

Theory and Practice of the “OUT” Programme of the Colleges of Education in Ghana

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Abstract

The purpose of this study was to assess the impact of the “out” programme segment of the Colleges of Education in Ghana. The study adopted descriptive survey research design. The study was carried out in three out of six colleges of education in the Eastern Region of Ghana. The population of the study were mentees, mentors, link tutors, community leaders, headteachers, principals and directors of education. Stratified and random sampling techniques were used to select the respondents of the study. Questionnaire was the main instrument used for the data collection in the study. The findings of the study showed that the Out programme is perceived to be necessary as part of the training of teachers. Mentees see the OUT programme as a stage of practice and preparation. They gain experiences in the profession and it creates an opportunity for them to interact with pupils and the community. However, the programme faces some challenges such as accommodation, finance and poor relationship with community members. It is therefore recommended that, accommodation should be provided for mentees, all examinations should be written while students are on campus and all stakeholders should be involved in the supervision of the programme.

Keywords

Theory, Practice, “OUT” Programme, Colleges, Education, Ghana

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1. Introduction and Background

The course of evolving a veritable educational system for teachers, especially at the basic education level in Ghana, has a chequered historical precedent. What began initially as the first teacher training college established by the Basel Missionaries in 1848 at Akropong in the Eastern Region was replicated slowly several decades later into the current forty-six (46) Colleges of Education. These colleges witnessed periodic orientations not only in curricula to suit the educational needs of each period, but also in the duration of the various courses.

A significant change in the training programme of teachers occurred in 1999/2000 academic year with the introduction

of a 3-year In-In and Out programme geared towards the upgrading of the teachers’ academic attainment as well as enhancing teachers’ professional competence. In pursuit of the need for quality education delivery and the fact that the teacher occupies a central stage and plays a pivotal role in the successful implementation of any educational reform, the Ministry of Education evolved a new training programme which places emphasis on methodology [1]. This consists of a 3-year pre-service training programme leading to the award of a diploma in basic education. This, it was hoped, would prepare teachers adequately to meet the curricula challenges of the educational system and especially raise academic standards of the Ghanaian school child.

In general, since independence, Ghana has been grappling with the phenomenal lack of quality teachers to deliver

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qualitative education in its institutions of learning, especially at the basic level. Developing Ghana's human resource for national advancement, require the training of people to make them more knowledgeable and skilful [2]. For example, for a teacher to contribute meaningfully towards Ghana's advancement, a person concerned should have gone in for an initial teacher programme to develop the individual teaching knowledge and skills [3].

Many attempts have been made in educational reforms to improve the system for better development. However, most of the time, the number of well-trained and dedicated teaching personnel has fallen short, not only for the number of schools needing their services, but also of the quality and expertise expected of them. It is based on the needed quality training for teachers that the Ministry of Education decided to look for a permanent mode of training of its teaching personnel so as to equip them adequately with knowledge and skills as well as offer the trainees opportunities for exposure to the realities of the school and classroom situation. A more extensive exposure is considered better than the otherwise short period of twelve weeks of practical training spread out over a one-year period. The 'In and Out programme' has a capability of helping in removing most of the deficiencies characterized by short term (12 weeks) practical training of teachers in the country's teacher training colleges.

Since independence, government of Ghana has instituted measures to improve educational delivery. One of them being the implementation of the 'In and Out programme' in the training colleges in the country. However, it appears there is some lack of understanding of the whole concept which has engendered apprehension towards it. Critics are not sure whether this reform in the training colleges could be part of the solution to one of the critical problems in the nation's educational system. Questions about the viability of this reform have not been restricted to the teacher training colleges, but have also awakened interest in the larger Ghanaian community. As a result, a number of stakeholders in educational policy are critically observing and assessing the programme to determine whether indeed, it is workable and could be a solution to the problems of teacher quality and access. While some people are of the view that the new programme is a panacea to the nation's teacher education problems at the basic level, others express reservations. This is because some past reforms in education have been mishandled by policy makers and stakeholders. The question therefore is: How effective is the 'In and Out programme' of the teacher training colleges in Ghana in solving one of the nation's key educational challenges? It is against this background that the researcher sought to evaluate the 'In and Out programme' in the training of basic school teachers in

the teacher training colleges in the Eastern Region of Ghana. The main purpose of the study was to evaluate the 'Out programme' in the three-year teacher training programme in the Colleges of Education Ghana. The following research questions guided the study- What is the perception of stakeholders on the OUT programme of teacher education? What practical experience do student teachers gather during the "OUT" segment of their training programme?

