Assessing the Impact of In-service Training Programmes on Basic School Teachers of China in the Kassena Nankana West District of Ghana

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Abstract

Teachers, like any other professional staff need continuous professional development programmes to get abreast with the changing needs of the profession. This can be achieved through in-service education and training (INSET). It is obvious that lack of access to in-service training cripples the development of the staff as well as the academic performance of students. The issue at stake was that in-service training programmes were not adequately organized on regular basis for teachers of Chiana in the Kassena Nankana West District (KNWD). The research study employed a descriptive approach design. In all fifty-one (51) teachers from schools in the school district and four education officers of the Ghana education Service and the Ministry of Education took part in the study. Research instruments include questionnaires, interviews and training documents or records were used to obtain data for the study. Frequencies and percentage distribution tables were used in analyzing the data from the questionnaires while the interviews were also transcribed to obtain themes. The study revealed that teachers were not naïve to INSETs as well as their relevance. The teachers in Chiana admitted that when they attend INSETs, knowledge and skills were acquired for professional development and competency. Based on the findings of the study it was recommended that regular INSETs should be organized for teachers in order to update their knowledge and skills for efficient delivery on their jobs. This study will be beneficial to teachers, students and policy makers in education.

Keywords: In-service, training, teachers, development, performance, basic schools

Introduction

As a result of poor academic performance by students in most of the schools in Ghana over the years, teacher professional development has become an issue in the minds of educationists in the country. Ghana News Agency (2002) reported the increasing low performance of pupils at the Basic Education Certificate Examination (BECE) and Harrington (2002) indicated that the most important factor in students' learning is the quality of the teacher. Researchers believe that teachers who are fully prepared with greater training are more successful and effective in teaching and student handling than teachers with less preparation and training (Agyeman, 2000; Furgusson, 2001). Teachers' professional development has become a major focus within the school reform and school improvement trends because of the belief that student learning and success is largely due to the effectiveness of teachers (OECD, 2009).

Several studies (Acheampong, 2003; Harris & Sass, 2008; Steyn, 2008; Sharp, 2009; Caena, 2011; Rahman et al, 2011; Ridley, 2011; Shriki & Lavy, 2012) generally acknowledged that promoting teacher quality is a key element in improving primary and secondary education. For instance, the Ghana Education Service (GES) has since 2005 developed a framework for the implementation of In-Service Education and Training (INSET) policy for basic education. The aim was to establish an institutionalized structure for professional development of basic school teachers. This implies that the GES places much importance on teachers' professional development and is making efforts to ensure that quality teachers are maintained in the service.

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The quality of education depends on the ability, hard work and dedication of the teacher (Rahman, Jumani, Akhter, Chisthi, & Ajmal, 2011). That if a teacher fails to keep himself or herself in touch with the rapid scientific and educational development then he or she becomes inefficient and ineffective as indicated in the National Education Policy of 1998-2010. The teacher is considered the most crucial factor in implementing all instructional reforms at the grassroots level. It is a fact that the academic qualifications, knowledge of the subject matter, competence and skills of teaching and the commitment of the teacher have effective impact on the teaching learning process (Rahman et al, 2011). This explains why teachers are pressurized to be competent in their classrooms. It also justifies the urgent need for the professional development of teachers.

The study was focused on in-service training programmes organized for teachers by GES, management (head teachers), Non-governmental organizations (NGOs) and others in the Kassena Nankana West District (KNWD). The researchers observed and interacted with teachers of the study area to ascertain whether training programmes were conducted for them or not, how often, who does it the benefits accrues so far from the training. Ghana Education Service (GES) as an organization has teachers in the classrooms and needs to give adequate training to develop them as classroom managers. Self-development or professional development is an essential ingredient needed by all teachers, and that can be achieved through training and development

Statement of the Problem

The changing nature of education in the 21st century requires constant skills improvement, development and highly motivated teachers who can participate in the changing trends of communication flow, teaching and student learning. Organizations require highly resourced persons who can move with the current trends. Upon interaction with teachers and school administrators of KNWD researchers realized that in-service training and development programmes were inadequate and rarely organized for teachers to develop their skills and competences to be abreast with current trends. Newly trained teachers needed orientation to get them acquainted with their new environment and teachers who have left the training college or school for a long time also needed to update their skills of teaching and classroom management in order to function well as instructors. Rowden and Conine (2005) stated that there is limited research on human resource development in small and midsized organizations such as school set ups and that small businesses do little, if any, in the development of their workers. For example, there is a belief that, teaching is just about directing and guiding hence anybody at all can be a teacher. That there is no special skill needed to become a teacher (Etzioni, 1969; Agyemang, 2000). In the wake of these perceptions about the teaching profession very little attention is given to staff development of which teachers in Chiana in KNWD are of no exception. Thus the need to research into the frequency, effects and extent to which in-service training as a staff development activity takes place in the basic schools.

