

# The Effect of the “Out”-Programme of the “In-In-Out” Policy of Teacher Education in Ghana: Implication for Human Resource Development

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## Abstract

The effects of the ‘Out’ Policy of the ‘In-In-Out’ Programme of Colleges of Education in some selected communities in the Aowin and Suaman Districts and their implication for Human Resource Development was investigated. It primarily explored the effects of the programme on the professional preparation of the teacher trainees, the effects on the schools of attachment and the communities of attachment. 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. Descriptive design was adopted and a questionnaire was the main data collection tool used; supported with interviews.

It was concluded that mentees faced the problem of inadequate supervisory practices by their mentors. The mentees faced a number of socio-economic challenges that range from logistic and the lack of community support on the programme. The study thus recommends that, all stakeholders should join hands to ensure the success and smooth running of the programme.

**Keywords:** Teacher, Teacher training, Teacher education, Out-programme, Human resource, Human resource development.

## 1. Introduction

The development of every nation largely depends on its human resources that act as agents for transforming the raw materials and other resources into more beneficial assets that contribute greatly towards the development of the nation. DeSimone and Harris (1998) define Human Resource Development as a set of systematic and planned activities designed by an organization to provide its members with the necessary skills to meet current and future job demands.

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. Educated people tend to be more productive and are better able to play a constructive and informed role in civil society. 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.

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). Efforts were put in place to train and develop teacher training institutions which were to be the grass root implementers of policies and initiatives of educational improvement and development. Akyeampong (2003) states that one of the 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 of teachers more practically focused and ensure that prospective teachers have better insights and understanding into actual job training. It reflects an increasing desire of the Ministry of Education and the Ghanaian teacher educators to see teacher training include more experience learning on the job. This helps a lot as mentees are mentored to teach and supervised in a classroom setting by mentors, lead mentors and link tutors.

Even under the current system which is three years, the new policy has made modifications. The first two years of the programme is to be spent on campus and students are to be taught using the conventional face-to-face instructional approach. During the third or final year, the teacher trainees are to be posted to basic schools where

they are to combine their studies with practise teaching. This is an innovation which was introduced into the teacher education programme. The goal of this innovation is to produce qualified and effective teachers for basic schools through competency based training (G.E.S - T.E.D, 2001).

The new policy, coded the IN-IN-OUT programme was identified as an effective and a more efficient way of preparing teachers for the basic schools in the country. This is because the programme was to:

- offer teacher trainees opportunities for more exposure to the realities of the school and classroom situation and reduce the superficial nature of formal teaching practice, which last only a short period (12 weeks) spread out over a one year period (usually 4 weeks each, of 3 terms, in each year)
- classroom teachers to support trainees using a “mentoring” approach rather than abandoning them to their fate when these trainees are posted to the schools
- emphasize the importance of the concept of a foundation period, followed by a deepening of principles in methodology and prolonged cycle/period of practice (school attachment) and reflection which leads to a dynamics, developmental concept of “professional competence”
- ensure that trainee’s school experiences and college training experiences are mutually supportive and complementary (GES-T.E.D, 2001).

There is no doubt that the In-In-Out programme has come to stay since the programme has been in existence for the past nine years. On the 2-year on-campus tuition, according to Eshun and Ashun (2013:87) “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”. Yet, much is not known in terms of empirical research to gauge out the effect of the one - year “out” programme. 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. This also may have an effect on the human resource capacity of the nation which is supposed to be given a strong foundation for further development at the secondary and the tertiary levels of education. This could also lead to low productivity since the future working force would not have the requisite skills needed to perform efficiently and effectively for national development. These issues have created concern, hence, prompted the choice of this research.

The purpose of the study was to find out the effectiveness of the “In-In-Out” programme on selected communities in the Aowin and Suaman Districts. Specifically, the study sought to: find out the effect of the In-In-Out Programme of Colleges of Education in Ghana on the communities benefiting from the programme; and finally find out some of the challenges associated with the In-In-Out programme of the Colleges of Education in Ghana in the area of study. This research was conducted in the 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.

## **2. Literature Review on the role of the major stakeholders in the implementation of the out-programme**

Below are the major players or stakeholders with their contributions towards the effective management of the School Attachment Component or the Out programme of teacher preparation in Colleges of Education in Ghana. The major players in the collaborative partnership model are Mentees (the final year teacher-trainees); Mentors (the classroom teachers under-studied by mentees); Lead mentors (the Headteachers); Link Tutors (College Tutors); Principals of the Colleges of Education; and District Directors of Education (G.E.S, - TED, 2001).

These players, to a large extent work in two environments. The first is the school which is classified as the internal environment where all players operate to support the teacher trainees. The second is the college and other offices, especially Ghana Education Service District Directorate outside the school, which form the external environment from where players bring other good practices to provide professional support and guidance for trainees.

