Impact of Out Program on the Teaching Proficiency of In-service Teachers in Colleges of Education in Central Region, Ghana

Richmond Stephen Sorkpor[1], Emmanuel Armah Enninful[2], Charles Agyei Amoah[3]

[1]Tutor, OLA College of Education, Cape Coast- Ghana

[2]Tutor, Fosu Colleges of Education, Fosu- Ghana

[3]Tutor, OLA College of Education, Cape Coast-Ghana

Abstract: *The study was aimed at investigating the effectiveness of the implementation of the Out segment of the In-In-Out Program of Colleges of Education in Ghana. Data was obtained from interviews, questionnaires as well as field observations. The proportional stratified and simple random sampling techniques were used to select a sample size of one hundred and fifty (150). Data collected was analyzed using descriptive statistics. It was revealed that there was strong evidence to suggest that all the aspects of the In-In-Out Program were fairly clear to the implementers who regarded all the components of the program as very important. The data also showed that all the respondents involved in the study had favourable attitudes towards the implementation of the program. It was clear from the findings that poor supervision on the part of tutors and incompetent mentors were the major challenges, which impeded the successful implementation of the In-In-Out Program. The implementation was also found to be hindered by non-availability and/or inadequacy of requisite instructional materials and facilities as well as insufficiency of time allotted to the professional training aspect of the In-In-Out Program. It was recommended that Mentees must be encouraged to participate in community self help projects, educate community on good sanitation and communicate with parents about the performance of their wards.*

Keywords: In-In-Out Program, Supervision, Implementation, Mentors

1. Introduction

Since formal education gained roots in the Gold Coast and teacher education also got established, there has been a serious development and changes. These changes and developments are taking place in response to the need to provide quality teachers for the education of the youth at all levels of the country's educational system. This has become very necessary and more demanding since the society's changing aspiration needs new crop of students who are molded to play new roles for the development of society. The skills and knowledge needed for successful living have altered radically, primarily as a result of the technological evolution and its impact on most jobs and professions. Thus, the educational system has to be restructured to ensure that the needs and aspirations of the society are always met. Schools need not gear towards the production of students for a nation that, in many ways, no longer exist. Based on this, policy makers keep on changing and implementing innovations in all facets of the educational system, more especially in teacher education for the purpose of training quality teachers.

Education is believed to be the key to every country's development and Ghana is no exception. Basic education therefore evokes the passion of parents and the general public. These and other problems led to a review of the policy on the training of teachers who form the human resource base of the new teacher education, designed as the "In-In-Out Program."

Dreams about a national education system to cater for all pupils would not be realised if little attention is paid to the production of quality teachers who will be in daily contact with our children. This is because education will be subject to change and therefore those who practice it should be innovators who are adaptable to the changing needs of the society. In order to achieve this laudable aspiration, the most important input is a cadre of well-educated, trained, dedicated and knowledgeable teachers to manage effectively the context under which pupils learn.

Considering the impact of the reform program, gross enrolment ratio at primary school level had shot up by 37%, but the gains in students' achievement expected from overall reforms has been less impressive between the period of 1974 and 2002. The yearly Criterion Referenced Test (CRT), which began in 1992 and were designed to monitor progress in pupils' achievement following the reforms paint a picture of continuing underachievement. For example, pupils tested at basic 6 in public primary schools in the 1996 national CRT, only 6% achieved a criterion score of 60% and above in English Language. Even more worrying, less that 3% achieved a criterion score of 55% and above in Mathematics (Ministry of Education / Primary Education Project), (MOE/PREP), (1996).

Notwithstanding the need for quality teachers, research evidence in Ghana suggests that newly trained teachers are ill-prepared to handle the new direction of the curriculum that was put in place as part of the 1974 Education Reforms at the primary and Junior Secondary Schools. Also, most beginning teachers experience a "reality shock" in their first year, when faced with the demands of real classroom teaching situation and the gap between their ideals and the reality of every day school life.

