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**Effectiveness of the Internship programme of Teacher College of
Education in Ghana****Yakubu Abubakar & Musah Yakubu**

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Abstract

Since the introduction of the IN-IN-OUT programme in Colleges of Education in 2000/2001 academic year, there has not been any significant change in the programme. The purpose of this research was therefore to assess the effectiveness of the internship component of the IN-IN-OUT programme of the Colleges of Education in Ghana. The study involved three government sponsored colleges and basic schools in the Northern Region. The research design was a survey. The data collection instruments were questionnaires, observation guide, interviews guide and assessment score sheet. Data was analyzed in frequency and percentages in the SPSS computerized software. The findings indicate that 84% of supervisors and 91% of mentors said that the internship programme has led to improvement in lesson delivery skills of mentee. The results also indicate that 99% of mentees, 97% of supervisors and 96% of mentors said that the lack of community support for the IN-IN-OUT programme was affecting the implementation of the programme. Based on the findings of the study, it is recommended that the colleges of education, the district assembly and community members should provide support including teaching learning materials and free accommodation to enable mentees play their roles effectively.

Key words: Basic schools, Mentor, Mentee, Internship and Supervision

BACKGROUND TO THE STUDY

As a result of the numerous challenges encountered by the Ghana Education Service (GES) at the basic level of education, a number of training modules have been implemented at the Colleges of Education over the years. All these interventions have been geared towards achieving one objective, which is to ensure that teacher trainees graduate with the requisite professional competence to teach effectively in the Basic schools. The need for quality teachers is a very pertinent factor for the effective implementation of the school curriculum (Boadu & Acquah, 2013; Quashigah et al., 2014). One policy innovation of attaining quality teacher education is the IN-IN-Out programme introduced in the Colleges of Education by the Ghana Education Service and the Teacher Education Development. This policy innovation is to make training of teachers more practically focused and ensure that prospective teachers have better insights and understanding into actual job training. It also reflects an increasing desire of the Ministry of Education and the Ghanaian teacher educators to see teacher training include more experience learning on the job.

Under the IN-IN-Out programme, the first two years of the trainee's education is spent in the colleges for foundation studies in content and methodology of teaching the various subjects taught at the basic schools. The 'OUT' segment which refers to the practicum and teaching practice is implemented in the third year. The practicum elements include school attachment for observation of teaching and work practice, on-campus teaching practice, project work based on the planning and construction of teaching/learning materials, and classroom-based action research. The overarching aim of the policy is to ensure that teacher trainees graduate with the requisite professional competence to teach effectively in the basic schools (TED, 2002). The mentees' competencies expected to be developed include lesson notes preparation and delivery, use of appropriate teaching and learning materials (TLMs) during lesson delivery, effective class management, regularity and punctuality.

Statement of the Problem

The colleges of education appear to have a difficult task of ensuring that teacher trainees develop the necessary teaching competencies to teach effectively in basic schools after graduation. Assessment of trainee's content knowledge, skills and attitudes which is done during supervision is a very important component of the internship programme. Assessment tools used for supervision comprehensively cover aspects of lesson notes preparation and lesson delivery.

Although the assessment tools are comprehensive, different supervisors may interpret the various items of the tool differently or might not be very objective. This definitely would result in short-comings in the internship programme. Panel supervision comprising tutors from sister colleges, which are; Bagabaga College of Education (BACE), Tamale College of Education (TACE) and Evangelical Presbyterian College of Education, Bimbilla (BIMCE) all in the northern region, has often revealed some weaknesses. Some trainees selected for the award of distinction in teaching practice are often disqualified (External supervisors Report, 2009). Another major challenge of the internship programme is the attitude of trainees on attachment. There seem to be a number of disciplinary issues ranging from truancy, theft and male-female trainee's relationships.

Mentorship also seems to pose problems to the effectiveness of the programme. Mentors might be inefficient in correcting or making suggestions to mentees or abandon their class to the trainees. It is against this background that the researcher undertook this study in order to establish the extent to which these weaknesses work against the programme. These issues outlined above seem to indicate that there might be cracks or ineffectiveness in the OUT component of the IN-IN-OUT programme. Considering the critical roles of the supervisors and mentors in

the OUT programme, the study investigated how effective these players were working to enable mentees develop the desired professional competencies.

