

Teacher Preparation: The Case of the Two Years “In” and One Year “Out” Policy of the In-In-Out Programme of Colleges of Education in Ghana

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Abstract

The study investigated into the ‘In-In-Out’ Programme of the Colleges of Education in some selected communities in the Aowin District in Ghana and their implication for teacher preparation. The sampling technique used was purposive and simple random sampling. The study involved 144 mentees, 24 Link-Tutors, 24 Lead Mentors and Mentors, 16 Opinion leaders, the District Director of Education and the Principal of Enchi Training College. Data was collected by the use of questionnaires.

Major findings of the study are (a) enough preparation are given during the two years of on-campus training in the college, (b) some mentors were not up to task in supporting mentees. The study thus recommends that, all stakeholders should join hands to ensure the success and smooth running of the programme.

Key-words: Teacher education. Teacher trainee. Teacher preparation. In-In-Out policy. Colleges of Education.

1. Introduction and Background

The level of educational attainment in a country is a major contributory factor both directly and indirectly to the degree of economic growth and development that is achievable in that country. Education contributes to the growth and development directly through employment, enhanced productivity and the composition of a civil population that is apt to promote social progress (Akyeampong, 2006). Aboagye (2002) adds that more educated citizens have a better chance of transforming knowledge and assets into productive livelihoods, which provide the basic needs of food, shelter, health, and freedom from ignorance. Education provides the intellectual skills to enable people adapt to change and to assimilate new ideas in a dynamic relationship with cultural traditions. The moving force behind all the changes is the teacher. Aboagye (2002) states that the quality of teachers, the quality of education and the quality of teacher education are inseparable. Quality teacher education has been seen as a crucial factor for effective educational outcomes in moving the nation forward.

The importance of teacher education in the socio-economic and political development of a country cannot be overemphasized. Teacher education constitutes the core manpower development in many developing countries. It is through this sector of the educational system that teachers of various grades are prepared towards teaching and learning in schools and ultimately in the manpower production of a country (Aboagye, 2002).

It is against the aforementioned reasons that Ghana government has placed much priority on the development of education. Ghana since independence has embarked upon major policy initiatives with the view to improving and providing quality education for its citizens.

The initiatives helped in structurally transforming the education system and also helped improved considerably access, quality teaching and learning, infrastructure delivery as well as management efficiency. The development of education could not be successfully done without looking at teacher education and training.

One of the most significant changes in initial teacher training in Ghana in recent times is the change from a three year “in” college training to two years in college and one year “out”. This seems to be a move to make training more practically focused and ensure that prospective teachers have better insights and understanding into the actual job of teaching. It reflects an increasing desire of the Ministry of Education (MOE) and the Ghanaian teacher educators to see teacher training include more experience of learning on the job (Akyeampong, 2003).

As part of measures to check the decline in academic performance especially in basic schools, it was important to investigate into the role of the Colleges of Education in the improvement of performance and the raising of the standard of education in Ghana since the introduction of the in-in-out programme in the year 2007. One of the main issues raised by the National Commission on Teacher Education set up by Ministry of Education in 1993 came out with a major concern that:

The Colleges of Education are inefficient in producing effective teachers since the trainees and the tutors have so little exposure to actual schools and classrooms, and academic content is taught and tested above practical teaching methodology, also the college curriculum does not differentiate sufficiently between primary and junior

secondary methodology (Ministry of Education, 1993, p. 23).

The performance of students at the basic level in schools on the attachment programme (In-In-Out Programme) in the Aowin and Suaman Districts too seem to have not also improved remarkably even after the implementation of the IN-IN-OUT Programme which is aimed at giving the teacher trainees the practical skills needed to perform effectively and efficiently and also to improve the standard of performance of pupils at the basic level.

The ineffectiveness of teacher trainees of the OUT Programme with regard to the effective delivery of lessons, class organisation and appropriate use of teaching learning materials are problem identified and given consideration for this work. This problem may have many consequences which include contributing to the low standard of education in the country and also reducing the quality of teachers being produced by the Colleges of Education in the country. Therefore the purpose of the study was to explore the preparation of trainees for the two years “In” and one year “Out” programme of the In-In-Out Programme of Colleges of Education in Ghana. The study sought to answer the questions: (1) how are trainees prepared for the two years “In” and one year “Out” programme of the In-In-Out Programme of Colleges of Education in Ghana? and (2) what are the duties of the stakeholders of various players such as the communities, school and the district directorate of education that have a role to play in ensuring the effective performance of the teacher trainees on the “Out-Programme”. This research was delimited to Aowin and Suaman Districts of the Western region of Ghana. It was restricted to Enchi College of Education and some selected basic schools where final year students (Mentees) were having their attachment.

1.1 Definition of terms

Mentees - A student teacher who is posted to a school of attachment to receive professional and academic guidance.

Mentors - The Classroom Teachers who offer professional and academic guidance to mentees.

Lead mentors – Headteachers, teachers in the schools of attachment.

Link Tutors - College Tutors who work closely with schools of attachment to receive professional and academic guidance.