2. Statement of the Problem

There has been a need for a model that will bridge the gap between initial teacher education and the real classroom situation. This has led to the designing and implementation of teacher education models that have all been abandoned at one time or the other for reasons that have not been documented and yet a new model has been developed and is in its formative stage. This is because the models were not pilot tested to collect empirical data to support their continuation, modification or discontinuation. Another problem has to do with whether implementers view the practices of the program as worthwhile. A third problem, which is usually related to program implementation, is the failure to implement the recommendation put across for the implementation of the program.

One is, therefore tempted to ask whether the attitude that stakeholders in education usually have towards new innovations is not the same for the In-In-Out Program. The answer to this question is vital in gauging their level of commitment to the implementation of the program.

Purpose of the Study
The purpose of this study was to evaluate the out program on the proficiency of teacher trainees and mentors at OLA and Foso Colleges of Education. It is also to find the effects of the extent of the objectives of the out program. Also, to evaluate the extent of the objectives of teacher education in Ghana which are the training and development of the right type of teacher who is competent, committed and dedicated.

Another purpose was to find out the capability of the teacher to apply, extend and synthesizing various forms of knowledge, developing attitudes, values and dispositions that create a conducive environment for quality teaching in schools. It was also to evaluate the capability of teachers to facilitate learning and motivate individual learners to fully realize their potential and adequately preparing the learner to participate fully in the national development effort. Finally, it is to find out the familiarity of mentees with the community.

Research Questions
1) How adequate are the resources (in terms of teaching staff, teaching/learning resources, transport and time) in the colleges?
2) To what level of importance are the objectives of the program being attached by stakeholders?
3) How familiar are the mentees with their community activities?
4) To what extent are the methods and skills for teaching being developed?
5) How effective is the program towards the preparation of teachers?

Methodology
Descriptive survey design was used. The target population of five hundred and eighty (580) was drawn from Foso and OLA colleges of education in the central region. Cluster sampling was used to sample one hundred and fifty (150) respondents. All the teaching practice coordinators in these colleges were used. Twenty (20) lead mentors, ten from each

college's catchment areas. Ten (10) link tutors, five (5) from each college were used. The instrument developed for the study was a questionnaire. Respondents were requested to respond to each item on a four-point Likert's scale.

3. Results/Discussions

Research Question 1: How Adequate are the Resources (in Terms of Teaching Staff, Teaching/Learning Resources, Transport and Time) in the Colleges?
Table 1 shows adequacy of teaching staff, teaching/learning resources, transportation and time in the Colleges of Education. The options given for this question were: textbooks for teacher, syllabuses for basic schools, teaching handbook for basic schools, teaching and learning materials, second year peer teaching, teaching of content, teaching of content integrate with method, visit by link tutors and tutorials by link tutors.

Table 1: Adequacy of Resources

Resources	Adequate (%)	Inadequate (%)	Not Adequate (%)	Total
Textbooks for Teachers	70 (70)	27 (27)	3 (3)	100
Syllabuses for Basic Schools	90 (90)	10 (10)	- (-)	100
Teaching Handbook	40 (40)	58 (58)	2 (2)	100
Teaching/learning materials	- (-)	75 (75)	25 (25)	100
Physical Infrastructure	15 (15)	60 (60)	25 (25)	100
Laboratory facilities	- (-)	20 (20)	80 (80)	100
First Year Observation	20 (20)	40 (40)	40 (40)	100
Second Year Peer Teaching	15 (15)	60 (60)	25 (25)	100
Teaching of Content	40 (40)	40 (40)	20 (20)	100
Teaching of Content and Method	28 (28)	62 (62)	10 (10)	100
Visit by Link Tutors	10 (10)	70 (70)	20 (20)	100
Tutorials by Link Tutors	15 (15)	80 (80)	5 (5)	100

Considerably, syllabuses and teacher's textbooks are the resources respondents agreed that, they are adequate representing about 97% of the total respondents. Teaching handbook and content teaching recorded 40 respondents each saying they are adequate. Teaching learning materials and laboratory facilities recorded zero percent and the rest of the resources had most of the respondents going in for inadequacy of those resources. When the results are critically analyzed, those who responded because of their position or the role they should play, for instance, no link tutor responded inadequate for visit by link tutors and that of tutorials by link tutors. So there is an iota of lack of sincerity on the part of the link tutors here. It was also realised that some link tutors responded positively for infrastructure and handbook.

