UNIVERSITY FOR DEVELOPMENT STUDIES, TAMALE

IMPACT OF CLUSTER-BASED INSET ON INSTRUCTIONAL PRACTICES OF PUBLIC JHS ENGLISH TEACHERS: THE CASE OF TAIN DISTRICT OF THE BRONG AHAFO REGION, GHANA

FOLI YABIDO ERIC

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BY

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THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION, UNIVERSITY FOR DEVELOPMENT STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF PHILOSOPHY IN TRAINING AND DEVELOPMENT

MARCH, 2017

DECLARATION

Student's Declaration

I hereby declare that, this thesis is the result of my own original work, except for references to the work of others which have been duly acknowledged; and that no part of the work has been presented for another degree in this university or elsewhere.

…… …….

FOLI YABIDO ERIC DATE……

UDS/MTD/0028/14

(Student)

Supervisor's Declaration

I hereby as the principal supervisor declare that, the preparation of this thesis was supervised in accordance with the guideline for the supervision of thesis laid down by the University for Development Studies.

…… ……..

DR. ABUKARI MOSES ABDULLAI DATE……

(Supervisor)

ABSTRACT

This research assessed the impact of Cluster Based In-service Training (CBI) on instructional practices of Public Junior High School (JHS) English teachers in the Tain District of Brong Ahafo Region of Ghana. CBI for Public Junior High School (JHS) English teachers was instituted in the District for the past five years to improve the teachers' instructional practices and classroom performance. The population for the study included nine (9) Public JHS English teachers, nine (9) Public JHS head teachers, and ninety (90) JHS two students. The study employed mixed method design. A purposive sampling technique was used to sample all the respondents. Quantitative data on teachers' classroom practices and performance and students' academic performance were obtained through questionnaires, lesson observation check list, whilst qualitative data on same parameters were obtained through semi-structured interview guide. Descriptive statistics was employed to analysed the quantitative data using IBM SPSS version 20 in form of (percentages and means) and inferential statistics (paired samples t-test analysis). Qualitative data obtained transcribed to support related ideas and analysed using descriptive analysis. The findings of the research revealed that, CBI for Public JHS English teachers was instructionally focused and that, CBI had improved the instructional practices of the teachers. The findings also revealed that, the improved instructional practices of the teachers reflected in the classroom performance and academic achievement of the students. It was concluded that, CBI is an effective professional development programme for the Public JHS English language teachers and students in the Tain District. It was recommended that, CBI programme be replicated in other subject areas in the District.

DEDICATION

This thesis is dedicated to my dear wife Mrs. Foli Sylvia Lotsu, my parents and loved ones.

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LIST OF ABBREVIATIONS AND ACRONYMS

Circuit Supervisor	CS
Diploma in Basic Education	DBE
Free Compulsory Universal Basic Education	FCUBE
Ghana Education Service	GES
Ghana Education Trust Fund	GETFund
Global/Ghana Partnership Education Grant	GPEG
Information and Communication Technology	ICT
In-Service Training	INSET
Junior High School	JHS
Non- Governmental Organisation	NGO
Performance Monitoring Test	PMT
Science Education Enhancing the Development of Skills	SEEDS
Statistical Product and Service Solution	SPSS
Strengths, weakness, Opportunity and Threats	SWOT
United Nations Education, Scientific Cultural Organisation	UNESCO

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CHAPTER ONE

INTRODUCTION

1.1Background to the Study

The research reports on the impact of Cluster Based (CBI) In-Serving Training (INSET) on instructional practices (lesson preparation, classroom organisation and management, lesson delivery and methodology and usage of teaching and learning materials (TLMs) of the English language teacher in the public Junior High Schools (JHS) the District of Brong Ahafo Region of Ghana.

The fact that teachers are the crucial element of the educational system, had positioned them to be focus of interesting in every modern society.

In recent years, changes in the teaching profession had affected almost all aspects of classroom life, influencing the philosophy of schools, developing new teaching-learning applications, changing the direction of research efforts, and putting heavy constraints and responsibilities on society with respect to ameliorating the problems of the educational system (Gokmenoglu, 2012). In a society where changes are rapid and continuous, the society challenges to keep up with change and its consequences (Gokmenoglu, 2012). To operate at the cutting edge of their profession, teachers are expected to keep up with change and to keep themselves up-to-date about the improvements, scientific developments, and educational reforms in the society. This explained why Gokmenoglu (2012) in a study noted that rapid development in science and technology, changes in social relations, and rapid globalisation, all force educators to redefine the role and characteristics of the teaching profession. Gokmenoglu added that, heightened interest in teacher education in recent years have stemmed from the advent of powerful demand for highly qualified teachers, amplified by the demands and

opportunities of globalization.

Several studies including that of Gokmenoglu (2012), noted that, teachers are seen as the crucial element of education as long as enhanced academic performance of learners is concerned. In view of this, pre-service education or the initial education which qualified them into the profession alone cannot provide them with the knowledge and skills necessary for a lifetime of teaching in schools. There is therefore the need for well-designed in-service training programmes that create teacher efficacy. (Guskey, 2002).

Day (1999) as cited in Freddy,Sharon, Susan, Désirée, Yamin-Ali, Shahiba and Rampersad (2009), explained teachers' professional development as a process by which teachers assess, renew and extend their obligation as change mediators to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives. As explained in Freddy. J. *et al*, (2009), professional development, if well planned and implemented, is a potentially promising strategy for improving teaching, and ultimately student learning. High quality teaching is achieved when the teacher is provided with a competent based professional development programme. To bridge the gap between insufficient teacher preparation and the national need for effective teacher performance in real school settings, every national education system must provide a robust design and delivery system for continuing in-service teacher education and career- long professional development.

Governments through their agencies can serve many functions in the provision of continuous professional development programmes for their teachers. Given that, governments in their countries play such a wide variety of roles in the provision and funding of education programmes for teachers, teaching as a profession will have a different look.

In attempts to build a vibrant teacher education in Ghana, the Government White Paper on 2007 Education Reform outlined upgrading the competences of teachers through human resource management and career development as a strategy to give new identity to teacher education in Ghana. To bring this strategy to bear, the teaching universities have introduced distance education and sandwich programmes with the aim of bringing effective and quality professional programmes to doorsteps of teachers. Most teachers had therefore obtained Diploma in Basic Education (DBE), First Degree in Education programmes and Second Degree in Education through these programmes.

As an incentive for teachers, the government through Ghana Education Trust Fund (GET Fund) from 2006/2007 academic year subsidised the Distance Education Programmes offered by the teaching universities by about 50% (Improving the Education Sector in Ghana's Development Agenda, 2006: p,6). The drastic reduction in fee paying had pave way for good number of teachers to embark on distance learning programmes.

Provision of initial education to untrained teachers was another initiative taken by the government of Ghana to strengthen the educational system. The government at the latter part of 2004 through Teacher Education Division and Colleges of Education across the country started offering professional development courses like the Untrained Teachers' Diploma in Basic Education' (UTDBE) for basic school teachers (Pupil teachers) who did not go through the initial professional training process.

Non- Government Organisations and other stakeholders joined the race of sponsoring and monitoring the organisation of high-quality intensive professional development programmes for teachers in Ghana. Global Partnership Education Grant (GPEG) for instance since 2012 had supported the organisation of Cluster Based INSET for teachers in Tain District within the Brong Ahafo Region of Ghana.

District Education Offices (DEOs) across the country are responsible for providing teachers with series of activities that will improve their performances.

The Ministry in-charge of education in alliance with the Ghana Education Service (GES) did a lot in organising in-service training programmes in a form of workshops, seminars or conferences at regional and district levels so as to update teachers' knowledge and skills in the teaching profession. Though much effort had been exerted by these authorities, specific instructional needs of teachers are not met since the tactics adopted are so wide-ranging in their scopes

In addressing the professional needs of teachers in the basic schools, Ghana Education Service (GES) identified and instituted School Based INSET (SBI) Cluster Based INSET (CBI) and the District Based INSET (DBI) as outlined in the INSET Resource book Module 3 third edition (2009). For effective implementation of the programme, National INSET Unit (NIU) was established. The general aim of INSET was to improve teacher-performance which would finally reflect in the academic achievement of pupils.

The general aim for which the Nationwide INSET which was launched, was in line with the proposal of Guskey (2002). Guskey (2002) proposed that, Professional Development programmes should be organised such that, it brings about changes in the classroom practices which in turns affect learning outcomes of students.

The Tain District Education Directorate in 2009 warmly welcomed the District Based INSET (District Based INSET) with the aim of improving teacher performance and enhancing the image of the teaching profession in the District.

Also, the United Nations Educational, Scientific Cultural Organisation (UNESCO) also recommended in its EFA Global Monitoring Report 2013/2014 that, to promote teacher effectiveness, INSETs programmes cannot be overlooked. The report further highlighted that,

apart from preparing teachers for effective teaching, the INSET has the capability of ensuring that, teachers operate at the cutting edge of their profession and also developing competences to progress their career. As a continuous professional development activity, INSET has been classroom instructional problem-solving process where small incremental improvements to teaching occur over a long period of time (Stigler and Hiebert, 1999 as cited in Keengwe and Onchwari, 2017).

One important characteristic of an effective professional development programme is that, it increases teachers' level of mastery over subject-matter and orderly presentation of lessons. This in turns results in an improved academic performance of students (Teaching skills book, 2009). Clotfelter et al, (2007) re-iterated that engaging teachers in productive in-service training programmes enhances students' achievement academically, socially and morally. In order words, professional development programmes for teachers could have a significant impact on student achievement.

Despite the tremendous role, INSET in a form of workshops/seminars organised for teachers especially at the regional and District levels, were criticised of being too broad in their scopes to address specific needs of teachers (INSET Resource book, 2009).

The lecturing method employed by District/Regional Based INSET organisers have been highly criticised for its inability to address the individual professional needs of teachers, Thus the District level organised INSET alone has been insufficient in addressing the specific professional needs of teachers in the District as INSET generally aimed to achieve.

High quality teacher professionalism have been said to be built from teacher professional development programmes that involved groups of same subject teachers

from the same or near- by communities (Hill, 2007).These teachers of the same subject area from sister schools, shared ideas on solutions to common problems in reviewing student work, giving presentations, and planning lessons (Trotter, 2006). Tain District Education Directorate reasoning in the same direction with, Hill (2007) and Trotter (2006) adapted the Cluster Based INSET to support teachers (English language teachers) whose instructional practices were found to be below average as reported by the District Monitoring and Evaluation Team (DMET). Cluster Based INSET was therefore introduced in 2012 to support the District Based INSET so as to improve on English teachers' instructional practices in Public JHS.

Cluster Based INSET was a type of INSET organised to bring together teachers from schools (two to five) to form a cluster where teachers share ideas on a good practices and challenges (INSET Resource Book, 2009).Asare and Nti, (2014), intimated that, teachers must be encouraged to welcome colleagues to observe their lessons and discuss what their observations have been. This would promote reflective practice of teaching as teachers become continuous learners themselves in sharing solutions of common problems teaching in their common schools.

The District saw the CBI as the most appropriate intervening professional development programme and strategy in promoting teacher development. That is to say CBI encourages the use of a competency and instructional practices as interplay of knowledge, skills, and attitudes among teachers in a particular department or subject area to raise learning standards.

General mass failures/poor performances in the BECE results as well as reading and computational skills have been a worry at the basic level to GES Directorate and other stakeholders such as parents, religious bodies, NGOS and individuals who invest their resources in the education of the child. Several consultations among the stakeholders to find a lasting solution resulted in different but adhoc plans which could not yield the desire results.

Cluster Based INSET (CBI) as adapted by the Tain District Education Directorate was meant to serve as a level ground for individual teachers, both novices and experienced to have the opportunity to model or coach, one another on specific practices or ideas and those fellow teachers reflect and implemented in their own classrooms, and discussed to improve the pedagogy or practices based on their collective experiences.

1.2 Problem Statement

Zombwe (2008) explained that, to fight against the three major enemies of human development which are identified as ignorance, poverty and disease, then the role of the teacher cannot be left out.

Teacher according to Cochran-Smith and Lytle (2001) is a thoughtful practitioner who forms the engine of teaching and learning in the classroom.

Though the teacher forms the cornerstone in providing quality education a country needs for it development as pointed by Emir (2013), a report on Strategic Needs Assessment carried out by the District Monitoring and Evaluation Team (DMET) in Tain District Education Office in 2011 revealed that, about 40% of teachers who handled English language in the various public JHS in Tain District could not teach major specific topics in the 2007 English language teaching syllabus which accounted for students' inability to do well in such areas. This report confirmed, Qorro (2009) as cited in Owu- Ewie and Eshun (2015) identified that, students who were not proficient in the language of instruction generally performed poorly in subjects taught in that language. The report also brought to bear that, some teachers lacked the specific ability to prepare standard lesson plans in the various aspects of the

Language due to the fact that, they were novices, inexperienced or untrained.

These teachers of the language used teaching and learning materials inappropriately, and lacked the ability to chronologically present English language lesson. This supports the assertion that, "*The real threat to learning is how teaching is done"* (Asare, 2011 p.6). By this it is obvious that, even a topic perceived a challenging one by students could be well understood when presented sequentially. This poor performance of the English teachers reflected in the performance of the students. For instance, Out of one thousand five hundred and fifty-nine (1559) JHS three candidates presented in 2008 for the Basic Education Certificate Examination (BECE), only four hundred and eighty three candidates obtained grade 1-5 (100%-40%) representing 31% in the English language (GES-Tain, 2008). This performance in English language was the worse in the past five in the District.

The problems identified in the Strategic Needs Assessment Report (2011) by the team could be grouped into four (4) as;

- English teachers Lacked content knowledge.
- English teachers' inability to prepare well-organised and standard lesson plans.
- English teachers lacked skills in logical presentation of English language lessons.
- Inappropriate use of teaching and learning materials (TLMs) by the English language teachers.

These gave a clear signal that students handled by teachers under these categories would perform poorly as they could not show mastery over their daily classroom practices.

The inability of the teachers to demonstrate mastery over their daily classroom practices could be traced to the fact that, the District Based INSET alone was insufficient to

promote teacher efficacy. Guskey (2002), argued that, teacher professional development programme is said to be effective when it brings changes in the instructional practices of the teacher and improves students' academic performance. Tain District Directorate by way of bridging the gap between insufficient teacher preparation and the national need for effective teacher performance in real school settings, in 2012 introduced Cluster Based INSET (CBI). The Cluster Based INSET as a professional development tool has been in existence for the past five years. Had the Cluster Based INSET brought about any changes in the instructional practices of English teachers in the district? Had it made any impact on students' academic performance? The above questions could be best answered by the participants of the programme (the teachers), organisers (District INSET Committee Chairman/Head Teachers/ Curriculum Leaders) and comparative analysis of teachers' performance and students' academic performances.

1.3 Purpose of the Study

In Ghana, professional teachers go through series of training sessions (pre-service training) for 2-3 years during which the content of what is to be taught in the field and how to sequentially present the content to students is introduced. It is generally believed that, after obtaining the pre-service training, majority of teachers are faced with several real-life classroom challenges when they get to the field. The challenges are encountered because it takes a step in learning something and another step in effective implementation of what was learnt. In order to help teachers demonstrate mastery over their instructional practices which Palardy & Rumberger, (2008), Puchner & Taylor (2006), Zambo & Zambo, (2008) viewed as the key feature of teacher efficacy, Non-Governmental Organisations (NGOs) such as Global/Ghana Partnership

Education Grant (GPEG) in collaboration with Ghana Education Service (G.E.S) engaged teachers in periodic in- service training programmes. In-service training programmes mainly organised for teachers include District Based INSETs (seminars/workshops), Cluster Based INSET and School Based INSET. Promoting teacher effectiveness had necessitated the implementation of CBI by Tain District Education Directorate in 2012. Having had CBI as professional development programme ran for the past five years, the study was conducted to assess its impact on the instructional practices of the English language teacher and students' academic achievement.

1.4 Main Objective of the Study

The main objective of the study is to assess the impact Cluster Based In-Service Training programmes have had on the classroom practices of English language teachers in Public Junior High Schools of Tain District.

1.4.1 Specific Objectives

The specific objectives include:

1. Assess the nature of CBI programmes organised for Public JHS English language teachers in Tain District.
2. Examine the instructional practices of Public JHS English teachers who have undergone the CBI programmes
3. Examine the academic performances of the students after the introduction of CBI programmes.
4. Assess the major factors militating against the successful implementation of CBI programmes in the District.

1.5 Main Research Question

The main research question was what impact has Cluster Based INSET programmes had on the instructional practices of the English teacher in the Public Junior High Schools of Tain District since2012?

1.5.1 Sub-Research Questions

1. What is the nature of CBI programmes organised for English language teachers in Tain District?
2. What are the current instructional practices of teachers who have undergone CBI? programmes as compared to their instructional practices before CBI the introduction of CBI programmes?
3. What is the current academic performance of students in English language as compared to their academic performance before the introduction CBI?
4. What are the major factors militating against the successful implementation of CBI programmes in the District?

1.6 Significance of the Study

The study would enlighten GES officials in the national, regional and the district levels on the significance of organising professional development programmes capable of addressing specific professional needs of teachers as far as their instructional practices are concerned. The study also helped in assessing the impact CBI has had on the instructional practices of the participants (Public JHS English teachers) and the academic performance of their students. The findings of the study were important in determining whether the Cluster Based INSET was model was effective enough in helping teachers to improve their classroom practice. Also, the study had served as an essential tool to head-teachers, circuit supervisors and others

organisers of cluster-based INSET programmes to effectively evaluate precise areas of instructional practices of teachers. The research has provided teachers with strategies in handling challenging topics. The work at the study had enlightened the Tain District Education Directorate on the strengths and weaknesses of the CBI. Finally, other researchers in a similar field would find the study useful in conducting further researches.

1.7 Limitation

In carrying out this study, several challenges were encountered. Obtaining reliable data on the academic performance of students before the introduction of the CBI was the greatest challenge faced. This occurred as a result of the fact that, the authorities in most of the sampled schools could hardly trace records (2010/2011 academic year continuous assessment registers) on students' academic performances. Number of visits was therefore paid to such schools before the required data were obtained.

1.8 Delimitation

The study was confined to Public Junior High School English language teachers in TAIN DISTRICT with its focus on impact of Cluster Based INSET on instructional practices of English language teachers. The study was limited to nine (9) Public JHS across the District. To overcome weaknesses associated with the data collecting instruments, the study employed triangulation (multi-method data gathering instruments).

1.9 Operational Definition of Terms

Professional Development: A way of sharpening the skills and updating the knowledge of a group of people on their profession. (Guskey, 2000)

Effective Professional Development Programmes: Type of professional development

activities that have direct link with the daily practices of an employee. (Hayes, 2010).

Pre- Service Teacher Education: A kind of education that prepares teachers for the teaching profession.

In-service Training: Is a type of training one receives whiles in active work.

Cluster Based INSET: is the type of INSET organised for teachers at the cluster level. (INSET Resource Book, 2007)

School Based INSET: is a type of INSET organised at the school level by the teachers in a particular school to resolve some special needs or deficiencies identified by teachers themselves, Head teachers (HT) and Circuit Supervisor (CS) (INSET Resource Book, 2007)

District Based INSET: Is type of INSET organised for teachers at the district level.

1.10 Thesis Organisation

This thesis has five chapters. Chapter one of the study gives general background to the study, this is followed by problem statement, next to it, is purpose of the study, its objectives follow, research questions, the significant of the study definition of operational terms and finally the thesis organisation. Chapter two covers a review of the body of literature from the international and Ghana context. Chapter three outlines the research methodology and explores the research instruments used for data collection. Details regarding the methods chosen and data analysis procedures are explained further in this chapter. Chapter four reports the findings of this research. The key findings of this research are critically discussed and integrated with the literature reviewed in chapter two. Chapter five presents the summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides a review of literature in the related areas relevant to this study from the international and Ghanaian context. Establishing teacher professional development as the theoretical framework of the study, the following were looked at; meaning of teachers' professional development (TPD), types of teachers' professional development (Pre-Service Education and In-Service Training), pre-service education curricular, purpose of In-Service Training, evaluating in-service training programmes, characteristics of effective In-Service Training, linking In-Service Training programmes to daily classroom Practices of teachers, factors militating against implementation of In- Service Training programmes, the strengths of In-Service Training and the level of Ghana Government's support in the professional development of teachers. The conceptual framework of the study looked at meaning of Cluster-Based In-service Training and its nature in Ghana and other parts of the world.