### **2.1 Duties of mentors**

Mentors as first line supervisors of teacher trainees are expected to perform the following duties: Be regular and punctual at school to support trainees; Stay and supervise trainees in the classroom; Serve as role models for trainees in order to provide professional and emotional support; Help trainees plan and organize their lessons; Assist trainees to carry out their project work; Introduce trainees to classroom organisation, management and control; Assist trainees in preparing teaching and learning materials; Help trainees to appraise pupil learning and achievement; Hold discussion sessions with trainees on practice teaching; Write comprehensive reports or profile on trainees’ performance during the school attachment; Hold periodic meetings with lead mentors to discuss matters pertaining to the interest of trainees; Attend durbars with Link Tutors, Lead Mentors and Trainees to discuss topical issues which will help trainees achieve the target set for professional development (G.E.S. – TED, 2001).

## **2.2 Duties of lead mentors**

Lead Mentors as Headteachers and supervisors are expected to perform the following duties: Organize orientation for trainees; Hold meetings with mentors and trainees to discuss issues concerning professional development; Co-ordinate the activities of Mentors, Link Tutors, and trainees at the school level; Appraise Mentors on their roles and responsibilities; Compile a profile on trainees for their colleges; Conduct regular meetings with mentors to discuss progress of trainees in both curricular and co-curricular activities; Ensure that trainees manage time very well for work and study; Assist trainees with curriculum materials necessary to prepare their lessons; Serve as counsellors to both mentors and trainees to discuss issues which will advance the professional growth of trainees. (G.E.S. - TED, 2001).

## **2.3 Duties of link tutors**

The Link Tutors are teacher educators in the Colleges of Education who have provided on-campus education and training before their school attachment. They are expected to perform the following roles: Liaise between Colleges and Schools of Attachment; Work closely with lead Mentors and Mentors to advance the professional development of the trainees; Assist in the assessment of trainees to help them to achieve the basic goals of School Attachment; Hold conferences with Lead Mentors, Mentors and Trainees to share ideas and experiences on professional growth; Assist trainees to carry out Action Research and write their project work; Provide feedback to Tutors on Trainees who may have difficulties and in effect stand in need of assistance; Provide trainees with reference books and materials from college library; Oversee the mentorship exercise in a cluster of schools; Write comprehensive reports on trainees after a school term's visit; Resolve conflicts that may arise among other players at the school level; and Complement the efforts of Lead Mentors and mentors in the professional development of trainees. (G.E.S. - TED, 2001).

## **2.4 Responsibilities of the teacher trainees (mentees)**

There are responsibilities and other experiences that teacher-trainees need to have during the attachment year. Mentors should therefore support them to accept the following responsibilities as part of the competencies that improve teacher performance in and out of the classroom: Planning, preparing and presenting the lesson notes for vetting; Using the prepared lesson notes to teach; Day to day administration of classes: marking of registers; Involvement in co-curricular activities: sports, grounds work; Maintenance of discipline in class and school generally; Pay attention to individual pupil's learning needs; Setting and marking exercises, discussing them with pupils and assisting them to make correction; Using instructional hours profitably to improve teaching and learning in class; Relating well with communities and colleagues, mentors and other players; Establishing a conducive atmosphere to promote learning for all pupils; Using participatory methods to promote the interest of pupils in class activities; Establishing healthy pupil-teacher relationships; Observing the Mentor teach various subjects and lessons; Conducting evaluation of their own teaching; Setting targets for classes and working towards achieving them; and Identifying class problems regarding teaching and learning and solving them. (G.E.S. - TED, 2001).

## **2.5 Role of the district directorate of education**

The support from the district directorates shall be as follows: Identification of schools for school visits and off-campus teaching practice; Identification and selection of mentors in collaboration with Colleges of Education; Support to Colleges of Education in the supervision of trainees during the off-campus teaching practice; Work with the Colleges of Education to implement in-service training for teachers in the district; Provision of accommodation for tutors of Colleges of Education where there is limited accommodation on-campus; Provision of accommodation and other incentives for teacher trainees on off-campus teaching practice. (G.E.S. - TED, 2001).

## **2.6 Duties of the principals**

Pan and Harry (1995) outline the job description of principals of Colleges of Education in Ghana. They state that it enforces on the principals to create a stimulating professional climate in the colleges capable of developing student-teacher's degree of knowledge, and level standards of professional competencies needed to maintain and improve upon standards in our basic schools in the country.

Also as heads of the institutions, they are supposed to coordinate the activities of the various stakeholders in the implementation of the "out" programme. They are also to liaise with the district directorate of education to help in the provision of the needed curriculum materials for use by trainees during the "out" programme.

## **2.7 Problems/challenges of the out programme**

The GES Report on the FCUBE programme (2001) enumerates the following issues identified by the Principals of Colleges of Education Conference of 2001: Difficulty in securing free or cheap accommodation; An overloaded curriculum resulting in an inadequate preparation of students on the programme; Lack of relevant instructional materials; Though the study of Ghanaian language is compulsory in the Colleges of Education, it is not a core subject at the Senior Secondary School level; and Principals of the Colleges of Education unanimously acknowledged that the pivotal role given to link tutors impacts negatively on the programme due to these tutors

inability to fully meet the programme's expectation.