In-In-Out - Two year face-to-face instruction in college and one year schools attachment in the community.

DLM - Distance Learning Materials.

TLM - Teaching - Learning Materials.

2. Literature review on preparation of teachers in the Colleges of Education

Aboagye (2002) posits that the quality of education a country has naturally depends greatly on the quality of teacher education and teacher development. This means that a higher quality and quantity of teacher go a long way to propel curriculum renewal and implementation. Pecku (1998) defines teacher education as the formal process of training and preparing professionals for teaching and learning in our schools. Thus any establishment or nation which aims at providing its people with quality education must necessarily give the best and quality education and training to those who will teach the people. The importance of this notion has been stressed by Adentwi (2002) when he said teacher effectiveness research has proven that the quality of education that young people receive is inextricably linked to the knowledge, intelligence, professional skills and competences of teachers. Hence, teachers must be properly trained and prepared for the teaching profession. Instructional practices, in turn, depend on what teachers bring to the classroom. Professional competence is believed to be a crucial factor in classroom and school practices (Shulman, 1987, Campbell *et al.*, 2004; Baumert & Kunter, 2006).

Tamakloe (1997) stipulated that the objectives of teacher education can be put into three broad areas as follows: the area of cognitive development and acquisition of teaching skills; the development of ability to examine and identify educational and teaching problems and to solve them satisfactorily; and the production of mature teachers, capable of contributing to the creation of significant and creative personnel and inter-group relationship. Learning to teach is an ongoing process involving pre-service teacher preparation, induction and mentoring of beginning teachers, workplace learning, and ongoing professional learning (Darling-Hammond & Sykes, 1999; Day, 1999; Coolahan, 2002). Coolahan, (2002:13) asserts that ‘the knowledge base on which a teaching career is based has deepened and calls for teachers to engage with it on an ongoing basis as lifelong learners’. Lifelong learning requires adaptable, self reliant teachers; therefore the goal of reflective practitioner should be central to training and in-service teacher education. It is also the quality of the teachers that is crucial in the current era of profound societal change (Coolahan, 2002). Certainly, a growing body of research confirms teacher quality as one of the most important school factors influencing student achievement, ahead of class size, school size (Rivkin, Hanushek, & Kain, 2000; Darling-Hammond, 2000; Santiago, 2002; Lovat, 2003).

Additionally, it is increasingly recognised that learning to teach is a social process of negotiation rather than an individual problem of learned behaviours (Britzman, 1991). Research over the last decade has steadily

converged on claims that strong professional communities are important contributors to instructional improvement and school reform. Researchers posit that:

conditions for improving teaching and learning are strengthened when teachers collectively question ineffective teaching routines, examine new conceptions of teaching and learning, find generative means to acknowledge and respond to difference and conflict, and engage in supporting professional growth (Little, 2002: 917).

In teaching and learning schools are designed to serve as places that assist students in developing an understanding of society and commitment to political and civic engagement. In this role, schools can help foster the knowledge, skills and dispositions that young people need to develop political awareness and socially responsible individuals (Torney-Purta & Vermeer, 2004). It is therefore incumbent on the teacher to be abreast with and encompass problem solving, scientific inquiry, active learning, subject integration and self discipline in classroom activities (Dunn, 2005; Cross, 2004; Ornstein & Hunkins, 2004). This is because teachers are trained to be facilitators, who should support students to locate, analyze, interpret, and evaluate data.

Professional preparation of teachers can be said to be specialised intellectual training, the purpose of which is to give specific skills to teacher trainees. Adentwi (2002:11) states that “the professional preparation of trainee teachers consist of tuition in Education as a taught course and various practical teaching experiences contained to give trainee teacher practical insight into teaching as an area of professional practice.” This training provides them with social and administrative skills through the practice and in-service programmes. This implies that teaching practice which is a means by which student-teachers undergo the preparation needed to equip them with competences that distinguish them from pupil-teachers need to be taken seriously.

Practice teaching has been highly talked about by many educators, and it is seen as an essential component of preparing teachers (Pecku, 1998; Gower & Walters, 1998; Adentwi, 2002; Acheampong, 2003). Teaching practice is an important component of teacher education in Ghana. It provides the teacher trainees’ field or practical exposure to demonstrate educational theories in practice. This forms the professional aspect of training of teachers. It has two components: On-Campus teaching practice and Off-Campus teaching practice. The former takes place in the college while the latter takes place in various basic schools in towns and villages around the college (GES/TED/ODA 2001).

Gower and Walters (1998) who share similar sentiments describe teaching practice as a situation in which a teacher in training teaches a group of students under supervision. They write that teaching practice provides the trainee teacher with an opportunity to try out techniques which create a situation of gradually increasing freedom within which the trainee teacher can progress from simple to complex teaching. This helps the trainee teacher to develop his/her own teaching style which allows the trainee teacher to stimulate or approach the real teaching situation under sympathetic supervision.