Goal/Objective:

The aim of the study was to examine the effects of in-service training programmes on teachers of basic schools in Chiana in the KNWD.

Objectives of the study include:

1. To examine the in-service training programmes available to teachers in Chiana.
2. To investigate how knowledge and skills acquired from in-service training programmes impact teacher performance in Chiana.
3. To determine pre-training and post-training performance of teachers in Chiana.

Research Questions:

1. What in-service training programmes are available to teachers in Chiana?
2. How do the knowledge and skills acquired from in-service training impact teacher performance?
3. What is the difference between pre-training and post-training in performance?

Significance of the Study

Training as a concept leads to human development and teachers in Chiana need regular training on- the - job to develop their profession. The study will edge teachers to take up training and development programmes such as workshops, seminars and conferences with all seriousness. That will build their human resource capabilities. The study will further inform stakeholders in Ghana Education Service, interest groups and NGOs about the relevance of in-service training to teachers.

The findings and recommendations of the study may be used by teachers, head teachers, NGOs and other groups interested in education and finally create a positive attitude towards in-service training and development.

Literature Review

Theoretical Framework

Theory is a scientific explanation for observed phenomena that can be used to accurately predict the outcome of a given situation. It guides researchers in their observations to generate new information (Santrock, 1998). In view of that, the study was based on the Change Theory of In-service Training (CTIT). The theory was predicated on four main paradigms, the growth, change, problem solving and the defective. The growth paradigm is predicated on the fact that no matter the extent of the teacher's knowledge there is always something new to know about teaching. Thus, the essence of updating teacher's knowledge is not necessarily to correct personal inadequacies on the part of the teacher but rather to seek greater fulfillment as a practitioner on the field (Garuba, 2004).

In order to justify the concept of Change Theory, Garuba (2004) stated the following:

The growth approach is more relevant to teaching and education for teachers as a continuous process. It is predicated on proven need for the teacher's knowledge to be updated because. No matter how comprehensive the pre-service training received by the teacher, such training is bound to suffer from deficiency occasioned by demands of social change thus, there is always the need for the teacher's knowledge and skills to be brushed up.

The change paradigm is also predicated on the fact that society is dynamic, knowledge, methods, approaches are changing, and INSETS as viewed by this approach is designed to equip teachers with new skills required for coping with emerging trends and demands of teaching.

The defective paradigm is based on the premise that no matter the efficiency of the pre-service or initial training teachers receive, there will necessarily be areas of inadequacies. Based on that, in-service training is described as a type of education that aims at remedying the deficiencies in every aspect of human existence (Anyanwu, Omole & Akintayo, 1998). Reacting to that position, Garuba (2004) indicates that the major problem with this deficiency approach to in-service training is that though, the possibility of having some missing links in the pre-service training received by the teacher could be there, the fact still remains that however adequate pre-service training is, its continued relevance can still be called to question, especially in the face of changing social needs and demands of living in the modern world of technological advancement. Thus, the need to update teachers' knowledge and currency even if pre-service training was adjudged comprehensive.

The problem solving paradigm of in-service education and training was based on the premise that the educational system was bound to experience difficulties or problems in approaches to teaching and learning and so in-service activities are designed to deal with these difficulties that may arise occasionally. Though the four paradigms fit various bases for in-service training, the study focused on the change theory of in-service education.

Empirical Review

Teacher Education Preparation

Teacher preparation is a programme of professional course work that develops the skills needed for serving in the classroom and will lead to certification. This includes course work in areas such as teaching methodologies, curriculum development, classroom management, and student or intern teaching fieldwork. It develops the skills needed for serving in the classroom (California State Polytechnic University, 2003).