2.1 Theoretical Framework of the study

2.1.1Teachers' Professional Development (TPD)

Wilton (2016) defined the term professional development as a process by which individuals take control of their own learning and development, by engaging in a continuing process of reflection and action. The Glossary of Education Reform in 2013 also explained professional development in education as a wide variety of specialised training, official education or progressive professional learning envisioned to help overseers, teachers and other instructors advance their practical knowledge, capability, skills and efficacy. The two definitions emphasised on effectiveness and competency of the workers which are believed to be some of the brain behind the organisation of professional development. The question however is that,

what is the essence of being effective or competent if desired and the expected results of the teacher are not produced? Instead, professional development should be seen as a process that involves planned activities related to ones' profession which are geared toward provision of new skills, sharpening of existing ones and updating of knowledge which render him/her competent to produce the best of result. In fact, the primary aim of organising a professional development/staff development programme has been to yield better results. This explains why Mundry (2005), for example argued that, the ultimate goal of teachers' professional development was to increase student achievement. In similar direction, Day (2007), viewed professional development as a programme comprised of all natural learning experiences and those cognisant and planned activities which are envisioned to be of direct or indirect advantage to the individual, group or school and which contribute, through these, to the quality of education in the classroom/organisation. Teacher professional development has sustained focus over time and that is consistent with the best classroom practices (Elmore, 2002).

Rogan and Grayson (2004) however contended that, definitions about Teacher Professional Development still differ according to educational traditions and contexts. They further explained that, in educational systems where teacher education programmes are well established, teacher professional development would be described as a process espousing all activities that improve professional occupation growth or as a procedure that transforms teachers experience into expertise and this takes place when they develop their own theory from their experiences. Darling-Hammond, Newton, & Wei, Guskey (2010) added that, Teachers' Professional Development is about teachers engaging in programmes and reflective activities whereby they learn or relearn, with a view to altering their beliefs, attitudes, values, understandings, and professional practice for the benefit of improving their students' learning.

Day (2007) also explained that, teachers professional development is the practice by which, alone and with others, teachers evaluate, renew and extend their obligation as change mediators to the moral tenacities of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives. The definitions of (Darling-Hammond, et al (2010) and Day (2007) to teacher professional development pointed to the same direction. The common view shared here is that, teacher professional development programme should engage teachers in constant activities that are related to their daily practices which must aim at improving students' performance.

This therefore established the fact that, professional development programmes are organised to increase students' academic achievement which Guskey (2002) believed is the product of an improved teacher instructional practice.

The inclusion of improvement in students learning outcome as the primary goal for which professional development programmes are organised for teachers in their definitions made the two definitions compatible to the study. Hayes (2010) in his book 'why professional development matters' outlined the following as other names for professional development are staff development, in-service, training, professional learning or continuing education. Different names though it may be given, the most important thing is that, it has the capability of empowering the employee with the needed skills and knowledge to yield the best of results.

2.1.2 Types of Teachers' Professional Development

Teachers' professional development is in two folds according (Yoon,Duncan, Lee, Scarloss & Shapley (2007). These are; initial Professional Development which is also known as Pre-

Service Education/Training and continuous Professional Development also known as In-Service Training.

2.1.3 Pre-Service Education

Pre-service education in other words known as initial professional development is explained as the courses and activities that prepare potential candidates to become professional teachers (INSET Sourcebook, 2012).

Initial Professional Development also focuses on the need to acquire skill and commitment in order to achieve professional recognition (Yoon et al, 2007). Pre-service education exists in different forms. Akyeampong & Lewin (2002) explained that, in simplifying a complex reality there were four main pathways to becoming a qualified teacher who could be recognised in the different parts of the developing world. These included

- Full-time courses where Bachelors of Education, Diploma in Education and Certificates are awarded after completion.
- Full-time postgraduate courses for teachers who have their first degrees in different areas but would like to become teachers.
- In-Service PRESET for teachers already in the profession who could further their studies in an area of their choice under education
- Direct entry into teaching. This is where high school leavers with good results are recruited into the profession without the teaching certificate. Such candidates later enroll into distance education courses whiles teaching.

Just as any other African country may have, Ghana has a pre-service education in with (Lewin,

2002) four models for training her potential candidates into the noble profession.

2.1.4 Pre-Service Education Curricular

Analyses of pre- teacher education curricula by Akyeampong & Lewin (2002), Lewin & Stuart (2003) revealed the following as the common components that appear in most programmes.

- Subject content: This includes the various subjects to be taught to pupils.
- Pedagogic content knowledge: This has to do with logical, sequential presentation of lesson to learners. Pedagogical knowledge is also called methodology.
- Professional Studies/Education Studies: Here subjects such as child psychology which deals with how children behave, special needs education as a professional course studied by students also provide them with knowledge on how to handle children with specific needs.
- Teaching Practice/Practicum: After learning the theoretical aspect of what is to be done on the field, student-teachers are sent to the classroom to experience the real-life situation. This is however done under supervision.

In addition some pre service programmes such as other general programmes for trainees to support personal growth, develop social confidence and leadership skills, and prepare young adults for taking on the responsibilities of being a teacher.

2.1.5 In-Service Training

"*A teacher can never truly teach unless he is still learning him/herself. A lamp can never light another lamp unless it continues to burn its own flame*"-. Tagore.

Teachers can only operate at the cutting edge of the teaching profession if they are well equipped with the needed knowledge and skills. Giving recognition to this the need of promoting teacher effectiveness implies that, teachers need to undergo In-service training programmes from time to time. The current minimum qualification into the teaching profession in Ghana is Diploma in Basic Education from a recognised university. Teachers after entering into the profession, must be encourage to get themselves involved in series of continuous professional development programmes. Continuous professional development programmes available for teachers across the country occur in forms of conferences, workshops/seminars. In Tain District, Cluster Based INSET is the most predominant teacher professional development programme used nowadays alongside the District level INSET which is organised once in every two years.

2.1.6 Purpose of In-Service Training

In the teaching profession, INSET for teachers served many different purposes and was intended to benefit individual teachers, staff members, administrators, students, and the schools as a whole. Day and Sachs (2004) summarised three common interconnected purposes of INSET for teachers, including: extension, growth, and renewal. *Extension* was to introduce new knowledge or skills to teachers while *growth* was to develop teachers to greater levels of expertise. *Renewal,* on the other hand, was to transform or change the knowledge and practice of teachers.

Although the purposes of INSET vary widely, Craft (2000) and Guskey (2000) stated that the ultimate purpose of all CPD in a school was to improve the learning outcomes of the students. In the context of Ghana for that matter Tain District, the purpose of INSET was to

improve the performance of teachers in the classroom so as a desired students' achievement would be attained.

Desimone (2009), concluded that, the overall impact of CPD programmes on teachers' practice, student learning and teacher efficacy ought to be evaluated within a conceptual framework, considering its relationships with structural features (contact hours, time span, collective participation), opportunity to learn features (content focus, active learning, follow-up support, collaborative examination of students' work, feedback on practice), and mediating or moderating key factors spanning all the levels of the 'onion rings' model.

2.1.7 Evaluating In-Service Training Programmes

Richard (2011) views evaluation of training programme as step-by-step examination of training session in order to determine whether the aims of that programme have being effectively achieved.

Sharing the same view with Patton (1987), Guskey (2002) summarises that, we use evaluations to determine the value of something – to help answer such questions as, Is this programme or activity achieving its intended results? Is it better than what was done in the past? Is it better than another, competing activity? Is it worth the costs?

One critical element that draws attention as far as evaluation of training programmes are concerned is that, the ***objectives*** of the programmes are achieved. A training programme capable of giving positive answers to the questions asked by Guskey (2002) might have achieved its primary goals.

Guskey (2002) further suggested that, the effectiveness of a professional development programme can be evaluated at five critical levels. The five level evaluation model presented

by Guskey is summarised as follows:

Participants' reactions and opinions: This level is the most common and widely used to measure the participants' level of satisfaction derived from a training programme. Nevertheless, it is the least informative as participants" reactions to the CPD tend to be unfocused and greatly subjective. Questions addressed at this level could include whether the participants enjoy the experiences and found them valuable. Information on participants' reactions are usually gathered at the end of a session or handed out questionnaires. These questionnaires usually include a combination of rating scale items and open ended response questions that allow participants to make their own comments.

In the case of Tain District, the success or the otherwise of teachers' professional development programmes are measured using the post- delivery discussion forms. Views/opinions of teachers (participants) are written on the post-delivery discussion forms by the curriculum leader and submitted to the office of the District INSET Committee.

Participants learning: With respect to teachers' professional development, learning takes place when a positive change is identified in attitudes and beliefs which lead to best instructional practices of the teacher. The questions addressed at this level could include whether or not participants increase their knowledge and/or skills. Teachers who have their instructional strategies improved demonstrate the quality professionalism acquired as they present their lessons sequentially and also show mastery over the subject matter they present. Positive change in attitudes and beliefs informs that, the programme has been effective.

Organizational support and change: The third level makes a shift from the individual learner towards organisational issues. The ultimate goal of professional development is to improve performance in an organisation. It is therefore expected that, the improved practices

acquired by individual teacher in a collaborative effort reflects in desired students' achievement. Obtaining vital information at this level is typically more intricate than previous levels. Concerns addressed at this level may include whether the CPD programmes encourage changes that were aligned with the mission of the school and district, whether appropriate resources such as time and money were made available to participants, and whether participants are supported to implement their new learning. Procedures include analysing district, local authority, or school records, examining the minutes from follow up meetings, administering questionnaires, and interviewing participants and school administrators.

Participants" use of new knowledge and skills: The fourth level asks if participants are really using the new knowledge and skills acquired. This level requires data about actual changes in what learners do after the training as compared with what they did before. Information at this level can be gathered through direct observation (the most accurate one), questionnaires or structured interviews with participants and their supervisors, or oral or written personal reflections, examination of participants‟ portfolios. Since information at this level cannot be gathered at the end of a professional development session as same as levels 1 and 2, time must be given to allow participants to adapt the new ideas and practices to their new settings.

Student learning outcomes: The fifth level focuses on the impact of CPD on student learning outcomes. Measures of student learning usually include cognitive indicators of student performance and achievement, such as portfolio evaluations, grades, and scores from standardized tests, and non-cognitive indicators of student attitudes and behaviors, such as study habits, school attendance, and classroom behaviors.

Another important evaluation tool which in my opinion that was left out by Guskey

(2002) in his critical levels of measuring effectiveness of teachers professional development programmes is the *organisers' views/opinions*. The opinions/views of organisers such as Officers in charge of training in the District Education Offices, Head teachers/Curriculum leaders of teachers' professional development programmes play a crucial role when it comes to measuring the effectiveness of teacher professional development programmes. Series of interview responses could be used to ascertain whether teachers have taken active part in a professional development programme organised for them.

2.1.8 Characteristics of Effective Teachers' Professional Development Programmes

Hayes (2010) perceived effective teacher professional development programme as the one that enabled educationalists to develop the knowledge and skills they needed in handling students' learning difficulties. An effective professional development for teachers was the one that addressed the learning needs of teachers and ensured that, students benefited from the learning experiences of their teachers.

Hunzicker (2010) outlined the following as the characteristics of an effective teacher professional development programmes;

Self-directed; Teacher just as any other adult learner was said to be self-directed. Knowles noted that, teachers as adult learners were self-directed, prepared to learn, knowledgeable, task-centered, and intrinsically motivated. They typically preferred open- ended learning opportunities and a voice in the direction and pace of their learning. Teachers had well-defined goals that governed whatever learning process they engaged themselves in. Using their experiences, with clear defined objectives, they easily made sense out of the new information they came across during the learning process.

Another important characteristic of an effective professional development programme for teachers was that, it incorporated hands on technology use

Effective Professional Development Incorporates Hands-on Technology Use

Only two of the studies selected for review addressed this professional development component; both were quasi-experimental studies on Student Watershed Project.

(Killion, 2002a).

In the Student Watershed Research Project, teachers received intensive training in watershed research and were provided a model of authentic student performance assessment. Students demonstrated knowledge of data collection and analysis by having their test results compared to duplicate samples analysed by professional laboratories rather than being required to demonstrate increased performance on a standardized assessment of science knowledge. Student Watershed Research Project staff combined professional laboratory results with the students' data, provided feedback on the data to both the students and teachers, and audited student data. In addition, students wrote their group findings and presented them to a panel of their classroom peers. Annual summits allowed students to display their data on poster-board and give oral presentations. Students also had opportunities to provide information to regulatory agencies regarding the watershed they monitored (Killion, 2002a).

The second study that addressed hands-on technology use was the Science Education Enhancing the Development of Skills or SEEDS program (Killion, 2002a). In this programme, teachers regularly used hands-on science activities in addition to cooperative learning groups, discussions, and open-ended questions. As a result of the SEEDS professional development, teachers reported increased pedagogical preparedness for using performance-based assessments, hands-on science, and informal assessments; for helping students take

responsibility for their own learning; and for using students' prior knowledge in planning lessons. Annual student performance on the state science proficiency assessment in grades 4 and 6 indicated steady growth and consistently higher performance than students of teachers who did not participate in the SEEDS program.

Thus, the two studies cited above would suggest that incorporating hands-on technology in the professional development process helped teachers develop confidence in their skills. When teachers develop confidence in their skills, they were able to improve their teaching practices, which, in turn, had impact on student achievement. Though the use of technology facilitated effective professional development programmes, a good number of District Education Offices in Ghana, did not use them in training sessions.

Effective Professional Development is Job-Embedded; Effective professional development for teachers is job-embedded, which makes it both applicable and realistic. Teachers consider professional development relevant when it directly addresses their specific needs and concerns or when they perceive a connection between a learning experience and their daily responsibilities (Flores, 2005; Tate, 2009). Quick *et al*, (2009) believed that, under the greatest situations, teacher learning was made effective through continuous incorporation into each school day. Professional development within the context of the school, such as coaching, mentoring, and study groups, promotes active learning and built consistency more than traditional learning settings. In other words, job- embedded professional development engaged teachers in learning through their daily undertakings and responsibilities, and needs that they took time to consider likelihoods, try out new ideas, and examined the efficiency of their actions. Even when professional development took the form of a more traditional in-service or workshop, follow up activities such as job-embedded projects Characteristics of Effective

Professional Development or action research increased teachers' insights of significance and genuineness which in turn wires professional learning (Tate, 2009). One particularly effective follow up activity was written reflection (NSDC, 2009a). Reflection is most effective when written presently following a learning experience and revised again at a later time (Tate, 2009).

Instructional-focused: An effective professional development programme meant for teachers was instructionally-focused. It is undeniable fact that, the overall aim of professional development programme was to improve students' achievement. Owing to this, a professional development programme for teachers were said to be effective when they were focused subject area content and methodologies that yielded desired students' performance (Mundry, 2005; Quick et al., 2009), and instructionally-focused professional development supports teachers toward that goal. Findings from an investigation by Garet and colleagues in the late 1990s present that, teachers of Mathematics and English language realised much improvement in their instructional practices, improved subject knowledge and advanced teaching skills when they were involved in a professional development programme that, had direct link with their daily practices.

In this light, most researchers held the view that, effective professional development focused on both subject area content and how to impart it (Lieberman & Pointer, 2008 and NSDC, 2009b). This became very relevant because teachers were expected to show upper hand over their subject area content well enough to anticipate student delusions and involve students in learning through a varied range of classroom practices (King & Newmann, 2004).

Effective professional development programme that was highly focused on subject area content and methodological approaches provided teachers with varied strategies that helped them in handling special needs students. Again with instructionally-focused

professional, teachers became more conversant with the best instructional practices since instructionally focused professional development programmes were directly linked to their daily classroom practices. More importantly, instructionally- focused professional learning connects to teachers' experiences which are more likely to result in changed behavior (Porter et al., 2003).

Effective Professional Development Programmes are Collaborative in Nature: Effective professional development for teachers was collaborative because it encouraged both active and interactive learning experiences, often through participation in learning societies. Professional development programme was said to be effective when it involved teachers physically, cognitively, and emotionally through variety of activities such as problem solving), sharing and discussion, simulations and role play, visual representations, application and reflection. (Lieberman & Pointer, 2008; NSDC, 2009a; Quick et al., 2009; Tate, 2009). Tate (2009) further adds that, professional development was effective when it required physical movement, active learning supports attention and memory and capitalises on teachers' prior knowledge and experiences. One study asserted that active engagement supported teachers in remembering 90% of what they experience through professional development. Experts in the field of training and development such as Guskey (2002) quipped that, professional development was found effective when it occupied teachers socially through consistent meetings to share together their problems, philosophies, viewpoints, and work together toward common solutions. Multiple investigations into teachers' professional development programmes revealed that, teachers value a kind of professional development programme that promoted team work, idea sharing where they take control of the learning process than the type of professional development programme that employed lecturing approach since sharing together their experiences helped them to develop common goals such as planning instruction,

analysing student work, and peer observations (Quick et al., 2009). In a study, it was discovered that, the likelihood of achieving desired students' performance was greater with respect to a type of professional development programme that, welcomed teacher-to-teacher coaching and mentoring than traditional professional development programmes that entertained lecturing approaches.

Socially effective teacher professional development ensured teacher participation in the learning communities. In the context of education, NSDC, (2009b, p. 1) saw learning communities as "ongoing team of teachers who met periodically for the purposes of sharing classroom experiences, joint lesson planning, and problem solving. They can be organised by department, team of trainers, teachers in a given school, or through a network of schools (Lieberman & Pointer, 2008; NSDC, 2009b). Learning communities were reinforced and continued when 1) school management was shared between head teacher and teachers, 2) professional development was structured to meet the goals and objectives of the school and 3) the school setting promotes trust, teamwork, answerability, and readiness to take professional risks (Lambert et al., 2007).

Peer feedback played significant role in cooperative professional development activities.

Research enlightened that teacher learning was reinforced when teachers shared their practice cooperatively with colleagues and eagerly accepted constructive criticism (Lambert et al., 2007; Lieberman & Pointer-Mace, 2008). Moreover, regular feedback supports teacher learning by helping teachers build strengths, simplify ideas, and correct misconceptions (NSDC, 2009a; Quick et al., 2009).

Effective Professional Development Programmes are Ongoing: Another important factor that accounted for effectiveness of teachers professional development programme was its

continuity. An effective professional development programme was consistent in nature. Research informed that, high quality teacher professionalism was attained as teachers took in regular staff development activities (NSDC, 2009b; Porter et al., 2003; Quick et al., 2009). Reform-style expert development undertakings, such as study groups, mentoring relationships, and task forces that require active, collective participation over time have been found to be precise. Some researchers were of the view that, the type of professional development programme teachers were engaged in did not really matter. Rather, the number of contact hours made available for the programme made the difference. It is undoubtedly noted that, the type and nature of professional development programme organised particularly for teachers determined the kind of activity undertaken during the programme. A type of staff development programme that occurred in conference or seminar usually uses lecturer/expert- centered approach. In such situations, active participation of teachers was highly limited irrespective of number of hours involved. In short, the number of hours made available for teachers during a professional development programme did not make much difference but rather, the number of varied and engaging classroom related activities made available for teachers that made the difference.

Active staff development was said to be coherent because it was linked to clear and well- defined goals such as a school enhancement plan or state learning standards (King & Newmann, 2004). When teachers' varying professional development experiences were related to each other as well as to school aimed or national learning standards, they were capable of seeing clear images. This caused teachers to perceive their learning experiences as more valuable (Quick et al., 2009), which made them more likely to change their teaching skills the benefits of their students.

In the context of Ghana's educational system, for example, the introduction of in-

service training programmes has helped in addressing the professional needs of teachers.

2.1.9 Teachers' Continuous Professional Development and Real Work

Research showed that, investigators into similar fields of studies expressed different opinions as to whether professional development programmes for teachers have any link with the daily classroom practices of teachers (Harris, Cale & Musson ,2010).

Findings from an investigation by Michael Garet and colleagues in the late 1990s presented that, teachers of Mathematics and English language realised much improvement in their instructional practices, improved subject knowledge and advanced teaching skills when they were involved in a professional development programme that, had direct link with their daily practices.

Another study conducted by Powell *et al* (2003), revealed that, teachers' continuous professional development programmes had a direct link with teachers' practices. Their research on teachers' perceptions of the impact of continuous development revealed that, most of the teachers identified the immediate impact of professional development as having the ability to reflect more deeply on their practice. It was believed that this ability to reflect had enabled the teachers to better evaluate the effectiveness of their own practices. Powell, Terrell, Furey, & Scott-Evans, (2003), maintained that teachers' growing confidence was evident in their ability to clearly articulate their personal views on educational matters. Similar findings from a study by Harris, Cale and Musson (2010) on primary teachers' perceptions of physical education reported that, almost all the teachers involved in their research reported immediate positive impact on their perceptions of physical education as the result of professional development experienced. (2011) and Harris, Cale & Musson, (2011) (2003), summari Powell et al, (2003), sees that, reflective practice and constant evaluation of their teaching

practice were also believed to lead to a better lesson structure to effectively meet the students' needs.

Contrary to the above studies, Wolde (2013) highlighted that, the teachers engaged in the study had gained new knowledge and skills when they were taken through *lesson study* (professional development programme). However, the study reported that, the new skills acquired were not applied in their respective field of work. The participating teachers confirmed that, the programme (lesson study) had no positive impact on their teaching methodologies neither did it influence their content knowledge positively. This suggested that, the programme was not relevant to their classroom practices. Cohen & Hill (1994) having completed research on second to the fifth grade elementary school teachers in California concluded that, professional development programme that was not grounded in academic content was less likely to have helpful effects. This conclusion was drawn when the teachers were taken through fragments of professional development programmes that provided no rooms for collaborative work among teachers and had no link with the students' curriculum. These findings suggested that, a professional development programme that encouraged team work among teachers and also focused on contents provided greater opportunities for teachers to improve their instructional practices.

