

UNIVERSITY FOR DEVELOPMENT STUDIES

**EFFECTS OF IN-SERVICE TRAINING ON TEACHERS' JOB PERFORMANCE IN
LAMBUSSIE DISTRICT, GHANA**

BEWIL PHILEMOND

2025



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LAMBUSSIE DISTRICT, GHANA**

BY

**PHILEMOND BEWIL
MPHIL TRAINING AND DEVELOPMENT
UDS/MTD/0014/22**

**THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
MANAGEMENT AND POLICY STUDIES, UNIVERSITY FOR DEVELOPMENT
STUDIES, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF MASTER OF EDUCATION DEGREE IN TRAINING AND
DEVELOPMENT**

APRIL 2025



DECLARATION

Student's Declaration

I hereby declare that this thesis is the result of my final work and that no part of it has been presented for another degree in this University or elsewhere:

Candidate's Signature:



Date: 05-02-2025.

Name: Philemond Bewil

Supervisor's Declaration

I hereby declare that the preparation and presentation of this thesis were supervised by the guidelines for the supervision of the thesis laid down by the University for Development Studies.

Supervisor's Signature:



Date: 10 – 02 -2025

Name: Dr. Edward Bonnituo Kankpog



ABSTRACT

This study explored the effect of in-service training on teacher performance in the Lambussie district using a descriptive survey design. Data were collected from 140 teachers through a self-administered questionnaire and analyzed using descriptive statistics. The findings revealed that in-service training for teachers in the Lambussie District is highly attended but irregular, primarily organized by NGOs, and focused on subject-specific training with minimal emphasis on technology, classroom management, and pedagogy. Despite recognizing its importance, teachers feel the training does not fully meet their professional needs, highlighting the need for a more structured and inclusive framework to improve teacher effectiveness and student outcomes. Teachers largely felt that training did not adequately address their professional needs, improve their teaching skills, or provide sufficient duration for meaningful learning. A key barrier to participation was the lack of administrative support, particularly from headteachers. To enhance the effectiveness of in-service training, the study recommends stronger administrative involvement, the integration of hands-on and interactive training methods, and the expansion of flexible learning options such as online and blended programs to accommodate teachers' schedules.

Keywords: Ghana, In-service training, Job performance, Lambussie district, and, Teachers,



ACKNOWLEDGMENT

I would like to thank everyone who helped me complete this study. I also wish to express my heartfelt appreciation to my supervisor, Dr. Edward Bonnituo Kankpog, for always taking the time to carefully supervise this thesis and for his insightful remarks and ideas.

I am equally grateful to Dr. Alhassan Wuripe, a lecturer at UDS, for his invaluable guidance in shaping this study. His immense contribution to the successful completion of this work will always be remembered.

I also extend my gratitude to Mr. Anthony Della of the Lambussie District Education Office and all the teachers for allowing me to collect data in the district. I appreciate their time and effort in responding to the research questionnaires.

Furthermore, I wish to express my deepest appreciation to Mr. Peter Davir and Boniface Aabeyir for their unwavering support in bringing this thesis to a successful completion.



DEDICATION

This work is dedicated to the Bewil Family.



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LIST OF ABBREVIATIONS

Abbreviation	Meaning
CPD	Continuing professional development
FCUBE	Free Compulsory Universal Basic Education
GNAT	Ghana National Association of Teachers
INSET	In-Service Education and Training
MOE	Ministry of Education
MTDP	Medium Term Development Plan
NGO	Non-Governmental Organization
NTC	National Teaching Council
SBI	School-Based Inset
SEN	Special Education Needs
SNV	Stichting Nederlandse Vrijwilligers
SPSS	Statistical Package for the Social Sciences
TED	Teacher Education Division
T-TEL	Transforming Teaching, Education, & Learning
UNESCO	United Nations Educational, Scientific and Cultural Organization
WASH	Water, sanitation, and hygiene

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study examines the effects of in-service training on teachers' job performance in Lambussie district. This chapter discussed the background of the study, the problem statement, the study's purpose, the research objectives, the research questions, and the significance of the research. It also covered the limitations of the study, delimitations of the study, and the organization of the study.

1.2 Background to the Study

After college training, most teachers in pre-tertiary education are posted to teach without undergoing in-service training. Additionally, as they continuously teach in the classroom, new strategies for effective teaching and learning are required to reskill or upskill their capacities (UNESCO 2016). In-service training is globally recognized as a critical tool for improving teachers' job performance and enhancing student outcomes (Villegas-Reimers, 2003). According to Ehinola and Akomolafe (2022), in-service training addresses performance challenges by equipping teachers with updated pedagogical and subject-specific knowledge. Similarly, Shanmugavelu (2017) emphasizes that in-service training plays a vital role in teachers' professional development, enabling them to deliver high-quality education. Phin (2014) asserts that skilled educators enhance education standards and facilitate effective learning among students. Jahangir et al. (2012) further highlight the importance of in-service training in improving teachers' efficacy in classroom management and instruction.

The value of in-service training is widely known in Africa. A study on competency-based language instruction in Tanzania by Msamba, Msuya, and Anangisye (2023) found that in-service training has a favorable impact on teachers' learning of pedagogical, general, and



subject-specific knowledge. According to their findings, follow-up assistance is necessary to guarantee successful classroom implementation. Similarly, Amadi (2000) looked at the professional development of Nigerian educators and emphasized the value of in-service training in boosting educators' professional competence and preparing them for leadership responsibilities. In-service training is crucial for closing the gap between pre-service education and classroom efficacy in the larger African setting. Friday and Ph (2016) assert that to handle new instructional issues and techniques, teachers must receive ongoing education due to the changing nature of society. The 2014 National Policy on Education, which is in effect in many African countries, acknowledges the direct correlation between a school's quality and the caliber of its instructors, underscoring the need for in-service training initiatives.

In Ghana, numerous studies have emphasized the importance of in-service training. In-service training programs were viewed as extremely valuable by teachers in the Akatsi District for enhancing teaching and learning outcomes, according to research by Sedega, Mishiwo, Seddoh, and Dorkenoo (2018). The Kassena Nankana West District's in-service training programs were also examined by Donkor and Banki (2017), who found that teachers recognized the value of these programs for their professional growth. According to the report, regular in-service training sessions are necessary to guarantee that educators stay up to date on new information and abilities. In addition, curriculum and teaching methods have undergone substantial modifications in Ghana's educational environment. The Ghana Education Service has changed teachers' responsibilities from being agents of control to becoming facilitators of learning, claim Donkor and Banki (2017). In-service training is necessary for teachers to successfully adjust to these new pedagogical duties, nevertheless, if these reforms are to be successful.

The global knowledge economy necessitates ongoing education and skill development to adjust to shifting educational and societal demands. According to James and McCormick (2009), the knowledge economy prospers when people consistently pick up new abilities, use what they



have learned in novel ways, and produce fresh ideas. According to Altun, Yiğit, Özmen, and Alev (2007), this calls for frequent in-service training for educators to close the gap between theoretical understanding and real-world application.

It is impossible to exaggerate how crucial in-service training is to fulfilling these demands. To ensure academic excellence, Belay (2016) emphasizes its role in strengthening instructors' pedagogical and subject-specific knowledge. In a similar vein, Mizell (2010) demonstrates a robust correlation between in-service training and the caliber of instruction provided in schools. In Ghana, as well as throughout Africa, in-service training is an essential component of teacher professional development. It gives educators the tools they need to adapt to changing educational needs and improves their capacity to successfully execute instructional improvements. In Ghana's Lambussie District, there is no empirical data on the connection between in-service training and teaching effectiveness, despite its accepted significance. The purpose of this study is to close this gap by investigating how in-service training affects teachers' effectiveness on the job in the district.

1.3 Statement of the Problem

In-service training is crucial for improving teacher performance and student outcomes, yet its impact on teaching effectiveness in Ghana's Lambussie District remains underexplored. Teachers in this rural area face challenges in instructional delivery, classroom management, and pedagogy, with limited empirical evidence on how in-service training addresses these issues. Research on school supervision by Yeng, Woode-Eshun, and Badu (2022) and the Ghana Education Service's (GES) 2023 training program with T-TEL both emphasize the necessity of ongoing teacher training. Comprehensive data on the immediate effects of in-service training is still lacking, though. This gap necessitates targeted study to evaluate the



connection between teacher performance and in-service training, offering guidance to educators and policymakers.

Ghana's recent educational reforms have prioritized infrastructure development and technological innovation, often at the expense of teacher preparation and capacity-building initiatives (James & McCormick, 2009; Honore et al., 2022). This policy imbalance threatens the success of these reforms, as teachers are the primary agents for translating policies into improved classroom practices (Donkor & Banki, 2017). Without adequate investment in in-service training, the long-term sustainability and effectiveness of these reforms are at risk. Addressing this policy gap requires examining how well-designed in-service training programs can equip teachers to meet the demands of modern educational initiatives. This study seeks to bridge these gaps by evaluating the impact of in-service training on teachers' job performance in the Lambussie District. By providing empirical evidence of its influence on teaching effectiveness, the research addresses theoretical and methodological gaps in the literature. Furthermore, focusing on a rural district helps uncover how in-service training can be tailored to the unique needs of underserved communities. Ultimately, this comprehensive approach aims to inform evidence-based policies and practices that strengthen Ghana's education sector and equip teachers to drive the success of educational reforms.

1.4 Research Objectives

The study consists of a main research objective and specific objectives.

1.4.1 Main Objective

Assessing the effects of in-service training on teachers' job performance in the Lambussie district is the main objective of this study.



1.4.2 Specific Objectives

The specific objectives of the study include;

1. To ascertain the nature of In-Service Training of Teachers in Basic Schools in Lambusie District.
2. Investigate the influence of in-service training activities on teacher performance in public basic schools in the Lambussie district.
3. To explore the challenges teachers, encounter in Lambussie district in advancing their careers through in-service training.
4. To suggest strategies for improving in-service training of teachers in the Lambussie district.

1.5 Research Question

The research questions include a main research question and specific research questions.

1.5.1 Main Research Question

The main study question is: How does in-service training impact the job performance of teachers in the Lambussie district?

1.5.2 Specific Research Questions

The specific research questions are:

1. What is the nature of In-Service Training of Teachers in Basic Schools in Lambusie District?
2. How do in-service teacher training activities influence teacher performance in public basic schools in the Lambussie district?
3. What challenges are encountered by the teachers in Lambussie district in advancing their careers through in-service training?



4. What strategies can be implemented to enhance the effectiveness of the Lambussie district's teachers' in-service training?

1.6 Significance of the Study

The findings of this study are of significant value to various stakeholders, including teachers, policymakers, and researchers, as knowledge is contributed and critical gaps in understanding the effects of in-service training on teachers' job performance are addressed. Teachers will be provided with important information regarding the current state of in-service training programs and their direct impact on performance. The value of ongoing professional development will be better recognized, and this information will be used to enhance teaching techniques. By encouraging improved teaching methods, career advancement and employment satisfaction can be boosted, ultimately leading to improved classroom outcomes. Evidence-based perspectives on the challenges and effectiveness of in-service training initiatives will be offered to policymakers. Resource allocation and policy creation to enhance teacher effectiveness through structured training programs will be better informed by these findings. Recommendations for resolving identified issues and improving the planning and execution of in-service training will also be provided to ensure that programs are aligned with the needs of educators and educational institutions.

For researchers, areas requiring further exploration was identified, contributing to the existing body of knowledge on professional development in education. The findings and methodological approach of the study will serve as valuable references for scholars conducting similar research. Prospective frameworks for analyzing the impact of in-service training in diverse contexts will be offered, helping to deepen understanding and develop more effective strategies for teacher development. Finally, the importance of in-service training in improving teacher effectiveness and, consequently, student learning outcomes will be highlighted by this



research topic. By addressing teachers' needs, guiding future research, and informing policy development, a more comprehensive and effective framework for professional development for educators will be created.

1.7 Limitation of the Study

This study had limitations, just like any other academic study. First, the conclusions were mostly dependent on numerical replies due to the quantitative study approach, which limited the opportunity to examine the perspectives and motivations of the participating college teachers. Since the focus of this study was purposefully centered on measurable trends and patterns for greater objectivity, the option of using alternate approaches to remedy this constraint remained outside its purview. Secondly, the study was conducted exclusively in the Lambussie District, which may restrict the generalizability of the findings to teachers in other districts or countries. The decision to focus on this specific district was influenced by practical constraints and the desire to conduct an in-depth examination within a defined context, recognizing that broader applicability could be explored in future research.

Lastly, variations in the content, quality, and delivery modes of in-service training programs were acknowledged as potential challenges to standardization. While efforts were made to account for these variances during the analysis, the complexity of these factors inherently limits the ability to draw universal conclusions about the efficacy of in-service training as a whole. These limitations are presented to encourage caution in the interpretation of findings and to highlight areas for future research.



1.8 Delimitation of the Study

The study was confined to public basic schools within the Lambussie District, one of the eleven administrative districts in the Upper West Region. The focus was placed exclusively on examining the impact of in-service training on teachers' classroom performance, while other aspects related to teachers' perceived efficiency were not explored. It is suggested that future research could investigate these additional factors to provide a more comprehensive understanding of teacher performance.

1.9 Organization of the Study

This study comprises of five chapters. Chapter one covers the background to the study, statement of the problem, research objectives and research questions, significance of the study, delimitations, and limitations. Chapter two reviews relevant literature. Chapter three provides a thorough discussion of the research methodology. Chapter four focuses on data presentation, analysis and discussion. Chapter five presents major findings, the conclusions recommendations. for policymakers.



CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

The study aimed to examine the effect of in-service training on teacher performance in the Lambussie District by reviewing relevant literature. Theoretical perspectives were explored through Performance Theory by Victor Turner and Richard Schechner and Change Theory by Kurt Lewin and Everett Rogers. Empirical reviews focused on the purpose of in-service training, its models, teacher performance, research findings on in-service training in Ghana, the relationship between teacher performance and training, teachers' perspectives on its benefits, and factors influencing its effectiveness. The conceptual review addressed teacher education, distinctions between in-service education and professional development, training techniques, teacher job performance, and its relationship with in-service training. Additionally, challenges in implementing in-service training were highlighted, alongside measures and strategies to enhance its effectiveness.

This literature review offered a comprehensive understanding of the effect of in-service training on teacher performance by integrating theoretical, empirical, and conceptual perspectives.

2.2 Theoretical Framework

This section presents two theories that anchor the study: Performance theory and Change theory of in-service training.



2.2.1 Performance Theory

Victor Turner (1960s–1980s) and Richard Schechner (1970s–1980s) established the Performance Theory. It focuses on comprehending the cultural and symbolic meaning of performances in society. Turner's art focuses on how rituals and performances within cultural contexts, in particular, aid in identity transformation and change for both individuals and groups. In contrast, Schechner's research looks at performance dynamics as a way to comprehend how people behave in response to social and cultural roles. The theory is frequently used to examine how people use performance to express themselves and give their lives purpose, notably in educational contexts.

Performance theory can be applied to the educational setting to comprehend how teachers interact with students, present material, and ultimately change the learning process as performers in the classroom. One type of performance that affects teachers' ability to control the learning environment and deliver instruction effectively in the classroom is their professional development through in-service training. Emphasis is placed on using performance to transform society: Performance is viewed as a transformative act that mirrors underlying changes in a group or society. Teachers modify their pedagogical approaches, classroom management techniques, and teaching styles during in-service training, which can be seen as a theatrical act. It is acknowledged that symbols and rituals have significance: Training rituals like workshops, peer reviews, and practice sessions are recognized as symbolic acts that result in significant changes in instructors' knowledge and methods of instruction. It is recognized that teachers and students engage in a sequence of performances in which meaning is negotiated, content is presented, and classroom dynamics are controlled. This idea is especially pertinent since it emphasizes how in-service training can be viewed as a transformative process. Teachers take on new roles, engage with new ideas, and modify their teaching methods through in-service training. Teachers improve their abilities and modify



teaching methods through ongoing professional development, much like a performance is practiced and perfected

2.2.2 Change Theory of In-Service Training

Developed by Kurt Lewin in the 1940s, Everett Rogers expanded the Change Theory in the 1960s with his Diffusion of Innovations Theory. Lewin's three-stage model—unfreezing, altering, and refreezing—focuses on comprehending the mechanisms behind both organizational and personal development. The steps a person or group takes to embrace new habits or behaviors are described in this model. Lewin's theory was extended by Everett Rogers, who described how innovations are accepted and conveyed within a social system. Change Theory is applied in the field of education to comprehend how educators shift from conventional teaching approaches to implementing innovative pedagogical strategies. As a means of "unfreezing" current teaching practices, "changing" them through exposure to fresh approaches and techniques, and then "refreezing" them into teachers' routines, in-service training is essential to this process.

Key assumptions of Change Theory include:

The need for change: Change is essential to meet evolving societal and instructional needs. In-service training facilitates this change by encouraging teachers to adopt new methodologies.

Stages of change: Change is a gradual process, beginning with an awareness of the need for change, followed by an implementation phase, and culminating in the integration of new practices.

External support for change: Successful change often depends on external support, such as training programs or professional development initiatives that guide teachers through the transformation.





The study explores the effects of in-service training on teachers' job performance aligning closely with Change Theory. According to this theory, understanding how teachers progress through a structured process of change—from modifying teaching methodologies to refining classroom management strategies—is essential. This framework enables the study to assess whether in-service training effectively enhances teaching by analyzing how educators in the Lambussie District adapt their instructional methods. To strengthen this analysis, Performance Theory complements Change Theory by providing a transformation-based perspective. Performance Theory conceptualizes in-service training as a process of professional redefinition, where teachers engage in new "performances" that reshape their instructional identities and pedagogical techniques. Meanwhile, Change Theory provides a structured roadmap, explaining how these transformations unfold from unfreezing outdated methods to adopting and integrating improved teaching strategies. The integration of these theories allows the study to examine both the stages of teacher adaptation (Change Theory) and the dynamic process of instructional transformation (Performance Theory).