Stufflebeam (1973) points out that the purpose of input evaluation to determine how resources might be best utilised to achieve program objectives. It is at this stage that evaluator may point out the best alternative strategy for dealing with the need. As a program is being structured, every effort should be made to ensure that the best resources are chosen and that provision is made for their proper use. Resources can range from media, modules and learning environments to teaching strategies and learning experiences. Finch and Crunkilton (1993) enumerate

evaluation questions that might be asked at this stage and these may include the following: "What program materials might be most useful in a particular educational setting?", "Which materials are most acceptable to teachers and students?", "How instructions might be implemented?", "What are the relative effects of different material on students' achievement?" Input evaluation, therefore, is concerned with identifying and assessing alternatives resources of achieving specified ends.

Research Question 2: To What Level of Importance are the Objectives of the Program Being Attached by Stakeholders?
Table 2 shows the level of importance of the objectives of the out segment of the teacher trainee program attaches by stakeholders. The following importances were given prominence. Teaching mentees to understand clearly the challenges of real classroom situation, helping mentees to acquire basic knowledge in classroom management, developing in mentees positive attitude towards the teaching profession, mentees practices, observation of classroom practices at the end of first year, peer teaching by second year mentees. Out of school-based practice relevant to the program and independent self-directed study.

Table 2: Level of Importance of Objectives of the Out Program

Level of Importance of Objectives	VI (%)	I (%)	SI (%)	NI (%)	Total
Teaching mentees to understand clearly the challenges of real classroom situation	100 (100)	-	-	-	100
Helping mentees to acquire basic knowledge in classroom management	-	68 (68)	32 (72)	-	100
Developing in mentees positive attitudes towards the teaching profession	-	30 (30)	64 (64)	-	100
Mentees practices, observation of classroom practices at the end of first year	-	-	92 (92)	8 (10)	100
Peer teaching by second year mentees	-	30 (30)	70 (70)	-	100
Out of school based practice relevant to the program	12 (12)	38 (38)	40 (40)	10 (10)	100
Independent self directed study	34 (34)	28 (28)	16 (11)	22 (22)	100

The research revealed that teaching mentees to understand clearly the challenges of real classroom situation was very important because all the 100 respondents said so. About 68% said it is important for mentees to acquire basic knowledge in classroom management, 32% of them said it is somehow important. It also revealed that the program does not develop mentees' positive attitude towards the teaching profession because 64% said it somehow does so. Only 36% said it is important. Almost all the respondents, 92% of them never saw the importance of mentees, one year classroom observation and practice for a whole year. Peer teaching by second year mentees as an objective of this program, only 30% said it was important and 70% saying it was somehow important. Twelve percent of the total respondents said out of school based practice is very important and relevant to the program, 38% said it is important, 40% said somehow and 10% saying not important. To find out whether the program

gives self directed study, 22% of the respondents, said not important at all.

According to Tyler (1979), the process of evaluation is essentially the "process of determining to what extent the educational objectives are actually being realised by the program of curriculum and instruction." Basically, Tyler's model centered on objectives of a program, and that it is only when the objectives of the program are made clearer and stated in behavioural terms that the program can be evaluated. The objectives of the educational program, therefore constitute the essential standard against which success must be judged and evaluated becomes an integral part of the educational process and not something apart from it. Taba (1982) opines that the pre-specification of objectives is necessary because it is a necessary first step to effective evaluation, which in turn is crucial to effective teaching and learning. She points out that "those things that are most clearly evaluated are also most effectively taught and, therefore, objectives provide the necessary yardstick for measuring and judging instructional success.

Wheeler (1987) also shares similar views when he asserts that the evaluation of content and learning experiences as well as the organizational procedures should be based on the tenets of objectives of the program.

According to Kliebard (1970) and Eisner (1970), restricting program evaluation to achievement of program objectives prevents one from judging whether a program as a whole is worthwhile. For example, a program may not be serving the needs of the society yet it could be judged successful, for achieving the stated objectives. Further, as Eisner (1970) asserts, "a conception of evaluation that limits itself to what has been planned in terms of goals or objectives is likely to be educationally thin."