This study relied largely on responses elicited through questionnaire, interview guide, observation checklist, pre-test and post-test results to draw a conclusion on whether or not CBI as teacher professional development tool had had any impact on instructional practices of English language teachers and students' academic performance in English language in Tain District. It is believed that, the use of multi-methodological approach in a given study gives a reliable result (Annum, 2016).

2.1.10 Factors Militating Against Implementation of In-Service Training Programmes

A study by Goldhaber & Anthony (2007) identified that PD programmes were organised during instructional hours, hence, most teachers felt reluctant to attend professional development programmes because they would lose contact hours with their students. Contrary, Harris & Sass (2008) believed that, collaborating with teachers, organisers of professional development programmes could assist teachers during holidays and week-ends.

Additionally, Neuman (2011) observed in a study that, though teachers had the desire to update their skills and acquire new ideas, but found it difficult to share with others challenges they faced in the classroom. This made it challenging for organisers to address the professional needs of teachers.

Furthermore, Wolde (2013) identified the following as the major factors that prohibited the implementation of an In-Service Training programme (lesson study) in Ethiopia. Insufficient time allocation for the INSET was one of the major challenges identified. Time scheduled for most of the training programme was so limited that, teachers had no opportunity to practice and also bring on board their rich ideas. Lack of administrative support also put heavy constrain on organisation of effective INSET for the teachers. In addition it was discovered that, organisers did not conduct needs assessment prior to the organisation of the programme. Owing to this, teachers' specific professional needs were not met. Lack of funds was also mentioned as one of the challenges to implementation of the In-Service Training programme (lesson study).

The Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis in 2011 by the In-service Training Department (ITD) of Ministry of National Education in Turkey found limitation in economic and human sources and lack of coordination among some institutions as major hindrances to successful implementation of in-service training programmes (ITD,

2011).

Finally, report (2016) from the INSET Department of Ghana Education Service (Tain District) revealed lack of funds as the major challenge to In-Service Training programmes in the District.

2.1.11Strengths of In-Service Training Programmes

Factoran (2009) explained that, teachers In-Service Training programmes are basically organised to address specific professional needs of teachers. Factoran (2009), further identified that, In-Service Training (INSET) programmes were meant to orient newly trained and untrained teachers on their expected daily practices. New policies and modern pedagogies were also instilled in teachers through In-Service Training programmes.

Another key role played by INSET in the professional development of the teacher was the fact that, it promoted perpetual improvement of his /her carrier. INSET was also seen as an essential tool in eliminating deficiencies in the background preparation of teachers and other workers in education. Factoran (2009), summarised that, standard teacher performance could only be attained when teachers were engaged in creative INSET activities.

Kwang et al (2007) pointed out the following as the advantages of organising Cluster Based INSET for teachers.

It provided teachers with line-up of programmes that were in line the national academic standards.

It improved teachers' understanding of the subject areas they handle hence showed mastery over subject area.

NSET was also noted as a kind of professional development tool that called for periodic evaluation of instructional practices of teachers, promoted learning from doing (rather

than formal training or instruction) which was more appealing to adults and cost- effective for schools. In addition INSET promoted peer-learning or learning from peer practice through evaluation of experiences and in-depth reflection which emerged as a result of the establishment of a community of practice, i.e. a permanent membership group committed to the resolution of common problems.

2.1.12Why Ghana Education Service Adapted INSET

The 2007 Educational Reform in Ghana aimed advancing the competences and skills of teachers through human resource management and professional development.

Also, the World Bank put heavy emphasis on the need for initial training, induction, support and continuing professional development for teachers (World Bank, 2005).

In fulfillment of the Ghana's 2007 Educational Reform and also ensuring high-quality teacher education, Ghana Education Service (GES) adopted In-Service Training (District Based INSET, Cluster Based INSET and School Based INSET). In partnership with Japan International Cooperation Agency (JICA), nationwide INSET Resource book which outlines the general procedures followed in successful implementation of INSET programmes was launched in 2009.

Ghana Education Service considered "bottom- up," or "bottom-across INSET" approach to enhace teacher performance. The Educational Research and Innovation (1998) in USA recognised this approach as the most effective strategies for addressing teachers' professional needs.

The bottom-up approach begins by identifying the needs of teachers or schools and custom-fits courses and developmental activities to suit. The bottom-across approach adapted

a systemic approach and involved collaboration among networks of teachers across schools, thereby facilitated the spread of good practice.

With the primary aim of promoting best professional practices among teachers by identifying and addressing the specific needs of teacher, Ghana Education service adopted the "bottom- up," or "bottom-across INSET".

2.1.13The Support of Ghana Government in Teachers Professional Development

Akyeampong et al. (2010), started that, just as practitioners in any other profession, "would be" teachers need to acquire a certain level of personal and professional knowledge to be able to function well in the teaching career. Hence the need for the government to support the organisation of teacher professional development programmes.

Again, Article 25 (1) (a) of the 1992 Republican Constitution of Ghana requires the state to provide Free, Compulsory Universal Basic Education (FCUBE) for all children of school-going age. In 1996 the government set out the framework for achieving this mandate. The implementation required the services of a large number of well-trained and qualified teachers particularly in primary pedagogy (Akoto, 2015). In the latter part of 2003, the government of Ghana mandated Teacher Education Division (TED) of Ghana Education Service (GES) to collaborate with key stakeholders and an advisory group to conduct an extensive analysis of the teacher education situation. Four main challenges were identified. These were the issues of: (i) teacher retention and attrition (ii) teacher supply (iii) teacher quality, and (iv) access to formal professional training (TED, 2004).

Among these objectives, quality education which has a direct link with this study was addressed. In order to ensure quality education, the following measures were put in place.

1) Untrained teachers were assisted to undertake open and flexible ICT-enhanced programmes through distance learning in- service training.

2) Provision of equitable opportunities for serving teachers' access to professional in-service training through ICT-enhanced open and distance learning.

3) The UTDBE programme took off with a model which represented similar conceptual but slight practical departures from previous educational practices as regards initial training of teachers in Colleges Education. These included the following: replacing the previous two-year residential and one-year non-residential training (thus a total of three years for the regular trainees in traditional CoEs) with a four-year non- residential training (for UTs), 4) giving opportunity to all UTs to enroll regardless of qualification. That was some UTs who were Junior High School leavers were allowed to enroll as opposed to the requirement of aggregate 24 or better in six subjects by CoEs for the regular programme.

A shift from traditional training of teachers (which is largely face-to-face) to a type of training which involved more of the learning done by UTs through reading of modules or self-learning materials with a limited provision of residential face-to-face meeting (TED, 2004).

In ensuring quality education, the Government Education reforms state that: Distance education courses should be organised for non -professional teachers to enable them qualify as professional teachers. Such a programme would help enhance their present low esteem and serve as a public mark of appreciation by the government to teachers who have continued to work in difficult conditions for many years. Significantly, the Untrained Teachers' Programme focused on the needs of poor untrained teachers and as such represented a strong pro -poor government intervention. About 14,300 untrained teachers in the northern and middle parts of the country had been registered and enrolled on the programme since 2004. The whole nation was to be covered by 2007. This programme was to strengthen the link between pre-service

and in -service modes of preparing teachers, as well as enhancing the knowledge and delivery skills of the untrained teachers. Also to promote effective professional development of teachers, the Government White Paper on 2007 Education Reform outlined upgrading the competences and skills of teachers through human resource management and career development as a strategy to give new identity to teacher education in Ghana. To bring this strategy to bear, the teaching universities introduced distance education and sandwich programmes. The brain behind their introduction was to upgrade and update the competencies and skills of serving teachers to enable them offer quality teaching and learning in our schools. The Distance Education and Sandwich Programmes initiated by the teaching Universities had given several opportunities for teachers to upgrade themselves to the Diploma and Degree levels. As an incentive for teachers, the government through Ghana Education Trust Fund (GET Fund) from 2006/2007 academic year had subsidised the Distance Education Programmes offered by the teaching Universities by about 50%. This reduced considerably the financial burden being borne by teachers on distance education programmes (Improving the Education Sector in Ghana's Development Agenda, 2006).

Another role the government played in the professional development of Ghanaian teachers was the granting of the study leave with pay to deserving teachers. The study- leave with pay ensured that teachers who had served for the number of years required could go for further studies while taking their full salary. The government with these efforts encouraged a good number of teachers to take up continuing professional development courses. In 2005 alone the government continuously paid over 3,000 teachers who went for further studies across the country (Ghanaweb, 2005).

Being the crucial element of education, as known generally, the government believed that, encouraging teachers to take part in variety of professional development programmes

could help instill in teachers high level of professionalism which would in turn help in producing all-round educated citizens capable of transforming the country. The launching of the Nationwide INSET Resource book (District Based INSET, Cluster Based INSET and School Based INSET) in 2009 by the government through Ghana Education Service (G.E.S) was another effort to promote teacher effectiveness through professional development.

The mind bothering question here was whether these efforts of the government were developing teachers professionally. It should be kept in mind also that, we can only talk of these efforts being fruitful if teachers had their beliefs and attitudes changed which would result in desired students' performance (Guskey, 2002). Finding out whether or not the Cluster Based INSET had brought any change in the instructional practices of Public JHS English language teachers and their students in Tain District was the main focus of this study.

2.2.0 Conceptual Framework of the Study

2.2.1 Clustering of Schools and Nature of Cluster Based INSET

Giordano (2008), saw clustering of schools as grouping of schools for educational and/ or administrative purposes. Schools within the same cluster shared their resources to improve the conditions for the delivery of education.

School clusters were first established in Great Britain and India as early as the 1940s in order to enable rural schools to pool together resources for education. The classic model for clustering involved bringing several schools together to form a Cluster or Network Giordano (2008).

Usually, a larger and better equipped central school acted as the Lead School or 'Core' school of the cluster. This core school may house a resource center equipped with library

material resources that were available to teachers from surrounding schools. It could also serve as a meeting place for teachers from several schools to come together informally to exchange ideas formally, for in-service training.

Traditionally, teachers' professional development has been understood by Guskey (2002), as a series of presentations with little follow- up or guidance for implementation. This was normally done by having outside experts conduct a training session or series of training sessions for teachers outside of the school environment.

In a contrary view, Fullan (2006) contended that, these one-shot workshops were ineffective as the topics are selected by the people in-charge of the workshop instead of the teachers. Moreover, this narrow perspective of professional development for teachers was also criticised as the outside experts may disregard teachers opinion and classroom experience. Hargreaves and Fullan (2006) described a one-shot workshop which at all-time involved an outsider expert as the perceived superiority of the hard research knowledge of the experts to the soft practice wisdom of the teachers

Professional development programmes were effective when teachers' experiences within the classroom were respected and their practical knowledge were not ignored (Trotter, 2006).

To add to Trotter (2006), Hannifin (2006), contented that, a teacher is professional development programme was effective when it served as a level ground for individual teachers, both novice and experienced had the opportunity to model or coach, one others on a specific practice or idea. The basic aims underlying the introduction of Schools' Clustering were to provide quality education by pooling together both material and human resources from the same geographical location. Unlike regional or district level organised workshops, seminars and conferences, the cluster based in-service training was organised at the door steps

of teachers. With cluster based INSET, teachers enriched their professional practices without being absent from classroom. MacNeil, (2004), in this direction argued that, the most effective professional development programmes preferred to train teachers through On-site or cluster based workshops and courses with the goal of keeping teachers in their classrooms when possible. To help rural teachers' combat isolation, the original teachers centres were places where teachers from several surrounding schools could meet and discuss with one another, work on curricula, develop materials but most of all, to develop their personal knowledge and skills (Fairhusrt in Knamiller, 1999) as cited in Giordano (2008). In short, clustering of schools created cooperation among teachers.

Research showed that, just a days' short workshop, seminar or conference at the regional or the district level for teachers was inadequate to address the professional needs of teachers.

In order to provide quality universal basic education, African countries such as Malawi and Uganda dully adapted clustering of schools as an effective professional development tool, in equipping teachers in their respective countries (MacNeil, 2004).

To address the professional needs of teachers in her country, Ghana in partnership with Japan International Cooperation Agency (JICA) designed an INSET resource book. The INSET resource book was therefore launched in 2009. JICA further sponsored the training of resource persons and deployed them to the various Districts to in turn train, the implementers of INSET programmes on the use of the resource books in training teachers. The resource book outlined the types of activities that were supposed to be run in the various centres.

The ability to bring together teachers from different schools and departments with rich ideas and experiences to address specific professional need, formed the rationale behind the adaptation of Cluster Based INSET by Tain District

Hill (2007) believed that, professional development programmes were more effective when involved groups of teachers at the same school or teachers of the same subject from sister schools. This included active participation, such as reviewing student work, giving presentations, and planning lessons.

Being an expert in the field of professional development programmes, Asare asserted that, teachers must be encouraged and welcome colleagues to observe their lessons and discuss what their observations have been. This promoted reflective practice of teaching as teachers became continuous learners themselves (Asare & Nti, 2014, P,2).

With regards to the above comments by Asare & Nti (2014), the best way of promoting teacher development was seen as the use of a competency-based approach that recognised teaching as interplay of knowledge, skills, and attitudes to raise learning standards.

2.2.2 Objectives of Cluster Based INSET

INSET Resource Book, (2007) outlined the following as the main objectives of Cluster Based INSET

- Improve and increase teachers' knowledge on the content of academic subjects in order to become more competent.
- Equip teachers with adequate knowledge on detail preparation of lesson plans.
- Provide teachers with ideas on orderly presentation of lessons in the various subjects.
- Introduce new ideas, policies and new curriculum content to teachers.
- Enable teachers to acquire new teaching methods and materials for specific subject content areas.
- Improve the professional status of teachers and enhance their self-confidence in their lesson

practice.

- Train teachers in class management and in school administration. Help teachers develop skills in human relations management.
- Encourage team work among teachers
- Each center has a leader being a Head master or Curriculum Leader who coordinates the activities of the center.

Just as Freddy *et al,* (2009), after a study summarised that, effective teacher professional development programmes were instructionally focused. The CBI programme looked at three thematic areas of teachers' instructional practices which were Lesson plan preparation, Classroom organisation and management and Teaching methodology and delivery. Before decisions were reached on which specific area of teachers' instructional practice to tackle in particular CBI programme, needs assessments were carried out by the head teachers and curriculum leaders of schools forming the cluster. No wonder Martyn Sloman, CIPD Learning and Development Advisor in Identifying Learning Needs in Organisations (2006) identified needs assessment as being a life-wire in development of an organisation.

After carrying out vigorous needs assessment, pre-interview with few curriculum leaders informed that, cluster planning meetings are held by head teachers and curriculum leaders in the various cluster centers. During cluster planning meetings, specific challenging instructional practice common to cluster forming schools are given attention. What makes CBI an effective professional development tool is that, during its implementation, it creates room for participating teachers to bring on board their rich classroom experiences hence encouraging less experience teachers to learn from the experienced. This explains why Darling Hammond (2008), Desimone (2009) Hofman & Dijikstra (2010) believed that, effective

teacher professional development encourages collective participation of teachers from the same department, grade or subject which is more likely to be coherent with their experiences, afford opportunities for active learning, and contribute to a shared professional culture – the development of a common understanding of instructional goals, methods, problems and solutions.

About a week before holding a session, the heads and Curriculum leaders/Cluster leaders would be expected to write to notify the District INSET Committee. In the letter of notification, requests would be made for demonstrators/experts in case areas to be dealt with cannot be handled by any of the teachers within the cluster forming schools.

Materials needed for successful implementation of the programme were made ready before the commencement of the session. A day before the programme, the cluster leader contacts the demonstrator/expert to be sure of his/her coming (INSET Resource Book, 2007). During the presentation, participants are encouraged to observe and seek clarifications where necessary.

After the presentation, the Cluster leader or any of the Curriculum leaders leads the Post Delivery Discussion. He or she makes comments based on the lesson's observation form.

In order to give account of the training session, the post-delivery forms are completed and finally submitted to the District Training Officer (INSET Resource Book, 2007).

2.2.3 Cluster Based INSET Activities

At each centre, one of these activities was expected whenever Cluster Based INSET was organised according to the (INSET Resource Book, 2007).

A) Demonstration Lesson: A demonstration lesson took place in a typical classroom situation with pupils while colleagues observed and noted the strengths and challenges.

B) Peer Teaching: Peer- Teaching involved a colleague teacher demonstrating how to teach a particular challenging topic while the rest observed and made comments later. At the end of the presentation, all teachers shared their knowledge, ideas, experiences and skills to the benefits of all.

C) TLM Preparation and Usage: TLM preparation and usage is another activity of CBI. It focuses on the preparation of appropriate teaching and learning materials. A demonstrator shows how to construct a TLM using locally available materials. It was pointless to use a TLM in a lesson if it was not directly related to the lesson objectives.

2.2.4 Stages of Cluster Based INSET

According to the INSET Resource Book (2007), the CBI has the following stages:

A) Pre-Delivery Discussion: At the Pre-Delivery stage, Cluster Leader gives instructions to participants. The instruction includes a short discussion on objectives based on the activity. The objectives help participants to focus on the main aspects of the activity they are to be observed. Other important areas such as class management, introduction and concluding techniques, questioning techniques follow. Participants fill in portions of the CBI Observation Sheet (name, date, subject to be observed) during this stage. They provided the rest of the information as they observed the lesson in the next stage.

B) Delivery: During the Delivery stage, participants implement a planned activity. In peer teaching, colleague teachers should not play the role of pupils. In TLM preparation and usage as a CBI activity, the demonstrator shows how to construct a particular TLM and demonstrates

its usage.

C) Post-Delivery Discussion: At the Post-Delivery stage, participants evaluate the presentation/delivery of the activity and made recommendations for improvement. The participants are also expected to learn and improve upon their own teaching skills based on the evaluation and recommendations they give in the Post-Delivery discussion.

D) Post-Delivery Discussion: At the Post-Delivery stage, participants evaluate the presentation/delivery of the activity and made recommendations for improvement. The participants are also expected to learn and improve upon their own teaching skills based on the evaluation and recommendations they give in the Post-Delivery discussion.

2.2.5 Key players of Cluster Based INEST

The INSET Resource Book (2007) outlined the following as the key players in the organisation of CBI programmes.

2.2.5a Head teacher (HT)

Head teachers are expected to appraise and support the Cluster Leaders and provide opportunities for Cluster members to improve upon their professional practice through CBI. In addition to this, HTs are to supervise, monitor and evaluate the performance of teachers as a way of helping them to identify their strengths and weaknesses. Challenges that teachers are facing can be addressed through successful CBI organization.

Also, The HT is expected to nominate a teacher as CL in consultation with the staff members and the CS. However, it is recommended that the selection is conducted after HT orientation because some instructions for the selection are given in the orientation.

2.2.5b Curriculum Leader (CL)

CLs play a vital role in the facilitation of CBI. According to the INSET programme, they were expected to work under the guidance of HTs in the organisation and delivery of CBI. The main responsibility of CLs was to sensitise and organise effective CBI for teachers. If CBI was not occurring at the expected frequency and teacher attendance was low, it may be that, the CL was not being effective in communicating and sensitising teachers on the importance of CBI, and to the scheduling of its activities. It could also mean that the collaboration with the HT was weak.

CLs had the following terms of reference:

On a regular basis, organize CBI on 'good practices 'at least 3 times a term. Develop a termly plan on CBI with his/her HT.

Ensure free flow of information on all CBI activities among staff members.

Work in harmony with his/her HT and other teachers to promote CBI as a useful means of increasing their capabilities in teaching all subjects at the basic school level.

Help equip and strengthen colleague teachers' capacity in teaching all subjects at the basic school level.

Every approachable and willing to help other teachers to overcome difficulties in handling challenging topics in the primary school syllabus.

He shares knowledge (knowledge transfer) with fellow teachers

2.2.5c Teachers

The main purpose of CBI is to improve upon teachers competencies to deliver effective lessons in all subjects. Ultimately, CBI was about improving teachers' classroom practices so that it would reflect positively on pupils learning and achievement. Pupil's performance in achievement tests and Performance Monitoring Tests (PMTs) were an indirect measure of teacher's classroom performance. One way in which we could determine the impact of teachers' performance on pupils learning and achievement was to assess the quality of their instructional practices. Teachers competencies focused on four aspects: lesson plans (assessed through vetting of lesson plans): lesson delivery (through direct observation); classroom management (through direct observation); and assessment of pupils' performance. Teachers will only continue to improve their pedagogical practices if they actively participate in CBI and apply what they learn in their classrooms.

