

JEM

Journal of

EDUCATIONAL MANAGEMENT

A Bi-annual Publication of

**THE INSTITUTE FOR EDUCATIONAL PLANNING
AND ADMINISTRATION
(IEPA)**

University of Cape Coast, Ghana

ISSN 0855 - 3343

Vol. 5

Nov. 2008

IN-SERVICE EDUCATION AND TRAINING: AN IMPORTANT TOOL FOR IMPROVING EDUCATION AT THE BASIC LEVEL

J. M. Dzinyela

Abstract

It is literally impossible today for any individual to learn a job or enter a profession and remain in it for ten or so years with his or her skills basically unchanged. Societies and organisations including the school system change and grow. It is in this light that in-service training is not only desirable but also an important activity to which the Government and the school system must commit human and fiscal resources if it is to maintain a viable and knowledgeable staff.

Organising in-service training for teachers is of paramount importance if they are to be effective in achieving the goals and objectives of the educational system. This paper closely examines the importance of in-service training and the nature of in-service training in Education in Ghana. It also identifies problems that plague the organisation of in-service training and offers suggestions for improvement.

Introduction

Change and growth are endemic in our complex modern society. No society is static; so as we progress we change and grow. The school system in the society is also expected to change and grow to meet the needs of the society, else it will atrophy. One area in which

change and growth are paramount relates to the staff or individual workers of an organisation. They are expected to update their knowledge and skills throughout their lives and this must continually be a renewing process. It is therefore prudent for management to place premium on organizational growth and staff development that will adequately serve both the school organisation and the individual.

As ideas in education change and new methods, strategies and techniques of teaching are devised, it is imperative for teachers and professional educators to be sensitive to the changing situations and the needs of their pupils. In-service education and training (INSET) is therefore meant to re-activate, re-invigorate, re-animate or restore the teacher to life as far as academic and professional competence is concerned (Morant, 1981). With the Education Reform in Ghana the Government is committed to improving the quality of education in the country and this

can be achieved when the teacher who is a key figure in the education enterprise is well-equipped with the relevant knowledge, attitudes, skills and competencies. Though money, materials, equipment and facilities are important, the ability of the teacher to perform is more crucial. The purpose of this paper is therefore to discuss the role of in-service training in improving the quality of education in the country, its challenges and the way forward.

In-Service Education and Training

There is little doubt that there is a distinction between education and training, and the difference is important. Morant (1981) talks of training as being "concerned with the acquisition of skills and techniques using standardised learning procedures and sequences" (p.3) while Cole (1997) states that it is an activity concerned with improving employees' performances in the present jobs by imparting skills, knowledge and attitudes. Henderson (1978) justifies his choice of training on the basis that it implies a more direct link between learning and action and is therefore easier to measure. He states that the results of training are more readily usable in bringing about practical improvement.

In contrast, "the broader concept of in-service education is bound up with the notion of bringing about teachers' professional, academic and personal development through the provision of a whole series of study experiences and activities of which training should be rated as but one aspect" (Morant, 1981, p.3). Hence in-service training should not be considered as an alternative education but as part of the total framework of in-service education. That a close connection exists between the two is recognised as illustrated in official documents and other publications where increasingly the acronym "INSET" (in-service-education and training) is used.

In-Service Education and Training Defined

Many scholars define in-service education and training in various ways. Lipham and Hoeh (1985) define in-service education as "all professional development activities in which one engages after initial certification and employment and does not conclude until there is termination of services" (p. 183). They believe that in-service programme should focus on increasing professional expertise and remedying identified

weaknesses of an individual or a group of teachers. Morant (1981) defines in-service education as "the education intended to support and assist the professional development that teachers ought to experience throughout their working lives. Its starting point, thus should be marked by the occasion when the newly qualified entrant to the teaching profession takes up his first appointment in school and its finishing point coincides with retirement" (p.1). Cane (1969) also talks of in-service training as "all courses and activities in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skill" (p. 10). To Harris, Bessent and McIntyre (1986) in-service training is "a planned programme of continuing learning which provides for the growth of teachers through formal and informal on-the-job experience for all professional personnel. It provides for a setting to keep a continuing focus on curriculum for the instructional improvement of professional staff members" (p. 81).

A critical examination of the above definitions clearly shows that INSET is a process designed to foster personal and professional growth of individuals within a

respectful, supportive, positive organisational climate, having as its ultimate aim better learning for students and continuous, responsible self-renewal for educators and schools.