Together, these theoretical lenses guide the investigation into how in-service training enhances teacher effectiveness in the Lambussie District. Performance Theory aids in understanding how teachers evolve in their classroom interactions and instructional delivery, while Change Theory explains the gradual adoption of innovative teaching techniques. By merging these perspectives, the study provides a comprehensive view of professional development, highlighting in-service training as both a structured change mechanism and a transformative performance process. Ultimately, this dual-theory approach sheds light on how professional development empowers teachers to enhance their skills, meet evolving educational demands, and improve student learning outcomes.

2.3 Empirical Review

The following subjects were covered in-depth by the study's thorough review: the idea behind in-service training, models of teacher in-service training, performance of teachers' empirical research on Ghana's in-service training, teachers' performance and in-service training, teachers' perspectives on the benefits of in-service training program and factors influencing the effectiveness of teachers.

2.3.1 The Idea Behind In-Service Training

Employees can improve their knowledge, skills, and capabilities through in-service training, which is an essential component of professional growth in a variety of businesses (Noe, 2017). In adult education, for example, practitioners must constantly learn and adapt to meet the changing requirements of their students. In-service training is based on the understanding that, although beneficial, initial teacher education programs are unable to provide educators with the information and competencies they would need throughout their careers (Rout & Behera, 2014). For teachers to stay up-to-date and productive in their practice, continuous professional development is essential given how quickly society and knowledge are changing (Rout & Behera, 2014). Numerous essential components define effective in-service training programs. According to Rout and Behera (2014), they must be participant-driven and encourage investigation, contemplation, and experimentation. They should also have a collaborative approach, allowing educators to share knowledge and emphasizing communities of practice over individual teachers (Rout & Behera, 2014). This guarantees that the exercises and content are pertinent to the tasks and issues that practitioners face daily.

According to Friday and Ph, (2016), in-service training includes all training and educational materials given to a teacher who is already engaged in teaching and learning. UNESCO (1985) states that ongoing education includes all educational procedures, regardless of their format or content, that either extend or substitute initial instruction in apprenticeships as well as in schools, colleges, and universities. Through these processes, teachers who are recognized as adults by their community enhance their skills, broaden and get new information, strengthen their professional or technical credentials, take a different



path, and modify their actions or attitudes in light of their complete personal development and participatory learning. Change and development are sparked by in-service education for pre-schoolers as well as for individual professionals. According to Adentwi (2000), in-service training and education programs are typically added to the initial college training that teachers undergo. The purpose of this is to guarantee that educators remain up to date on the latest concepts, innovative methods, and developments in the field of education.

Researchers Victoria, Oswald, and Ekpoh (2013) discovered that in-service training increases teachers' effectiveness in the classroom, topic knowledge, instructional technique, and student evaluation. This indicates that a well-planned and executed training program will benefit teachers, students, and schools. Teachers should thus put more effort into promoting and implementing in-service training if they want to improve the effectiveness of development in classrooms. According to Frederick and Stephen (2010), teachers will gain expertise in a broader range of subject areas as well as school administration and assessment methods throughout their in-service training. Due to the close relationships that will develop between educators, students, and schools because of the upcoming adjustments, in-service training for educators will be advantageous to all parties involved—teachers, students, and schools (Mohd & Che 2014). The purpose of in-service training is to give working instructors continual opportunities for professional growth. Maintaining and improving teachers' abilities, expertise, and efficacy in the classroom requires this training. To ensure that they can meet the changing requirements of their students and the educational system, in-service training attempts to keep educators abreast of the most recent findings in education, teaching strategies, technological developments, and legislative changes.

2.3.2 Models of Teacher In-Service Training

The teaching profession is becoming more complex due to the global demands for high-quality education that are constantly evolving. As we all know, no one is born flawless or exceptionally skilled in their line of work (Darling-Hammond, 2006). Successful people have honed their skills throughout their entire lives. However, in-service training is one of the most important components of excellent teaching since it enables educators to effectively fulfill the demands of the classroom. Given that research indicates a positive correlation between teaching conduct, practice, knowledge, and student



performance. The quality and effectiveness of schools depend heavily on the efficient and well-planned implementation of in-service education training, as noted by Saiti and Saitis (2006). The expertise of teachers and the advancement of their students are hence closely related. A stable school environment is achieved through effective curriculum development. While educational institutions and organizations use a variety of training for in-service educators' models, the following are some popular models that were examined in the study:

2.3.2.1 Induction

Designed to support recently hired teachers in a seamless transition into their teaching roles, induction programs usually span one or two years and offer guidance and support to inexperienced educators. The program's primary goals are to acquaint instructors with school policies, curricula, instructional tactics, and classroom management practices so they can build a strong foundation and acquire the abilities and confidence necessary to teach successfully.

2.3.2.2 Recurrent:

Regular and sporadic training sessions held throughout the year are what set recurring in-service teacher training programs apart. The purpose of these programs is to provide teachers with chances for continued professional development. The frequency of the sessions might be weekly, monthly, or at predetermined intervals, based on the needs of the organization and the teachers. Regular training gives instructors the chance to gradually increase their knowledge and skills by providing longer-lasting and ongoing support.

2.3.2.3 One-shot

The one-shot model of in-service teacher training consists of a single, isolated training session or workshop. It is typically a brief program that covers a particular topic or skill, and it may be led by a subject-matter expert or a resource person with specialized knowledge in the area being addressed. The one-shot model offers a focused learning opportunity on a particular theme or strategy, but it might not permit detailed follow-up or continuous support.



2.3.2.4 Cascade

Cascade training also called the train-the-trainer model, involves preparing a group of educators to become trainers in their own right. The initial training is given to a particular group of teachers or educational leaders who are experts in a particular field; these trained individuals then educate their peers or subordinates within the organization. Cascade training is useful for large-scale training initiatives because it facilitates the effective dissemination of knowledge among various levels of the educational system.

2.3.2.5 Multisite:

This model of in-service teacher training involves working together across multiple schools or educational institutions. Teachers from different districts or locations participate in joint training programs, which fosters networking, the sharing of best practices, and the cross-pollination of ideas among educators from different contexts. Workshops, conferences, or professional learning communities are common components of multisite training programs, which allow teachers to interact and collaborate with colleagues from different schools.

2.3.2.6 School-based

School-based programs for in-service teacher training are created to specifically address the requirements and goals of the school community. They can take many different forms, such as teacher-led workshops, lesson observations, collaborative planning sessions, peer coaching, or action research projects. One advantage of this methodology is that it connects professional development to particular priorities and school settings, which instills a sense of relevance and ownership in teachers.

2.3.2.7 Coursework

To participate in coursework-based in-service teacher training, teachers must enroll in formal courses or academic programs offered by universities or other educational institutions. These courses are typically offered online or part-time, allowing teachers to continue their professional development while they are employed. Subjects covered by coursework may include educational leadership, special



education, pedagogy, subject-specific content, assessment strategies, or special education. The coursework model offers an organized and methodical approach to professional development by providing opportunities for both theoretical knowledge and real-world application.

2.3.3 Performance of Teachers

Assessment of teachers' performance is necessary to determine the competency of teachers and it is not a straightforward attempt to solely examine students' academic achievement (Azeem & Omar, 2018). Therefore, it is critical to discuss the caliber of a teacher's professional performance because teaching has a significant impact on student progress (Canales & Maldonado, 2018). Teaching performance refers to the ability of teachers to effectively carry out their duties and obligations during the learning process (Siregar et al., 2022). It involves various aspects such as presence, stance, vocal patterning, body language, and spatial relationships (Faerm, 2022). Achieving, carrying out, putting to completion, executing, and obtaining are some meanings of performance. According to Azeem et al., (2019), ultimately, the teacher must interpret and carry out these policies through the teaching and learning process, making their performances the most important contribution to the educational process, regardless of any possible policy.

According to each teacher's requirements or competency standards, teacher performance can be observed and evaluated (Sjamsir, 2021). In this instance, teachers have a significant impact on this attribute by creating instructional designs, learning effective teaching techniques, and applying them to the nature of the learning activities for the students. They also interact with students in a way that encourages them to take pleasure in their studies (Hasbi Sjamsir, 2021). According to Azeem et al., (2019), the teachers' performances are the most significant contribution to the educational process whatever policies may be laid down; eventually, the teacher has to interpret and implement these policies through the teaching-learning process. The term does not only cover the effect or conduct of instruction, like student achievement or personal growth, or also not teacher characteristics (Azeem et al., 2019). Rather, teachers' performance is apprehensive, with progress variable rather than product variables (Taylor, 2012)





As per Gibbs (2002), an effective teacher must possess the ability to withstand the various demands, threats, and challenges that arise in diverse teaching circumstances. They must also be ready to adapt to novel pedagogical strategies and persevere in the face of setbacks. Kanchana (2005) states that educators should make every effort to improve their knowledge of both effective and responsible teaching. He goes on to say that the most important sub-dimension for educators to focus on is building a strong rapport with students, which is in addition to having strong classroom management techniques, subject matter expertise, and the application of learner-centered teaching strategies. According to Intarabumrung's (2002) study, a teacher's instructions and preparations, particularly before presenting her classes, fall under the category of planning and organization. Furthermore, this component, according to Boiser et al. (2000), entails organizing data on the specific pupils, goals, and materials into a resource unit that can act as a guide for the teacher starting today as he goes about his work.

2.3.4 Empirical Research on Ghana's In-Service Training

One of the best strategies to boost student learning is to develop the teaching workforce, which includes educating educators to improve their pedagogical practices (Conn, 2017; McEwan, 2015). The 2008 New Education Act (Act 778), which created the National Teaching Council (NTC) to supervise professional standards and codes of practice for teacher registration and licensure, professional development, and school administration, highlighted the need for INSET. Furthermore, the "ESP (2010 -2020)" requires that INSET be administered by stakeholders acknowledging the value of teachers' ongoing professional development at the local, state, federal, and school levels (MOE, 2010). The MOE/GES had to reform INSET and develop a policy to institutionalize its delivery because of its flaws and little impact on students' literacy and numeracy.

Programs for in-service training are essential for assisting teachers in reorienting to new objectives and values, preparing for changes to the curriculum, and gaining the skills and knowledge required to teach new courses (Al-Zoubi et al., 2010). Hervie and Winful (2018) pointed to several factors, including insufficient in-service training frequency, inadequate



teaching and learning tools, a lack of incentives and motivation, and inadequate supervision, as causes of instructors' poor performance. Ghana Education Service should improve its policies for in-service training and development to better meet the needs of teachers. The Ghana National Association of Teachers (GNAT) Teacher Education Division, the Institute of Education, the Institute of Educational Planning and Administration, and the District and Regional Education Office are the main organizations in charge of coordinating these programs. Manu (1993) concluded that the primary objectives of INSET in Ghana were to carry out the program and help participants pass their promotion examinations after conducting a thorough analysis.

Generally speaking, one could argue that the INSET/CPD of instructors benefits both the teaching profession and students. This is because, in addition to other things, it facilitates teachers imparting their expertise to other colleagues who might not be able to attend the programs. It also allows teachers to perform better in the classroom. Attending INSET increases teachers' commitment to their work by allowing them to put the knowledge they learn into practice. Essel et al. (2009) provide support for all of this suggesting that INSET have a place in the academic schedule so that educators know how important it is for them to attend. Tietaah (2011), study focused on junior high school teachers in the Offinso South Municipality and evaluated how in-service training (INSET) programs affected their performance. The study's findings demonstrated that Municipality instructors were indeed provided with in-service training courses; teacher notices that were received too late and inadequate communication, on the other hand, presented the largest obstacles to the effective implementation of INSET programs in the studied area. The report recommended that the Ministry of Education (MoE) collaborate with the Ghana Education Service (GES) to increase resources for staff development and teacher training. Danso et al. (2012) evaluated the efficacy and utility of an in-service training program for senior staff that was conducted by the Human

Resource Division of the College of Technology Education, Kumasi of the University of Education, Winneba, Ghana. According to the study, the participants' improved confidence, knowledge of current trends, and overall attitude toward work were all results of the training, which was judged to be pertinent to the jobs they occupied. A dearth of materials, such as handouts, CDs, softcopies, and slide presentations, was available. Additionally, little time was allocated for queries and conversations.

2.3.5 Teachers Performance and In-Service Training

To put it simply, a teacher's performance is defined as their abilities and attitudes that result in positive outcomes for their student's academic achievement. These outcomes can be seen in their ability to plan lessons effectively, present them creatively and innovatively to achieve, accomplishment in the educational process in the classroom, motivate their students and build strong interpersonal relationships, communicate effectively, use appropriate illustrations and instructionally relevant materials, and, most importantly, have subject matter (Nkomo & Abdi, 2023). A teacher with training, according to Zimmerman et.al. (2000), is more efficient and can create lesson plans that are more successful in meeting the requirements of students with a range of abilities. For teachers to become inclusive practitioners, they must become aware of a specific role and enhance their vision through a variety of training programs, especially in-service training programs (Florian & Linklater, 2010). Morgan (2010) discovered that teachers gain greater knowledge through professional development, which enables them to provide better instruction.

Insufficiently trained teachers do not know enough about the subjects they teach, which takes away from their students the most basic teaching tools and negatively impacts learning and teaching (Hill and Ball, 2015). Improving student outcomes is teacher training's ultimate goal, as stated by Guskey and Clifford (2013). Mugarura et al. (2022) found that in-service teacher training improves teaching skills for improved results. The study examined the topic's





suitability as a measure for evaluating student performance in a subset of the Kisoro public secondary school's district. Pynes (2004) makes a similar argument when he emphasizes how in-service training benefits teachers by enabling them to enhance their present subject expertise, acquire new information, and work together with peers from both their present school and other institutions. According to Akinbode (2006), because in-service teachers had consolidated their explanations of the reading process based on their teaching experiences and education course background, they were more consistent than pre-service instructors. He suggested that after having the opportunity to take part in in-service training, teachers who had not been particularly dedicated to teaching previously would become highly committed. In-service training for teachers.

Amin and Lodhi (2013) conducted a study to investigate the effect of staff training on job performance in Pakistan's education sector. The study used a survey approach to collect data for its descriptive research design, and its sample size consisted of two hundred (200) instructors from Pakistani institutions of education. The study's findings, which were derived from the data analysis using correlation and simple regression, showed that training significantly and favorably affects the job performance of Pakistani college instructors. Another study was carried out by Nyaaba and Abdul-gaffer (2023) to evaluate the effects of continuous professional development (CPD) on teacher satisfaction, achievement, and engagement in Northern Ghanaian colleges of education. Their findings indicate a direct correlation between teachers' CPD experiences and changes in classroom engagement and academic achievement among students. Students' academic achievement will be improved by improved CPD experiences for teachers. Additionally, agencies, departments, the National Teaching Council (NTC), and the Teacher Education Division (TED) of the Ghana Education Service (GES) must work together to reexamine the curriculum and training to ensure that

teachers possess the critical thinking skills and effective teaching techniques that will make them competitive in the global labor market.

To look at how in-service training affects teachers' performance, Hervie and Winful (2018) chose the topic "Enhancing Teachers' Performance via Training in Ghana Education Service (A Case Study of Ebenezer Senior High School)." In her empirical research, the researcher used a quantitative methodology and concluded that training is a crucial component of human resource management in all organizations. The statement said, "In-service training significantly enhances the process of enhancing instructors' effectiveness.". Otoo et al. (2018) examined the relationship between training and professional development practices in a journal article titled "Training and Professional Development Practices for Employees in the Ghana Education Service." The study discovered a robust and statistically significant positive correlation between in-service training and the advancement of the professional careers of Ghana Education Service employees.

2.3.6 Teachers Perspectives on the Benefits of In-Service Training Programs

The subject of teacher education has long been debated and continues to be debated by all cultures to create a strong and prosperous future and instill in their students the universal values that the modern world demands (Bulut, 2022). Teacher pre-service training is no longer seen as adequate, and Tekin (2019) states that teachers' attitudes need to be modified often in addition to their acquired knowledge, abilities, and proficiency at work. To do this, educators must be well-educated before entering the field and continuously enhance their skills while working with students (Erdem & Şimşek, 2013).

According to Castillo et al., (2013), there will inevitably be gaps in the preservice training we provide for teachers, regardless of how effective it is. Mugarura et al., (2022), evaluated the impact of the program on student performance in a subset of public secondary schools in the





Kisoro area of Uganda. Their findings support the notion that in-service teacher training enhances instructors' ability to provide better results. They discovered that teachers' capacity to deliver better results is enhanced by the training. Furthermore, Mahmoodi et al. (2021) discovered that the course contributed to instructors' knowledge improvement in an adequate manner, allowing them to develop online classes and exchange experiences with other educators. Kanya et al. (2021) conducted a study on the factors influencing teacher performance in Indonesia to establish the significance of the influence that organizational culture, teacher competence, and principal leadership have, either partially or simultaneously, on teacher performance. The study concluded that there is a substantial and positive correlation between teacher performance and competency. A study by Donkor and Banki (2017) on the effects of in-service training programs on basic school teachers of Chiana in the Kassena Nankana West District of Ghana revealed Teachers in Chiana acknowledged that they were not ignorant of INSETs and that they were relevant. They said that by attending INSETs, they were able to gain competencies and professional development information.