2. Review of the Literature

As observed earlier, the two years of the "In-In" segment of the programme is clearly devoted to academic and professional studies. The second year in particular focuses on intensive curriculum studies integrated with methodology, demonstration lessons and campus-based teaching practice.

The "Out" segment of the "In and Out" programme covers the third and final year in which trainees are posted to basic schools to undertake school-focused training. This one-year attachment of about 30 weeks, offers trainees the opportunity to develop their practical skills in teaching school management, disciplinary procedures, staff relations as well as appropriate professional behaviour developments both inside and outside the classroom [4]. This was to enhance the training of teachers for the basic school. Most of the changes in the education system place increasing emphasis on quality of teaching and learning which are promising for the professional development of teachers [5]. During this segment of their practical training, trainees continue their studies using Distance Learning Materials as well as their project work.

Identified as an effective and more efficient way of preparing teachers for basic schools in this country, the "In and Out" programme:

Offers teacher trainees opportunities for more exposure to the realities of the school and classroom situation and reduces the superficial nature of formal teaching practice, which lasts for only 12 weeks.

Commits classroom teachers to support trainees using a 'mentoring' approach.

Emphasizes the importance of the concept of a foundation period, followed by a deepening of principles in methodology and prolonged period of practice (school attachment) and reflection which leads to a dynamic, developmental concept of professional competence.

Ensures that trainee's school experiences and college training experiences are supportive and complementary [5].

Teaching is an art or skill and those who desire to distinguish themselves as good teachers have to subject themselves to

the learning not only of the practical rudiments of the skills but also in conjunction with child psychology, classroom and school management, the keeping of school records, financial accounting, learning to live at peace with all manner of people – staff and the community and a whole lot of what society demands of the teacher. In fact, Morris, Anne K and others simplified the goal of teaching as a way of supporting students to learn. There is, therefore, no other theatre of training a teacher that will compare with the reality of a classroom. Teachers teaching practice are found to be guided by their beliefs and conceptions of teaching [6]. It is unreasonable to expect student teachers to create teaching contexts of their own which are very different from those that have dominated their own educational experiences [7].

Rightly referred to practice teaching as "knowing in action" [8] They posit that "theory is important but you can know all the theories and still be a dreadful teacher. Life in the classroom does not operate in the way that it is supposed to be. Practice is essential in teaching to enable one become a competent and confident teacher. With such a practical, demanding future career, there is the need to use children in action, how the classroom works not just know what the textbook says [9]. In his comment on practice teaching, a book titled *Principle and practice of education* stated that "the aim of the training college is to produce good teachers" [3]. This demands not only knowledge, but the experience of how to put theory into practice. Although teacher education has succeeded in many respects, there are still many problems which need to be taken seriously [10]. A research work on "Revisiting academics beliefs about teaching and learning" published in *Higher Education journal* suggested that as part of developing professional expertise, students should learn to reflect on their approach, to be able to judge what works and what does not and to identify reasons for successes or failures [6]. In view of this, training requires two types of practice teaching and experience. The first is observational where students may watch experienced teachers at work, or their own colleagues testing, perhaps for the first time, some method they have discussed or learned. The second is experimental and it is intended to provide experience. Observational practice teaching should be brief, allowing teachers just to work at some of the skills employed by experienced teachers in the classroom. It is best served by short visits to a school near the College (preferably demonstration schools).

Experimental practice teaching requires a more prolonged stay in a school so that the student can put into practice teaching methods tested and evaluated as worthwhile and also gain experience in dealing with teaching, not as individual lessons but as a continuous dynamic relationship between teacher and pupils. Such experience should be obtained not in the demonstration school purpose, but in the

ordinary school system where the teacher is most likely to teach after training. This allows the trainee teacher to see that real teaching is not a series of lessons taught by a teacher but a growth of understanding development in children with the help of a teacher [3]. Lessons cannot be taught but rather they can only be learned [3]. Theoretical learning alone does not make the learners complete. In fact, the relevance of theory is only exhibited through practice. Teachers who do theoretical courses alone become parochial in outlook and thought. They become narrow in scope and limited in occupational mobility. The period of practical training a teacher receives is also crucial to how competent and effective the teacher can be. One thing is certain that a teacher without passing through the mill of practical training is just like a medical student who has passed all the theoretical examination without doing the housemanship component of the medical course. How safe can such a doctor be among patients?