In a nationwide study on the Out programme of the 3-year Colleges of Education Programme, Aboagye (2005), in addition to the above challenges also listed the following: Poor community relationship with mentees. In several instances communities saw mentees as threats to their marriages and moral codes; Delay in payment of feeding grants to members; Lack of transportation between the communities and Colleges. Mentees therefore had to walk much longer distances than they are used to; Mentees lacked knowledge in methodology in areas which were not part of their options; and in a few schools, mentors had abandoned their roles, thus mentees had taken over these roles as well.

### **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. The descriptive design was selected for the study so that a proper assessment could be done on the effect of the "Out-Programme" of Colleges of Education on some selected communities in the Aowin and Suaman Districts and its implications for human resource development. This study identified the key players in the In-In-Out Programme, examine their roles, the benefits and the problems associated with the Out-Programme. For the purpose of this work, eighteen (18) communities in the two districts were selected. They were Dadieso, Nyankamam, Kramokrom, New Yakasi, Old Yakasi, Jensuu, Enchi, Adjakaa, Achimfo, Abokya, Kwawu, Omanpe, Amonie, Mucherkrom, Sewum, Susan, Akontombrab Nkwanta, and Nkwanta. These communities were selected because they are the communities with mentees undergoing teaching practice in their basic schools. The targeted population for the study consisted of teachers in the basic schools in the Aowin and Suaman Districts of the Western and the accessible population was teacher trainees who were on practice teaching in the selected communities in the two districts, Opinion leaders in the selected communities where teacher trainees were carrying out the school attachment programme. Also included are the link tutors from the college, the principal of Enchi College of Education and the District Director of Education for Aowin District.

The sample was made up of Mentees, Mentors, Link Tutors, and the Principal. It also includes Opinion Leaders from the communities of attachment and the District Director of Education in the Aowin District. In all, the sample size was 210. The sampling technique used was purposive and simple random sampling. The respondents for the research included: one District Director of Education; one Principal (Enchi College of Education); sixteen Mentors; eight Lead Mentors; one hundred forty-four Mentees sixteen Opinion Leaders; and twenty-four Link Tutors.

The main instrument used in gathering data was questionnaire; supported with interviews. The questionnaire was chosen as an instrument for the study because it appeared to be the most appropriate method for obtaining information from the respondents. The questionnaires which was a set of items, seeking the views of others, was designed to solicit information on the effects of "Out-Programme" of the "In-In-Out programme of Enchi College of Education in the selected communities in the Aowin and Suaman Districts 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 Effects of the out programme**

#### **4.1.1 Effects of the out programme on the mentees, the school and the selected communities**

One important aspect of this study is the effect of the Out-Programme on the mentees, the school and the selected communities. The section below looks at the how the Out programme influences the professional growth and development of the mentees, the influence on the schools of attachment and the communities of attachment among many others.

**Table 1: Views of mentees on the effects of the “out” programme on them, the school and the selected communities**

Statement	Disagree (%)	Agree (%)	Total (%)
Contributes to discipline in the school.	0 (0)	144 (100)	144 (100)
Improves academic performance.	0 (0)	144	144 (100)
Equips trainee for teaching.	24 (17)	120 (83)	144 (100)
Contributes to development of the school.	0 (0)	144 (100)	144 (100)
Contributes to community development.	0 (0)	144 (100)	144 (100)
Mentees serve as role model.	20 (14)	124 (86)	144 (100)
Increases in social vices by mentees.	144 (100)	0 (0)	144 (100)

Table 1 has to do with the views of mentees as to the effects of the out programme on the selected communities 144 (100%) respondents totally agreed that the mentees contribute to discipline in the school by checking on punctuality to school, serving as role models, and checking misbehaviour and truancy among others.

The entire 144 (100%) respondents also agreed that the presence of mentees helps improve academic performance of the pupils. This is because they organize remedial teaching and extra classes apart from the introduction of the most current methods of teaching which bring variety into the normal teaching - learning process. Another factor that contributes to the improvement of the academic performance of the pupils has to do with their commitment in preparation of lesson notes, preparation of teaching and learning materials among others which goes to improve the understanding of pupils thereby resulting in the improvement of academic performance.

On the views of mentees on trainees being equipped for teaching during the out programme, 120 (83%) respondents agreed that the out programme helps equip trainees for the teaching profession. This goes to prove that teaching practice equips teacher trainees with special competencies in the art of teaching. The area of student teaching is one phase in a potential teacher’s professional training where the theoretical and practical aspects really come together. The other 24 (17%) respondents disagreed with the view that the out programme equipped trainees for teaching. They explained that inadequate support from mentors on lesson preparations, teaching and other professional guidance made the out programme have no impact on their training.

Table 1 also shows that all the respondents (mentees) representing 100% contributed immensely towards the development of the school. This was in the form of taking part in the various co-curricular activities in the school, helping in developmental projects in the schools and also handing over various teaching and learning materials prepared to the school for future use.

Also on the contributions of mentees towards the development of the community, all the respondents representing 100% agreed to that assertion. This was usually during communal labour in the community. In fact, because of the community support to mentees indicated earlier, they willingly volunteered and helped during communal work and other works of the community.