Although there were educators who claimed that in-service training programs enhanced the effectiveness of teachers, this was not consistently the case. For instance, Uddin (2020) assessed the suitability and efficacy of in-service training for secondary English teachers in Bangladeshi madrasahs. The analysis concluded that the training was inadequate since it focused more on administrative issues than on what needed to be done in the classroom. Additionally, Honore et al. (2022) evaluated the connection between teachers' performance in public secondary schools and in-service training activities using the Gatsibo district as a case study. Although teachers in the public secondary schools of the Gatsibo district strongly demand frequent in-service training, the results showed that there is no statistically significant relationship between in-service training and teacher effectiveness. Another empirical study on the necessity of in-service training for educators and its efficacy in the classroom was

conducted in Malaysia (Mohd & Che, 2014). The study found that in-service training is crucial for educators as a means of advancing their professional development and improving their expertise and standard of instruction. The results also showed that, for educators to continue to play a significant and productive role in the classroom, they must continue their professional development by attending in-service training. Teachers are up against new obstacles and changes in the educational landscape.

2.3.7 Factors Influencing the Effectiveness of Teachers

In the field of education, teachers' performance in the classroom is directly correlated with their effectiveness. Numerous elements that affect teachers' performance in the classroom are essential to its efficacy. As a type of professional development, in-service training has a lot of potential to improve teacher effectiveness by giving educators the abilities and information they need to succeed in their positions. Hasbi Sjamsir (2021) identifies several elements that affect teacher effectiveness, including interpersonal interactions with other teachers, job motivation, and work discipline. Work discipline is one of the essential internal elements that must be taken into account in attempts to improve teacher effectiveness according to Barnawi (2012). Additionally, interpersonal contact was discovered by Haryaka (2018) to have a direct favorable impact on lecturer performance. Secondly, motivation at work was found to be positively correlated with performance. One way to characterize motivation is as the basis for behavior or as the desire within an individual to act. One of the main factors increasing teachers' success is their motivation. (Gyimah, 2020). On the other hand, Davidson (2005) found that teachers' lack of motivation is one of the main obstacles to successful teaching quality. Teacher motivation is highly dependent on a variety of factors, such as job satisfaction and reward systems. Additionally, interpersonal communication is important because humans are biologically and socially complex creatures that necessitate interpersonal relationships. According to DeVito (2011), interpersonal communication happens when two individuals have





a specific relationship. Interpersonal relations in particular are interactions that one person has with others in work situations to change the excitement and productive work activities. Suranto (2011) defines interpersonal relations as the interaction relationship one person has with another in every circumstance and area of life, resulting in both sides' happiness and fulfillment. According to Haryaka (2018), lecturer performance was positively impacted by interpersonal communication. According to Leithwood et al. (2004), enhancing teacher effectiveness requires supportive school leadership and resources. To provide teachers with the skills and resources they need to successfully implement new tactics, school leaders offer in-service training programs. This fosters a healthy work environment that supports professional development.

According to Cheasakul and Varma (2016), organizational culture in schools has the potential to impact teacher performance. According to Robbins (2008), organizational culture is a system of shared meanings and values that sets an organization apart from others. It is shared by all members of the organization. The work environment in schools has an impact on teachers' performance, which can be enhanced if teachers are attached to or accepted by schools that are owned. The influence of a teacher's comfort level with the school on students' academic performance can grow. The influence of a teacher's comfort level with the school on students' academic performance can grow (Sebastian et al., 2019). While a teacher's workload at a school that comes from a variety of sources will undoubtedly lower performance

2.4 Conceptual Review

The following concepts were looked at under the heading of conceptual review: the concept of teacher education, in-service education versus professional development, training and development techniques, teacher job performance, teacher job performance, and in-service training relationship, challenges in the implementation of in-service training, measures to

addressing challenges in implementing in-service training and strategies to improve teachers in-service training effectiveness.

2.4.1 Concept of Teacher Education

In a society like ours where changes occur so swiftly, all professions and their corresponding training and constant retraining must be seen within the broader context of lifelong or continuous learning (Fernando & Miquel, 2004). To furnish instructors with the necessary information skills, attitudes, and behaviors required to make judgments (about what to do and how to do it) and to make rational choices among various approaches, methods, tasks, or priorities, teacher education is frequently understood to consist of procedures, policies, as well as formal and informal programs. Teacher education is described as a program of instruction, research, and preparation for educators at the pre-primary to higher education levels by the National Council for Teacher Education. (2009). Teacher education is a program aimed at enhancing the proficiency and competency of educators to better equip them to meet the demands of their profession and tackle its issues (Lal, 2016). According to the National Council for Teacher Education. (2009), the goals of teacher education are to enhance an individual's aptitude and qualification to assume the responsibilities of the education profession or to perform work duties more effectively. This can be achieved through both official and informal training programs and experiences.

According to the fundamental tenets of teacher education, teacher competency, sensitivity, and motivation are the main factors that impact the type and degree of student achievement (Kapur, 2018). Preparing teachers to work successfully in the classroom is the main goal of teacher education (Adu-yeboah, 2023). According to some, practically anybody can become a teacher; all that is needed to become a teacher is a basic understanding of a subject; the rest, including how to instruct students, can be learned on the job (Darling-Hammond, 2006). According to



Jehangir and Nasreen, (2020), The word "teaching" has three meanings: it refers to imparting knowledge; it is recognized as an occupation; and it is all about knowledge and information. The activities in a teacher training program are designed to instill in school personnel a strong work ethic and a range of hard work skills. It is created by the organization or institution to enhance the abilities of teachers, foster innovative thinking, and provide education. According to Baldiris, Panagiotis, Fabregat, and Demetrios (2016), teacher preparation should be combined with desired tactics used to help teachers overcome a variety of learning constraints. Bairagya, (2021) defines teacher education as the integration of professional skills, pedagogical theory knowledge, and teaching abilities. The former includes training in a variety of cutting-edge methods, approaches, and strategies that will motivate and enable teachers to deliver quality instruction, appropriately reinforce students, and conduct meaningful assessments and evaluations. Effective teaching strategies and a variety of professional skills, such as pedagogical knowledge, management abilities, and soft skills, are necessary for fruitful learning. For this reason, teacher education is crucial since student learning is largely dependent on teachers, and more specifically, teacher education.

2.4.1.1 Key Concepts in Teacher Education

- a. **Initial Teacher Education (ITE):** The pre-service training that candidates go through before earning their teaching certification is referred to as initial teacher education. Academic courses and real-world teaching experience are usually included. High-quality beginning teacher training is essential to produce competent teachers who can adjust to a variety of educational environments, claims Darling-Hammond (2006).
- b. **Professional Development:** Teachers get continuing education and training throughout their careers, which is referred to as professional development. About new research, technology, and educational policies, it seeks to keep their knowledge and abilities

current. Effective professional development is content-focused, integrates active learning, fosters collaboration makes use of successful practice models, offers coaching and expert support, facilitates reflection and feedback, and is sustained in duration, according to Desimone (2009).

- c. **Reflective Practice:** The process by which educators assess their methods of instruction critically and decide which ones best suit their students' needs is known as reflective practice. The idea of the reflective practitioner was first presented by Schön (1983), who emphasized the value of instructors reflecting on their experiences to enhance their pedagogical approaches.
- d. **Pedagogical Content Knowledge (PCK):** The combination of content and pedagogy that results in effective teaching is known as pedagogical content knowledge, a term first used by Shulman (1987). It entails comprehending how certain subjects, challenges, or concerns are structured, portrayed, and tailored to the various interests and learning styles of students.
- e. **Mentoring and Induction:** New teachers can get assistance from more seasoned educators as they adjust to their responsibilities through mentoring and induction programs. Comprehensive induction programs dramatically increase teacher effectiveness and retention, according to Ingersoll and Strong's (2011) research.
- f. **Collaborative Learning:** Collaborative learning in teacher education involves teachers working together to share knowledge, strategies, and experiences. Vygotsky (1978) proposed that social interaction plays a fundamental role in the development of cognition, suggesting that collaborative learning environments can enhance teacher education.



2.4.3 In-Service Education Versus Professional Development

Terms like "professional development" and "in-service education" are frequently used synonymously when discussing teacher preparation. On the other hand, they have different connotations and meanings in the sphere of education. Training and educational initiatives created especially for teachers who are already hired and actively teaching are referred to as "in-service education." School districts, educational institutions, or other educational authorities usually organize these programs. Providing instructors with up-to-date information and skills that are directly applicable to their current teaching responsibilities is the main goal. However, Professional Development includes a wider variety of activities that are meant to help instructors continue to grow and progress throughout their careers. It covers a range of additional learning and development activities in addition to in-service education (Day & Sachs, (2004)

Richards and Farrell (2005) define training as activities that are directly related to a teacher's current responsibilities and usually have immediate, short-term goals in mind. Most of the time, it is thought of as a way to get ready for a teacher to start their first job or take on a new responsibility or assignment. Although the terms are commonly used interchangeably, professional development and in-service training have slightly different meanings. As stated by Craft (2000), "all forms of education that educators complete after completing their first training are regarded as professional development. To apply basic concepts and principles to teaching, one must first be able to understand them. Training also includes demonstrating concepts and procedures in the classroom. Professional development is any action that improves a person's abilities, expertise, knowledge, and other qualities as a teacher. In-service training, according to Amadi, (2000) is a workshop intended to assist employed professionals, paraprofessionals, and other practitioners in gaining new information, improved techniques, and other skills to enhance their capacity to offer more competent, effective, and efficient



services to a variety of clients in various fields. Furthermore, such a workshop is a form of instruction intended to help a particular set of educators at a given institution. On the other hand, according to Smith and Kritsonis, (2006), programs for professional and staff development aim to give workers fresh or enhanced techniques and strategies for producing better outcomes in their line of work; as a result, workers will feel more competent, capable, and satisfied. According to Adey (2004), "the nature of teaching and professional development for teachers are directly related."

Professional development activities are essential for generating the people resources required for organizational productivity since they help individuals develop their qualities and creative skills. To enhance their abilities and provide more effective, efficient, and knowledgeable service to a variety of clientele in a variety of fields, working professionals, paraprofessionals, and other practitioners can attend this course to learn new information, improve practices, etc. Amadi (2000), in-service training is defined. On the other hand, information and skills acquired for both personal and professional improvement are referred to as professional development. All forms of assisted learning, including conferences, official coursework, and unstructured learning chances at work, are included in professional development. In the same way as other professionals, teachers evaluate, update, and advance their competence. Professions through professional development, which consists of formal coursework, attending conferences, and making use of informal learning chances in the workplace in addition to other aided learning activities.



2.4.5 Training and Development Techniques

A company's workforce needs to be trained if it is to succeed in the modern, fiercely competitive environment. However, some companies believe that employee training and development opportunities are unnecessary and that employees will learn skills from more seasoned employees and supervisors as they work. This approach is deemed insufficient and can lead to issues for the business (Akbar Jan & Muthuvelayutham, 2012). Giving workers the information and skills, they need to complete a certain activity or job is known as training and development (Werner & DeSimone, 2006). This improves workers' performance and productivity in the workplace (Cole, 2002). The two primary types of training and development that Adeleye, Adegbite, and Aderemi (2014) differentiate between are on-the-job training and off-the-job training

2.4.5.1 On-the-Job Training

2.4.5.1.1 Apprenticeship

Apprenticeship is the process by which an untrained person is trained by a skilled one, according to Olaniyan and Ojo (2008). Noe (2010) disputes this, claiming that apprenticeships combine on-the-job training with classroom instruction to allow for simultaneous employment and study. Although it may take some time, the apprentice often works under and with the trainer, who is typically a senior employee. Earning money while studying and having a high level of job stability after training are the two main advantages of apprenticeships. According to Noe (2010), a business that receives training that is customized to meet its specific needs is likely to have highly qualified employees.



2.4.5.1.2 Job Rotation

Adeleye et al. (2014) define job rotation as the process of a trainee switching from one lateral task to another, allowing the employee to learn new skills. Tuei and Saina (2015) claim that job rotation enables people to gain experience in a variety of capacities and subsequently hone their talents, allowing them to become multiskilled workers. In the context of an organization, training is the process by which a trainee learns different jobs or duties at different times or intervals.

2.4.5.1.3 Orientation/Induction

Orientation is a continuous process that requires time to achieve its goals, according to Milkovich and Boudreau (2004). First, orientation helps recruits become acquainted with employment procedures. Secondly, it helps new hires learn about the goals, structure, and policies of the business (Malaolu & Ogbuabor, 2013). Lastly, orientation is provided to new hires for three main purposes.

2.4.5.2 Off-the-Job Training

Through off-the-job training, workers can visit a location other than their place of employment to increase their knowledge about the latest developments in their industry or their field of work. In addition to giving employees a platform to express their thoughts and contemplate fresh concepts that they can use in the workplace, this type of training essentially increases employee productivity. Some illustrations of off-the-job training techniques are as follows:



2.4.5.2.1 Classroom lectures

Classroom lectures, often known as the lecture technique, are a popular means of giving white-collar or management-level personnel off-the-job training. A trainer delivers a lecture during the training in an environment akin to a classroom. Employees get familiar with their responsibilities, pick up critical skills for their employment, and get the opportunity to ask experts questions during this kind of training. Additionally, lectures in the classroom can inform trainees about certain protocols, convey information on a particular subject, and teach them about the administrative or management facets of their professions. Noe (2010) points out that when there are a lot of trainees, this strategy is employed to cut expenses and save time.

2.4.5.2.2 Audio-visual

This method is often used by educational institutions to help students retain information better; in the business sector, companies that run customer care centers regularly provide their employees with this kind of training to help them interact and behave with consumers. A wide range of media, such as films, TV series, videos, and presentations, are presented to trainees during their off-the-job audio-visual training.

2.4.5.2.3 Simulation

Employees can learn attitudes, concepts, knowledge, rules, or abilities to improve their performance during off-the-job training through the simulation technique by using tools or a machine that mimics what they would use in the field or on the job. The simulation method allows them to better prepare for operating the gear and equipment in real life (Salas, Wildman & Piccolo, 2009).



2.4.5.2.4 Case studies

This approach involves training instructors to provide their students with a real-world scenario they provide students with a written record of a circumstance that happened in the past along with instructions to evaluate it and deliver their findings in writing. Or problem in the form of a case study that is pertinent to their field. Then, to assist students, in becoming better decision-makers, training instructors go over the benefits and drawbacks of each choice. The purpose of the case studies, according to training instructors, is to have learners apply ideas and concepts they already understand.

2.4.5.2.5 Role-playing

This method entails the student acting, taking on the mannerisms and attitudes of someone else as though he were that person Bohlander et al., (2001), and learning new ones. It helps managers resolve conflicts, absenteeism, and problems with performance reviews. In addition to giving them advice, it gives the trainees the chance to comprehend and value others.

2.4.6 Teacher Job Performance

According to Canales and Maldonado (2018), teacher effectiveness has a significant impact on both student success and overall educational outcomes. Any work done to achieve goals based on size, standards, time, type of work, and established ethics and norms is referred to as teacher performance (Honore et al., 2022). However, this role is entwined with school-related factors, student characteristics, and the educational situation (Ambussaidi & Yang, 2021). Kanya et al. (2021) divide the elements affecting teachers' performance into three groups: organizational, external, and internal factors.



2.4.6.1 Internal Factors

Emotional Intelligence and Self-Efficacy: Emotional intelligence and self-efficacy are significantly associated with teacher performance. Teachers with high emotional intelligence and strong social skills tend to demonstrate better classroom management (Jennings & Greenberg, 2009). Similarly, self-efficacy and job involvement are highly correlated with worker performance (Song et al., 2018).

Personality Traits: Teachers with conscientiousness as a personality trait are influential and act as predictors of their performance in the classroom (Bastian et al., 2017).

2.4.6.2 External Factors

External factors, such as school leadership, play a crucial role in shaping teacher performance.

Leadership: The degree of intervention and support provided by school principals frequently determines the success of instructors. According to Joo (2020), self-efficacy, commitment, and job satisfaction are some of the factors that mediate leadership in schools. According to Amankwah and Guo-Hua (2020), leadership in the educational setting includes influencing educators and learners via instruction, information sharing, and the exchange of ideas, culture, and values.

Empowerment and Teacher Quality Programs: Empowering teachers and providing professional development opportunities positively influence their performance, commitment, and overall behavior (Bogler & Somech, 2004).

Organizational Climate and Collaboration: An organizational climate that fosters collaboration and support for teaching continuity significantly impacts teacher performance (Andreasen et al., 2019).



2.4.6.2 Organizational Factors

Organizational factors, including culture and workplace conditions, also affect teacher performance.

Organizational Culture: According to Robbins (2008), organizational culture is a system that includes common meanings and values among all members of the organization, setting it apart from others. When instructors feel comfortable and attached to their schools, a healthy organizational culture can improve their performance (Sebastian et al., 2019).

Workplace Stress: Conversely, excessive pressure and stress experienced by teachers within schools can negatively impact their performance (Erichsen & Reynolds, 2019).

Organizational, external, and personal factors all have an impact on teacher performance. By addressing these factors with focused interventions like professional development courses, leadership assistance, and cultivating a healthy workplace culture, teacher performance and, consequently, student results can be greatly improved.