Peer coaching or mentoring teachers observe one another and provide feedback concerning their teaching and together develop instructional plans [11]. He asserts that whether or not observing other teachers is done on formal or informal basis, the trained teacher ought to permit others to observe his teaching, especially his supervisor administrator in charge of his professional development. He recommends a short follow-up conference with the experienced teacher (mentor) to go over specific points with the teacher trainee. Such conferences should be scheduled either the same day or the next day while the observation is fresh [11]. An experienced teacher who acts as a peer coach or mentor teacher for an inexperienced teacher performs five functions namely:

Companionship: discussing ideas, problems and successes.

Technical feedback: related to lesson planning and classroom observation.

Analysis of application: integrating the successes of the (trainee) teachers' repertoire.

Adaption: helping the trainee teacher adapt to particular situations.

Personal facilitation: helping the trainee (teacher) feel good about himself or herself after trying new strategies [12].

Observations made in the USA where visiting mentor teachers, rather than observe classroom teachers, teach alongside them [11]. Five characteristics of the resource teachers that promote effective coaching relationship are given as:

Knowledge: more knowledge about teaching methods than the classroom teaching.

Credibility: demonstrated success in the classroom.

Support: a mix of honest praise and constructive criticism.

Facilitation: recommending and encouraging rather than

dictating, assisting rather than dominating in the classroom.

Availability: accessible to the classroom teacher for planning teaching and conferences [11].

In Ghana, peer teaching or the “buddy system” translates into mentoring which is “a process of providing a trainee (mentee), insights, advice and lessons drawn from the trainer’s or mentor’s own experience in the art and craft of teaching” [13]. Mentoring has been identified as a key driving force during the School Attachment period. It is geared towards providing support by way of supervision, guidance and motivation to teacher trainees to adequately develop all areas of teacher competence during the period of school experience [13]. Peer teaching and learning is reinforced by the assignment of two trainees to a class. These trainees share the number of periods with the resident class teacher. As a trainee teacher teaches, the resident teacher and the colleague trainee sit in and give support. This helps to build up the confidence level of the trainee.

At the school level, any of the following categories of teachers qualifies to be a mentor:

Head teachers who are very effective, efficient and have proven sense of administrative ability and responsibility.

Teachers who are very effective and efficient in the teaching and learning process.

Head teachers who have received formal training in mentoring.

Classroom teachers are designated as Mentors; the Head teachers as Lead Mentors and College Tutors as Link Tutors. Besides, Principals of Teacher Training Colleges, District Directors of Education, Opinion Leaders and the Community together collaborate as players in the effective management of the School Attachment component of the programme [1]. This means that mentoring is not left on the shoulders of only one individual. Members of the community can encourage the trainees/mentees by material or moral means. Visits by opinion leaders, District Directors of Education and other persons in education mentioned above can also give encouragement to the mentees. The mentee is not alone in the art of learning to be an effective teacher.

3. Methodology

The study made use of the descriptive survey method. The population was made up of 296 respondents comprising mentees, mentors, link tutors, community leaders, headteachers, principals and directors of education were used for the study. Two sampling procedures, stratified and random sampling were used to select respondents and the three (3) out of six (6) Colleges of Education in the Eastern

region of Ghana. There was a sample size of two hundred and twenty-nine (229) teacher trainees made up of eighty-eight (88) males and one hundred and forty-one (141) females and another sample size of sixty-seven (67) mentors, link tutors, community leaders, headteachers, principals and directors of education made up of thirty-three (33) males and thirty-four (34) females from the selected schools of attachment. The main instrument used for data collection was questionnaire. Data collected from the study were edited, coded and analysed using the Scientific Package for Service Solution software version 12 (SPSS Software). The portions of the questionnaires that dealt with the opinion of respondents were also coded and summarized and the relevant themes identified.

4. Findings and Discussions

This section deals with the analysis of data on the perception on the “OUT” segment of the Colleges of Education in the Eastern region of Ghana. Preparing student for success in life is the fundamental goal of any progressive school. However, the teacher community relationship is regarded as the most important factor in learning outcome. The quality of a teacher is central to system improvement in the education sector.