Finally, on the increase of social vices by mentees, all the 144 (100%) respondents disagreed with that fact and stressed that they rather contributed to the reduction of social vices by serving as role model and educating people in the community about the effect of these social vices. Pupils were also advised by them not to associate themselves with bad peoples.

#### **4.1.2 Views of the principal, link-tutors, and the district director on the effects of the out programme**

The out-programme has various effects on the mentees, the school and the communities of attachment. Table 2 looks at the views of the Principal, Link-Tutors, and the District Director on the effects of the Out-Programme on the mentees, the schools and communities of attachment.

**Table 2: Effects of the out programme**

Statement	Disagree (%)	Agree (%)	Total (%)
Contributes to discipline in the school.	2 (8)	24 (92)	26 (100)
Improves academic performance.	0 (0)	26 (100)	26 (100)
Equips trainees for teaching.	0 (0)	26 (100)	26 (100)
Contributes to development of the school.	0 (0)	26 (100)	26 (100)
Contributes to community development.	0 (0)	26 (100)	26 (100)
Increases in social vices by mentees.	24 (92)	2 (8)	26 (100)

Table 2 looks at the views of the principal, District Director of Education and the Link Tutors on some of the effects of the out programme on the mentees, the school and the community.

Results on Table 2 show that all the 26 (100%) respondents agreed that the out programme equipped the mentees for the teaching profession. All the respondents agreed that the out programme contributes to the improvement of academic performance of pupils. This they said is made possible by the introduction of new methodology and style of presentation by the mentees which brings variety into the teaching learning process. The other side of it

too is that the lazy teachers get their classes fully occupied and their learners fully engaged with the help of the mentees. This contributes to the improvement in academic performance. Statistics also show that the schools with mentees perform far better than the schools without mentees. This was revealed by the district director.

Since the mentees are supposed to participate and contribute to all the activities in the school, all the respondents 26 (100%) agreed that the presence and participation of the mentees contributes to the development of the school in terms of academic and non-academic activities like inter-school soccer competition among others.

Table 2 also reviews that 24 (92%) respondents agreed that the out programme contributes to discipline in the schools of attachment. They explained that some mentees served as role models and they ensured that the rules and regulations of the school are obeyed with rewards and punishment administered as and when appropriate. Even though almost all the respondents agreed to mentees contributing to discipline in the school, 2 (8%) respondents disagreed to this fact and explained that some of the mentees led irresponsible and unacceptable behaviours and therefore could not help bring about discipline in the school since they were indisciplined themselves. Some got involved in acts like drinking and smoking.

The role of the mentees in the development of the community cannot be underrated and it is confirmed by all the respondents representing 100% agreeing to the fact that the mentees or the out-programme contributes to the development of the community. This was in areas such as communal labour and contributing towards community projects.

Finally, 23 (88%) respondents disagreed that the mentees contributed to the increase in social vices like teenage pregnancy in the community. They added that the lifestyle and attitude of most mentees contributed greatly to the development of the community and therefore could not increase social vices. The remaining 3 (12%) respondents argued that as mentioned above, the lifestyles of some of the mentees like drinking and smoking contributed to the increase in social vices in the community.

#### 4.1.3 Lead mentors and mentors views on the effects of the out-programme

Table 3 below looks at the views of the lead mentors and mentors on some of the effects of the “out”-programme.

**Table 3: Lead mentors and mentors views on the effects of the out-programme**

Statement	Disagree (%)	Agree (%)	Total (%)
Contributes to discipline in the school.	3 (13)	21 (87)	24 (100)
Improves academic performance.	0 (0)	24 (100)	24 (100)
Equips trainee for teaching.	4 (17)	20 (83)	24 (100)
Contributes to development of the school.	0 (0)	24 (100)	24 (100)
Contributes to community development.	6 (25)	18 (75)	24 (100)
Increases in social vices by mentees.	21 (87)	3 (13)	24 (100)

Table 3 looks at the views of lead mentors and mentors on the effects of the out-programme on the mentees, the school and the community. As indicated in Table 3, 21(87%) of the respondents agreed that the out-programme contributed to discipline in the school. They explained that some of the mentees served as role models and at the same time helped to check on the obedience of the rules and regulations in the school. The remaining 3(13%) mentees disagreed that the out-programme contributed to discipline in the school. They complained that some of the mentees were indisciplined themselves and could not help.

Again, from Table 3, all the 24 (100%) respondents agreed that the mentees helped improve academic performance introduced new methods and approaches to teaching and learning, thereby enhancing the understanding of the learning which also results in improvement of academic performance of learners.

Table 3 also reveals that 20 (83%) of the respondents agreed that the out programme equipped the mentees for the teaching profession. They said that they contributed to the professional development of the learners through lesson preparation, presentation and preparation of teaching-learning materials among others. However, 4 (17%) disagreed and explained that poor mentorship and support affected the professional development of some mentees and therefore could not receive the full benefit of the out-programme on their professional development. All the 16 (100%) respondents agreed strongly that the out-programme contribute immensely to the development of the school in areas of academic performance, maintenance of discipline, co-curricular activities, developmental projects and school farm among others. They also contributed by submitting to the school various teaching-learning materials they prepared for teaching after their teaching practice thereby increasing the resources for teaching in the school.