2.4.7 Teacher Job Performance and In-Service Training Relationship

As to the findings of Norwani et al. (2017), providing in-service training activities to teachers has the dual benefits of raising student academic achievement and increasing classroom discipline. It also improves teacher performance. Additionally, it enhances information for students by upgrading knowledge and improving the spring. Creating programs that advance educators' skills and knowledge while utilizing innovative teaching techniques is crucial to creating an effective educational system. As a long-term investment in raising the professionalism and competency of educators, Junejo, Sarwar, and Ahmed (2018) see in-service teacher training programs. In-service training improves teachers' ability to solicit feedback from students and help them accomplish their objectives. According to Razali (2006),



teachers who participated in these trainings at Malaysian technical schools had very high levels of knowledge and skill, but only medium levels of interpersonal and counseling abilities.

According to Samupwa (2008), who researched how teacher preparation affects educators' performance in the classroom, teacher preparation can favorably benefit educators' conduct and performance. Schunk, Meece, and Pintrich (2002), on the other hand, contend that in-service training initiatives might greatly enhance the educational system. This is so that educators can become inclusive practitioners by identifying a specific position and gaining a more distinct worldview through various training programs, particularly in-service training programs. As to Kazmi, Pervez, and Mumtaz (2011), these courses also give teachers rational and systematic ways to educate. After examining the benefits of in-service teacher training, Essel, Badu, Owusu-Boateng, and Saah (2009) conclude that these programs give educators confidence, competence, knowledge, and competency. The Gatsibo district was utilized as a case study in Honore et al.'s (2022) study to look into the relationship between in-service training activities and teachers' performance in public secondary schools. Consistent attendance at in-service training has a significant effect on instructors' performance, according to study data. The results also suggest that the establishment of regular policies requiring public secondary schools to provide service training to their instructors is necessary, rather than depending on the schools to set up programs that enhance teachers' abilities. Therefore, in-service training for educators is critical to providing high-quality education because it gives them access to current, practical knowledge, skills, values, and attitudes that improve academic success in the classroom.

In an attempt to determine the critical factors impacting teacher effectiveness, (Kanya et al., 2021) conducted a study. The results show that teacher performance was directly impacted positively by work motivation, directly positively impacted by work discipline, and directly impacted by teacher interpersonal communication, and that teacher interpersonal communication was the most significant factor influencing teacher performance. Furthermore,



a study was carried out by Gewasari, Manullany, and Sibuea (2017) to identify the determinants of teacher competency. The findings demonstrated the strong direct or indirect effects of teacher competency, principal pedagogical leadership, school spiritual organizational culture, job satisfaction of teacher growth, and success incentive on teachers' performance.

2.4.8 Challenge in the Implementation of In-service Training

Keeping instructors up to date on educational laws and reforms, pedagogical practices, and subject matter expertise is one of the fundamental goals of in-service teacher education (Tan, 2015). As societal needs change, so does the complicated activity of teaching. (Tan, 2015) Consequently, for educators to keep developing their abilities and efficacy, frequent in-service training is necessary. In-service training, according to Andy Hargreaves (2000), is any formal and informal learning that educators participate in during their employment to advance their professional development and raise student achievement. Nevertheless, there are several obstacles to overcome to establish efficient in-service training programs for educators. For example, teachers' "stock of knowledge" can quickly become out-of-date, so regular upgrades through in-service education are required (Shakoor et al. 2013) The availability and value of training in the majority of organizations, particularly educational institutions, are influenced by several factors, according to Rowland et al. (2017).

2.4.8.1 Inadequate Financial Resources

Lack of funds frequently prevents people from participating in top-notch professional development courses or hiring knowledgeable trainers. This restriction affects the training's overall efficacy. Financial constraints may jeopardize the investment in high-quality resources necessary for effective professional growth, as noted by Darling-Hammond et al. (2017). It is possible that schools cannot afford in-depth training materials or knowledgeable facilitators. Insufficient finance is a major barrier to effective in-service training in educational institutions, claim (Esfijani & Zamani, 2020). Therefore, funding for in-service training programs for



employees is necessary for all enterprises, including educational institutions. According to Wei et al. (2009), budgetary restrictions may make it impossible for schools to purchase the supplies and tools required for in-service training.

2.4.8.2 High Cost of Training

Rowland et al. (2017) claim that management is discouraged from setting up in-service training programs for employees due to the high expense of staff training in institutions, particularly in developing nations. Kennedy (2016) makes the argument that expensive training can put a strain on finances, which affects other aspects of running a school. Difficult trade-offs between professional development and other necessary resources may result from this tension. According to Mohammed and Shouvik (2018), most organizations, including educational institutions in developing countries like Ghana, face high labor training costs because recently hired employees lack experience, in contrast to Western nations where even graduation requirements require students to work to gain valuable experience in the workforce.

2.4.8.3 Shortage of Qualified Training Experts

The success of in-service training programs for educators can be strongly impacted by the lack of trained training specialists. Desimone (2009) highlights the requirement for professional knowledge to satisfy particular educational demands. The lack of competent trainers may lead to general training that fails to adequately address the unique difficulties faced by educators. The majority of developing countries, according to Adaobi and Snr (2022), lack the human resource development specialists and training facilities needed to provide suitable in-service training programs for workers on the continent. Because of this, most institutions are unable to provide their personnel with enough training.



2.4.8.4 Poor Leadership/Management Support

Leadership vision and direction must be clear for in-service training to be effective. Insufficient managerial support frequently leads to a lack of professional development goals and strategic planning. According to Fullan (2001), strong leadership that offers a distinct vision and direction is necessary for educational transformation, including professional development, to be effective. Programs for in-service training could be disorganized and lack coherence without this assistance. According to Darling-Hammond et al. (2017), managerial support is essential for assigning funds for professional development. Due to resource limitations, schools could find it difficult to offer high-quality instruction without this support.

2.4.8.5 Poor Staff Participation

The degree of involvement directly affects how successful in-service training is. The expected results of the training are less likely to be realized when staff members do not participate actively. Some employees, according to Piwovar-Sulej (2021), refuse to devote any time to training because they believe it is a waste of time that would be better used for other activities. Desimone (2009) emphasizes that to collect relevant data for evaluating the impact of professional development, a large number of participants must participate. Inadequate involvement restricts the capacity to gauge and assess the efficacy of the instruction. Karim et al. (2019) state that while some organizations do not overtly advertise chances and programs for in-service training, others intimidate permanent staff members by stating that if they participate

2.4.9 Measures to Addressing Challenges in Implementing In-Service Training

For many years, in-service training has been the impetus behind several developments in the field of teaching and learning. Teachers need to be up to speed on the latest ideas, theories, and research in their industry, just like any other professional. Thus, as educators, professionals, and people tasked with educating the future generation, this helps their "lifelong learning"



(Mohd & Che, 2014). Teachers have a significant and active role in the growth of the nation's productivity. Notwithstanding the significance of in-service training in Ghana, several obstacles must be overcome, including limited financial resources, lack of highly qualified training specialists, inadequate leadership and management backing, and low employee engagement. Thankfully, numerous human resource specialists have proposed several solutions to these problems, guaranteeing the seamless integration of efficient in-service training in academic establishments.

In the field of education, studies have repeatedly shown that one of the biggest obstacles to efficient in-service training is lack of funding. Research suggests that to overcome these obstacles, short-term courses or seminars at the zonal level, as suggested by Kelechi and Abiodun (2019), and in-person small-group training workshops near the workplace, close to the workplace, should be implemented by Lakai et al. (2012). Suhasini and Suganthalakshmi (2015) further suggested that the most efficient strategy to introduce affordable in-service training in all institutions is to swap out antiquated or antiquated methods of training delivery with state-of-the-art technologies. As per Suhasini and Suganthalakshmi (2015), some of the cutting-edge technology-based training delivery methods include e-learning, virtual reality (VR), augmented reality (AR), and virtual instructor-led training (VILT).

According to McDougald and Pinarello (2020), inadequate managerial support and poor leadership are major obstacles to the successful implementation of in-service training programs in institutions. A careful examination of the literature on organizational training in the last few years shows that even well-crafted in-service training programs will not accomplish their goals if managers or leaders especially those in academic institutions do not have the skills to provide real-world support (Mohamad et al., 2023; Turner, Turner, et al., 2020). Managers must be willing to provide both practical support opportunities for in-service training, training provisions, and attractive training venues—and emotional support like support, compassion,



and open-mindedness before, during, and following training programs. Moge (2023) highlights the need for managers' support for training programs. According to Freeman (2010), involving important stakeholders in the development and execution of in-service training programs helps increase commitment and support. This entails defining reasonable career objectives, creating training materials relevant to the job, and overcoming roadblocks by expanding and improving present positions and job rotations. Furthermore, the situation can be greatly improved by having competent and talented people provide mentorship, coaching, and counseling (Kodwani & Prashar, 2019).

A major obstacle to the successful implementation of in-service training is the lack of skilled training specialists, especially at academic institutions in poor nations (Abdullah, 2009). Garavan et al. (2021) observed that a large number of institutions in developing countries lack staff members who possess the skills required to carry out different human resource duties. Breaugh (2017) proposed that to tackle this, recruitment tactics had to concentrate on particular talents and certifications. According to Raut (2004), it is imperative to offer trainers continuous professional development opportunities, to maintain expertise. Researchers have concluded that a comprehensive approach must address low staff involvement in teachers' in-service training. Training materials must be pertinent to teachers' everyday tasks and the difficulties they face in the classroom, according to Desimone (2009). According to Birman et al. (2000), there is a rise in teacher involvement when in-service training is customized to their requirements. Additionally, teachers can improve involvement by sharing their experiences and learning from one another, which promotes a culture of collaboration and peer support (Vescio, Ross, & Adams, 2008). According to Yoon et al. (2007), in-service training sessions ought to be scheduled around instructors' schedules to reduce conflicts with their duties and increase attendance. Furthermore, make sure professional development programs have enough money



and resources, as these can help lower participation costs (Wei, Darling-Hammond, & Adamson, 2010).

2.4.10 Strategies to Improve Teacher's In-Service Training Effectiveness

The effectiveness of in-service programs has been a topic of ongoing debate, with multiple studies highlighting the need for a more comprehensive approach to address the unique requirements and difficulties faced by educators (Desimone, 2009). Participating in an in-service training program helps teachers perform better and better meet the needs of their students, which enhances learning outcomes (Defallah et al., 2020). Defallah et al. (2020) found that the majority of in-service teacher training programs lack both continuity and diversity. This is because the study's main focus was on the benefits of in-service training programs for teachers' career development. Furthermore, the majority of programs designed to train in-service teachers fail to take into account the professional and educational needs of teachers. All of the study's results point to the superiority of long-term, diverse in-service teacher training programs over brief ones. The study suggests that carefully designed in-service teacher training programs should address the professional and educational needs of teachers; once these needs have been determined, suitable plans should be made to assess and support the teachers; finally, for these programs to be successful, they should be ongoing. If these programs are presented to boost professional and educational progress, teachers recognize that their knowledge and abilities will be improved and that positive attitudes will emerge.

Floria (2019), cited by (Kivirand et al., 2021), reports that reviews of global studies have demonstrated that most short-term, in-service teacher training programs have concentrated on certain forms of differentiated instruction and special education needs (SEN). Prof et al. (2014), due to their personal style, degree of activity, authority, leadership, and rapport with teachers all of which seem to have a good correlation with the concept of school improvement principals have the biggest say in how in-service training is implemented in schools. School





administrators should be upfront about the need for in-service education for teachers. They must therefore be able to convince educators that they must participate in in-service training. Furthermore, Hacer (2012) points out that the resources and materials used, along with whether or not new materials are created during the session, all have a big influence on how effectively in-service training goes. A similar study was carried out by Mugarura et al. (2022) to investigate how in-service teacher training affects student performance in a subset of public secondary schools in Kisoro District. The study made several recommendations, including the following: first, during the planning stage, financial matters should be best attended to by having a budget good enough to meet teachers' training needs; if enough funds are allocated, many stakeholders will participate, hence the impact of in-service teacher training will be extended; second, professional development programs and training should concentrate on core content knowledge, teaching skills, teaching strategies, and assessment strategies; and third, rather than what appears to be a customary twice-yearly schedule, in-service teacher training ought to be carried out at least twice a year.

Guskey and Yoon (2009) contend that educators should customize their professional development programs to meet the unique needs and challenges they face, as opposed to adopting a one-size-fits-all strategy. Darling-Hammond, Hyler, and Gardner (2017) contend that interactive learning techniques including hands-on activities, collaborative learning, and the practical application of concepts are more effective than lectures. Knight (2009) emphasizes the importance of coaching and mentoring as continuing support systems that assist educators in putting new ideas into practice and improving their methods. According to Kretlow (2011), better teaching practices can result from a mix of coaching and in-service training. All of these results point to the need for a comprehensive strategy that includes customized training, a focus on different learning facets, meticulous preparation, and ongoing support to improve the effectiveness of teacher in-service training.

The main factors of the study, such as the independent and dependent variables (IV and DV) and how they interact within a single system, are made clearer by this framework.

In this study, the independent variable (IV) is in-service training, which encompasses the quantity, quality, and distribution of training materials provided to teachers. The dependent variable (DV) is teacher performance, measured through aspects like pedagogy, promptness, motivation, social skills, and classroom management, represented here as Good Seating Arrangement. The conceptual framework (illustrated in Figure 1.1) highlights how in-service training influences teacher performance through intervening variables. These include improvements in teaching skills, enhanced social interactions, and effective classroom practices, such as proper seating arrangements, which ultimately contribute to better instructional outcomes. The framework underscores the logical flow from the independent variable through the intervening variables to the dependent variable.

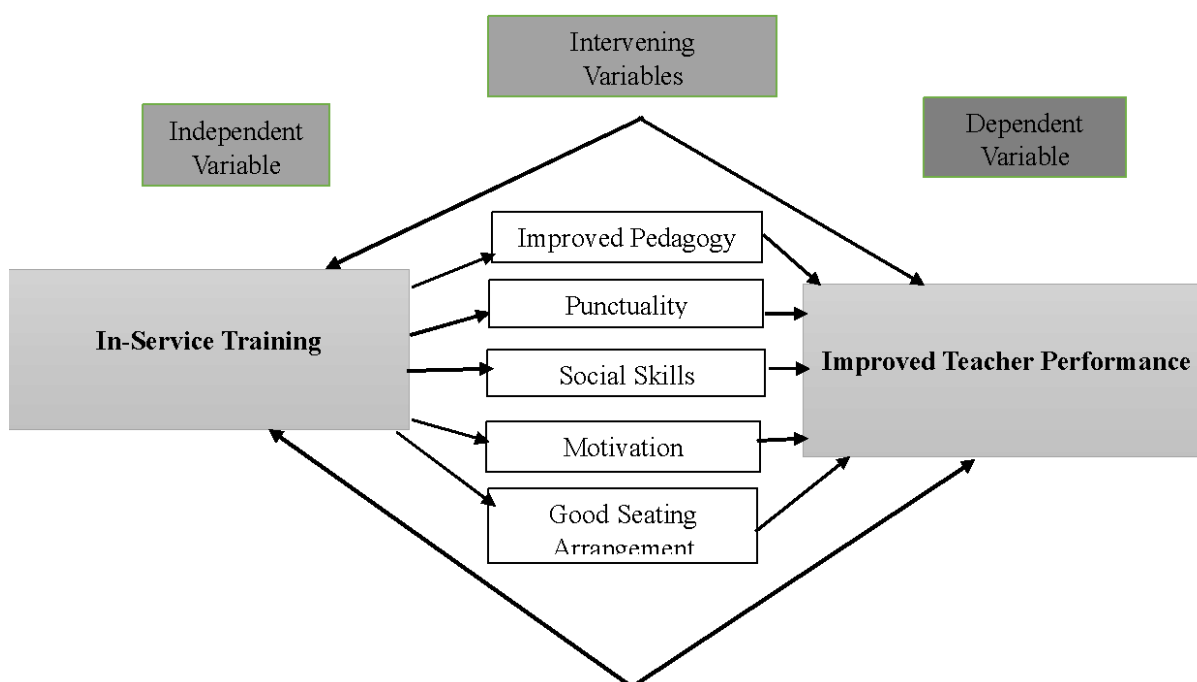


Figure 1 1. Conceptual Framework

2.4. Summary of Literature Review

This chapter reviews the research on how in-service training affects teachers' job performance, with a particular emphasis on the relationship between in-service training and performance. Models of teacher in-service training. Teachers' perspectives on the advantages of in-service training, obstacles to its implementation, solutions to these obstacles, and tactics to increase the efficacy of in-service training for teachers are among the variables that impact their performance. First, the chapter discusses the idea of in-service training and the variables that affect teachers' effectiveness. The study discovered that a variety of factors, which may be divided into internal, external, and organizational components by Gherasima, Maireana, and Brumariub (2018), affect instructors' performance. We also looked at the advantages of teacher in-service training. Among them is enhanced instruction. Even while providing in-service training for teachers has many advantages, it can be challenging to execute, particularly in poor countries such as Ghana. Among the difficulties are insufficient funding, a dearth of data repositories, high training expenses, low employee engagement, and the commitment and fervor of the leadership required to start and continue in-service training.

The study's theoretical framework examined in-service training's performance theory and change theory of in-service training. The empirical review does, however, highlight certain gaps in the literature. The majority of research, including that done by Shinola and Akomalafe (2022), Syeda, Saheen, and Kazmi (2012), Haryaka and Sjamsir (2021), Michael (2017) and Naveed (2022), was done outside of Ghana, and their focus was examining the impact of in-service training on teachers' job performance in secondary schools. Few studies, if any, have been done to assess the effects of in-service training on teachers' job performance in the Lambussie District. This is even though numerous studies, such as those by Donkor and Banki (2017) and Hervie and Winful (2018), were conducted on the effects of in-service training on teachers' job performance within the borders of Ghana, as noted in the empirical review. This



study aims to fill this vacuum in the empirical literature by assessing the impact of in-service training on teachers' job performance in the Upper West Region of Ghana's Lambussie district.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

This study assessed the effects of in-service training on teachers' job performance in the Lambussie District. This section covered the research techniques, processes, and procedures used to conduct the study. These included the study area profile, research philosophy, research approach, research design, study population, sample size and sampling technique, data collection tools, pre-testing of the questionnaire, data collection process, data analysis techniques, and ethical considerations of the study.

