



The Impact of Supported Teaching in the Basic Schools in Ghana: The Role of Teacher Trainees and Tutors of Colleges

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Marceline Tengepare 

Department of Gur-Gonja,
University of Education, Ghana
Email: mtengepare@gmail.com

Abstract

In Ghana teacher education has been undergoing a phase of change and growth. This reform and growth occurs in response to the need to provide professional teachers for youth education at all levels of the country's education system. This has become increasingly challenging in relation to a rapidly evolving society that needs a new crop of students who are shaped to play new responsibilities in society's growth. The skills and knowledge needed for productive living have dramatically altered, largely as a result of technological change and its effect on most employment and occupations. The aim of the study was to understand the impact of supported teaching on the teacher trainees in the basic schools in Ghana. The study adopted a desktop literature review method (desk study). The research revealed that supported teaching on implementation has the power to transform the society at large, not only the students.

Keywords: initial teacher education, on-campus teaching, supported teaching, student teacher, teacher trainees

1.0 Introduction

The quality of a nation is dependent on the quality of its human resources. It in effect is also critically based upon the standard of their education. Quality education in any region, seems to depend more on the competence of its teachers than any other deciding factor. In the context of their academic and professional growth this is particularly so. From the start of this millennium, Ghana has made tremendous progress in terms of access to basic education (Akyeampong, 2000). Nowadays, governments around the world want educators to be more productive, especially in the light of increasing global competition and the need for economic and educational developments. The most critical aspect of a nation's schooling system is teacher preparation. It is this part of the education system that offers the greatest human capital since a teacher is required by every student. It has been claimed that one particular developmental condition is education and that 'the teacher is a great protector of its truth' (Adegoke, 2003). According to Furlong (2000), one effective way to influence teachers' skills, expertise and values is to adjust the form and content of their preliminary training. Research on the expense of teacher training programs in selected growing countries suggests that structures for teacher education programs are inconsistent and sporadic, creating an uncertain learning atmosphere for teachers. With this in mind, the development of new models to strengthen teacher training has occurred in many developed countries (Asare & Nti, 2014). Teacher preparation is about ensuring teacher trainees learn the teaching concept and learn the teaching knowledge and skills to a degree that helps them to work in schools efficiently. While all teacher-training programs are designed on this purpose, for different reasons certain organizations do not automatically achieve their objectives. Differences in teacher training value have to do with the curriculum chosen and its nature, different definitions of the best way to help teachers understand how to teach and/or the various methods and approaches to teacher training. Calderhead (1989) claimed that student teachers can train to teach in several ways that various styles of learning can occur in the career of a teacher in various phases. Donald Schon (1983) raised a key question using several hypotheses from various perspectives: How do people train to become teachers? This question demands that educators think about where the student teacher's current experience, expertise, and understanding lies. It also means paying for the persons involved in delivering this instruction. In other words, which is the best position for aspiring teachers and teacher trainees to develop their skills useful to meet the society needs? How is the basic education going to be influenced by the innovation and development in the teaching techniques used?

1.2 Initial Teacher Education

Initial Teacher Education (ITE) in Ghana undergone major reform in 2004, when in the 1990s it was criticized for emphasizing and evaluating the knowledge of subject material over the realistic teaching portion (Ministry of Education, 1993). According to an assessment by the National Commission on Teacher Education (Ministry of Education, 1993), in the field of their training, teacher trainees had very little experience in real classroom teaching and activities, a condition which eventually rendered them inefficient teachers. To counter this, and to strengthen the classroom experiences of teachers trainees in regular schools, the "In-In-Out" model was implemented, among other measures, to achieve a healthy balance between theory and practice by reducing the residential program of trainees between 3 to 2 years ("In-In") and the their realistic professional experience from two blocks of 4-week practicum to 1 year ("Out"); In addition, after the first year of learning, teacher trainees were required to conduct a school evaluation visit and an On-Campus Teaching Practice (OCTP) period in the duration of the 2-year residential program to practice education to their colleagues in readiness for off-campus teaching experience in real classrooms (Bishop, 1986).