Research Question 3: How Familiar are the Mentees with their Communities' Activities?
Table 3 talks about the familiarity of mentees with their communities and their school involvement. These were rated excellent, good, satisfactory and fair. Communities activities selected were communication with parents, relationship with people in the community, participation in community self help project, education of community on good sanitation. About school involvement too, class attendance, lesson notes preparation, lesson delivery, involvement in co-curriculum activities, relationship with pupils and relationship with other mentees were variables.

Table 3: Familiarity of Community's Activities by Mentees

Activities	Excellent (%)	Good (%)	Satisfactory (%)	Fair (%)	Total
Communication with Parents	-	75 (75)	25 (25)	- (-)	100
Relationship with people in the community	56 (56)	41 (41)	3 (3)	- (-)	100
Participation in community self help project	-	-	85 (85)	15 (15)	100
Education of community on good sanitation	-	-	70 (70)	30 (30)	100

Attendance to class	100 (100)	-	-	-	100
Preparation of lesson notes	98 (98)	2 (2)	-	-	100
Lesson delivery	60 (60)	28 (28)	12 (12)	-	100
Involvement in co-curricular activities	78 (78)	15 (15)	7 (7)	-	100
Relationship with pupils	54 (54)	46 (46)	-	-	100
Relationship with other mentees	80 (80)	20 (20)	-	-	100

In trying to find out the familiarity of mentees with their community, 75% said mentees' communication with parents was good and 25% said satisfactory considering their relationship with people in the community. In all 97% said excellent and good. Participation in the community's self help project had 85% percent rating it satisfactory and 15% rating it fair. This rating is not far different from educational of community on good sanitation. But attendance to class was rated 100% and preparation of lesson note also recorded a very high rating of 98%. Sixty percent, 28% and 12% for excellent, good and satisfactory for lesson delivery respectively. Involvement in co-curricular activities also recorded an appreciable level of performance of 78% and 15% for excellent and good respectively. Relationship with peoples was not all that good as compare to relationship with other mentees.

Koetsier and Wubbels (1995) conducted a survey to determine the effectiveness of Independent Final Teaching Period (IFTP) to deal with reality shock. The study unearthed the following findings. All respondents felt that the IFTP teaching period closely resembled the working situation of a beginning teacher. According to Koetsier and Wubbels, the respondents claimed that, during the IFTP the mentee was confronted with the problems normally faced by beginning teachers. They agreed that IFTP was effective in dealing with reality shock since aspects of reality shock were well packaged in the program. Furthermore, all respondents stated that the schools adopted a positive attitude towards the IFTP. They consider this kind of mentee teaching period a valuable start for prospective teachers.

According to Cross, Leahy and Murphy (1989), most university teacher preparation programs in Canada do not adequately prepare students for teaching in a rural school or for the cultural shock which many of them will undoubtedly experience. Though, rural teachers receive warm and personal relationship accorded with much respect and regarded as role models, they still have reasons to regret for having accepted postings to rural areas.

Research Question 4: To What Extent are the Methods and Skills for Teaching Being Developed?
Table 4 took care of the extent of method and skills for teaching being developed. Factors the work dealt on were rated excellent, good, satisfactory and fair and these factors included lesson objectives, clarity and measurability, how lessons are tailored to suit the level of learners, appropriate and relevant previous knowledge, the use of appropriate TLMs, systematical presentation of lesson, ability to handle

pupils' responses cordially and sympathetically. The knowledge of subject matter, the use of appropriate teaching and learning resources systematically and ability to sustain the interest of pupils throughout the lesson.