There are many different views of what the knowledge base for pre-service teachers should be. However, based on research, there are some commonalities found in the kinds of experiences and knowledge pre-service teachers need to become effective teachers. Ball and Cohen (1999) defined four major areas of learning for pre-service teachers. They emphasized that these areas are important in the preparation of teachers. The areas identified include: Teachers need to know their subject matter in depth and should be able to understanding how to teach the subject matter in a variety of ways; teacher needs to understand their audience, the students, the diversity that exists within a classroom and how that diversity affects students' learning and experiences and; teachers need to expand their views of learning by understanding how students learn and the most effective ways for meeting the needs of student learning, as well as having a firm grasp of multiple ways to engage learners, is also a vital skill for effective educators

According to Darling-Hammond, (2000) there are six features that make for a high quality teacher preparation programme. These are as follows: Common, clear vision of good teaching that is apparent in all coursework and clinical experiences; a curriculum grounded in substantial knowledge of child and adolescent development, learning theory, cognition, motivation, and subject matter pedagogy, taught in the context of practice; extended connected clinical experiences (at least 30 weeks) which are carefully chosen to support the ideas and practices presented in simultaneous, closely interwoven coursework; well-defined standards of practice and performance that are used to guide and evaluate coursework and clinical work; strong relationships, common knowledge, and shared beliefs among school- and university-based faculty and; extensive use of case study methods, teacher research, performance assessments, and portfolio evaluation to ensure that learning is applied to real problems of practice that ensures authentic assessment.

According to Darling-Hammond (2000), effective teacher preparation should go beyond knowing subject matter, pedagogic and child development, he believes it should include research by teachers. Tom, (1997) argued that the best way for teacher education programme to become and/or remain effective is to evaluate its current status, on an ongoing basis. He further states that due to the elaborate and varied nature of the aims and goals of education, teacher education should be structured to be responsive and dynamic. In his view, unless teacher educators continually renew their programmes through collective reconsideration of current practice, these progammes will not be valid after some time.

Teacher Preparation in Ghana

Teacher preparation started in Ghana in the 19th century, specifically in 1848 at the Akropong Training College in the Eastern Region (Pecku, 1998). In view of the new challenges and emerging issues confronting teacher education, it has undergone several reviews. In the most current reviewed teacher education policy document, areas reviewed include: Access to teacher education and training; the curriculum; certification and licensing of teachers; administration in basic teacher education institutions and; continuing education for teachers.

According to the Ministry of Education (MOEYS, 2004) teacher education under the current policy document is considered a lifelong process and to this end the programmes in teacher education defines as pre-service and continuing in-service should be viewed as part of one process. Therefore, teacher education in the form of pre-service and in-service should be considered as a continuum. The overall teacher education programme structure consists of three main components, namely:

1. A three year pre-service Diploma in Basic Education, the first two years of which shall be spent on the campuses of the college of education after which the trainees will be posted to schools to continue their studies, as they practice teaching by using distance learning methods. This is the IN-IN-OUT scheme.
2. A programme for continuing education of teachers to upgrade their knowledge and skills through short courses, seminars and workshops.
3. Programmes for serving teachers to upgrade their qualification. This comprises first, a two year in service programme to upgrade certificated teachers with Diploma qualification leading to a Bachelor of Education (B.ED) Degree (MOEYS, 2004)

The basic principle underlying the nature of the curriculum is to prepare teachers who are capable of facilitating learning of pupils. Thus, the curriculum shall be learner-cantered, in this case the learner being the basic school pupil. The curriculum in sum is to ensure that teacher trainees can achieve the competencies desired for effective teaching at the basic levels. The training of competent teachers is considered to be the most persistent and compelling need in education since no system of education can rise above the quality of its teachers. In other words the quality of teachers in terms of their training and awareness will determine the quality of instructions and invariably the success of the programme (Oyewumi & Adediran, 2001).

In Ghana, Quaigrain (1999) argued that most beginning teachers are seen as woefully unprepared for the complex and demanding task of the classroom, pre-service teacher education has been regarded as pathetically weak and beginning teachers are found wanting (and desperate) in their initial experience. The key to quality education is the quality of the teacher and key to improving the teaching and learning processes in schools is the professional development of the teacher (Kankam, 1999). Kankam highlights the importance of the need for a lifelong educational process (training) that keeps pace with continuous changes taking place.

With these he said will help teachers to deal with the changing conditions in schools and classroom situations to make school environment conducive for the pupil. In addition, Kankam (1999) stated that Teacher Education can no longer end with initial entry into the profession. Similarly Wideen, (1987 p.13) argued that, 'even the best of pre-service teacher education cannot equip one for lifelong standing. Whether one thinks in terms of simply maintaining existing programmes or introducing new ones, it is inconceivable to assume that initial preparation, whatever it may have been, was adequate. Continues growth and development have always been talked about in the past as necessary for teachers. But in the light of an expanded knowledge base and continuing nature of changes that is occurring in society, the need for continue professional growth among teachers takes on a critical new importance.