During the third or final year, trainees will be posted to schools where they will undertake school-focused training. Apart from the practical teaching they will also be exposed to practical issues about school management, disciplinary procedures, staff relations, as well as appropriate professional behaviour developments both inside and outside the classroom. While undergoing the activities listed above, trainees will continue their studies using distance learning material. The selection of the schools for the out-programme by the various teacher training colleges is based on the following criteria: effective and efficient head teachers; full complement of trained and competent teachers; and congenial school environment which promotes effective teaching and learning (G.E.S.-TED, 2001).

The out-programme is a component of the in-in-out programme of the 3-year teacher training programme. It is where teacher trainees in their third year are posted to schools in the communities to teach and acquire practical skills of teaching. Teacher trainees live in communities outside the town or cities in which the college is situated and teach in schools in those communities. Also a teacher trainee is sent to a school where he/she can benefit from the school experience in view of the availability of supervision and support. The “out” section of the in-in-out programme could be seen as an effective and a more efficient way of preparing teachers for basic schools in the country. This is because the programme:

- Offers teacher trainees opportunities for more exposure to the realities of the school and classroom situation and reduces the superficial nature of formal teaching practice, which lasts for only a short period (12 weeks) spread out over a one-year period (usually 4 weeks each, of 3 terms, in each year).
- Commits classroom teachers to support trainees using a “mentoring” approach rather than abandoning them to their fate when these trainees are posted to the schools.
- Emphasises the importance of the concept of a foundation period, followed by deepening of principles in methodology and prolonged cycle/period of practice (school attachment) and reflection which leads to a dynamic, developmental concept of “professional competence”.
- Ensure that trainee’s school experience and college training experiences are mutually supportive and complementary (G.E.S.-TED, 2001).

The goal of the Out-Programme is to produce qualified and effective teachers for basic schools through

competency-based training. In this connection, strong emphasis is placed on integrating the theory with performance in the classroom. The content of the programme ceases to place undue emphasis on the academic studies; rather, it places emphasis on the development of practical teaching skills. Through work study in schools, lasting a whole academic year, it is expected that teacher trainees will learn to teach by teaching. A whole academic year of attachment is to provide sufficient time for teacher trainees to practise teaching and become competent in teaching (G.E.S.-TED, 2001).

3. Methodology

The study adopted a descriptive survey to carry out the investigation. This approach of research aims at collecting data on, and describing in a systematic manner, the characteristics, features or facts about a given population. This study identified the key players in the In-In-Out Programme and examines their roles.

For the purpose of this work, eight (8) communities in the district were selected. They were Nyankamam, Kramokrom, New Yakasi, Jensuu, Enchi, Adjakaa, Achimfo, and Abokya. These communities were selected because they are the communities with mentees undergoing teaching practice in their basic schools.

The sample population was made up of Mentees, Mentors, Link Tutors, and the Principal. It also included Opinion Leaders from the communities of attachment and the District Director of Education in the Aowin District in the Western of Ghana. In all, the sample size was 210. The sampling techniques used were purposive and simple random sampling. The respondents for the research included: one District Director of Education; one Principal (Enchi College of Education); sixteen Mentors; eighteen Lead Mentors; one hundred and forty-four Mentees; sixteen Opinion Leaders; and twenty four Link Tutors. The study was confined to the Enchi College of Education in the Western Region of Ghana. The college is one of the thirty-eight public colleges of education in Ghana that play a pivotal role in producing teachers for the basic level of education in the country. The study was further restricted to only the policy of the in-in-out programme of teacher preparation. Since the Colleges of Education in Ghana are similar in terms of curriculum, facilities, students and problems, it is hoped that conclusions drawn from the study would constitute an authentic framework from which generalizations could be made.

The main instrument used in gathering data was questionnaire. It was complemented with semi-structured interviews for clarification of responses. The questionnaires which was a set of items, seeking the views of others, was designed to solicit information on the teacher preparation based on "Out-Programme" of the "In-In-Out programme of Enchi College of Education in the selected communities in the Aowin District in the Western region of Ghana.

Each item in the questionnaire was treated as a separate entity and discussed independent of each other. Questions which demanded a "Agree" or "Disagree" answers were grouped comparing percentage calculated. The higher percentage or responses to various questionnaires were taken as adequately valid or reliable. Some of the questions required the experience and observation of the respondent and others demanded personal views and suggestions. Generally, simple calculations of percentages were used as the main statistical method in analyzing the data.

4. Results and Discussion

4.1 Views of mentees on preparations during the two years 'in-in' period

The views of the Mentees in respect to their preparation for teaching were sought and expressed in Table 1. It looked at the various things that went into the preparation of the trainees during their two years in the college before they went for the Out-programme.

Table 1: Views of mentees on preparations during the two years 'in-in' period

Statement	Disagree (%)	Agree (%)	Total
lesson note preparation well taught and practised	0 (0)	144(100)	144(100)
Demonstration lessons and use of TLM	30 (21)	114 (79)	144(100)
Micro-Teaching very relevant and effective	12 (9)	132 (91)	144(100)

Table 1 presents respondents (mentees) views about preparation during the two years in-in-period where they were taken through various contents and methodology. One hundred and forty-four (144) representing 100% of the respondents agreed to the facts that enough preparation and training was given with respect to preparation of lesson notes and opportunity was also given to learners to practice the writing of lesson notes for various subject areas.