With respect to school observation sessions, trainees are needed to find a school in their locality while they are on holiday (usually in December or April / May) where they can experience school and classroom procedures and practices for a duration of not less than 2 weeks. Before the trainee is assigned to a class and an experienced instructor for the test, the head teacher of the basic school will usually ask for an introductory letter from the principal of the college of learning. At the completion of the assessment the headmaster, in conjunction with the tutor or class instructor, submits a confidential report to the institution. In addition, the OCTP is being performed as part of the residential training program. For it a total of 3 weeks is set aside during the semester. During the time, a team of trainees (8-10 in a group) are allocated to teacher instructors for support and guidance in the preparation of teaching and learning resources, lesson plans, and peer teaching (Odell & Ferraro, 1992). After the regular college lectures, about 2 hours are committed to the practice every afternoon. In the smaller groups assigned to teacher instructors, trainees are required to teach their colleagues, with the teacher educators serving as instructors. The trainees and their supervisors write notes of their assessment about the success of each student and discuss it after each instructional session. This exercise is intended to improve the skills of trainees in preparing lesson notes, choosing suitable teaching / learning materials, being comfortable in standing in

front of a class, managing time effectively, and applying teaching techniques appropriately.

In 2011, a research project called "Teacher Preparation in Africa" found that in contrast to what the reform put in place, very little occurred during the 2-year residential training course at the CoEs in Ghana in terms of practical-oriented training (for instance, preparation of teaching and learning resources, and peer teaching). The 2-year residential program basically devoted limited time to practical on-campus tasks, and teacher trainees were demoralized about them because the tasks did not count against their final ranking (Adu-Yeboah, 2011). The inference was that the practical aspect of the 2-year residential program did not gain interest from stakeholders, while it is the basis for training trainees for off-campus teaching experience and integrating them into actual teaching.

1.3 Teaching Profession in Ghana

There are presently 46 publicly funded and two private-owned colleges in Ghana to train preservation teachers to teach in elementary schools (Grades 1-9). Two public colleges typically educate teachers to senior high schools. To support the teacher recruitment, many public and private universities operate teacher education programs. The CoEs administer three-year diploma granting programs known as Basic Education Diploma (DBE). The curriculum structure run in the colleges is widely referred to as "In-In-Out," meaning preservice teachers devote first year of their learning at the college for research in academic foundation programs (understanding of subject content) and introductory education courses. In addition, preservice teachers undergo school attachment that includes the evaluation of the processes / practices at the end of the first year of college and classroom. In the class, the second year is also expended on curriculum research, pedagogy programs for all subject areas, education research and On-Campus Teaching Practice (OCTP). However, the third year is expended outside the college and is committed to attachment teaching and after-school community research (study convention) with Distance Learning Materials (DLMs) to enhance and sustain college-based pedagogical research. The research conferences are grouped into each attachment school by clusters of trainees numbered 10 to 15. They gather for about 3 hours, two or three times a week after regular class hours to discuss matters in their DLMs, with one of them acting as the representative of the study group. Typically, college tutors are allocated to the student groups to act as connection tutors to promote and support the study sessions (Heirdsfield, Walker, Walsh & Wilss 2008). Although there is indication of

increasing interest in teacher efficiency in Ghana, reports suggest that there is still minimal policy guidance and practice (Coffey International Development Report, 2012) and that change of teacher education curriculum has been slow compared to developments in national curriculum (Akyeampong et al, 2012); Accordingly, the National Education Assessment (NEA), which nationwide tests student skills in Maths and English in grades 3 and 6 on a biannual basis, has repeatedly shown a low percentage of pupils with math and English skills (Ministry of Education, 2014).

1.4 Teacher Education for Basic Education

In the history, Ghana's initial teacher education for primary education has undergone some implementation of varied teacher certification programs. A three-year Credential Post-Secondary Teacher Education Program, initiated in 1978, was established as a three-year Diploma in Basic Education Program (DBE) in 2004 with the main objective of enhancing the professional competencies of qualified teachers. The 38 public and four private educational colleges (CoE) in Ghana typically offer a three year DBE. The arrangement of the CoE system follows an "in-in-out" scheme. In this plan, pre-service teachers devote the first two years of the three-year course in the colleges doing course work, attachment to the classroom, and teaching activities on campus. The on-campus training activities primarily equip trainees with skills for instructional materials to prepare lectures, instruct and provide improvisations. This requires four peer-group teaching cycles, each spanning 45 minutes (Akyeampong & Furlong, 2000).