Table 4: Skills and Methods Used

Skills and Methods	Excellent (%)	Good (%)	Satisfactory (%)	Fair (%)	Total
Lesson objectives are clear	5 (5)	68 (68)	27 (27)	-	100
Lesson objectives are measurable	5 (5)	68 (68)	27 (27)	-	100
Ability to tailor lesson to suit pupils	38 (38)	46 (46)	16 (16)	-	100
Relevant previous knowledge	78 (78)	22 (22)	-	-	100
Ability to select and prepare appropriate TLMs	26 (26)	70 (70)	4 (4)	-	100
Ability to present lesson systematically and coherently	10 (10)	64 (64)	20 (20)	6 (6)	100
Can handle pupils' response cordially and sympathetically	15 (15)	30 (30)	40 (40)	15 (15)	100
Has a sound knowledge of subject matter	80 (80)	15 (15)	5 (5)	-	100
Ability to use appropriate teaching and learning resources systematically	10	70 (70)	20 (20)	-	100
Ability to sustain the interest of pupils throughout the lesson	10	80 (80)	8 (8)	-	100

About the development of skill and method of teaching the program seeks to achieve, only five percent rated clarity of lesson objectives excellent, 68% rated it good and 27% rated satisfactory. Measurability of objective of lesson plan too had the same rating. To teach to suit the pupils, 38% rated it excellent, 46% good and 16% satisfactory. Whilst relevant previous knowledge attracted 78% rating for excellent, 22% rating for good, 26% rated excellent for ability to select and prepare appropriate TLMs and 70% went for good and four percent rated it satisfactory. In the way, only 15% rated excellent for ability to respond cordially and sympathetically to pupils, 30% rated good, 40% said satisfactory and 15% said fair. About the subject matter, 80% said excellent, 15% said good and five percent rated it satisfactory. Ability to use appropriate TLMs and sustenance of pupils' interest had almost the same ratings. Ten, 70 and 20% rated the former excellent, good and satisfactory and 12, 80 and 8% did same for the latter respectively.

According to Sanger (1988), the areas that mentees will be looking out for during the observation period are pupils' involvement in learning, problem-solving, classroom management practices, dealing with pupils with different abilities and small groups. He posits that such observation is surely invaluable to mentees as there is no other time they could observe classroom practices before taking up the job

of teaching. Observation also gives mentees the opportunity to work alongside experienced teachers and to be involved in planning, organizing and evaluating the work of pupils. It is in connection with the benefits of observation activity in the program.

Here, the mentees experience themselves in a completely new role and learn to cope with the challenges (Batty, Rudduck and Wilson, 1999), went further to intimate that these practices of teaching epitomized experience learning where mentees learn about their own strengths and weaknesses. These practices, in a way help mentees to experience the complexity of a variety of teaching situation.

Research Questions 5: How Effective is the Program towards the Preparation of Teachers?

Table 5 examined the effectiveness of the program towards the preparation of teachers. This effectiveness was looked at from the following dimensions. Exposure to the reality of teaching, exposure to rural setting, acquired basic skills in teaching, acquired classroom management skills, acquired skills in using appropriate methods of teaching and acquired more professional training.

Table 5: Effectiveness of the Program towards Teachers' Preparation

Impact	Responses (%)	Number (%)	Total
Exposure to the reality of teaching	100 (100)	-	100
Exposure to rural setting	70 (70)	30 (30)	100
Acquired basic skills in teaching	96 (96)	4 (4)	100
Acquired classroom management skills	90 (90)	10 (10)	100
Acquired skills in using appropriate methods of teaching	95 (95)	5 (5)	100
Acquired more professional training	65 (65)	35 (35)	100

About the effectiveness of the program towards the preparation of the teacher, all the respondents accepted the fact that, it gives them the exposure to the reality of teaching but 70% respondents agreed that, rural setting exposure since some of the schools where they do their attachment are in an improved setting. The question of whether it helps them acquire basic skills in teaching, 96% agreed to this and 90% agreed that the program helps them acquired classroom management skills. About the acquisition of skills in using appropriate methods of teaching, only five percent of the respondents did not agree to this and finally, 65% believed that the program gives more professional training.

These findings support what the Institute of Education, Utrecht University, also found when they initiated a program dubbed individual and Independent Final Teaching Period (IFTP). This program was a one-year university teacher education for higher-level secondary education (Koetsier and Wubbels, 1995). According to them the program is a post-degree curriculum in which the pedagogical training takes place after successful completion of the academic studies in a particular subject.

They further state that the first part of the practical component in the post-graduate one-year program is a trial student teaching period. This fourteen week period is a relatively protected teaching period with three mentees

working together as a group, closely supervised by a co-operating teacher and a university supervisor. At the end of this teaching period, the mentees are assessed to determine their suitability for admission to the IFTP.