Research has shown that teacher's classroom practice is more than a function of the content of teacher education programme (Wideen et al., 1998). It is possible to argue that as a result of the need to address the apparent inadequacies in staff training, both at the initial and post qualification level that other alternatives and complimentary approaches such as in-service training, staff development and a broad range of training opportunities available within the service emerged as a means of keeping teachers updated about methodological issues and good practice.

Concept and Meaning of In-Service Training

Teaching is a dynamic activity. As society and human behaviour undergo changes so must new ideas and methods constantly evolve to respond to the complex nature, needs and   equip them for their responsibilities and in-service training for teachers is very necessary. The terms in-service training and professional development are often used interchangeably, but have slightly different meanings. According to the Organization for Economic Cooperation and Development (OECD) (2005), professional development signifies any activity that develops an individual's skills, knowledge, expertise and other characteristics as a teacher. These include personal study and reflection, as well as formal courses. In-service education and training refers more specifically to identifiable learning activities in which practicing teachers participate. The widespread use of the term professional development when referring to training activities reflects the fact that most teachers see themselves as members of a profession. Just as members of other professions, teachers also need to be involved in a process of learning and reflection to improve their professional practice (Aitken, 2000).

In-service training is the process of acquiring specific skills to perform a job better (Jucious, 1963). On the other hand Dahama, (1979) was of the view that in-service training helps people to become qualified and proficient in doing their jobs. Usually an organisation facilitates the employees' learning through in-service training so that their modified behaviour contributes to the attainment of the organization's goals and objectives. In addition, in-service training is a process of staff development for the purpose of improving the performance of an incumbent holding a position with assigned job responsibilities and promotes the professional growth of individuals. Furthermore, it is a programme designed to strengthen the competencies of staff while they are on the job (Malone, 1984). Moreover, it is a problem-centred, learner-oriented, and time-bound series of activities which provide the opportunity to develop a sense of purpose, broaden perception of the clientele. Farrant (1982) stated that In-service Education is a lifelong process in which the teacher is constantly learning and adapting to new challenges in his or her job. According to Jarvis (1990), In-service education is continuing education given to employees during the course of their working-lives, the venue to him does not matter. The most important thing in in-service training is that it is normally conducted by employing agencies within the organization itself without recourse to formal education. .

Relevance of In-Service Training

Human resource is very important and the backbone of every organization. Organizations invest huge amounts in the human resource capital because the performance of human resource will ultimately increase the performance of the organization. GES, as a big organization with a large number of teachers need to develop them through training especially those in active service. According to Aitken (2000), in-service teacher training have a central part to play in developing teachers' skills and capabilities. Tihanyi et al (2000) and Boudreau et al (2001) indicated that trained employees perform better as compared to untrained employees. The relationship between in-service training and student achievement is evidence showing that effective in-service training can enhance teacher performance and this in turn will bring about improvement in student achievement. Training has the contribution of increasing productivity and quality of work. The development strategy reduces staff turnover and absenteeism and also helps in improving motivation among the employees. In order to stay ahead in a competition, training must incorporate innovation and reinvention and this is only possible when it encompasses a wide range of learning actions.

Although it is costly to give training to employees but in the long run it gives back more than it takes (Kaynak, 2003). Every organization should develop its employees according to the need of that time so that they could compete with their competitors (Carlos & Braga, 1995). Training is not a luxury but a necessity. Edwin (1971) opines that no organization has a choice not to train because no one is a perfect fit at the time of hiring. Training is necessary to bridge the gap between what they are and what the job demands. In the absence of a systematic and planned training, employees learn their job by trial and error method or by observation. These methods consume more time and energy, thereby increasing the cost of training. Even then, there is no guarantee that the employee will learn the best method of doing the job. In order to have effective training at reduced cost, planned training is a must. Existing employees also require orientation training to avoid becoming obsolescent; to make use of new technology; to operate new machinery: to adjust with the new environment and to take up new jobs and responsibilities. Training is a continuous process. Training enhances self confidence, provides respect to the employee from others and reduces the rate of errors.

Research Methodology

The methodology described the procedures and the approaches the researchers used in collecting data. The population covered, sampling technique that was employed which helped the researchers obtain a sample size which represented the entire population and on which generalization was made. The instruments used for data collection, sources of data collected and how data was analyzed were all considered.