Again, 114 (79%) of the respondents agreed that there were enough demonstration lessons and the use of teaching learning materials by the tutors during the two years in-in period of their training especially during the on-campus teaching practice. This notwithstanding, 30 (21%) of the respondents disagreed with the fact that there were enough demonstration lessons and the use of teaching learning materials. Some of these respondents

who disagreed explained that certain college activities such as inter-college sports programme took them out of campus thereby not giving them the opportunity to fully participate and benefit from all the demonstration lessons.

On the effectiveness and relevance of micro teaching, 132 (91%) respondents (mentees) supported the rationale for the micro-teaching by agreeing to the fact that it was very relevant and effective. It contributed to shaping their skills in lesson delivery, the use of TLMs, how to ask questions and how to introduce lessons among others. Twelve (9%) of the respondent on the other hand disagreed with the relevance and effectiveness of the micro teaching because their supervisor who was a link tutor was not always punctual and supportive in terms of verifying the lesson notes, and supervising them during their practice.

4.2 Views of the Principal, Link-Tutors and the District Director on preparation of mentees during the first two years

This aspect of the questionnaire seeks to find out the views of the Principal, Link-Tutors and the District Director of Education on how the Mentees are prepared during the first two years of their training towards the Out programme. It looks at issues which include preparation and the practice of lesson notes, demonstration lessons and the use of TLM among others.

Table 2 represents the views of the principal, district director of education and the link tutors on training during the first two years of the in-in-out programme. On lesson notes preparation well taught and practiced, all the 26 (100%) respondents agreed strongly that college tutors taught them very well and enough opportunities were given for the mentees to also practice especially during the on-campus teaching practice.

Table 2: The principal, link – tutors and the District Director’s views on training during the first two years

Statement	Disagree (%)	Agree (%)	Total (%)
lesson note preparation well taught and practiced	0 (0)	26 (100)	26 (100)
Demonstration lessons and use of TLM	0 (0)	26 (100)	26 (100)
Micro-Teaching very relevant and effective	0 (0)	26 (100)	26 (100)

The Principal, the District Director and the Link Tutors all agreed that there were also enough demonstration lessons and the use of TLM by College tutors to help prepare the Mentees also for demonstration lessons during the first two years in the college. Demonstration lessons were also effectively used during the on-campus teaching practice period. Again, all the 26 respondents representing 100% agreed that micro-teaching was very relevant and effective on the preparation of the Mentees for the Out-programme. This was evident in the two-hour contact period every week on the college’s timetable with comprehensive preparation of lesson notes, TLM’s and demonstration lessons.

4.3 Duties of stakeholders during the out-programme

Table 3 seeks to study the role of the various stakeholders towards the Out programme. The section looks at the roles or the duties of Mentors, Link-Tutors, Opinion Leaders and the Community towards the out-programme.

Table 3: Views of mentees on the duties of the various stakeholders during the out-programme

Statement	Disagree (%)	Agree (%)	Total (%)
Enjoy support of Mentor and staff in lesson notes preparation	60 (42)	84 (58)	144 (100)
Mentor holds pre-conference & post conference meetings	44 (30)	100 (70)	144 (100)
Mentor always at school to support my professional growth	46 (32)	98 (68)	144 (100)
Link Tutors hold pre-conference & post conference meetings	0 (0)	144 (100)	144 (100)
Students allowance as the only financial support	0(0)	144 (100)	144 (100)
Pay for utility bills	144 (100)	0(0)	144 (100)
Pay for accommodation	144 (100)	0(0)	144 (100)
Community gives other forms of support like food stuffs	0(0)	144 (100)	144 (100)
There is cordial relationship between mentees and community	18 (14)	126 (86)	144 (100)
Cluster/circle meetings are held	120 (83)	24 (17)	144 (100)

Table 3 presents the views of mentees on the duties of the various stakeholders to them during the out programme. On the support of mentors and staff to mentees on lesson notes preparation, 84 (58%) of the respondents agreed that they enjoyed the support of their mentors during the preparation of their lesson notes, that is, they were helped in the preparation of their lesson notes. 60 (42%) of the respondent also responded otherwise, that is, disagreed with the total support from mentees. Common areas where they said they lacked professional support included: Ghanaian Language, Integrated Science, Information and Communication Technology (ICT) and Physical Education. These subjects for one reason or the other do not gain the needed attention they deserve and therefore the mentors were not in the position to support the mentees on them. Some of the mentors too were not up to their task and duties and did not give the mentees the needed attention they needed which also accounts for the 42% disagreeing with mentors support in lesson notes preparation.

This implies that almost half of the mentees struggle through their internship programme without the effective support of mentors. This finding contradicts the Report of the Education Review Committee (2003) report on support systems for teacher trainees' supervision, mentoring and tutoring that indicated that lead mentors and mentors are giving support to mentees in the form of vetting of lesson notes, supervision of teaching and post-lesson discussions. In light of Adentwi (2002) careful planning and guidance is necessary to enable trainee teachers perform at their maximum capabilities, this finding indicates a key gap that must be addressed if the out programme is to be fully effective in teacher preparation.