3.2 Profile of the Study Site

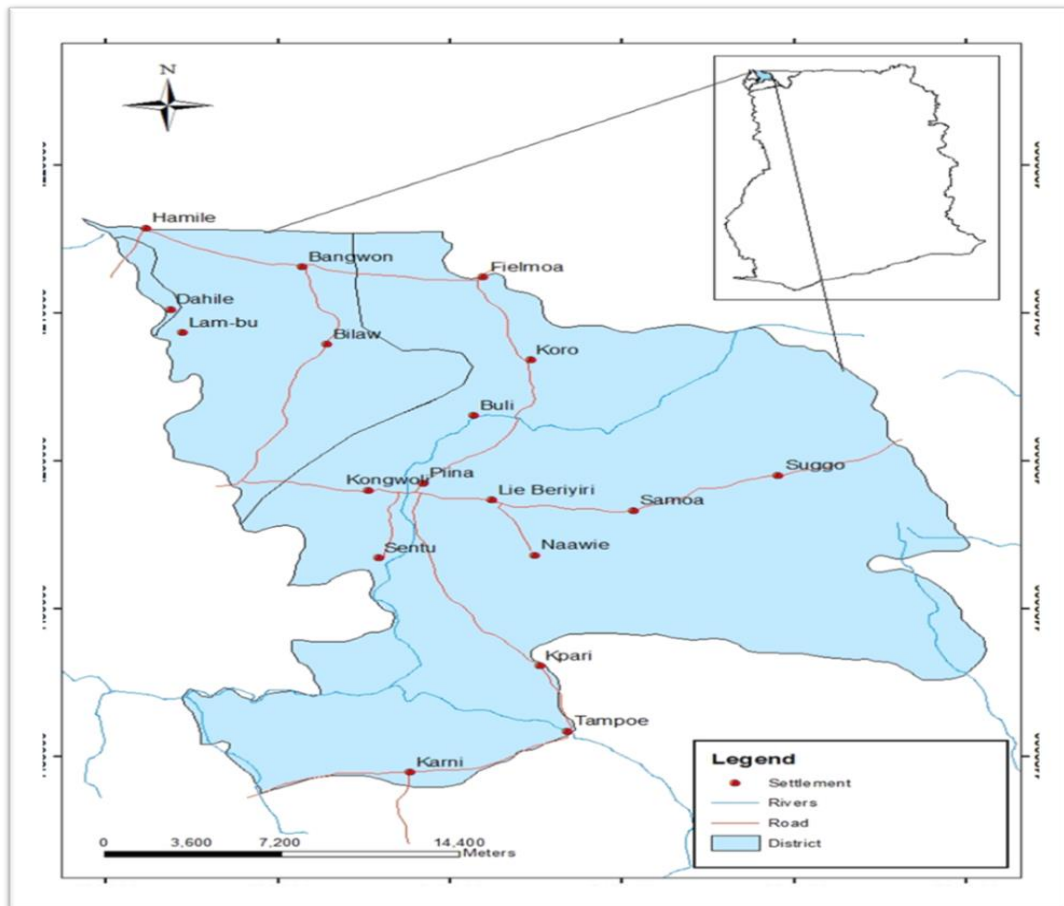


Figure 2 1: Map of Lambussie-Karni District with some Communities

Source: Ghana Statistical Service, 2014

As part of Ghana's decentralization initiative, which was started in 1988 by legislative instrument LI 1849. On February 29, 2008, the Jirapa-Lambussie District in the Upper West Region was split up into the Lambussie-Kami District (District Medium Term Development Plan, 2010-2013). It is situated in the Upper West Region's northwest corner. It is roughly located between longitudes 20.250 and 20.400 West and latitudes 10.250 and 11.000 North, with a total land area of 1,356.6 sq km, it accounts for around 6% of the region's 18,476 sq km total land mass. The district stretches from Hamile in the north to Karni in the south. Its borders are to the south, west, and east by the Jirapa District, east by the Sissala West District, and north by Ghana's border with Burkina Faso. The regional center, Wa, is located roughly 92 kilometers from Lambussie, the capital of the district (ibid, 2010–2013).

There are 23 members in the District Assembly: 15 elected members, 7 government appointees, and 1 ex-officio member of Parliament. The seven (7) area councils in the district are located in Lambussie, Piina, Koro, Hamile, Samoa, Suke, and Karni. Unit Committees, the lowest decision-making level in the decentralization process, make up each of these Councils (ibid, 2010–2013). The district has 51,118 residents, with 25,060 men and 26,058 women, based on the results of the censuses of population and housing in 2021. The people living in the district are primarily rural and lack access to essential utilities like phones and power. Consequently, there is a lot of rural-urban mobility in the district, especially during the dry season when most people lose their jobs after harvest.

Within the District, there are 51 basic schools in total. 33 of them are primary schools, and 18 are junior high schools. In total, 8,939 students are enrolled in primary and junior high schools respectively. In total, there are 220 teachers at the basic level while the rest are still undergoing distance education to be certificated. The teacher-to-pupil ratio in the district is 1:76. There are three public senior high schools in the district: Holy Family Senior High School in Hamile, Piina, and Lambussie. The district's BECE performance had been comparatively subpar.



Performance over time indicates that most candidates fell within the aggregate 25–30 range, making it difficult for them to gain admission into prestigious senior high schools. The poor performance of the students could be attributed to insufficient teaching and learning resources in the schools coupled with a low number of trained teachers in the district.

Lambussie district is home to the Sissala and Dagara ethnic groups, as well as smaller groups such as Moshi, Waala, Akan, Wangara, Gurunshi, and Fulani. The district has one (1) paramount, with ten (10) divisional and thirteen (13) sub-divisional chiefs; divisional areas include Kanguol, Samoa, Suke, Koro, Billaw, and Happa; other areas include Bamwon, Dahile, Kpare, and Karni (MTDP, 2010–2013). The chiefs and residents of the district established the Mefele Gbero annual festival, the first of its kind which was held in 2009. The area is predominantly Christian, Islamic, and traditional religions.

3.3 Research Philosophy

This study adheres to the research philosophy of positivism and post-positivism. Research conducted by positivists is based on the idea that measurable and observable phenomena can lead to the discovery of objective knowledge. Establishing causal relationships or explanatory correlations that ultimately enable the prediction and management of the phenomenon under study is the main objective of positivist research, Park et al., (2020). Positive theory, according to Bryman (2016), is in favor of the notion that social phenomena may be investigated with the same rigor as natural sciences, with an emphasis on quantitative data to identify general rules.

3.4 Research Approach

The study chose to use a quantitative research approach because of its many benefits, including its ability to generate precise, numerical, and quantitative data from large survey sizes and its repeatability and dependability in extrapolating results across a wide range of populations (Maxwell & Delaney, 2004). Babbie (2010) states that the collection of numerical data and the



presentation of an objectivist and deductive knowledge of social reality in the connection between theory and study, with a preference for a mutual science approach, are characteristics of quantitative research. The ability to obtain precise, quantitative, numerical data from sizable survey samples is one of the primary advantages of employing a quantitative research approach. Another possible reason for using the quantitative research approach in this study could be the prevalence of quantitative research undertaken by experts in social science fields like sociology, psychology, public health, and politics (Creswell, 2014). To mention a few industries, it is extensively utilized in marketing, economics, education, and healthcare (Smith & Hasan, 2020). Researchers typically employ quantitative data while evaluating a problem or trying to answer a "what" or "how many" query in their research studies. According to Smith and Hasan (2020), the primary goal of quantitative research investigations is to comprehend the relationship between an independent variable and one or more dependent variables in a population. This study employed only a quantitative method since its primary objective is to understand how in-service training affects teachers' performance in the Lambussie District.

3.5 Research Design

This study aims to assess the effect of in-service training on teachers' job performance. The study employed a descriptive survey design. The descriptive survey research design is thought to be the most appropriate for this particular study since it enables the researcher to collect data from several respondents who are thought to be significant and representative of the study's overall population. A descriptive survey design is thought to be most appropriate for this study, according to Cohen, Manion, and Morrison (2011), since it allows the researcher to gather information from several respondents who are thought to be important representatives of the study's total population.

3.6 Population of the Study

The study population consists of all 220 basic school teachers in the six circuits of the Lambussie district. This includes both male and female teachers across different schools within each circuit. The population represents the total number of teachers available for potential selection in the study. Table 3.1.1 shows the population distribution across the six circuits.

3.1.1: Population Distribution of Teachers in Basic Schools by Circuits in the District

Circuit	Teachers' Population		Total
	Males	Females	
Lambussie East	37	18	54
Lambussie West	26	07	33
Piina	18	12	29
Chebogo	30	6	36
Hamile	29	14	42
Karni	18	08	26
Total	158	62	220

Source: District Education Directorate, (2024)

3.7 Study Sample, Sampling Technique

3.7.1 Sampling Techniques

A stratified proportionate sampling technique was used to ensure fair representation of teachers across the six circuits. The stratification was based on the circuit divisions (Lambussie East, Lambussie West, Piina, Chebogo, Hamile, and Karni), ensuring that teachers from all geographical areas within the district had an equal chance of being selected. Within each stratum (circuit), simple random sampling was applied to select individual teachers. Therefore, stratified proportionate sampling was used to guarantee that a sample was selected in each circuit based on the population of the teaching staff of the study's total population.



Hence, the use of stratified sampling ensured that a sample in each circuit was chosen based on the population of the teachers on each circuit relative to the entire population of the study.

3.7.2 Sampling Size Selection Technique

The study used the Krejcie and Morgan (1970) sample size determination table to select a representative sample size. For a total population of 220, the table recommends a sample size of 140. This ensures that the sample statistically represents the entire population while maintaining reliability in the study findings. To provide a proportionate representation of teachers from each circuit, the proportional allocation method was used to distribute the total sample size (140) across the six circuits. The formula applied is:

$$\text{Sample Size for Circuit} = \frac{(\text{Total Teachers in Circuit}) \times \text{Total Sample Size}}{\text{Total Population}}$$

Where:

Total Teachers in a Circuit refers to the number of teachers in a specific circuit.

Total Population is the total number of teachers in all circuits (220).

Total Sample Size is the required sample size based on Krejcie and Morgan's (1970) sample size determination table (140). Bowley, (1926).

From that, the sample size (140) was distributed among the six circuits, as shown in Table 3.1.2.



3.1.2: Distribution of Sample Size

Circuit	Total of Teachers Per Circuit	Sample Size Selected
Lambussie East	54	$54/220 \times 140 = 34$
Lambussie West	33	$33/220 \times 140 = 21$
Piina	29	$29/220 \times 140 = 18$
Chebogo	36	$36/220 \times 140 = 23$
Hamile	42	$27/220 \times 140 = 27$
Karni	26	$26/220 \times 140 = 17$
Total	220	140

3.8 Research Instrumentation

The primary instrument employed in this study was a questionnaire, modeled after the Alshaikhly (2017) instrument titled "The Impact of Human Resource Management Methods on Employees' Satisfaction." The questionnaire was adapted and structured to align with the objectives of this research. It demonstrated high reliability, as indicated by a Cronbach's alpha reliability estimate of 0.86, reflecting strong internal consistency and reliability for measuring the intended variables. This reliability suggests that the items within the questionnaire effectively captured consistent and meaningful responses across the study.

The questionnaire comprised two main sections. The first section focused on six (6) demographic factors: gender, age, educational attainment, and teaching history of the study participants. The second section addressed the independent variable, in-service training, and evaluated its impact through four dimensions: The state of in-service training in the Lambussie district. The influence of in-service training activities on teachers' job performance. Challenges



teachers face in participating in in-service training activities. And strategies to improve the efficacy of in-service training for teachers in the district.

To collect data, a 5-point Likert-type scale was used, allowing respondents to indicate their level of agreement with each item. Response options ranged from Strongly Disagree (ranking 1) to Strongly Agree (ranking 5), providing a structured framework for assessing perceptions and experiences related to in-service training and its associated outcomes.

3.1.3: Interpretation of Mean for Five Point Likert Scale

Mean Range	Response	Interpretation
4.21 – 5.0	Strongly agree	Very high
3.41 – 4.20	Agree	High
2.61 – 3.40	Neutral	Moderate
1.81 – 2.60	Disagree	Low
1.00 – 1.80	Strongly disagree	Very low

Aynalem (2020).

3.9 Data Sources

A range of strategies were used to gather data from primary and secondary sources, taking into account the nature of the study.

3.9.1 Primary Data

To get first-hand information from primary sources, the researcher contacted respondents in the field (schools) for this study. The researcher did self-completion of the questionnaire with the respondents providing the necessary information. The questionnaires were administered in the various schools where the respondents were teaching to make them feel comfortable providing the information without fear.



3.9.2 Secondary Data

The secondary data was obtained from magazines, theses, projects, and other relevant books on education policies in Ghana. Because it guarantees reproducibility and transparency, secondary data was helpful for the review of pertinent literature for the study. Furthermore, variables can be altered (joined, aggregated, subtracted, etc.) using secondary data to extract previously unattainable new findings from the database (Martins et al., 2018).

3.10 Data Collection Procedure

Using a structured questionnaire, primary sources provided the majority of the data needed for this investigation. Each respondent received a personal instrument at their respective schools for this study. To achieve complete participation and avoid non-responses, the questionnaires were personally delivered to each individual in the selected sample. By engaging with participants directly, the researchers ensured that all intended respondents received the questionnaire, completed it, and returned it on the spot or within the required time frame. This approach minimizes the likelihood of incomplete data collection. To guarantee the validity of the instrument, pre-tests were conducted twice in two distinct sampling Tamale Metro schools. Following Ary et al. (2006)'s recommendation, the field test participants shared traits with the research participants. The first test helped to determine whether the questions and instructions were appropriate, as well as whether the responses were adequate and complete, and how well respondents understood the questions. In addition to testing the new questions and assisting in resolving any uncertainty, the second pre-test also helped to evaluate whether the questions were in the proper order and improved the final research questionnaire. Participants were assured of their anonymity and confidentiality due to ethical issues, in addition to having the option to decline to answer any question.



3.11 Data Analysis

After the data was gathered, it was coded, tabulated, and then input into Microsoft Excel (2012) and SPSS version 23. According to Martin and Acuna (2002), the software can analyze complex field data that has been obtained. The Statistical Package for Social Science was used because of how easy it was to define variables, take data, and generate reports or other outputs. Variables were coded in the variable view and the data from the completed questionnaires was entered in the data view to generate the required reports. Following the coding and entry of each closed-ended question and response into the SPSS software, descriptive analysis (frequency tables and percentages) was produced to examine the demographic data. All four study questions were analyzed using means and standard deviations.

3.12 Data Management

The questionnaires that were collected from the respondents were validated by identifying and addressing errors, inconsistencies, and missing values. This data was later stored in data management software to ensure safekeeping and facilitate easy retrieval and analysis. A password was created as a security measure to protect sensitive data. Backups were done regularly to prevent data loss. Charts and graphs that highlight the key findings of the data analysis were made using the Statistical Package for the Social Sciences (SPSS).

3.13 Ethical Consideration

Kusi (2012) argued that ethical questions in educational research concern how educational researchers behave and how that affects the study participants. Before delivering the student's introduction letter to the district, the university was approached for ethical clearance. The goals and overall aim of the research were explained to the respondents before the commencement of the discussion; participants were not forced to participate in the study. Additionally, identity and confidentiality were ensured for the responders. To avoid plagiarism, all references were duly acknowledged.



3.13.1 Authorization for Collecting Information

The Department of Educational Management and Policy Studies of the UDS, Tamale Faculty of Education provided a letter of introduction. This letter was used to ask the district director of education for Lambussie District for approval. As Kusi (2012) noted, citing Creswell (2005), it is immoral to enter a business or social group and collect data without authority from the "gatekeepers" of the organization. This was done to make data collection run smoothly without violating moral standards.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The effects of in-service training on teachers' performance in the Lambussie district are being examined in this research. An overview of the study, along with the problem statement, objectives, pertinent literature, and methodological framework, was provided in the preceding chapters. In this chapter, the analysis, presentation, and discussion of the findings are presented. Three sections are included in this chapter. The first section focuses on the demographic characteristics of the respondents, the second presents the findings based on the research objectives, and the third provides a discussion of the major findings of the study.

4.2 Demographic Characteristics

The demographic factors held great significance as they can impact an individual's behavior, thereby providing insight into that person's beliefs, attitudes, and lifestyle. Gender, age, educational attainment, and work experience are among the demographic characteristics of respondents of this study that were deemed pertinent for analysis.

4.2 1: Sex Distribution of Respondents

Sex	Number of respondents	Percentage (%)
Male	86	61
Female	54	39
Total	140	100

Source: Field Data (2024)

Table 4.1.1 displays the sex of the study respondents. The results showed that, of the one-hundred and forty (140) respondents, 39 % were females, and 61 %, were male teachers. It is important to highlight that men comprise the bulk of employees in Ghanaian institutions such as the GES. Since the project district is one of the impoverished areas with few social amenities,



the evidence of the dominance of male teachers over female teachers in the district does not indicate that discrimination against female teachers was intentional. Rather, it shows that the research area has a higher proportion of male teachers than female teachers. Most female teachers decline postings to rural areas of Ghana due to the difficult conditions teachers experience in those areas.