INSET aims at "widening and deepening teachers' knowledge, understanding and expertise (including skills, techniques and powers of judgement) in respect of their professional work by means of activities designed primarily to attain this purpose" (Morant, 1981, p. 3). INSET can be organised in one or more of the following ways: Classes or Institutes, Workshops, Professional Readings, Professional Writings, Subject Association Conferences, Exchange Programmes, On-the-job Training, Field Days/Tours and Demonstration Lessons.

Importance of In-Service Training

Until recently, the onus for helping teachers to be effective was placed squarely on pre-service training, a once-for-all training at that time. The prospective teacher went through a course of training for a number of years and was certified to teach for the rest of his life. But in a fast changing world, such a teacher loses his effectiveness

within a short time unless he is given the opportunity to update himself from time to time throughout his career. It is this latter realisation that has led to the popularisation of in-service training in most countries in the world today. To a large extent in-service training is a faster, cheaper and an effective way of training teachers.

In-service training is important in various respects:

1. Teachers are introduced to new concepts and practices; that is, teachers are exposed to new and modern methods, strategies and techniques of teaching so that the learners can benefit from whatever they are taught or exposed to.
2. It is a way of remedying any defects in existing educational practices: that is discussing with teachers and finding appropriate and lasting solutions to problems and difficulties they might face in the course of discharging their duties.
3. Teachers are helped to meet specific challenges or demands brought about by curriculum change and innovations resulting from changed situations. Teachers are made aware that they live in a world that is changing fast and therefore, to meet the demands of the present technological advancement of the world, it is important to be abreast with the changes in order not to be left out.
4. It brings about better understanding of one-self and the learners. Teachers have sound knowledge of characteristics that they should possess while working with children and characteristics that children display. Teachers get to understand that children are not the same in several respects - intellectually, emotionally, physically, socially, et cetera; and their understanding of growth and development of children help them to be effective in teaching and learning.
5. Educators are kept in touch with research findings, thus updating their knowledge and skills to synchronise with changing times. Teachers are encouraged to conduct action research so as to gain better understanding of problems in the classrooms and the school.
6. Educators are inducted into new obligations and responsibilities as a result of postings, appointments and promotions.

7. It brings about an opportunity for professionals to socialize in order to share ideas and experiences about their work. They use their rich experience and widening interest for the betterment of the education service.
8. Teachers tend to have sound knowledge of educational technology, new products coming into the system and how to use them in effective teaching, for example, the use of the slide or overhead projector and computer in teaching.

Relevance of Needs Assessment in INSET

To provide an effective in-service training to foster personal and professional growth for the personnel of any organisation, including teachers of the education service, needs assessment is crucial. It provides information that enhances and enriches the content of the training programme. Needs assessment of teachers in the following areas are important: induction of teachers, teachers' refreshment and teachers' conversion. Again, it is necessary that teachers are well versed in curriculum and instruction. Each of these needs that have to be assessed is discussed briefly.

Induction Needs of Teachers

At least once and probably several times during a teacher's career, he is expected to embark on new and unfamiliar duties relating to a position to which he has just been appointed. The first occasion when this may happen is that time when the new entrant, having recently left college or University, starts work in a school where he/she is required to complete a period of probation normally lasting a year or two. The process is to enable the new entrant gain knowledge, skills, techniques, attitudes and values essential to carrying out the new role. It is designed to smooth out the probationer's path. It is "a systematic programme of professional initiation, guided experience and further study" (Morant, 1981, p.6). The newly trained teacher is to know how to write lesson notes, mark the attendance register, compile continuous assessment records, counsel his students, manage and control his class for effective teaching and learning, understand the code of ethics of the teaching profession, et cetera. Getting properly started in one's initial post as a qualified teacher is very important.

At times the teacher may earn promotion to head a department or be an assistant head or head

teacher/master of an institution. The promotion can also involve moving from one school to another. The new head or deputy head is, therefore, likely to be faced with problems arising from inexperience, lack of confidence or at worst sheer ignorance of what the task entails. In order for the teacher to be competent and confident in his new challenging position, he needs an in-service training in the form of induction. Though these entail guidance of the less experienced practitioner by an experienced practitioner during the adjustment period, this should be reinforced by short intensive formally organised courses in or out of school.