This is especially important since the in-in-out programme document itself outlines specific professional and related support and guidance needed from mentors as the closest relation and lead mentors as the schools' administration managers to ensure the successful professional development of the mentees.

Again on the mentors and lead mentors role of holding pre-conference and post-conference meetings with mentees, 100 (69%) respondents (mentees) agreed that their mentors held both pre-conference and post-conference meetings with them confirming the support given them by their mentors and lead mentors. This is what Johnson (1998) indicates when he states that such frank discussions – held during conference sessions – often help in clearing up the inevitable occasion misunderstanding and differences in opinion and help refine the subsequent output.

The other dimension of this findings is that 44 (31%) of the respondents indicated that they disagree with the view that mentors held pre-conference and post-conference meetings with them. Among the reasons assigned for their disagreement included, mentors coming to school late and leaving before closing, absenteeism from school and neglect of duties. This brings into questioning the effectiveness of out-programme as a tool for practical training.

On mentors and lead mentors always at school to support the professional growth of mentee, 98 (68%) of the respondents agreed to the immense support while 46 (46%) respondents (mentees) did not agree to that assertion of mentors support in their professional growth. Whilst it is a positive indication that majority of mentees enjoyed mentors support on professional growth, the fact that about one-third of the respondents do need this guidance should raise some concern. This experience can have significant impact on their professional growth by broadening their outlook on teaching and learning. These experiences, it is argued, affect the development and awareness of the mentors tolerance and empathy of individuals, greater social awareness, better communication

skills, greater self-confidence and a stranger sense of social responsibility.

On punctuality and regularity, the trainees mentioned that the defaulting mentors often gave excuses like, sickness, bereavement and lack of incentives in the out programme. Again those who disagreed that the mentors were always at school to give professional support said that some of the mentors often left their classes under mentees care, whilst they themselves were involved in other activities within and at times outside the schools. Given those who stayed around, some mentees argued, tended to be apathetic. Such behaviours, according to them, explain the laxity in their support for them. Such attitudinal behaviour of mentors if not checked would not only have negative impact on the mentees development but also on the realization of the expected outcome of the out programme.

The views of respondents (mentees) on the holding of pre-conference by link tutors showed that 126 (86%) link tutors did not hold pre-conference for mentees during assessment when they went for supervision. The implication of these pre-conference meetings not being held is that students attended classes unprepared, with the likelihood that their lessons would not be as effective as would normally be the case. On the other hand, only 18 (14%) respondents had link tutors holding pre-conference meetings with them before their assessment. Also, on the holding of post-conference meeting after assessment, all the students confirmed by accepting that link-tutors held post-conference meetings with them after assessment.

On the means of sustenance by the mentees, they all affirmed that they depended solely on the students' allowances (i.e.) 144 (100%) respondents. This therefore shows the importance and the role of the student allowances in the lives of the mentees or teacher trainees. Even though most of them mentioned that they had applied for the District Assembly Sponsorship package, since the money had not been received yet, their only financial support was the student allowances.

For the payment of utility bills and accommodation, 144 (100%) respondents (mentees) all disagreed making payments on them. This implies that all the mentees enjoyed free accommodation and the payment of utility bills. This is in line with the programme policy document which talks about the provision of free accommodation for mentees. Even though they had free accommodation, there was difficulty in securing decent rent free accommodation. Rent free accommodation might compromise on decency. Aboagye for instance in this light highlighted challenges faced by the mentees among others to include small/overcrowded, poor ventilation and leaking roofs. These conditions might have serious consequences on the mentees health and development.

All the respondents representing 100% confirm that the community gives them other forms of support like food stuffs and other items from their communities. These supports in the form of food stuffs were done weekly and at times in every two weeks. Since the place is a forest zone the common food stuffs included cassava, plantain, yam, cocoyam leaves (*kotomire*), garden eggs among others.

Table 3 also shows that 126 (86%) respondents (mentees) agreed that there is cordial relationship between mentees and the community. However, 18 (14%) of the respondents (mentees) disagreed with the cordial relationship with the community. Aboagye's work (2005) showed that in some instances where community relations with mentees were poor, it could be attributed to trainees being seen as threats to local marital and other such relationships. On the other hand, he also mentioned that in some areas, community leaders fail to show concern to the welfare of the mentees. A mentee grappling with such apparent lack of concern would therefore view the community unfriendly.

Finally, Table 3, 114 (79%) of the respondents disagreed with organization of cluster meeting with their reason being the delay in the distant learning materials. Only 30 (21%) of the respondents agreed having cluster meeting. They were able to meet because some of their colleague in that cluster had copies of the DLM of their seniors.

4.4 Views of the Principal, Link-Tutors and the District Director on Duties of the various stakeholders during the out-programme

This portion of the research looks at the views of the Principal, Link-Tutors and the District Director on the roles/duties of the various stakeholders on the out-programme. It looks at issues on support of Mentors for Mentees, Link-Tutors holding pre-conferences and post conferences among many other things. Table 8 gives a detail of the role of the various stakeholders on the out-programme.

