EVALUATION OF THE OUT-PROGRAMME ONE YEAR TEACHING PRACTICE OF FINAL YEAR

STUDENTS (MENTEES) OF

ST. JOSEPH'S COLLEGE OF EDUCATION-BECHEM

KNUST

By

Samuel Owusu Amanfo

(B. A. Art Hons, IRAI)

A Thesis submitted to the School of Graduate Studies,

Kwame Nkrumah University of Science and Technology in partial fulfillment of the requirements for the degree of

MASTER OF ARTS IN ART EDUCATION

Faculty of Art,

**College of Art and Social Sciences**

August 2011

KNUST

DECLARATION

I hereby declare that this submission is my own work towards the M.A degree and that to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University except where due acknowledgement has been made in the text.

SAMUEL OWUSU AMANFO ....

(Student's Name & ID 20068248) Signature Date

DR. P. OSEI-POKU ....

(Supervisor's Name) Signature Date

Certified by:

NANA AFIA OPOKU-ASARE, MRS.   …………………   …………….

(Head of Department's Name)   Signature   Date

ABSTRACT

The study touches on the evaluation on the organization of the one year teaching practice out programme for the final year students of St. Joseph's College of Education at Bechem in relation with Berekum and Atebubu Colleges of Education in the Brong Ahafo Region. Formative Evaluation method in qualitative research was used to evaluate the contractual relationship between the Colleges and the Cooperating schools, concerning financial agreement, signing of Memorandum of Understanding, writing of official letters of recognition, policy development, institutional control and some follow-up services. The study also looked at the mode of supervision, monitoring and assessment involved in the out segment programme for the mentees. On the schools and colleges policy development agreement, which stresses on what to do and what not to do for the smooth running of the teaching practice, 17 cooperating schools representing 85% of the total population entered in this agreement with the Berekum College of Education. The rest are the 15 schools out of the 30 cooperating schools from the

total sample. St. Joseph's College of Education and Atebubu College of Education representing 15% never agreed on any policy development. Contractual relationship which spells out the recognition of students (mentees) to schools through writing of official letters, verbal understanding, writing of memorandum were averagely encouraged. All the three referred colleges had the power and mandate to control affairs of the schools and activities of the mentees. On finances, special allocations were made by some of the colleges in respect of:

- Accommodation, recombination of mentors and in-service training of cooperating school system personnel. On the findings, follow-up services were made on the following percentages: St. Joseph's College of Education – 63%, Berekum College of Education – 25%, Atebubu College of Education – 12%. Based on the findings of the study, these are some of the recommendations made for the improvement or development of the out segment student teaching programme in the Colleges of Education: A council on student teaching should be organized and should include in its membership the student teaching staff, cooperating teachers, administrators and/or supervisors of the cooperating school system, other members of the education department, members of the academic board, and student teachers. A comprehensive written contractual agreement with the cooperating school system should exist for an agreed period and should be renewed only if mutually satisfactory relationships exist in the conduct of student teaching. Granting expense money to cooperating teachers for circuits and district conferences on student teaching, and paying professional membership dues to the Association for Student Teaching, should be considered by the institutions. Institutions should seek to obtain sufficient institutional budgetary support for the student teaching programme. Type of examination and ongoing assessment, Employers' reactions and Standards acceptable nationally or internationally. The

formulation of written objectives, the development of plans or policies, and the evaluation of the student teaching program were generally a cooperative endeavor involving teacher education institution personnel, cooperating school system personnel, and student teachers. The institutions should explore the possibility of drawing up, for an agreed period, a comprehensive written contractual agreement or a memorandum with the cooperating school system.

ACKNOWLEDGEMENT

Many people have contributed in diverse ways towards the success of this study to which I am very grateful. Time and space may not allow me to mention names but some key personalities must be acknowledged.

My most sincere thanks and appreciation goes to the most High God for the grace and honour bestowed on me for the execution of this two-year intense study. Dr. P. Osei-Poku who was my supervisor deserves an endless commendation for the time, patience, strength and constructive criticism dashed out in support of this noble course.

I also thank Dr. Joe Adu-Agyem for the provision of guidance, technical support and fatherly advice he gave in course of the study. To him, I say 'BRAVO! DADY'. To my Mentor, Mr. Allan Kay Frimpong, Miss. Millicent Samaa, Amponsah Theresa, Amponsah Joseph (kapacity) and Mr. Forkuo Rokson, I pray for God's blessings in all that you do in life for being there for me in my two years of study.

Finally, I really appreciate the good efforts displayed in rallying behind me as parents and siblings together with my lovely kids in my entire school days stretching from the kindergarten to the masters' degree level. All that I can say is God bless you all and keep supporting me in life.

KNUST

TABLE OF CONTENTS

Content	Page

LIST OF TABLES

LIST OF FIGURES

Figure   **Page**

KNUST

CHAPTER ONE

1.1. Overview

The chapter introduces the background to the study, the main problem which has called for this research and the questions which may help in gathering of information to solve the problem. Limitation and delimitation showing the content and geographical locations of the study are also discussed while various technical terms used in the report are explained.

1.2. Background to the Study

Teaching Practice has been part of the model of teachers from the time the Training College system started in Akropong in the Central Region by the Basel Missionaries in the 18th Century. Thus, 1848 for its commencement. The Teaching practice which has been the integral part of the system taking charge of the exposure of the teacher to the realities awaiting him or her at the end of the training has faced numerous changes in its implementation. The first system which sort to the four year stay on campus for training had trainees go out for a single term of teaching practice linking the calendar of the basic schools which were found in the districts where Colleges were situated. The Teaching Practice system later had a new face where teachers were made to practice teaching starting from the second year of stay on campus as a trainee. A whole year was allocated for these trainees for two months observation, eight months teaching and two months evaluation and assessment period which were conducted by tutors from the College campuses, circuit supervisors and the then directors of manpower and training of the various district education offices.

Certificates "A and B" were awarded to students based on their performances through the Teaching Practice.

"Training College teaching practice" developed to the standard of fading out the four year training which paved way for the three year Post-Secondary Education. Teaching Practice at this stage started with students going out for a single term among the three terms observed by the basic schools which was conducted on commuting bases where trainees were reporting back to College after their Teaching Practice for regular classes. The practice also changed in the 2004 when the name "College of Education" emerged. Students were assigned to various mentors as mentees for the whole third year stay on campus as a student. Tutors, supervisors and monitoring teams intermittently go to assess the performances of these students as they practice in selected cooperating schools in and around the districts in which Colleges are situated.

Areas of much importance like cooperating schools and Colleges' agreed policy development, contractual relationship, institutional control, schools and Colleges' financial agreement with the cooperating schools and follow-up services are considered by the various Colleges as supervisors and the monitoring teams discharge their duty.

Students who go through this current system of Teaching Practice by spending a whole year on the field are awarded the certificate of Diploma in Basic Education at the end of their three years of study.

1.3. Statement of the Problem

The Colleges of education have over the years, had their third year students go on teaching practice just to expose themselves to the realities awaiting them on the field of work. Though the practice has been assessed and evaluated by many researchers and scholars on specialized fields of study by considering the nature, problems and distinctive features of it, there has been little analysis of teaching as a practice.

Once the institutions were changed from Training Colleges to Colleges of Education, or curriculum pointed in the new direction, everyone believed that teaching practice would be very difficult, but hardly anyone thought it would be very different.

The teacher's usages of books, methods, working conditions, or sort of education are also termed wrong by advocates and students of reform. Teaching in Ghanaian public schools has been termed sad without seen no great obstacles to improvement which has therefore informed the need for the researcher to evaluate the Out-Segment Programme of St. Joseph's College of Education in relation to Berekum and Atebubu Colleges of Education.

1.4. Objectives of the Study

1. To explore and reflect the various mentoring behaviours of mentors and mentees

2. To examine and analyse the prescribed models of Teaching, Mentoring and Supervision in Teacher Education (Colleges of Education).

3. To evaluate some central issues like policy development, contractual relationship, institutional control, financial Agreement, follow-up services for mentees and challenges in teaching, learning, mentoring and supervision of the out programme segment in the three Colleges of Education in the Brong Ahafo in relation with Berekum and Atebubu Colleges of Education.

1.5. Research Questions

1. How can theoretical models regarding Colleges of Education in-in-out programme be applied to student teachers?
2. What implications do these concepts have for education today, particularly in light of legislative mandates requiring restructuring of teacher education programmes?
3. What practical suggestions for improving the student teaching process could be made on the basis of this research?

1.6. Delimitation

The study mainly covers practicing students of St. Joseph's College of Education with special references to Berekum College of Education and Atebubu College of Education.

1.7. Limitation

All the 38 Colleges of Education in Ghana embark on the in-in-out programme which could have been considered in the study by evaluation but St. Joseph's College of Education with reference to Berekum and Atebubu Colleges of Education were sampled for the study.

1.8. Definition of Terms

The following terms are defined either as generically used in the field of education or as specially used by the Teacher Education Division (TED) of the Ghana Education Service.

Student-teacher/Teacher-trainees: Students offering Diploma courses at the Post-Secondary level. Thus, teachers in the making.

Teaching Practice Monitoring: involves the visitation, observation and evaluation of student-teachers by teacher educators where they have been posted.

Pre-practice Teaching Activities: The array of activities carried out in preparation for the teaching practice exercise by student-teachers, facilitators, supervisors, teacher educators aimed at ensuring a successful teaching practice exercise. For example on-campus teaching practice, seminar on practice and others.

College of Education: The academic institution that sees to the education of teachers at diploma and post diploma levels through regular and distance learning modes.

Teacher Education Division: The academic unit of Ghana Education Service charged with the responsibility of producing teachers in various programmes at post diploma, diploma, certificate 'A', untrained and contracted class of teachers in the country (Ghana) in levels through regular and distance learning modes.

Cooperating Schools: Schools where student-teachers undertake their teaching practice exercise.

Cooperating Teachers: Subject teachers in cooperating schools who serve as mentors to student-teachers assigned to their classes.

Headteachers: The Heads of Primary Schools who serve as cooperating schools.

Evaluation: The assessment and judgment of student-teachers' performance during and at the end of teaching practice in order to assign him/her a grade.

Student Support Cadres: Mentees who are selected by teaching practice coordinators to take charge of all documentation that may be required as reports on the conduct of mentees in every circuit on the one year stay outside the college premises.

Circuit: Zones allocated for the placement of practicing teachers within a district.

Mentees: Practicing student teachers.

Mentors: Teachers that mentees are assigned to study.

Abbreviations:

JOSCO: St. Joseph's College of Education

BECOLED: Berekum College of Education

ATECOE: Atebubu College of Education

TED: Teacher Education Division

OCTP: Off Campus Teaching Practice

1.9. Importance of the Study

The study is designed to help educate all students on out programme at various Colleges of education together with their mentors, especially St. Joseph's College of Education at Bechem and the various schools of practice on skills, materials and measures to adopt in partaking in the off campus" teaching practices.

It will also serve as a resource material which will form part of the document to be presented to various assessment offices and for any mentee or practicing student who may have access to it.

1.10. Organization of the Rest of the Text

The rest of chapters comprise chapter two which deals with review of related literature to unveil theoretical and empirical aspects of the study. Chapter three deals with the methodology and it is followed by the chapter four comprising Presentation and Discussion of findings. Chapter five deals with Summary, Conclusions and Recommendations. References follow right after the recommendations and which been alphabetically and orderly arranged according to the surnames of the author's journals, magazines, internet and other sources.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Overview

This chapter presents the theoretical and empirical basis of the study. Formative evaluation which is used in the study has been highlighted by showing examples of it, roles and responsibilities of all stakeholders in the administration of the Colleges of Education Ghana are also elaborated.

2.2. What is Evaluation?

According to Rossi and Freeman (1993), evaluation is defined as "systematic application of social research procedures for assessing the conceptualization, design, implementation, and utility of programmes. According to Ogunniyi (1984), evaluation is a form of ascertaining the worth of an endeavour in terms of set objectives. It deals with the appraisal of value or the estimation of worth of a thing, process or programmes in order to reach a meaningful decision about that thing, process or programme. Evaluation has two forms: Formative and Summative Evaluation.

2.2.1. Formative Evaluation

This type of evaluation touches a programme in its developmental stages. In the instructional design process, formative evaluation occurs before the final product is completed. Formative evaluation most often results in changes to the instructional programme to make it more effective (Pershing and Reigeluth, 1996)

as cited in Molenda and Peershing, (1997). This type of evaluation targets the ensuring of healthy acquisition and development of knowledge and skills by students. Formative evaluation is also used to identify students' needs in order to guide them towards desired goals. As students' needs and difficulties are identified, appropriate remedial measures are taken to solve such problems. The purpose is to find out whether after learning experience students are able to do what they were previously unable to do. A short-term objective of formative evaluation may be to help students pass the end-of-year promotional examination or long-term, the school certificate examinations. Whatever activities are set into motion under this type of evaluation, the ultimate goal is to help students perform well at the end of the programme.

Formative evaluation attempts at identifying the content (knowledge or skills) which have not been mastered by an assessor to appraise the level of cognitive abilities such as memorization, classification, comparison, analysis, explanation, qualification, application and so on. In other words, formative evaluation provides the evaluator with useful information about the strengths or weaknesses of the students within an instructional content (Ogunniyi, 1990).

2.2.2. Summative Evaluation

It deals with those activities that judge the worth of a completed programme. In the instructional design process, summative evaluation is often viewed as the final stage. Summative evaluation usually does not result in changes to the instructional programme being evaluated; it often informs the trainer and organization whether

students learned from the training and whether on the job performance improved. According to Ogunniyi (1990), summative evaluation is primarily concerned with purposes, progress, and outcomes of the teaching-learning process. It attempts as far as possible to determine to what extent the broad objectives of a programme have been achieved. It is based on the following assumption:

- that the programme's objectives are achievable

- that the teaching-learning process has been conducted effectively

- that the teaching techniques, learning materials and audio-visual aids are adequate and have been judiciously dispensed.

Unlike formative evaluation, which is guidance-oriented, summative evaluation is judgmental in nature. Summative evaluation carries a threat with it in that the student may have no knowledge of the evaluation. In class tests the students often can predict to a reasonable extent what would be asked. It has become necessary to evaluate the Untrained Teachers Diploma in Basic Education in Visual Art programme to find out growth or lack of growth in acquisition of desirable knowledge, skills, attitudes and societal values and also provide educational administrators with adequate information about teachers' effectiveness and school needs.

2.2.3. Process Evaluation

This is the act of monitoring the performance of an instructor, weighing the use of instructional materials, or assessing the learning experiences found in the training setting, (Manual for Teacher Trainees on school Attachment, 2009).

A process evaluation documents and analyzes the early development and actual implementation of the strategy or program, assessing whether strategies were implemented as planned and whether expected output was actually produced. Moreover, Process Evaluation helps in understanding the relationship between specific programme elements and programme outcomes.

The Teacher Training System

Teacher training at all levels is residential boarding, essentially public and mostly co-educational.   Until recently, two parallel systems (post-middle and post-secondary) existed for initial training of teachers for elementary schools. While trainees of the post-middle level worked in nursery and primary schools, the post-secondary level trained teachers worked in middle schools and currently, junior secondary schools. Besides training for the regular primary, middle and junior secondary schools, specialist training is offered for qualified teachers interested in the education of the deaf-mute and the blind. Such trainees teach in special primary and junior secondary schools. Teacher training of teachers for secondary schools, teacher training colleges and polytechnics occurs in the universities.

Initial Post-Middle School Training

Initial training for primary and middle school teachers was available to MSLC holders and candidates with two or three years of secondary education. As a result of the late 1970s and early 1980s economic crisis and subsequent brain drain of qualified teachers, unqualified teachers ('pupil teachers') with MSLC and GCE qualifications were recruited to fill the vacancies in primary and middle school classrooms in particular. With more of

such unqualified teachers in the system, the MOE introduced the "Modular" training scheme in 1983 to upgrade unqualified teachers while they were still on the job (Antwi, 1992).

This flexible two-part raining programme consisted of a two-year study via distance learning with residential courses during the school holidays and two years of residential fulltime study for the award of the certificate 'A' teaching qualification. Anecdotal information has it that majority; of unqualified teachers did not benefit from the scheme for financial and other logistic reasons. It is also reported that the no-going educational reforms ahs not addressed the problems of "pupil teachers", a significant number of whom are still teaching in primary schools.

Initial Post-Secondary School Training

Initial post-secondary teacher training was introduced in 1960 to train personnel with GCE 'O' and 'A' level qualifications to teach in primary and middle schools. This two-year general programme consisted of studies in the academic subjects that comprised the elementary school curriculum. In line with the 1974 educational reforms, this rpogramme was replaced with three-year quasi-specialist course designed to train teachers for the proposed junior secondary schools. Both courses culminated in the award of the Teachers' Certificate 'A' (post-secondary) qualification. Unlike the two-year course where all colleges offered the same curriculum, the new programme entailed colleges offering a combination of "Bias courses" in addition to Mathematics, English and Education Theory.

Specialist Post-Middle Certificate 'A' Training

Specialist training for qualified teachers began with two-year courses in Home Science, Art and Craft, Music, General Science, English, Mathematics, Physical Education and Education Methods. Besides local training in special colleges, many teachers have benefited from overseas programmes to upgrade them to teach specific subjects. Specialist training of serving teachers was aimed at upgrading more classroom teachers to teach specific subjects and also improve the quality of teaching of those subjects in middle schools. These programmes were phased out in 1976.

Primary Teacher Training Programmes (1960-1992) nearly all the head-teachers, classroom teachers, school inspectors, lecturers and other resource persons interviewed for the research were trained between 1955 and 1992. Several teacher education programmes implemented prior to independence have been abolished but its products are still employed in the school system. It is therefore important for the research to understand the nature of training courses and qualifications these personnel received. Table 1 is a summary of past and current teacher training programmes and the levels at which the various categories of trainees function in the school system.

The Current Primary Teacher Training System

The training of primary and junior secondary school teachers now occurs in 38 public post-secondary colleges offering eight "core subjects" and two "elective" subjects (Handbook for Principals, 1992). The "core subject" comprise Mathematics, English Language, Basic Science, a Ghanaian Language, Physical Education, Cultural Studies, Education Theory and Agricultural Science. In addition to these compulsory subjects,

students offer two elective courses chosen from Group one option comprising Mathematics, general Science, Agricultural Science, Technical Skills, Life Skills and Physical Education or from Group Two which consists of Social Studies, Life Skills, Vocational Studies, Literature in English and French.

Table 1: Summary of past and present primary teacher training programmes

Course Title	Duration	Entry Requirements	Student Destination	Year Abolished
Certificate 'B'	2 years	MSLC	Primary school	1962
Cert. 'A' Post-'B'	2 years	CERT. 'B' + Teaching experience	Middle school	1968
Cert. 'A' Post-middle	4 years	MSLC or 2-3 years secondary education	Primary/middle school	1989
Cert. 'A' Housecraft	4 years	MSLC	Middle school	1989
Cert. 'A' Handicraft	3 years	MSLC	Primary/middle Technical school	1989
Cert. 'A' Rural Science	1 year	CERT. 'B' + Teaching experience	Primary/Middle school	1976
Specialist Cert. 'A'	2 years	CERT. 'B' + Teaching experience	Middle school	1989
Specialist Cert. 'A'	2 years	4 GCE 'O' Levels	Middle school	1976
Cert. 'A' Post-Sec	2 years	4 GCE 'O' Levels	Middle school	1974
Cert. 'A' Post-Sec	3 years	4 GCE 'O' Levels	Middle school	1979
Cert. 'A' Post-Sec	3 years	4 GCE 'O' Levels	Primary/JSS	-
Specialist Diploma	3 years	4 GCE 'O' Levels	Special Primary/JSS	-

Source: adapted from 1960-62 & 1968-71 MoE Reports; McWilliam & Kwamena-Poh, 1975.