Extension Needs of Teachers

Teachers need to widen their professional and academic horizon in order to be more effective and efficient in their day to day activities. Should the teacher's career happen to be in an early stage of development, he might wish to strengthen his subject teaching by reinforcing his academic knowledge and strengthening his subject methodology. Should it be in the middle of his career (assistant headship) he might want to obtain a better grasp of curriculum theory or obtain expertise in the

principles of school management. Should he hold a senior position (headship) his needs might be associated with school management, evaluation and assessment of performance or knowledge of administration of a circuit or district office. In these cases the certificate 'A' teacher may tend to undertake a course leading to an award of a diploma or a degree.

Teachers' Refreshment Needs

At times there is the need for teachers to be re-invigorated or re-activated; for, it is assumed that they go stale, especially when they have not undergone any professional or academic training for a period of time. They need to up-date their knowledge in certain subjects or methods, strategies and techniques for teaching such subjects and the nuances of it. This refreshment need is necessary for teachers who leave teaching for a while and later come back to the system. Examples are those who (a) join their spouses working outside the country and who do not go into teaching but re-enter the Ghana Education Service when they return home, (b) leave the country on their own to seek greener pastures and later re-join the Ghana Education Service, (c) take up political appointments and later rejoin the service after they have

left the political field and (d) leave Ghana Education Service for more lucrative jobs within the country and later re-join it for some reasons.

Another category of teachers who need in-service training to refresh themselves are those who, "though having taught continuously since entering the profession might not have taught a subject or age-range for which they were originally trained" (Morant, 1981, p.9). Thus, it may happen that these teachers are asked to teach this "dormant" subject or age-range because of shortage of teachers in those fields. A third category of teachers who should avail themselves of in-service training to refresh themselves are those who have occupied the same post for a considerable length of time (10 or more years). It is usually assumed that a teacher who has occupied a position in the school for several years ought to have overcome most of the difficulties encountered earlier. He should have gained solid experience and be capable of employing appropriate skills and techniques while performing his current duties. But it is most likely that these teachers must have become stale and hold on to old attitudes, values, beliefs and practices and therefore need to be re-invigorated or refreshed to cope

with the new demands of the Ghana Education Service and the changing world.

Teachers' Conversion Needs

Teachers are at times transferred to entirely different jobs in schools, districts and regional offices and anytime this happens, the teacher should be given in-service training to make him more competent. It may happen that a teacher who was initially trained for work at the primary school level is moved into a secondary school or has been asked to work in the district/regional office. Teachers affected by such changes will definitely require re-training in order to function effectively. For example, officers such as subject specialists and others are asked to fill positions in the classroom. During the education reforms, district offices were restructured and officers in the district offices who could not fit into the structure were sent to the classroom.

Curriculum and Instructional Improvement Needs

The society is in a state of continual change, with one change leading to another or even generating another. As a result of this, the old learning quickly gets obsolete, irrelevant or inadequate. As the environment

changes, the people adjust or adapt to it in an attempt to achieve equilibrium.

There are new skills, methods, attitudes, beliefs, materials and equipment which must be exposed to the students. These changes in the society force the school to make curricular changes accordingly. And for these curricular changes to be well taught, teachers have to be retrained through workshops, courses and fellowships to raise their competency level in handling the subjects. For example, for Ghana to keep abreast with other countries, she introduced educational reforms in 1987. One of the changes introduced was in the area of curriculum. New subjects such as pre-technical skills, pre-vocational skills, life skills, agricultural science and French were introduced at the basic education level while metal work, graphic design, woodwork, textiles, social studies, et cetera, were also introduced at the secondary education level. Presently, there are efforts to include lessons on HIV/AIDS in the school curriculum. Understanding the nature and scope of new subjects that were introduced and the methods of teaching them called for retraining of teachers to raise their

competency level. Hence, assessment to determine the training needs of teachers for in-service training is of paramount importance.

The Nature of In-Service Training in Ghana

In Ghana, the practice was that in-service training courses were external courses organized on campuses of colleges, universities, institutes and teachers' centres. However, of late, school-based and cluster-based INSET are being encouraged and practised.

The school-based in-service training is organised on the school premises for the sole benefit of the teachers of that school. Work is planned by the education office or head and sometimes jointly with teachers. Within the learning community of the school, teachers' and pupils' needs are identified more easily and training experiences/programmes are devised toward meeting the identified needs with the view to raising the standard of teaching and learning in the classroom. Resistance to the implementation of what has been learnt is usually less. The needs could be preparation of lesson notes, methods/techniques of teaching reading, test construction, test administration, filling of continuous assessment form,

effective management and control of class and closing of the class register. The resource person could be a member of staff who has the flair, experience and expertise, the head teacher, the circuit supervisor, personnel from the district education office or a tutor from a college. The school's facilities such as classrooms, craft rooms and laboratories are used.