Table 4: Duties of the various stakeholders during the out-programme

Statement	Disagree (%)	Agree (%)	Total (%)
Enjoy support of Mentor and staff in notes preparation.	4 (15)	22 (85)	26 (100)
Mentor holds pre-conference and post Conference meetings.	3 (12)	23 (88)	26 (100)
Mentor always at school to support mentees professional growth.	4 (15)	22 (85)	26 (100)
Link Tutors hold pre-conference and post conference meetings.	3 (12)	23 (88)	26 (100)
Students allowance as the only financial support.	0 (0)	26 (100)	26 (100)
Buy TLMs from personal resources.	0 (0)	26 (100)	26 (100)
Pay for utility bills.	26 (100)	0 (0)	26 (100)
Pay for accommodation.	26 (100)	0 (0)	26 (100)
Community gives other forms of support like food.	0 (0)	26 (100)	26 (100)
There is cordial relationship between mentees and community.	2 (8)	24 (92)	26 (100)
Cluster/circle meetings are held.	20 (77)	6 (23)	26 (100)

Table 4 shows the principal, district director and the link-tutors views on the duties of the various stakeholders during the out programme. From Table 4, 22 (85%) of the respondents agreed that mentors and the staff supported the mentees in preparation of lesson notes and other professional guidance such as introducing trainees to classroom organization, management and control, preparing of teaching and learning materials and holding discussion sessions. Despite that majority of the respondents agreed to mentorship support, 4 (15%) disagreed to the mentors support for mentees. They explained that some of the mentors were not punctual to school and left the whole class work load on the mentees thereby resulting in the mentees not receiving any support. This was also confirmed by reports made by some of the mentees to the link tutors on their visit to the schools.

On the view of mentors holding both pre-conference and post-conference meetings with mentees, 23 (88%) respondents agreed that it was done. The remaining 3 (12%) respondents who disagreed explained that the mentors were not punctual to school.

As indicated earlier, the professional growth of the mentees forms an important aspect of the Out-programme. It is therefore no surprise that 22 (85%) of the respondents agreed that mentors played their role effectively by always being at school to support the professional growth of mentees. Despite the above, 4 (15%) respondents disagreed to the full support by mentors to mentees on their professional growth. They assigned reasons such as mentors not attending school, helping in vetting of lesson notes, observing lessons among others.

Again, on link tutors holding pre-conference and post-conference meeting with mentees during supervision, 23 (88%) respondents agreed that both pre-conference and post-conference meetings were held during supervision. Only 3 (12%) respondents disagreed to the reason stated by the Link-Tutors that the time of the day and the number of mentees to be supervised coupled with at times means of transportation back to the college at times prevented them from organizing the pre-conference and the post-conference meetings during supervision. The implication of these pre-conference meetings not being held is that students attend classes unprepared, with the likelihood that their lessons would not be as effective as would normally be the case.

On the sources of financial support to the mentees, all the respondents representing 100% agreed that the source of finance was solely the students' allowances. Even though most of the mentees had applied for district sponsorship, they had not received any thing yet therefore making the students allowances their only source of financial support

It was also agreed by the entire respondents that the mentees mostly bought TLM from their personal resources and used them for teaching apart from the few the schools had.

All the 26 (100%) respondents strongly disagreed that mentees paid for both utility bill and for the accommodation and this is in line with the programme policy document.

Findings from Table 8 also indicated that the community supported the mentees. All the 26 (100%) respondents agreed to the fact that in all the schools of attachment the children were made to bring to school various foodstuffs to be given to the mentees every week as a form of support from the community. Some of the community leaders also occasionally visited the mentees and presented to them various foodstuffs on behalf of the community.

On relationship between the mentees and the community, it came to light that 24 (92%) of the respondents agreed that there was cordial relationship between the mentees and the communities. This notwithstanding, 2 (8%) of the respondents, disagreed that there was cordial relationship between all the mentees and communities. The cause of this non-cordial relationship between some of the members of the community and the mentees can be linked to Aboagye's (2005) work that shows that in some instances where community relations with mentees were poor, it could be attributed to trainees being seen as threats to local marital and other such relationships. On the other hand, he also mentioned that in some areas, community leaders showed little concern for the welfare of mentees. A mentee grappling with such apparent lack of concern would view communities as unfriendly. Finally all the respondents, representing 100% disagreed to the fact that cluster/circle meetings were being carried out. It was explained that even though a time table had been drawn to that effect, the delay in the receiving and supply of the distance learning materials (DLM's) from Teacher Education Division affected the smooth implementation of the cluster/circle meetings.

4.5 Views of the lead mentors and the mentors on the duties of the various stakeholders during the out-programme

Mentors and Lead Mentors had various roles to play in respect to the out-programme. The aspect below looks at the views of the Lead mentors and the Mentors on their duties and the duties of other stakeholders on the out-programme.