The third year offers pre-service teachers the ability to spend time researching and learning how to teach in actual classroom circumstances. It is the actual activity for the teaching skills development among pre-service teachers. For the period of the teaching practice per individual is expected to receive a minimum of two supervisions a week (Adu-Yeboah 2011). Pre-service teachers gain clear feedback from professional in-service teachers in deployment schools and direct instruction from teacher educators to resolve their teaching practices issues. Nevertheless, the use of the pre-service teacher education system's last year for teaching practice has been questioned for being too late to make effective use of their training to learn the work of the course. Some have therefore suggested that the practicum be rescheduled for an early training year (Akyeampong et al., 2012).

The CoE and the University of Cape Coast (UCC) jointly signed an agreement and Affiliation Agreement to support their elevation to tertiary status pursuant to the 2012 CoE Act, Act 847 (UCC, June 2016). This is attributed to pressure from professional

organizations, such as the Ghana College of Education Teachers Association (CETAG), in the context of strike activities. As it now exists, the content and organization of the CoE's preliminary undergraduate teacher education programs had been under the oversight of the UCC, Institute of Education. The Institute is liable for instruction, review, and issuance of certificates at the national CoE. With the agreement of the Memorandum of Understanding and Affiliation Agreement report, the UCC will continue to track the CoE for carrying out its mandate of training qualified basic education instructors.

Special education was integrated into the curricula of standard education preservice training institutions to equip them with resources to recognize children with disabilities and promote their inclusion in the Standard Education System (SEN). Another goal of the implementation of the special education curriculum into pre-service vocational training colleges was to counter the negative mindset of teachers in the field of incorporation (UNESCO, 1988). At the completion of their second year, all student trainees completing DBE programs at the CoE in Ghana are given mandatory two-credit education in special education needs. Unlike most of the other nations, Ghana does not have distinct teacher education programs which prepare two groups of teachers for basic education (special and regular education). This avoidance of separation is beneficial in the sense that it strengthens the perception that disabled students and special needs are no different and should not need distinct and separate pedagogical methods (Akyeampong et al., 2012). This is a required prerequisite for the successful training of initial teachers for the introduction of inclusive education. It can also be argued that GES is increasingly moving towards a one-track strategy to special provisions since a separate special provision isn't well-established at the level of basic learning, and current educational policies have promoted the inclusion of nearly all pupils in standard education, even those with serious disabilities (Ministry of Education, 2015). The single-track approach stresses all teachers being trained to teach children with SEN in standard educational settings (Nash & Norwich, 2010).

Studies have suggested that CoE teacher educators believe that their university training didn't prepare them well enough for teaching in the CoE, in particular teaching experience of pedagogical material (Adu-Yeboah, 2011). In addition, pre-service teacher appraisal approaches have been found to be overwhelmingly based on subject-content awareness, and much little on teaching practices and practice (Sen, 2010). The education colleges were also identified to lack appropriate teaching and learning resources and tools (UNESCO, 2013).

2.0 Literature Review

2.1 Practicum in the Context of ITE

The research is objectively underpinned by the belief that teacher education is both part of the issue and a remedy to poor teaching performance and learning for students (Akyeampong et al., 2006; Pontefract & Hardman, 2005). This means that initial teaching of good quality leads to beginner teachers of good quality (Cetin 2013). Through definition, it can be assumed that a high quality classroom practice is essential to the type of training experience that teachers obtain in order to fulfill the requirements of teaching in real schools. The metrics for such a method can be derived from the program's inputs and processes. Thus, a teacher training program's architecture for a high quality practicum will concentrate on a systemic and organizational design that will improve the teaching experiences of preservation teachers (Kilic, 2010). Practice is a type of experiential learning which can be defined as field-based learning, work-based learning, learning by doing or learning from practice (Lonergran & Anderson, 1988). Teaching practicum is an opportunity for actual pupils, instructors and classroom environments to learn and interact with. Practice teaching not only fills the difference between theory and experience in teaching learning, it also offers preservation teachers the ability to improve their personal teaching skills (Brouwer & Korthagen, 2005).