Significance of the study

The current pre-service college education requires that trainees undergo one year internship in the last academic year of their training. This adds up to the content work to give the trainees the license to teach in basic schools in Ghana. The rationale for the IN-IN-OUT programme is to produce efficient teachers who would function effectively at the basic school. It is therefore necessary to assess the effectiveness of the programme. The success of the OUT component of the programme depends largely on the supervisors from the colleges. The analysis of the supervisory tools and objectivity of supervisors is very necessary. The study considered this as it would be of immense value to supervisors of trainees. Mentorship and supervision are significant components of the IN-IN-OUT programme. The study considered the work of supervisors, mentors and mentees and recommended suggestions for improvement. The findings of the study would make a lot of vital suggestions which would be of benefit to the Colleges of Education and the Ghana Education Service (GES) to improve the effectiveness of the OUT programme.

REVIEW OF RELATED LITERATURE

Stuart, Akyeampong and Croft (2009) describe the traditional form of supervision as a hierarchical relationship between tutor (supervisor) and teacher (trainee). In this form of supervision, college tutors visit their students to observe and assess them. A much suitable approach to supervision which is systematic and developmental rather than judgmental is the clinical supervision. Clinical supervision is a face-to-face interaction between supervisor and trainee (Acheson & Gall, 1992). Acheson and Gall (1992) place emphasis on clinical supervision and explain why it is a suitable approach of supervision. They reveal that it is an alternative method that is interactive rather than directive, democratic rather than authoritarian and teacher-centred rather than supervisor-centred. This model suggests that supervisors should offer mentees the opportunity to share their difficulties with them. This ultimately would allow supervisors to offer the counseling and support to mentees and evaluate their progress or performance.

Lucas (1995) describe the traditional model of supervision as one in which the supervisor observes the student teaching in a class and subsequently makes oral and or written assessment of the students competencies. Individual supervisors will vary with regard to the sensitivity they show towards supervisees' feelings in giving their judgments. Supervisees prior to supervision may perceive the supervisor as someone trying to uncover his or her weakness or as an exercise to determine the competence level of the supervisees.

Acheson and Gall (1992) writes that most teachers do not like to be supervised, even though it is a required part of their training and professional work. They react defensively to supervision and they do not find it helpful. They add that this generalization undoubtedly has exceptions and that some teachers profit from supervision and some gifted supervisors are popular and effective in working with teachers. Despite this assertion the weight of evidence supports the generalization of teachers' defensiveness to supervision.

Acheson and Gall (1992) reviewed a study by Wiles (1967) and found that out of 2500 teachers, only a small fraction of them (1.5%) perceived their supervisor as a source of new ideas. Cogan (as cited in Acheson and Gall) also conducted several studies of teacher supervision on the basis of which they concluded that psychologically, supervision is almost inevitably viewed as an active threat to the teacher, possibly endangering his/her professional standing and undermining his confidence. Blumberg (1974) in a similar study reviewed a number of

studies on teacher supervision conducted by him and others and found that teachers viewed supervision “as part of the system that exists, but that does not play an important role in their professional lives, and almost like an organizational ritual that is no longer relevant”(p. 76).

Acheson and Gall (1992) however mention that a hopeful conclusion is the fact that teachers are hostile, not to supervision, but to the style of supervision they typically receive. Teachers are most likely to respond positively to a supervisory style that is more responsive to their concerns and aspirations. Clinical supervision which is much suitable to the traditional method is based on this premise. Stuart et al. (2009) explains the concept of clinical supervision as an attempt to move away from the hierarchical relationship between tutor and trainee and to be systematic and developmental rather than judgmental. They mention its key features as pre-observation, observation and post-observation.

The traditional mode of supervision described by Acheson and Gall (1992) is adopted by College of Education tutors. This model tends to be monotonous and unpleasant for both supervisors and mentees resulting in a situation in which mentees tend to be defensive or adopt strategies to hide their weakness. Probably this does not allow the program to be supportive enough to the mentees. Acheson and Gall (1992) indicate that because the traditional supervision is unpleasant, interaction between the supervisors and teacher (mentees) is avoided or minimized. This practice rather compounds the problem since the challenges supervisee’s encounter in the classroom will not be addressed. They consider counseling and curriculum support as alternative forms of supervision. According to them student teachers or fresh teachers may have overt anxiety and insecurity about their ability to perform, as a result of which supervisors must consider counseling as an option for these teachers. Other situations that may call for counseling as a mode of supervision are temporary crises in student teacher’s personal life, emotional problems (e.g. depression or unprovoked outburst of anger) and interference with classroom performance. Acheson and Gall suggest that when mentees ask their supervisor or mentor questions about the source, suitability, availability, alternative materials and usage of curriculum materials they should be offered curriculum support as a form of supervision. They add that, curriculum support is helpful but should not be equated to clinical supervision. They conclude by comparing the two forms of supervision stating that whilst clinical supervisions focus directly on actual observable events of teaching, curriculum support focuses on materials, objectives and philosophy of instruction.