Research Design

Burns and Grove (2010), define a research design as a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings. The research design adopted was a descriptive study which looked at the effects of in-service training programmes on teachers' of basic schools in Chiana in the KNWD. For the purpose of this study, the researchers tackled the problem hand in hand with the participants and drove home the importance of in-service training programmes. Mixed method approach was used to conduct the research. According to Johnson, Onwuegbuzic and Tuner (2007), mixed method research approach focuses on: Research questions that call for real-life contextual understandings, multi-level perspectives, and cultural influences; employing rigorous quantitative research assessing magnitude and frequency of constructs and rigorous qualitative research exploring the meaning and understanding of constructs; utilizing multiple methods (e.g., intervention trials and in-depth interviews); intentionally integrating or combining these methods to draw on the strengths of each and; framing the investigation within philosophical and theoretical positions.

The research problem was suitable for a mixed method approach because only one method, qualitative or quantitative by itself was not adequate to develop multi perspective and a complex understanding about the study. The research instruments used were questionnaires, interviews and documents or records. The data obtained from these instruments were both qualitative and quantitative, hence the use of mixed method.

Population of the Study

A research population is a group of elements or cases of individuals, objects or events, that conform to specific criteria and to which a researcher intends to generalize the results of the research. Population is defined by Vishnevsky and Beanlands (2004) as the entire aggregation of cases that meet a specified set of criteria. All individuals or objects within a population usually have a common, binding characteristic or trait. The criteria used to select the population for the study was simple and included all teachers in the Basic Schools in Chiana community.

Sample and Sample Size

Sample is a subset or collection of some units in a population. Brink, Van der Walt, and Van Robbert (2006) stated that, a sample is a subset of a population selected to participate in a study. It is a fraction of the whole, selected to participate in the research project. The sampling issue came as a result of the researchers' inability to involve all the members of the population. The sample was taken from the population and the study was conducted on the individuals from the entire population. Results obtained were used to generalize issues based on the population. For this study, fifty-five (55) participants were selected from the population.

Sampling Technique

Five public basic schools were selected from Chiana by convenience sampling technique. That was a non-probability sampling technique which selected participants who were readily available and agreed to participate in the study (Frey, Lawrence, Carl & Gary, 2000). This allowed one pick elements in a population and developed a sample which was satisfactory to one's need. This decision was taken because the researchers had proximity to the participants. The schools and the teachers selected are given in the table below:

Table: 3.1 Schools selected and number of teachers

Name of school	Number of teachers
Chiana JHS	10
Christ the King JHS	12
Gwenia JHS	11
Ayagetam Primary	09
Yidania Primary	09
Total	**51**

Source: District Education Office- KNWD (2017)

These schools were selected because the teachers agreed to participate in the research study. Fifty-one (51) teachers, one (1) training officer, the Deputy Director in charge of human resource from the district education office-KNWD and two (2) teachers who work with Campaign for Female Education Ghana (CAMFED) in the education office making a total of fifty- five (55) participants selected as the sample size for the study using purposive sampling technique. Burns and Grove (2001) defined purposive sampling as judgmental sampling that makes the conscious selection by the researcher of certain subjects or elements to include in the study. The fifty-one (51) teachers were given questionnaires to complete on training programmes organized for them and the effects of those programmes. The other four (4) participants from GES and CAMFED (Ghana) were interviewed and also obtained documents and records of training programmes they organized for teachers in the district understudy.

Data Collection Procedure

Introductory letter from the Faculty of Education, the University for Development Studies was obtained. This letter was used to obtained permission from GES-KNWD to collect the data for the study. The researchers then went to the respondents in the field and data collection process started. The data collection process was carried out in three different phases. The questionnaires were administered in five selected schools as the first phase. Respondents were given ten (10) working days to respond to the questions. The purpose of the study was explained to respondents after the researchers personally distributed the questionnaires to the participants. The researchers went back to pick the completed questionnaires after the ten (10) days, out of fifty one (51) questionnaires issued, fifty (50) of them were completed and returned.

Whiles the questionnaires were with the respondents, the interviews were also been carried out as the second phase of data collection. Participants of the interview include the Training Officer of GES-KNWD, the Deputy Director of human resource of GES-KNWD and two GES officers working with CAMFED (Ghana). All interviews were held in participants' offices.