4.2. 2: Age of Respondents

Age	Number of respondents	Percentage (%)
Less than 30	3	2.1
30 – 39	65	46.4
40 – 49	42	30.0
50 and Above	30	21.4
Total	140	100

Source: Field Data (2024)

When deciding who works in any institution, age is a crucial factor in how many people are employed. Ages were mentioned or indicated by all 112 respondents. Table 4.2.2 indicates that 46.4% of the respondents are between the age range of 30 and 39, and 30% are between the age range of 40 and 49. 21.4% of the participants were above 50 years old. A paltry 2.1 % of them were under 30 years old. It was evident from this presentation that, most of the respondents were young people. Since the majority of the respondents were young teachers, it is evident that young teachers need more in-service training than their older counterparts to improve their performance.



4.2 3: Educational Level of Respondents

Qualification	Numbers of respondents	Percentage
Diploma	36	25.7
First Degree	104	74.3
Master's Degree	0	0
Total	140	100

Source: Field Data (2024)

Education is universally regarded as a vital component of socioeconomic progress. Given that teachers play a primary role in imparting knowledge and skills to students, the educational qualifications of the respondents were considered significant for this study. Table 4.2.3 presents the data, showing that thirty-six (36) respondents, representing 25.7% of the sample, held a diploma certificate, while one hundred and four (104) respondents, or 74.3% of the sample, possessed a university degree. Notably, none of the respondents had attained a master's degree at the time the data was collected. The district may have a high number of graduate teachers because higher education is easily accessible through distance learning and sandwich programs offered by S.D. Dombo University of Business and Integrated Development Studies in Wa.

4.2 4: Teaching Experience of Respondents

Years Served	Number of respondents	Percentage
Less than 5 years	28	25.0
5 – 10 years	49	43.8
10 – 15years	23	20.5
More than 15 years	12	10.7
Total	140	100

Source: Field Data (2024)

Table 4.2.4 indicates how long the respondents have been teaching over the years. Thirty-one (31) respondents, representing 22.1% of teachers who answered the survey, had taught for less than five years. Sixty-three (63) respondents, representing 45% have been teaching for five to



ten years. Thirty-three (33) respondents representing 23.6% had taught for ten to fifteen years. Thirteen (13) of the respondents representing 9.3% respondents indicated they have taught for more than 15 years.

4.3 Research Question One: What is the nature of in-service training of teachers in Basic schools in the Lambusie district?

The purpose of this research question was to provide a comprehensive understanding of the current level of in-service training among basic school teachers in the district. The focus was placed on examining the extent of teachers' participation in in-service training, the types of training they attended, the frequency of their participation, and the organizers responsible for in-service training in the district. The responses to this research question are presented in Tables 4.3.1, 4.3.2, 4.3.3, and 4.3.4.

4.3.1 Participation in In-Service Training by Respondents

In-service training activities that teachers have participated in during a given recent time frame are the subject of this question. The responses are contained in Table 4.3.1.

4.3 1: Participation in In-service Training by Teachers

Items	Numbers of respondents	Percentage
Yes	115	82.1
No	25	17.9
Total	140	100

Source: Field Data (2024)

In response to the question of whether respondents had ever participated in any type of in-service training in recent years, one hundred and fifteen (115) respondents, representing 82.1%, responded that they had, while twenty-five (25) respondents, representing 17.9%, had not received any form of in-service training. Based on the findings indicated in Table 4.3.1, the





district believes that in-service training is essential to giving basic school teachers the knowledge, skills, and support they need to be successful in their jobs. Hence in-service training is beneficial to teachers and students. Mokhele (2014) argues that in-service gives teachers the chance to pick up new teaching techniques, stay current on professional research and advancements, and gain more knowledge in particular educational fields. Though some of the respondents indicated they have not received any form of in-service as indicated above it is against the Ministry of Education's INSET policy, which GES is responsible for implementing. The 2008 Education Act's Pre-tertiary Teacher Professional Development and Management (PTPDM) policy spelled out the essence of in-service training to teachers at the pre-tertiary level. The evidence of the majority of teachers receiving in-service training implies that teachers in the district will be able to continue their professional development with the support of this policy, which will equip them with the skills necessary to fulfill the demands of the teaching profession. Therefore, teachers are encouraged to participate in a wide range of in-service training programs to further their professional growth and enhance their teaching methods. Therefore, the policy's objective will not be met if the district continues working with teachers who have never taken part in in-service training. Also, New teaching methods, instructional strategies, and educational technology are usually introduced to instructors during in-service training. As indicated by Ferguson (2011) teachers who do not participate in this kind of training will end up sticking with antiquated techniques, which would cause them to stagnate and be less innovative.

4.3.2 Types of In-service Training Participated In

The purpose of this question is to obtain comprehensive data regarding the range of in-service training courses that teachers in the Lambussie district have taken. This inquiry seeks to ascertain the extent and variety of in-service training options accessible to teachers, as well as how these options are employed. The responses are contained in Table 4.3.2.

4.3 2: Types of In-service Training Participated In

Type of training courses	Frequency	Percentage
Pedagogical Training	14	10.0
Subject Specific Training	62	44.3
Classroom Management	24	17.1
Technology Integration	19	13.6
Health Training	21	15.0
Total	140	100

Source: Field Data (2024)

Results of the various forms of in-service training that Lambussie district teachers participated in are shown in Table 4.3.2. It was clear from Table 4.3.2. that sixty-two (62) respondents (44.3%) had subject-specific training. Twenty-four (24) respondents (17.1%) received in-service training in the form of classroom management. This was followed by health training, with a respondent of twenty-one (21) representing (15.0%). Nineteen (19) respondents (13.6%) attended in-service training on technology integration while fourteen (14) respondents (10.0%) indicated that they have participated in in-service training on pedagogical training.

Teachers are compelled to expand their knowledge and comprehension of the particular subjects they teach as a result of the new curriculum; this constitutes the largest percentage. As stated by Loucks-Horsley and associates (2010) subject-specific in-service training and literature analysis ensure that teachers are aware of the learning standards and objectives relevant to their area of study. Darling-Hammond (2009) stated that various in-service training programs may concentrate on diverse teaching pedagogies, including technology integration, differentiated instruction, and cooperative learning. Technology-integrated in-service training often emphasizes creative pedagogical approaches that use technology to improve student engagement and learning. This is consistent with (Koehler & Mishra, 2009; Puentedura, 2006) who state that teachers gain knowledge on how to create technology-rich learning



environments that encourage critical thinking, active learning, and teamwork. In light of their recommendations, the district's teachers' technology integration training is grossly inadequate, and given the overall number of respondents, the number of teachers who received training under this category were greatly inadequate.

The importance of in-service training for teachers can be attributed to their ability to teach children how to properly wash their hands after using the washroom and performing other duties that involve dirt. This will help them prevent diseases. Training in classroom management is necessary if teachers are to have the experiences Abbott (2014) described. Henry Giroux, cited by Ali, Mondal, and Das (2018), stated that pedagogy is not about training but rather about critically educating individuals to be self-reflective and knowledgeable about how to critically examine their relationships with others and the wider environment. This could be the reason the district does not focus on providing in-service teacher pedagogical training. Pedagogical training equips teachers with the necessary skills and knowledge to effectively engage students and foster a pleasant learning environment. The low number of teachers who underwent pedagogical training during their in-service training is regrettable.

4.3.3 How Frequently Respondents Participated in In-Service Training

The purpose of this question is to learn more about how frequently and regularly teachers participate in in-service training programs.



4.3.3: How Often Do You Participate in In-Service Training

No. of Participation	Numbers of respondents	Percentage
Never	25	17.9
Rarely	35	25.0
Occasionally	73	52.1
Regularly	7	5.0
Consistently	0	0.0
Total	140	100

Source: Field Data (2024)

The data in Table 4.3.3 highlights the frequency of teachers' participation in in-service training programs. Among the 140 respondents, the largest group—73 teachers (52.1%)—reported attending these programs occasionally, suggesting that intermittent participation is a common trend among educators in the Lambussie District. Additionally, 35 respondents (25.0%) indicated they rarely took part in in-service training, while only 7 teachers (5.0%) reported regular participation. Notably, 25 respondents (17.9%) stated they had never attended such training, and no respondent (0.0%) reported consistent engagement. This data underscores the limited and irregular participation of teachers in professional development programs within the district.

These findings suggest a pattern of infrequent and irregular participation among teachers in the district. According to Rahman et al. (2011), Ghana's education policy emphasizes the need for more structured and frequent in-service training for teachers to ensure continuous professional development and instructional improvement. The findings from this study highlight a disparity between the policy requirements and the current frequency of participation, underscoring the need to implement strategies to promote more frequent and systematic in-service training among teachers in the Lambussie District.



4.3.4 Organizers of District In-Service Training in the District

The objective of this question is to determine which entities or organizations are in charge of arranging, planning, and carrying out the district's in-service training programs for teachers. Understanding who is offering these in-service training opportunities for teachers and the extent of their involvement requires knowledge of this information.

4.3.4: Organisers of District In-Service Training.

Years Served	Number of respondents	Percentage
School	34	14.3
District	23	20.5
Ministry of Education	0	0
Others (NGOs)	83	65.2
Total	140	100

Source: Field Data (2024)

The data presented in Table 4.3.4, indicate that the majority of in-service training programs in the Lambussie District were organized by NGOs. Specifically, 83 respondents (59.3%) indicated that their participation in in-service training was facilitated by non-governmental organizations. Additionally, 23 respondents (16.4%) reported that the district was responsible for organizing the training sessions they attended, while 34 respondents (24.3%) identified the training as School-Based In-Service Training (SBI). Notably, no respondents (0.0%) reported that the Ministry of Education was directly responsible for organizing in-service training programs in the district.

Information obtained from the district's education offices revealed that the majority of in-service training sessions in the district were coordinated by Transforming Teaching, Education, and Learning (T-TEL), a Ghana-based non-profit organization. Other NGOs mentioned



included The Vibrant Village Foundation and SNV Netherlands Development Organization, which organized training sessions addressing issues such as water contamination, sanitation, and hygiene (WASH). These findings imply that in-service training sessions for teachers in the Lambussie District were predominantly organized by NGOs, followed by schools and district-level officials. The involvement of NGOs in organizing these sessions was attributed to their ability to collaborate with various stakeholders, including international organizations, local communities, and education experts. This collaborative approach was seen to enhance the quality of the training provided. As Bano (2012) noted, NGOs utilize their resources and expertise to develop and implement specialized programs tailored to specific needs, contributing significantly to teacher development initiatives in the district.

4.4 Research Question 2: How do in-service teacher training activities influence the teacher's job performance in public basic schools in the Lambussie district?

To determine the influence of in-service training activities on teachers' job performance in the Lambussie district, this research question was analyzed. A Likert scale with five points: 1 for strongly disagree, 2 for disagree, 3 for neutral, 4 for agree, and 5 for strongly agree was used to assess the significance of each variable. The results are summarized in Table 4.4.1

4.4. 1: Influence of In-Service Activities on Teachers' Job Performance in Basic Schools

Measurement Item	Mean	Std Dev.
5. The needs of teachers in public basic schools are effectively met by in-service teacher training programs in the Lambussie District.	2.34	1.15
6. Improving teacher performance in public basic schools is relevant to the content presented in in-service teacher training activities	2.50	1.20
7. In-service teacher training activities have improved my teaching skills and techniques.	2.30	1.19
8. The duration of in-service teacher training activities is sufficient to impart the necessary knowledge and skills.	1.01	2.29
9. Adequate resources and materials contribute to improved teacher performance.	3.570	1.06
10. In-service teacher training activities have positively influenced my overall performance as a teacher in public basic schools.	2.67	1.01

Source: Field Data (2024)

Interpretation of Mean for Five Point Likert Scale

1-1.8 = *strongly disagree* 1.81-2.6 = *disagree* 2.61-3.4 = *true to some extent*

3.41-4.20 = *agree* 4.21-5.00 = *strongly agree*. Aynalem (2020).

The influence of in-service training activities on teachers' performance in public basic schools was measured using five items. The mean of the measurement items and their corresponding standard deviations have been indicated in Table 4.4.1.

From Table 4.4.1, the means for the measurement (Item 5) and (Item 6) were 2.34 and 2.50 respectively with their corresponding standard deviations as 1.15 and 1.20. This meant that respondents disagreed that the needs of teachers in public basic schools were effectively met by in-service teacher training programs in the Lambussie District and also disagreed that improving teacher performance in public basic schools was relevant to the content presented



in in-service teacher training activities. The means for measurement (Item 7) and (Item 8) were 2.30 and 2.29 respectively and their corresponding standard deviations were 1.19 and 1.01. Respondents disagreed that in-service teacher training activities had improved their teaching skills and techniques. Respondents also disagreed that the duration of in-service teacher training activities was sufficient to impart necessary knowledge and skills. The mean and standard deviation for measurement (Item 9) were calculated as 3.57 and 1.06 respectively indicating that respondents agreed that adequate resources and materials contributed to improved teacher performance. For the (Item 10), its mean and standard deviation were 2.67 and 1.01. Thus, respondents to some extent agreed that in-service teacher training activities had positively influenced their overall performance as teachers in public basic schools.

According to Saeidi (2013), in-service training was found to be beneficial in improving service quality by workers at Islamic Azad University, Aliabad Katoul Branch. These studies provide evidence of a positive influence. However, Chandani (2012) disproved the idea that in-service training increases effectiveness directly by finding no discernible relationship between teacher performance and the training. Jahangir (2012) emphasizes how attitudes and perceptions can be influenced by in-service training, which may have an indirect effect on performance. Shahmohammadi (2013) and Iqbal & AlSheikh (2018) have noticed that several factors seem to affect how successful in-service training is. Thapa (2013) and Iqbal & AlSheikh (2018) note that teacher qualities, training design, and institutional support all have an impact on how well training abilities are transferred to the classroom. Grossman and Salas (2011) assert that training programs that incorporate active learning strategies and are tailored to the specific needs of teachers have a higher success rate in skill transfer. Moreover, continuous assistance and feedback are essential for successfully putting new methods into practice (Iqbal & AlSheikh, 2018).



4.5 Research Question Three: What challenges are encountered by the teachers in Lambussie district in advancing their careers through in-service training?

The purpose of this question was to assess the teachers' opinions on a range of issues that would affect their capacity to take part in and benefit from in-service training programs.

4.5.1: Challenges encountered by teachers in participating in in-service training

Measurement Item	Mean	Std Dev.
11. My responsibilities as a teacher leave me with little time for in-service training.	3.17	1.58
12. I cannot afford the high price of in-service training programs.	2.43	1.13
13. Limited Availability of Training Programs	2.66	1.22
14. My district does not offer enough in-service training sessions	3.52	1.25
15. The in-service training programs' material has little to do with what I need to grow professionally.	3.13	2.72
16. The quality of in-service training programs available to me is not Satisfactory	3.87	1.21
17. I do not receive sufficient support from my school administration to attend in-service training.	4.01	0.83

Source: Field Data (2024)

Interpretation of Mean for Five Point Likert Scale

1-1.8 = *strongly disagree* 1.81-2.6 = *disagree* 2.61-3.4 = *true to some extent*

3.41-4.20 = *agree* 4.21-5.00 = *strongly agree*. Aynalem (2020).

With a mean score of 3.87 and a standard deviation of 1.21, measurement (Item 16) shows that teachers moderately to strongly agree that the quality of available in-service training programs is not satisfactory. From Table 4.5.1, the mean for the measurement (Item 11) is 3.17, with a standard deviation of 1.58. Teachers moderately agree that their responsibilities leave them with little time for in-service training, with considerable variability in responses.





With a mean score of 2.43, the cost of in-service training programs is not seen as a major challenge to teachers in the district, as shown in measurement (Item 12), with a standard deviation of 1.13. This indicates that the respondents do not agree that taking part in in-service training presents a financial hardship. The mean and standard deviation for measurement (Item 13) are 2.66 and 1.22, respectively, indicating that the limited availability of training programs is a moderate challenge, with a moderate spread in responses. These responses suggest that respondents are neutral to moderately agree that the limited availability of training programs is accountable for the teacher's inability to acquire in-service training. Measurement (Item 14) recorded a mean score of 3.52 and a standard deviation of 1.25, illustrating that there is moderate agreement that the district does not offer enough in-service training sessions. There were mixed feelings about whether the training materials meet teachers' professional growth needs. The statement measurement (Item 15) witnessed a mean score of 3.13 and a standard deviation of 2.72. Lack of support from School Administration as a challenge with measurement (Item 17) with a strong agreement. With a mean score of 4.01 and a standard deviation of 0.83, it appears that teachers do not receive sufficient support from their school administration to attend in-service training.

4.6 Research Question 4: What strategies can be implemented to enhance the effectiveness of the Lambussie District's teachers' in-service training?

To increase teacher overall performance this research question seeks to uncover practical and efficient ways to enhance in-service training for educators. Based on the analysis of the data gathered, several actions can be taken to improve the efficacy of the in-service training that teachers in the Lambussie district receive.

Respondents were asked to rank various possible approaches that could be used to improve the district's in-service training program's effectiveness using a 5-point scale, 1 represents a strong

disagreement, 2 disagreement, and 3 neutrality 4 Agree, 5 denotes a strong agreement. The findings are listed in Table 4.6.1.