The cluster-based INSET involves teachers in 3-5 schools in a cluster who have identified identical/common needs and therefore come together to have these needs addressed. The needs could be those already stated in the school-based in-service training programme. Teachers meet at one of the schools which is within a walking distance from the others to undergo INSET. Like the school-based INSET the resource person could also be a teacher in the cluster schools who has the flair, experience and expertise or a circuit supervisor, or personnel from the district education office or college.

In-service training is also organised at Teachers' Centres or campuses of colleges and universities where the resources used belong to such institutions. Such off-campus in-service training is organised for a day or several days. In most cases

accommodation and meals are provided for participants. Generally, this model uses the top-down approach when Ghana Education Service (GES) is introducing a new curriculum or a new technique of teaching a particular subject. Here, resource persons with higher qualifications and more experience rather than colleagues are used. An example is resource persons from tertiary institutions being used to teach teachers at the basic education level.

The GES assumes that the serving teachers are not competent enough to handle such subjects, hence the organization of in-service training to enable them acquire the necessary knowledge, skills, attitudes, values and sensitivities. Apart from teachers, newly promoted and serving heads also undertake in-service training in management techniques.

During the 1987 Education Reforms in Ghana, a number of in-service training courses were organised for the personnel of the GES. Courses were organised in the area of new curriculum developed, teaching methodology, educational planning, school management and supervision of instruction. All these courses were organised as external in-service

training courses by the Ministry of Education (MOE). Considering the costs and other problems involved in external in-service training, the ministry encourages school-based in-service training.

Distance Education programmes are organised for teachers holding Certificate 'A' and Diploma Certificate respectively. In Ghana, this is organised by the Centre for Continuing Education, University of Cape Coast and the Institute for Educational Development and Extension, University of Education, Winneba. The programme transmits both professional and academic information to teachers to upgrade their competence and skills so that they could be kept abreast with new developments in education. Teachers are also informed of issues of vital national importance and the overall national needs of the country.

Sandwich courses are also organised by Educational Institutions to upgrade the knowledge level of teachers in the country. Presently, the University of Cape Coast and University of Winneba do organise sandwich programmes in education related courses.

The Universities in Ghana offer admission to teachers to pursue

both academic and professional courses. These courses are meant to upgrade the knowledge, skills and competencies of teachers.

Problems/Weaknesses of INSET in Ghana

It has been observed that many problems plague the organisation of in-service training in Ghana. The following are the major problems:

Organisation

1. Many in-service courses are not co-ordinated. At times this lack of co-ordination results in duplication of efforts. For example the Department of Primary Education of University of Cape Coast organises INSET for teachers in her adopted schools and the GES also organises the same course for teachers in Cape Coast schools, including University of Cape Coast (UCC) adopted schools. Similarly, in-service training activities of Ghana National Association of Teachers (GNAT), Institute of Education at UCC and Non-Governmental Organisations like Plan Ghana and Action Aid are not co-ordinated. Most often, these individual

- bodies see themselves as islands existing on their own and therefore design their programmes without close consultation with the other bodies. This leads to duplication of efforts, and inappropriate and inefficient use of limited funds. Various groups of organisers introduce teachers to various methods or formats for handling certain topics. Teachers do complain of the frequent changing of methods/formats because they get confused as to which one they should adopt.
2. There are no frequent follow-up visits or monitoring by authorities to ascertain whether knowledge, skills and attitudes acquired are put into practice. Hence there is little or no feedback to guide future INSET.
 3. Timing is also another problem in the organisation of INSET. Some INSET courses are organised during holidays while others are organised during school time. Those organised during holidays are not welcomed by teachers because it deprives them of their leisure hours and private activities during the vacation period. On the other hand, organizing courses during school time also results in loss of sizeable amount of instructional time and therefore affect pupils' learning adversely.
 4. Most often participants are not tested immediately after the workshop to find out the competency level gained at the workshop. The absence of any form of assessment does not encourage the participants to pay much attention to the lessons.
 5. At times, in-service courses are organised for class-specific teachers, that is, courses meant for either all class one or class five teachers in a district. The problem is that, when such teachers are assigned to different classes in which training had not been received, teaching of subjects in those classes becomes a little bit difficult. This usually occurs when teachers are transferred from one school to another.