Akyeampong and Lewin (2002) identify practicum as an important component of ITE initiatives in that it gives preservation teachers the ability to apply the expertise and insights gained to circumstances in the classroom. Research conducted at Sub-Saharan Africa (SSA), nevertheless, have identified the ITE programs in many countries as obsolete, misaligned with the education curriculum, excessively theoretical and distant from school perspectives (Lauwerier & Akkari, 2015). Westbrook, Brown, Pryor, and Salvi's (2013) systematic analysis of teacher training in third world countries found that teacher educators rely heavily on questions and answers: teacher teaching approaches are promoted in schools at the cost of pedagogical methods. In addition, unguided and unsupervised practicum encounters of preservation teachers in most SSA nations leave preservation teachers to their failure in recognizing their encounters and activities (Schweisfurth, 2015). The study revealed that while preservice teachers considered that practicum was very helpful to their professional growth, they rarely had the opportunity to experience teaching or teach in lessons of early learning (Adu-Yeboah, 2010). There is a lack of empirical proof indicating that preservation teachers need to encounter experienced college and campus-based teaching practice (OCTP) teachers to train them for field-based practice (Adu-Yeboah, 2010). On-campus or campus-based practicum is

part of many teacher education programs' overall realistic practices (Akyeampong et al. 2003). It typically prepares technical skills for trainees, develops their pedagogical abilities, and builds their confidence for implementation in school-based practicum and their ultimate teaching career. The teacher education research emphasizes OCTP's main practices as follows: evaluation of qualified teachers by trainees, and peer teaching (Bilen, 2015).

Peer teaching, also known as OCTP, helps trainees learn skills to instruct at the start of learning: planning lesson plans, choosing teaching goals and relevant teaching / learning materials, communicating in front of the community, managing time efficiently, and implementing relevant appraisal strategies (Kilic, 2010). In this sense, student teachers develop their management skills in the classroom by receiving positive input from their tutors, peer evaluations, and self-reflection that contribute to the arsenal of pedagogical material information necessary for their teaching career (Zeichner, 2010). A research on learning processes during on-campus practice in Switzerland (Hascher, Cocard, & Moser, 2004) found that OCTP improves professional skills of student teachers as well as positive improvement in attitudes towards pupils. Similarly, the experimental research by Kilic (2010) using the student-centered peer teaching model showed the improvement of preservice teachers on school work, classroom management knowledge and communication.

In established contexts such as the U.S, England, and Germany, multiple studies (Darling-Hammond, 2005) reported the essential role that campus-based peer teaching practices have played in improving the student-centered pedagogical skills of preservation teachers that have seen effective practicum programs in training teachers for learning. Most OCTP exercises typically employ microteaching consisting of pre-observation, observation note-taking, evaluation-strategy, screening of videotapes, and self-evaluation of stages for trainees (Jones, 2000; Parr et al., 2004). But some researchers challenged the acquisition of some essential skills by student teachers during OCTP (Bilen, 2015; Borko & Mayfield, 1995). They say that throughout practicum lessons, the learning of necessary professional skills and other teaching requirements are not met (Sen, 2010). For instance, Hascher et al. (2004) suggest that the level of student teacher training during campus-based practice differs as it depends on the level of tutor input, successful organization of the practice, and the quality of student teacher reflections.

2.2 Teaching Mentorship and Preparation

Preparing teachers for teaching means finding all the best methods by which students can improve their profession's intellect, knowledge and skills (teaching). Issues of how people learn towards becoming teachers and what the connection is between those who give the instruction and those who obtain it are closely connected to this. It contributes to consideration of the relationship concept, with particular regard to the role of mentoring in teacher training (Mulkeen, 2010). The word mentoring describes 'the help provided to the growth and development of another by one (usually more experienced) individual and their incorporation into and approval by a specific group' (Malderez, 2001). It is 'a specific style of learning in which the instructor helps the mentee not only but also guides them productively in order to make progress' (Smith 2007). Mentoring provides encouragement and advice, as well as the advancement of autonomous skills, decisions, personal and professional competence, knowledge, trust and over time self-esteem growth (O'Brien & Hamburg, 2014).