4.6.1: Strategies to Enhance Teachers' In-Service Training Programs

Measurement Item	Mean	Std Dev.
18. There should be more practical demonstrations and hands-on workshops in in-service training programs.	3.94	0.95
19. Following in-service training, holding frequent follow-up meetings could support the retention of new knowledge and the use of fresh tactics.	3.93	1.06
20. Collaborative learning opportunities, such as group discussions and peer mentoring, should be encouraged during in-service training programs.	3.49	1.31
21. In-service training programs should tailor content to address specific challenges faced by teachers in Lambussie District.	3.70	1.03
22. In-service training programs should incorporate feedback mechanisms to gather input from teachers and improve future sessions.	3.16	1.35
23. Enhancing the quality and relevance of training materials could ensure that teachers have access to resources that are up-to-date, practical, and aligned with their instructional needs.	3.70	1.16

Source: Field Data (2024)

Interpretation of Mean for Five Point Likert Scale

1-1.8 = strongly disagree 1.81-2.6 = disagree 2.61-3.4 = true to some extent

3.41-4.20 = agree 4.21-5.00 = strongly agree. Aynalem (2020).

From Table 4.6.1, the mean for the measurement (Item 18) and (Item 19) were 3.94 and 3.93 and their respective standard deviations were 0.95 and 1.06. this meant that respondents agreed that there should be more practical demonstrations and hands-on workshops in in-





service training programs and also agreed that holding frequent follow-up meetings could support the retention of new knowledge and the use of fresh tactics. The table also indicated the means for (Items 21) and (Item 22) were 3.49 and 3.70 with their corresponding standard deviations as 1.31 and 1.03 respectively. That also indicated that respondents agreed that collaborative learning opportunities, such as group discussions and peer mentoring, should be encouraged during in-service training programs. Also, respondents agreed that in-service training programs should be tailored towards content to address specific challenges faced by teachers in Lambussie District. The measurement (Items 23) and (Item 24) had means to be 3.16 and 3.70 respectively with their respective standard deviations as 1.35 and 1.16. it was established that respondents to some extent agreed that in-service training programs should incorporate feedback mechanisms to gather input from teachers and improve future sessions and also agreed that enhancing the quality and relevance of training materials could ensure that teachers have access to resources that are up-to-date, practical, and aligned with their instructional needs.

According to Desimone (2009), in-service training must be customized to the specific requirements of teachers for it to be effective. Teachers who receive a tailored curriculum are more motivated to use new skills and information. From the results in 4.6.1, respondents were neutral in their responses indicating some differences in opinion but a general trend towards agreement that that in-service training programs should tailor content to address specific challenges faced by teachers in the Lambussie District. Respondents, however, generally agree on the need for more practical demonstrations and hands-on workshops in in-service training programs. The relatively low standard deviation of 0.95 indicates that there is consistency among the responses, showing general agreement. This according to Guskey (2000) helps bridge the gap between theoretical knowledge and practical application. Teachers can see firsthand how concepts work in real-life scenarios, which enhances their



understanding and ability to implement new strategies in their classrooms. Incorporating Feedback Mechanisms as a measure to enhance the effectiveness of in-service training in the district, revealed in Table 4.11 that opinions on this issue were quite varied among respondents. Scholars have repeatedly highlighted the advantages of incorporating feedback mechanisms into teacher in-service training programs, including enhanced outcomes, cooperation, teacher engagement, personalization, and continual development. Effective feedback is one of the most powerful variables impacting learning and achievement (Hattie and Timperley, 2007). Respondents' opinions on collaborative learning opportunities, such as group discussions and peer mentoring, should be encouraged during in-service training programs as saw a moderate agreement showing that opinions on this statement item are more spread out. Vescio, Ross, and Adams, A. (2008) suggest that collaboration not only enhances learning but also fosters a sense of community and support among teachers. From Table 4.6.1, respondents generally agree that holding frequent follow-up meetings after in-service training can support the retention of new knowledge and the use of fresh tactics. Despite a standard deviation of 1.060 which suggests there is some variability in the responses, the majority lean towards agreement. Follow-up meeting sessions provide opportunities for reinforcement, allowing teachers to revisit and refine their understanding of new concepts Guskey (2002). Loucks-Horsley, Stiles, Mundry, and Hewson (2009) added that regular follow-up meeting support increases accountability and encourages teachers to implement what they have learned in their classrooms.

4.7 Discussion of Findings

Assessing the effect of in-service training on teachers' job performance in the Lambussie district was the main goal of this study. The main results are discussed in this section under the various research questions.

4.7.1 Research Question One: What is the nature of in-service training of teachers in basic schools in the Lambusie district?

The results in Table 4.3.1 show that 82.1 % of teachers in the Lambussie district participate in the program, suggesting that it is a successful one. With such a high participation percentage, it is clear that most teachers find the training programs well-executed and beneficial. These findings are consistent with Amankwah (2017), Darling-Hammond, Hyler, and Gardner (2017), and the Ministry of Education, Ghana (2018), which found, that the majority of teachers in basic schools participate in various in-service training programs. The results suggest that teachers believe the Lambussie District's in-service training programs to be very successful and generally accepted, demonstrating their efficacy and perceived value in professional development.

Results in Table 4.3.2, underline the significance of subject-specific training: 44.3% of District teachers took part in courses intended to enhance their subject-specific knowledge and competency. An understanding of the importance of these areas is demonstrated by the moderate participation in health training (15.0%) and classroom management (17.1%). Nonetheless, it appears that these areas may be reinforced for a more all-encompassing professional development program given the comparatively low involvement in pedagogical training (10.0%) and technological integration (13.6%). These results are consistent with the findings of Osei (2011), who discovered that subject-specific in-service training greatly impacted the approaches taken by science and math instructors in Ghana, as well as Desimone's (2009) claim that teacher preparation should be closely related to the subjects they teach. Instructors who participated in subject-specific training demonstrated improved performance and teaching techniques. The vital role that subject-specific training plays in enhancing teacher effectiveness is also highlighted in the World Bank's (2018) report on teacher professional



development in low- and middle-income countries. Muhammad Imran Junejo et al. (2018) suggested subject-specific training programs rather than general ones in light of this.

The results emphasize the value of subject-specific training, as demonstrated by the fact that 44.3% of district teachers took such courses, which increased their efficacy as teachers. It appears that a more balanced approach to in-service training is necessary, nevertheless, given the lower participation percentages in areas like technological integration, classroom management, health training, and pedagogical training. It follows that to design a more thorough and successful training program, improving teacher development in other crucial areas is just as important as maintaining subject-specific training.

According to Table 4.3.3 on the frequency of in-service training participation, 52.1% of teachers attended occasionally, 35.0% attended rarely, 9.3% participated regularly, 3.6% reported never attending, and 0.0% indicated consistent participation. The data indicates that most instructors have a strong commitment to yearly in-service training, a sizeable fraction participate on an as-needed basis, and a small minority participate in such training infrequently. This outcome is in line with studies by UNESCO (2016), OECD (2019), Primary and Zone (2016), Kusi et al. (2014), Darling-Hammond et al. (2017), and UNESCO (2016), all of which show yearly in-service training. Numerous studies show that regular in-service training improves teachers' effectiveness on the job. Research conducted by Garet et al. (2001), Desimone (2009), and Yoon et al. (2007) show that consistent professional development including in-service training is essential to improving teaching techniques. Furthermore, regular in-service training is necessary to uphold good teaching standards and enhance educational outcomes, according to the OECD (2009) and the Ghanaian Ministry of Education (2018). In contrast to pre-service teacher education, which tries to educate unskilled persons to teach in classrooms, Tan (2015) claims that in-service teacher education is specifically created for practicing instructors who have actual classroom experience.



According to the data, the majority of educators are dedicated to yearly in-service training, which is consistent with research indicating that consistent professional development is essential for enhancing the efficacy of instruction. It is necessary to promote more regular participation in training, nevertheless, as evidenced by the fact that some teachers only seldom or infrequently participate. Regular in-service training is essential to upholding high standards for educators and enhancing student's learning.

The information provided in Table 4.3.4, indicates that, with 59.3% of all activities, NGOs are the main planners of in-service training initiatives in the region. Twenty-one percent come from individual schools, and fifteen percent come from the district office. Notably, the Ministry of Education in the region does not actively provide any in-service training. These results are consistent with research conducted by Save the Children (2015), Kampong et al. (2013), the World Bank (2018), UNESCO (2016), Anamuah-Mensah et al. (2013), and the OECD (2019), which likewise discovered that NGOs finance the majority of in-service training. These findings highlight the importance of NGO-led initiatives for raising teacher effectiveness and student accomplishment. Experts and researchers highlight the diverse roles NGOs play in offering in-service training for teachers. These roles include funding and resource provision, innovative program design and implementation, capacity building, policy advocacy, and comprehensive monitoring and evaluation. Elyas and Picard (2013) discuss how NGOs introduce creative training programs that integrate international best practices, often incorporating technological integration, inclusive education practices, and modern pedagogical approaches. Bano (2012) asserts that NGOs possess the necessary resources and expertise to design and implement customized initiatives that address specific needs.

The results suggest that NGOs are essential to the design and financing of teacher in-service training, underscoring their value in raising student success and teacher effectiveness—particularly when the Ministry of Education is not actively involved. NGOs should keep



running in-service training programs in conjunction with districts; the state should actively promote and oversee these initiatives, and districts should step up their participation to guarantee that the training is applicable and easily available.

In summary, the state of in-service training for teachers in basic schools in the Lambusie District is marked by high participation rates. Specifically, 82.1% of teachers participate in various forms of training, primarily conducted by non-governmental organizations, and the majority do so either on occasion (33.7%) or on rarely (53.5%).

4.7.2 Research Question Two: How do in-service activities influence teachers' job performance in basic schools in Lambussie district?

The goal of this research question is to determine how various in-service training activities impact several teachers' job performance factors and the overall effectiveness of these programs in improving teaching techniques. Teachers' job performance is eventually improved by in-service training, which aims to improve their knowledge, abilities, and teaching tactics. Ensuring quality education and supporting student accomplishment in basic schools depends heavily on the performance of teachers. In the Lambussie district, where there are significant educational obstacles, efficient in-service training can be extremely important for enhancing student achievement.

Table 4.4.1, demonstrates that, with an average mean score of 3.57, respondents strongly agree that sufficient resources and materials lead to improved teacher job performance. This finding is consistent with research by Igenegbai and Osagiobare (2024) and Suleiman and Ibraheem-Kareem Neemat Abiola (2022), both of whom highlight the significance of sufficient resources in improving teacher performance; Borko (2004) also supports this perspective, pointing out that having access to sufficient teaching materials is essential for both the successful implementation of new strategies and methodologies in the classroom. The purpose of in-



service teacher training is to improve professional skills and keep teachers up to date with educational practices. The statement "In-service teacher training activities have positively influenced my overall performance as a teacher in public basic schools" illustrates the wider impact of these programs, with a mean score of 2.67 indicating a moderate positive influence. This is consistent with research from studies conducted in Kenya, Nigeria, and Uganda, which found that in-service training improves teachers' preparation of instructional materials, strategies, and adaptability (Adika, 2018; Abazie, 2020; Mugarura et al., 2022). That being said, it is at variance with Ishimwe (2022), who found no significant correlation between in-service training and teacher performance. The results suggest that. To improve performance, teachers in the district require sufficient resources and efficient in-service training; district offices, the state, and stakeholders should prioritize resource allocation and professional development.

The findings of the study show that district teachers' job effectiveness is greatly impacted when the content of their in-service training is aligned with their practical demands and concerns. Table 4.4.1, demonstrates that, with a mean score of 2.50, respondents felt that training material relevance is essential to raising teacher effectiveness. This result is consistent with Darling-Hammond et al. (2017), who stress that for training programs to be successful, they must be directly related to the problems and experiences that teachers face daily in the classroom. The results show that work effectiveness is greatly increased when in-service training content is aligned with instructors' practical needs. According to Darling-Hammond et al. (2017), training materials need to be current to successfully address real-world classroom difficulties. This emphasizes how crucial it is to design training curricula around teachers' real-world experiences to optimize their influence.

A mean score of 2.34 indicates that teachers believe these programs only moderately meet their needs, which is consistent with Reimer's (2003) argument that training programs should be



customized to meet the unique needs and contexts of teachers to maximize their effectiveness. Despite this, the positive assessment of in-service training programs in meeting teachers' needs in the Lambussie district suggests a likely beneficial impact on teachers' job performance. The findings suggest that while teachers view in-service training programs as only moderately effective in meeting their needs, there is still a positive assessment of their potential impact on job performance. This highlights the importance of customizing training programs to better address teachers' unique contexts and needs, as emphasized by Reimer (2003).

With a mean score of 2.30, the results show that in-service training programs are thought to have a moderate impact on improving teachers' pedagogical talents in the Lambussie district. This implies that whereas certain teachers have seen notable gains in their methods and abilities, others may have found the training to be less beneficial. These programs' main goal is to enhance teaching abilities, which will help students achieve better results. The outcomes are consistent with the findings of Kumar (2020) and Honore (2022), who discovered that pre-service training enhances teachers' capacity to create instructional materials and carry out action research. In-service training also provides teachers with cutting-edge instructional technologies and contemporary teaching materials, which boosts their efficacy in the classroom (Zafar Saleem et al., 2019). The results show that in-service training programs in the Lambussie District have a moderate effect on enhancing teachers' pedagogical abilities, indicating varying degrees of effectiveness among teachers. Some people have profited from improved techniques and skills, but others might not feel as much of an influence from the training. This emphasizes how programs must better meet the requirements of various learners and include cutting-edge teaching tools to optimize classroom productivity.

For teachers to properly absorb and implement new ideas, methods, and abilities in the classroom, the length of the training program is essential. The average score of 2.29 shows that most teachers in the Lambussie District believe that the amount of time they get in-service



training is not long enough to make a meaningful difference in their knowledge and abilities. This result is in line with Adey's (2004) observation that long-term modifications to teaching methods are frequently not produced by brief workshops. Rather, to accomplish significant improvements, professional development must be continuous and ongoing. The results point to the necessity of continual and ongoing professional development to bring about meaningful changes, as highlighted by Adey (2004) and indicate that the length of in-service training in the Lambussie District is inadequate for improving teachers' knowledge and abilities.

It is possible to conclude from the data that in-service training has a moderate impact on teachers' performance in the Lambussie District. This discovery aligns with research conducted by Kumar (2020), Honore (2022), Quilapio and Callo (2022), and Zafar Saleem et al. (2019), which demonstrated that in-service training is an essential facet of educators' professional growth, resulting in noteworthy enhancements in work performed.

4.7.3 Research Question Three: What challenges are encountered by teachers in advancing their careers through in-service training

Table 4.5.1. compiles responses about the main challenges that teachers face while trying to get in-service training. To create a supportive atmosphere that encourages teacher cooperation and professional development, school administrators especially headteachers play a crucial role. Respondents strongly agree with a mean score of 4.01 that the management of their school does not provide them with enough support to allow them to attend in-service training. Darling-Hammond et al. (2017), stress the significance of administrative assistance for successful professional development, and these findings are in agreement. According to Heaney (2004) and Lee (2005), headteachers or administrators should be dedicated to determining the training needs of teachers and creating appropriate curricula to meet those needs. The results show that teachers' participation in in-service training is restricted by a lack of support from school administration, especially headteachers. This emphasizes the necessity for administrators to



evaluate teachers' requirements and develop appropriate programs to actively assist and encourage training. It will be easier to guarantee that instructors can participate in professional development if administrative support is strengthened.

Table 4.5.1, further presented several difficulties for the respondents, as evidenced by mean ratings of 3.87, 3.52, 3.17, 3.13, and 2.66. They concur that there is a lack of availability of training programs, the district does not provide enough sessions, the material of training programs is not professionally relevant, and the quality of in-service training programs is not adequate. Teachers frequently find these programs inadequate, even though they understand how important they are for their professional development. This result is consistent with the findings of Atay (2006), Ayvaz-Tuncel and Çobanoğlu (2018), and Desimone (2009), who pointed out that inadequate training does not address the demands of teachers and does not result in significant gains in their abilities or methods. The findings indicate that teachers face challenges with the availability, relevance, and quality of in-service training programs, suggesting that these programs often fail to meet their professional development needs. To address these issues, training programs should be improved by increasing availability, ensuring content relevance, and enhancing overall quality to better support teachers' development, as supported by Atay (2006), Ayvaz-Tuncel and Çobanoğlu (2018), and Desimone (2009).

It is commonly known that there is a problem with several districts' lack of in-service training for teachers. Many studies and reports have demonstrated how teachers' ability to improve their skills and stay up to date with best practices in education is hampered by a lack of opportunities for professional development. The results of this study are consistent with studies conducted by Adeyemi (2011) and the World Bank (2018), which reveal that many nations in the area, including Ghana, have difficulty offering sufficient in-service training to teachers, which hinders their capacity to enhance instructional methods.





In addition to managing their personal and family responsibilities, teachers frequently have to attend meetings, take part in committees, and lead school-wide initiatives. Teachers may experience burnout and stress as a result of the cumulative effect of these responsibilities, which makes it challenging for them to find the motivation and energy for in-service training. The results align with the findings of Yoon et al. (2007), who observed that teachers' engagement in professional development is frequently impeded by time restrictions resulting from their demanding teaching responsibilities. To tackle this issue, it is necessary to make structural modifications that give educators the time they need to participate in training.

The results show that teachers' capacity to improve teaching strategies and pursue professional growth is hampered by a lack of in-service training opportunities and their heavy workload of personal and professional obligations. According to Adeyemi (2011), the World Bank (2018), and Yoon et al. (2007), structural adjustments should be implemented to give teachers dedicated time for training to solve these problems.