The last phase of the data collection was the scrutiny of documents and records. The training file with the training officer was looked at. The kind of training programmes, category of teachers the trainings were given to, how the programmes were organized, the aims for organizing such progammes, how the programmes were designed, whether follow-ups were made to assess the impact of the programmes organized among other things were observed. That was done with the help of the training officer and the human resource director. The documents of CAMFED (Ghana) were also scrutinized.

Data Analysis Procedures

Data analysis commenced after conducting the first interview. The Data resulting from the study was both quantitative and qualitative and as such, the need to process and analyze. The essence was to put the data in contextual form to enable the researchers answer the research questions as well as address the research objectives (Ihenacho, 2005). The conclusions that were drawn in the study were based on the data collected from the field.

The data passed through a lot of processes like data management (coding, editing and checking data, preparing data manually and handling missing data) and finally, it was organized and presented. The data collected was analyzed using descriptive statistics (percentages and frequency tables) through the Statistical Package for Social Sciences (SPSS) version 20. The data obtained were organized into sections as on the questionnaire. Headings were also generated as variables which answered the various research questions. Descriptive statistics for the headings were then generated using SPSS version 20 which made the analysis easy. Relevant information from the interviews featured in the discussion of results. Interview data was transcribed word- for - word by listening to audio recordings from a Samsung Galaxy Pocket android phone.

Ethical Consideration

Ethics in educational research are those issues that are related to how educational researchers conduct themselves and consequences of these on the people who participate in their research (Kusi, 2012). Ethical considerations in this study were permission to collect data, informed consent, confidentiality and anonymity.

RESULTS AND DISCUSIONS

The presentation and discussion was done considering the research questions that were posed to guide the study. Data was collected through three instruments namely, questionnaires, interviews and documents or records analyzes. Themes were identified for discussion under sub-headings below:

Table 1: Schools of Respondents

Variable	Response	Frequency	Percentage (%)
School currently teaching	Christ the King JHS	11	22.0
	Chiana JHS	10	20.0
	Gwenia JHS	11	22.0
	Yidania Primary	9	18.0
	Ayagitam Primary	9	18.0
	Total	51	100.0

Source: Fieldwork (2017)

Five schools (5) were selected for the study and fifty-one (51) participants were in those schools. Christ the King JHS was issued with twelve (12) questionnaires and they returned eleven (11) representing 22.0% of the total questionnaires returned. Chiana JHS respondents were given ten (10) and they returned all representing 20.0%. Gwenia JHS took eleven (11) and they returned all representing 22.0% of the total questionnaires returned. Yidania Primary got 9 questionnaires and returned all representing 18.0% and Ayagetam Primary School respondents were issued with nine (9), also all were returned representing 18.0% of the total questionnaire returned.

Table 2: Professionalism of Respondents

Variable	Response	Frequency	Percentage (%)
Professionalism	Yes	38	76.0
	No	12	24.0
	Total	50	100.0

Source: Fieldwork (2017)

In Table 2, one can see clearly that a great number of thirty-eight (38) out of fifty (50) teachers representing 76.0% were professional (trained) teachers. Twelve (12) teachers representing 24.0% were not trained.

Table 3: Duration in Chiana

Variable	Response	Frequency	Percentage (%)
Duration	1-3years	21	42.0
	4-6years	19	38.0
	7-10years	10	20.0
	Total	50	100.0

Source: Fieldwork (2017)

Table 3 gives the range of years the respondents have been teaching in Chiana. Twenty-one (21) respondents representing 42.0% have been teaching in Chiana from 1-3 years. When you consider the questionnaires issued, the item finding out whether participants have attended INSETs or workshops before, that was the group that answered *not at all* or had never attended one before. Nineteen (19) of the respondents representing 38.0% have been teaching in Chiana for the past 4-6 years. Ten (10) teachers participating in the study have been teaching in Chiana for a period of 7-10 years that is respondents representing 20%.

Table 4: Types of INSETs attended by teachers in Chiana

Variable	Frequency	Percentage (%)
Methodology	23	46.0
ICT	6	12.0
Assessment	1	2.0
Classroom management	2	4.0
Health	2	4.0
Others	5	10.0
None	9	18.0
Missing systems	2	4.0
Total	50	100.0

Source: Fieldwork (2017)

Table 4 contains results of INSETs that were available to teachers in Chiana as well as those that they have attended as classroom teachers. From the table, twenty (23) of the respondents representing 46.0% have attended methodology training programmes. Though that was the highest percentage, it was still inadequate. This is because; every teacher needs to be abreast with the fast changing needs of education. Each and every day new methods and strategies keep emerging therefore teachers also need training in those areas to move with time and to improve students' academic performance. The use of technology in the classroom has simply given education a new lease of life allowing one to approach old ideas in new ways. Only six (6) of the respondents representing12.0% have attended ICT training and that was woefully inadequate.