Just as the doctor only prescribes medicine to a patience after a thorough diagnose is made Cluster Based INSET, finds out the where teachers have problems through needs assessment. In this direction, the following steps are taken in preparing for Cluster Based INSET according to the INSET Resource Book (2007).

2.2.6 Needs Assessment

Teachers' professional needs could be identified through various means or methods including observation and discussion. These needs must be addressed in order to promote quality teaching and learning.

2.2.6a Means of identifying needs

There were various means of identifying teachers' professional needs. These were:

- By teachers themselves (self assessment)
- By colleague teachers (peer assessment)
- By Head teacher and CS (supervisor assessment)
- A good appraisal instrument

2.2.6c Strategies for satisfying needs

INSET Sourcebook (2012), points out some of strategies for satisfying the needs may include

Vetting their prepared lesson plans and discussing various challenges with teachers

Observing lesson delivery

Looking through pupils' exercises and their performance in examinations

2.2.7 Strategies for Teaching Challenging Topics

The INSET Resource book (2007) defined a challenging topic as the one the teacher perceived difficult to handle due to lack of adequate skill and content knowledge, inability to use appropriate teaching and learning materials, unable to devise or use appropriate methodology for effective delivery of the lesson and uses no relevant materials.

Challenging topics could be made interesting and easy to teach if appropriate teaching strategies were used. To determine and use appropriate teaching strategies, adequate preparation for the lesson was needed. Good lesson preparation could equip teachers to teach well in a classroom, and such preparation could be organised by discussing challenging topics

with other teachers at the same school.

It was always beneficial for teachers to share ideas about challenging topics. By exchanging ideas, they could come up with a better strategy for teaching. Through discussion, teachers could improve upon their knowledge of subject content.

It was advisable for teachers to discuss challenging topics from time to time. This did not have to be at a formal training setting that was held outside the school. This could be done at the school (INSET Sourcebook, 2012).

2.2.7a Using CBI for Challenging Topics

INSET Sourcebook (2012), noted that, although there were several ways for teachers to perform the above actions, one of the best ways was to use SBI/CBI. At SBI/CBI, teachers could share thoughts and ideas about strategies for teaching challenging topics.

When they attended SBI/CBI meetings, teachers saw a lesson demonstrated by one of their colleagues dealing with a challenging topic. After the demonstration lesson, teachers discussed the lesson presented and consulted one another for further explanations. A CL facilitates the discussion while other teachers are also encouraged to contribute to the discussion. It should not always be CLs who play the role of facilitator. In collaboration with the CL, the Head teacher appointed one of the other teachers as a facilitator. CBI provided good occasions for teachers to improve upon their knowledge and skills for the teaching of challenging topics. When there was improvement in the teachers' ability to teach a challenging topic, such progress was reflected in the changed attitude of the pupils.

2.2.7b Basic steps involved in using CBI to deal with challenging topics were identified as follow:

Step 1: CL and teachers become aware of what the challenging topics are.

Step 2: CL (or sometimes a teacher) collects topics perceived by other teachers at the school as

challenging.

Step 3: CL (or sometimes a teacher) organizes SBI/CBI.

Step 4: CL (or sometimes a teacher) conducted a demonstration lesson on a challenging topic.

2.2.8 Monitoring of Cluster Based INSET

It is important to monitor and share information about SBI/CBI and its impact on the quality of teaching and learning in the classroom. Assessing the impact of CBI in classroom teaching can be realised through self-monitoring/evaluation as well as feedback/comments from district and national level inspections.

2.2.8a Guidelines for Monitoring CBI

Monitoring sheets for CBI contained both quantitative and qualitative data. Quantitative data showed objective and numerical information about CBI implementation, such as number of times, attendance rate, etc. On the other hand, the qualitative data showed among others, information on respondents' views and evidence of the quality of work produced by both pupils and the teacher. Schools used the data provided on the sheets when analysing and planning CBI, i.e. finding lessons learnt from the sheets to include in the next CBI. The quantitative data provided information on teachers and their attendance at CBI over a period of time.

2.2.9 Post-Delivery Discussion (Reflection/Evaluation on the Activity)

The last part was the Post-Delivery Discussion, in which the facilitator led the discussion for the demonstrator and observers to exchange their opinions, ideas and so on.

Firstly, the facilitator congratulated the demonstrator for his/her delivery and allowed him/her to evaluate their own strengths and challenges and considered how to improve on the

challenges.

His/her self-assessment of the lesson was as follows:

- *What was done excellently?*
- *Did it go according to plan?*
- *Was there a part of the lesson which was more of a challenge?*
- *How did he/she feel the participants responded to the lesson?*
- *What could be improved next time?*

Following the demonstrator's report, other teachers should be invited to give their comments (mentioning strong points and areas needing improvement) on the lesson. The comments were intended to be *Cooperative* and *Constructive* and not *Destructive Criticisms*. The comments needed to be *Fruitful* for all the teachers in improving their teaching skills, and was therefore directed to the teaching and not the demonstrator/presenter.

It was important to prevent one or two teachers from dominating the discussion but rather encouraged all the teachers to share their ideas and observations. For example, each teacher could be invited to give one feedback to the group. It was important to mention that a well organised cluster based INSET influenced the instructional practices of the teacher.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter looks at the research design, population, sample and sampling techniques, instruments for data collection, instruments validity and reliability, data collection procedure, and analysis procedures and ethical issues.

3.1 Research Design

The mixed design method was employed for the research. The design made it possible for the collection of qualitative and quantitative data on the success or the otherwise of the CBI instituted in the Tain District to help English language teachers improve upon their professional practices. Mixed design method is key in confirming, cross-validating or substantiating research findings, by triangulation of discussed data (Creswell, 2003). Also, it is possible to overcome weaknesses of research data collection instruments.

3.2 Population

The population for the study included all English language teachers, all head teachers and all students in the Public JHS of Tain District. In addition was a six- member (6) District INSET Committee.

The Tain District has a total number of thirty-one (31) English Language teachers who teach in thirty-one (31) JHS across the District. The total number of JHS two students from whom the sample population was selected as at the time of the study stood at four hundred and eighty one (481).

3.3 Sample Population

A key issue in choosing the sample for a study remains the fact that, the chosen sample should reflect the purpose of the study (Annum, 2016). Purposive sampling technique was employed to select nine (9) English language teachers. This was informed through the following criteria:

- ✓ English Language teachers whose schools scored 0% in the 2011 BECE
- ✓ Teachers should have undergone the CBI programme.
- ✓ Teachers who have taught the same group of pupils from 2012 and 2013 academic year to 2013/14 academic year in the same school.

Since the CBI programme was piloted, eighteen (18) Public JHS English teachers were selected and assigned to nine cluster centres by the District Directorate using its own decisive factor. The District chose those eighteen (18) schools with their respective English Language teachers to conduct the needs assessment and design an appropriate professional programme that would address the identified needs. Out of the eighteen teachers, nine of them met the above stated criteria. To make emphasis, these teachers were present and taught students from JHS 1 to JHS 2 in their present schools, whereas the others were transfer from the schools where the assessment was carried out. Hence, they could not meet the second stated criteria for selection.

Additionally, the study involved nine (9) head teachers in schools where the teachers were sampled for the study. These head teachers were tasked to monitor and supervise teachers who participated in the CBI in their schools.

The study also purposively selected the Chairman for the District INSET Committee under whose auspices the CBI programme were implemented, and ninety (90) students who

were handled by the same teachers (CBI participants) right from their first year to the second year in the sampled schools in the District.

3.4 Data Sources

The study basically relied on both primary and secondary sources of data.

3.5 Instruments for Data Collection

In order to establish validity in data collected for the study, data triangulation was employed. Data for this study were therefore gathered by using questionnaires, observations, and interviews and students' test scores to determine the level of impact made by the Cluster Based INSET on Public JHS English language teachers and their students.

3.5a Questionnaires

Self-constructed structured questionnaires which composed of prepared set of questions in logical order with alternative responses were administered to the respondents. The questionnaires were designed to cover two sections. The first section contained the demographical characteristics (gender, age, academic qualification and GES ranks). The second section of the questionnaire consisted of liker's question scale which required the respondent to indicate the degree to which he/she agreed or disagreed to a given statement. This study found structured questionnaire useful since the participants were educated. Nine (9) questionnaires were administered and retrieved from the nine (9) purposively selected English language teachers across the nine (9) cluster centres in the District. The use of questionnaire was to encourage the participants express their views without fear on Cluster Based INSET, as it guaranteed greater level of anonymity and confidentiality. This explains why Guskey

(2002), classified the structured questionnaire as the best way of eliciting information on teacher professional development programmes from educated respondents. The first set of questions was constructed to assess the nature of CBI organised for English teachers in Tain District. The next set of questions was meant to find out from the respondents major factors militating against implementation of CBI programmes in Tain District. The last group of questions was constructed to find out from respondents the impact CBI had had on their instructional practices.

3.5b Interviews

To be sure the data obtained through questionnaires in the course of the study were reliable enough, semi structured interview guide were constructed and used**.** The nine (9) Head teachers and the District INSET Committee Chairman were engaged in conversations, where series of prepared questions were systematically asked to elicit relevant information on CBI activities in Tain District. The instrument was used to obtain data on the nature, factors militating against CBI implementation and the impact of CBI on teachers and their students in Tain District. The responses were recorded on phone and later played back to the hearing of the respondents for necessary corrections to be made. The responses were thereafter matched against the questions to be sure the recorded responses were the exact demands of the questions on the interview guide. The recorded versions were then transcribed on paper for use. Respondents who were not at post during the time of data collection were also interviewed on phone. Even though the use of the face-to-face interviews and phone –call interviews were very expensive, rich and reliable information relevant to the study were obtained. Basically the study employed the semi-structured interview guide in order to follow

the advanced prepared questions. Besides, the study found the use of interview very helpful in eliciting information from the head teachers and the District INSET Committee Chairman as some of them could hardly be met at post due to their administrative assignments.

3.5c Observation

In finding out whether the data obtained from the participants of the CBI (English language teachers) through questionnaires and organisers (head teachers and District INSET Committee Chairman) through interviews was the reality on the ground, there was a need to observe. An observation was carried out on the following instructional practices of the teachers: lesson plans preparation (lesson objectives, core points, teacher-learner activities etc), lesson delivery and methodologies (lesson presentations questioning skills, students' participation etc), classroom organisation and management (classroom control, teacher behaviour) TLMs usages and awarding marks appropriately. In order to carry out a comparative analysis on the individual instructional practices of the teachers, the lesson observation check-list used by the District Monitoring and Evaluation Team (DMET) to assess teacher performance during the needs assessment exercise was adopted and used. Teachers were rated using the following performance indicator '1= poor, 2= satisfactory, 3= good, 4= very good to 5= excellent' as showed in appendices I and J. As an opportunity to measure the success or the otherwise of the CBI in Tain District, the leader of the District Monitoring and Evaluation Team (DMET) was actively involved in the observation process. The team observed nine (9) purposively sampled English language teachers within four days.

Observation was suitable as it became necessary to find out quantitatively whether CBI activities in Tain District had improved the instructional practices of the English language teachers in the district. Also with this kind of observation, one could clearly establish whether

the purpose for which GBI as teacher professional development programme was mounted had being achieved.

3.5d Students' test scores before and after the introduction CBI

To determine whether CBI has had an impact on students' academic performances or not, it was important to take into consideration their performances before and after the implementation of CBI since Amy (2001) in order to draw an authentic conclusion in a similar field of study, compared before and after test results of students. Test scores of the then second year students (2010/2011 academic year) were obtained from the continuous assessment register and compared to that of the 2015/2016 academic of second year students using the paired sample t test analysis.

Also in order to find out the impact of teachers' classroom practices on the classroom performances of the students, class tests were conducted and marked by the nine (9) teachers before and after presenting their lessons. With this comparison, a clear distinction was made as to whether the CBI has improved students' academic performance or not.

3.6 Instruments Validity

In order to be sure that, the data collection instruments used for the study measured what they were meant to measure, they (instruments) were authenticated. Instruments employed in this study went through both face and content validity. To ensure face validity of the instrument, copies were issued to colleague teachers who were not sampled for the study but had control over the English language for proof reading and necessary corrections to be made. Through face validity, the necessary grammatical and typographical errors were duly effected. This was in line with a research by Hardesty and Bearden (2004) which showed that, face validity is

best ensured when copies of instruments used in a study are given to co-workers who are highly educated to read through and make inputs. Content validity of the instruments were guaranteed by giving out the a copy of each instrument to an expert in the field of research (supervisor) for scrutiny using his vast knowledge, experience and expertise to make sure that the instruments were appropriate enough to measure what they were intended to measure.

3.7 Instruments Reliability

Reliability of a research instrument is ensured when the instrument yields the same results on repeated trials Carmines and Zeller, 1979 as cited in (Key, 1997). To be sure the instrument was internally consisted enough to obtain the data for which it was meant, a stability reliability test was ran using the test-retest method with the help of the IBM SPSS (version 20). Having ran the thirty-nine (39) items on the questionnaire for the first time, a Cronbach's Alpha Reliability value of 0.784 was obtained. Again, the same reliability value (0.784) was attained when the instrument was retested.

With an overall internal dependability value of 0.78, the instrument (questionnaire) was considered reliable which was high for, Nunnally (1994) as cited in Mieloo, Hein and Wilma (2012) believed that at Cronbach's alpha value of at least 0.70 and preferably higher, an instrument was internally consistent enough to secure reliable data. Hence the research instrument (questionnaire) was considered reliable.

Also to avoid subjectivity and biasness with regards to the items on the interview, the responses recorded were transcribed and classified appropriately under the questions they matched. The transcribed versions were thereafter read to the respondents to ensure credibility of the data collected.

A pilot study was further undertaken to ensure the instruments were trustworthy

enough to obtain the needed data they were meant to elicit. The instruments were administered to nine (9) English language teachers, (9) head teachers of the various public JHS across the District who equally took part in CBI programme but had been transferred to different schools after the inception of CBI. The Vice District INSET Committee Chairman was also involved in the pilot study.

The pilot study was also scheduled to involve these respondents so that, the respondents in the actual work would not have before-hand information about the required information which could lead to a pre-determined response.

3.8 Data Collection Procedure

In order to undertake an effective and uninterrupted data collection process, an introductory letter was obtained from the University for Development Studies, Tamale.

The introductory letter was sent to the District Education Office (Tain) for authorisation to carry out the data collection process. The formal endorsement of the District Director of Education formed a solid ground for data to be collected from the District INSET Committee as well as the purposively sampled Public JHS. The data collection was carried out in two phases. The first stage involved administration of nine (9) questionnaires to the teachers of English language in the sampled schools. Teachers were given a duration of one week to get the questionnaires duly completed. All the nine (9) questionnaires were successfully completed and submitted during the investigator's visits to the schools. Together with the leader of the District Monitoring and Evaluation, the visits were also great opportunities to obtain data on students' current classroom performances, observe and award marks appropriately based on teachers' lesson plans preparations, lesson delivery and methodologies, classroom organisation and management and TLMs usage capabilities. Tests results of

students before and after lesson presentation by the teachers were also obtained during the visits. The observation was done within one week. Two (2) schools were visited each day with the farthest schools visited on the last day. Records on the academic achievement (scores in continuous assessment registers 2010/2011 and 2015/2016 academic years) of ninety (90) the students were also obtained in each school visited. The second phase of the data collection was done through interviews. The interview was also carried out in two folds. The first part of the interview was scheduled for head teachers. Nine (9) head teachers were supposed to respond to thirteen (13) items on the interview guide. Out of this number, five (5) of them were involved in face-to-face while four (4) was interviewed through phone-call Interaction with the head teachers took two days. The last segment of the interview was purposely designed for the District INSET Committee Chairman. He was to respond to six (6) items on the interview guide as shown in appendix C.

3.9 Methods of Data Analysis

Once triangulation (multi-method data collection instruments) was employed in the data collection process, both quantitative and qualitative data were collected. Data analysis was carried out based on the instrument used for the data collection. Quantitative data obtained through questionnaires and students' test scores were first scrutinized by coding and tabulating. Coding was done in order to have the data in the IBM SPSS version 20) form for execution. Tabulation was done to have the processed information in a summarised form. Data was analysed with the research objectives in mind. The analysed data were finally presented in pie chart and bar chart forms. Data obtained on teachers' instructional practices and students' academic achievement were analysed by running a paired sample t-test and correlation analysis using the IBM SPSS (version 20). This analysis was carried out to establish the impact

of CBI on Public JHS English teachers' instructional practices and students' academic achievement as the second and the third objectives aimed to achieve.

Qualitative data acquired through interview with the head teachers and the District INSET Committee Chairman was in verbal forms. Hence were first recorded. The recorded versions were transcribed under questions they best answered on the interview guide. The transcribed versions were used to complement responses elicited on portion of the questionnaires in achieving the research objectives.

In all, quantitative and qualitative were collected and analysed in most cases with IBM SPSS (version 20) to have the research objectives attained.

3.10 Ethical Issues

Ethical issues with respect to data collection in research are highly considered since data collected usually pertinent information about the respondents. This explained why Bryman (2005) as cited in UDS, Faculty of Education Research policy (2014) pointed out that, researchers in the process of data collection must demonstrate to respondents that, they have certain rights which are non-negotiable. This study has therefore taken into consideration the following ethical issues; permission to data collection, informed consent, anonymity and confidentiality.

3.10a Permission to Collect Data

With the help of the introductory letters obtained, the investigator was authorised to collect data from the sampled Public JHS as well as the office of the District INSET Committee. Obtaining formal permission from the District Director of Education jurisdictions was considered very essential because the U.S. Department of Education, Office of Safe and Drug-Free Schools (2007) contended that, a researcher can only obtain data from an institution for

his/her research purposes after a formal permission had been granted by the superior of that institution.

3.10b Informant Consent

The participants/respondents of the study were fully informed about the purpose for which the study was being carried out. Roles they were also expected to play were clearly articulated to them. The investigator deemed this exercise very important because in research, the rights of your respondents are not negotiable (Bryman, 2005).

3.10c Anonymity

To ensure that, the respondents remained anonymous in the course of the study, the questionnaire as well as the observation check list made no provision for respondents'/ observed teachers' names and their location. This had encouraged respondents to give out relevant information without fear.

3.10d Confidentiality

Having disclosed the research goal to them, the respondents were also assured that, data elicited from them were purely for academic purposes and that, such responses would be treated as such. Respondents were also assured that, under no circumstances would information acquired from them be disclosed to people who had nothing in common with the study.

In summary this chapter has discussed the research design, population, sample and sampling techniques, instruments for data collection, instruments validity and reliability, data collection procedures, and analysis procedures and ethical issues.

CHAPTER FOUR

RESULTS, DATA ANALYSIS AND DISCUSSION

4.0Introduction

This chapter presents the analysis, interpretation and discussion of findings/results. The data was collected from nine Cluster Centers across the district.

Nine (9) English language teachers who were purposively selected, responded to the research questionnaires. The nine (9) questionnaires representing (100%) were retrieved. Again, the nine (9) teachers' instructional practices were observed during their English lesson presentations.

Interview was used to elicit information from the District INSET Committee Chairman and nine (9) purposively selected Public JHS head teachers.

Table 4.1: Respondents to Data Collection

Instrument	Target Group	Planned	Actual	Percentage (%)
Questionnaire	Public JHS. English Teachers	9	9	100
Interview	Public JHS. Head Teachers	9	9	100
Interview	District INSET Committee Chairman	1	1	100
Observation	Public JHS. English Teacher	9	9	100

Source: Field survey, 2016

4.1Demographic Characteristics of the Respondents

The demographic data collected showed that, majority of the respondents (52%) were males while (48%) were females as showed in Fig. 4.1. With respect to their ages, 25% of them were between the ages of 20 and 30 yrs, 35% of them were within the ages of 31and 40, and 15% fell between 41to 50 and 25% of them were between the ages of 51 and 60 as showed in Fig. 4.2. The academic qualifications of the respondents showed that, (56%) of them were first degree holders in Basic Education while (44%) were Diplomats as showed in Figure 4.3. On Ghana Education Service (GES) ranking, (56%) of the respondents were ranked Principal Superintendent Whiles (22%) of them were ranked Senior Superintendent (I) and (II) respectively as showed in Fig. 4.4 and Fig. 4.5.

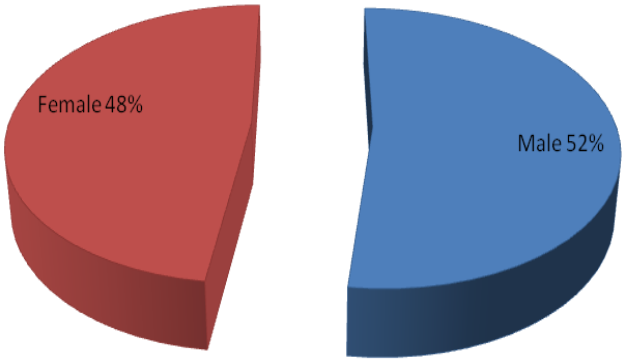

Fig. 4.1: Sex of Respondents
Source: Field survey, 2016

Referring to Figure 4.1, it can be concluded that, greater number of males' English teachers (52%) benefited more in CBI programmes as compared to their female counterpart.