Relevance of Course Content to Needs of Participants

Instructions at some of the in-service courses are not related to practical classroom experience. Some of the teachers complain that some of the courses are too theoretical and not of practical

value to them in the classroom. Also teachers are taught how to use some equipment, for example audio visuals/computers, which are not in existence in their schools. They therefore do not make use of skills acquired in those areas. In this case, energy and money have been wasted.

Attitude

There is low level of commitment and negative attitude on the part of some of the facilitators and participants and they therefore do not attach much importance to in-service training. The incentive packages attached to these courses for both facilitators and participants are most often not attractive. Most often, some teachers attend training workshops because it is compulsory, others are adamant and resist change and therefore do not put into practice what they learn at the sessions. According to some teachers, the unattractive conditions of service even in the Ghana Education Service (GES) discourage participants from paying much attention to the courses.

Finance

Inadequate financing of the programme is one of the major problems. Very often, most in-

service training courses organised in the country are financed by foreign donors like the World Bank; so if the donor agencies' funds dry up, funding from the Government becomes a problem as it is always inadequate. Budgetary allocations for Manpower and Training Division are so meagre that they cannot support any viable district courses. Participants complain about refund of transport expenses, meals and other out-of-station expenses. Because of inadequate funding, in-service training programmes are irregular and therefore do not contribute much to the professional and academic development of serving teachers.

Suggestions for Improvement

Current explosion of knowledge, technological advancement and dynamism of society call for regular innovations and reforms, attitudinal change, reinforcement of new concepts and practices in education; hence the need for regular in-service training for teachers. The following suggestions are offered to improve in-service training in Ghana:

Organisation

1. Co-ordinating units should be established at both national and district levels to co-ordinate the in-service

training activities of the various bodies such as GNAT, Department of Primary Education and Institute of Education at UCC and NGOs. In this way, duplication of efforts and waste of limited resources could be avoided. There will not be conflicting information which tends to confuse teachers in the execution of their duties.

2. Although officers such as Circuit Supervisors go to the schools to give support to the teachers, it was observed that very little is done to assess the competency of teachers in the area in which they receive in-service training. The feedback will guide future in-service training programmes. To carry out this assignment effectively, Circuit Supervisors should have the opportunity to visit each school more than twice a term as it exists currently.
3. The timing of in-service training courses is really a difficult problem but there must be a way out. It would not be recommended that school time should be used for in-service training courses, as it will reduce teacher-pupil contact hours and subsequently pupil learning

which is already a serious problem in the system; neither would we recommend organising the in-service training in the afternoons after school hours; for, teachers would be exhausted and would not concentrate on what is being taught. In addition, teachers use the afternoons to mark exercises and assignments given to pupils and prepare for the next day's lessons. It is therefore recommended that the in-service training courses should be organised during vacation time. It is expected that teachers will be willing to sacrifice part of their vacation time on in-service training courses if the incentive packages attached to the courses are attractive enough.

4. To make in-service training courses more practical, it is recommended that very experienced resource persons should be employed to organise the in-service training. With regard to the acquisition of skills for the use of some equipment, it is recommended that teachers should be trained to handle modern equipment for enhancement of teaching/learning. What is more

important is to provide the equipment for use by teachers in their various schools. Probably, the central government could be helped by benevolent societies such as Old Boys Association, NGOs, PTAs and philanthropists in the community with the provision of the equipment.

5. In organising in-service training, teachers should be trained to handle subjects in more than one specific class so that they would not be found wanting should they be re-assigned to a different class when the need arises.
 6. To ensure that school-based and cluster-based in-service training courses are very effective, more weighting should be given to in-service training in the assessment of management and supervisory functions of school heads and circuit supervisors.
 7. In school and cluster-based in-service training model, teachers participate as helpers to each other and planners of in-service activities by identifying and addressing their training needs for improvement of their competencies. This training thrives on self-help, co-operation and sharing of ideas.
- It is in this light that we do recommend/encourage the use of Action Research by teachers in basic schools in Ghana.
8. Apart from school and cluster-based INSET, another cost-effective method is to organise in-service courses by use of satellites, television, radio and correspondence courses for a large number of teachers. The advantage here is that the unit cost is low.
 9. Circuit supervisors should be made more mobile in order to conduct and monitor school-based and cluster-based in-service training programmes. To ensure effective organisation, supervision and monitoring of in-service training programmes, travelling costs incurred by Circuit Supervisors should be promptly refunded to them as a way of motivating them.
 10. Teachers returning from in-service training courses held outside their schools should organise similar courses for their colleagues.
 11. Subject Associations should be encouraged to play a major role in organising in-service courses to supplement that which is organised by other bodies.