While three colleges offer Group One elective subjects only, 22 offer Group Two subjects only and 13 offer both. Elective French and Physical education are offered in one college only. The subject grouping and elective options are planned to equip students with skills and knowledge that will enable than to function effectively as primary or junior secondary school teachers.

The Colleges' 'timetable allows for a minimum of 22 periods of 40 minutes' instruction time per elective subject per week, over the three-year period of training. The 22 periods are spread into five periods of instruction per week in the first and second years and, 12 in the third year. The academic year consists of 40 weeks of instruction. The Colleges have the option to vary the distribution of the weekly periods for their subjects and can adjust their timetables to accommodate each elective subject.

Unlike previously, the current College timetable makes no special provision for the training of students in the making and use of teaching aids. Evidence gathered from the School study and interviews with education practitioners indicate that students offer Vocational Skills and in particular, for trainees specializing in the Visual Art option. Besides, responsibility for this area of the curriculum no longer rests with Art specialists but required of tutors in all subject areas.

Certification and Accreditation of Teachers

The National Teacher Training Council (NTTC) co-ordinates teacher training programmes, administers common entrance and final certification examinations for all

Colleges. It is also responsible for the selection of candidates for admission into Colleges, setting of admission criteria, final qualifying examinations and the placement of newly-qualified teachers in the schools. The NTTC and School Inspection Directorate are jointly responsible for assessing teachers while on probation and also for their certification, registration and promotion.

The University of Cape Coast (UCC) is currently responsible for the examination and certification of teachers graduating from initial and tertiary level Colleges. UCC therefore collaborates with NTTC, the Inspection and teacher Education directorates in respect of matters relating to teacher training at the pre-university level.

Teacher Career Structure in Ghana

Classroom teachers and instructors are at the bottom of the GES career hierarchy. The career grading for teachers are assistant Superintendent, Superintendent, Senior Superintending, Principal Superintendent, Assistant Director and Director. Classroom teachers generally serve a six-month probationary term after initial training and have their positions confirmed by inspection. They move up the career ladder via long service and inspection, examination or both depending on the number of years' teaching experience one has acquired. Until recently, classroom teachers qualified for promotion to the Assistant Superintendent grade after teaching satisfactorily for four years and thereafter, to each grade after five years. Presently, they need only to teach for three years to qualify for promotion to each grade.

Primary School teachers have two main routes of advancement (Bame, 1991). One is through private study by which better educational qualification might be obtained and the other is meritorious service with examination and inspection. These carry an automatic promotion and entitlement to a higher salary. With the Certificate 'A' qualifications, the teacher who obtains the necessary passes at GCE 'O' Level gains promotion points and a raise up the salary scale unless he has already passed that point through long service.

Passes at GCE 'A' Level take them higher up the scale, the salary is raised accordingly and they move to the Assistant Superintendent grade. A university diploma or undergraduate degree takes one to the Superintendent grade and salary while a Masters degree takes the teacher further to the Principal Superintendent grade which automatically qualifies them to head a school. This route of promotion is independent of a teacher's performance on the job, that of their pupils or the length of service done.

The second route is by satisfactory service, examination and inspection. After five years of satisfactory service, attested by the reports of the head-teacher and school manager, an elementary school teacher can apply for promotion. The first step is a written examination in English, Education and general Paper. Success in that is followed by an inspection of one's professional work, which involves perusal of work schemes and class exercises done by the pupils. In particular, the inspection team evaluates the quality and quantity of work done, observes imaginative use of resources during teaching, active involvement of pupils and the actual teaching the teacher does in a number of lessons. The inspecting team then recommends whether or not the teacher should be promoted.

Unlike the first route, however, the second is critically dependent on the teacher's performance on the job. Unless their preparation for the lessons and teaching approach conforms to the norms laid down by GES and presumably applied by the inspecting team, the teacher cannot expect to be promoted.

One aspect of promotion that most of the teachers, head-teachers and inspectors interviewed said adversely affect the School system is the ultimate promotion of head-teachers to the education office. What happens here is that once promoted to the new grade, the head-teacher has no choice but to move from school to office administration in the district or regional education office. This police is considered by many of the respondents as detrimental to maintaining standards in the school because it deprives some schools of competent and dedicated teachers and administrators.

Some administrators in this category do not find the "promotion-to-office" policy worthwhile since education offices are already glutted with personnel, many of whose jobs make little contribution to education. Some of them would have opted to stay on in the school if they had been given the option. In the words of one inspector, "it is a robbing Peter to pay Paul affair and to some extent, a waste of human resources". Some head-teachers interviewed look forward to leaving the school for the office job prior to their retirement. Fortunately, the new policy on promotion now gives head-teachers the opportunity to choose between school and office administration.

Professional Development

Available incentives in place for teachers' professional development include paid study-leave with the study period counting towards length of service and hence, promotion and monetary incentives for further education and higher qualification. The university lecturers and other professionals interviewed during the study revealed that they got there through private study and examination while working as classroom teachers. Some of those with post-secondary teaching qualifications said they and other students were encouraged by their college authorities to take the GCE 'A' Levels while in college. Those who die not have this opportunity said they registered for the examinations as private candidates while teaching. Respondents in the post-middle teaching qualification category said they took both the 'O' and 'A' Levels while teaching.

All the respondents paid for their examinations as private candidates, were self-taught, took the papers in several stages over a specified period of time to get the required number of passes to satisfy university entry requirements and also fulfill GES' conditions to qualify for paid study-leave. A few of them forfeited their salaries to pursue university access courses with their 'O' Levels, and working their way through to formal degree and diploma programmes that qualified them for paid study-leave. The respondents said they were motivated into higher education mostly by some teachers who served as role models to them, the head-teachers of the schools they were posted to, and education officers who encouraged them to persevere against the odds.

Evidence from the case studies and teacher interviews paints a completely different picture of teacher the professional development of school teachers. Only a minority of teachers in one case study school had additional Specialist Certificate qualifications in Mathematics and Education. In another school, only one teacher with the post-middle teaching qualification had additional GCE 'O' Levels which he obtained through private study while another teacher in this same school is yet to pass a subject she failed in the final teacher training qualifying examinations. A significant number of the teachers interviewed have no prospects of further education and said their only hope for promotion is via long service.

The reasons given for this include family commitments that leave teachers with little option for self-development away from home; limited finances to maintain themselves and their families while studying; non-availability of child care facilities for students with children; the residential nature of further education, and inadequate accommodation and resources for married students. Another factor the teachers consider an impossible hurdle is the fact that they have to buttress their teaching qualifications with 'O' and 'A' Levels in order to get into further education.

Although all the teachers interviewed are very much aware of the staff development incentives available for professional development at all levels, some find this target well out of their reach because they are too old to embark on further studies. Such teachers however, recommend that younger teachers should not stay too long on the job but take

advantage of the opportunities to better themselves and their career prospects if they wish to continue in the teaching profession.

The implication here is that while some elementary school teachers try hard to move up the professional ladder via private study, others are not taking advantage of the opportunities. If, with all the opportunities at their disposal, primary school teachers cannot be convinced to return to the classroom to upgrade themselves and improve their qualifications, then it is imperative that some form of in-service programme is provided to bring them to the required standard. At the present time, there is insufficient and poorly coordinated provision of in-service training as detailed below.

In-Service Education and Training

In-service training generally forms an essential part of changes in school programmes. Courses are normally organized prior to reforms in the school curriculum, particularly in practical subjects like General science and Mathematics, subjects which cannot be taught without the sue of teaching aids. In English, General science and Mathematics in particular, in-service programmes have been organized to discuss non-book materials most suited to their teaching and also, appropriate ways of handling them to make the topics interesting and meaningful to different age levels.

Currently, in-service courses are organized at zonal, district and regional levels, are non-residential and occur simultaneously in all parts of the country. In-service courses are mostly organized as and when the need arises, they last from a day to a week of

residential or day-release training and occur mostly during school vacations. This takes the form of seminars, workshops and in-school development programmes. Tutors in training colleges also benefit form in-service courses that introduce them to new ideas and methods of teaching specific subjects. Subject associations are also involved in this form of education and staff development.

Deficiencies identified in the current system of in-service education centre on the organization, content and effectiveness of the programmes (NPA on Teacher Education, 1995). The report indicates that besides being offered in uncoordinated modes, in-service teacher training. The MOE's recommendations include decentralizing the organization of in-service training to zonal levels, focusing training on child-centred activities, and evolving programmes that present participants with more practical activities.

The MOE also finds the current 12-week Teaching Practice inadequate for the on-the-job experience that teacher trainees require. It therefore advocates a continuous programme of school-based teacher training and the involvement of classroom teachers as supervisory support for students in training. However, considering that majority of primary school teachers have no secondary or higher education. This initiative is bound to encounter difficulties in the kind of supervision required to ensure adequate professional experience for teachers in training.

Interviews with teachers in and outside the case study schools indicate that changes have occurred in the organization and provision of in-service courses for primary school

teachers. Unlike previously, in-service courses are currently held during school vacations so that all teachers can benefit from the programmes and be equipped to implement the new ideas at the start of the ensuing term. All courses are said to have a teaching aids

Ghana Educational System is highly centralized. The Ministry of Education and its agencies like Teacher Education Division (TED) and Colleges of Education Teachers Association of Ghana (CETAG) are responsible for the Teacher Training system in the country. Entrance to the College of Education is by examination following completion of senior high school. Ghana has over 25,000 primary schools, 21,000 junior secondary schools, 958 senior secondary schools, 38 training colleges, 42 technical institutions and over 15 public and private universities.

Teacher Training System

Under the Education Reform Programme of 1989 in Ghana, the 4-year Post-Middle School Teacher Training Programme was phased out in 1991, giving way to only a 3-year Post Secondary Programme.

Quality teacher education is crucial for effective education outcomes. To this end, facilities in all the 38 Teacher Training Colleges have been rehabilitated under the German Agency for Technical Cooperation (GATC) programme. Entry requirements into Teacher Training Colleges have been streamlined to ensure the recruitment of students with good grades and who also have a passion for the teaching profession. Also, under a new programme known as In-In-Out, teacher trainees are expected to spend two years at

College and use the third year for practical training in the classroom. The Ministry has turned all the 38 Teacher Training Colleges into diploma awarding institutions.

Duties of Mentees during Teaching Practice at St. Joseph's College of Education-Bechem:-

- A mentee should exhibit emotional qualities such as love, respect for children, compassion, empathy, caring, sensitivity and warmth. A good early childhood education teacher would spend long hours of planning and gathering materials to make the child's day more effective and interesting, Edjeani, E. H. (2010).

- Be willing to sacrifice his or her free time for the sake of the children and the school.

- Be kind and cheerful in going about your work.

- Be helpful and tolerant to the children.

- A mentee must establish and maintain a safe healthy learning environment and advance the physical and intellectual competence of children to ensure that the head, heart and hand are all well trained.

- The promotion of the social and emotional development of the child through positive guidance must not be overlooked as well by the mentee.

District Sponsorship Scheme

The scheme is aimed at ensuring the constant supply of trained teachers to rural or deprived areas. Districts experiencing difficulties in meeting their needs for qualified teachers are allowed to sponsor candidates for training. It is incumbent upon such

students to teach in Districts that sponsor them for at least 3 years. Most rural areas have benefited greatly from the scheme.

2.3. Roles and Responsibilities

The out segment programme is administered and managed at four levels.

- ➤ National level
- ➤ College of Education level
- ➤ District level
- ➤ School level

Ghana Education Service has been the main body of all educational issues in the country taking charge of the activities of the out segment under direct administration of the Teacher Education Division (TED) at the *national level*. The TED is therefore responsible for the overall implementation and efficiency of the programme.

- ➤ The *College of Education* also comes in with the institutional support which has the Principals and other College authorities who manage affairs concerning the out segment programme.

2.3.1 The Tutors in the Colleges

Serve as resource persons at the induction course for the trainees enrolled on the programme and at residential face to face meeting.

- are responsible for invigilation of examination
- mark quizzes and examination scripts
- moderates marked assignments

- monitor and maintain all relevant records on each trainee

- provide regular training for the student support cadres

- set and mark assignments and quizzes/tests.

- provide tutorial support during circuit tutorial meetings.

➢ At the *District level*, the District Director and a team of professional support cadres headed by the district coordinator sometimes provide support to the intern students on their fields of study.

➢ Support is given at the *school level* by the Head teacher and school mentors in shaping the lives mentees through supervision and responding to practicing teacher's calls.

➢ Roles and Responsibilities assigned and supported at the five levels could work effectively if well supervised.

2.3.2 Teaching Practice Coordinating Team

They:

- Provide training for school mentors

- Conduct school visits to support school mentors in their work

- Co-ordinate activities of trainees

- Take part in cluster/circuit tutorial session

- Report on progress of the trainees to the district coordinator

- Carry out classroom lesson observation using appropriate checklists and give feedback to trainees.

- Provide group-based or individual academic counselling as and when needed.

- Tutor and assess trainees when required.

- Keep group and individual records.

- Attend training sessions as and when necessary.

Even though the district field support cadres are charged with the above responsibilities most of the above tasks are unattended to. Counselling records keeping and trainee's assessments are relegated to the background.

2.3.3 Teacher Education Division

The academic unit in the Ghana Education Service is charged with the responsibility of producing teachers in various programmes at post-diploma, diploma, certificate 'A', untrained and contracted class of teachers in the country in levels through regular and distance learning modes. The roles are as follows:

- Identifies recruits, brings and trains writing and materials development teams.

- Organizes writing teams to develop syllabuses

- Prints and distributes relevant materials.

- Designs and implements staff/trainee management support services.

- Identifies the needs of support cadres and plans training programmes for them.

- Compiles data and provides support for each district.

It is the TED that executes and evaluates the training programmes.

2.3.4. Mentors /Headteachers

Headteachers are responsible for mentoring teachers who serve as mentors to trainees. Mentors provide on the job professional guidance and encouragement to trainees with respect to the following:

- Lesson notes preparation.

- Classroom teaching.

- Professional skills and standard development.

  In addition, mentors:

- Offer advice to trainees on how to plan their study time.

- Organize periodic meetings with trainees to discuss their problems.

- Assist and guide trainees to complete assignments on time.

- Organize demonstration lessons for trainees, observe teaching and demonstration lessons mounted by trainees and provide feedback.

- Collaborate with cadres to support trainees.

Headteachers are also to see to it that trainees are not over-burdened with other school responsibilities. Neither should trainees be allowed to squeeze in any part of the normal school teaching hours for their private study. Naturally mentors/Headteachers are among the first line of contact should trainees have any difficulties with their studies. Even though mentors/headteachers are tasked to see to the implementation of the above points, hardly do you see them performing these duties. They do not guide them in lesson notes preparation, classroom teaching, discussion of trainee's problems and helping them to complete

41

assignments. Most headteachers find it difficult to issue out corrective measures to trainees some of whom are sometimes older than them.   Indeed, correcting a trainee older than you and working under you becomes very difficult on the part of many headteachers and as such leave them to their fate.

Even though trainees should not squeeze part of normal teaching hours for their private study this is not adhered to. These go a long way to affect the success of the programme.

2.4 Teaching and Learning Materials

Modules and handbooks were supplied to Students by Teacher Education Division since they would be assessed by the contents of the modules and handbooks. Other materials that helped the work of these mentees on the field were provided by the various cooperating schools while some were also prepared by the mentees themselves.

2.5. Structure of the Programme

The programme which consist of two years' stay on campus as a student and the final or third year spent on the Out segment as a mentee to be mentored by a professional teacher. Diploma in basic education is to be awarded to deserving candidates who are able to make good record of marks in accumulation and performances in practice.

2.5.1 Programme Content

According to the Manual for Teacher Trainees on School Attachment (2009), the Out segment programme is divided into five contents in its implementation.

- ➢ Monitoring
- ➢ Teaching
- ➢ Seminar
- ➢ Quizzes
- ➢ Examination

- Students are expected to observe/monitor the style of teaching of mentors for a period of fourteen days to be conversant with the job climate. Besides, monitoring which is also conducted by a team comprising tutors and teaching practice coordinators move round the cooperating schools to check on the performances of both Mentees and Mentors in discharge of their duties.

- After a-14 day study of the style of delivery by the mentor, the mentee is expected to commence a teaching practice which will be guided and assessed by both the mentor and the monitoring/supervision team.
  The mentee does not take total control of the entire class by teaching all subjects as he/she commences the practice. The mentor has to take up some of the sensitive subjects, classes and tasks to gradually initiate the mentee into such fields.

- Practicing teachers are intermittently invited back to the College for seminars which propel students in having perfect retention of memories in all that have been taught for the previous years.

Some cooperating schools also organize seminars for practicing teachers on how they should go about their duties as teachers.

- Quizzes are conducted as part of student's assessments teaching during the one year allocated period for practice. A student marks attained from these quizzes is added to the accumulated marks pending the final score of the end of third year examination.

- Examination is conducted at the end of the teaching practice which happens to be the last assessment in the three years study of the Diploma in Basic Education. Scores attained in the examination are considered to determine class attained by the student at the end of his or her course.

2.6   Courses and Credit Allocations

The programme is designed to be run by going through tutorials intermittently alongside the practice in the classroom. Two courses are studied over the year (final) of mentorship. Thus, Trends in Education and Guidance and Counselling. These are the only examinable subjects which are considered at the final year on the 3-year teacher diploma programme.

2.6.1   The structure of the programme - Credit Allocations

The entire third year Out Segment Programme has 15 credit hours.   Trends in Education has 3, Guidance and Counselling has 3 and 9 credit hours for teaching practice.

2.7 Types of Assessment for the Programme

Two forms of assessments are considered in the out segment programme. Students are assessed both *internally* and *externally* by tutors and mentors.

The internal supervision is mainly conducted by the mentors who sometimes set mentees to tasks in and outside the classroom and sit behind to check on the perfect execution of the tasks. Examples of such tasks could be:

i.) Marking of pupils' works and scoring.

ii.) Setting of class exercises and texts.

iii.) Engaging pupils in physical education, etc.

External supervision is also embarked on by the tutors who come for regular term supervision, panel supervision and team monitoring.

2.8 Weighting of the Two Assessments

In teacher education, mentoring and supervision have established themselves as key components in training and staff development in many parts of the world. Special reference is made to the initial Teacher Training and induction programmes, school-based mentoring and supervision playing crucial roles in providing support and guidance as well as monitor and assesses professional practices.

It is appropriate that student teachers in this context should be given the opportunity to engage in school based- mentoring under the tutelage of an experienced or master teacher in order to build up confidence and competence in the profession. At the same time, the interaction will create the opportunity for the experienced teachers to create a niche in the career ladder for professionalism.

The following sub-topics may constitute the main body of discussion in review of the related literature:

1. Placing students and matching with Practice Teachers

2. Student Teaching as Initiation into the Teaching Profession

3. Teachers' Views of Computers as Catalysts for Changes in Their Teaching Practice

4. Significant and worthwhile change in teaching practice

5. Improving the Administration of Off-Campus Student Teaching

2.9. Placing Students And Matching With Practice Teachers

According to Mcntyre 2002, Universities were to arrange for student placements through the Training Section. No placements will be arranged directly through teams. All requests received from students must be directed through the Training Section.

* The Training Section will coordinate all student placements, liaising with the student, university and Practice Teacher and the Team Manager/Service Manager. It is important that Team Managers/Service Managers give consideration to the optimum number of students that the team can support.

* When the student and Practice Teacher have been matched the Social Services Training Section will inform the Practice Teacher in writing, confirming the payment to which they will be entitled.