Also, data obtained revealed that, in their responses, both the male and the female teachers shared similar opinions on CBI programmes.

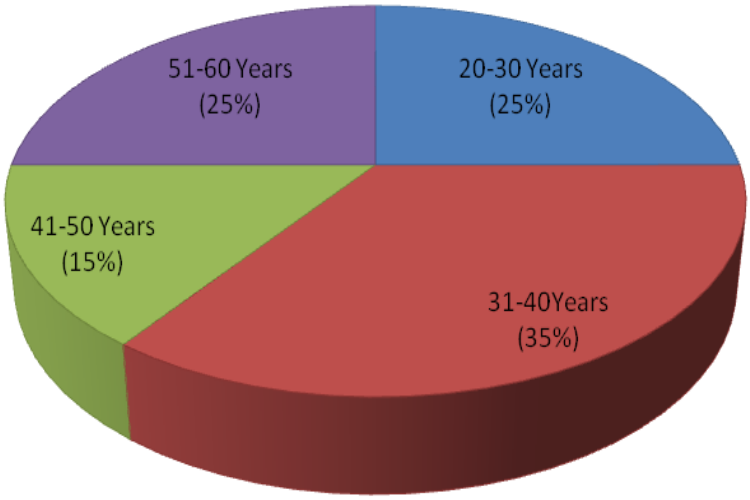

Fig 4.2: Ages of respondents
Source: Field survey, 2016

As compared to other age groups, teachers between the ages of 31 to 40 formed the majority (35%) of participants of CBI programmes in Tain District.

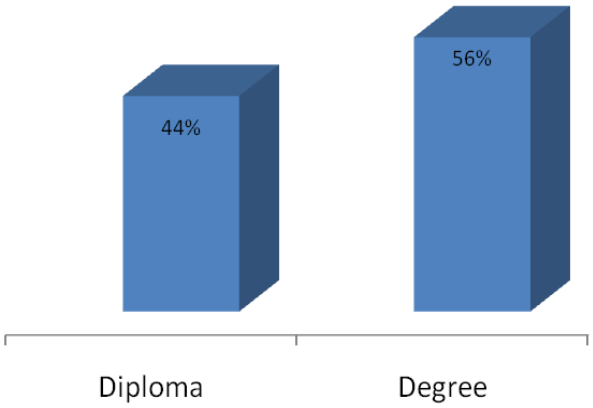

Fig. 4.3: Academic Qualifications of Respondents
Source: Field survey, 2016

An observation made indicated that, in most of the schools where students scored an average of 40.0 and above as showed in Figure 4.10, have had teachers who were catigorised between the ages of 31 and 40yrs and were mostly first degree holders for that matter Principal Superintendents. This suggested that, the remarkable performance of the students could have also been influenced by the academic qualifications and experiences of their teachers.

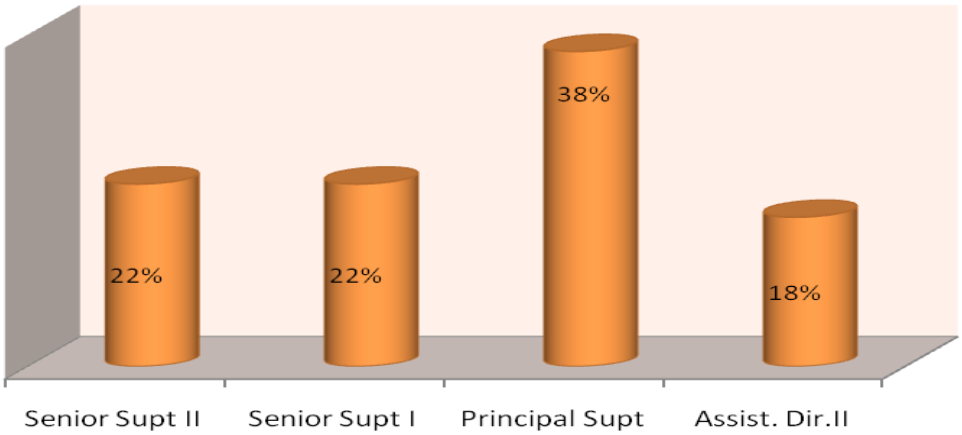

Fig. 4.4: Ranks of Respondents
Source: Field survey, 2016

Again, the study showed that, greater part of the teachers (56%) in terms of academic qualification had degree in Education hence was ranked on Principal Superintendent and Assistant Director II respectively. However, academic qualification and ranks were not used as baselines to determine one's participation in CBI programmes. It was a programme meant to improve the instructional practices of English language teachers in the Public JHS within the District.

4.2 Nature of Cluster Based INSET for Public JHS English language Teachers in Tain District

The first objective of the study was to assess the nature of CBI organised for English language teachers in Tain District. Questionnaires were administered to Public JHS English Language teachers who took part in CBI programmes in the District for the past five (5) years, to obtain data on the nature of CBI programmes in the Tain District.

Below were responses obtained;

Table 4.2: The nature of Cluster Based INSET in Tain District

Item Responses	Agree	Disagree	Total
1) CBI programmes for English language teachers in Tain District included standard lesson plan preparation.	**6(67%)**	**3(33%)**	**9(100%)**
2) During CBI programmes, teachers are taken through effective classroom management principles.	**6(67%)**	**3(33%)**	**9(100%)**
3) As a teacher of English language, you showed mastery over topics perceived challenging after being taken through such topic in CBI meetings	**1(89%)**	**1(11%)**	**9(100%)**
4) CBI activities meant for English language teachers in the District ***did not*** create room for sequential presentation of lessons.	**1(11%)**	**8(89%)**	**9(100%)**
5) CBI activities organised for English language teachers ***did not*** involved preparation and usage of TLMS.	**1(11%)**	**8(89%)**	**9(100%)**
6) CBI programmes gave much attention to classroom organisation and management than other instructional practices.	**7(78%)**	**2(22%)**	**9(100%)**
7) CBI activities were more focused on teaching methods and delivery than other instructional practices	**9(100%)**	**0(0%)**	**9(100%)**

Source: Field Survey, 2016

The research results as showed in Table 4.2 revealed that, lesson plan preparation formed integral part of CBI programmes organised for Public JHS English language teachers in the various cluster centers across the Tain district. This was collaborated and confirmed by observation carried out during the research. English teachers who participated in CBI programmes stated SMART objectives. Previous experiences of students were relevant to the new lesson. Lesson introductions and teacher-learner activities were sequential, logical and

orderly.

Data obtained showed that, majority of the respondents (67%) responded classroom organisation and management principles were also integral part of CBIs in Tain District. This was collaborated by data obtained from interviews and observations.

Being the skeletal framework around which other instructional practices are built, lesson plan preparation formed an important part of CBI programmes organised for the teachers as pointed out by the majority of the respondents (67%).

CBI activities in Tain District created room for preparation and usage of TLMs. Data obtained as showed in Table 4.2 informed that, majority of the teachers (89%) agreed that, CBI activities sharpened their skills in the preparation and usage of TLMs. The respondents responded that, the CBI served as an avenue where they were strategically taken through effective usage of self-constructed TLMs in the classroom. This was confirmed by observation during the data collection

The collected data also showed that, logical and sequential presentation of lessons in English language formed a core component of CBI programmes in Tain District as revealed by most of the teachers (89%). It was observed that, most of the teachers engaged students in series of step-by-step activities that led to acquisition of communication and writing skills.

Again finding out from participants whether they receive more training on teaching methodology and delivery during CBI programmes as compared to other instructional practices revealed that, all participants (100%) agreed that, indeed most of the CBI programmes they had attended were focused on teaching methodology and delivery. It clearly pointed to the fact that, most of CBI programmes organised for English language teachers were focused on teaching methodology and delivery. It is no wonder Freddy *et al.* (2009) in a study concluded that, in teacher professional development programme, organisers must give

special attention to teachers' pedagogical skills since it remains the engine around which other classroom instructional practices revolves.

The study also enlightened that, CBI was used as tool for addressing challenging topics. Greater part of the teachers (89%) expressed that, topics they perceived challenging were expertly handled during their CBI meetings.

In summary the nature of, CBI programmes for English language teachers in Tain District involved lesson plan preparation, strategies involved in handling challenging topics, effective classroom organisation and management, preparation and usage of teaching and learning material and teaching methodology and delivery are organised for English language teachers during cluster meeting. That is CBI was designed to address the specific needs of the English language teachers as identified in the needs assessment report. This finding perfectly aligned with that of Darling-Hammond, Wei, Andree, Richardson, & Orphanos (2009), who argued that, a professional development programme meant to improve teacher performance must be instructionally focused.

The pie chart summarises in percentage the nature of CBI for Public JHS English language teachers in Tain District.

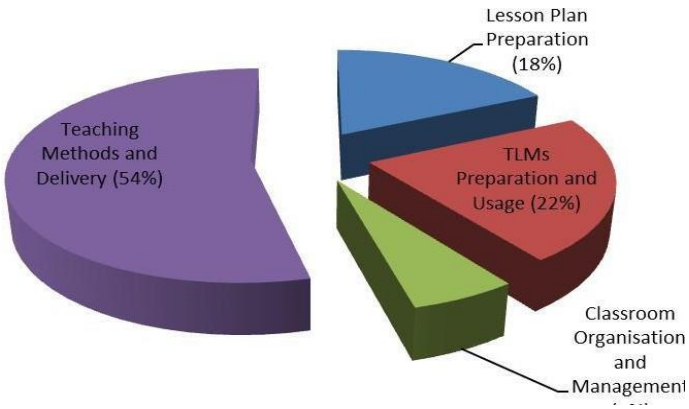

Fig. 4.5: Nature of CBI programmes for English language teachers in Tain District.
Source: Field survey, 2016

4.3 Impact of CBI Programmes on the Instructional Practices of Public JHS English language Teachers

This section looked at the impact of CBI programmes on the teachers' instructional practices in two folds. The first aspect dealt with responses obtained from respondents (teachers) who had been teaching in the same school before and after the introduction of CBI and took active part in CBI programmes from 2012 to 2016. The responses of teachers were obtained through questionnaires and those of the organisers (Head teachers and the District INSET Committee Chairman were elicited through interviews. The second part looked at the assessment of classroom performance of teachers through classroom observation and monitoring carried out by the researcher and the Assistant Director In- Charge of Supervision (District Monitoring and Evaluation Team Leader) and the District Review Assessment Results on CBI activities in the District. A report on 'Strategic Needs Assessment' conducted in 2011 by the District Monitoring and Evaluation Team (DMET) revealed that, about 40% of the English language teachers in Public JHS of Tain District could not show mastery over major specific topics in the 2007 JHS English Language syllabus and also in both lesson plan preparation and delivery.

After CBI was piloted in Tain district this research sought to compare the teachers' professional development in their instructional practices in the District since 2012.

Responses to questionnaire items by teachers who have been part of the CBI programmes on their instructional practices in the District revealed the following;

Table 4.3: Responses of Public JHS English language teachers on Impact of CBI on the Instructional Practices of English language teachers in Tain District

Item	Responses: Agree	Disagree	Total
1) Cluster Based INSET provided you with greater insight in the preparation and usage of TLMs.	8(89%)	1(11%)	**9(100%)**
2) You showed mastery over major specific topics in the English language syllabus after taking part in CBI activities meant for addressing challenging topics**.**	8(89%)	1(11%)	**9(100%)**
3) CBI as a teacher professional development tool had positive impact on your teaching methods and delivery.	9(100%)	0(0%)	**9(100%)**
4) Your ability to make effective use of the chalkboard was influenced by the CBI programmes you have attended.	1(11%)	8(89%)	**9(100%)**
5) CBI has improved your ability in stating MART objective.	7(78%)	2(22%)	**9(100%)**
6) Your ability to prepare standard English lesson plan was improved upon by CBI.	8(89%)	1(11%)	**9(100%)**
7) Your ability to effectively organise and manage classroom setting was influenced by CBI programmes you had.	1(11%)	8(89%)	**9(100%)**
8) CBI ***did not*** equipped Public JHS English language teachers with skills in handling the literature book.	8(89%)	1(11%)	**9(100%)**
9) Knowledge and skills acquired from CBI programmes are appropriately applied in the classroom by English language teachers**.**	9(100%)	0(0%)	**9(100%)**
. 10) CBI in general ***did not*** improve the instructional practices of Public English language teachers in Tain District.	0(0%)	9(100%)	**9(100%)**

Source: Field Survey, 2016

Responses obtained in Table 4.3 showed that, 89% of the respondents agreed that, CBI programmes had given them greater insight in preparation and effective usage of teaching and learning materials (TLMs). All head teachers interviewed in the course of the study responded "yes" when they were asked the question "Do you think the CBI has made any difference in TLMs preparation and usage ability of your teacher?" Information elicited from the head teachers in response to a follow-up question "If yes what difference had it made" enlightened that, the CBI activities have had a positive impact on the TLMs preparation and usage ability of the teachers. In an interview with one of the head teachers for instance, it was expressed that, "The CBI programmes have developed the creative skills of my English teacher. He prepares and uses effectively the appropriate TLMs during lessons which had not been the case before the introduction of CBI."

Similarly, the paired sample t test results in appendix H which compared the TLMs preparation and usage ability of the teachers before and after the introduction of CBI showed much improvement in the TLMs preparation and usage ability of the teachers. Before the implementation of CBI (2010/2011 academic year) in terms of TLMs preparation and usage, the teachers obtained a mean value of 1.9/5 when the needs assessment was carried out (Table appendix I). This gave an indication that, lessons were presented in abstract to students hence could have contributed to the abysmal performances of students in the previous years. A mean score of 3.6/5 indicating an improvement in the preparation and usage of teaching and learning materials of teachers was recorded as showed in appendix H and Table in appendix J. With the efficiency in the preparation and usage of teaching and learning materials, lessons were meaningfully presented to students when the sampled schools were visited. Besides, an insignificant but a positive correlation coefficient r= 0.363 was obtained CBI and TLMs preparation and usage as showed in appendix L. This means that, though CBI had made a

weak positive impact on teachers TLMs preparation ability, the impact was very minimal. That is to say the implementation of CBI does not necessary guarantee the fact that there should be improvement in the teaching and learning material preparation and usage ability of the teachers.

It could be concluded that, the CBI empowered the teachers with skills in creation and appropriate application of TLMs. No wonder Oconnor (1998), contended that, consistent engagement of teachers in teaching aids preparation in-service training programmes remains the best way of developing the innovative skills of the teacher. The Figure below compared the teachers' ability to prepare and use TLMs before and after the introduction of CBI.

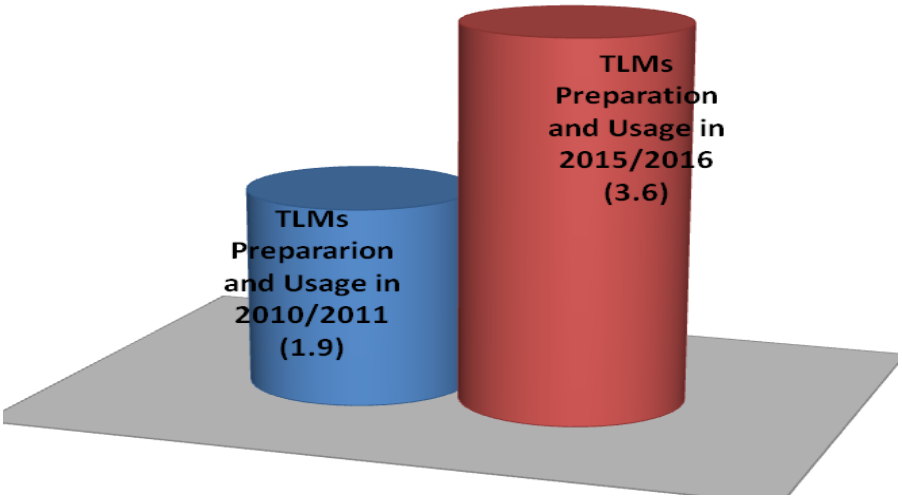

Fig. 4.6: Comparative Mean Scores of Impact of CBI on Teachers' TLMs Preparation and Usage (before and after)
Source: Field Survey, 2016

Data obtained (Table 4.3) further showed that, majority of the teachers (89%) had acquired strategies in handling with ease specific topics perceived challenging in the 2007 English language teaching syllabus after the implementation of CBI. One of the fundamental reasons for which CBI was introduced in Tain District was to enable teachers overcome topics

perceived challenging. With respect to content knowledge, teachers obtained as low as 1.6/5 average score when the strategic needs assessment exercise was carried out (appendix I).

Notwithstanding, a mean score of 4.2/5 was obtained with all the teachers being rated 'very good and excellent' (4/5 and 5/5) regarding mastery demonstrated over topics they handled when their lessons were observed in the course of the study. Having had upper hands over the subject matter under consideration, lessons were delivered to meet the individual differences of students.

Another important area where the teachers have experienced improvement as far as their teaching methods and delivery is concerned was in the area of active involvement of students in lessons. Before the teachers were introduced to CBI activities, their ability to involve students in lessons was rated satisfactory' that is 2.0/5.0 as showed in appendix I. Teachers' ability to actively involve students in their lessons improved as they employed series of varied activities that placed the students in the centre of the teaching and learning processes. As an evidence of improvement, the ability of the teachers to actively involve students in their lessons was as 3.1/5

Also, all the teachers (100%) as showed in Table 4.3 agreed that, CBI has had positive impact on their teaching methods and delivery. In addition, responses elicited from head teachers in series of interviews in the course of the study showed that, the teaching methods and delivery of the was improved. One of the head teachers for instance in an interview expressed "yes" when she was confronted with the question "*Do you think the CBI activities in any way improved the lesson delivery ability of the English teacher*?" She further explained "a number of observations made informed that, my English teacher now presents his lessons in a given order and his lessons are designed to meet the needs of students he handles in a particular class" when the follow-up question *"If yes how do you know?"* was asked.

Again a correlation analysis ran revealed a significant correlation value r=0.921 between CBI and teaching methods and delivery (appendix K). The positive correlation value r=0.921 indicated a strong relationship between CBI and teaching methods and delivery. This means that, the more teachers were engaged in CBI activities, the more their teaching methods and delivery abilities were improved.

Besides, total mean scores of 1.9/5.0 and 3.6/5.0 obtained respectively as showed in appendix H was evidence that, CBI activities had positively impacted the teaching methods and delivery ability of the teachers. This great improvement in the teaching methods and delivery ability of the teachers could be traced to the fact that, much attention was given to the teaching methods and delivery as it formed the greatest percentage (54%) of the CBI activities organised for the teachers. It of no doubt teaching methods and delivery forms the foundation on which other classroom practices are built (Freddy *et al.* 2009).

The Figure below compared the teaching methods and delivery before and after (mean scores of 1.9 and 3.6) CBI was implemented.

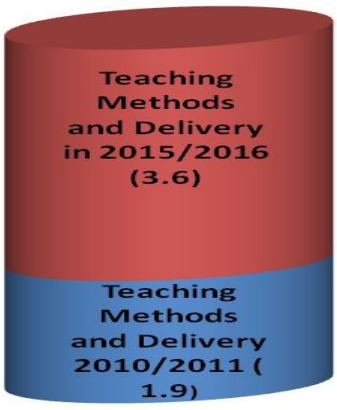

Fig. 4.7: Comparative Mean Scores of Impact of CBI on Teachers' Teaching and Methods and Delivery (before and after). Source: Field Survey, 2016.

On effective use of chalkboard, greater part (89%) of the teachers expressed that, their ability

to make a judicious use of the chalkboard was influenced by the CBI programme.

Another key area where teachers experienced much improvement as far as their instructional practices are concerned is in the field of lesson plan preparation. Data obtained write lesson objectives appropriately, as majority (78%) of the teachers agreed that, they were able to state SMART objectives. Data obtained during the needs assessment exercise brought to light teachers faced difficulties in stating specific, measurable, achievable, realistic and time bound objectives. It was therefore not a surprise when a mean score of 2.3/5.0 (appendix I) was obtained during the exercise. The fact that the mean of the teachers witnessed an improvement, (2.3 to 3.7) as showed in appendix I and J respectively, was an indication that, the teachers have experienced much improvement as far statement of SMART objectives were concerned. .

The data elicited further enlightened that, the lesson plan preparation ability of teachers had witnessed immense improvement as majority (89%) of them agreed the CBI indeed had equipped them with an in-depth knowledge in the preparation standard English lesson plans. Interactions with the head teachers further gave an indication that, the teachers have improved in terms of their lesson plan preparation. A head teacher during an interview for example mentioned that, “My English teacher as a matter of fact used to writing evaluation questions that had no link to the lesson objectives. As I speak to you now, he writes evaluation questions that have direct link to lessons (objectives) he delivers. Here again, a strong relationship was found between CBI and lesson plan preparation as a strong positive correlation r=0.828 was obtained. This pointed to the fact that, CBI in one way or the other contributed to lesson plan preparation ability of the teachers.