According to the TED (2002), the key players in the implementation and monitoring of the IN-IN-OUT Programme are Teacher Education Division (TED) of Ghana Education Service, Colleges of Education, University of Cape Coast and District Education Offices. Teacher Education Division exercises supervisory role over the Colleges of Education whilst the UCC is responsible for the conduct of examinations and award of certificates for teacher trainees on completion. With the current transformation of the Colleges of Education into tertiary status, the National Council for Tertiary Education (NCTE) is gradually taking up the supervisory role of TED.

College tutors are the key players in the IN-IN-OUT programme. Tutors are responsible for training trainees to acquire knowledge, skills and attitudes necessary to function effectively as basic school teachers. Major players in the ‘OUT’ segment of the programme are college tutors, mentors, district assemblies and the communities of attachment. The TED (2002) outlines the roles of the various players as follows,

1. College tutors as supervisors, project work advisers and remedial helper.
2. Head teachers and class teachers as lead mentors and mentors respectively.
3. Community members like assembly men collaborate with college and district education office to provide accommodation for mentees.

Method and materials

Research Design

The study adopted the descriptive survey because it sought to describe the existing situation of the IN-IN-OUT programme to determine its effectiveness. Fraenkel and Wallen (2000) see descriptive survey as “a research design that attempts to describe existing situations without actually analyzing relationships among variables” (p.76). They explain further that surveys are designed to obtain information concerning the current status of phenomena. Descriptive research, thus, involves collecting data in order to test hypothesis or answer research questions governing the current status of events of the subject of study. Descriptive surveys allowed the researchers to solicit the responses of the major players in the OUT programme.

Population

The target population was drawn from three Colleges of Education in the Northern Region. Among them were college tutors who were involved in supervision, teacher trainees on attachment and staff of basic schools of attachment who served as mentors. The various category of the population had the following numbers. Supervisors from the colleges were 97, which comprised of 37 from Bagabaga College of Education (BACE), 35 from Tamale College of Education (TACE) and 25 from Bimbilla College of Education (BIMCE). The mentors were 613 from the selected schools of attachment and comprised of 235 for BACE, 242 for TACE and 136 for BIMCE. The mentees from the three colleges were 801 and comprised of 281 from BACE, 280 from TACE and 240 from BIMCE

Sample

The target sample used for the study included 74 supervisors comprising 25 from BACE, 25 from TACE and 24 from BIMCE. Mentors drawn for the sample were 155 comprising 54 for BACE, 54 for TACE and 47 for BIMCE. The sample size for mentees was 260, comprising 88 from BACE, 88 from TACE and 84 from BIMCE.

Sampling Procedures

Since the various categories of the target population had similar characteristics, the simple random sampling technique was employed to draw the samples. According to Amedahe and Gyimah (2004) it is suitable to use simple random sampling when the population of study is similar in characteristics of interest. Purposive selection was used to select the basic schools from which the mentors and mentees were drawn. This was to ensure that schools selected were from both urban and rural communities. This sampling procedure adopted offered supervisors, mentors and mentees a fair chance of being selected for the sample. Kumekpor (2002) indicates that in simple random sampling, each unit has an equal chance of inclusion or exclusion.

The teaching practice coordinators of the three colleges assisted the researchers to administer the questionnaire in their various colleges. During the administration, a simple criterion of randomly selecting respondents was adopted to select from a list of names of either mentees or mentors provided by the head teachers of the basic schools of attachment. The questionnaires for the supervisors were randomly distributed to them at morning assembly. In most cases the questionnaires were retrieved within 24 hours.

Research Instruments

The researcher employed four main types of instruments to collect data for the study. These were assessment tools, interviews, questionnaires and observations. The questionnaires contained both open-ended items and closed-ended items. For the closed ended items, respondents were required to tick the appropriate response. Sharma (2008) mentions some forms of opinion scales in educational research as Thurstone scale, Likert scale

and Guttman scale. The Likert scale was employed for some of the items on each of the questionnaires. Thus, respondents were required to indicate by ticking whether they strongly approved (SA), approved (A), undecided (U), disapproved (D) or strongly disapproved (DA) to a statement made. For the open-ended items space was provided for respondents to either complete a statement or make a short written response to a question. The researchers visited some schools and observed trainees' lesson delivery and observed the role of mentors during lesson delivery by trainees. Selected scored sheets from all the three colleges were reviewed to determine how supervisors rated the competencies of mentees in lesson preparation and delivery.