2.10. Student Teaching As Initiation Into The Teaching Profession

In this research work, Glaser and Strauss (1967), argue that an ethnographic study of participants in student teaching seminars was undertaken. The results of the

46

study are described and then analyzed in terms of attributes of initiation rites from a wide range of anthropological literature. It is concluded that, although student teaching seminars are not currently organized to maximize the processes inherent in initiation rites and rites of passage, application of these concepts has the potential to improve student teacher education. Thus, initiation, rites of passage, ethnography, student teaching, preserves teacher education.

The tremendous psychological complexity of teacher preparation, and especially of student teaching as it was communicated by students in the midst of it, almost defies description except in the words of the students themselves. The research on initiation, rites of passage and ethnography conducted during the 1987-88 academic year, began with a wide focus seeking to learn more about the world of the student teacher. Gradually, the focus of the study narrowed to investigate student teaching as an initiation rite.

In terms of theory, this research demonstrates that student teaching can serve as an initiation rite as well as the luminal phase of a rite of passage or educators. Veenman (1985) in addressing the direction that future research should take with beginning teachers emphasizes the need for in-depth, comprehensive developmental studies of the beginning teacher. Little is known about the cognitive and affective processes that characterize the transition into teaching.

The studies by Fuller, Glassberg, Gehrke, Tabacknick and Zeichner (1978) on students pre-service teacher education may be regarded as first promising attempts. Their study offer significant contributions to educational research by confirming "grounded theory" (Glaser and Strauss, 1967) that has developed from the ethnographic information provided by other researchers. Use of the anthropological concepts of initiation and luminosity in rites of passage has the potential to serve as a powerful theoretical framework for educators working with student teachers. Viewing student teaching through the lenses of initiation and luminosity also offers rich possibilities for enhancing the transformational process inherent in the student teaching practicum. Guyton and McIntyre (1990) and other educational researchers have encouraged the use of a naturalistic research paradigm for both the natural history stage and the stage of theory of an empirical science (Dussault, 1970).

This thesis is the result of naturalistic inquiry regarding the following research questions 1. How can theoretical models regarding initiation. What implications do these concepts have for education today, particularly in light of legislative mandates requiring restructuring of teacher education programmes? What practical suggestions for improving the student teaching process can be made on the basis of this research?

2.11. Teachers' Views Of Computers As Catalysts For Changes In Their Teaching Practice

According to Ajzen (1991) theory of planned behaviour under organizational behaviour and human decision processes, many educators and policy makers believe that technology can be a catalyst for educational reform. They suggest that the use of technology in classrooms will shift the roles of teachers and students. Teachers will act more as facilitators by helping student's access information, process it, and communicate their understanding. However, not all teachers who use technology in their classrooms employ it as a tool.

The research on technology-using teachers characterizes different ways teachers employ technology in instruction. Data from this literature show that technology-using teachers range along a continuum of instructional styles from instruction to construction. In instruction, teachers conduct class in a teacher-centered way. They impart facts and procedural skills to students and integrate technology as a complement to this style. They employ it mainly for drill and practice. In construction or student-centered classrooms, teachers use tool software and information technologies to allow students to work in active ways. The technology supports the active learning; it becomes a tool with which the students may construct knowledge.

This literature is helpful in that it allows those who must plan for educational technology to form a typology of classroom uses of technology, to think of

49

implementation in terms of gradual steps, and to see change in terms of years rather than months.

According to the Multilevel School Consultation Training organized for Medical students at the University of Texas at Austin under the Department of Educational Psychology in 1990, the acquisition of consultation skills is strongly recommended for school psychologists but remains a neglected area in the majority of training programmes. To meet the need for training prototypes, a multilevel consultation training sequence with matched field experiences graduated by learning goals and previous skill development is proposed. Specifically, Level 1 of the consultation programme and its matched field experience, consultation with student teachers, is evaluated as a viable means within a university setting by which novice consultants can practice diverse consultation skills. Evaluation data support the effectiveness of the programme for both consultants and consultees.

2.12. Significant And Worthwhile Change In Teaching Practice

The practice of teacher-change literature has been conducted for purposes of changing the education system in the United States of America at the school levels. Thus, worthwhile change in teaching practice has examined individual teacher change only in terms of whether teachers have responded to externally mandated change attempts. The purpose of the literature on learning to teach, in contrast, is descriptive in nature: to understand the learning processes of individual teachers. Learning, of course, implies change, but the assumptions

encompassed in the teacher-change and the learning-to-teach literature is quite different. The learning-to-teach first determines whether and how these two literature address the questions of interest in this study.

Much of the literature on teacher change relates to the question of why innovations are not implemented as their developers anticipated. McLaughlin (1987) presented a history of this literature, suggesting that the initial disappointment with the seeming lack of success of various implementation experiments led to the diagnosis of teachers being resistant to change. Lortie's (1975) investigation of the sociology of the teaching occupation and Jackson's (1968) study of classroom life provided an explanation for this resistance. Lortie (1975) suggested that teachers are less rational and analytic than other types of College graduates and Jackson suggested that teachers are conceptually simplistic and intuitive, and do not use scientific or objective measures in assessing student growth. Thus, a change deemed by others on rational grounds as good for teachers may not fit individual teachers' intuitive and no technical, sense of what they should be doing.

Experts are educational scholars and administrators who have been trained in scientific thought, as stated by Berlak & Berlak (1981); Nemser & Floden (1986), have provided a critique of this view of teacher thinking. Several researchers, in contrast, focus on the beliefs, knowledge, attitudes, and perceptions of teachers as a group in inhibiting or promoting their adoption of new practices.

Doyle & Ponder (1977) suggested that teachers are oriented toward the concrete and practical, and thus are more or less receptive toward change on the basis of three ethics: practicality (does it allow for classroom contingencies?), situation (does it fit my classroom situation?) and cost. Tobin (1987) concluded from a number of studies on the implementation of math programmes those teachers' beliefs about how students learn and what they ought to learn had the greatest impact on what teachers did in the classroom and whether they changed.

Some scholars look to both the organization and the individual to explain the factors that affect the implementation of change. March and Simon's (1958) view of change in organizations provided an effective framework for these approaches to the study of teacher change. They suggested that individual behaviour and decision to change within an organization is influenced by (a) cues from the organizational environment, and (b) individual beliefs, attitudes, goals, and knowledge acquired from experience in relation to the change (also see Hargreaves, 1984). Smylie (1988), for example, attempted to determine which aspects of personal characteristics and which of organizational structure account for whether individual teachers change practices. Others try to tie organizational with personal attributes theoretically through concepts such as the incentive system. The latter requires a sense of what motivates teachers in combination with structural conditions that meet those needs. Most of the work in this thesis suggests that teachers are motivated by student performance and engagement rather than salary incentives and other external rewards.

In Schin's (1982) conception, the practitioner interacts with a particular situation and brings forth knowledge in action, gained from experience in similar circumstances. Teachers, too, are quite aware of the role of experience; in fact, in their minds, experience may be the only teacher. Richardson- Koehler (1988) suggested that student teachers pick up this understanding within 5 or 6 weeks of commencing student teaching. Thus, the development of various forms of practical knowledge as well as Shulman's (1987) concept of pedagogical content knowledge requires experience. Leinhardt (1988), drawing on her classroom observations and interviews with mathematics teachers, presented a case of how a teacher could have come to understand the nature of third grade mathematics, and present it the way she did. Leinhardt demonstrated that the structure of the mathematics that the teacher presented in her lessons was related to her past experiences with the topic in the text she used in third grade, in the way in which this content was portrayed in Pre-service education, and in the assigned texts in her first year of teaching and twentieth years of teaching. Thus, although Feiman-Nemser and Buchman (1986) cautioned that classroom experience may not be the best teacher, for many teachers, isolated as they are in the classroom, it is an extremely potent teacher. However, as Schin (1982), Shulman (1986), and Anning (1988) have pointed out, experience is educative only with reflection. This suggests that the improvement of the teacher-learning process requires acknowledging and building upon teachers' experiences, and promoting reflection on those experiences.

The second important aspect that affects the development of practical knowledge relates to the teacher as person. Anning (1988) described good teaching as an "intensely personal activity" (p. 275). Experience as a learner and teacher, of course, is a piece of the person, and perhaps the most important element. However, there are other aspects related to who the teachers are, and perhaps more importantly, their perceptions and beliefs about themselves as learners and teachers. The personal nature of teaching has been amply demonstrated in a number of case studies. Clendenin (1986) and Clendenin and Connelly (1986) suggested, through a case study, that teachers' personal narratives or constructions of their personal biographies interact with particular situations to help teachers acquire practical knowledge. Richardson- Koehler and Fenstermacher (1988) demonstrated how a sixth-grade math teacher's beliefs about how children learn to read as well as his classroom practices were strongly tied to his views of himself as a reader and how he learned to read. Hollingsworth (1989) concluded from a longitudinal study of 14 elementary and secondary pre-service teachers through the fifth year of their teacher education programme that prior beliefs about teaching and learning strongly affected their patterns of intellectual change.

The learning-to-teach literature informs the questions related to change in teaching practice by providing evidence that teachers do change, and by elucidating the powerful and inevitable relationship between experience and personal biography, and what and how one learns to teach. The work that focuses on practical knowledge also provides an important alternative to the emphasis on

behaviour in the teacher change literature. However, as a function of the methodology of case study as well as the types of questions being addressed, the learning-to-teach literature leads to an idiosyncratic view of the teachers. That is, the teacher teaches as he or she is. How, then, are we to think about affecting change, other than through a type of individualistic, psychoanalytic approach to teacher education as suggested by Combs, (1965)?

A drawback, then, in using this literature to consider change in teaching practice is that it is descriptive; the notions of standards that guide improvement, or a sense of effectiveness, are elusive. In the novice/expert studies, a sense of teaching effectiveness is implied through the view of expertise, defined very differently in the various studies. In the case studies of why teachers teach as they do, a value seems to be placed on teacher autonomy and reflection. These studies were not intended to consider the nature of the content of the reflection. However, if we are interested in change that is significant and worthwhile, the content of reflection should relate to standards of appropriate classroom practice.

This suggests that the responsibility of a teacher goes beyond the development of his or her own idiosyncratic, albeit coherent, theory of practice toward participation in the development and incorporation of these standards into his or her classroom practices (Buchmann, 1986). This latter issue may be addressed by bringing together the two literatures, teacher change and learning to teach. The next section will draw on both literatures to consider the questions related to the

content of teachers' reflection and its relationship to classroom practices, and how that content may be affected by a change process.

In both the teacher-change and learning-to-teach literatures, there are fundamental questions about what teachers do, and how and why they do it. However, the framing of the questions and their investigation are quite different in the two literatures. The teacher-change literature focuses on teacher behaviours, and specifically on behaviours identified within a particular programme. Thus the questions of what teachers do and whether they change are addressed within an evaluation.

The learning-to-teach research, in contrast, focuses more on individual teacher's cognitions, beliefs, and other mental processes than on behaviours. This literature addresses two types of questions:

- Are there differences in the way teachers think at different stages of their careers?

- What accounts for how teachers think about what they do?

- This shift from a focus on teacher behaviours to one on cognitions mirrors the general movement in many fields of education.

The first question has been addressed cross-sectionally and longitudinally as an example of a cross-sectional study. Expert, novice, and postulant (i.e., those with subject matter expertise but no pedagogical training) teachers perceive and process visual classroom information in quite different ways. These studies have

provided us with useful information about how experts think and what they do; they also suggest (but are not designed to provide evidence for) a developmental or learning process involved in the acquisition of these ways of thinking. The question of whether there are differences between Pre-service students' thinking and perceptions and those of teachers who have begun to practice has been studied longitudinally in order to trace the learning-to-teach process.

These studies have examined the development and maintenance of perspectives learned in pre-service education and what pre-service students did not learn during their pre-service teacher education. Longitudinal studies of pre-service student teachers and novice teachers focused on the learning of content area knowledge as it interacts with personality factors and the expectations of the school.

Another set of studies, generally described within the learning-to-teach rubric, seeks to explicate teachers' ways of knowing and their origins. These studies suggest that the focus of a change effort should be teachers' cognitions and thought processes rather than or in addition to behavior. This literature investigates the nature of teachers' practical knowledge and how such knowledge develops in individual teachers. For all of these investigators, this type of knowledge is different than formal theoretical (or research) knowledge, and interacts with the particular context and classroom situation in which the knowledge is transformed into action (or in Schin's 1982 formulation, interacts

with the action). These studies employ case study methodology, the unit being a teacher.

Two related aspects of the teacher's life emerge as being important in the development of this knowledge: experience, and the teacher as person. These two aspects have, in the past, been investigated as norms; that is, shared beliefs about the nature of teaching on the part of the teaching occupation (Doyle & Ponder, 1977; Lortie, 1975). The more recent studies help their readers understand how the norms could have developed.

In this literature, teaching experience is viewed as essential to the learning-to-teach process. As Clandinin and Connelly (1986) formulated the process, practical knowledge is gained through experience with the cyclic nature of schooling and classroom life. The experience is known in terms of a narrative which is reconstructed on the basis of additional experience

2.13. Improving The Administration Of Off-Campus Student Teaching

Who educates teacher educators? How are teacher educators educated and prepared for their roles and tasks? This article uses a review of a two-year full-time Diploma in Teacher Education (DTE) for teacher educators in Uganda to engage with these questions. The article begins with a presentation of the Ugandan teacher education context and a literature review, focusing mainly on teacher educator knowledge, preparation, roles and tasks. It then presents the review process and discusses the main findings that emerged, exploring their

implications for the education of teacher educators in Uganda and internationally. The main implications concern the critical role of teacher education pedagogy, context, teacher educator knowledge, tasks and roles, reflective practice, practitioner research, and the background, capacities and education of the educator of teacher educators.

KNUST

CHAPTER THREE

METHODOLOGY

3.1.   Overview

This chapter discusses the method, instrument, data collected and how they are analyzed for further suggestions and recommendations in the next chapter.

3.2.   Research Design

Analytic induction under qualitative research was adopted in quest of information in a formative order where findings, recommendations and conclusions were drawn on the data collected.

3.3.   Library Research

The researcher visited the following places in the study:

➢ Facilities available like Students' cadres' reports kept at the three Colleges of Educations' resource centers in the Brong Ahafo Region.

➢ The departments and the Colleges' libraries of the various Colleges of education in the region were used in search of data in the study.

➢ KNUST and the Institute of Education-Cape Coast libraries were also not left out in the study.

3.4.Population for the Study

Simple random and purposive techniques were used for the study where out of the three Colleges of Education considered 30 cooperating schools had mentees assigned

to them for their teaching practice.   Three coordinators who see to the affairs of Guidance and Counselling in the three Colleges of Education were also sampled.

3.5. Data Collection Instruments

By considering Analytic induction of qualitative research, the researcher used Questionnaire, Observation, Opinionnaire and Interview to solicit information on the study.

- **Questionnaire Design**

Questionnaires based on Chabe's (1999) revised Professional Evaluation of an out programme were considered as an inexpensive way to gather data from a potentially large number of respondents. Often they are the only feasible way to reach a number of reviewers large enough to allow statistically analysis of the results.

The steps required to design and administer questionnaire include:

1. **Defining the objectives of the survey**. Thus, giving the introduction and guidelines on how the questionnaire should be answered.

2. **Determining the strength of the sampling group.**

   Eg.   a. mentees self assessment

   b. mentor characteristics

3. **Writing the Questionnaire**

   This in highlighted on the framework of the entire questionnaire.   The questionnaire was divided in to six parts which are:

   a. Self assessment (mentee).

61

b. Course content.

c. Mentor characteristics.

d. Tutor/panel supervision and mentoring.

e. Mentees suggestions on the course and teaching.

f.   Optional.

g. Matters on accommodation.

With respect to the guidance and counselling questionnaire, definition of the objectives of the survey was also made in line with the activities of the following:

a. Counselling coordinators' duty and

b. Assessing the effectiveness of Guidance and Counselling programme in St. Joseph's, Berekum and Atebubu Colleges of Education.

4. **Administering of the Questionnaire**

This is the stage where the questionnaires were issued to the mentees and Guidance and Counselling coordinators for their responses. This was done in consideration with a quota which merits the strength of the number in the College.

5. **The results**

Responses from mentees and Guidance and Counselling coordinators were interpreted through which findings and recommendations were drawn.

3.5.1 Procedure

A questionnaire based on the 29 professional criteria by Chabe (1959), an Analysis of Administrative Policies and Practices Related to Off-Campus Student Teaching in

Missouri, Indiana University, was considered in monitoring. After refinement and validation through monitoring, the questionnaire was sent to all the three Colleges' cooperating schools and replies were received from all 15 schools in the Tano South district, 10 schools in the Berekum municipality and five schools in the Tain District institutions respectively for a 100 percent returns. However, all institutions offered an off-campus programme of primary and junior high student teaching. Therefore, the results of the study were based on questionnaire responses from all 35, or 100 percent, of the institutions which had a programme of off-campus basic schools student teaching practice.

To confirm the reliability of the questionnaire data, interviews were conducted with the teaching practice coordinators of all the three Colleges. Using five levels of implementation, the administrative practices at St. Joseph's College of Education where the researcher teaches were appraised. Those levels of implementation and their equivalent percentage ranges arbitrarily adopted were: (1) fully implemented 100%. (2) Substantially implemented, 66 to 99 % (3) moderately implemented 34 to 65%. (4) Partially implemented, 33 to 1% and (5) not implemented 0%. Measures under implementation involve (a) supervision, (b) monitoring and (c) panel supervision.

3.6.   Types of Data

Both types of data which are primary and secondary were used for the study. The student's aspect of it was administered through a questionnaire and reports from

cadres whereas coordinators and tutors who were involved in the study answered both questions on questionnaire and interview.

3.6.1. Primary Data

Students, Tutors/supervisors and Coordinators were made to respond to questions base on the following:

- *Students*
  - ➢ Self assessment
  - ➢ Course content
  - ➢ Mentor characteristics
  - ➢ Tutors/Panel supervisors and monitoring
  - ➢ Suggestions and students on accommodation.

- *Course Coordinator / Tutors And Supervisors*
  - ➢ Personal communication
  - ➢ Responding to questionnaire

3.6.2. Secondary Data

Questionnaire were given to the three teaching practice coordinators of all the Colleges who by their appointments as coordinators of the out segment programme, takes charge of all issues related to Guidance and Counselling.

3.7. Administration of Instruments

100 questionnaire prints out of the same information were given out to Mentees who had just returned from their various stations as practicing students in the ratio of

4:3:3. Forty of the questionnaires were shared among students of St. Joseph's College of Education, 30 shared at Berekum College of Education while the remaining 30 were shared among students of Atebubu College of Education. All questionnaires which were given out were retrieved through these teaching practice coordinators from the three institutions. Opinions from all those involve in the study were also solicited by the researcher.

3.8. Data Collection Procedure

The researcher took advantage of meeting all the 100 students who were selected to provide answers to the questionnaire at various campuses during their 10 day examination preparation period that were spent on the campuses after their one year stay outside the various College campuses. Students were made to answer question based on the questionnaire. Ideas were shared by students through their personal experiences gained from their one year mentorship.

3.9. Data Analysis Plan

With the desire to evaluate the out segment or off-campus student teaching programme in the Brong-Ahafo Region, the researcher undertook a study' of administrative policies and practices related to off-campus teaching practice in the Region. The administrative aspects selected for consideration were: 1. policy development, 2. Contractual relationships, 3. institutional control, 4. financial arrangements, 5. accommodation considerations, 6. in-service training of cooperating school system personnel and 7. Follow up services for mentees which were used as criteria for analyzing and interpreting all the data collected.

By classifying another central feature of analytic induction, the study was categorized under improved student learning (measured in new or conventional ways)

- Students' attitudes to a course in terms of ease or difficulty, pleasantness or unpleasantness, work load, teacher performance, methods of presentation and so on

- Staff commitment

- Type of examination and ongoing assessment

- Employers' reactions (influences from the various Colleges)

- Standards acceptable nationally (Teacher Education Division-TED) or internationally.