12. There should be room for creativity among participants so that they can contribute their quota to the success of the programme. In this way, they will feel part of the programme and not mere recipients of knowledge.

Relevance of Course Content to Needs of Participants

Efforts should be made to identify the learning needs of teachers within a particular area/locality (school-based or local based) before planning an in-service training. This would assist organisers to identify the real needs of teachers in order to address them accordingly. It can be done by observation, brainstorming, and management request or through questionnaire. The needs can also be identified through community interviews. For example, PTAs or School Management Committees (SMCs) could give their impression about the effectiveness of teachers and any other problems that may arise. Students' performances/achievements can also give a hint.

Attitude

To address the issue of participants not paying much attention to the

lessons it is recommended that the participants should be assessed immediately after the courses before leaving the course centres. This calls for the designing of relevant assessment instrument for the testing of the participants. Participants should be made aware at the beginning of the programme that they would be assessed at the end of the course to determine the competency level gained during the in-service training course. A mechanism should also be put in place to check attendance. This is to ensure that all teachers invited to in-service training are present and participate fully and effectively in the training-programme.

Finance

Since it is an established fact that teachers are crucial in every educational enterprise, it is imperative that Ghana invests more resources in the training of her teachers if she is to achieve the desired goals. The Government/MOE should make adequate funds available for sustainability of in-service training courses especially when foreign funds dry up. Should the government find it difficult to provide funds from the Consolidated Fund, arrangements could be made with District

Assemblies to take up the responsibility. Heads of institutions should make provisions for in-service training in their budgets. Also, school-based in-service training would be more cost-effective than the externally organised in-service training courses. Generally, in-service training programmes should be planned and designed in such a way that needs are matched with available resources to ensure that one does not run into difficulties after the programme takes off.

Motivation

Attractive packages should be attached to in-service training programmes. Better conditions of service and other incentive packages like earning promotions and higher certificates can motivate teachers to pay more attention to in-service training courses. Short in-service courses should be structured such that one can earn credits towards higher qualification as well as for promotion without one leaving one's work to do full time studies. In this new approach, a certificate 'A' teacher can earn/accumulate credits for upgrading to a diploma status, and the diploma teacher can also accumulate credits to obtain

a degree. In addition, those who are not interested in additional qualifications can improve their own professional skills or earn credits for promotion. This would create motivation and boost morale among the teachers.

Teacher's Resource Centre

Teachers' Resource Centres provide facilities and the environment as well as resource persons for teachers to up-grade themselves. These centres have to be equipped in order to effectively perform their roles including in-service training, curriculum development activities, preparation of teaching and learning materials and exhibition of new textbooks and educational materials. Since the centre serves as an excellent meeting place where teachers discuss teaching techniques, fresh approaches to the teaching of subjects in schools and new subject-matter, the GES in collaboration with GNAT could establish more centres at areas where teachers can easily move to. It enhances socialisation and sharing of ideas and experiences.

Conclusion

The young and inexperienced teacher from training college or University is confronted with a

barrage of challenges as she/he enters the teaching profession. Even the old and experienced teachers who play a crucial role in the education enterprise need to be abreast with issues within the education sector.

Current knowledge explosion, the era of technology, dynamism of society which call for innovations and reforms, the need for attitudinal change, reinforcement of new concepts and practices in education necessitate organization of regular in-service training for teachers. They have to continually up-date their knowledge, skills, techniques and competencies to make them effective so that their pupils/students and the society as a whole derive maximum benefit from their work.

In-service training should, to a large extent, be based upon assessed needs of participants; their involvement from the planning, implementation and evaluation stages are essential for their commitment and effectiveness of the programme.

The school-based and cluster-based in-service training which try to address the immediate needs of teachers and are more cost effective should be highly emphasized.

No matter how well-trained, dedicated, committed and resourceful a teacher may be, her/his effectiveness will be hampered by lack of essentials such as teaching/learning resources and reference materials. Poor working conditions such as low remunerations and little or no fringe benefits tend to destroy the morale of the teachers.

All these need to be seriously addressed if we are to succeed in implementing effective in-service training programmes for quality education.

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