The results of both the needs assessment and the observations results had proven beyond the reasonable doubt that, the CBI has made a positive impact on the lesson plan

preparation ability of the teachers as the mean of total mean scores increased from 1.9/5.0 to 3.6/5.0 with a difference of 1.7.

The Fig.4.8 compared the teachers' lesson plan preparation ability before and after the introduction of CBI.

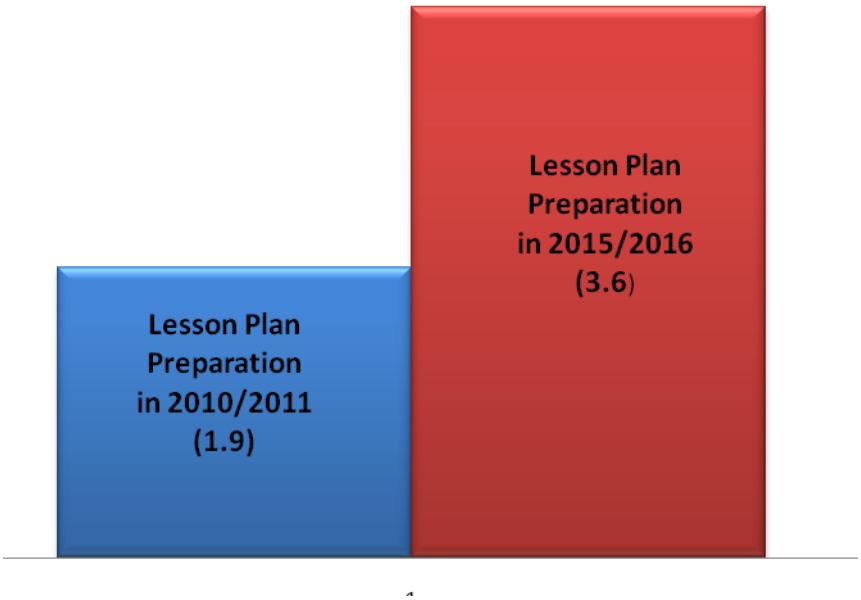

Fig. 4.8: Comparative Mean Scores of Impact of CBI on Teachers' Lesson Plan Preparation (before and after)
Source: Field Survey, 2016.

Responses elicited on the next "*Your ability to make effective use of the chalkboard as a teacher is being influenced by CBI programmes you have attended*" showed that, 11% of the participants agreed to the statement whiles 89% of them disagreed to the statement. The implication is that, CBI activities have added little or no value to chalkboard management ability of the teachers. This implied that, the teachers might have already had much knowledge on chalkboard management hence little or no attention is given to it.

On the item "*The ability to organise and manage a classroom setting is being influenced by CBI programmes you have had."* responses elicited showed that, 11% of the participants agreed that, their classroom organisation and management ability was greatly

influenced by the CBI programmes they have attended whiles 89% of them disagreed to the statement. Pointing to similar direction, the total mean score of 2.8 obtained before the introduction of CBI as compared to a total mean score of 3.7 showed that, there has not been much improvement as far as the classroom organisation and management of the teachers were concerned. Interview with the organisers of CBI programmes showed that, only 6% of the CBI activities were focused on classroom organisation and management hence a weaker correlation value r=0.129. Indicating that, CBI did not contribute to the teachers' classroom .organisation and management.

Further information obtained exposed that, most of the teachers have showed excellent classroom organisation and management skills when the needs assessment was carried out hence there was no need devoting much time for it.

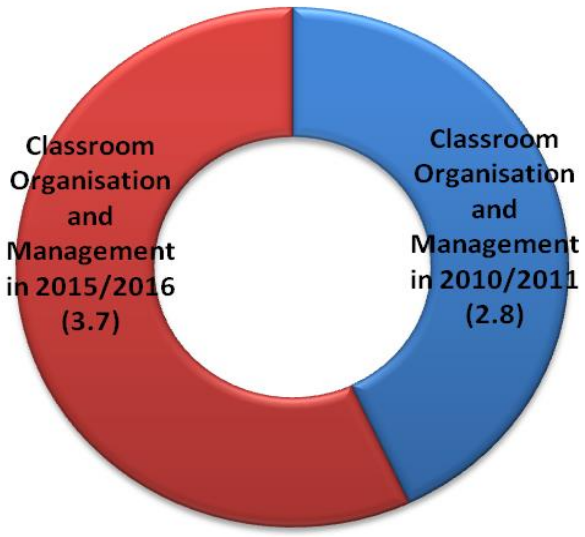

Fig. 4.9: Comparative Mean Scores of Impact of CBI on Teachers' Classroom Organisation and Management (before and after), Source: Field Survey, 2016.

The fig.4.9 explicitly explained the fact that, CBI had not added much to the classroom organisation and management ability of the teachers.

The next item on the table 4.3 sought to find out whether the CBI programmes had helped the teachers in handling the literature book. It came to light that, 89% of the teachers agreed that, CBI programmes had tremendously built their confident levels and also sharpened their skill in handling the literature book. It was not surprising at all when a head teacher in an interview stated, that "The literature aspect of the English language is now effectively delivered to pupils which had never been the case in my school before the introduction of the CBI programme".

Guskey (2002) in his fourth stage of measuring the effectiveness of teachers' professional development explained that, a professional development programme for teachers is said to have been effective if the knowledge acquired during the programme is effectively applied in the classroom. Conforming to Guskey (2002), responses obtained through questionnaires showed that, all the participants (100%) agreed that, knowledge acquired during CBI meetings was effectively applied in the classroom. A head teacher in an interview categorically stated that, "Teachers in my school do their best by putting into practice whatever they have learnt during CBI meetings". It is believed by both teachers and head teachers that, knowledge acquired by teachers during CBI meetings is effectively applied.

The last item sought to find out whether or not CBI programmes had improved the instructional practices of English language teachers in general. All the respondents (100%) agreed that, CBI programmes have improved their instructional practices.

In addition, a programme review assessment conducted on CBI activities by the Tain District Monitoring and Evaluation Team (TDMET) in 2014/2015 academic (two years after the implementation of CBI) revealed there was an improvement in instructional practices of the teachers as showed in appendix L.

After two years of its introduction, CBI was perceived as a lamp that rekindled the

instructional practices of the teachers as shown in appendix L. The teaching methods and delivery ability of the teachers which was rated as 1.9/5 at the time of the needs assessment for example shot up to 2.9/5 when the programme review was done.

Based on the above findings, CBI could be described as an effective teacher professional development tool since it had addressed the specific instructional needs of the teachers (Guskey, 2002). In similar investigation, Darling-Hammond et al (2009), concluded that, quality and effective teaching can only be achieved when greater part of the professional development programmes are focused on the teachers' daily classroom practices.

4.4 Impact of CBI on Academic Achievement of Students in English language in Tain District

Many researchers in their studies discovered that, professional development programmes for teachers in general did not only promote teachers efficacy, but also had positive influence on students' academic performances. Clotfelter *et al* (2006), Feng (2005) and Guskey (2002) for instance concluded that, excellent academic performance is the product of improved instructional practices. On expedition to find out whether or not improve instructional practices of the teacher yields positive students' academic achievement, responses of teachers and head teachers through questionnaires and interviews respectively were obtained. For a comparative judgment to be made, students' average scores were obtained and compared. The same test items were administered to students before and after lessons were delivered by the teachers, in each of the nine (9) schools visited during the observation. The average scores obtained after lessons were presented by the teachers indicated that, the teachers' classroom practices have had a positive impact on the students' classroom performances. Below is the graphical presentation of comparative average scores of impact of teachers' classroom

practices on students' classroom performances.

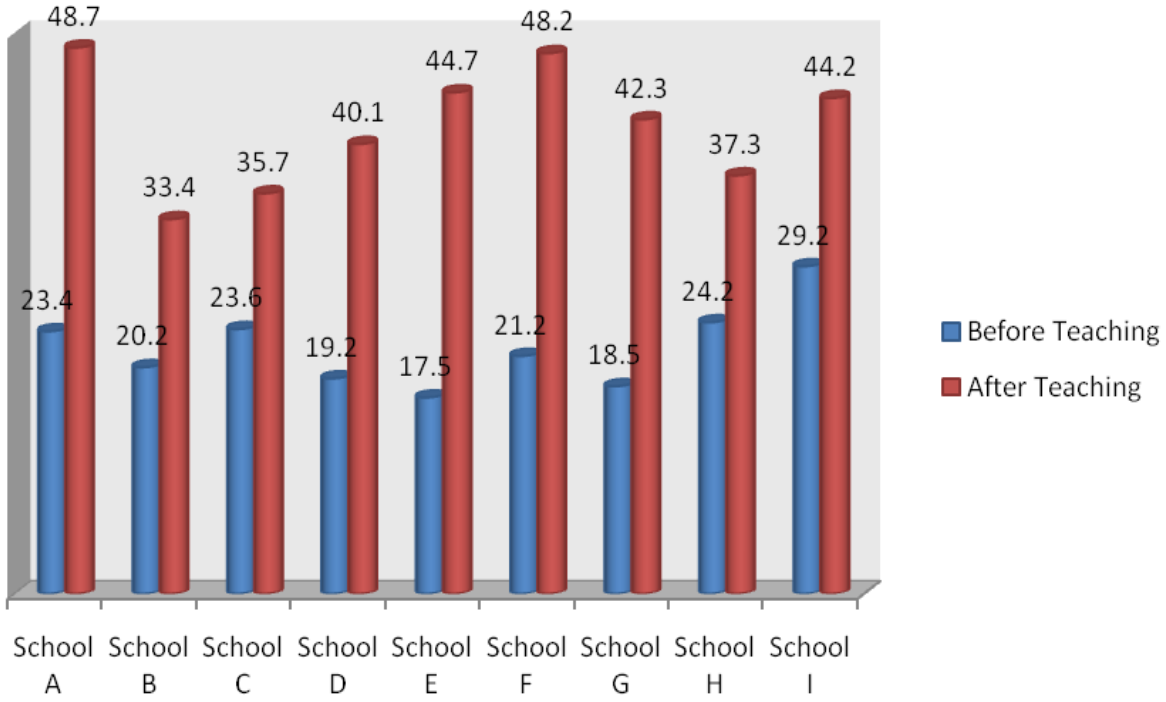

Fig. 4.10: Comparative Average Scores of Impact of Teachers' Classroom Practices on Students' Classroom Performances (Before and After Lessons were delivered).
Source: Field Survey, 2016.

The figure 4.10 above showed the assessment results of impact of teachers' classroom practices on the classroom performances of students in nine (9) schools.

In school A, a total average score of 23.4 out of 50 was obtained by students before the lesson was presented. An average score of 48.7 out of 50 was obtained in the same school when students responded to the same set of questions after lesson was delivered by their teacher. Similar results were obtained when the assessment was carried out in the other eight schools.

In school F for instance, students scored an average of 21.2 out of 50 when the test was administered at the initial stage. After logical and sequential presentation of lesson with teaching and learning materials fully utilised and students actively involved in the lesson, an average score of 48.2 was obtained. An average difference of 27 substantiated the fact that, the

classroom practices of the teachers had positive impact on the students' classroom performance.

An observation made indicated that, in most of the schools where students scored an average of 40.0 and above as showed in Figure 4.10, have had teachers who were catigorised between the ages of 31 and 40yrs and were mostly first degree holders for that matter Principal Superintendents. This suggested that, the remarkable performance of the students could have also been influenced by the academic qualifications and experiences of their teachers. It could therefore be established that, to demonstrate upper hand over teachers' daily classroom practices, teachers must be encouraged to update their knowledge and skills (Guskey, 2002).

In addition, views expressed by the teachers on the item "*CBI has **not** improved students' performance in English language"* showed that, students' academic performance was improved as all the teachers (100%) disagreed to the statement. Responses acquired from head teachers also implied that, in one way or the other, students' academic performances particularly in English language had improved. When asked the question "*Do you think the CBI has made a positive impact on students' academic performances in your school*?" A head for example responded "yes". The next question "*How do you know this*?" He responded "students' academic performances in the District Common examinations for past two years had been far better than it was before the introduction of CBI. This means CBI has brought a difference in the students' performance".

Finally, data obtained on students' academic achievement before (2010/2011 academic year) and after (2015/2016 academic year) the implementation of CBI as showed in appendix L corroborated the fact that, CBI has had a positive impact on the academic achievement of the students particularly in English language. A cumulative mean score of **4715.7** was obtained when students' end of term examinations for 2010/2011 academic year

(Before CBI) was computed. Nonetheless, students' cumulative mean score shot up to **4789.8** after (2015/2016 academic year) the implementation of CBI as showed in appendix L.

With a cumulative mean difference of **74.1**, CBI as teacher professional development tool had had positive impact on the academic performances of students in English language (Guskey, 2002). This finding established the fact that, enhanced academic achievement of students is the product of improved instructional practices of the teacher (Clotfelter *et al* 2006, Feng 2005).

4.5 Factors Militating Against Successful Implementation of Cluster Based INSET Programmes in Tain District

Assessing factors militating against successful implementation of CBI activities was the last objective of the study. In order to have this objective achieved, the views of the participants of CBI programmes were obtained through questionnaires.

The table below showed the items and responses elicited from the participants.

Table 4.4: Factors militating against successful implementation of CBI in Tain District

Item Responses:	Agree	Disagree	Total
1) Financial difficulty was ***not*** a major factor militating against successful implementation of CBI programmes for English teachers in Tain District.	1(11%)	8(89%)	**9(100%)**
2) Lack of cooperation among head teachers to large extent hampered successful implementation of CBI programmes in Tain District.	8(89%)	1(11%)	**9(100%)**
3) Teachers in most cases failed to attend CBI programmes because the distance covered.	3(33%)	6(67%)	**9(100%)**
4) CBI programmes for English language teachers were ***not*** effectively supervised.	1(11%)	8(89%)	**9(100%)**
5) Teachers felt reluctant in attending CBI activities that, attracted no allowances.	1(11%)	8(89%)	**9(100%)**
6) Late arrival of teachers to cluster centres was one of the factors that militated against the successful implementation of CBI activities in Tain District.	6(67%)	3(33%)	**9(100%)**

Source: Field Survey, 2016

The responses elicited from the participants on the item "*Financial difficulty **was not** a major factor militating against successful implementation of CBI programmes organised for English language teachers in Tain District"*, showed that, 11% of the teachers disagreed to the fact

that, financial difficulty was one of the major factors that had prohibited the successful implementation of CBI programmes organised for them whereas 89% of the teachers agreed to the fact that, indeed financial difficulty to very large extent impeded the successful implementation of CBI programmes. Interview results equally showed that, financial difficulty had actually bedeviled the successful implementation of CBI programmes in Tain District. One of the head teachers mentioned that, "we planned to bring in an expert to guide our English teachers on how to handle a particular drama topic in literature. The programme couldn't take place since there was no money to support its organisation.''

The second item sought to find out from teachers whether or not poor cooperation among the head teachers impedes the successful implementation of CBI programmes in the District. The responses elicited presented that, 89% of the respondents agreed that, lack of cooperation among their head teachers was one of the major factors that hindered the successful implementation of CBI programmes in the District. In addition to, in an interview a head teacher it was expressed that, ''failure of some of my colleagues to attend cluster INSET planning meetings was one of the major challenges hampering the effective implementation of CBI programmes." An observation made during a visit to a particular cluster centre even before the starting of the research disclosed that, none of the head teachers was ready to compile and send a report to the office of the District INSET since the head teacher assigned to that was not present. This explained the difficulty the District INSET Committee would face in planning effective CBI programmes for subsequent meetings since reports on the previous ones have not been received as explained by the by the District INSET Committee Chairman.

The next item intended to find out from the teachers whether the distance from their residences to their cluster centers prevented them from participating in CBI programmes

regularly. Data obtained showed that, 33% of the teachers agreed that, indeed the distance between the respective residences and the cluster had prevented them from attending CBI meetings while 67% of the respondents shared contrary views. One could draw a conclusion at this point that, distance between teachers residences and the various cluster centers was not really a barrier to effective implementation of CBI programmes in the District since it was revealed that, it took teachers a walking distance to the various cluster centers.

Responses obtained from the participants through questionnaires indicated that, teachers were available for even CBI programmes that attracted no allowances. This came to light when 11% and 89% of the respondents agreed and disagreed respectively to the statement "*teachers felt reluctant to attend CBI programmes that attracted no allowances*. The head teacher of a given school during an interview explained that, though teachers complained bitterly during CBI programmes that attracted no allowances, they always availed themselves for the subsequent ones even if they were told allowances would not be given. The responses of the participants and that of the head teacher showed that, in order to operate at the cutting edge of the teaching profession, teachers of English language in Tain District were always ready to undertake programmes that would sharpen their professional skills even without allowances.

The next item sought to find out whether CBI programmes organised had witnessed effective supervisions. It was unearthed that, 11% of the respondents disagreed that, CBI activities organised for them had witnessed effective supervision while 89% of the respondents agreed. Similarly, the opinion of a head teacher obtained through interview in finding out whether CBI activities have received much attention in terms of supervision, attested to the fact that, effective supervisions and monitoring were carried out. A head teacher who also doubled up as the leader of a particular cluster centre in an interview hinted that, "we

routinely gave letter of notification to the District INSET Committee. For this reason, a delegate was either sent to monitor proceedings or a report on each activity was required from the cluster centres". This implied that, effective supervision was not a hindering factor to successful implementation of CBI activities in Tain District.

On the item "late arrival of teachers to the various cluster centres was one of the major factors militating against the successful implementation of CBI programmes in the District" 67% of the respondents agreed that, indeed lateness of teachers to the various cluster centers was one of the major factors hampering the successful implementation of CBI activities in the District, while 33% of the respondents disagreed.

In confirming whether late arrival of teachers to cluster centres prohibited successful implementation of CBI activities head teachers responses were obtained. In response to the question "Do you see late arrival of teacher to cluster centers as an impediment to successful implementation? "during an interview with a head teacher suggested late arrival was one of the factors CBI programmes had battled with in Tain District.

In summary, responses elicited from Public JHS English language teachers (participants of CBI programmes) through questionnaires, the organisers (head teachers and the District INSET Committee Chairman) obtained through interviews and observations made brought to light that, financial difficulty, lack of cooperation among some head teachers and late arrival of teachers to the various cluster centres were the major factors militating against the successful implementation of CBI activities in Tain District. These findings were in line with Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis carried out in 2011 by the In- service Training Department (ITD) of Ministry of National Education in Turkey which found limitation in economic and human sources and lack of coordination among some institutions as major hindrances to successful implementation of in-service training

programmes (ITD, 2011).

The Figure 4.9 summarised in percentages the major factors militating against successful implementation of CBI programmes in Tain District.

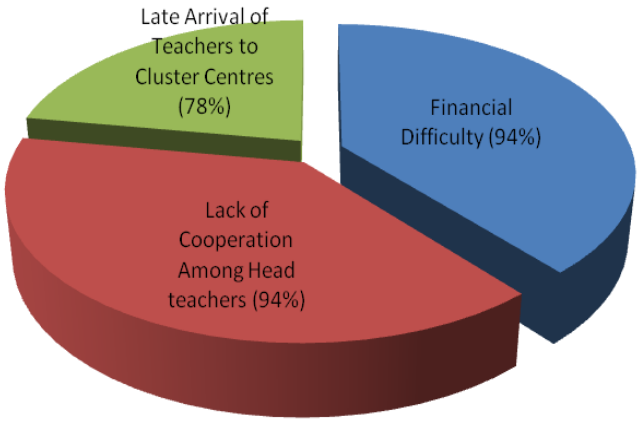

Fig. 4.11: Major Factors Militating Against Successful Implementation of CBI In Tain District
Source: Field survey, 2016

As shown in Figure 4.9, 94% of the responses elicited point to the fact that, financial difficulty and lack of cooperation among head teachers were respectively the major factors militating against the successful implementation of CBI programmes whiles 78% of the responses indicated that, late arrival of teachers to the various cluster centers also hindered the successful implementation of CBI programmes in the district. This means that, though late arrival of teachers to the various cluster centers had to some extent hindered the successful implementation of CBI activities, financial difficulty and lack of cooperation among the head teachers were identified to be the greatest factors militating against the successful implementation of CBI programmes in Tain District.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The chapter presents the summary, conclusion and recommendations.

5.1 Summary

This work sought to assess the impact of Cluster Based INSET on instructional practices of Public JHS English language teachers in Tain District who had taken part in CBI programmes for the past five years. A report by the District Monitoring and Evaluation Team (DMET) in 2010/2011 academic year on 'Needs Assessment' revealed that, about forty percent (40%) of the Public JHS English teachers could not show mastery over their instructional practices.

IBM (SPSS) version 20 was used in analysing quantitative data. Responses elicited through interview were recorded and transcribed appropriately for use.

Discussions were done based on the analysis.