The researcher had already visited the various campuses by consulting the Teaching Practice coordinators (guidance and counselling coordinators) who were made to respond to the answers provided on the questionnaire given them. Based on the answers gathered from these coordinators, 10 students were also selected from each College to also respond to a designed questionnaire on how they assess guidance and counselling conducted in their Colleges.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 OVERVIEW

The chapter touches on the presentation of findings collected in the study and discussions made on those findings based on the set objectives for the study.

From a close analysis of an initial case, constructs are generated and are refined through consideration of succeeding instances. Analytic induction asks the following of any event, activity, situation, or attribute: What kind of event, activity, situation, or attribute is this particular one? Classification as another central feature of analytic induction, the study will be categorized under improved student learning (measured in new or conventional ways) which may strive for one common goal.

- Students' attitudes to a course in terms of ease or difficulty, pleasantness or unpleasantness, work load, teacher performance, methods of presentation and so on.

- Staff commitment.

- Type of examination and ongoing assessment.

- Employers' reactions.

- Standards acceptable nationally or internationally.

- The Guidance and Counselling Coordinator.

- The tutors from the various Colleges of Education.

- The students.

4.2. Major Findings

The major findings related to administrative practice were as follows: Policy Development, Contractual Relationship, Institutional Control, Financial Agreement, and Follow-up Services for Mentees. These are explained in the following sections:

Objective One:

To explore and reflect the various mentoring behaviours of mentors and mentees

4.2.1. Policy Development

Cooperating schools that host mentees are expected to have some written policy statements which may guide the activities of mentees in their time of stay in the school. Such policy must always be in accordance with the rules and regulations governing operations in the Teacher Education Division under the Ghana Education Service. Breach of these terms or policies by either mentees or schools will raise the notification of the College concern.

As seen from Table 4.2.2, 17, or 85% of the institutions, written policy statements governed the operation of the off-campus student teaching programme. Out of the 30 cooperating schools involved in the study, 13, thus 15% never had any such document. Head teachers of such schools who never knew about the policy statement attributed it to the fact ones mentees who have been posted to the schools must abide by the already laid down policies which are followed by all mentors or teachers

without coming out with any new policy statement for mentees and the Colleges of Education.

Table 4.2.2: Policy Development

Colleges	Number of Cooperating Schools	Percentages of Total
JOSCO	17	85%
BECOLED	0	0%
ATECOE	0	0%
NON-COOPERATING SCHOOLS	13	15%
TOTAL	30	100%

Objective Two:

To examine and analyse the prescribed models of Teaching, mentoring and Supervision in Teacher education (Colleges of Education).

Contractual Relationship

The Colleges of Education must officially write letters of recognition to cooperating schools showing the number of students (mentees) been posted to the school, their gender, course areas of specialization and other detailes. The Teaching Practice

Coordinators are to make follow-up visits to the cooperating schools to confirm the acceptance reporting and finalize all agreements on the exercise.

Written memorandum is sometimes written to the cooperating schools to solicit information on the discharge of duty by both parties (Cooperating School and the College of Education).

In 12 or 60%, of the institutions, there was a verbal understanding or consent existing between the institution and the cooperating school system. There was an official letter of recognition existing between the institutions and cooperating school system in all, or 100 percent, of the institutions; a written contractual agreement existing in five, or 25 percent; and a written memorandum between the institution and cooperating school system in three, or 15 percent, of the institutions. The Table 4.2.3 shows contractual relationship between Colleges and Cooperating Schools

Table 4.2.3. Contractual Relationship

Issues	Number of Cooperating Schools	Percentages %
Official Letter of recognition	30	100%
Verbal understanding	12	60%
Written contractual agreement	5	25%
Written memorandum	3	15%

Objective Three:

To evaluate some central issues like institutional control, financial Agreement and follow-up services.

Institutional Control

Supervision, monitoring and assessment must be given by mentors, student- cadres and supervisors during practice. Cooperating School heads are periodically given orientation on how to control affairs of mentees. This exercise is continued with a close marking which the mentoring teams from the Colleges go round to supervise the extent to which work is progressing. All the 30 institutions had thorough supervision, monitoring and assessment.

Financial   Agreement

Mentors who help mentees in their practice are to be remunerated financially for their immense services by the mentees themselves and the College as well. This practice has not be adhered to for some number of years now. The Colleges formally arranged for accommodation for mentees when they are posted out but for three years, that practice has ceased.   Mentees or heads of cooperating schools are to search for accommodation and settle all financial obligations. It was discovered in the study that out of 30 cooperating school, 5 representing 30 of the three Colleges, thus St. Joseph's College of Education, Berekum College of Education and Atebubu College of Education searched for accommodation for their students (mentees). Search for accommodation is shown on Table 4.2.3.

Table 4.2.4: Financial   Agreement – St. Joseph's College of Education

Colleges	Issues	Number of Cooperating Schools (15)	Percentages %
	Accommodation considerations	0	0%
JOSCO	Numeration of mentors	2	67%
	In-service training cooperating of school system personnel	1	33%
Total		**3**	**100%**

Table 4.2.5: Financial   Agreement – Berekum College of Education

Colleges	Issues	Number of Cooperating Schools (10)	Percentages %
	Accommodation considerations	5	56%
BECOLED	Numeration of mentors	3	33%
	In-service training cooperating of school system personnel	1	11%
Total		**9**	**100%**

Table 4.2.6: Financial   Agreement – Atebubu College of Education

Colleges	Issues	Number of Cooperating Schools (5)	Percentages %
ATECOE	Accommodation considerations	0	0%
	Numeration of mentors	1	20%
	In-service training cooperating of school system personnel	4	80%
Total		**5**	**100%**

Table 4.2.7: Grand Total of Financial   Agreement in the three Colleges

Number of Colleges(3)	Issues (3)	Number of Cooperating Schools (30)	Percentages %
JOSCO	Accommodation considerations	5	30%
BECOLED	Numeration of mentors	6	35%
ATECOE	In-service training cooperating of school system personnel	6	35%

Follow-up Services for Mentees

In all, the 15 or 100 % of the JOSCO cooperating schools had follow-up services for mentees who were former practicing students. Ten and five cooperating schools from BECOLED and ATECOE were also involved in the visit for five, one and two times respectively.

The study also looked at "Assessing the effectiveness of Guidance and Counselling Programme of St. Joseph's College of Education and Mentoring and Panel Supervision reports from a team in JOSCO. The data for the analysis have been classified under the following sections "A" and "B" for each of the three groups of respondents. Section "A" deals with demographic (tabular) data showing percentage distribution of participants according to status (position) at College, academic qualification and other professional qualification on the part of the guidance and counselling coordinator and tutors, and students' various year groups. Section "B" deals with findings from the actual questionnaire concerning how effective the guidance and counselling of the College under study is based on the counsellor's responses, tutors' responses and the students' responses.

Table 4.2.8: Follow-up Services for Mentees

Colleges	Number of Cooperating Schools	Number of Visit	Percentages %
JOSCO	15	5	63%
BECOLED	10	2	25%
ATECOE	5	1	12%
Total	**30**	**8**	**100%**

Section A

This section deals with respondents, who were Guidance and Counselling Coordinator and their academic or professional qualifications, status (position) on the part of the Guidance and Counselling. The 2010 year groups of students who formed part of the study were also sampled.

On academics, the guidance and counselling coordinator holds Masters degree in Science and a Diploma in Theology. Professionally the coordinator is a trained Guidance and Counselling Coordinator as well as a trained Chaplain.

In terms of position(s) he holds, he is the College's Guidance and Counselling Coordinator, College's Chaplain and also a Chemistry Tutor. The above data therefore indicates that the counsellor has a heavy schedule and this could affect effective implementation of the College's Guidance and Counselling Programme since the additional work may take much of his time and energy instead of concentrating on only the guidance programme. Hence the students may not benefit much from his guidance services as said by the Counselling coordinator.

4.2.9 Sampled College Tutors

The study showed that five of the 20 tutors forming 25% had a first degree whilst 15 constituting 75% had the Masters degree.

4.3   Sampled Students

The three year groups (Year 1, Year 2, Year 3) were equally represented with 20 students, total of 60 students respondents. The total sample size was made up of three Guidance and Counselling Coordinators, 20 tutors and 60 students

Section B

This deals with analysis of the various responses to the section B part of the various questionnaires.

Objective One:

To explore and reflect the various mentoring behaviours of mentors and mentees.

4.3.1   Guidance and Counselling Coordinators

Item 1: This item was to find out how well the Guidance and Counselling Programme of the College is established and effectively run.

On this item, the counsellor boldly answered 'no' when asked for his reason(s) for his answer, he gave the following reasons:

i.   negative attitude of students towards the programme

ii.   lack of office accommodation and inadequate logistics for the guidance programme and

iii.   inadequate guidance support from the College tutors.

Based on the report given by the coordinator on the establishment of the Guidance and Counselling programme, it was clearly showed that facilities that were to make the programme run so effectively in the College were not readily in place for service.

Item 2: This was to find out whether the guidance coordinator works with a guidance committee or single handedly.

His response to this item indicated that he works with guidance and counselling committee. On this item when further asked how often he conducts in-service training or workshops to equip members of the committee with the needed knowledge and skills, he answered "not at all". This presupposes that the guidance committee members may lack vital skills and knowledge needed to function effectively.

Item 3: This item was to find out whether the students patronize the College's Guidance and Counselling Programme.

In this regard, the counsellor indicated 'Yes', but when asked how often the students come for counselling he said 'sometimes' indicating low level of patronage. This response from the coordinator reviewed the inability of students attendace to any guidance service in the college.

Item 4: Problems students bring for counselling discussions or assistance.

On this item, he mentioned personal, emotional, and academic problems. This is a step in the right direction since if those problems remain hunging on the neck of students affected they may become destabilized leading to failure in their school lives as well as their personal-social lives.

Item 5: This item deals with type(s) of guidance services provided in the College.

The coordinator indicated orientation service, information service, counselling service and follow-up service as the types offered. This shows that to some extent the College guidance programme may be doing well and as a such the students may be benefiting if taking advantage of it.

Item 6: Deals with, whether there is enough materials and equipment to make the Guidance and Counselling programme function effectively.

On this item, the counsellor said that the materials and equipment for the running of the College's Guidance and Counselling programme were not enough. When asked to express his opinion on the kind(s) of materials and equipment when put in place will facilitate effectiveness of the programme, he mentions the following:

i.   well furnished office appropriately situated to give some privacy during counselling sessions and

ii. reading materials for the coordinator and the students.

Deducing from the above mentioned facilities one conclude that since these requirements which are indispensable as far as effective guidance and counselling is concerned then there is enough to be done for the programme.

Item 7: This item deals with how the Guidance and Counselling Coordinator "rates" the programme.

In regard to this item where options were given ranges from "(i) not functional, (ii) somehow functional, (iii) functional and (iv) very functional", the counsellor indicated that the programme is 'functional'. This response presupposes that though it is functional its level of operation has not reached effectiveness, hence needs to be improved.

4.3.2 Analysis of College Tutors' Responses to the Questionnaire

Item 1: To find out the effectiveness of the Guidance and Counselling Programme in the College.

Effectiveness of the Guidance and Counselling Programme in the College

Responses on this item as seen in Table 4.1.9 indicated that seven tutors out of 20 (representing 35%) answered 'yes' while the remaining 13 tutors (representing 65%) answered 'No'. Table 4.9 gives detail illustrations.

The table therefore gives clear indication that, to the larger extent, the College's Guidance and Counselling Programme is not effectively run. The reason is that as much

as 65% indicated "No" which confirms ineffectiveness of the programme. They gave the following reasons to support their stand: there is inadequate funding; lack of office accommodation; inadequate logistics and students' ignorance about the programme. Even those who answered 'yes' (meaning effectiveness), indicated that orientation and information services were the services provided often, counselling service was rarely mentioned in their responses.

Item 2: This item was used to find information on whether the guidance and counselling coordinator works alone or with a committee. Table 4.1.9 gives details on it.

4.3.3 Is the College's Guidance and Counselling Programme A Prerogative Of The Guidance Coordinator?

Out of 20 tutors (representing 100%) only six (constituting 30%) answered "yes". On the other hand 14 (constituting 70%) answered "No". It is clear that the Coordinator works with a guidance and counselling committee or works with tutors. Majority of the tutors who indicated that the Coordinator involves other tutors in the programme supported their stand by saying that, they give Appraisal Service, Information Service, Consultation Service and sometimes refer students with major problems to the Counsellor. Hence the College's guidance and counselling committee is not a prerogative of the guidance coordinator.

Item 3: Finds information about whether the Guidance and counselling Coordinator gives in service training or workshops to tutors to equip them with the needed skills for the programme.

4.3.4   In-Service Training/Workshops for Tutors

The responses show that none of the tutors, 0% answered "yes". All the 20 constituting 100% indicated: No". This gives 100% affirmation that the coordinator does not give in-service training to them.   This response also buttresses the response give by the coordinator on the same issue

Item 4: Kinds of problems (issues) students bring for discussion.

Issues Students Discuss With Their Tutors

10 out of 20 tutors representing 50% said that students who come to them for counselling discussions bring academic issues. Seven tutors (representing 35%) indicated that the students come to them with personal social issues whilst the remaining three tutors said students who come to them discuss vocational (occupational) issues with them.   The information given indicates that there is more to be done. The guidance and counselling Coordinator should intensify activities to reduce the problems mentioned to the minimum level.

4.3.5   How tutors' guidance discussions have benefited students

Inferring from the responses, four of the tutors indicated that the students have not benefited from their guidance discussions with them. This gives an impression that such

tutors do not do any proper guidance discussions with the students. sixteen (representing 80%) of the population sample indicated that the students "somehow" benefit from their guidance discussions, but none of the tutors said the students have not benefited from their guidance discussions. Generally, though the tutors have guidance discussions with the students, the level of benefit the students derive is too low hence one cannot talk about effectiveness in this direction.

4.4 Students' Awareness of Guidance and Counselling Programme in the Colleges

Out of the 60 students who answered the questionnaire, 47 representing 75% affirmed their awareness of guidance and counselling programme in the Colleges. 13 students who constitute 25% responded otherwise expressing their unawareness of the existence of the programme in the College. When further asked to support their stand with reasons the students stated that orientation service and information service were mostly given while counselling service was concessionary. There was no mention of the other guidance services. Deducing from this, it could be said that sensitization could be helpful.

Table 4.4.1: Students' Awareness of Guidance and Counselling Programme in the Colleges

Responses	Year 1	Year 2	Year 3	Number	Percentage %
Yes	15	17	15	47	75%
No	5	5	3	13	25%
Total	**20**	**22**	**18**	**60**	**100%**

4.5   Analyses of the Monitoring Team's Report

The monitoring team's report on the out-segment of the teaching practice for the Diploma in Basic Education teacher trainees, of which the researcher the secretary, found that the exercise was a laudable one but it looked like a practice which put the cart before the horse. Many of the students prepared lessons notes that were to be treated were too late and therefore had no value in terms of their delivery. The team therefore suggested the following for future considerations:

1. The exercise should be carried out at least two times per any practicing year, especially at the end of each term. The first term would come out with practices to help mentees to cope with subsequent problems during the rest of their practice period. The second exercise can serve as a review.

2. The College should be involved in accommodation search and allocation for mentees, and that mentees should learn to live in teams/groups to ensure being each others' keeper.

3. Mentees should be advised to strictly adhere to the College dressing code for practice out in the field.

4. Irregular students should be identified and sanctioned earlier to make the system more practical and relevant to their training. Recalcitrant irregular trainees can be put in the College accommodation to go to school every day from campus.

5. One student was recommended to face sanctions for being consistently absent at post, and for not adequately completing his out-segment practice successfully. He was to repeat the teaching practice the next academic year, in other words, he was referred in teaching practice.

6. Some students were also recommended for panel supervision to defend their status.

7. The team suggested the implementation of effective orientation before mentees are put out for practice.

8. Head teachers of cooperating schools should be given orientation to equip them with the College's expectations from them, especially in terms of instilling discipline among mentees.

9. A timetable should be drawn for students to do some amount of practical On Campus Teaching Practice at the College's demonstration school on campus.

4.6   Analysis on Panel Teaching Practice Supervision-2010/2011 Academic Year Report

As part of the study, the researcher took part in the 2010/2011 academic year Panel Supervision which was carried out from the 21st June to 1st July 2011. In all, 23 regular (2010/2011) and two irregular (2009/2010) students were supervised.

4.7   Composition of Panel Members

Eight members formed the 2010/2011 Panel Teaching Practice Supervision committee for the College.

4.8   Teaching and Learning Materials

The panel was much concerned about the effective use of appropriate teaching and learning materials like pictures, charts, and chalkboard illustrations. The monitoring team advised students to use teaching and learning materials a week before the panel

supervision. A good number of students taught with relevant teaching and learning materials while a few did not. Students who will go on the out programme next academic year (2011/2012) should be advised to prepare teaching and learning materials to make lessons more effective, understandable and interesting.

Teacher and Learner Activities

The panel observed that students used systematic steps in lesson delivery. There was adequate learner involvement in all lessons. Students kept to time and pace of delivery. The panel was impressed with classroom management, control and organization. Three (3) students however had problems with questioning techniques. These three students should therefore be taught the use of good questioning skills.

Mastery of Subject Matter

Mastery of subject matter is an important factor for a successful lesson delivery. The panel found out that **most students** supervised had in-depth and adequate knowledge of the subjects and topics they taught. They proved equal to the task.

Appropriateness use of Languages

Students/mentees were able to express themselves during instruction in both English Language and the Local Language (Akan/Twi). This covered for both the lower primary level and the upper primary/JHS levels. Students understood the concepts of local language (L1) as a medium of instruction at the lower primary level and subject of instruction at the JHS and upper primary level. Nevertheless, there is still room for improvement.

Core Points

Students wrote the salient points in the appropriate column. There was a considerable improvement in the way students wrote core points.

Reference Materials

Panel members observed that though students provided references for their materials, most of them did not provide page numbers, authors, years of publication, publishers and other information vital to references. This could make it difficult for others who want to know the sources of their information on the topics and subjects in general.

Appearance and Mannerism

Most students dressed neatly and appropriately. A few students however, were victims of mannerism such as 'ah', 'hmm', 'is that clear' and others. Other students were fond of repeating pupils' questions and answers.

Lesson Evaluation/Closure

Most students did satisfactorily well by giving enough and good evaluation exercises based on the lesson objectives. A look at some exercises given to pupils by students were marked by students and corrections done were necessary. The panel saw this as a sign of seriousness and commitment to the teaching and learning process in general.