School-based coaching is becoming a growing component of the cycle by which student teachers start to learn how to teach students in basic schools over the last two decades. Not only are there various types of mentoring used in different nations, but a variety of studies have centered on teacher education coaching (Hagger et al, 1995). Mentoring is seen in teacher training as 'unique social relationships that mentor instructors and student teachers create and discuss for a range of professional reasons and in relation to the contextual factors that they experience' (Fairbanks, Freedman & Kahn, 2000) Mentoring has been acknowledged as an important way of training the student teacher to undertake the teaching profession, as it enables the student teacher not only quickly assume full classroom duties, but also better offer teaching services to the students (Furlong, Chitty, Barrett, Barto & Miles, 1994). According to Lai (2005) mentoring serves a major role in improving opportunities for new teachers to learn within teaching contexts. Therefore, mentoring in a particular setting helps student teachers not only to learn setting-specific information, but also to establish situation-based skills that can be applied in this context to similar future contexts. Since teachers need to prepare to teach in a particular setting (Feiman-Nemser, 2003) and there will be unique mentoring that depends on the context (Hudson, 2004), each educational authority will have different types and mentoring requirements.

Slobodan (1986) noted that 'real life skills are typically learned with the help of some sort of coaching', and claimed that adequate feedback on practice, what he characterized as 'knowledge of whatever your actions achieved', is 'essential for ability

acquisition' (Slobodan, 1986). Thus knowing how to teach will entail the students' regularly examining their own and other individuals' experiences in order to expose the intellectual, ethical and other assumptions about which their learning is centered. Mentors require specific skills to help student teachers obtain the required training (Furlong & Maynard, 1995), although there is no proof that these teachers serving as mentors in Ghana have learned the necessary skills themselves. Ball (1987) indicates that this form of activity does not inherently exclude consideration of the basic concepts or the production of a concentration of skills. This model, in other words, appears to emphasize "the practical experience of doing it" above and beyond "comprehending the teaching process."

The way forward is to build an supportive atmosphere for mentors and schools that will provide the resources or means to improve themselves to prospective teachers (through circumstances where there are no "correct" answers). It is anticipated that these prospective teachers can be encouraged to understand and even embrace the inherent complexities of teaching by exploring various definitions and contemplating alternate courses of action, as well as learning the unique skills applicable to the job. Once teacher trainees leave school their success is the obligation of in-school advisors who have no relation to the tutors except when they visit to the schools to evaluate the trainees (Heirdsfield et al., 2008). Trainees do not have the opportunity to contact tutors at school, and mentors do not have the ability to communicate with tutors even when they come to their school for evaluation. Therefore the main players' management of teacher training is focused on an approach that focuses only on the frameworks that determine teacher education (Sundli, 2007). One reason mentors struggle in their position is because the current approach does not provide space for questioning and realistic reflection. This self-interrogation is significant, according to Vont (1995), in that it forms the primary basis for student teachers to focus on their practical experiences. More crucially, the position of the mentor encompasses this process, and the various roles that a mentor can play suggest that a mentor's job is nuanced and multifaceted (Hall et al., 2008), and the sort of relationship that a mentee develops depends on which roles are emphasized (Ambrosetti, & Dekkers, 2010).

Most learners (beginning teachers) do not know what to focus on or how to put together their experience and useful theory in the educational setting such as this research. This means that teachers need to set the conditions that require students to analyze and assess the nature of the activities they are teaching, rather than merely embracing embedded assumptions on the learning of pupils and the underlying concepts

of the topic, they need to build their own interpretation of the topic (Furlong & Smith, 1996). Edwards (1997) reported that supervision had been superseded by mentoring in UK teacher education, with more connotations of care, teaching, counseling and mothering, and less supervisory authority. It is apparent that if Ghana is to be successful in implementing a good coaching process, then the method should be described to reflect the notion of modeling, mediation and mothering. It may also be useful to imitate the Norwegian case where mentors are trained in pedagogical tutoring and the mentoring approach called "promoting reflective thinking." The mentor is supposed to be the original source between theory and practice, and the link to the teacher college through competent and supervisory organizational co-operation with teams of educators at the teachers college. What is becoming evident from these activities is that, to be capable of acting as an agent of change for the trainees' growth, the advisors themselves need careful training so that they are able to include the right opportunities, and produce the best settings for interrogating and reflecting on practice, because this needs specialized qualifications and the right knowledge.