On the contributions of the out-programme towards the development of the community, 18 (75%) agreed that mentees contributed greatly. They contributed during communal labour and other developmental projects in the community. Six (25%) respondents on the other hand disagreed that the mentees contributed to the development of the community. They explained that some of the mentees were of the view that their mission in the community was to teach and nothing else.

Finally, 21(87%) respondents disagreed on the increase in social vices by the presence of mentees in the community. They argued that most of these mentees led disciplined life and served as role models to the youth in

the community and therefore could not contribute to the increase of social vices in the community. The other 3 (13%) respondents agreed that the lifestyles of some of the mentees encouraged and promoted social vices like teenage pregnancy and others. They said since in the out-programme the control of the college is limited, some of the mentees used it as opportunity to misconduct themselves in the community.

#### 4.1.4 The views of the opinion leaders on the effects of the out-programme

This section looks at the views of opinion leaders on the effect of the “out” programme on the school and the community.

**Table 4: The views of the opinion leaders on the effects of the out- programme**

Statement	Disagree (%)	Agree (%)	Total (%)
Contributes to discipline in the school.	5 (31)	11 (69)	16 (100)
Improves academic performance.	0 (0)	16 (100)	16 (100)
Contributes to development of the school.	0 (0)	16 (100)	16 (100)
Contributes to community development.	5 (31)	11 (69)	16 (100)
Increases in social vices by mentees.	12 (75)	4 (25)	16 (100)

The result of Table 4 shows that 11 (69%) respondents agreed that the out programme contributed greatly towards discipline in the school. They said the mentees were role models, punctual to school and helped checked lateness and truancy among many other indiscipline behaviours in the school. However, 5 (31%) respondents disagreed and said some of the mentees were lazy, refused to participate in all other activities of schools apart from teaching and therefore could not contribute to discipline in the school.

All the opinion leaders (i.e.) 16 (100%) agreed that there was improvement in academic performance of the learners when the mentees reported to the school. They were of the view that the mentees they call “New teachers” were committed, taught very well and better than the regular teachers. This has resulted in improvement in the academic performance of the learners.

Again, all the mentees agreed that the mentees contributed to the development of the school through volunteering themselves towards various co-curricular and developmental projects or programmes of the school. A common example was contribution towards the proper management of a school farm in one of the communities.

On the contributions of the mentees towards the development of the communities, 11 (69%) respondents agreed that the mentees contributed in various ways towards the development of the community. It included helping as volunteers during communal labour and also serving as role models for the younger generation in the society. However, 5 (31%) respondents disagreed and said that some of the mentees never participated in activities of the community.

It is also clear from Table 14 that 11(69%) respondents disagreed to the fact that mentees contributed to the increase in social vices in the community. They remarked that most mentees exhibited well disciplined life’s and showed that they had gone through training. They therefore served as role models. Despite the good behaviour of the majority of the mentees, 5(31%) agreed that the increases in social vices could be attributed to the mentees. They explained that some mentees thought that the out-programme was a period of freedom and could do anything they like. They therefore led questionable lifestyles which contributed to increasing social vices in the community.

## 4.2 Challenges of the “out”-programme

### 4.2.1 Challenges faced by the mentees during the “out”-programme

There is no educational programme which does not face challenges. The same can be said of the “out” programme of the Colleges of Education. Table 5 below looks at some of the challenges mentees face during the “out” programme.

**Table 5: Views of the mentees on some of the challenges they face during the “out”-programme**

Statement	Disagree (%)	Agree (%)	Total (%)
Enough curriculum materials for teaching	116 (81)	28 (19)	144 (100)
Supply Distance Learning materials	0 (0)	144 (100)	144 (100)
Mentor leaves all the teaching work on me	112 (78)	32(22)	144 (100)
Basic amenities available at place or community of attachment	44 (31)	100 (69)	144 (100)
Accessibility of attachment school to college pose problems to me	24 (17)	120 (83)	144 (100)
I face a lot of immoral disturbances	25 (87)	19 (13)	144 (100)

Table 5 shows the views of mentees on some of the challenges they faced during the Out-programme at their various stations. On enough curriculum materials for teaching such as textbooks, syllabuses, reference materials, manuals, teachers hand books among others, 116 (81%) disagreed, implying that, there were not enough materials for teaching. In some subjects such as Ghanaian Language there was not even a single textbook for

teaching, syllabuses were not also enough, for reading books and teachers reference materials they were very few. This was also confirmed by link tutors during their supervision periods in the schools of attachment. In some schools, teachers had only one teaching textbook in their classes from which they either dictated things to pupils or copied portions of the textbook for children to write down into their exercise books.

In spite of the fact that majority of the respondents disagreed there were enough curricular materials for teaching and learning, 28 (19%) of the respondents agreed that there were enough curricular materials for teaching and learning. These respondents were in the demonstration school where enough materials had been provided by the PTA and the Enchi College of Education to enhance and improve academic performance of learners in the demonstration school and to raise the status to the level of a demonstration or practice school.