Students' Scores and Grades

All 23 regular students who are still in school and two referred irregular students who were to complete school in 2010 but failed in Teaching Practice and had come back

availed themselves for supervision. Each student was assessed in English Language, Mathematics and one other subject of the student's choice. The average score was computed for grading the student. Figure 4.1.16 gives the detailed scores and grades. Refer to Table 4.1.16 in the next page.
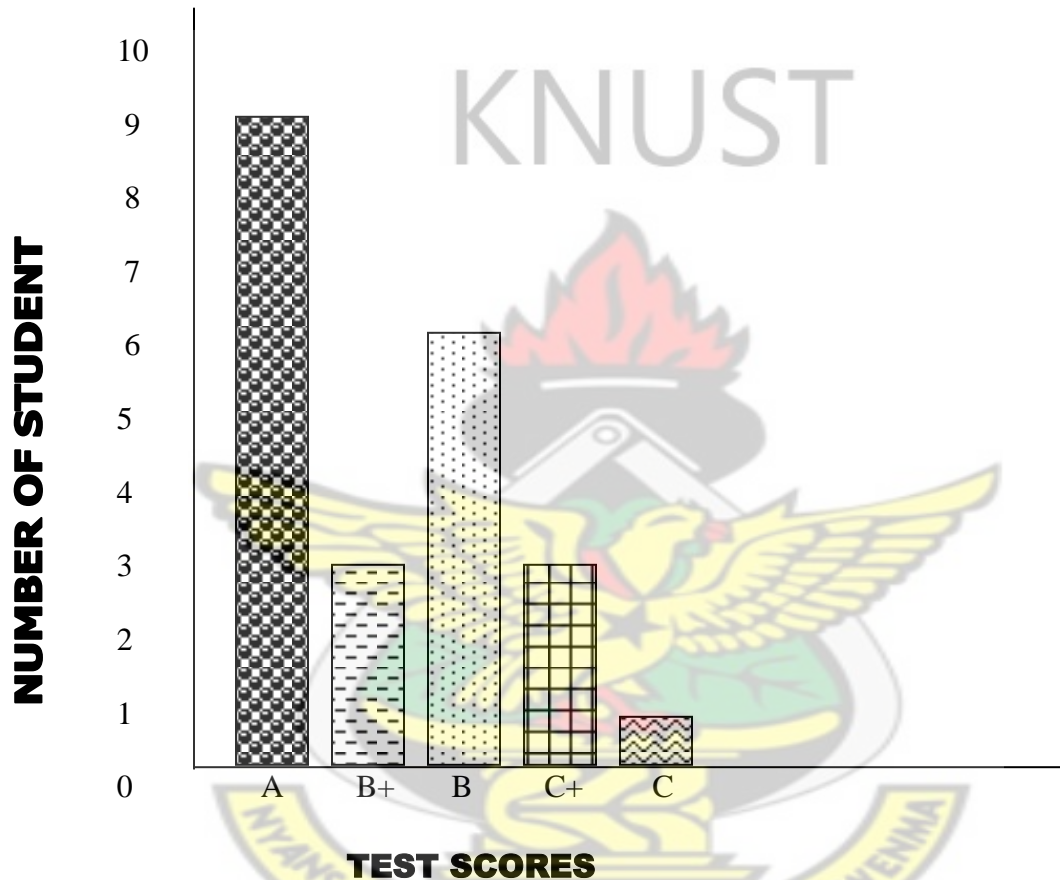
Figure 4.6. Students' Scores and Grades

KEY TO THE TEST SCORE IN FIGURE 4.6

Number of Student who score A

Number of Student who score B+

Number of Student who score B

Number of Student who score C+   ☐☐☐

Number of Student who score C   〰〰

4.9   Irregular Students' Report – 2009/2010

Two irregular students who could not avail themselves for the previous years' panel supervision were also captured and supervised during the exercise.

Recommendation

Out of the 25 students supervised, the panel recommended grade A for nine students.

Suggestions

The panel made the following suggestions for consideration by the College Authorities:

1. Workshops or seminars be organized on the preparation and use of teaching and learning materials for the 2011/2012 students.

2. Students should be guided and taught the various techniques and skills of questioning.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

If student teaching were thought of in terms of growing a teacher, "and thus a penitential transforming experience, one would see far more emphasis placed upon helping students discover their own personal education philosophy and existential meaning for their teaching and their lives" (Cruickshank, 1984:50-51).

Developmental approaches to teacher education such as Agreed Policy Developments, contractual Relationship between Cooperating schools and Colleges of Education, Schools and Colleges Institutional Control, matters concerning financial agreement and follow-up services which are conducted by college are the sources of knowing the strength weaknesses of cooperating schools and their teaching staff.

School supervisors are discussed and evaluated in a formative order where recommendations, implications and conclusions are drawn from the data collected through 29 based close ended questionnaire designed by the reasercher.

The 29-based close ended questionnaire was used for the sampled population of 30 cooperating schools in St. Joseph's College of Education – Bechem in the Tano South District in relation with the two other Colleges of Education in the Brong Ahafo Region, namely: Berekum and Atebubu Colleges of Education in the Sunyani West and Atebubu Constituencies respectively.

5.2. Conclusions and Implications

From the analysis of the data, the following conclusions and implications were drawn:

1. The formulation of written objectives, the development of plans or policies, and the evaluation of the student teaching programme the were generally a cooperative endeavour involving teacher education institution personnel, cooperating school system personnel, and student teachers.

2. The institutions had enough control in the cooperating school to supervise, in a general way, the experiences of the basic school student teacher.

3. The study indicated the desirability of an increase in the number of supervisory visits to be made to a practicing student teacher.

4. The practice of accepting the cooperating teacher (mentor) as a member of both the private school and the teacher education institutions had not been implemented from the Colleges' coffers or accounts.

5. The value of providing a programme of follow-up services for graduates who were former basic school student teachers was recognized by 50 percent of the institutions.

6. Institutions generally were cognizant of the value of appraising the student teaching programme through follow-up study of the success of its graduates in subsequent field positions.

7. Many of the 17 professional criteria needed fuller implementation, both at Berekum College of Education and Atebubu College of Education and in the other Colleges of Education.

5.3.Recommendations

Based on the findings and conclusions of the study, the following recommendations are made for the improvement or development of the out segment student teaching programme in the Colleges of Education:

1. A council on student teaching should be organized by colleges administration and should include in its membership the student teaching staff, cooperating teachers, administrators and/or supervisors of the cooperating school system, other members of the education department, members of the academic board, and student teachers.

2. A comprehensive written contractual agreement with the cooperating school system should exist for an agreed period and should be renewed only if mutually satisfactory relationships exist in the conduct of student teaching.

3. Granting expense money to cooperating teachers for circuits and district conferences on student teaching, and paying professional membership dues to the Association for Student Teaching, should be considered by the institutions.

4. Institutions should seek to obtain sufficient institutional budgetary support for the student teaching programme.

5. Cooperating teachers serving the three Colleges should be remunerated on an equitable and comparable basis of payment.

6. In cooperation with officials of the cooperating school system, institutions should regularly conduct workshops and organize study groups concerned with the student teaching programme and its procedures and problems.

7. Workshop and study group membership should include the student teaching staff, cooperating teachers, administrators and/or supervisors of the cooperating school system, of the members of the education department, members of the academic board, and student teachers.

REFERENCES

Afe B. (1990), *Head teachers on grounds of age, competence*, experience and

Qualification of teacher educators. Issue 4, Pp 412-516.

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human

Decision Processes* 50: 179–211.

Anning, C. H. (1988) *Teaching ethics and reflective nodes in the classroom*, curriculum

and assessment: Comparisons with New Zealand teachers, January, 45-61

in Adelaide, Australia.

Berlak & Berlak, (1981); Nemser & Floden, (1986). Focus on beliefs, knowledge,

attitudes, and perceptions of teachers, a critique guide in view.

Brown, G.T.L. (2004). Teachers' conceptions of assessment: Implications for policy and

professional development. *Assessment in Education: Policy, Principles

and Practice* 11, no. 3: 305–22.

Brown, G.T.L. (2006). Teachers' conceptions of assessment: Validation of an abridged

instrument. *Psychological Reports* 99: 166–70.

Brown, G.T.L. and R. Lake. (2006). Queensland Teachers' conceptions of teaching,

learning, curriculum and assessment: Comparisons with New Zealand teachers. Paper presented at the Annual Conference of the Australian Association for Research in Education (AARE), November 26–30 in Adelaide, Australia.

Brown, G.T.L. (2007). Teachers' conceptions of assessment: Comparing measurement models for primary and secondary teachers in New Zealand. Refereed paper presented to the New Zealand Association for Research in Education (NZARE) annual conference, December 4–7 in Christchurch, NZ.

Brown, G.T.L. (2009). Teachers' self-reported assessment practices and conceptions: Using structural equation modelling to examine measurement and structural models. In *Structural equation modelling in educational research: Concepts and applications,* ed. T. Teo and M.S. Khine, 243–266 Rotterdam, NL: Sense Publishers.

Chabe, A. M. (1959) an Analysis of Administrative Policies and Practices Related to Off-Campus Student Teaching in Missouri, Indiana University, and P357 were considered

Cheng, L.Y. (1998). How does wash back influence teaching? Implications for Hong Kong. In *Curriculum and assessment for Hong Kong: Two components, one system,* ed. P. Stimpson and P. Morris, 325–350. Hong Kong: Open University of Hong Kong Press.

Combs, (1965). *Changes affecting individualistic approach to teaching*. Psychoanalytic

      inductions in education. Psychological Reports 48: Pp 47-83.

Costello, A.B., and Osborne, J.W. (2005). Best practices in exploratory factor analysis:

      Four recommendations for getting the most from your analysis. *Practical*

      Assessment Research and Evaluation 10, no. 7.

Clandinin, B. T. & Connelly, T. A. (1986) *formulation processes and practical*

      knowledge through schooling and classroom life. Issue11, p54,

Curriculum Development Council (CDC). (2001). *Learning to learn: Lifelong learning*

      and whole-person development. Hong Kong: CDC.

Curriculum Development Council (CDC). (2002). *Basic education curriculum guide –*

      Building on strengths. Hong Kong: CDC.

Decker, R.J. (2004). Translation philosophy and the English standard version new

      testament. Paper presented at the annual meeting of the Evangelical

      Theological Society. November 17–19, in San Antonio, TX.

Dempster, A.P., & Rubin D.B, (1977). Maximum likelihood estimation

      from incomplete data via the EM algorithm (with discussion). *Journal of*

      the Royal Statistical Society, Series B, 39, no. 1 1–38.

Dempster, A.P., (1977). *contingencies as concrete practical ethic basis.* Assessment

      Research and Evaluation 10, no. 7.

Dussault, R. (1970). *Naturalistic research paradigm for natural history*

      stages. Vol. 3, Pp77-89.

Edjeani, E. H. (2010). Acting Director of Pre-Tertiary Private Schools in Ghana. A

      communiqué read on the forth graduation ceremony of St. Joseph's College

      of Education-Bechem.

Education Commission (2000). Education blueprint for the 21st century*: Learning for*

      life, learning through life – Reform proposals for education system in

      Hong Kong. Printing Department.

Education Commission. (2003). *Review of the academic structure of senior secondary*

      education. Hong Kong: Education Commission.

Fan, X. & Sivo S.A. (2007). Sensitivity of fit indices to model misspecification and

      model types. *Multivariate Behavioral Research* 42, no. 3: 509–29. 362

      G.T.L. Brown et al.

Fay, A. H. (1992). Wake County Public School System, Raleigh, North Carolina State

      University. Volume 230.

Fuller, P & Freeland, A. D. (1967) seminal research on pre-service teacher education.

Multivariate Behavioral Research 65, 3: 509–29. 789.

Ghana - Teaching Profession - Teachers, Teacher, Percent, and Training -

StateUniversity.com http://education.stateuniversity.com/pages/537/Ghana-TEACHING-

PROFESSION.html#ixzz1tA1l9bZn

Gipps, C. (2002). Round table on school-based assessment: Discussant presentation.

Paper presented at the International Association for Educational

Assessment (IAEA) Annual Conference, September 1–6 in Hong Kong.

Glaser & Strauss, (1967). *Student Teaching As Initiation Into The Teaching Profession.*

Psychological Reports 102: 21–55.

Glassberg, Gehrke, Tabacknick & Zeichne, T. (1978). *Use of the anthropological

concepts of initiation and luminosity in rites of passage.* Assessment

Research and Evaluation 10, no. 12.

Gow, L, Balla J, Kember, D & Hau K.T, (1996). The learning approaches of Chinese

people: A function of socialization processes and the context of learning?

In *The handbook of Chinese psychology,* ed. M. Bond, 109–123. Hong

Kong: Oxford University Press.

Guyton & McIntyre, J. (1990). *Naturalistic research paradigm for natural history stages*. Vol. 3, Pp34-51.

Hamilton, L. (2003). *Assessment as a policy tool*. Review of Research in Education 27, no. 1:25–68.

Hollingsworth C. Y, (1989) *longitudinal study of 14 elementary and secondary pre-service teachers.* Volume 86.

Hoyle, R.H., & Duvall J.L, (2004). Determining the number of factors in exploratory and confirmatory factor analysis. In *The SAGE handbook of quantitative methodology for social sciences,* ed. D. Kaplan, 301–315. Thousand Oaks, CA: Sage.

Hu S. & Bentler D. K. (1999). Findings. *Structural Equation Modeling* 11, no. 3: 320–41.

Jackson, R. (1968). Classroom Concepts And Their Effects On The Teaching Profession in Kenya. Test Series 3.

March & Simon's, Hargreaves, T. (1958). Framework for change in providing organizational Pillars and its legislative mandates.

McLaughlin, S. F. (1987). Multilevel School Consultation Training for Medical students,

      University of Texas at Austin, Department of Educational Psychology.

Mcntyre, J. (2002). Trainer, Issue No: 1. Peterborough city council adult

      social care department Gipps, C. (2002). Round table on school-based

      assessment: Discussant presentation paper

Kennedy, K. (2005). *Changing schools for changing times: New directions for the school*

      curriculum in Hong Kong. Hong Kong: The Chinese University Press.

Kennedy, K., Chan, W.M. Yu, & P.K. Fok. (2006). Assessment for productive

      learning: Forms of assessment and their potential for enhancing learning.

      Paper presented at the 32nd Annual Conference of the International

      Association for Educational Assessment, May 21–26, in Singapore.

Kennedy, K. & Lee, J. (2008). *Changing schools in Asia: Schools for the knowledge*

      society. London: Routledge.

Klem, L. (2000). Structural equation modeling. In *Reading and understanding more*

      multivariate statistics, ed. L.G. Grimm and P.R. Yarnold, 227–60.

      Washington DC: APA.

Leinhard T. (1988), Algebraic Expressions of understanding Mathematical gradings.

Review of Research in Educatio

no. 4:18-55.

Lortie, G. (1975). *Simplistic and intuitive use of scientific measures in assessing student performance.*). Round table on school-based assessment: Discussant presentation paper.

Manual for Teacher Trainees on School Attachment, 2009. Pp 11-95.

Marsh, H.W., Hau, K.-T. & Wen Z, (2004). In search of golden rules: Comment on hypothesis testing approaches to setting cutoff values for fit indexes and dangers in over generalizing, no. 3: 320–41.

Robinson, V.M.J. (1998). Methodology and the research-practice gap. *Educational Researcher* 27, no. 1: 17–26.

Scriven, M. (1991). Beyond formative and summative evaluation. In *Evaluation and education: At quarter century,* ed. M.W. McLaughlin and D.C. Phillips, Vol. 90, Part II, 19–64. Chicago, Il: NSSE.

Tobin, B. (1987). *Teachers' beliefs on the implementation of math programmes in the training of teachers*. Vol.3, Dc 42. Pp 45-72.

Veenman D. (1985). Directing future research for beginning teachers, emphasizes on

    need for in-depth, comprehensive developmental studies.

Visser, P.S., Krosnick, J.A. & Lavrakas, P.J (2000). Survey research. In *Handbook of*

    research methods in social and personality psychology, ed. H.T. Reis and

    C.M. Judd, 223–52. Cambridge, UK: Cambridge University Press.

Wegener, D.T., & Fabrigar, L.R. (2000). Analysis and design for no experimental data:

    Addressing causal and no causal hypotheses. In *Handbook of research*

    methods in social and personality psychology, ed. H.T. Reis and C.M.

    Judd, 412–450. Cambridge, UK: Cambridge University Press.

Questionnaire For Students On Practice (Mentees) - Students Evaluation Of Teaching

This questionnaire is seeking information about your experience of this out programme and your mentor.

Please answer each question accurately. If you feel you cannot answer a particular question, leave it and go to another question. Your responses are anonymous.

Please use an HB pencil. Mark the boxes like indicated [✓]. Rub out errors thoroughly.

Part A (Self Assessment)

Please indicate the extent to which you agree or disagree with each of the following statements by ticking the appropriate box.

1. Relative to on-campus teaching practice I have done, this off campus practice has been

   a) Very easy [ ]   b) easy [ ] c) reasonable [ ]   d) difficult [ ]   e) very difficult [ ]

2. Relative to on-campus teaching practice the workload for this off campus practice has been

   a) Very heavy [ ]   b) heavy [ ]   c) reasonable [ ]   d) light [ ]   e) very light [ ]

3. For me, the pace at which this practice has been undertaken is

   a) Too fast [ ]   b) fast [ ]   c) about light [ ]   d) slow [ ]   e) too slow [ ]

4. Overall, I will rate this programme as   a) Very good [ ]   b) good [ ]

   c) satisfactory [ ]   d) poor [ ]   d) very [ ]   e) poor [ ]

5. Overall, I will rate my mentor as   a) Very good [ ]   b) good [ ]

   c) satisfactory [ ]   d) poor [ ]   d) very [ ]   e) poor [ ]

6. The impact that the off campus Teaching Practice has had on me has been

   a) Very poor [ ]   b) poor [ ]   c) satisfactory [ ]   d) good [ ]   e) very good [ ]

7. My conviction level of becoming a professional teacher based on the off campus

   Teaching Practice stands

   a) Very poor [ ]   b) poor [ ]   c) satisfactory [ ]   d) good [ ]   e) very good [ ]

Part B - **(Course Content)**

Please indicate the extent to which you agree or disagree with each of the following

statements by filling in the appropriate box.

8. I understand the general concept of the one year teaching practice

   a) agree [ ]   b) disagree [ ]   c) strongly agree [ ]   d) strongly disagree [ ]

9. Course co-ordination has been very poor

   a) agree [ ]   b) disagree [ ]   c) strongly agree [ ]   d) strongly disagree [ ]

10. I found the course been challenging

    a) agree [ ]   b) disagree [ ]   c) strongly agree [ ]   d) strongly disagree [ ]

11. Course content has been well structured

    a) agree [ ]   b) disagree [ ]   c) strongly agree [ ]   d) strongly disagree [ ]

12. I have learnt more valuable facts and skills

    a) agree [ ]   b) disagree [ ]   c) strongly agree [ ]   d) strongly disagree [ ]

13. Recommended readings contributing to my understanding of the course

    a) agree [ ]   b) disagree [ ]   c) strongly agree [ ]   d) strongly disagree [ ]

Part C - (Mentor Characteristics)

Please indicate the extent to which you agree or disagree with each of the following statements by filling in the appropriate box.

14. Effective communicator

   a) agree [ ]   b) disagree [ ]   c) strongly agree [ ]   d) strongly disagree [ ]

15. Enthusiastic about teaching the course

   a) agree [ ]   b) disagree [ ]   c) strongly agree [ ]   d) strongly disagree [ ]

16. Teaching style held my interest

   a) agree [ ]   b) disagree [ ]   c) strongly agree [ ]   d) strongly disagree [ ]

17. Gave clear and lucid explanations

   a) agree [ ]   b) disagree [ ]   c) strongly agree [ ]   d) strongly disagree [ ]

18. Made notes-taking difficult

   a) agree [ ]   b) disagree [ ]   c) strongly agree [ ]   d) strongly disagree [ ]

19. Stimulated my interest in the/all subject(s)

   a) agree [ ]   b) disagree [ ]   c) strongly agree [ ]   d) strongly disagree [ ]

20. Uses OHP (and or blackboard)well (*if any*)

   a) agree [ ]   b) disagree [ ]   c) strongly agree [ ]   d) strongly disagree [ ]

21. Friendly and approachable

   a) agree [ ]   b) disagree [ ]   c) strongly agree [ ]   d) strongly disagree [ ]

22. Well organized

   a) agree [ ]   b) disagree [ ]   c) strongly agree [ ]   d) strongly disagree [ ]

23. Confident and self assured

   a) agree [ ]   b) disagree [ ]   c) strongly agree [ ]   d) strongly disagree [ ]

24. I never went to the mentor for any help

    a) agree [ ]   b) disagree [ ] c) strongly agree [ ]   d) strongly disagree [ ]

Part D - (Tutors/Panel Supervision and Monitoring)

Please indicate the extent to which you agree or disagree with each of the following

statements by filling in the appropriate box.