4.1. Mentors’ Perception of OUT Programme

Mentees’ perception on the out programmes by colleges. Over 80 percent of the mentee respondents answered positive to the out programmes as part of training of teacher. Eighty-three percent said yes the out programmes is important while 17 percent were of the view that the out programmes is not important as part of training of teachers. Students’ opinions about the importance of the aspect of the teacher education programmes are quite positive [13]. In addition to respondents evaluating the programme on their own, they gave reasons for their choices and this has been shown in table 1.

Table 1. Mentees’ perception on the OUT programme segment.

Perceptions	Frequency	Percentage
They gain a lot of experiences	101	52.9
A stage of practice and preparation	44	23.0
Opportunity to interact with pupils & community	12	6.2
Some permanent teachers do not go to school	12	6.2
It is a waste of Mentees time	22	11.3
Total	191	100.0

Source: Fieldwork 2016

The OUT programme is packaged with other activities to help train teacher for the schools. Some of these activities include the Distance Learning aspect of the programme. Three quarters (75.6%) of the mentor have found out that the

Distance Learning in the OUT programme is ideal for student (Table 2). With the presence of such distance learning programme, mentees can take advantage of it and upgrade themselves to certain level before they finally come out of the teacher training college. Only 24.4 per cents said the Distance Learning not ideal for students.

Table 2. Mentors perception on the distance learning programme.

Perceptions	Frequency	Percentage
It is ideal for students	31	75.6
It is not ideal for students	10	24.4
Total	40	100.0

Source: Fieldwork 2016

Those who said the Distance Learning is not ideal for student were of the view that, combining the two activities was a difficult task for teacher trainees. These who were of the view that the Distance Learning was good and ideal for students also said it would help upgrade themselves. It would also give mentees exposure and would help them to be competent. A cross tabulation of these two variables have been shown in Table 3.

Table 3. Mentors’ view on the work study programme against reasons for their views on the work study programme.

Reason	View on the work study programme		
	Ideal	Not Ideal	Total
Helps teachers to upgrade themselves	9	0	0
Exposure for mentees	8	0	8
Helps them to be competent	13	0	13
It is a difficult task	0	7	7
Trainees do not get enough assistance	0	3	3
Total	30	10	40

Source: Fieldwork 2016

The study has shown that, benefits of the OUT programme do not end on the Mentees alone, but also extends to the Mentors, school administration and the community as a whole. To the Mentors, it reduces their workload in the classrooms. Again, they get opportunity to learn new ideas and methods of teaching from mentees. School administration also benefits from mentees by mentees improving the punctuality and regularity of pupils to school, helps in maintaining school rules and regulations and for the community. Mentees sometimes organize clean-up campaigns, help in religious and other social activities. Mentees in some of the community also serve as role model for members in the community. To the government, the programme is helping to fill vacancies in the rural communities where there are no teachers thereby easing the pressure on government to engage new teachers to fill such positions and its attendant financial problems. This is in line

with the results from the community data which has been presented in Table 4.

Table 4. Benefit Community derive from the OUT programme.

Perceptions	Frequency	Percentage
Assists in teaching pupils	8	47.1
Serves as role model in the community	4	23.5
Reduces absenteeism	2	11.8
Development in the community	3	17.6
Total	17	100.0

Source: Fieldwork 2016

Principals and District Directors of Education from the selected training colleges were not of different views. They have also found out that, the OUT Programme helps Mentees, Mentors, pupils and the community. They added that they had seen a significant improvement in the standard of literacy and numeracy among pupils in their area. The OUT programme also helped trainees to learn financial management and use the period to bridge the gap between theory and practice.

4.2. Exposure of Student in the Out Programme

Trainee student get exposed to real school and classroom situation during the OUT programme. They interact with community, student that they teach, mentors that they understudy and directions and assistance from their tutors. Roles of mentors and school professional tutor are clearly seen as rooted in their possession of situational knowledge of the school, classes and pupils [14]. They have thus a sharp grasp of the criteria for practical effectiveness, bearing in mind that political, resource, expertise and the constraints of the context. Since the OUT programme is part of the trainees training, tutors supervise their work while on the OUT programme. However, the number of times mentees are supervised differs from college to college and station to station. This is due to the arrangement done by the college or due to availability of time and time and resource needed to facilitate the supervision. Table 5 shows the colleges and how often link tutors supervise mentees’ work. As evident from Table 5, most of the mentees are supervised monthly and in PWTC, a section of them are supervised weekly while mentee respondents who are supervised weekly from SDA and Mount Mary are two from each college. Those who are supervised weekly might be due to proximity if the stations to college and or availability of resources for supervision.