The IFTP is a continuous fourteen-week student teaching period, taking place in the last part of the one-year post-graduate teacher training program. Unlike the In-In-Out Program in Ghana with IFTP mentees are introduced to pupils and qualified teachers functioning as regular teachers, under normal constraints and pressure teaching all lessons in a particular subject of a number of classes. In addition to preparing and giving lessons, mentees also take part in departmental and school activities. They are supervised by co-operating teachers (mentors) and university lectures (link tutors) by means of "long-arm" supervision, in the sense that these persons do not actually attend the mentees' (Koetsier and Webbels, 1995, page 335). The mentor is responsible for supervising the quality of the work, while the link tutor monitors the process of professional development.

4. Conclusions

Syllabuses for basic schools are adequate to enable easy reference and appropriate area of teaching. Textbooks for teachers are also adequate but physical infrastructure, teaching and learning materials and laboratory facilities are not adequate in the basic schools. First year observation, second year peer teaching, teaching of content, teaching of content and method, visit by link tutors and tutorials by link tutors are also to be given attention.

About the objectives of the program, it was realized that, teaching mentees to understand clearly the challenges of real classroom situation is being achieved. Also, helping mentees to acquire basic knowledge in classroom management and independent self-directed study, out of school-based practice are quite achieved. However mentees practices, observation of classroom practices and peer teaching by second year mentees must be given serious attention.

It was also concluded that mentees' attendance to class, lesson notes preparation, involvement in co-curricular activities and relationship with other mentees was very good while relationship with people in the community, relationship with pupils and lesson delivery are also within average range but participation in community self help project, educating community on good sanitation and communication with parents must be looked at.

There was no problem with knowledge of subject matter and selection of relevant previous knowledge. Clarity in lesson objectives and measurability of lesson objective, ability to select and prepare appropriate TLMs, ability to present lesson systematically and coherently and ability to sustain the interest of pupils throughout the lesson are better.

5. Recommendations

Enough physical infrastructure, teaching and learning materials and laboratory facilities are to be provided in the basic schools. First year observation, second year peer teaching, teaching of content and methods, visit by link

tutors and tutorials by link tutors must reach the attention of the policymakers. Mentees must be encouraged to participate in community self help projects, educate community on good sanitation and communicate with parents about the performance of their wards.

References

[1] Batty, J., Rudduck, J. and Wilson, E. (1999). *What makes a good mentor? Who makes a good mentor?* The views of year 8 Mentees. Education Action Research, 7, (3), 365 – 374

[2] Cross, W. K ., Leahy, L. E. and Murphy, P. L. (1989). Teaching in a Canadian rural school: A taste of culture shock. *Journal of Education for Teaching*. 15, (2), 87 – 96.

[3] Crunkilton, A. L. (1993). Obstacles to reforming Ghanaian education: A case of non-fulfillment of necessary conditions. *The Journal of the Institute of Education*. 4, (2), 34 – 57.

[4] Eisner, E. W. (1979). *The educational imagination: On the design of evaluation of school programs*. New York: Macmillan.

[5] Kliebard, H. M. (1970). *The Tyler rationale*. School review, 78, 259 – 272

[6] Koetsier, C. P. & Wubbles, T. J. (1995). Bridging the gap between initial teacher training and teacher induction. *Journal Education for Teaching*. 21, (3), 333 – 345

[7] Ministry of Education/Primary Education Project (MOE/PREP) (1996). *Report on the administration of primary six criterion-referenced tests*.

[8] Sanger, J. (1988). Classroom observation workshops and ethics of perception. *Cambridge Journal of Education*. 18, (3), 287 – 296

[9] Stufflebeam, D.L. (1973). *Toward a science of educational evaluation*. Educational technology review series, 11, 20 – 27

[10] Taba, H. (1962). *Curriculum development: Theory and practice*. New York: Harcourt, Brace and Word Inc.

[11] Tyler, R. W. (1979). *Basic principle of curriculum and instruction*. Chicago: The University of Chicago Press.

[12] Wheeler, D. K. (1987). *The curriculum process*. London; Hodder and Stoughton