From the foregoing, it is clear that few schools had the requisite supply of resource and curricular materials for effective teaching and learning. These results are in line with the findings reported by Aboagye (2005). It would appear that since these two and other studies were carried out, the situation had not changed much. In a programme like this, where teaching materials are so critical, the shortage and unavailability reported by the mentees and mentors could significantly impact negatively on the mentees professional development. The impact of such inadequacies on the quality of education can be illustrated by the Chinese proverb quoted by Zaney (2004): “when I see, I remember; I hear and forget; I do I understand”. He strongly recommended that teaching materials ought to be supplied within a specified period to allow for time to take stock and facilitate prompt delivery to schools in good time for use. This would also enhance the efficiency of work by the mentees to improve the academic performance of the learners.

Distance learning materials are vital in promoting learning among mentees, especially where mentor-mentee personal contact hours are limited. With supply of distance learning materials, 144 (100%) respondents agreed that it had been supplied and they had it before their orientation session. This shows that the supply of distance learning materials to the mentees is done on time which is a plus to Teachers Education Division. Most of the mentees said that adequate supply of the distance learning materials help them to learn before going to study cycle meetings, since they depended solely on the materials. Out of the 144 respondents, 112 (78%) respondents disagreed that mentors left all the teaching work on the mentees. This means that the mentors played their role effectively by allowing the mentees to teach for some periods in order to guide their professional growth. The remaining 32 (22%) respondents agreed that their mentors left almost all the work on them. They therefore lacked the professional guidance from mentors, had their work load increased, could not get enough time for their project work and learning the distance learning materials. This attitude of these mentors greatly affected the mentees in terms of the needed professional guidance during teaching and other sessions of the teaching learning process.

Still on the challenges, 100 (69%) of the respondents, agreed that their stations had basic amenities like portable water, electricity and others while 44 (31%) respondents disagreed because in their stations, they did not have electricity even though plans were far advanced to put those communities on the national electricity grid. These mentees complained that the situation affected them greatly in preparation of their lesson notes and learning in the evenings.

When the mentees' view on accessibility of schools of attachment to colleges was sought, 120 (83%) agreed that accessibility from their stations to the college was a problem. When they were asked to explain further why it was a problem since the roads were accessible, except few cases when some of the roads become slippery and impassable during the raining season, they explained that the cost of transport was very high thereby making it a problem for them since it drained their financial resources. The remaining 24 (17%) respondents disagreed with the fact that place of attachment to the college pose a problem because they were in the demonstration school which was very close to the college.

Finally, 125 (87%) respondents of the mentees disagreed that they faced a lot of immoral disturbances in the form of sexual advances from people in the community. However, 19 (13%) respondents agreed that they faced a lot of immoral disturbances from people in the community thereby affecting their social life in the community. They were mostly female mentees. This confirms what Aboagye (2005) stated as part of the challenges of the out programme that poor community relationships with mentees in several instances as a result of the mentees being seen as threats to their marriages and moral codes.



#### 4.2.2 Views of the Principal, Link-Tutors and the District Director on some of the challenges of the programme

Table 6 presents the views of the Principal, Link-Tutors and the District Director on some of the challenges of the out-programme. **Table 6: View of the Principal, Link-Tutors and the District Director on the challenges of the out-programme**

Statement	Disagree (%)	Agree (%)	Total (%)
Enough curricular materials for teaching	18 (69)	8 (31)	26 (100)
Mentors leave all the teaching work on mentees	16 (62)	10 (38)	26 (100)
Basic amenities available at place or community of attachment	6 (23)	20 (77)	26 (100)
Accessibility of attachment school to college poses problems to mentees	10 (38)	16 (62)	26 (100)
Health facilities available	20 (77)	6 (23)	26 (100)
Mentees face a lot of immoral disturbances	22 (85)	4 (15)	26 (100)

Table 6 presents the views of the principal, the district director and the link tutors on some of the challenges of the out programme. It came out clearly that 18 (69%) of the respondents disagreed to the provision of enough curriculum materials for teaching. This really affected the professional and academic performance of the mentees and pupils respectively. The remaining 8 (31%) respondents agreed that there were enough curricular materials for teaching in some schools like the Enchico Demonstration School.

Another challenge of the out programme to the mentees was the mentors leaving all the work on the mentees. Here, findings from the study revealed that 16 (62%) of the respondents disagreed that the mentors left all the teaching work on the mentees. This means that most of the mentors were up to the task and contributed greatly to the professional growth of the mentees. This is also in line with the guiding principles for the Out-programme of the in-in-out programme. According to GES/TED/ODA (2001) a teacher trainee's teaching load should not exceed four periods a day. Despite this policy some mentors left all the teaching load on the mentees and this was confirmed by the remaining 10 (38%) respondents. This attitude affected the mentees concerned in terms of lesson notes preparation, teaching-learning materials preparation and delivery of the lesson. The effect is that mentee is not fully prepared for the teaching profession.

On the availability of basic social amenities, 20 (77%) respondents agreed that the various communities where mentees were undergoing having the attachment had basic social amenities like pipe-borne water/bore-hole and electricity. The remaining 6 (23%) respondents who disagreed came out with the explanation that five of communities did not have light so they did not fully agree that there were basic amenities at the place or community of attachment.