Table 5. Colleges and how often Link Tutors supervise Mentees' work.

Institution	How often do link tutors visit your school for supervision				Total	
	Weekly	Monthly	Others			
College	PWTC	Count	13	21	15	49
		% of	8.1	13.1	9.4	30.6
		Total				
	SDA	Count	2	30	46	78
		% of	1.3	18.8	28.8	48.8
		Total				
Mount	Count	2	22	9	33	
	% of	1.3	13.8	5.6	20.6	
	Total	10.6	45.6	43.8	100.0	

Source: Fieldwork 2016

Mentees gave different reasons why they thought their link tutors supervised them weekly, monthly and other times. These reasons have been shown in Table 6.

Table 6. Reasons why Link tutors supervised at various intervals.

Reason	Frequency	Percentage
To have time for other mentees	18	12.9
They teach and have other responsibilities on campus	25	18.0
The stations are scattered	15	10.8
The Tutors are not enough	17	12.2
To enhance good results from the programme	41	29.5
It is appropriate time for all of us	23	16.5
Total	139	100.0

Source: Fieldwork 2016

Almost 30 percent of the mentees gave reason that, the link tutors do this to enhance good result from the programmes; Eighteen percent were of the view that the link tutors taught the second and first years at college and also had other responsibilities so it became difficult for them to visit them frequently. Other reasons that mentees gave include; to have time to supervise other mentees, practicing stations are scattered, inadequate number of tutors for supervision and others still see those times of visit as appropriate. As the principal put it, the frequency of visit helped to correct the professional deficiency of trainees. The link Tutors organized post teaching conferences for mentees after they have been supervised to discuss their teaching methods with them and also introduced them to correct methodologies in teaching. This was confirmed by 77.8 percent of the mentees respondents. Table 7 shows the number of mentees who usually had teaching conferences with their link tutors.

Table 7. Organization of Teaching Conferences.

Organize teaching Conference	Frequency	Percentage
Yes	143	77.8
No	41	22.2
Total	184	100.0

Source: Fieldwork 2016

Mentees gave various reasons why they thought post teaching conferences were organized for them. Among these reasons were for link tutors to comment on their strengths and weaknesses in teaching, to help mentees to be able to teach very well and to give information and guidance in teaching. However, mentees who did not get access to post teaching conference commented on inadequate time on the part of link tutors and insufficient funds to support tutors on their supervision. This information has been presented in table 8.

Table 8. Reasons for response to organization of teaching conferences.

Reason	Frequency	Percentage
To comment on our strengths and weaknesses during teaching	85	50.6
To be able to teach very well	44	26.2
To give information and guidance	17	10.1
They do not have time	20	11.9
Insufficient funds to support tutors	2	1.2
Total	168	100.0

Source: Fieldwork 2016

Nevertheless, the mentees also organized study circle meetings among themselves to discuss issues pertaining to their out programme and also prepared themselves towards their final examination. Such meetings are organized once, twice or a number of times in a month. The study has shown that some of the mentees (39%) meet twice in a month on the study circle (Table 9).

Table 9. Number of times study circle were organized.

Times is organized study circle	Frequency	Percentage
Once	38	26.0
Twice	57	39.0
Other	51	34.9
Total	146	100.0

Source: Fieldwork 2016

The various meetings and post teaching conferences organized for mentees give them the chance to share their views and problems that they are facing as far as the OUT programmes is concerned. These exposed mentees to the

practical aspects of the professional and helped to build them in their training. The lead mentors, as part of the training of the mentees demonstrated good leadership and management skills. They are punctual and regular to school at all times and incorporate mentees in school management activities.

4.3. Perception of Stakeholders on the Out Programme

The OUT programme was perceived by different stakeholders based on their own perception about the programme. As part of the study, mentees and mentors' perception about the programme was sought. The study revealed that nearly half of the mentees respondents (49.7%) found the programmes to be very effective while 34 percent see the programme as not effective and rest of the mentees (16.3%) gave different perception about the programme (Table 10)

Table 10. Assessment of the study circle meeting.