25. I had all the required supervisions

    a) agree [ ]   b) disagree [ ] c) strongly agree [ ]   d) strongly disagree [ ]

26. Comments passed on my style of teaching were encouraging

    a) agree [ ]   b) disagree [ ] c) strongly agree [ ]   d) strongly disagree [ ]

27. The presence of supervisors in my class as I practiced teaching was disturbing

    a) agree [ ]   b) disagree [ ] c) strongly agree [ ]   d) strongly disagree [ ]

28. The monitoring team commended me for Panel Supervision

    a) agree [ ]   b) disagree [ ] c) strongly agree [ ] d) strongly disagree [ ]

29. Panel supervision was comparably challenging to the regular ones

    a) agree [ ]   b) disagree [ ] c) strongly agree [ ]   d) strongly disagree [ ]

Part E – (Suggestions) *(Optional)*

What improvement to the course, or to the teaching, could you suggest? Write your

comments below:

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

……

……

……

……

……

……

Part F

What improvement to accommodation could you suggest? Write your comments below:

……

……

……

……

……

……

……

……

……

……
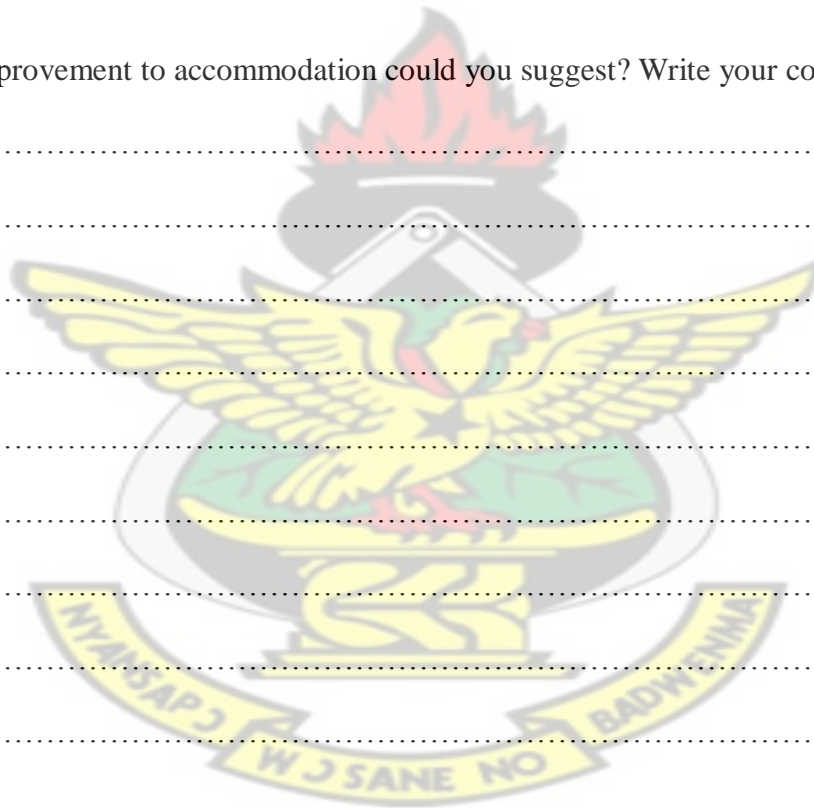
Thank you for answering this questionnaire. Please return it as directed.

APPENDIX B

Guidance And Counselling Coordinator's Questionnaire

This research is investigating into "The Effectiveness of Guidance and Counselling

Programme of St. Joseph's College of Education". You are to react to the items below as

honestly and frankly as possible. The information provided will be treated with strict

confidentiality. You need not disclose your identity. Counting on your co-operation.

Please candidly tick [✓] where appropriate and supply information where necessary.

Section A

Personal Data

Male [   ]   Female [   ]

Position/Status at College:……………………………………………………………………

Academic Qualification(s):……………………………………………………………………

Other qualifications/status if any (e.g. Professional Qualifications):………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

1. Teaching Experience at the College:

    0 – 5 years   [   ]

    6 – 10 years   [   ]

    10 years +   [   ]

Section B

2. a) Is the College's Guidance and Counselling Programme well established and

    effectively run?   Yes [ ]   No [ ]

    b) If your answer to item '1a' is 'No', in your opinion what accounts for the

    ineffectiveness of the College's Guidance and Counselling Programme?

    i.   Lack of/inadequate funds   [ ]

    ii. Negative attitude of students towards the Guidance and Counselling

         Programme   [ ]

    iii. Lack/inadequate office and logistics for the Guidance and Counselling

         Programme [ ]

    iv. Inadequate guidance support from the College tutors [ ]

    v.   Any other, specify…………………………………………………………………..

3. a) Do you work with a guidance committee or single handedly?

    Guidance Committee   [ ]   Single Handedly   [ ]

    b) If you work with a guidance and counselling committee how often do you give in-

    service training or workshops to equip the committee members with enough skills to

    handle some guidance cases?

    Very Often   [ ]

    Often   [ ]

    Sometimes   [ ]

    Not at all   [ ]

4. a) Apart from your role as the College's guidance and counselling co-ordinator, do

    you have any additional role(s) to perform in the College?   Yes [ ]   No   [ ]

b) If your answer to item (3a) is "yes", kindly mention the other role(s)

i. …………………………………………………………………………………..…

ii.…………………………………………...………………………………………………

iii.…………………………….………………………………………………………………

5. a) Do students patronize the guidance and counselling programme in the College?

Yes [ ]   No [ ]

b) If "Yes" to item "5a" how often do students come for guidance and counselling?

Very Often   [ ]

Often   [ ]

Sometimes   [ ]

Not at all   [ ]

6. What type of problems do the students bring to the counselling office often for

assistance?

i.   Personal problems

ii. Academic problems

iii. Emotional problems

iv. Vocational (occupational) problems

v.   Any other, specify…………………………………………………………………..

…………………………………………………………………………………………

7. Which of the Guidance services do you often provide to assist students to deal with

their problems?

[ ] Orientation Service (Helping students adjust to their new environment)

[   ] Information Service (Giving information on academic, vocational and personal-social issues)

[   ] Appraisal Service (Collection, analysis, and use of information about students like abilities, interest, ambitions, limitations etc)

[   ] Counselling Service (A process of helping the student to explore his or her personal problems and relate them to his or her behaviour for positive change)

[   ] Consultation Service (Seeking information from a source which renders such information (help) eg. Parents, teachers and counsellors.

[   ] Placement Service (Making students aware of opportunities that are available in College and outside and how to apply for such opportunities).

[   ] Follow-up Service (Finding out how individuals are getting on after counselling and placement)

8. a) Are materials and equipments for the running of the College's Guidance and Counselling programme enough to make the programme effective? Yes [   ] No [   ]

b) If your answer to item "8a" is "No" mention the materials/equipments in your opinion can be put in place for the proper functioning of the guidance and counselling programme.

i. ……………………………………………………………………………………

ii.…………………………………………………………………………………….

iii.……………………………………………………………………………………

iv.……………………………………………………………………………………

9. As the College's Guidance and counselling coordinator, how do you rate the Guidance and Counselling programme of the College?

Very functional   [   ]

Functional   [   ]

Somehow functional   [   ]

Not functional   [   ]

TUTORS' QUESTIONNAIRE

Questionnaire On The Assessment Of Effectiveness Of Guidance And Counselling Programme In The College Of Education In Brong Ahafo Region – Out Programme Evaluation

You have been selected to react to the items below as honestly and frankly as possible. This is meant for research purposes and information supplied will be treated confidentially. Moreover, you do not need to disclose your identity. Counting on your co-operation.

Please kindly tick [✓] where appropriate and supply information when and where necessary.

Section "A"

Personal Data

Male [ ]   Female [ ]

Status (position) ………………………………………………………………………………

Academic Qualification(s): ………………………………………………………………...

Teaching Experience in the College:

0 – 5 years   [ ]

6 – 10 years   [ ]

10 years +   [ ]

Section "B"

1. **A)** Is the guidance and counselling porgramme in your College effectively run?

   Yes [ ]   No [ ]

   b) If your answer to item "1a"is 'yes' then which of the following service are

   provided?

   [ ] Orientation service – It is a guidance service provided to an individual or group of

   individuals who are just entering a new environment or situation.

   [ ] Information service – giving information on academic, vocational and personal-

   social issues).

   [ ] Appraisal service – Collection, analysis and use of information about student's

   abilities, interests, ambitions, limitations etc

   [ ] Consultation service – It is a voluntary relationship between a professional helper

   and an individual, a group or social unit who need help which the consultant is

   providing to the client(s) in defining and solving his/their problems.

   [ ] Placement service – (making students aware of opportunities that are available

   And relate them to their behaviour for positive change).

   [ ] Follow – up service – (Finding out how individuals are getting on after

   Counselling and placement.

   c) If your answer to tem "1.a." is "No" which of the following might have accounted

   for the ineffectiveness of the College's guidance porgramme?

   i.   Inadequate funds.

   ii. Lack/ inadequate-office and logistics

   iii Negative attitude of students towered the porgramme.

iv   Students ignorance about the activities of the College's guidance and counselling porgramme.

v.   Any other, specify……………………………………………………………..

2) (**a**)   Is the College's guidance and counselling programme prerogative of the

Guidance Coordinator alone?   Yes [ ]   No [ ]

  (**b**)If your answer to item '2a' is 'No' what activities do you perform to support the

  College guidance and counselling programme?

      [ ] giving appraisal information to the counsellor

      [ ] Referring students with major problems to the counsellor

      [ ] Consulting with parents and counsellors on issues concerning students.

      [ ] None of the above activities.

3. a.   Are the tutors given in-service training form time to time to equip them with the

needed skills to play their part in the guidance and counselling porgramme of

College?   Yes [ ]   No [ ]

(b).   If your answer to item "3 a" is 'yes' how often do you receive the in-service

Training?

[ ] Very often

[ ] Often

[ ] Sometimes

[ ] Not at all

4. a. Do students bring issues to you for discussion?   Yes [ ]   No [ ]

(b). If your answer to item "4 a" is 'yes' how often do you receive the in-service

Training?

[ ] Academic

[ ] Personal

[ ] Vocational

[ ] Emotional

[ ] Any other, Specify ……………………………………………………..……..

5. Do the students show they have benefited from your counselling discussions with

them?   Yes [ ]Somewhat [ ]   Never [ ]
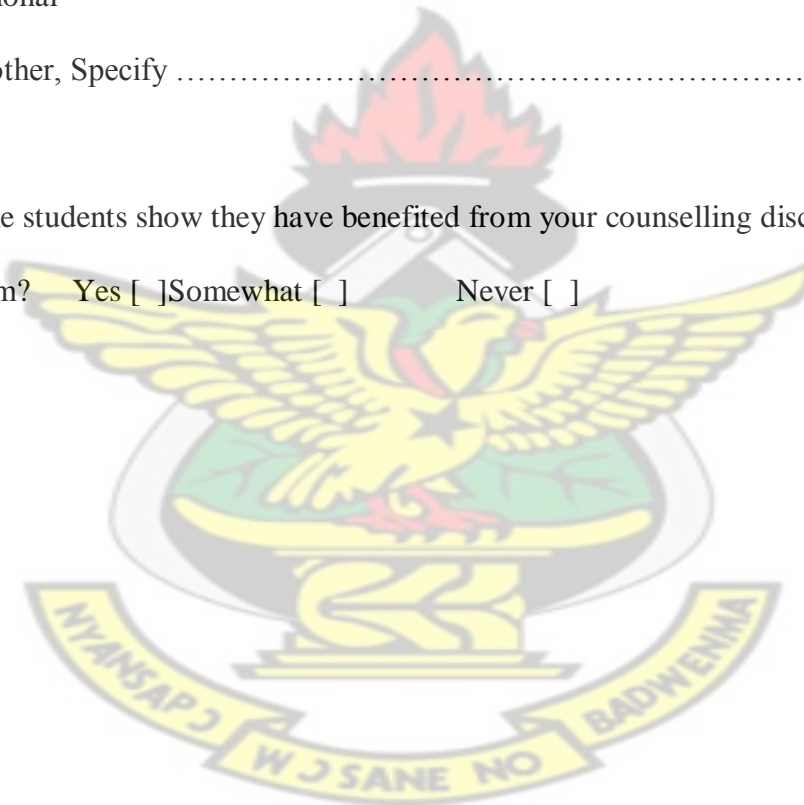
STUDENTS QUESTIONNARE

Questionnaire On The "Assessment of The Effectiveness of Guidance and

Counselling Programme in the College of Education in Brong Ahafo Region – Out

Programme Evaluation

You are requested to answer the items below as honestly and frankly as possible.

Confidentiality is strictly assured. You need not disclose your identity. I hope you will

cooperate, Thank you.

Please tick [✓] where appropriate and supply information where and when necessary.

Section "A"

Personal Data

Male   [   ]   Female [   ]

[   ] First year student

[   ] Second year student

[   ] Third year student

Section "B"

1. a) Are you aware that there is in existence of guidance and counselling programme in

your College?   Yes [   ]   No [   ]

b. If your answer to item "1a" is 'yes', which of the following guidance services

are being rendered in the College?

[   ] Information service (Giving information to students on academic, occupational and personal-social issues)

[   ] Appraisal service (Collection, analysis and use of information about students' abilities, interest, ambition, limitations etc.).

[   ] Counselling service (A process of helping the student to explore his or her Personal problems and relate them to his behaviour for positive change)

[   ] Consultation service (voluntary relationship between a professional helper and individual, group or social unit in which the consultant is providing help to the client(s) in defining and solving their problems).

[   ] Placement service (Making students aware of helping them to make use of opportunities that are available in and outside College).

[   ] Orientation service (Helping students adjust to a new environment or situation).

[   ] Follow–up–service (Finding out how individuals or group are getting on after Counselling and placement).

[   ] None of the above.

2. a) Is there a 'peer counselling' group in the College which the guidance and
    counselling officer is responsible?   Yes [   ]   No [   ]
    b) If your answer to item '2a' is 'yeas' mention some of the activities performed by
    the peer counsellors.
    i. …………………………………………………………..…………………………
    ii.…………………………………………………………………..…………………
    iii.………………………………………………………………..…………………

3. How often do you meet your counsellor to discuss your problems?

[   ] Very often

[   ] Often

[   ] Sometimes

[   ] Not at all

4. Which of the following problems make you see your Counsellor for discussion?

Academic   [   ]

Personal   [   ]

Occupational   [   ]

Any other issue(s) specify …………………………………………………..………………

…………………………………………………………………………..…………….…

5. Do you have a special office in your College where you meet your counsellor to

discuss your problems?   Yes [   ]   No [   ]

b. If your answer to item "5 a" is 'No' where do your meet your counsellor to discuss

your problems?

[   ] classroom

[   ] staff common room

[   ] under trees

[   ] at the counsellor's house

6. Which of the following, would you suggest to the College cousnellor/College authorities to put in place to enhance effective implementation of the College's Guidance and Counselling Programme?

[   ] Sufficient awareness creation on the part of the students.

[   ] Provision of office accommodation and materials needed.

[   ] drawing a timetable for students to be aware of when to meet the counsellor.

[   ] Any other suggestion, specify…………………………………..…………………………..

…………………………………………………………………….…………………………

7. How do you rate the guidance and counselling services programme of the College?

    [   ] Very effective

    [   ] Effective

    [   ] Somehow effective

    [   ] Not effective.
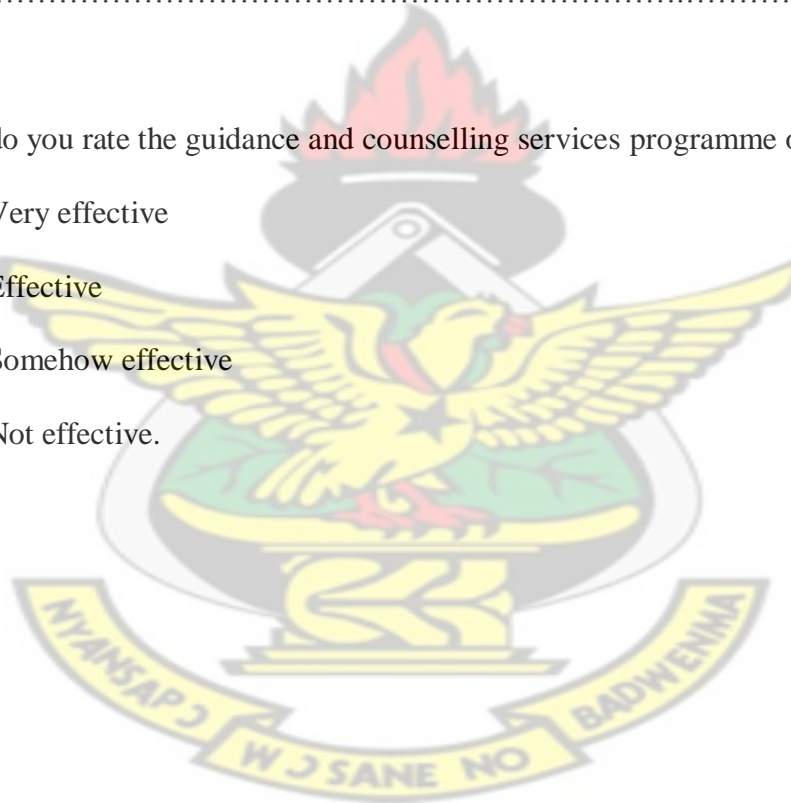
APPENDIX E

Ghana Education Service (Teacher Division) Manual for Teacher Trainees on School Attachment

A new policy for teacher preparation by the Teacher Colleges has been approved by the Ministry of Education. Under the new policy, the initial teacher training programme will continue to be of a 3-year duration. The first two years of the programme will be spent on campus and students will be taught using the conventional face-to-face instructional approach. During the first and second terms of the third or final year, the teacher trainees will be posted to basic schools where they will combine their studies with practice teaching. The studies to be carried out by teacher trainees will be based on distance learning methodology.

As indicated above, the two terms Long Attachment of teacher trainees to schools constitute an important part of basic teacher preparation. This is an innovation which has been 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. Through work-study in schools, lasting two terms, teacher trainees will learn to teach by teaching and thus become competent and efficient basic school teachers. This being so, Teacher Trainees need a lot of guidance so that they can stay successfully in the communities and schools to which they will be assigned and teach as well as study without experiencing difficulties.