Out of the fifty (50) respondents, only one (1) attended training on assessment which represented 2.0%. Although, during pre-service training teachers received some training on assessment, that may not be enough for them to be able to assess children properly and adequately without in-service training. Teachers need a lot of training on the job to be able to do so.

On classroom management, two (2) out of the total number of respondents representing 4.0% attended in-service training. Again, on this area teachers in Chiana are seriously lacking training. Two (2) of the participants said they have attended health workshops which represented 4.0% of the total respondents. The health programmes they attended were First Aid and Wash workshops. The Wash training has to do with what is called 'hand washing with soap and running water'. This is very important in basic schools, when teachers are trained in that they can guide the children to wash their hands properly after visiting the toilet and other dirt related activities. This will help them stay away from diseases.

Apart from the available training programmes captured in the study, respondents discussed other areas. Five respondents representing 10.0% talked about in-service programmes in sports federation workshop, which equipped teachers with knowledge to handle sporting activities very well as part of co-curricular activities. Also, respondents talked about register closing and records keeping as in-service training they participated in. Workshops on how to handle physically challenged children in the classroom was also touched on. Respondents further mentioned School Performance Improvement Plan (SPIP) workshop. Nine of the respondents answered 'None' representing 18.0%. These respondents were some of those who earlier on indicated that they have never participated in any INSET. Finally, two participants left that question unanswered given a percentage of 4.0 and that makes-up the missing systems.

Table 5: Frequency of programmers organized

Variable	Frequency	Percentage (%)
Once a year	11	22.0
Twice a year	9	18.0
Thrice a year	13	26.0
Four Times and more	10	20.0
Missing systems	7	14.0
Total	50	100.0

Source: Fieldwork (2017)

Table 5 gives the distribution of the frequency at which INSETs were organized in the district for teachers. Participants were required to provide the number of times trainings were organized in a year in the district. Eleven (11) of the respondents representing 22.0% said, to the best of their knowledge, programmes were organized once a year. This was confirmed when the human resource director said, 'We organize these things when the need arises, but normally, the beginning of the academic year' (Director of Human Resource, 2017). He further said that the programmes organized were induction courses for newly trained teachers and newly appointed head teachers. Thirteen (13) respondents given 26.0% said, in a year trainings were organized three times, however in an interview with the training officer, he indicated that, trainings were organized at any time, based on the availability of funds. He claimed that most of the funds were from NGOs. Nine (9) respondents representing 18.0% said trainings were organized twice a year. Ten (10) of them said trainings were organized four times and more in a year, that represented 20%. Also, 7 of the respondents stayed neutral and left that portion vacant giving 14.0% as missing systems.

Table 6: Frequency of attendance

Variable	Frequency	Percentage (%)
Once	21	42.0
Twice	11	22.0
Thrice	6	12.0
Four times	3	6.0
Five Times	1	2.0
None	2	4.0
Missing Systems	6	12
Total	50	100.0

Source: Fieldwork (2017)

Table 6 above contains the rate at which participants attended training programmes. Out of fifty (50) responses, twenty-one (21) of them representing 42.0% have participated in INSET only once in their teaching lives. Also, those who have attended training twice are eleven (11) representing 22.0%. Six (6) have participated in training three times giving 12.0%. Three (3) have responded four times giving 6.0%. One (1) responded for five times representing 2.0%. Two (2) said they have not attended any representing 4% and the missing systems were six (6), representing 12.0%. Considering the results on the table above, it is clear that teachers received little training which is not enough for their professional development and competency as classroom managers. This contravenes the INSET policy in Ghana (Rahman, et al., 2011). Researchers have commented that training is most extensive only in establishments which operate in complex market environments (Rowden & Conine, 2005; Sahinidis & Bouris, 2008).

Table 7: Impact of INSETs on student's performance.