Again, Table 6 shows that 16 (62%) respondents agreed that the distance between school of attachment and the college posed a problem to the mentees. Ten (38%) respondents disagreed that the accessibility of attachment school to college poses problems to mentees. They explained that some of the schools of attachment are far from Enchi where the college is situated. For instance, some of them cited Dadieso, a town in the Suaman Districts which is within 35 kilometres from the college which is situated in the Aowin District.

On health facilities available at the place of attachment, the table shows that 20 (77%) respondents disagreed. This was because the whole district had only a district hospital and a few clinics far from the places of attachment. The remaining 6 (23%) respondents agreed that health facilities were available because they were very close to the hospital.

Another challenge of the out programme has to do with immoral disturbances faced by some mentees from some members of the community. Here the table revealed that 22 (85%) respondents disagreed that mentees faced a lot of immoral disturbances. However, 4 (15%) respondents agreed that some of the female mentees faced immoral disturbances from some members of the community. Some mentees confessed to the link-tutors on their visit about sexual advances made by some members of the community on them, some of the link tutor reported.

#### 4.2.3 Views of lead mentors and mentors on the challenges of the out- programme

This forms the last section of the views of the lead mentors and mentors. It looks at some of the challenges of the out-programme.

**Table 7: Lead mentors and mentors views on the challenges of the out-programme**

Statement	Disagree (%)	Agree (%)	Total (%)
Enough curricular materials for teaching	18 (75)	6 (25)	24 (100)
Supply of Distance Learning materials	0 (0)	24 (100)	24 (100)
Mentors leave all the teaching work on mentees	18 (75)	6 (25)	24 (100)
Basic amenities available at place or community of attachment	7 (29)	17 (71)	24 (100)
Accessibility of attachment school to college poses problems to me	5 (21)	19 (79)	24 (100)
Mentees face a lot of immoral disturbances	21 (88)	3 (12)	24 (100)

Table 7 presents the views of the lead mentors and the mentors on the challenges of the out-programme. Out of the 24 respondents, 18 (75%) disagreed that there were enough curricular materials for teaching. These curricular materials like the syllabus, textbooks and teachers hand books really contribute to effective teaching and learning process. The respondents explained that for some subjects like Ghanaian Language there was not even a copy of their syllabus. There were no textbooks and teachers handbooks on other subjects such as I.C.T. This really affected the professional growth and development of the mentees. The remaining 6 (25%) responded that they had enough curricular materials for teaching. They included the mentor and lead mentor for the Demonstration School and one other school that had been well resourced to facilitate effective teaching and learning. Respondents agreed that there was the supply of distance learning materials. All the 24 (100%) respondents agreed to the supply of distance learning materials. They explained that nowadays their mentees received their distance learning materials before they come on internship.

Table 7 also shows that 18 (75%) respondents disagreed that mentors left all the teaching work on the mentees. They explained that mentors helped mentees in preparation of their notes, teaching learning materials and in the delivery of their lessons. Again, the mentees were given two periods and two subjects to teach in a week. The remaining 6 (25) respondents agreed that mentors left all the teaching work on the mentees. They gave reasons such as sickness, funerals and other family responsibilities caused their leaving the whole teaching work on the mentees.

On basic amenities available at the place of attachment, 17 (71%) respondents agreed that their places of attachment had the basic amenities like drinking water and electricity. This made life a bit easier and facilitated their learning process especially in the evening. However, 7 (29%) respondents disagreed because there was no electricity in those communities. This really affected their learning and preparation of lesson notes and teaching learning materials in the evenings.

Again, 19 (79%) respondents agreed that accessibility of the college to the school of attachment posed problems to the mentees. They gave reasons such as poor roads and high transport fares. Despite the above, 5 (21%) of the respondents disagreed that accessibility of college to the school of attachment posed problems to the mentees. They explained that they were very close to the college and therefore had easy access to the college.

Finally Table 7, show that 21 (88%) of the respondents disagreed and explained that mentees were not facing immoral disturbances from the community because they were given a special accommodation where they stayed with their colleagues. It was therefore difficult for somebody from the community to move to their place of residence to cause any immoral disturbances. The remaining 3 (12%) respondents agreed that some of the female mentees faced a lot of immoral disturbances from some prominent people in the community. These they said were reports some female mentees had personally made to them.

#### **4.2.4 Views of the opinion leaders on the challenges of the out-programme**

This is the final aspect of the views of opinion leaders. It looks at the views of the opinion leaders on the challenges of the out-programme. Table 18 below looks at some of the challenges with its corresponding percentages.