Table 5: Duties of the various stakeholders during the out-programme

Statement	Disagree (%)	Agree (%)	Total (%)
Trainees enjoy support of Mentor and staff	0 (0)	24 (100)	24 (100)
Mentor holds pre-conference and Post Conference meetings with Mentees	8 (50)	8 (50)	24 (100)
Mentor always at school to support mentees	6 (25)	18 (75)	24 (100)
Link Tutors hold pre-conference and Post Conference meetings with Mentees	8 (33)	16 (67)	24 (100)
Students allowance as the only financial support	0 (0)	24 (100)	24 (100)
Pay for utility bills	0 (0)	24 (100)	24 (100)
Pay for accommodation	24 (100)	0(0)	24 (100)
Community gives other forms of support like food	0 (0)	24 (100)	24 (100)
There is cordial relationship between mentees and community	3 (12)	21 (88)	24 (100)
Cluster/circle meetings are held	24 (100)	0 (0)	24 (100)

Table 5 presents the views of the lead mentors and mentors on the duties of the various stakeholders during the out programme.

All the 24 (100) respondents agreed that they supported their mentees in their professional growth and development. The mentees therefore enjoyed their support in preparation of their lesson notes, teaching learning materials and lesson delivery. This role is emphasized by Adentwi (2002) that mentees are to "prepare lesson plans for vetting by their mentors and lead mentors, present lesson to their classes for teaching, engage in routine management activities like marking the class register, setting and marking class exercises" (p. 283) and all other details of the profession.

Table 5 also reveals that 12 (50%) respondents agreed that they held pre-conference and post-conference meetings with the mentees while the other 12 (50%) respondents disagreed to the holding of pre-conference and post-conference meetings with the mentees. They explained that there was much work load and there was also no motivation for them. This and other factors hindered their organizing the pre-conference and post-conference meetings with the mentees.

Also on the Table 5, 18 (75%) respondents agreed that mentors were always at school to support the mentees. The remaining 6 (25%) respondents disagreed that mentors were always at school to support the mentees. Among the reasons assigned for not always being at school included excuses like sickness, bereavement and lack of incentives in the out-programme.

Furthermore, 16 (67%) respondents agreed that during the visits of the link tutors, they organized pre-conference and post- conference meetings with the mentees as part of their professional preparation and training. Eight (33%) respondents disagreed to the fact that link tutors organized both pre-conference and post conference meetings with the mentees. They explained that some of the link tutors explained that the work load on campus,

the number of mentees to supervise, the time of the day for the supervision and the means of transport back to the college prevented them from organizing the pre and the post-conference meetings.

From the assertions made by the mentees to their mentors and lead mentors, all the 24 (100%) respondents agreed that the students' allowances were the only financial support for the mentees. It implied that the delay in its payment at the end of the month greatly affected the mentees and their life style and activities in the school.

On the payment of accommodation, all the 24(100%) respondents disagreed that mentees pay for them, whilst on utility bills all of them agreed that mentees are tasked to pay. With the accommodation they enjoyed them freely as a form of incentive. Again, the community gave other forms of support like foodstuffs to the mentees to make their stay a happy one. Here all the 24 (100%) respondents agreed and even added that every week the children were authorized to bring various foodstuffs to be given to the mentees.

It can be seen from Table 5 that 21(88%) respondents agreed that there was relationship between the mentees and the community. The other 3 (12%) respondents disagreed that there was cordial relationship between mentees and members of the community. A mentor cited a situation where a community member accused a mentee of stealing a phone.

Finally, all the 24 (100%) respondents disagreed that there were cluster meetings at the various centres. The reason for not organizing it, they claimed the mentees told them was the delay in receiving the distance learning materials.

4.6 Views of the opinion leaders on the duties of the stakeholders of the out-programme

This section looks at the views of the Opinion Leaders on the duties of the other stakeholders towards the Out-programme. Issues being looked at include punctuality of mentors to school, community support for mentors among many others. Table 6 below looks at views of the Opinion Leaders on the duties of the stakeholders with their corresponding details.

Table 6: The views of the opinion leaders on the duties of the stakeholders of the out-programme

Statement	Disagree (%)	Agree (%)	Total (%)
Mentor always at school to support me	6 (37)	10 (63)	16 (100)
Link Tutors hold pre-conference and post conference meetings with Mentees	0 (0)	16 (100)	16 (100)
Mentees pay for utility bills	0 (0)	16 (100)	16 (100)
Mentees pay for accommodation	16 (100)	0 (0)	16 (100)
Community gives other forms of support like food	0 (0)	16(100)	16 (100)
There is cordial relationship between mentees and community	4 (25)	12 (75)	16 (100)

Table 6 looks at the views of the opinion leaders on the duties of the stakeholders of the out-programme.

Facts from Table 6 indicate that 10 (63%) respondents agreed that the mentors were always at school to support the work of the mentees. However the remaining 6 (37%) disagreed to the fact that mentors were always at school to support mentees. They mentioned that some of the mentors used the presence of the mentees as excuse to refuse to attend school since they knew the mentees were available.

Again, on the duties for the various stakeholders, all the 16 (100%) respondents agreed that they saw the link tutors visit the mentees in the school periodically. They added that during some of these occasions they saw the link tutors holding meetings with the mentees.