According to Lai (2005) and Wilkins (1992), mentoring entails active processes and allows student teachers to build their own teaching skills, insights into their own learning mechanisms and a perspective on themselves as educators in the case of teaching. This also requires the students' thorough analysis of the experience of their own and other people to understand the theoretical, moral and other premises upon which the learning processes are centered. For both mentors and instructor trainees, this encourages continuous learning.

2.3 Goals of Teacher Education

Lockheed and Verspoor (1991) argue that the object of teacher education is not to indoctrinate teachers to act in rigid, predetermined ways, but to inspire teachers to learn about how they lecture and why they do so. That's because the phase of becoming and being a teacher is progressively recognized as a multi-faceted undertaking involving the individual in an academic, social, moral, emotional and aesthetic manner. Teachers need to be trained in such a way that they are not only effective managers in the classroom but also stakeholders in the society. We have to be educated not only in training young people strategies but also in adult education and social dynamics (Bishop, 1986). Teachers should have a thorough understanding of the essence of society and its own role in shaping social objectives. According to Hollins (2011), training to teach is a dynamic and multidimensional cycle that relies on the capacity to synthesize, incorporate and apply

knowledge from multiple sources in developing a perception of how to promote learning with a vast array of aspects that involve focus and action in complex dynamic contexts. He further notes that the priority for teacher educators is to provide teachers with potential to acquire in-depth expertise and understanding in a wide variety of fields, and to study the professional language and practices and conditions of involvement and implementation in ways that promote learning (Edwards, 1997).

The overarching goal of teacher education is to promote and improve the self-awareness and competence in would-be instructors in teaching that would enable them to work better in the school environment. Structured curriculum and training programs are the essential ingredients for cultivating the kind of professional standpoint in mentees that helps them to locate their teaching within the broad school and community background. Accordingly, Hargreaves and Fullan (1992) argue that one way to provide teachers with teaching opportunities is to empower them with the knowledge and expertise that will enable them to provide better learning experiences for all their learners in the basic education. The truth is that a teaching force that is more professional and versatile in its teaching methods and more competent in its subject matter is a teaching force which is more capable of enhancing its pupils' achievements. While integrating interactions that contribute to sound subject matter expertise, there is also the need to consider helping the instructor to understand him / herself. Recognizing that teacher learning is also a personal growth cycle represents a significant step in improving the teaching.

Tozer, Violas and Senese (1995) described the objectives of teacher education as: to consider the education of teachers more intellectually sound; to identify discrepancies in the expertise, skills and dedication of teachers in their education, qualification and work; to create levels of entry into professional exams and educational qualifications that are professionally appropriate and intellectually defenseless. Teacher education therefore requires providing opportunities to improve the personal values, dedication and self-understanding that are necessary for being a sensitive and flexible teacher. Wise (1996) claims that a comprehensive and versatile teacher is a mixture of virtues, including the ability to maintain pupils' attention from a variety of intellectual backgrounds and intelligence quotients, academic knowledge of varied school subjects, and the capacity to develop good working relationships with colleagues.

Sharing a similar opinion, Tamakloe (1997) found out that teacher education should grow a kind of persona which has the qualities of a dynamic leader's expertise and maturity. He posits that education is man-made; it does not prepare people to make

objects. Of this reason he condensed the multiple teacher education targets into three primary goals. These are: the field of cognitive growth and teaching skills acquisition; the growth of the ability to analyze and recognize educational and teaching challenges and to solve them satisfactorily; and the creation of experienced teachers capable of contributing to the establishment of positive and innovative personal and intergroup relationships. Therefore teacher education seeks to improve the adult in matters of head, heart and hand. It would render the would-be teacher more accountable in the class situation and in society as a whole.

3.0 Methodology

The study adopted a desktop literature review method (desk study). This involved an in-depth review of studies related to impact of supported teaching on the teacher trainees in the basic schools in Ghana. The research involved literature search and paper review of information on supported teaching in Ghana with respect to the value of archival materials (Edwards, 1997). This article reviewed recorded sources to present the current state of supported teaching activities in Ghana. In line with Creswell's assertion that observations are important for obtaining first-hand knowledge that enriches analysis results, under different themes, the study revealed observations made from the recorded sources. Where appropriate, the review on how to rethink and reorganize what is being done to strengthen teacher training and development initiatives in Ghana by authorities and policymakers was done.