5.2 Major Findings

Data analysis revealed that, CBI in terms of *'nature'* in Tain District was instructionally focused. That is to say that, CBI was designed to address the specific needs of the English teachers as in identified in the needs assessment report. This finding supported the idea of James *et al* (2009), who after an investigation drew a conclusion that, teacher professional development programmes must give much attention to the daily classroom practices of the teacher.

The results indicated that, CBI had improved the instructional practices of Public JHS English language teachers in the District. It of no doubt that, Darling-Hammond, et al (2009), Field, (2011), Lieberman & Pointer-Mace, (2008); Quick, Holtzman, & Chaney (2009) noted

instructionally focused teacher professional development programme as the most effective one when it comes to building teacher efficacy.

Also the data obtained informed that, CBI has had a positive impact on students' academic performance.

Again from data analysis it was evident that, financial challenges, lack of cooperation among some head teachers and lateness to the respective cluster centers bedeviled the successful implementation of CBI activities in Tain District. The observation also fitted into the Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis carried out in 2011 by the In-service Training Department (ITD) of Ministry of National Education in Turkey which found limitation in economic and human sources and lack of coordination among some institutions as major hindrances to successful implementation of in-service training programmes (ITD, 2011).

5.3 Conclusion of the study

Findings of the study enlightened that, Cluster Based INSET as teacher professional development programme in terms of nature was instructionally focused. Quick et al., (2009), as discussed under the theoretical framework of the study maintained that, professional development programme is effective when it attains the purpose for which is being organised. CBI in Tain District was primarily implemented to fill the deep cavity identified in instructional practices of Public JHS English language teachers by the District Monitoring and Evaluation Team (DMET)

It was also concluded that, the successful implementation of CBI activities in Tain District were impeded by financial difficulty, lack of cooperation among head teachers and lateness of teachers to the cluster centers. More to the point, as teacher professional

development tool, CBI had significantly improved the instructional practices of Public JHS English language teachers in the District. Finally the improved instructional practices of the teachers contributed to students' academic achievement as held by some experts in the field of teacher professional development who are of the view that, excellent academic achievement of students is the product of an improved daily classroom practice of the teacher.

5.4 Recommendations

Based on the above findings of the study, the following recommendations were put forward;

- ✓ Cluster based INSET as an effective teacher professional development tool should be adopted in addressing specific instructional needs of teachers hence should be encouraged in each district across the country.
- ✓ Teacher professional development programmes should be instructionally focused so as to promote teacher efficacy.
- ✓ The Ministry in charge of Education, Non-Governmental Organisations (NGOs) and other stakeholders in education should introduce, monitor and financially support the organisation of CBI programmes in all Districts.

- ✓ Cluster based INSET as an effective teacher professional development tool should be adopted in addressing specific instructional needs of teachers hence should be encouraged in each district across the country.
- ✓ Teacher professional development programmes should be instructionally focused so as to promote teacher efficacy.
- ✓ The Ministry in charge of Education, Non-Governmental Organisations (NGOs) and other stakeholders in education should introduce, monitor and financially support the organisation of CBI programmes in all Districts.

- ✓ Head teachers and curriculum leaders should be sensitised on the need to attend regularly Cluster INSET planning meeting in order to pave way for effective implementation of CBI activities.
- ✓ A comprehensive needs assessment should always precede teacher professional development programmes.
- ✓ Since this study is limited to Tain District where CBI programmes have witnessed five years of active implementation, a further research should be conducted in a different District where CBI activities had witnessed at least ten years of effective organisation to ascertain whether or not CBI has had greater impact on students' academic achievement.
- ✓ The teachers should be sensitised on the need to report early enough for professional development programmes.
- ✓ Further investigation could be carried out to unearth why head teachers take less interest in attending CBI planning meetings.

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APPENDICES

APPENDIX A: Questionnaire for Teachers

UNIVERSITY FOR DEVELOPMENT STUDIES

FACULTY OF EDUCATION, TAMALE

GRADUATES SCHOOL OF STUDIES

QUESTIONNAIRE FOR TEACHERS

The following are questionnaire items on impact of Cluster-Based Inset on Instructional Practices of Public JHS English Teacher, The Case of Tain District. You are kindly requested to spend few minutes of your time to answer the questionnaire to the best of your ability and in truth. Your responses will be treated with utmost confidentiality and it is strictly for academic purposes on this course. The first section of the questionnaire demands for your demographic characteristics. The second section comprises of items based on the nature of CBI for English language teachers in Tain District. The next section contains items on factors militating against CBI activities. The fourth part encompasses items relating to impact of CBI activities on the classroom practices of the English teacher. The last aspect of the questionnaire entails an item on the impact of CBI on students' academic achievement in English language. Your cooperation will be highly appreciated.

Thank you in advance for your responses.

Section 1: Demographic Characteristics

Gender: Male [ ] Female [ ]

Age Group: 26-30yrs [ ] 31-35yrs [ ] 36-40yrs [ ] 40yrs and above [ ]

Academic Qualification: Diploma [ ] Degree [ ] Masters [ ]

GES Rank: Senior Sup II [ ] Senior Sup I [ ] Principal Sup [ ] Assist. Director II [ ]

Section 2: The items below describe matters related to the nature of CBI for English language teachers in Tain District. Please read each item carefully and decide whether you agree or disagree with each item. Put "√" mark under the number corresponding to your response using the following scale: 1= Agree, 2= Strongly agree, 3= Disagree and Strongly disagree. The first section of the quest

1. Greater part of CBI activities organised for English language teachers were focused on preparation and usage of TLMs than teaching methodology and delivery, lesson plan preparations and classroom organisation and management. Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )
2. CBI programmes organised for English language teachers were mostly focused on lesson plan than other areas of instructional practice. Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )
3. CBI programmes gave much attention to classroom organisation and management than other instructional practices. Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )
4. Cluster Based INSET provided you with great insight in the preparation and usage of teaching and learning materials (TLMs) Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )
5. You have showed mastery over the major specific challenging topics in the English language teaching syllabus after being partaking in CBI programmes meant for addressing topics teachers perceived challenging. Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )
6. CBI programmes for English Language teachers do not include detailed lesson plan preparations. Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )
7. During CBI programmes, teachers were taken through principles of effective classroom management. Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

8. CBI activities created room for preparation of TLMs and their appropriate usages. Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )
9. Techniques involved in logical presentation lessons did not form part of CBI programmes meant for English language teachers. Strongly agree ( ) Agree ( ) Disagree ( ) strongly disagree ( )
10. CBI programmes for English language teachers were mostly based on teaching methodology and delivery as compared to lesson plan preparations classroom organisation and management and TLMs preparation and usage. Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

During Cluster Based INSET programmes, experts were ***not*** brought on board to handle challenging areas. Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

Section 3: Factors Militating Against Implementation of CBI Programmes in Tain District.

12. Cluster Based INSET were *not* regularly organised as a result of inadequate fund to support their organisation. Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )
13. Lack of cooperation among some head teachers to large extent hampers the successful implementation of CBI programmes organised for English teachers in the district. Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )
14. Teachers in most cases failed to attend programmes because of the distance between where they live to the various cluster centers. Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )
15. Teachers attended Cluster Based INSET because they were always compelled to do. Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )
16. Teachers regard the attendance of Cluster Based INSET as waste of time. Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

17. A major factor militated against successful implementation of CBI programme in the district is poor supervision.
18. Cluster Based INSET had been the most *ineffective* professional development tool used by the district in addressing specific professional needs of English teachers. Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )
19. Late arrival of teachers to the various cluster centers was one of the factors militating against the successful implementation of CBI programmes in Tain District. Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )
20. Teachers who stayed far from cluster centres sometimes fail to attend CBI programmes. Strongly agree ( ) Agreed ( ) Disagree ( ) Strongly disagree ()
21. Teachers felt reluctant in attending CBI programmes that attracted no allowances. Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

Section 4: Impact of CBI on Teachers' Instructional Practices

22. After taking part in a number of Cluster Based INSET meetings, you are able to state clear and SMART objectives that have direct link with the evaluations in the lesson plan. Strongly agree ( ) Agreed ( ) Disagree ( ) Strongly disagree ( )
23. Your ability to make effective use of the chalkboard as a teacher was highly influenced by CBI programmes. Strongly agree ( ) Agree ( ) Disagree ( ) Strongly agree ( )
24. Cluster Based INSET has improved upon your detailed lesson note preparation ability. Strongly agree ( ) Agree ( ) Disagree ( )Strongly disagree ( )
25. Your ability to effectively organise and manage a classroom setting was influenced by CBI programmes you have had. Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )
26. Cluster Based INSET programmes had ***not*** equipped English teachers with the appropriate

skills in handling literature book (The Cockcrow). Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

27. Teachers' contributions at Cluster meetings are always encouraging. Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )
28. Cluster Based INSET has improved teaching and learning of English language in your school. Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )
29. Knowledge and skills acquired from CBI meetings are effectively applied in the classrooms. Strongly agree ( ) Agreed ( ) Disagree ( ) Strongly disagree ( )
30. Heads/Curriculum leaders of teachers who have taken part in CBI programmes go round to observe lessons taught by such teachers. Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )
31. Cluster Based INSET in general had ***not*** improved the instructional practices of English teachers in the district. Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

Section 5: Impact of CBI on Students' Academic Achievement

32. Cluster Based INSET has ***not*** improved students' performance in English language. Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

APPENDIX B: Interview Questions For Head teachers

UNIVERSITY FOR DEVELOPMENT STUDIES FACULTY OF EDUCATION

TAMALE GRADUATES SCHOOL OF STUDIES

Interview Questions for Headmasters

The following are interview items on Impact of Cluster-Based Inset On Instructional Practices of Public JHS English Teacher, The Case of Tain District Your responses in this interview will be treated with utmost confidentiality and it is strictly for academic purposes on this course. Your cooperation will be highly appreciated.

Thank you in advance for your responses.

1. How many Cluster Based INSETs do you normally organise for teachers in a term?

   ……
   ……

2. Have they been effective or ineffective? What accounted for their effectiveness or the otherwise of it?

   ……

3. What are the attitudes of teachers whenever they are asked to attend CBI programmes even without allowances?

   ……

   ……

4. Do you think CBI has made any difference on the TLMs preparation and usage ability of the your teacher? If yes what difference had it made?

   ……
   ……

5. Do you think the CBI activities in any way improved the lesson delivery ability of the English teacher? If yes how do you know?

   ……
   ……

6. Has the CBI brought any change in lesson plan preparation ability of your teacher? If yes, briefly explain the changes noticed.

   ……
   ……

7. What are some of the programmes organised for English language teachers during CBI meetings?……

8. Which of the areas do you give much attention to? Why?
   ……
   ……

9. Did you face problems in organising CBI for your teachers? What were some of the factors did you think impeded the successful implementation of CBI programmes in the district?

   ……
   ……

10. Do you see late arrival of teacher to cluster centers as an impediment to successful implementation?

11. Do you regularly supervise lessons taught by yours teachers? If yes what were your observations before and after the Cluster Based INSET?

    ……
    ……

12. Do you think the Cluster Based INSET has had positively influence the instructional practices of the English teacher in your school?

    ……

13. Do you think the CBI programmes have increased the academic performance students in the English language in your school? How do you know this?

……
……

14. What in your opinion do you think could be done to make Cluster Based INSET very effective in the district?

……
……

APPENDIX C: Interview Questions for District INSET Committee Chairman

UNIVERSITY FOR DEVELOPMENT STUDIES FACULTY OF EDUCATION

TAMALE GRADUATES SCHOOL OF STUDIES

Interview Questions for District INSET Committee Chairman

The following are interview questions on Impact of Cluster-Based Inset on Instructional Practices of Public JHS English Teacher, The Case of Tain District

Your responses in interview will be treated with utmost confidentiality and it is strictly for academic purposes on this course. Your cooperation will be highly appreciated.

Thank you in advance for your responses.

1) Do you pay visit to the various cluster centers during cluster based INSET programmes?

……
……

2) What are some of the programmes organised for English language teachers during CBI meetings?

……
……
……

……

3) Which of the activities do you give much attention to? Why?
……
……

4) In general, what do you make out of the reports you received and your few visitations to the various cluster centers so far?

……
……

5) Do you receive reports from the various cluster centers with regards to problems that are faced in organising CBI programmes? If yes, what are some of the problems faced?

……
……

6) Do you think the Cluster Based INSET as a professional development tool has improved teacher performance? Why?

……
……

APPENDIX D: Lesson Observation Check List

UNIVERSITY FOR DEVELOPMENT STUDIES FACULTY OF EDUCATION

TAMALE

LESSON OBSERVATION FORMATE

Form……...

Subject: English Language Aspect/Topic/Sub-topic……

Duration of Lesson…….…. Time……..…..

Date……

Items and Scores	*1 Poor*	*2 Satisfactory*	*3 Good*	*4 Very Good*	*5 Excellent*
Lesson					
1 Object	tates s ; only ıRT	Teacher states objectives which has only two SMART items.	Teacher states objectives which has three SMART items.	Teacher states objectives which has 5 SMART items except one.	Teacher states Objectives which has all 5 SMART items.
	tates s ısist ne ı. ge, ıding, ın, kills ıdes)	Teacher states objectives which consist of ***only two ordered*** profile Dimensions (knowledge, Understanding, application, process skills and attitudes.	Teacher states objectives which consist of ***three ordered*** profile Dimensions (knowledge, Understanding, application, process skills and attitudes).	Teacher states objectives which consist of ***four ordered*** profile dimensions (knowledge, understanding, application, process skills and attitudes).	Teacher states objectives which consist of ***five ordered*** profile dimensions (knowledge, Understanding, application, process skills and attitudes).
2 RPK/E	E	RPK/E stated but it related to	RPK/E stated is related to students' previous	RPK/E stated is related to students' previous	RPK/E stated is related to students' previous
	Stated				

		students' previous knowledge/experience.	experience knowledge/ but has no relevance to Topic/subtopic/aspect.	experience/knowledge and is relevant to topic/subtopic/ Aspect.	experience/knowledge and is relevant to Topic/subtopic/ Aspect
3 Intr	luction	Introduction stated but it has not reviewed RPK/E, no time budget Stated and no Illustrated sample questions/activities.	Introduction reviewed RPK/E but not time bound and no illustrated sample questions/activities.	Introduction reviewed RPK/E and is time bound but no illustrated sample questions/activities.	Introduction reviewed RPK/E, is time bound and illustrated sample Questions/activities.
4 Cor	ıer states oints ı are vant to ; / sub- s.	Teacher states core points which are relevant to topics / sub-topics, but not related to main Skills and/or concepts to be learnt.	Teacher states core points which are related to main skills and concepts to be learnt.	Teacher states core points which are closely related to lesson objectives	Teacher states core points which clarify main skills / concepts Related to pupils' readiness / daily life.
5 Teacher and	Teacher	Teacher provides	Teacher provides	Teacher provides activities	Activities are adequate,

Learner activities	Provides activities but e not te, opriate ectives w ts/know kills.	activities which are adequate but inappropriate for objectives and acquisition of new concepts/knowledg e/skills.	activities which are adequate, appropriate for objectives and acquisition of new concepts/knowledge/sk ills.	which are adequate, appropriate for objectives and acquisition of new concepts/knowledge/skills but do not encourage students to reflect on their existing Knowledge/ knowledge/skill and Its application	appropriate for objectives and acquisition of new concepts/knowledge/skil ls, encourage students to reflect on their existing knowledge/ knowledge/skill and its Application to their daily life.
5 Tea Learn Activ	ies are tial	Activities are sequential and Logical	Activities are sequential, logical and time bound.	Activities are sequential, logical, time bound and varied.	Activities are sequential, Logical, time bound, Varied and guide/direct student learning
6 T and Learn Mate LM s)	r does LMs	Teacher states TLMs, but they are not relevant to Lesson objectives/TLAs.	Teacher states TLMs which are relevant to TLAs but not indicated at suitable TLA.	Teacher states TLMs which are indicated in suitable development stages of lesson but Its use is not stated.	Teacher states appropriate TLMs whose use is indicted at Suitable development Stages of lesson.
7 Evaluation Questions	Teacher states no evaluation	Teacher states Evaluation	Teacher states evaluation questions	Teacher states Evaluation questions are unambiguous,	Teacher states Evaluation questions are

	questions.	Questions which are ambiguous, not consistent with objectives/core points.	are unambiguous but not consistent with objectives/core points.	consistent with objectives/core points.	unambiguous, consistent With objectives/core Points and of increasing order of knowledge, Understanding, application, process skills and attitudes.
Classr		**ion and management**			
8 Class Manag	r has no ıles ing the t of s.	Teacher sets clear rules to govern the conduct of the class but does not Enforce them.	Teacher sets clear rules to govern the conduct of the class enforces the rules and ensures That students are appropriately grouped For effective learning.	Teacher ensures that individual students are actively involved in the group work and also promotes orderly presentation of group work.	Teacher facilitates active and responsible cooperation among students that leads to Students' mutual and progressive learning.
9 Class Contro	r s' misbehavior.	Teacher establishes clear parameters for students' conduct Students' conduct	Teacher establishes clear parameters for students' conduct,	Teacher establishes clear parameters for students' conduct, makes expectations known	Teacher establishes clear parameters for students' conduct,

	and makes expectations known to students.	makes expectations known to students and Uses the normal natural Voice	to students and addresses behavior issues quickly and wisely.	makes expectations Known to students and always has a well-designed engaging

					lesson.
10 Teacher Behaviour	Teacher lacks enthusiasm in ing, does pear well ned in h, dress and uality.	Teacher exhibits enthusiasm in teaching, appears well groomed in speech, dress and punctuality.	Teacher exhibits enthusiasm in teaching, appears well groomed in speech, dress, punctuality and Motivates students.	Teacher exhibits enthusiasm in teaching, appears well groomed in speech, dress, punctuality motivates students and always regular at all authorised Organised social gathering.	Teacher exhibits enthusiasm in teaching, appears well groomed in speech, dress, punctuality, motivates Students and always Regular at all authorised organised social gathering also punishes indiscipline students.
Teach gy And Delivery					
11 Les Introdu	oduction not review K/E	Introduction reviewed RPK/E but did Aroused interest/enthusiasm of Student	Introduction reviewed RPK/E, aroused interest/enthusiasm of students.	Introduction reviewed RPK/E, aroused interest/enthusiasm of Students but not student participatory	Introduction reviewed RPK/E, aroused interest/enthusiasm of students and was student participatory

12 Presentation	Presentation is inadequate, Inappropriate objectives l new cepts/know ge/skills.	Activities are sequential, logical, time bound and varied.	Adequate and appropriate for Objectives, new concepts/knowledge/skills through well planned activities.	Adequate and appropriate for objectives, new concepts/knowledge/skills through well planned activities. Activities are Sequential, logical, time Bound and varied.	Activities are sequential, logical, varied and guide/direct student learning. Activities are adequate, appropriate for Objectives and acquisition of new concepts/knowledge/skills, encourage students to reflect on their existing knowledge/ knowledge/skill and its application to their daily life.
13TLM	M was not d in lesson.	TLMs use was Sequential, but illogical, not students' user friendly and inappropriate.	TLMs use was sequential, logical but not students' user friendly and Inappropriate.	TLMs use was sequential, logical, students' user friendly but inappropriate.	TLMs use was sequential, logical, Students' user friendly and demonstrated Appropriately new knowledge.