Different questionnaires were designed for tutors of colleges of education, mentors in the basic schools of attachment and mentees. An interview was also carried out by the researchers with both mentors and mentees. An interview guide was designed to ensure uniformity in the interactions with respondents. The interview with mentees sought their views on the support they received from mentors and supervisors as well as the challenges they encountered on the programme. Interactions with the mentors were also to seek their views on the successes and lapses of the programme. The interview was to ensure that interviewees were independent in their responses and in addition express their views fully. Most of the interviews conducted were on one-to-one basis.

Data Collection Procedures

The researcher employed a number of procedures to collect data for the study. For the questionnaires the procedures were random selection and distribution of questionnaires to supervisors, mentors and mentees and collecting them within seven days. The interviewees were also selected with the same procedure as for the questionnaires. Interview sessions were mostly on one-to-one basis and occasionally involved more than one interviewee.

Observation of both mentors and mentees were carried out during visits by the researchers to the basic schools selected. Thus observations were carried out more than once in most schools. Observations focused on mentees or mentors general attitude including response to rules, dress code, punctuality, attitudes during post supervision conference, etc.

Assessment records of mentees teaching practice achievements were reviewed to determine their performance. Teaching practice coordinators from the three colleges assisted in the distribution and collection of questionnaires for mentors and mentees. The data collection process took a period of three weeks. The proportions of questionnaires retrieved were 74 (100%) for supervisors, 152 (98%) for mentors and 258 (99%) for mentees

Analysis of Data

The responses from the closed ended items were coded and analyzed using the Statistical Package for Social Sciences (SPSS) software. The responses of interviewees and observations from both mentors and mentees were also critically analyzed. Using the SPSS computer software, frequencies and percentages were calculated and used in the analysis.

RESULTS AND DISCUSSIONS

Objectives of the IN-IN-OUT programme in educational institutions

Table 1 shows the perception of mentees on IN-IN-OUT programme. The findings indicate that 240 representing (93%) said that the IN-IN-OUT programme is meant to equip mentees with knowledge in lesson preparation and delivery and 250 representing 97% said that the IN-IN-OUT programme is meant to help mentees acquire basic skills to handle subjects at the basic school effectively. These findings suggest that majority of the mentees are

abreast with the objectives of the IN-IN-OUT programme which will make them improve on teaching and learning and thus, enhance the academic performance of pupils. These views were also corroborated by the supervisors from the three Colleges of Education in Northern region of Ghana indicate that all the supervisors have knowledge and very clear understanding of the objective of the IN-IN-OUT programme. The supervisors mentioned that the IN-IN-OUT programme is for the mentees to ‘put theory to practice’, ‘learn school-community relation’ and ‘accept posting to any part of the country’. These assertions confirm the definition of the objective of the IN-IN-OUT programme by Aboagye and Kutor (2005).

However, the views of 80% of mentors (class room teachers in the internship schools) are that the IN-IN-OUT programme is for mentors to correct mistakes of mentees, teach mentees and to impart pre-teaching knowledge to mentees. This finding suggests that mentors are not well informed of the objective of the internship component of the IN-IN-OUT programme. The probably reasons are that the colleges do not involve this stakeholders in seminar and training programmes.

Table 1: Mentees knowledge of the objectives of the IN-IN-OUT programme

Knowledge of objectives of the IN-IN-Out programme	True		False		I don't know	
	F	%	F	%	F	%
The OUT programme is meant to equip mentees with knowledge in lesson preparation and delivery.	240	93.0	14	5.4	4	1.6
The OUT programme is meant to equip mentees with basic knowledge in classroom management.	256	99.2	0	0.0	2	0.8
The OUT programme is meant to help mentees acquire basic skills to handle subjects at the basic school effectively.	250	96.8	4	1.6	4	1.6
The OUT programme is meant to expose mentees to challenges of real classroom work.	141	54.7	16	6.2	101	39.1

Source: Field survey, 2016

Purpose of the IN-IN-OUT programme

Table 2 presents the purpose of the IN-IN-OUT programme. The results of the study show that 212 representing 82% of the mentees said that the purpose of the IN-IN-OUT programme is meant to help mentees acquire knowledge and skills in handling school-community relation. This view was upheld by supervisors and mentors. According to a mentor at Bagabaga Demonstration primary School, mentees are to observe as teaching assistants on how to maintain or improve school-community relation for peaceful resolution of conflicts. The findings of the study also indicate that 99 representing 38% of the mentee rejected the claim that the purpose of the IN-IN-OUT programme is for posting mentees to schools in order to supplement staff enrollment. According to 92% of the mentees, none of them chose the districts and schools they are posted for the internship and thus there is no justification that they are posted to the schools to boost staff strength.