Response	Frequency	Percentage
Very effective	70	49.7
Not effective	48	34.0
Other	23	16.3
Total	141	100.0

Source: Fieldwork 2016

Mentees' perceptions about the programme were supported by some reasons (Table 10). Those who said the programme is very effective were of the view that, all mentees participated and shared ideas, those involved are punctual and regular and the programme is a way of preparing mentees towards their profession. Most writers generally claimed that it is important to feel well prepared and to be highly motivated to perform a task [15]. On the other hand, who see the programme as not effective are of the view that some mentees are not committed because of other programme or duties and there is no seriousness attached to the programme.

There are a number of reasons that respondents gave on their assessment of the study circle meeting (Table 11). Most of these reasons were given based on their experiences with the study circle meetings that they have had. Among these reasons are that all mentees participate and share ideas (31.1%), member in the study circle are punctual and regular (11.1%) and the study circle as a way of preparing mentees towards their profession (9.6%). On the other hand, some of the respondents gave negative reasons on their assessment of the study circle programme. These include reasons such as some are not committed because of other duties (19.3%) and no seriousness is attached to the study circle meeting (26.7%).

Table 11. Reasons for the assessment of the study circle meeting.

	Frequency	Percentage
All mentees participate and share ideas	42	31.1
Members are punctual and regular	15	11.1
A way of preparing towards their profession	13	9.6
Some are not committed because of other duties	26	19.3
No seriousness attached to it	36	26.7
Other	3	2.2
Total	135	100.00

Source: Fieldwork 2016

On the Distance Learning aspect of the programme, over half of the mentees respondents (56%) said the programme is not ideal for students while (41.3%) said the programme is ideal for students. About (75%) of the mentees respondents are not in favour of the two-week preparation (revision) before the final examination. Some of their reasons are that, the two weeks' preparation is not enough and mentees teach and write project work at the same time and as result the two weeks for revision seemed too limited to be for preparation towards final exams.

The out programme is one of the ways of preparing trainees to be able to fit into the teaching profession. The district directors of education were of the view that, the OUT programme is meant for trainees to learn practical issues about school management, discipline procedure, staff relationship and many other that would be important in their profession.

Ninety per cent of the mentors who responded to the question of whether the OUT programme satisfied the professional competence of teachers in the training said yes the OUT programme did. Reasons that mentors gave concerning satisfaction of mentees professional competence has been shown in Table 12.

Table 12. Reasons on satisfaction of mentees professional competence.

	Frequency	Percentage
Give students first-hand information	17	41.5
Students get more time to practice	19	46.3
Need to do more other than teaching and learning	5	12.2
Total	41	100.0

Source: Fieldwork 2016

5. Conclusions and Recommendations

Evaluation of OUT programme of Colleges of Education mentees in practice in the basic schools in Ghana is an important aspect to consider in preparing trainee students for the field. Generally, it was admitted by respondents that the one year OUT programme is very important as far as the training of teachers is concerned. The OUT programme gives students opportunity to interact with pupils and community

members. Mentees also had the privilege to have face to face interactions with their tutors and receive support from other stakeholders in the programme. The OUT programme exposes mentees to the teaching profession and prepares them towards the future.

Nevertheless, some respondents see the OUT programme as a waste of time and some permanent teachers take advantage of the presence of the mentees and absent themselves from school. Some of the challenges on the OUT programme included accommodation problems for mentees, inadequate allowances for mentees, immoral lifestyle of some of the mentees, poor mentee-community member's relationship, wrong accusations and financial problems.

Based on the importance of the programme to the stakeholders, more attention should be paid to the supervision of mentees on the programme. It is recommended that tutors, mentors and community leaders should all help in their supervisory role in the training the mentees. This will help prepare mentees for the profession.

It is also recommended that, permanent teachers should be educated on the importance of the programme and their role in the OUT programme so that they will be able to assist mentees in their classroom activities and to reduce absenteeism on the part of permanent teachers. Mentees usually adopt some attitudes of permanent teachers so mentors should put up with good attitudes for mentees to follow.

Again, the study recommended that, Colleges of Education involved in the OUT programme should put in more resources in supervising mentees activities. Principals should make sure that supervisions are done on time and effectively to turn out good teachers for the nation. Teaching practice coordinators in the various colleges through their principals should reach out to the opinion leaders in Communities of practice by mentees to provide free of charge or reduced rate of accommodation for mentees at their various stations.

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