Recommended Punishment for Offences

OFFENCE	ACTION		
Failure to prepare expanded schemed of work and lesson plans	1st Offence Repeated Occurrence	- -	Warning by Lead Mentor Report to College Authority for further action
Failure to set adequate exercises and mark them	1st Offence Repeated Occurrence	- -	Warning by Lead Mentor Report to College Authority for further action
Engaging in private business or trade during school hours.	1st Offence Repeated Occurrence	- -	Warning by Lead Mentor Report to College Authority for further action
Using pupils for private labour	1st Offence Repeated Occurrence	- -	Warning by Lead Mentor Report to College Authority for further action
Collection of unauthorized monies from pupils or their parents.	1st Offence Repeated Occurrence	- -	Warning by Lead Mentor Report to College Authority for further action
Failure to take part in co-curricular activities.	1st Offence Repeated Occurrence	- -	Warning by Lead Mentor Report to College Authority for further action
Release of official correspondence/information to unauthorized persons	1st Offence Repeated Occurrence	- -	Warning by Lead Mentor Report to College Authority for further action

Writing anonymous letters	1st Offence	-	Warning by Lead Mentor
	Repeated Occurrence	-	Report to College Authority for further action
Inciting pupils to go on strike	Report to College Authority for further action		
Drinking alcohol or smoking at school	1st Step From	-	Trainee to be suspended attending classes (5 days)
	2nd Step	-	Report to the College administration for the necessary action.
Receiving bribes or requesting gifts from pupils	Report to College Authority for further action		
Engaging in examination malpractices and offences	1st Step From	-	Remove trainee from the examination room.
	2nd Step	-	Report to College Authority for further action
Engaging in Sexual Offences	Report to College Authority for further action		
Fighting with colleagues teacher, or community members.	Report to College Authority for further action		
Inviting pupils of the opposite sex to your houses.	1st Offence	-	Warning by Lead Mentor
	2nd Offence	-	Report to College Authority for

			further action
Engaging in criticisms of school heads and teachers.	Report to College Authority for further action		
Attending classes in unapproved uniform.	Report to College Authority for further action		
Dressing shabbily or wearing bathroom sandals.	1st Offence Recurring Offences	- -	Warning by Lead Mentor Report to College Authority for further action
Absence from school for a period of more than 2 weeks without permission.	Report to College Authority for further action		
Failure to attend study circle	1st Offence 2nd Offence	- -	Warning by Lead Mentor Report to College Authority for further action
Failure to submit assignments	1st Offence Subsequence	- -	Warning by Lead Mentor Report to College Authority for further action
Failure to pay utility bills	1st Offence 2nd Offence	- -	Warning by Lead Mentor Report to College Authority offences for further action
Failure to keep residence clean/tidy	1st Offence 2nd Offence	- -	Warning by Lead Mentor Report to College Authority for further action

1. All warnings given by Lead Mentors shall be in written form. Such warnings shall be kept on your files.

2. Your Principals shall investigate all cases of indiscipline and misconduct that are reported to them by Lead Mentors. If you are found guilty of the offence, your Principal shall apply sanctions that are commensurate with the offence committed taking into account the provisions of the Ghana Education Service code of Conduct for teachers in training and the Colleges' rules and regulations.

For the avoidance of doubt, the Ghana Education Service Code of Conduct for teachers in training is reproduced below.

Ghana Education Service

Code of Discipline for Teacher Trainees 1998 Preface

1. This code of discipline presupposes that every Teacher Training College in the country has a code of conduct spelt out in detail and indicating the sort of conduct expected of every student in the College.

2. It is the above-mentioned code of conduct that this code of discipline sets out to support and enforce.

3. The code of discipline is based on the principles that punishment is to reform. However, the punishment should be severe enough to act as deterrent to others.

4. The purpose of this code is not to prescribe punishment for every offence committed but to provide a guide on the disciplinary measures that may deter students from committing offences and compel them to exercise self-control and self-disciplinary in their day-to-day

activities. It may also serve as a guide to limits of sanctions, bearing in mind the humane approach authorities are expected to adopt in all matters relating to discipline in Teacher Training Colleges.

5. The setting up of Committees with student representation on them to deal with all aspects of school life is highly recommended. It is hoped that PTAs SRCs and School Committees such as Food/Dinning Hall/Canteen/Transport/Entertainment/Sports and Disciplinary Committees will help to maintain the desired discipline in the Teacher Training Colleges.

6. Above all, the co-operation of members of staff is much desired and all efforts must be made to cultivate mutual trust between the Principal, Staff and Students. It is expected that the experience, tact and firmness of the Principal will be brought to bear on all decisions.

7. Principals must ensure that all cases of indiscipline are thoroughly investigated by their Disciplinary Committees. In all these investigations students must be given a hearing.

8. Cases which in the opinion of the College authorities merit dismissal should be referred immediately to the Board of Governors. In the absence of a Board of Governors, the case should be referred to the District Director of Education. Decisions by the Board of Governors on dismissals are to be reported to the Director-General through the Director, Teacher Education Division for approval.

9. Under normal circumstance suspension should not exceed one month. A student on suspension will forfeit allowance for the period of suspension.

10. Principals should adhere to procedures regarding suspensions and dismissals, appeals lie with the Director, Teacher Education Division in the first instance.

You can see the Ghana Education service Code of Discipline for Teacher Trainees and the recommended punishment in the table that follows.

Recommended Punishment for Offences

NO	OFFENCE	ACTION		
1.	Cheating in internal examinations	Cancel paper and for the 1st Offence	-	Written warning and 2 weeks external suspension
		2nd Offence	-	Dismissal
2.	Drunkenness/Smoking	1st Offence	-	2 weeks external suspension and counselling
		2nd Offence	-	Dismissal
3.	Incitement to rioting/rioting	External suspension for 2 weeks for those pressurized into rioting. Dismissal for ring-leaders. (All Students should be made to pay for cost of damage).		
4.	Sexual misconduct	Dismissal		
5.	Anonymous letter/documents/posters	1st Offence	-	Written warning
		2nd Offence	-	2 weeks external suspension
		3rd Offence	-	Dismissal
6.	Deliberate distortion of facts/character assassination	1st Offence	-	Written warning
		2nd Offence	-	Dismissal
7.	Flouting the authority of the Principal	1st Offence	-	4 weeks external suspension
		2nd Offence	-	Dismissal
8.	Flouting the authority of staff	1st Offence	-	Written warning
		2nd Offence	-	2 weeks external suspension
9.	Flouting the authority of	1st Offence	-	Verbal warning

	Prefects and seniors	2nd Offence	-	2 weeks internal suspension
		3rd Offence		2 weeks external suspension
10.	Assault on members of staff and their dependants	Dismissal		
11.	Wee possession	Refer to Law enforcement Agency/Policy on Drugs		
12.	Wee smoking and drug abuse	Refer to Psychiatric Hospital		
13.	Termination of Pregnancy/abortion	Withdrawal		
14.	Breaking bonds/truancy/refusal to attend official functions	1st Offence	-	Written warning
		2nd Offence	-	2 weeks internal suspension
		3rd Offence		4 weeks external suspension
15.	Traveling outside defined town limits without permission	1st Offence	-	Right of exeat withdrawn
		2nd Offence	-	4 weeks external suspension
16.	Leaving College under false pretence	1st Offence	-	2 weeks internal suspension
		2nd Offence	-	2 weeks external suspension
17.	Fighting	1st Offence	-	2 weeks internal suspension
		2nd Offence	-	2 weeks external suspension
18.	Petty Theft	1st Offence	-	Written warning with counselling (student is made to pay for stolen items and made to write and undertaking to be of good

		2nd Offence	-	behaviour) 2 weeks external suspension (again with restitution)
19.	Stealing	1st Offence	-	2 weeks external suspension
		2nd Offence	-	4 weeks suspension
		3rd Offence	-	Withdrawal (with restitution in all cases)
20.	Failure to submit assignments or write examination without justifiable cause.	1st Offence	-	2 weeks external suspension (in addition be made to submit assignments)
		2nd Offence	-	Withdrawal
21.	Refusal to do Teaching Practice	Withdrawal		
22.	Refusal to purchase prescribed books and learning materials.	1st Offence	-	Written warning
		2nd Offence	-	2 weeks external suspension
		3rd Offence	-	Withdrawal

Special Provisions

1. Pregnancy

A female student who becomes pregnant will be made to withdraw for a minimum period of one year. She must apply for re-admission.

2. Repetition

i. A student who misses a whole term's work shall be made to repeat his/her class. If absence is proved to be willful, the student shall pay a year's fees to be determined by the Board of Governors. If absence is due to illness, a medical certificate from a recognized hospital shall be produced before reinstatement such students shall continue to enjoy student allowances from the date of readmission.

ii. Repetition shall be allowed once only.

3. Withholding Of Certificate

When an offence occurs towards the end of a student's course, so that the normal provisions of the Code of discipline cannot be applied for his punishment, a recommendation may be made for the award of a teacher's certificate to the offender to be delayed for one year. Principals will have to remind the Teacher Education Directorate to arrange the reinstatement of the culprit.

Self-Appraisal Report Form

(Lesson Presentation Checklist)

COMPETENCY	CATEGORIES	COMMENTS	STRATEGIES FOR IMPROVEMENT
Lesson Introduction	[ ] Exceptional [ ] Very High [ ] High [ ] Average [ ] Below Average		
Use of Appropriate teaching methods to deliver lesson.	[ ] Exceptional [ ] Very High [ ] High [ ] Average [ ] Below Average		
Logical systematic and sequential presentation of materials	[ ] Exceptional [ ] Very High [ ] High [ ] Average [ ] Below Average		
Use of TLM at Appropriate Time	[ ] Exceptional [ ] Very High [ ] High [ ] Average		

	[ ] Below Average		
Conclusion and Feedback	[ ] Exceptional [ ] Very High [ ] High [ ] Average [ ] Below Average		
Class control and Organisation	[ ] Exceptional [ ] Very High [ ] High [ ] Average [ ] Below Average		
Assessment of Pupils' Learning	[ ] Exceptional [ ] Very High [ ] High [ ] Average [ ] Below Average		

Objectives

Were you able to achieve your objectives? If 'Yes' to what extent, I 'No' why?

Appraisal Report Form

(For Mentors' And Link Tutors' Use)

COMPETENCIES	CATEGORIES	RATING					COMMENTS ON COMPETENCIES	STRATEGIES FOR IMPROVEMENT
		E	VH	H	A	BA		
1. ADVANCE PREPARATION TOWARDS LESSON DELIVERY A. Scheme of Work/Weekly Forecast curriculum Materials	E: Refers to syllabus, teachers' manual, textbooks and other sources. VH: Refers to syllabus, teachers' manual, H: textbooks A: Refers to syllabus and teachers' manual BA: Refers to syllabus Refers to syllabus							
TLMs	E: Adequate provision for relevant Teaching/Learning materials and other							

	advance preparation made.								
	VH: Adequate provision for relevant Teaching/Learning materials and other advance preparation made.								
	H: Some provision made for relevant TLMs as well as some advance preparation.								
	A: Inadequate provision made for TLMs								
	BA: No provision made for Teaching Learning Materials.								
B. Lesson Plan RPK	E: Clearly stated, and relevant to the topic.								
	VH: Relevant to the topic and fairly well stated.								
	H: Relevant to the topic and fairly well stated.								
	A: Neither relevant nor clearly stated.								
	BA: Not stated at all.								
Objectives	E: Very clearly stated, measurable and								
	VH: achievable								

	H:	Very clearly stated and achievable.							
	A:	Clearly stated, measurable but not achievable							
	BA:	Clearly stated but not measurable.							
		Clearly stated but neither measurable nor achievable.							
Introduction	E:	Arouses interest of learners and provides base for new learning.							
	VH:	Provides base for new learning but does not arouse pupils' interest.							
	H:	Arouses pupils' interest but provides very little base for new learning.							
	A:	Arouses pupils' interest but does not provides base for new learning.							
	BA:	Neither arouses interest nor provides base for new learning.							

Appraisal Report Form

(For Mentors' And Link Tutors' Use)

COMPETENCIES	CATEGORIES	RATING					COMMENTS ON COMPETENCIES	STRATEGIES FOR IMPROVEMENT
		E	VH	H	A	BA		
Arrangement of TLMs & Teaching activities	E: Logically organizes all TLMs into teaching activities. VH: Some TLMs are logically organized into teaching activities H: TLMs organsied into teaching activities A: Inadequate TLMs organized into teaching activities. BA: Poor organization of TLMs into teaching activities.							
Teaching-Learner activities	E: Very well organsied adequate and systematic teacher learner activities. VH: Very well organized adequate teacher/learner							

		activities							
	H:	Well organsied adequate teacher/learner activities.							
	A:	Fairly well organized adequate teacher/learner activities							
	BA:	Poorly organized teacher/learner activities							
Core Points	E:	Very well and systematically stated and clarifies main ideas/skill/concepts/knowledge attitudes							
	VH:	Very well and clarifies main ideas/skill concepts/knowledge/attitudes							
	H:	Well-stated and clarifies some of the main ideas/skill concepts/knowledge/attitudes							
	A:	Fairly well stated and clarifies some of the main ideas/skill concepts/knowledge/attitudes							
	BA:	Poorly stated and hardly clarifies main ideas							

		concepts/ attitudes								
Evaluation Exercises	E:	Provision for adequate and relevant evaluation exercises.								
	VH:	Provision for relevant evaluation exercises								
	H:	Some provision made for evaluation exercises								
	A:	Inadequate evaluation exercises								
	BA:	Inappropriate and inadequate evaluation exercises.								
2. PRESENTING THE LESSON A. Lesson introduction	E: VH: H:	Effective and relevant introductory knowledge/skills/attitudes which can be linked with PK to provide base for new lesson. Relevant introductory knowledge/skills/attitudes which can be linked with PK to provide base for new lesson.								

		Some introductory knowledge/skills/attitudes					
	A:	which can be linked with PK to provide base for new lesson.					
		Ineffective introductory,					
	BA:	knowledge/skills/attitudes which can be linked with PK to provide base for new lesson.					
		Poor and irrelevant introductory activity.					

Appraisal Report Form

(For Mentors' And Link Tutors' Use)

COMPETENCIES	CATEGORIES	RATING					COMMENTS ON COMPETENCIES	STRATEGIES FOR IMPROVEMENT
		E	VH	H	A	BA		
B. Developing the Lesson Use of teaching methods and techniques	E: Very effective and varying combination of TLMs and methods with learner centred activity(ies) VH: Varying combination of TLMs and methods with learner centred activity(ies). H: Varying combination of fewer TLMs and methods with learner centred activity(ies). A: Combination of fewer TLMs and but activities insufficient to engage most pupils. BA: Over use of lecture method with very little pupil involvement.							
Lesson sequence	E: Logically and systematically presents							

		activities in combination with TLMs to establish concepts ideas, skills, attitudes.						
	VH:	Logically presents activities in combination with TLMs to establish concepts ideas, skills, attitudes.						
	H:	Presents activities in combination with TLMs to establish concepts ideas, skills, attitudes.						
	A:	Sometimes presents activities in combination with TLMs to establish concepts ideas, skills, attitudes.						
	BA:	Poorly presents activities in combination with TLMs to establish concepts ideas, skills, attitudes.						
Conclusion feedback	E:	Uses varying feedback techniques to emphasise the main Teaching/Learning points and provide opportunity for correction.						

	VH:	Uses feedback techniques to emphasise the main Teaching/Learning points and provide opportunity for correction.							
	H:	Provides summary and highlights main Teaching/Learning points only.							
	A:	Provides inadequate summary and highlights main Teaching/Learning points only.							
	BA:	Poor handling of learner questions and no opportunity for correction.							
3. Relationship Class control and organization	E:	Very good relationship with pupils which leads to good learner behaviour and							
	VH:	discipline.							
		Good relationship with pupils which leads to							
	H:	good learner behaviour and discipline.							
		Fairly good relationship with pupils which							
	A:	leads to good learner behaviour and							

		discipline.						
	BA:	Relates well with pupils but not promote good behaviour and discipline. Relates poorly with learners and does not promote good learner behaviour and discipline.						

Appraisal Report Form

(For Mentors' And Link Tutors' Use)

COMPETENCIES	CATEGORIES	RATING					COMMENTS ON COMPETENCIES	STRATEGIES FOR IMPROVEMENT
		E	VH	H	A	BA		
3 ASSESSING PUPIL PERFORMANC E A. Assignment and class exercises.	E: Regularly provides adequate and very clear class exercises, homework, project work etc in assessing pupils' performance. VH: Regularly provides adequate class exercises, homework, project work etc in assessing pupils' performance. H: Sometimes provides adequate class exercises, homework, project work etc in assessing pupils' performance. A: Seldom provides adequate class exercises, homework, project work etc in assessing pupils' performance.							

143

	BA:	Provides adequate class exercises, homework, project work etc in assessing pupils' performance.							
B. Marking Exercises	E:	Regularly provides and neatly marks exercises, provides feedback and encourage							
	VH:	pupils to do corrections. Regularly and provides marks exercises, provides feedback and encourage pupils to do							
	H:	corrections. Sometimes marks exercises, provides							
	A:	feedback and encourage pupils to do corrections.							
	BA:	Seldom marks exercises, provides feedback and encourage pupils to do corrections. Seldom marks exercises, but does not provides feedback							

Mentees's Daily Diary

DAY/DATE	TIME	ACTIVITY	REMARKS
Friday, 7/9/2002	8.00am. - 2.00pm.	At School	Taught 3 Lessons
	2.00pm – 4.00pm	Lunch And Rest At Home	
	4.00pm – 6.00pm.	Attended Study Circle Meeting	Studied Gh. Lang. And Env. Studies
	6.00pm. – 7.30pm.	Prepared And Ate Supper	
	7.30pm – 9.30pm	Private Study Of DLM	Mathematics And English
	9.300pm.	Went To Bed	

Your diary will be read by your link tutors and others who visit/supervise your work.

Completion of Course and Certification

Introduction

At the end of the attachment period you will have to go into residence in your College for a period of one term in April. This will be a period of consolidation at the College during which you will be taken through a specified programme as the final requirement of the general regulations governing your training and eventual certification.

Post Attachment Activities

Review of Experiences, Achievements and Lapses during the Year-Long Attachment

You will be holding group/class discussions highlighting important learning experiences of your practical training during the attachment period in the following areas:

    a) Classroom teaching

    b) Co-curricular activities

    c) Community activities

    d) Social activities

    e) Other problems/challenges

Seminars on Selected Critical Issues in Education

You will also participate in seminars on selected critical/topical issues in education, such as:

a) School Health Education

b) Girl-Child Education

c) Poverty Alleviation

d) Prevention HIV/AIDS

e) Vocationalisation of Education (School and the world of work)

f) Community Participation in Educational Provision/Development

g) Conditions and Scheme of Service for Teachers

h) Membership of Teachers' Organisations

i) Other contemporary issues in Ghanaian Education

Oral Examination on Project Work

You will be assessed orally on your project work by your College Project Panel. You will be required to:

a) Give a gist or a brief oral account of your project work

b) Say why you chose to work on that particular project.

c) Explain the methods you used to collect data.

d) Say how you analysed your data.

e) Talk about the major findings of the project and recommendations you have made.

f) Speak on the project's value for classroom practice.

Final Examinations

You will take a final professional examination by the end of this period. There will be 2 papers of 3 hours duration each.

PAPER 1: Will cover Education Studies in the context of School Experience emphasizing the relevance of the content of education studies to the work of a teacher. Questions in this paper will be based on case studies.

PAPER 2: Will cover a general test of proficiency in teaching. Questions will cover experience and insights from teaching during the Attachment period. The emphasis will be on teaching skills, classroom observation, classroom organization, school administration, etc.

The questions will be structured to allow you to draw on your experiences during the attachment period and the Distance learning Materials studied as well as their related assignments.

Regulations Governing Successful Completion of the Teacher Training Programme and Eventual Certification

The successful completion of your teacher training programme and eventual certification depends largely on your success in the practical teaching (Practicum), project work, distance learning material, assignments and Final Examinations.

Practicum

Throughout the attachment period your teaching performance assessment report will be evaluated in your College by a panel to determine whether or not you have performed generally well to be deemed competent for consideration for the award of a professional teacher's certificate. This panel shall have the responsibility of arranging to supervise your work as a team at any given time during the period.

Project Work

You will be assessed on your action oriented project work. The project work shall have the status of a subject and shall be assessed by a tutor and a project work assessment panel. The areas of assessment will include:

a) Project Design, Objective and conclusions

b) Originality

c) Quality of final Project Report

d) Stages of Project Development (Supervision Research)

e) Relevance to Teaching/Learning

f) Oral Assessment

Distance Learning Materials

During the attachment period you will study all your DLMs and do all the related assignments which form part of the assessment for your final certification.

Final Examinations

At the end of the attachment period and the one term evaluation and revision session, you will take a final professional examination; details of which you will find in 3, 2, 4.