Table 2: Purpose of the IN-IN-OUT programme

Purpose of the IN-IN-OUT programme	Accepted		Rejected		Undecided	
	F	%	F	%	F	%
The IN-IN-OUT programme is meant to help mentees acquire knowledge and skills in handling school-community relation	212	82.2	31	12.0	15	5.8
Posting of mentees to schools is to supplement staff	137	53.1	99	38.4	22	8.5

enrollment

Source: Field survey, 2016.

Effectiveness of the IN-IN-OUT programme

Table 3 shows the impacts of the IN-IN-OUT programme. The findings of the study show that 84% of supervisors and 91% of mentors said that there is an improvement in lesson delivery skills of mentees as a result of the IN-IN-OUT programme. This is because mentee have observed their mentors and adopted best practices for teaching and learning. Moreover, 82%, 84% and 92% of Supervisors, Mentors and Mentees respectively said that the IN-IN-OUT programme have improved mentees' preparation and use of teaching and learning materials. Another impact of the IN-IN-OUT programme 81%, 84% and 92% of Supervisors, Mentors and Mentees respectively said that pupils show interest in lessons delivered by mentees.

Table 3: Effectiveness of IN-IN-OUT programme

Statements	Supervisors N = 74		Mentors N = 152		Mentees N = 258	
	F	%	F	%	F	%
Mentees exhibit adequate knowledge of subjects they teach	51	68.9	131	86.2	250	96.9
Mentees have improved in the preparation and use of TLMs	61	82.4	127	83.6	236	91.5
There is an improvement in lesson delivery skills of mentees	62	83.8	138	90.8	247	95.7
Mentees use activity oriented methods of teaching	49	66.2	104	68.4	211	81.8
Mentees have difficulty in class control	32	43.2	60	39.5	170	65.9
Pupils show interest in lessons delivered by mentees	60	81.1	128	84.2	238	92.2

Source: Field survey, 2016

Challenges of the IN-IN-OUT programme

Table 4 shows the challenges of the IN-IN-OUT programme. The results of the study show that 99%, 97% and 96% of mentees, supervisors and mentors respectively said that the lack of community support for the IN-IN-OUT programme is affecting the implementation of the programme. Interviews with mentors indicate that mentees posted to urban schools do not receive any kind of support from the school community.

The study results also indicate that 97% of the mentees said that school mentors are absent most at the time. This suggests that some schools mentors see the presence of mentee in their classrooms as excuse to temporarily stop attending to school and then relegate teaching and other extra curriculum activities to the mentee. This implies that mentors somehow view mentees as co-teachers. This to an extent is similar to Clutterback's (2001) notion of co-mentoring which slightly differs from mentoring. According to Clutterback (2001) co-mentoring means helping someone develop competence, while mentoring allows mentees to observe mentors and adopt good practices. On mentor absenteeism, Clutterback (2001) indicates that mentees have the tendency to copy such practice to their new schools.

Furthermore, the study results indicate that 89% of supervisors and 81% of mentees said that mentors lacked the requisite skills to impart knowledge and skills. According to Barbara (1994) mentoring requires a new set of skills and competencies slightly different from normal classroom teaching skills.

Table 4: Challenges of the IN-IN-OUT programme

Challenges	Supervisors N = 74		Mentors N = 152		Mentees N = 258	
	F	%	F	%	F	%
	Long duration of internship	22	29.7	23	15.1	178
Absenteeism of mentors	46	62.0	34	22.4	251	97.3
Inadequate supervision	71	95.9	143	94.1	211	81.8
Lack of community support	72	97.3	147	96.7	255	98.8
Lack the requisite skill to impart knowledge	66	89.2	91	59.9	209	81.0

Source: Field survey 2016.

Conclusion and recommendations

The IN-IN-OUT programme is an important teaching practice which has made positive contribution to the development and academic performance of pupils since its inception. The programme has exposed mentees to the techniques and skills of teaching and learning. Although the programme has some setbacks such as lack of community support especially for trainees, absenteeism of mentors among others, the impact of the programme has been enormous. Notable among the impacts of the IN-IN-OUT programme are improvement in lesson delivery skills of mentees, mentees exhibit adequate knowledge of subjects they teach, and mentees have improved in the preparation and use of TLMs. Based on the findings of the study, it is recommended that the colleges of education in collaboration with teacher education development and the district education offices organize annual orientation or training for supervisors and mentors to enable them play their roles effectively. Also, the community, district assemblies and the colleges of education should extend support including teaching learning materials and accommodation to mentees to help them play their roles effectively.

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