4.0 Conclusion

Better collaboration arrangements with the schools to enable management of the attachment aspect effectively. To manage the school attachment aspect effectively, all the major players are expected to make a significant contribution by reconsidering the relationships and what position each partner has to play. They will consider which important elements are lacking and, thus, whether any of these players should perform that element or whether there is a need to seek external support. It is also necessary to improve the knowledge and skills gained by the trainees in the different subjects and to integrate the knowledge and skills learnt by the trainee teachers in practical training; to use university tutors to sustain the partnership; and to express the role that the college requires the teachers to play in supporting the teachers grow. Tozer et al (1995) argues that one aspect of educational training in certain fields is the clinical internship in which, under the supervision of practicing practitioners, students learn their profession for one

or more years. Practical training in the teaching profession demands that a mentee undergo formal internship before being allowed to practice. Practice provides instruction and provides guidance and support to the practicing beginners. Koetsier and Wubbels (1995) suggest that in their first year, starting teachers undergo a "facts shock" when confronted with teaching demands and the difference between their expectations and the realities of daily school life. According to them training education has failed to equip teacher students for the teaching profession's facts. To deal with this surprise, Koetsier and Wubbels conclude that mentees need to undertake some sort of mentoring training. In consideration of this, Veenman (1984) argues that it can be a drastic and stressful change from teacher training to teaching work. Efforts are being made in teacher training towards a more constructionist approach to teaching, concentrating on student-centered teaching and student diversity, as well as improving professional development for teachers, in particular in the field of academic study. Implications for policies and practices proposed among others are that Ghana's teacher education requires a more professional development that is both data-based and standard-driven, as well as collaboratively developed, as criteria for evaluating teacher quality and possible certification.

5.0 Recommendations

Based on the results, the following suggestions are suggested for the attention of teacher education policy-makers. Knowledge about the in-in-out initiative should be made accessible not only to the implementers but also to all educational stakeholders including the broader members of society. It is because the ultimate aims of any educational advancement are targeted to meeting societal needs. When knowledge about the program is made accessible to the general public, the advantages are that the public can take a good approach towards the program and even make a financial contribution to its implementation. Before the program is implemented, it is essential that sufficient provision be made for the supplying of these resources to the colleges and all basic schools in the nation. In specific, teacher resource centers should be equipped with these materials in all colleges to allow tutors to instruct them. More significantly, tutors should be qualified on how to build and improvise some of the necessary content materials, as well as how to implement them to use. In addition, training sessions should be held from time to time for all tutors to improve textbook-writing skills. This could reduce the government's burden of having to use strained scarce resources to acquire or contract international expertise to write manuals for use in the country. Lecturers at the country's

universities may serve as resource persons. In order to address the issue of incompetent mentors, there should be continuous and frequent in-service training at the basic level for all teachers and not just those chosen to serve as instructors. Teacher training should be focused not only on sound subject matter expertise but also on the learning of sound pedagogical skills and on the continuous application of these skills.

The purpose of this in-service training is to ensuring that teachers at this level refresh their awareness of the changes taking place in teacher education and in the teaching profession, for that matter. Daily in-service training would also encourage the transfer of teachers qualified as mentors from attachment schools to another school or leave the teaching completely. Additional vehicles should be given to all colleges exclusively for the transportation of tutors to the attachment schools to monitor the work of mentees. That will reduce tutors' transportation problems. Furthermore, tutors will be given bonuses depending on the amount of visits made and the quality of supervision provided. Therefore, the mentee supervisory chain will be: mentors supervising mentees; tutors supervising instructors and mentees; and headquarters officials overseeing the operations of the colleges and those of attachment institutions. The special education course for teachers should include activities that allow pre-service teachers to focus on their own methods, such as formal field interactions that improve the interaction between pre-service teachers and people with disabilities. Such approaches were found to be successful in increasing the awareness of disability among pre-service teachers, explaining significant improvements in scores on comfort levels and enhancing their attitudes towards disability and inclusion.

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