St. Joseph's College of Education – Bechem

Teaching Practice Unit Teaching Practice Assessment Form A

NAME OF STUDENT:………………………………………..LEVEL:……..………….

REGISTRATION NO:………………………………….........PROGRAMME:…….………….

SCHOOL OF PRACTICE:………………………………FORM/CLASS:…….……………

SUBJECT:……………………………………………DATE:……...………..TIME:…………………

LESSON TOPIC:………………………………………………………………………………………

DIRECTION: Indicate by means of a circle the degree to which the student-teacher measures up to the area described below.										
AREA OF DEVELOPMENT	0 ABSENT 0.5 – 1 WEAK 1.5 – 2 BELOW MINIMUM 2.5 – 3 MINIMUM 3.5 – 4 GOOD 4.5 – 5 OUTSTANDING									
A. LESSON PLAN										
Objectives (Clear, measurable, appropriate)	0	0. 5	1	1. 5	2	2. 5	3	3. 5	4	4. 5	5
Logical presentation of lesson.	0	0. 5	1	1. 5	2	2. 5	3	3. 5	4	4. 5	5
Subject knowledge (demonstration in lesson plan)	0	0. 5	1	1. 5	2	2. 5	3	3. 5	4	4. 5	5

B. INTRODUCTION:											
Interesting and captivating	0	0. 5	1	1. 5	2	2. 5	3	3. 5	4	4. 5	5
Linked to appropriate previous knowledge	0	0. 5	1	1. 5	2	2. 5	3	3. 5	4	4. 5	5
C. MASTERY OF SUBJECT MATTER											
(Demonstrated through Teaching)	0	0. 5	1	1. 5	2	2. 5	3	3. 5	4	4. 5	5
Relevant subject matter	0	0. 5	1	1. 5	2	2. 5	3	3. 5	4	4. 5	5
Accurate information											
D. SUBJECT DELIVERY (In relation to teaching and Learning)	0	0. 5	1	1. 5	2	2. 5	3	3. 5	4	4. 5	5
Appropriate teaching methods and	0	0. 5	1	1. 5	2	2. 5	3	3. 5	4	4. 5	5
strategies	0	0. 5	1	1. 5	2	2. 5	3	3. 5	4	4. 5	5
Clear logical steps in lesson delivery.											
Good pacing/timing											
E. TEACHING/LEARNING RESOURCES (TLR)											
Use of adequate and appropriate TLR, (Competent)	0	0. 5	1	1. 5	2	2. 5	3	3. 5	4	4. 5	5
Use of TLR, including chalkboard)											
F. CLASSROOM MANG. & ORGANISATION											
Individual, group and whole class	0	0. 5	1	1. 5	2	2. 5	3	3. 5	4	4. 5	5

management Class Control	0	0. 5	1	1. 5	2	2. 5	3	3. 5	4	4. 5	5
G. STUDENT PARTICIPATION										
Involving students in lesson verbally	0	0. 5	1	1. 5	2	2. 5	3	3. 5	4	4. 5	5
and non-verbally.	0	0. 5	1	1. 5	2	2. 5	3	3. 5	4	4. 5	5
Competent handing of students'										
questions/contributions										
H. COMMUNICATION										
Correct use of language	0	0. 5	1	1. 5	2	2. 5	3	3. 5	4	4. 5	5
Clear and audible voice	0	0. 5	1	1. 5	2	2. 5	3	3. 5	4	4. 5	5
I. CLOSURE										
Tidy, interesting, linked to objective(s)	0	0. 5	1	1. 5	2	2. 5	3	3. 5	4	4. 5	5
J. LESSON EVALUATION										
Lesson objective(s) achieved	0	0. 5	1	1. 5	2	2. 5	3	3. 5	4	4. 5	5
K. APPEARANCE										
No. destructive mannerism	0	0. 5	1	1. 5	2	2. 5	3	3. 5	4	4. 5	5

St. Joseph's College of Education – Bechem

Teaching Practice Unit Teaching Practice Assessment Form 'B' to be given to the Student

NAME OF STUDENT………………….…..……INDEX NUMBER………………………….

SCHOOL OF PRACTICE…………………….…..FORM/CLASS……………………………..

SUBJECT……………………………..………..DATE…………………TIME……………….

LESSON TOPIC………………………………………………………………………………….

COMMENTS

a) GOOD POINTS

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

b) AREAS THAT NEED IMPROVEMENT

……………………………………………………………………………………………………

……………………………………………………………………………………………………

c) SUGGESTIONS FOR IMPROVEMENT

……………………………………………………………………………………………………

……………………………………………………………………………………………………

NAME OF SUPERVISOR………………………………. SIGNATURE………………………..
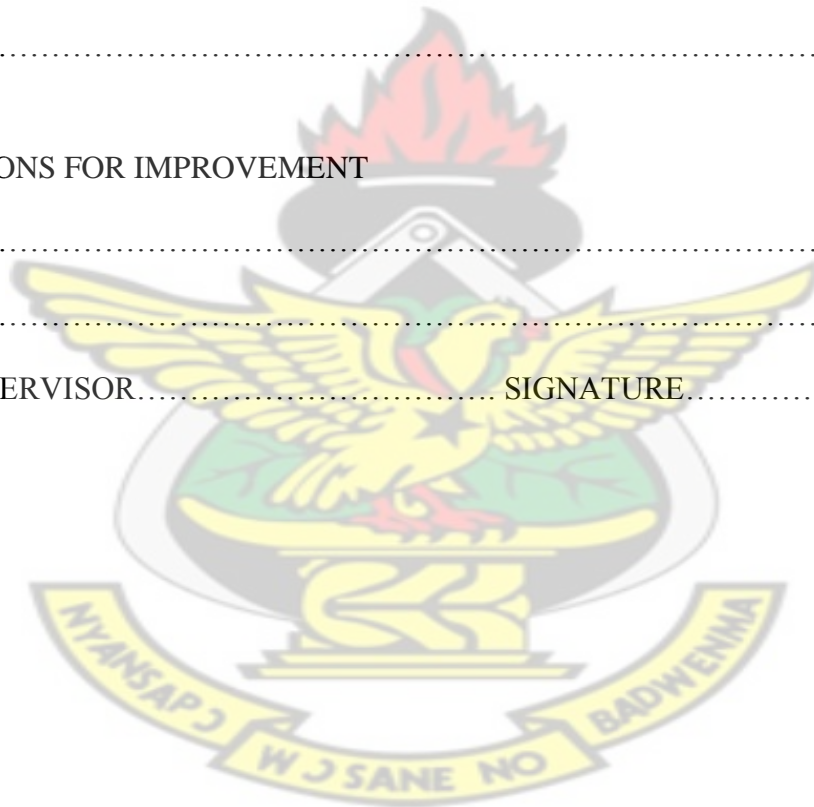
St. Joseph's College of Education – Bechem

Monitoring Team's Report

15th – 17th June, 2011

KNUST

Monitoring Members

1.	Adjei Matthew	Chairman
2.	Oppong-Agyei Bright	Member
3.	Owusu Amanfo Samuel	Secretary
4.	Owusu Amoako Justice	Member
5.	Kwame Frimpong	Member
6.	Eugene Kontor	Member
7.	Daayang Anthony	Dep. Teaching Practice Co-Ordinator
8.	Buadi Moses	Teaching Practice Co-Ordinator

Preamble

The team was tasked to undertake monitoring of the out-segment of the teaching practice component of the teaching practice component of the Diploma in Basic Education for teacher trainees, and to re-commend what is best practices for the programme.

Itinerary

DAY ONE: Mabang, Tepa and St. Joseph's Demonstration School

DAY TWO: Nsuta, Abesewa, Dwomo and Techimantia

DAY THREE: Duayaw Nkwanta, Susuanho and Koforidua

Observations

The team found out some of these lapses in the system:

1) Notes preparation by mentees was sometimes not detailed or appropriate enough.

2) Truancy was rife among mentees and when the team probed into the issue, many mentees explained they relied on verbal or phone calls to ask permission when they stayed away from school.

3) Lateness to school was common and in one instance, especially at Tepa R/C Primary, the mentees register couldn't be traced to verify from the records.

4) TLMs were not prepared or not used by mentees.

5) Dressing code was not adhered to, especially mentees were interested in using T-shirts.

6) Report from Headmasters indicated mentees absenting themselves with the excuse of going to see their project work supervisors.

7) Headmasters were frank with their observation reports (verbal) to the team.

8) Many mentees overstayed in their homes during re-opening of their practicing schools and therefore their notes preparation did not cater such periods. There were instances of long lapses of time/weeks when mentees did not prepare notes and when asked for explanation they said during such period, the regular teachers were on strike. They were made to know that if regular teachers go on strike mentees should still keep their notes up-to-date.

9) Class work and exercises. It was realized that there was low output concerning class exercises and lapses in marking of exercises.

10) Accommodation. Many mentees preferred staying alone in their rented accommodation and this did not promote team work and collaboration. This situation also engineered promiscuity among mentees.

Recommendations

The team found out that the exercise was a laudable one but it looked like a practice which put the cart before the horse. Many of the lessons that mentees should have put in place was too late and therefore not at any use at the point in time they were discovered. The team therefore suggest the following:

11) The exercise should be carried out at least two times or at most three times per any practice year, especially at the end of each term. The first term would come out with practices to help mentees to cope with subsequent problems during the rest of their practice. The third/second exercise can serve as a review.

12) The College should be involved in accommodation search and allocation for mentees, and that mentees should learn to live in teams/groups to ensure being each others' keeper.

13) Mentees should be advised to strictly adhere to the College dressing code for practice out in the field.

14) Irregular students should be identified and sanctioned earlier to make the system more practical and relevant to their training. Recalcitrant irregular trainees can be put in the College accommodation to go to school everyday from campus.

15) The following mentees should assist their headmistress to search for the missing register book. They are:

   a. Vera Oppong

   b. Sasu Phillip

   c. Abigail F. Arthur

   d. Sophia Konadu

16) A student posted to the Duayaw Nkwanta Methodist Primary has been recommended to face sanctions for being consistently absent from duty and for not completing his out-segment practice successfully. He should be made to repeat the teaching practice. In other words, he is referred in teaching practice. His July and August 2011, allowances should be returned to Government chest.

17) The following students were also recommended for panel supervision to defend their status.

a. Francis Okyei Opoku of Duayaw Nkwanta R/C Primary.

b. Afockwa Kingsley of R/C JHS, Nsuta

c. Owusu Alex of R/C Primary, Brosankro

d. Boahemaa Patience, of Dwomo Methodist JHS

e. Appiah Mensah Meshek of D/A JHS 'B', Tepa

f. Ntim Gyansah Evans of Methodist Primary, Techimantia

g. Adu Gyamfi John of Abesewa R/C Primary

h. Takyi of Buorkrukruwa D/A

Conclusion

The team suggests the implementation of effective orientation before mentees are put out for practice.

Headmasters of mentees' practicing schools should be given orientation to equip them with the College's expectations from them, especially in terms of instilling discipline among mentees. Finally, the team suggests that a timetable should be drawn for students to do some amount of practical OCTP at the College's demonstration school on campus.

COMPILED BY:

………………………   …………………………………..

MATTHEW ADJEI   **SAMUEL OWUSU AMANFO**

CHAIRMAN   **SECRETARY**

St. Joseph's College of Education – Bechem

2010/2011 Report on Panel Teaching Practice Supervision

21st June – 1st July 2011

The 2010/2011 Panel Supervision was carried out from the 21st June to 1st July 2011. In all twenty three (23) regular (2010/2011) and two (2) irregular (2009/2010) students were supervised.

Composition of Panel Members

Eight (8) panel members formed by the Teaching Practice Committee took part in the 2010/2011 Panel Teaching Practice Supervision.

The names and compositions are as follows:

S/NO	NAME OF TUTOR	DEPARTMENT	POSITION
1.	Joseph Enchill	Science	Chairman
2.	James Adefrah W.	Education	Secretary
3.	Elizabeth Oti-Akenten	Languages	Member
4.	Philip Ofosu	Social Science	Member
5.	Anthony Daayeng	Maths/ICT	Member
6.	Samuel Amanfo	Vocational/Technical	Member
7.	E. Owusu Kwakye	Science	Dep. Teaching Practice Co-Ordinator
8.	Moses Buadi	Education	Teaching Practice Co-Ordinator

Daily Report

The panel visited St. Joseph's Practice school on the first. All students targeted for supervision were supervised.

The second day, 22nd June, 2011, the Panel visited Dwomo R/C Primary and Dwomo Methodist Primary both in Dwomo town. The Panel continued to Holy Trinity Primary and Samuel Oto JHS both at Techimentia. When the Panel visited the schools, all students/mentees were busily teaching and students whose names were on panel supervision list were duly supervised.

On Thursday, the 23rd June 2011, the panel visit Tepa SDA JHS, Tepa R/C JHS, New Brosankro Community JHS and Tepa Methodist Primary.

The rest of the days were used for the schools listed below:

- R/C Primary 'B' Duayaw Nkwanta

- Nsuta R/C Primary

- Koforidua D/A JHS

- Boukrokruwa R/C JHS

- Abesewa R/C Primary

- Koforidua D/A Primary

Teaching and Learning Materials

The panel was much concerned about the effective use of appropriate teaching and learning materials like pictures, charts, and chalkboard illustrations. The monitoring team advised students to use teaching and learning materials a week before the panel supervision. A good number of students taught with relevant teaching and learning materials while a few did not. Students who will go on the out programme next academic year (2011/2012) should be advised to prepare teaching and learning materials to make lesson more effective and interesting.

Teacher and Learner Activities

The panel observed that students used systematic steps in lesson delivery. There was adequate learner involvement in all lessons. Students kept to time and pace of delivery. The panel was impressed with classroom management, control and organization. A few students however had problems with questioning techniques. Students should be taught the use of good questioning skills.

Mastery of Subject Matter

Mastery of subject matter is an important factor for a successful lesson delivery. The panel found out that most students supervised had in-depth and adequate knowledge of the subjects and topics they taught. They proved equal to the task.

Appropriateness Use of Languages

Students/mentees were able to express themselves during instruction in both English Language and the Local Language Akan/Twi. This covered for both the lower primary level and the upper

primary/JHS levels. Students understood the concepts of local language (L1) as a medium of instruction at the lower primary level and subject of instruction at the JHS and upper primary level. Nevertheless, there is room for improvement.

Core Points

Students wrote the salient points in the appropriate column. There is a considerable improvement in the way students wrote core point.

Reference Materials

Panel members observed that though students provided references for their materials, most of them did not provide page numbers, authors, years of publication, publishers and other information vital to references. This could make it difficult for others who want to know the sources of their information on the topics and subjects in general.

Appearance and Mannerism

Most students dressed neatly and appropriately. A few students however were victim of destructive mannerism such as 'ah' 'hmm' 'is that clear' and others. Other students were found of repeating pupils questions and answers. Students were given their forms 'B' with cautions to improve and avoid destructive mannerisms.

Lesson Evaluation/Closure

Most students did satisfactorily well by giving enough and good evaluation exercises based on the lesson objectives. A look at some exercises given to pupils by students showed marked and

corrections done were necessary. The panel saw this as a sign of seriousness and commitment to the teaching and learning process in general.

Students' Scores and Grades

All students twenty-three (23) regular and two (2) irregular students availed themselves for supervision. Each student was assessed in English Language, Mathematics and one (1) other subject of the student's choice. The average score was computed for grading the student. The table below gives the detailed scores and grades.

NO.	INDEX NO.	NAME STUDENT	SCORE	SCORE	SCORE	TOTAL	AVERAGE	GRADE
			1	2	3			
1	STJ/124/2011	Takyi Collins	78	79	83	240	80	A
2	STJ/216/2011	Osei Frank	65	60	62	187	62	C
3	STJ/041/2011	Ackah Bright	72	76	79	227	76	B+
4	STJ/087/2011	Antepim Appiah James	70	62	67	199	66	C+
5	STJ/211/2011	Ntim Gyansah Evans	69	50	60	179	60	C
6	STJ/160/2011	Nyarko Lydia	73	72	75	220	73	B
7	STJ/208/2011	Kotam Isaac Bugbire	80	75	85	240	80	A
8	STJ/098/2011	Frimpong Andrews	83	85	74	242	81	A
9	STJ/108/2011	Oduro Amoako Collins	76	69	70	215	72	B
10	STJ/008/2011	Appiah-Mensah Meshack	72	71	70	213	71	B
11	STJ/029/2011	Oppong Vera	83	76	81	240	80	A
12	STJ/254/2011	Nyame Bernice	83	78	79	240	80	A

13	STJ/261/2011	Owusu Alex	65	77	70	212	71	B
14	STJ/175/2011	Tetteh Felicia	72	72	72	216	72	B
15	STJ/250/2011	Konadu Sophia	82	84	80	246	82	A
16	STJ/141/2011	Arthur Fosua Abigail	84	84	83	251	84	A
17	STJ/100/2011	Frimpong Prince	67	64	66	197	66	C+
18	STJ/233/2011	Afoakwa Kingsley	66	70	72	208	69	C+
19	STJ/067/2011	Opoku Frank	81	80	80	241	80	A
20	STJ/123/2011	Tachie Richard	74	73	78	225	75	B+
21	STJ/167/2011	Onomah Matthew	86	79	85	250	83	A
22	STJ/009/2011	Asante Bright	76	70	74	220	73	B
23	STJ/234/2011	Akomeah Florence	77	76	76	229	76	B+

Irregular Students' Report – 2009/2010

There were two (2) irregular students who could not avail themselves for last years' panel supervision. There were also captured and supervised this year. The detail of their scores and grades are as follows:

NO.	INDEX NO.	NAME STUDENT	SCORE	SCORE	SCORE	TOTAL	AVERAGE	GRADE
1	STJ/001/2010	Bernard K. Acheampong	82	76	80	238	79	B+
2	STJ/089/2010	Appiah Ahenkan Martin	72	75	77	224	75	B+

Recommendation

Out of the twenty five (25) students supervised, the panel has recommended grade A for the underlsited students:

NO.	INDEX NO.	NAME STUDENT	GRADE
1	STJ/124/2011	Takyi Collins	A
2	STJ/208/2011	Kotam Isaac Bugbire	A
3	STJ/098/2011	Andrews Frimpong	A
4	STJ/029/2011	Vera Oppong	A
5	STJ/254/2011	Nyame Bernice	A
6	STJ/250/2011	Sophia Konadu	A
7	STJ/141/2011	Abigail Arthur Fosuaa	A
8	STJ/067/2011	Opoku Frank	A
9	STJ/167/2011	Onomah Matthew	A

Suggestions

The panel made the following suggestions for consideration by the College Authorities.

3. Workshops or seminars be organized on the preparation and sue of teaching and learning materials for the 2011/2012 students.

4. Students should be guided and taught the various techniques and skills of questioning.

Appreciation

The panel wishes to express our profound gratitude tot eh College Administration, more especially the Principal, the Vice Principals, the College Drivers for their immense support in making the exercise a success. The panel is also grateful to the various heads of Department in the College for their representation in the Panel. Furthermore we are grateful to the heads of various schools visited, the lead mentors and all the mentors for their support in making the Panel Supervision of 2010/2011 a success.

COMPILED BY:

………………………   …………………………

JOSEPH ENCHILL   JAMES ADEFRAH W.

CHAIRMAN   SECRETARY

TO:

The Director

Institute of Education

University of Cape Coast

Cape Coast

CC:

➢ The Principal, St. Joseph's College of Education, Bechem

➢ The Vice Principal, St. Joseph's College of Education, Bechem

➢ The Co-ordinator, Teaching Practice Unit, St. Joseph's College of Education, Bechem

➢ Members of the Committee, St. Joseph's College of Education, Bechem