Variable	Frequency	Percentage (%)
Frequency	39	78.0
No	3	6.0
Missing systems	8	16.0
Total	50	100.0

Source: Fieldwork (2017)

Thirty-nine (39) of the respondents representing 78.0% affirmed that when teachers receive in-service training on regular basis they performed well and that had a positive impact on student's performance as well. Brookfield (2015) stated that well-prepared and highly qualified teachers were essential to ensure that all students achieved the high standards necessary to lead fulfilling lives and become productive citizens. Three (3) respondents representing 6.0% said there was no impact of INSETs on the teacher leading to student achievement. Eight (8) respondents representing 16.0% did not respond to the item above.

Findings

The study looked at the effects of in-service training programmes on basic school teachers in Chiana in the KNWD. The design used for the study was a descriptive study approach. The study sampled a total of fifty-five (55) participants, which was made up of fifty-one (51) teachers in five selected basic schools in Chiana, one (1) Training Officer from GES, one (1) Deputy Director in charge of human resource from GES and two (2) CAMFED (Ghana) workers also from GES. The research instruments used were questionnaire, interview and documents or training records. The questionnaire was administered to the fifty-one (51) teachers and the four (4) officers were interviewed. Documents or records concerning trainings organized by both GES and CAMFED (Ghana) were analyzed. This was done in line with the research questions of the study.

With regards to the data collected from respondents, the researchers came out with the following findings:

1. Teachers were aware of INSET programmes as well as the relevance that go with such programmes. Ninety-two percent (92%) of the total respondents indicated that, they had knowledge about INSETs and all the four officers interviewed equally indicated the essence of INSETs. Also, most of the participants defined INSET which was in line with scholar's definitions. For example, one participant defined INSET as educational programme designed to help teachers in service improve upon their professional competencies. This is in line with the general concept that in-service training is designed for teachers who are already in professional practice and which they receive in the context of or during periods of varying length when their normal duties are suspended.
2. Teachers attended INSET workshops on Methodology, School-Base-Assessment (SBA), Classroom management and ICT occasionally in Chiana. Out of fifty (50) respondents, thirty-nine (39) of them representing 78% indicated that they have attended various INSET programmes.
3. Teachers affirmed that they performed better after in-service training. Forty (40) respondents representing 80% of the total respondents indicated that they changed their approach to teaching after receiving training. Tihanyi et al (2000) and Boudreau et al (2001) indicated that trained employees perform better as compared to untrained employees.
4. INSETs were not organized regularly for teachers in Chiana. Forty-three (43) respondents representing 86% indicated that programmes were organized ranging from once a year to four times a year and out of that only ten of them representing 20% had the opportunity to attend such programmes three to five times in a year.
5. INSETs have not been made available to all teachers in Chiana. Sixteen percent (16.0%) of the respondents indicated that they have never participated in any INSET in Chiana. Also, during the interviews with the two GES officers working with CAMFED (Ghana) they indicated that CAMFED only gave training to their teacher mentors not to all teachers.
6. INSETs were not decentralized. Six (6) respondents representing 12.0% indicated that training programmes were not given to them at their door steps. One of them said that they always leave the classrooms empty to attend training programmes organized at the district capital.

Conclusion and Recommendations

Based on the findings of the study, a conclusion was drawn that basic school teachers were not naïve of INSET, but rather appreciate the relevance of such programmes. They stated that, when they attended INSETs, knowledge and skills were obtained for professional development and competency. Unfortunately, they did not have access to regular INSET programmes. In addition, even the few ones organized were not for all teachers. For instance, CAMFED (Ghana) gave trainings to only their teacher mentors. Most of the training programmes were also held in the district capitals making it difficult for all teachers to attend. The recommendations stated below were made based on the findings of the study and when implemented, will go a long way to develop teachers' competence as classroom managers. This will translate into students' academic performance and achievements in Chiana, KNWD in particular and Ghana as a whole.

The education directorate of KNWD and other developmental partners like the district assemblies, school management committees, parents and NGOs should collaborate to design   comprehensive INSET programmes for all teachers in the district. The training activities should be carried out during holidays or at school premises to enable all teachers have the opportunity to attend without creating empty classrooms in their absence. The in-service training programmes should be held frequently in order to enhance and keep teachers abreast with current events. At least five to six programmes a year will be helpful. In addition, teachers should be encouraged and supported with funds to carry out school-based or classroom research to be abreast with classroom issues and students learning. The School Based and Cluster based INSETs in GES were introduced in 2005 to provide in-service training for basic school teachers to develop professionally (Rahman et al., 2011). It is therefore suggested that Ministry of Education and GES should collaborate with local governments and NGOs interested in education to source funds and materials for the smooth running of those programmes at the school level.

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