

IN-SERVICE NEEDS OF JUNIOR HIGH SCHOOL INTEGRATED SCIENCE TEACHERS IN THE CENTRAL REGION OF GHANA

Ernest I. D. Ngman-Wara
University of Education, Winneba
GHANA

Rebecca Esi Quansah
St. Thomas Aquinas Senior High School, Accra
GHANA

ABSTRACT

The purpose of the study was to identify the prevalent in-service needs of Junior High School integrated science teachers in the Central region of Ghana. An adapted Science Inventory of Needs (STIN) was distributed to teachers to seek their prevalent in-service needs. The instrument had six dimensions, namely management of science instruction, diagnosing and evaluating students, generic pedagogical knowledge and skills, knowledge and skills in science subjects, administering science instructional facilities and equipment and planning science instruction. Descriptive statistics and Chi square test were used to analyse the data. The results indicated that the highest rated prevalent in-service needs were generic pedagogical knowledge and skills and planning science instruction with diagnosing and evaluating students as the least. The Chi square tests, conducted at the 0.05 level of significance, showed that there were statistical differences between integrated science teachers' in-service needs in favour of the Junior High school science teachers from rural schools for knowledge and skills in science subjects, administering science instructional facilities and equipment, planning activities in science instruction and school location. The study recommended among others that for an effective in-service training, the organisers assess prevalent in-service needs of the teachers before planning to solicit the teachers' participation and for meaningful in-service training programme.