**Table 8: The views of the opinion leaders on the challenges of the out-programme**

Statement	Disagree (%)	Agree (%)	Total (%)
Basic amenities available at place or community of attachment	3 (19)	13 (81)	16 (100)
Accessibility of attachment school to college poses problems to mentees	11 (69)	5 (31)	16 (100)
Health facilities available	14 (88)	2 (12)	16 (100)
Mentees face a lot of immoral disturbances	12 (75)	4 (25)	16 (100)

Table 8 looks at the views of opinion leaders on the challenges of the out-programme. Most of the places of attachment had basic amenities like water and electricity available because 13 (81%) of the respondents agreed to the fact that their communities had basic amenities available. This really supported the mentees in the learning of distance learning materials and preparation of lesson notes in the evenings. Despite the above, 3 (19%)

disagreed to the availability of basic amenities in their communities because they did not have electricity. On the accessibility of the school to the colleges, 11 (69%) disagreed. They said that the roads were not in good condition and transportation fares too were very high. This therefore posed a problem for the mentees when they were coming to the college. They added that on certain days if one misses a car at a particular time, one may either waste precious time before accessing another or not be able to embark upon the journey. However, 5 (31%) respondents disagreed to accessibility to the college from their schools as a challenge or a problem. This is because they were very close to the school.

On the availability of health facilities, 14 (88%) respondents disagreed to the availability of health facility on the community or a health post/clinic in their communities. This posed a big challenge to the mentees during cases of sudden illness. The remaining two respondents agreed to the availability of health facility because one had the district hospital in the town and the other had a clinic in his community.

Finally, the views of the opinion leaders on mentees facing a lot of immoral disturbances from people in the community, 12 (75%) disagreed. They said that the mentees were provided with a special accommodation which was solely occupied by the mentees. Again, the mentees were housed two and three to a room. All these and other factors made it difficult for mentees to be disturbed immorally. However, 4 (25%) agreed that some female mentees faced a lot of immoral disturbances. One of them went further to mention complaints some female mentees had made to him on some sexual advances by some community members on them. This posed a challenge to female mentees on the out-programme.

## **5. Conclusions**

### **5.1 Effects of the out-programme**

It was revealed that the mentees helped improve academic performance of the pupils. They organized remedial teaching and extra classes brought variety into the normal teaching learning process. Another factor that contributed to the improvement of the academic performance of the pupils has to do with their commitment in preparation of lesson notes, preparation of teaching and learning materials among others which go to improve the understanding of pupils thereby resulting in the improvement of academic performance.

It was also evident from the study that mentees contributed to discipline in the school by checking on punctuality to school, serving as role models, and checking misbehaviour and truancy among others.

It was revealed that mentees gets equipped for teaching during the out programme because the Out programme helps equip trainees for the teaching profession and also gave them the opportunity to come into close contact with the likes of pupils they will spend their professional life with. It also equipped teacher trainees with the techniques of teaching acquired through observation, imitation and practice. Teacher trainees through the Out programme acquired special competencies in the art of teaching.

Again the Out programme contributes immensely towards the development of the school. This is in the form of taking part in the various co-curricular activities in the school, helping in developmental projects in the schools and also handing over various teaching and learning materials prepared to the school for future use. Mentees also contributed towards the development of the community, usually during communal labour in the community.

### **5.2 Challenges of the out programme**

Mentees faced the problem of inadequate supervisory practices by their mentors. Mentors failed to perform their expected professional roles leaving most trainees on their own. Attitude of these mentors greatly affected the mentees in terms of the needed professional guidance during teaching and other sessions of the teaching and learning process.

There were not enough curriculum materials for teaching such as textbooks, syllabuses, reference materials, manuals and teachers hand books among others. Resource materials were inadequate while some were supplied very late. The absence of materials for Religious and Moral Education (RME), Ghanaian Language and other subject areas is of great concern. Currently there is serious inadequate supply of teaching syllabus for all the subjects. The impact of such inadequacies greatly affected teaching and learning and professional preparation of the mentees and also the quality of education.

Again some of the communities of attachment with mentees lacked some basic amenities like potable water, electricity and others. This affected their way of life, learning and preparation for teaching during the evenings since they had to use lantern which was not always the best. Again accessibility of schools of attachment to colleges was seen as a problem to the mentees from far. The mentees faced a number of socio-economic challenges that range from logistic and the lack of community support on the programme. Female mentees faced a lot of immoral disturbances from people thereby affecting their social life in the community.

## **6. Implications for Human Resource Development and Recommendations**

Since effective teaching is an important objective to be achieved, there is the need for proper training of students for the teaching profession. Some of the mentors did not perform their expected roles and this can have serious

consequences on the mentees since they play major roles in the programme. The success or failure of the programme on one hand rests on the effectiveness of the mentors. As highlighted in the literature, mentors are supposed to serve as role models to the mentees. Their attitude to work, support and guidance affect the mentees' performance. The circumstances that enable mentors to take French leave imply that mentees are left on their own and would do as they please and this is obviously not the best for human resource development.

It is recommended that the Curriculum Research Development Division (CRDD) should print enough materials to enhance the implementation of 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. 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. In addition, to some of the communities lacking basic utilities like sanitary facilities, good drinking water and electricity it is recommended that the District Assemblies where such schools are situated be mandated to allocate funds for the provision of facilities that would make living in these rural communities more enjoyable. It can be noted that in spite of similar studies conducted on the programme such as that of Aboagye (2005) and other commissioned reports the same problems that have emerged from this study exist. However, challenges identified are to help improve the system by solving them.

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