It is incredibly challenging for teachers to participate in in-service training when their training programs do not have professional relevance. According to Garet et al. (2001), content relevance is crucial for professional development programs, and this finding supports their views. They contend that initiatives that do not focus on meeting the professional needs of educators are less successful in improving the way they educate. Planning lessons, grading assignments, and attending personal events must be put on hold to attend in-service training. According to Knight (2007), there would be an excessive opportunity cost if the training is not pertinent. Furthermore, teacher development may be impeded by the scarcity of training programs. This result is in line with the findings of the World Bank (2018), which show that teacher development can be hampered by the scarcity of professional development opportunities. To guarantee that all teachers have the chance to continue improving, the World

Bank highlights the necessity of extensive and easily accessible professional development programs.

According to the findings, which are consistent with those of Garet et al. (2001) and Knight (2007), the effectiveness of in-service training programs is limited by the absence of professional relevance, which also results in significant opportunity costs for teachers. According to the World Bank (2018), expanding professional development opportunities and making sure training programs are current are crucial for bettering teacher development.

The high expense of in-service training programs was rated as a challenge by respondents as neutral, with a mean score of 2.43. This result is in line with reports by Guskey (2003), Cordingley et al. (2015), Harris and Muijs (2005), and Cordingley et al. (2015) that respondents were largely indifferent to the idea that expense was a deterrent to engaging in professional development. This indicates that while respondents' perspectives on the impact of in-service training programs differ, the cost is a factor. Some respondents are neutral, while others emphasize other barriers more. The results imply that although respondents' opinions regarding the impact of in-service training programs' costs are divided, suggesting that other obstacles may be more important. This emphasizes how important it is to deal with a variety of issues, not just money, to increase professional development participation. Reducing overall obstacles and bolstering support for training initiatives to enhance their usability and efficacy are two possible solutions.

The analysis indicates that teachers' main obstacles to participation in in-service training are the lack of support from school administration, the subpar training materials, and the restricted number of sessions that their district offers. Although not as important, concerns about time limits and the applicability of training materials are nonetheless important. Although it is a concern, the expense of training programs presents less of a hurdle than the others.



4.7.4 Research Question Four: What strategies can be implemented to enhance the effectiveness of teachers' in-service training programs?

While the value of in-service training programs is well acknowledged, the literature evaluation for this study points out that there are several challenges associated with their implementation. The main obstacles are limited staff engagement, high training expenses, a lack of skilled trainers, insufficient leadership and management support, and financial limitations. The purpose of this section is to learn what approaches respondents think will help address these issues and guarantee that teacher in-service training programs are successful.

Table 4.6.1, shows that, with a mean score of 3.942, respondents firmly concur that a crucial tactic for improving the efficacy of in-service training programs is to include more practical demonstrations and hands-on workshops. This result is consistent with research by Loucks-Horsley et al. (2010) and Dunst et al. (2015), which together provide evidence to support the notion that these useful strategies can enhance the efficacy of in-service training programs and have a favorable influence on teachers' professional development. According to the results, which are corroborated by Loucks-Horsley et al. (2010) and Dunst et al. (2015), adding more real-world examples and interactive workshops is essential for enhancing the efficacy of in-service training programs. Incorporating these interactive tactics into training programs can increase professional development by better meeting the requirements of instructors and increasing their efficacy.

Frequent follow-up meetings following in-service training are an essential strategy for successful professional development because they promote a collaborative learning environment, help new knowledge stick, make it easier to put new strategies into practice, and guarantee ongoing relevance and improvement. A mean score of 3.930 indicated that respondents strongly agreed with this statement. Our results are consistent with those of Garet et al. (2001), who stress the need for continued assistance and monitoring in professional





development initiatives, emphasizing that these approaches lead to long-lasting modifications in instructional tactics and enhanced student performance. The results demonstrate the need for regular follow-up meetings for successful professional development, with a mean score of 3.930 indicating significant agreement. These meetings foster collaborative learning, reinforce newly acquired knowledge, and make it easier to adopt new techniques. These continuing supports, in line with Garet et al. (2001), are necessary to attain long-lasting gains in instructional strategies and student outcomes. One way to improve training programs' efficacy and guarantee long-lasting effects is to incorporate periodic follow-up sessions into them.

In-service training programs that are specifically designed to meet the issues that instructors confront guarantee that the content is pertinent, useful, and immediately applicable to the classroom environment. This strategy improves student results and instructional methods by increasing motivation, engagement, and effectiveness. With a mean score of 3.698, the respondents agreed that in-service training programs should customize their content to specifically address the unique difficulties that teachers confront. This result aligns with the findings of Mchami and Mhando (2023) and Darling-Hammond et al. (2017), who stress the significance of professional development customized to the unique obstacles and environments that educators face to maximize the efficacy of the instruction. Strong agreement was indicated by a mean score of 3.930, which highlights the significance of regular follow-up meetings for efficient professional development. The adoption of new procedures is facilitated, new knowledge is reinforced, and collaborative learning is enhanced by these gatherings. Frequent follow-up sessions are crucial to enhancing the efficacy of training programs and guaranteeing long-lasting effects.

To increase the possibility of acceptance and long-term change in teaching practices, training materials should offer teachers doable, instantly applicable strategies. With a mean score of 3.698, respondents in Table 4.6.1, agreed that improving the caliber and applicability of

training materials is essential to guaranteeing that educators have access to resources that are current, useful, and in line with their teaching requirements. This data backs up Leng's (2007) assertion that reflective, context-driven, and classroom best practice-focused professional development is necessary for successful implementation. The findings show that to improve acceptability and long-term changes in teaching methods, training materials should offer realistic and immediately relevant strategies; a mean score of 3.698 supports this requirement. According to Leng (2007), training materials need to be of the highest caliber and in line with the most recent teaching standards to guarantee that instructors obtain pertinent and helpful resources. Enhancing the quality and suitability of these resources is essential for successful professional development and classroom use.

The assertion is that in-service training programs ought to promote collaborative learning opportunities including group discussions and peer mentoring. These programs ought to include feedback systems so that educators can provide feedback and make improvements for future sessions that elicited neutral responses (mean scores of 3.488 and 3.163, respectively). This result is consistent with Kuusisaari's (2013) assertion that to improve subsequent sessions, training programs should solicit feedback from teachers through feedback mechanisms. All things considered, creating and enhancing teaching techniques can be accomplished through collaborative, long-term in-service education that links learning theories with real-world information. Neutral mean ratings of 3.488 and 3.163 recommend that in-service training programs should include collaborative learning opportunities including group discussions and peer mentoring in addition to feedback mechanisms to improve future sessions. This is consistent with Kuusisaari's (2013) assertion that training program improvement requires feedback methods. It takes cooperative, continuous in-service education that links learning theories with real-world applications to improve teaching strategies.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents the study's summary, main conclusions, suggestions, and conclusions. The summary includes its main findings, the research methods, and the study's aims.

5.2 Summary of the Study

The main purpose of this study was to evaluate the effects of in-service training on teachers' job performance in the Lambussie district of Ghana. The study's specific objectives were: first to ascertain the nature of in-service training of teachers in basic schools in Lambusie district, secondly to investigate the influence of in-service training activities on teacher performance in public basic schools in Lambussie district, thirdly to explore the challenges teachers, encounter in Lambussie district in advancing their careers through in-service training, and finally to suggest strategies for improving in-service training of teachers.

The study was grounded in positivist philosophy and employed a descriptive survey design. A total of eighteen (18) schools were randomly selected from six (6) circuits for the study. The entire population of one hundred and twelve (112) respondents was used, employing the census technique to ensure full representation in the analysis. The questionnaire was adapted from Alshlkhly's (2017) instrument titled 'The impact of human resource management methods on employee satisfaction'. And modified to suit the study. The data, which was basically in primary form, was gathered using a well-structured questionnaire. The Statistical Package for Social Science (SPSS) was employed. In the examination of the quantitative data gathered. Pre-testing of the questionnaire was done on randomly selected basic schools in the Tamale Metropolis, which comprised closed-ended questions (five-point Likert scale). With the use of the pre-test, the researcher was able to make the necessary adjustments to the questionnaire.



Descriptive statistics in the form of percentages, means, and standard deviation were used in the data analysis. The analyzed data was presented using tables and summaries.

5.3 Major Findings

5.3.1 Nature of In-Service Training on Teachers Job Performance in the Lambussie

The study's main conclusions about the nature in-service training program for teachers in the Lambussie District show that a noteworthy 93% of instructors took part in it, demonstrating high levels of involvement and perceived value. The Ministry of Education has a modest role in professional development, with NGOs organizing 64% of these training efforts, highlighting their vital importance. Furthermore, 53.5% of educators attend training sessions once a year, demonstrating their dedication to ongoing professional development.

5.3.2 Influence of In-Service Training Activities on Teachers Job Performance

As seen by the highest average mean score, the research findings show that having enough materials and tools has the biggest impact on raising instructors' work performance. Furthermore, while there is a moderate impact of in-service training programs on improving the pedagogical abilities and overall performance of teachers, the training content's relevance to teachers' real-world demands is essential to optimizing its efficacy. However in-service training is thought to be too short, which emphasizes the need for more extensive and ongoing professional development.

5.3.3 Challenges Encountered by Teachers in Participating in In-Service Training

According to the research findings, teachers' biggest obstacles to completing in-service training are a severe lack of support from school administration, especially headteachers, a lack of training programs that are both relevant and readily available, and subpar district-provided sessions. Time restraints brought on by a heavy job are also a significant obstacle, however expense is not as important.



5.3.4 Strategies to Enhance Teachers' In-Service Training Program

The main techniques for improving in-service training have been determined to be adding more hands-on workshops and practical demonstrations, scheduling frequent follow-up meetings to support the application of new techniques and reinforce learning, and tailoring training materials to the unique difficulties that teachers encounter to increase the programs' relevance and efficacy. Further, for long-term changes in teaching practices, raising the caliber and relevance of training materials is essential.

5.4 Conclusion

The study underscores the critical role of in-service training in enhancing teacher performance in the Lambussie District, with 93% of teachers participating annually, reflecting its perceived value. However, the Ministry of Education plays a limited role, with NGOs organizing 64% of these programs. The findings highlight that sufficient resources, relevant content, and practical training approaches significantly improve teaching performance, although the annual frequency and brevity of sessions constrain their overall impact. Teachers face challenges such as inadequate support from school administration, subpar district-provided sessions, and a lack of relevant training programs, while cost and time constraints are secondary concerns.

To address these difficulties and inform policy decisions, the Ministry of Education should play a central role in coordinating and standardizing in-service training programs, assuring consistency with national educational priorities. School administrators, particularly headteachers, must give more logistical and emotional support by changing workloads and schedules to encourage teacher engagement. Regular training sessions that are pertinent to teachers' unique challenges—including subject-specific requirements and real-world teaching scenarios—should be provided by the District Education Directorate. NGOs and private partners ought to work together to increase the accessibility of top-notch resources and equipment to aid in training initiatives.



Training programs should incorporate more hands-on workshops and practical demonstrations to ensure direct applicability in classrooms, alongside regular follow-up meetings to reinforce learning and support the implementation of new techniques. Funding for in-service training should be secured through the Ghana Education Trust Fund (GetFund) and supplemented by partnerships with NGOs and the private sector to reduce costs and improve resource availability. Flexible payment plans and online learning opportunities should be introduced to increase accessibility, particularly for teachers with time constraints. Furthermore, training sessions should be extended and conducted more frequently to give educators sufficient time to absorb and apply new knowledge. Long-term changes in teaching practices should also be supported by improving the quality and relevance of training resources.

5.5 Recommendations

1. To improve in-service training in the Lambussie District, schools should work with NGOs to maximize resources and solve logistical issues. To reduce dependency on non-governmental organizations and to ensure regular, easily accessible, and high-quality programs that are in line with national objectives, the Ministry of Education must take the lead in arranging and standardizing training. Improved overall effectiveness and more teacher participation will result from stronger administrative assistance.
2. The results show that having the right resources and equipment greatly improves teacher effectiveness and that longer sessions and pertinent training material are essential for developing pedagogical abilities. To meet the needs of teaching in the real world, in-service training should include practical demonstrations and interactive workshops. While the Ministry of Education and non-governmental organizations supply the required resources and tools, the District Education Directorate and school officials should guarantee experiential learning opportunities. By increasing the length



and frequency of training, educators will be more equipped to implement new information, which will enhance their instructional strategies and student results.

3. According to the data, poor district sessions, a lack of pertinent and easily accessible training programs, a lack of administrative assistance, and excessive workloads are the main obstacles to teachers' involvement in in-service training. More regular training sessions that are adapted to the needs of instructors are necessary to solve this. Timetables and workloads must be modified by head teachers and school officials to encourage teacher participation. The Ministry of Education and NGOs should work together to create excellent resources that represent classroom reality, and the District Education Directorate should give more pertinent activities. By taking these steps, learning outcomes will be improved, teaching effectiveness will be increased, and continuous professional growth will be guaranteed.
4. To enhance in-service training, schools should seek funding from GetFund and partner with NGOs and the private sector to reduce costs and improve training quality. School administrations should allocate budgets for regular, relevant sessions, while the Ministry of Education supports online learning for flexible access. NGOs and private partners can offer flexible payment plans, ensuring ongoing, practical, and effective training that addresses teachers' challenges and improves teaching outcomes.



5.5.1 Suggestion for Further Research

1. Further research on technology integration in in-service training is vital to assess its effectiveness, optimize resources, enhance teacher engagement, and ensure training meets modern educational needs. This will improve program design and better prepare teachers for contemporary challenges.
2. Additional research might be conducted to assess the impact of in-service training on teachers' job performance in second-cycle institutions in the Upper West Region, as this study was limited to basic schools in the Lambussie area.
3. Also, research could explore the longitudinal effects of in-service training on teacher performance and student outcomes, using mixed methods to track changes over an extended period. This approach would provide deeper insights into the sustainability of training impacts, the consistency of skill application, and the long-term challenges teachers face in integrating newly acquired competencies into their teaching practices.



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Questions for Thesis

Hello, Sir/Madam.....Greetings

I would like to ask you to review the attached questionnaire. It is part of a thesis titled
“Effects of In-Service Training on Teachers Job Performance’: in the Lambussie District. This
study aims to determine how in-service training affects teachers' performance in the

Lambussie district. I appreciate your involvement, encouragement, and advice. If you have any questions or comments, please give me a call at (0249660013).

Thank you for your time.

Prepared by: Philemond Bewil

Part 1: Demographic

(1) Gender			
Male		Female	
(2) Age			
20 – Less than 30 Years		30 – Less than 40 Years	
40 – Less than 50 Years		50 Years and above	
(3) Educational Level			
First Degree		Master	
Diploma		Others	
(6) Experience at the Teaching Field			
Less than 5 Years		5 to 10 Years	
11 to 15 Years		16 Years and above	

Part Two

The study's independent and dependent variable statements are included in this section. Please indicate your level of agreement with the following statements by selecting the appropriate response on a scale from:

Research Question 1: What is the nature of in-service training of teachers in Basic schools in Lambusie district?



1. Have you participated in any in-service training activities in the past year?

• Yes ☐

• No ☐

2. If yes, please specify the types of training activities you have participated in your District by ticking:

S/No	Item	Response
1	Pedagogical Training	
2	Subject Specific Training	
3	Classroom Management	
4	Technological Integration	
5	Leadership Training	
6	Health Training.	
7	Others	

3. How often do you participate in in-service training sessions?

S/No	During	Response
1	Never	
2	Rarely	
3	Occasionally	
4	Regularly	
5	Consistently	

4. The in-service training I received was organized by?

A. Your District ☐

B. Your School ☐

C. Ministry of Education ☐

D. Others (NGOs) ☐

Research Question 2: How do in-service teacher training activities influence teacher performance in public basic schools in Lambussie District?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

S/No	ITEM	RESPONSE				
		1	2	3	4	5



5	The needs of teachers in public basic schools are effectively met by in-service teacher training programs in the Lambussie District.					
6	Improving teacher performance in public basic schools is relevant to the content presented in in-service teacher training activities.					
7	In-service teacher training activities have improved my teaching skills and techniques.					
8	The duration of in-service teacher training activities is sufficient to impart the necessary knowledge and skills.					
9	Adequate resources and materials contribute to improved teacher performance.					
10	In-service teacher training activities have positively influenced my overall performance as a teacher in public basic schools.					

Research Question 3: What challenges are encountered by the teachers in Lambussie District in advancing their careers through in-service training?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree					
1	2	3	4	5					
S/No	ITEM				RESPONSE				
					1	2	3	4	5
11	My responsibilities as a teacher leave me with little time for in-service training.								
12	I cannot afford the high price of in-service training programs.								
13	Limited Availability of Training Programs								
14	My district does not offer enough in-service training sessions.								
15	The in-service training programs' material has little to do with what I need to grow professionally.								
16	The quality of in-service training programs available to me is not satisfactory.								
17	I do not receive sufficient support from my school administration to attend in-service training.								

Research Question 4: What strategies can be implemented to enhance the effectiveness of the Lambussie District's teachers' in-service training?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

S/No	ITEM				RESPONSE				
					1	2	3	4	5



18	There should be more practical demonstrations and hands-on workshops in in-service training programs.					
19	Following in-service training, holding frequent follow-up meetings could support the retention of new knowledge and the use of fresh tactics.					
20	Collaborative learning opportunities, such as group discussions and peer mentoring, should be encouraged during in-service training programs.					
21	In-service training programs should tailor content to address specific challenges faced by teachers in Lambussie District.					
22	In-service training programs should incorporate feedback mechanisms to gather input from teachers and improve future sessions.					
23	Enhancing the quality and relevance of training materials could ensure that teachers have access to resources that are up-to-date, practical, and aligned with their instructional needs.					