As indicated in Table 6, all the 16 (100%) respondents agreed that the mentees were provided or had free accommodation, whilst all of them also agreed that mentees pay for utility bills. The various communities made provision for free accommodation for all the mentees. For instance, we were made to understand that because of the sophisticated electrical gadgets mentees use nowadays they do not cater for the payment of their utility bills during their period of stay in the community. This is in line with the policy of the programme which states that mentees be provided with free and decent accommodation.

Again, all the 10 (100%) respondents agreed that the various communities provided the mentees with foodstuffs and other items to support their living. Again, the children were made to send foodstuffs to the school at the beginning of every week to also support their feeding. Therefore the community supported the mentees.

Finally Table 6 reveals that 12 (75%) agreed that there was cordial relationship between mentees and the community. They explained that the mentees had good interaction with members of the community and there was trust and respect for each other. However, 4 (25%) respondents disagreed that there was cordial relationship between the mentees and the community. The argued that some of the members of the community disturbed some of the female mentees which resulted in conflicts between the mentees and the members of the community.

5. Conclusions

On the preparation of trainees during the two years in college it was concluded that:

Lesson note preparation was well taught and practiced by the mentees, Demonstration lessons, use of TLM and very effective and relevant micro-teaching were organized for the trainees. This implies that enough preparation of the mentees was done during the first two years of the teacher trainees.

Most of the resource materials for the programme were either unavailable or not enough. The supply of Distance Learning Materials also delayed. The scarcity of these materials poses a great problem for the mentees. They indicated that when textbooks, reference materials, TLMs, Teachers' manuals and DLMs were totally unavailable their problems were compounded. In subjects like Ghanaian Language, R.M.E and ICT which lacked the approved textbooks, the trainees had to fall on pamphlet to teach.

On the duties of the stakeholders of the in-in-out programme it was concluded that:

Most of the mentees enjoyed the support of their mentors in preparation of their lesson notes, teaching and learning materials, during and after teaching. However, some of the mentees lacked professional support in areas such as French, Ghanaian Language, Integrated Science and Physical Education. Some of the mentors too were not up to their task and duties and did not give the mentees the needed attention. They gave excuses such as bereavement, sickness and lack of incentives for failing to perform their duties up to expectation.

Mentors and lead mentors role of holding pre-conference and post-conference meeting with mentees it came to light that most of them did not organize the pre-conference but organized the post conference. This was also the same with the link tutors but the defaulting tutors explained that at times due to the work load, the number of mentees to supervise and transportation problems, they failed to organize the pre-conference but organized the post conference meetings.

The relevance of the students allowance to the mentees because all the mentees mentioned that it was their only source of finance even though some of them had applied for district sponsorship but the money takes almost the whole year before it comes. This made them totally dependent on the allowance; hence its delay or withdrawal can greatly affect the programme.

Opinion leaders ensured that mentees enjoyed free accommodation and the payment of utility bills like electricity and water bills. The community also gave other form of support like foodstuffs to the mentees every week. There was also cordial relationship between most of the mentees and the members of the community with the exception of some few female mentees who faced sexual advances and harassment from some prominent members of the community

The district directorate failed in the supply of curriculum materials such as textbooks, teachers' handbook, syllabuses, and other teaching and learning materials to facilitate and ensure effective teaching and learning.

It came to light that the supply of distance learning materials for the mentees from the Teacher Education Division greatly delayed even though they paid for it from their allowance while they were in school. This affected the organization of the cluster/cycle meetings by the mentees and it also affected their performance in their final examinations.

6. Recommendations

Measures should be put in place to ensure that relevant resource materials are available for use on the programme. All subjects at the Basic Level must necessarily have requisite textbooks, reference, teachers' manuals teaching and learning as well as distance learning materials for the programme to be cost effective and efficient. The Curriculum Research Development Division (CRDD) should print enough materials to enhance the implementation of the programme.

Another matter of concern is the attitude of mentors. This is pivotal to the eventual success of mentees. In spite of their tremendous importance, some of them showed a lack of interest in their work, thus leaving mentees on their own. Most obviously such an attitude on their part must change. However, it is worthy to investigate as a matter of urgency the reasons for such non-interest, and where necessary every intervention that is required must be put in place to reverse such a trend. In addition to motivating mentors appropriately to actively involve themselves with their work; there must be greater monitoring of the work of mentors in the programme.

Since the success of the programme depends on mentors' and tutors' commitment to their mentorship roles and attitude, it will be ideal to give such people some incentives to motivate them. They are also to be given special attention in the form of transportation and other non-financial incentive packages to urge them on. There is the need for the link tutors who serve as external supervisors to be provided greater motivation for them to perform their roles effectively.

On support services, there must be greater involvement by the beneficiaries of the programme-District Education Directorates, District Assemblies, School Monitoring Committees (SMCs), Parents Associations, community members, Teacher Education Division and the Ministry of Education especially. If these stakeholders are proactive, the mentees would continue to have decent and rent-free accommodation and will start to enjoy the

payment of their utility bills. Supervision, training and development of mentees will be smooth sailing to help achieve the set goals.

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