14 Pace of Lesson, Audibility of Voice of Lai	Teacher speaks too slow/fast and is udible, and o constructs grammatical ntences	Teacher pace is appropriate but inaudible from back of class. Teacher Constructs grammatically correct sentences but does not encourage pupils to speak the language appropriately.	Teacher pace is appropriate and audible from back of class. With respect to use of language, teacher uses language appropriate to the level of averaged pupils.	Teacher varies pace based on the learning abilities of students with an audible voice and uses suitable level of language for different levels of pupils.	In an audible voice, teacher finds out from students how they find the space of the class in general and for that Particular lesson. In terms of language, Teacher selects and/or adjusts appropriate Level of language in accordance with the understandings of each pupil.
15 Stu Partic	acher keeps king without olving pils and does t relate son to real e.	Teacher introduces activities which arouse pupils' interests but demonstrates them by teacher him / herself.	Teacher introduces activities, and pupils participate in it actively and with interests.	Teacher introduces activities that equip pupils with generic skills through Problem solving. (Teacher Initiates Inquiry-based learning) and gives students Choices	Teacher introduces activities that promote mutual learning among pupils (Pupils initiate collaborative inquiry-based learning) and provide information in multiple formats

16 Mastery of Subject Matter	Teacher has self-confidence does not w mastery r the ject matter she teaches	Teacher has self-confidence and shows mastery over subject matter he/she teaches.	Using appropriate activities, teacher presents the subject Matter sequentially and logically.	Teacher demonstrates knowledge of the subject matter and teaches it effectively.	Teacher demonstrates knowledge of the subject matter and Teaches it effectively And has positive attitude towards subject taught and encourages the same in learners.
17 Use Chalkb	cher does use a lkboard.	Writing on the chalkboard is in Appropriate size, color strength and clear.	Writing on the chalkboard is well-planned with letters, Figures and illustrations which are formed neatly and correctly.	Writing on the chalkboard is systematically planned and logically organised.	Chalkboard is systematically used to Summarize all of important or core points of lesson enough For pupils to understand lesson.
Use of Chalkb	cher sees rts and strations on chalkboard as	Teacher draws charts and illustrations are insufficient to explain concepts.	Teacher draws adequate diagrams but is not legible enough.	Teacher draws diagrams that are adequate enough to Explain concepts.	Teacher has on the chalkboard illustrations And charts which give Further explanation to

	waste of time hence does not draw charts at				concepts
18 Qu Skills	cher does ask stions at all esson	*Teacher asks only low order (recall) and rhetorical questions such as yes-or-no Questions*	Teacher asks well-balanced low / high order questions, pauses and calls on volunteers to respond.	Teacher asks low / high order questions which promote higher order responses and encourages Even non-volunteers to respond or ask questions	Teacher asks low / high order questions, one at a time and sequenced in order of difficulty which is suited to the level of pupils.
18Que Skills	cher does evenly tribute stions.	Teacher evenly distributes questions among pupils.	Teacher asks short and clear questions.	Teacher effectively Distributes questions among Pupils. Questions are usually Short and clear in scope.	Teacher effectively distributes questions among pupils, Questions are usually short and clear in scope and encourage responses by giving some positive reinforcement for all responses including incorrect ones.
19 Feedback	Teacher does	Teacher offers	Teacher offers feedback	Teacher gives supportive	Teacher offers

to Pupils	not offer feedback to pupils' responses at All.	feedback to pupils' responses but simply tells pupils if their answers are right or Wrong.	to pupils' responses that promotes further or better understanding in lesson.	feedback to pupils who made a wrong response and use the response to promote better Understanding	feedback to pupils' responses that promote active and mutual learning among pupils.
ıal	Teacher does not strictly adhere to rules Governing Instructional Practices	Teacher's performances with regards to instructional practices are moderate.	Teacher employs quality teaching techniques in the classroom.	Bringing on board quality teaching techniques, teacher Teaches with higher enthusiasm.	Teacher exhibits high level of professionalism both in Class and outside the Classroom.
ıt	Teacher makes no evaluation of lesso	Teacher assesses pupils' knowledge /understanding during the lesson, but the assessment is not related to objectives of lesson.	Teacher assesses pupils' knowledge / understanding during the lesson which are related to objectives of lesson.	Teacher assesses pupils' Understanding during lesson (formative assessment) and restructures the development of lesson based on the result Of evaluation of pupils' Understanding.	Teacher assesses pupils' readiness / understanding / achievement in the lesson using appropriate questions Based on at least 2 profile dimensions

					in syllabus (knowledge, understanding, application, process

					skills and attitudes).
22 Closure	Teacher does not summarise lesson.	Teacher summaries lesson by touching on Few areas.	Teacher summaries lesson by revisiting the Main ideas(core points)	Teacher calls on few students to tell the entire class what was learnt.	To make recapitulation of main ideas very Easy, teacher reiterated main points in the form of questions.

ıents

ssor: …….. Signature…….

Appendix E

UNIVERSITY FOR DEVELOPMENT STUDIES (UDS)
FACULTY OF EDUCATION (FOE)
ETHICAL REVIEW EVALUATION

1. Name of Student: FOLI YABIDO ERIC
2. ID of Student: UDS/MTD/0028/14
3. Department: TRAINING AND DEVELOPMENT
4. Title of Research: IMPACT OF CLUSTER-BASED INSET ON INSTRUCTIONAL PRACTICES OF PUBLIC JHS ENGLISH TEACHERS, THE CASE OF TAIN DISTRICT

5. Has the research dealt with the following ethical issues satisfactorily?

	YES	NO	NOT APPLICABLE
i. Clearly stated purpose	(√)	( )	( )
ii. Informed Consent			
a. Children	(√)	( )	( )
b. Adults	(√)	( )	( )
c. Special Groups	()	( )	(√)
iii. Deception	(√)	( )	( )
iv. Risks to participants	( )	( )	(√)
v. Confidentiality/Anonymity	(√)	( )	( )
vi. Selection Bias	(√)	( )	( )
vii. Cultural Sensitivity	(√)	( )	( )
viii. Benefit Sharing	(√)	( )	( )

6. General Comments:
FOLI YABIDO ERIC (UDS/MTD/0028/14) has effectively and satisfactorily adhered to current ethical procedures and standards on research ethics of University for Development Studies (UDS), Faculty of Education (FOE), Graduate School and those of relevant institutions in Ghana and elsewhere and have made provisions that adequately address all ethical concerns of his research.
. The ethical issues in item 5 have been specifically and satisfactorily addressed.

Signature: ..... (Dr. ABUKARI MOSES A.)
(Member of Ethics Committee/Research and Project Unit Coordinator)

Date: 11/05/2017

Appendix F

UNIVERSITY FOR DEVELOPMENT STUDIES

Faculty of Education

Department of Educational Foundations

Tamale Campus

TAIN DISTRICT
P.O. BOX 47
NSAWKAW- TAIN

Dear Sir/Madam

LETTER OF INTRODUCTION-MR. FOLI YABIDO ERIC – M.PHIL CANDIDATE

We write to introduce the above named student of our institution who is doing research on "**The Impact of Cluster-Based Inset on Instructional Practices of Public JHS English Teachers: The Case of Tain District**" in partial fulfilment of the requirement for his degree.

The office would be most grateful for all support and courtesies extended to him in this endeavour.

Information so obtained shall be used solely for academic purposes.

Thanks in advance for your support

Sincerely,

Rev. Fr. Dr Thomas Asante

(Coordinator)

Coord of Graduate Programs
Faculty of Education
U D S
P. O. Box 1350
Tamale, Ghana

Appendix G

UNIVERSITY FOR DEVELOPMENT STUDIES

GHANA EDUCATION SERVICE

In case of reply the reference number and date of this Letter should be quoted

Our Ref: GES/BA/TD/

Your Ref: .....

REPUBLIC OF GHANA

DISTRICT EDUCATION OFFICE
POST OFFICE BOX 47
NSAWKAW-TAIN-B/A

DATE: 28TH MARCH, 2017

AN INTRODUCTORY LETTER

MR. ERIC Y. FOLI

The bearer of this letter who is a member of Staff of Yabraso R/C JHS is currently pursuing his second degree programme at the University for Development Studies (UDS),Tamale Campus.

As part of the University requirement, Mr. Eric Y. Foli is to undertake a field work under the theme (A case study of cluster based INSET on Instructional practices of public JHS English Teachers; in Tain District).

I would be very grateful if you could give him the necessary assistance to enable him undertake this field work.

Counting on your co-operation.

FRANCIS CHELEKUU SIGDEY(NAA)
(DISTRICT DIRECTOR OF EDUCATION)

DISTRICT DIRECTOR
GHANA EDUCATION SERVICE
TAIN NSAWKAW-B/A

CC

THE CO-ORDINOATOR
INSET DEPARTMENT
TAIN DISTRICT OFFICE
NSAWKAW- TAIN, B/A

THE HEADTEACHER
OF THE ENGLISH
TEACHERS WITHIN THE
SAMPLED PUBLIC
JHS
TAIN DISTRICT

Appendix H

parative mean score of impact of CBI on instructional Practices of Teachers in Tain District (Before and After)

Parameters		Mean Score
TLMs preparation and usage 2010/2011		**1.9**
TLMs preparation and usage 2015/2016		**3.6**
Classroom organisation and management 2010/2011		**2.8**
Classroom organisation and management 2015/2016		**3.7**
Teaching methods and delivery	2010/2011	**1.9**
Teaching methods and delivery	2015/2016	**3.6**
Lesson plan preparation	2010/2011	**19**
Lesson plan preparation	2015/2016	**3.6**

e: field survey, 2016

Appendix I

Teachers' Instructional Practices Before Implementation of CBI

Obser		Performance Indicators And Scores					Mean Score
		Poor=(1)	Satisfactory=(2)	Good=(3)	V. Good=(4)	Excellent=(5)	
A. Lesson Plan Preparation							
Objec		(1) Trs	(4) Trs	(4) Trs			**2.3**
R.P.K		(1) Trs	(2) Trs	(2) Trs			**1.2**
Introd		(3) Trs	(6) Trs				**1.7**
Core I		(3) Trs	(4) Trs	(2) Trs			**1.8**
Teach (TLA)	Activity	(1) Trs	(5) Trs	(3) Trs			**2.2**
Teach Mater	Learning	(7) Trs	(1) Tr	(1) Tr			**1.3**
Evalu	s	(4) Trs	(3) Trs	(2) Trs			**1.8**
Total							**1.8**
B. Classroom Organisation and Management							
Class				(3) Trs	(3) Trs	(3) Trs	**4**
Class				(3) Trs	(3) Trs	(3) Trs	**4**
. Teach			(4) Trs	(5) Trs		.	**2.6**
Total Mean Score							**2.8**
C. Teaching Methods and Delivery							

. Lesson Introduction	(3) Trs	(6) Trs				**1.7**
. Lesson Presentation	(4) Trs	(2) Trs	(3) Trs			**1.9**
. Teach Learning Mater	(3) Trs	(6) Trs				**1.7**
. Pace a f Voice		(5) Trs	(4)Trs			**1.9**
. Involv nts	(3) Trs	(3) Trs	(3) Trs			**2.0**
. Maste latter	(4)Trs	(5) Trs				**1.6**
. Use o	(2) Trs	(6) Trs		(1) Tr		**2.0**
. Use o		(5 Trs)	(4) Trs			**2.4**
. Questi	(1) Trs	(2) Trs	(6) Trs			**2.6**
. Feedb	(5) Trs	(3) Trs	(1)Tr			**1.6**
. Asses	(3) Trs	(4) Trs	(2) Trs			**1.9**
. Profes ment	(3) Trs	(5)Trs	(1) Trs			**1.7**
. Lesso	(3) Trs	(6) Trs				**1.6**
Total						**1.9**
Mean n score						**2.2**

Sour ct Education Office, Needs Assessment Report (2011). (Trs= Teachers)

Appendix J

Teachers Instructional Practices After the Implementation of CBI

Obse		Performance Indicators And Scores Poor=(1)	Satisfactory=(2)	Good=(3)	V. Good=(4)	Excellent=(5)	Mean Score
	A. Lesson Plan Preparation						
Objec				(5) Trs	(2) Trs	(2) Trs	**3.7**
R.P.K				(2) Trs	(4) Trs	(3) Trs	**3.7**
Introd				(5) Trs	(4)Trs		**3.4**
Core				(2) Trs	(3) Trs	(4)Trs	**4.2**
Teach (TLA	Activity			(6) Trs	(3) Trs		**3.3**
Teach Mate	Learning			(4) Trs	(5) Trs		**3.6**
Evalu	s		(3) Trs		(6) Trs		**3.3**
Total							**3.6**
	B. Classroom Organisation and Management						
Class				(3) Trs	(4) Trs	(2) Trs	**3.9**
Class				(3) Trs	(3) Trs	(3) Trs	**4.0**
. Teach			(1) Trs	(6) Trs	(2) Trs		**3.1**
Total							**3.7**
	C. Teaching Methods and Delivery						
. Lesson Introduction				(6) Trs	(3) Trs		**3.3**

. Lesson Presentation		(5) Trs	(3) Trs	1Tr.	**3.6**
. Teaching and Learning Mate	(3) Trs		(6) Trs		**3.3**
. Pace of Voice		(4)Trs	5Trs.		**4.0**
. Invol ents		(8) Trs	(1) Tr		**3.1**
. Maste Matter			(7) Tr	(2) Trs	**4.2**
. Use c		(3)Trs	(6) Trs		**3.7**
. Use c		(5) Trs	(4 Trs)		**3.4**
. Ques		(6) Trs	(1) Trs	(2) Trs	**3.6**
. Feedb s		(3)Tr	(6) Trs		**3.7**
. Asses			(7) Trs	2Trs.	**4.2**
. Profe tment	(2) Trs		(7) Trs		**3.6**
. Lesso		(6)Trs	(3) Trs		**3.3**
Total					**3.6**
Mean n Score					**3.6**

Sour ey, 2016. **(Trs= Teachers)**

Appendix K

le 4.4: Comparative mean scores of impact of CBI on instructional Practices of Teachers in Tain District

Pa	eters	Mean Score
P	reparation and usage 2010/2011 academic yr	**1.9**
	reparation and usage 2014/2015 academic yr	**2.8**
Pa	m organisation and management 2010/11 academic yr	**2.8**
	m organisation and management 2014/15 academic yr	**3.6**
Pa	g methods and delivery 2010/11 academic yr	**1.9**
	g methods and delivery 2014/15 academic yr	**2.9**
Pa	lan preparation 2010/11 academic yr	**1.9**
	lan preparation 2014/15 academic yr	**2.7**

d survey, 2016

Appendix L

Students' Performances Before and After the Introduction of CBI

201(		nic Year (Before CBI)					2015/2016 Academic Year (After CBI)					
No		ND Term	3RD Term	Total Marks	Mean Score	No	1ST Term	2ND Term	3RD Term	Total Marks	Mean Score
1		7	78	**196**	**65.3**	1.	85	68	82	**235**	**78.3**
2		5	65	**165**	**55**	2.	74	55	76	**205**	**68.3**
3		2	43	**98**	**32.6**	3.	50	52	48	**150**	**50**
4		3	57	**161**	**53.6**	4.	51	65	57	**173**	**57.6**
5		2	20	**73**	**24.3**	5.	51	42	40	**133**	**44.3**
6		8	32	**90**	**30**	6.	68	78	65	**211**	**70.3**
7		6	65	**161**	**53.6**	7.	48	54	68	**170**	**56.6**
8		0	62	**166**	**55.3**	8.	54	62	62	**178**	**59.3**
9		7	67	**191**	**63.6**	9.	68	88	79	**235**	**78.3**
10		9	86	**263**	**87.6**	10.	59	87	66	**212**	**70.6**
11		5	78	**223**	**74.3**	11.	74	85	75	**234**	**78**
12		6	62	**163**	**54.3**	12.	40	76	67	**183**	**61**
13		5	53	**135**	**45**	13.	39	65	43	**147**	**49**
14		5	89	**249**	**83**	14.	52	62	66	**180**	**60**
15		2	42	**119**	**39.6**	15.	67	72	70	**209**	**69.6**
16		6	81	**242**	**80.6**	16.	54	54	62	**170**	**56.6**
17		9	82	**252**	**84**	17.	67	69	68	**204**	**68**
18	87	37	42	**166**	**55.3**	18.	31	43	41	**115**	**38.3**
19	92	45	66	**205**	**68.3**	19.	45	47	35	**127**	**42.3**
20	93	52	80	**225**	**75**	20.	41	34	41	**116**	**38.6**

21	54	67	51	**172**	**57.3**	21.	64	55	45	**164**	**54.6**
22	26	54	66	**146**	**48.6**	22.	66	64	67	**197**	**65.6**
23		8	75	**215**	**71.6**	23.	10	17	24	**51**	**17**
24		4	64	**177**	**59**	24.	10	20	24	**54**	**18**
25		6	30	**100**	**33.3**	25.	24	22	36	**82**	**27.3**
26		0	46	**150**	**50**	26.	59	53	63	**175**	**58.3**
27		5	45	**142**	**47.3**	27.	12	22	20	**54**	**18**
28		0	42	**133**	**44.3**	28.	21	54	38	**113**	**37.6**
29		0	41	**124**	**41.3**	29.	14	11	23	**48**	**16**
30		1	48	**132**	**44**	30.	26	43	23	**92**	**30.6**
31		4	57	**145**	**48.3**	31.	54	53	64	**171**	**57**
32		4	59	**169**	**56.3**	32.	75	78	80	**233**	**77.6**
33		7	65	**194**	**64.6**	33.	67	65	63	**195**	**65**
34		6	43	**132**	**44**	34.	57	63	63	**183**	**61**
35		9	82	**248**	**82.6**	35.	76	69	72	**217**	**72.3**
36		7	76	**231**	**77**	36.	56	45	53	**154**	**51.3**
37		4	59	**145**	**48.3**	37.	72	64	73	**209**	**69.6**
38		1	43	**126**	**42**	38.	81	83	76	**240**	**80**
39		1	87	**253**	**84.3**	39.	63	65	54	**182**	**60.6**
40		5	49	**153**	**52.3**	40.	72	75	65	**212**	**70.6**
41		1	58	**162**	**54**	41.	75	78	75	**228**	**76**
42		5	52	**131**	**43.6**	42.	68	62	58	**188**	**62.6**
43		2	65	**180**	**60**	43.	63	81	75	**219**	**73**
44		6	78	**228**	**76**	44.	45	43	41	**129**	**43**
45	22	24	32	**78**	**26**	45.	68	62	63	**193**	**64**
46	58	62	48	**168**	**56**	46.	52	67	63	**182**	**60.6**
47	66	23	52	**141**	**47**	47.	53	53	51	**157**	**52.3**

48	26	15	35	**76**	**25.3**	48.	34	21	32	**87**	**29**
49	35	13	15	**63**	**21**	49.	64	67	67	**198**	**66**
50		2	33	**111**	**37**	50.	51	40	57	**148**	**49.3**
51		6	46	**137**	**45.6**	51.	60	52	67	**179**	**59.6**
52		5	35	**105**	**35**	52.	14	09	15	**38**	**12.6**
53		6	36	**97**	**32.3**	53.	45	42	43	**130**	**43.3**
54		4	35	**103**	**34.3**	54.	61	62	71	**194**	**64.6**
55		0	25	**103**	**34.3**	55.	25	12	37	**74**	**24.6**
56		5	27	**102**	**34**	56.	27	13	19	**59**	**19.6**
57		9	38	**94**	**31.3**	57.	43	45	57	**145**	**48.3**
58		2	44	**140**	**46.6**	58.	53	49	52	**154**	**51.3**
59		7	19	**79**	**26.3**	59.	12	31	32	**75**	**25**
60		2	42	**121**	**40.3**	60.	17	11	29	**57**	**19**
61		3	41	**116**	**38.6**	61.	68	56	59	**183**	**61**
62		9	24	**95**	**31.6**	62.	07	13	47	**67**	**22.3**
63		9	32	**96**	**32**	63.	47	57	55	**159**	**53**
64		7	31	**99**	**33**	64.	57	59	70	**186**	**62**
65		9	46	**110**	**36.6**	65.	32	39	45	**116**	**38.6**
66		0	33	**92**	**30.6**	66.	56	66	58	**180**	**60**
67		8	62	**127**	**42.3**	67.	42	40	51	**133**	**44.3**
68		1	52	**156**	**52**	68.	56	59	61	**176**	**58.6**
69		9	81	**231**	**77**	69.	42	34	25	**101**	**33.6**
70		6	64	**205**	**63.3**	70.	11	38	17	**66**	**22**
71		8	69	**211**	**70.3**	71.	32	42	43	**117**	**39**
72	65	59	70	**194**	**64.6**	72.	14	11	12	**37**	**12.3**
73	13	10	11	**34**	**11.3**	73.	51	62	59	**172**	**57.3**
74	40	33	29	**102**	**34**	74.	42	37	43	**122**	**40.6**

75	66	78	54	**198**	**66**	75.	27	41	34	**102**	**34**
76	76	57	62	**195**	**65**	76.	81	83	76	**240**	**80**
77		7	60	**179**	**59.6**	77.	63	65	54	**182**	**60.6**
78		3	62	**166**	**55.3**	78.	72	75	65	**212**	**70.6**
79		6	87	**222**	**74**	79.	75	78	75	**228**	**76**
80		7	79	**221**	**73.6**	80.	68	62	58	**188**	**62.6**
81		9	80	**241**	**80.3**	81.	63	81	75	**219**	**73**
82		0	71	**214**	**71.3**	82.	45	43	41	**129**	**43**
83		0	54	**176**	**58.6**	83.	68	62	63	**193**	**64.3**
84		1	53	**149**	**49.6**	84.	52	67	63	**182**	**60.6**
85		6	67	**168**	**56**	85.	53	53	51	**157**	**52.3**
86		9	79	**206**	**68.6**	86.	34	21	32	**87**	**29**
87		2	65	**180**	**60**	87.	64	67	67	**198**	**66**
88		1	68	**168**	**56**	88.	74	**67**	**71**	**212**	**70.6**
89		4	82	**241**	**80.3**	89.	**46**	**68**	**57**	**171**	**57**
90		1	43	**129**	**43**	90.	**54**	**67**	**54**	**175**	**58.3**
Tota					**4715.7**	**Total Mean Score**					**4789.8**

Sour ey, 2016.

APPENDIX M

Correlation of the before and after impact of CBI on the instructional practices of teachers

Pairi	Parameters	Correlation
Pair 1	an preparation before CBI & n preparation after CBI	0.828
Pair 2	organization before CBI & organization after CBI	0.129
Pair 3 &	and learning methods and delivery before CBI nd learning methods and delivery after CBI	0.921
Pair 4	paration and usage before CBI & paration and usage after CBI	0.363

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