Teacher Professional Effectiveness in Ghana: A Comparative Analysis of Distance and Regular Training Modalities Through the Lens of Education Office Supervisors

Isaac Mepenedo

Municipal Education Office, KEEA. Box EL 13, Elmina, Ghana

ABSTRACT

In light of ongoing teacher shortages and varying levels of teaching quality, Distance Education (DE) has become a vital approach for enhancing teachers' skills. However, there's still a dearth of comparative evidence regarding its effectiveness compared to the Regular Mode (RM). This qualitative single case study delved into the perspectives of School Improvement Support Officers (SISOs) on teacher professional effectiveness (TPE) in Akonoba Municipality, Ghana. The research involved semi-structured interviews and focus group discussions with eight carefully chosen participants. Through thematic analysis, it became clear that TPE is seen as a complex concept that includes professional ethics, comprehensive learner support, and academic progress, all influenced by the quality of training, individual initiative, and systemic backing. While teachers trained through RM were generally viewed as better equipped, their effectiveness was found to depend more on broader institutional and contextual factors rather than just the mode of training. The study suggests that DE programmes could be improved by offering more practicum opportunities, implementing stricter admission standards, refining the curriculum, and enhancing teacher support systems through effective supervision and in-service trainings, while also working to eliminate predispositions against DE graduates. Although the study was limited to a particular Education Municipality and a selected group of educational officers regarding their perceptions of teacher professional effectiveness, it nonetheless provides a useful foundation for future research with wider scope and more rigorous research procedures. Again, by positioning SISOs as key evaluators of teaching competence, this research adds to the ongoing discussions about fair teacher preparation and advocates for comprehensive reforms to improve the quality of education in Ghana and beyond.

Keywords: Teacher professional effectiveness, mode of teacher education, education office supervisors, instructional supervision, teacher support.

INTRODUCTION

Generally, the quality of education in any nation is intimately linked to the professional effectiveness of its teachers. Teacher Professional Effectiveness (TPE) defined as the integrated mastery of subject knowledge, pedagogical skills, classroom management, reflective practice, and the capacity to foster student learning and holistic development (Stronge, 2018), stands as a cornerstone of educational quality and student achievement across global contexts. The debate surrounding the impact of training modalities, specifically distance and regular (face-to-face) training on teacher effectiveness has gained increasing attention in both developing and developed educational systems. Globally, teacher education programmes have diversified in response to expanding access, technological innovations, and the need for flexible learning, particularly in resource-constrained contexts (Bozkurt et al., 2020).

Distance learning, once considered secondary to traditional models, is now mainstream and is widely employed to bridge teacher shortages and upgrade qualifications, especially in Sub-Saharan Africa and parts of Asia (Tadesse & Muluye, 2020). A growing body of literature explores how teacher preparation modes influence pedagogical competence, classroom management, content delivery, and student engagement. For example, Adnan and Anwar (2020) reported that while distance learning offers flexibility and access, it may

compromise hands-on pedagogical experience and interaction which are core elements crucial for shaping effective teaching practices. Conversely, regular mode training typically offers more structured, in-person mentorship and practicum opportunities, which are linked to improved classroom efficacy (Trust & Whalen, 2020).

In Ghana, where achieving Sustainable Development Goal 4 (quality education) remains a national priority, debates about the efficacy of different teacher training pathways have intensified. Specifically, stakeholders question whether the rapidly expanding Distance Mode training (blended/online formats enabling in-service upgrades) produces teachers as professionally effective as those from traditional Regular Mode programmes (full-time, face-to-face instruction in Colleges of Education/Universities) (Koi-Akrofi, et al., 2020; Ministry of Education, Ghana [MoE], 2018; Salifu, et al., 2023). Further, Ghana's education system contends with persistent challenges; acute teacher shortages in rural and deprived areas, uneven distribution of qualified personnel, and variable teaching quality (World Bank, 2021).

Despite the proliferation of distance programmes with its intent to unravel the challenges that confront Ghana's education system, empirical research comparing their outcomes to regular training within Ghana is scarce and often sidesteps professional effectiveness. Existing studies primarily focus on; learner satisfaction and technological feasibility and programme access and completion rates (Adnan, & Anwar, 2020; Garlinska, et al., 2023). Others also looked at general teacher effectiveness factors without disaggregation by training mode (Goe, 2007; Yansyah, 2022). Crucially, the perspective of Education Office Supervisors (EOS) with particular reference to School Improvement Support Officers (SISOs) who directly observe, mentor, and appraise teachers remains a significant blind spot. These professionals according to Ghana Education Service, (2002), Nkonkonya, et al., (2022) and Osei, et al, (2020) possess unparalleled insights into the practical manifestations of effectiveness regarding how teacher professionalism translates into real time efficacy. Their vantage point offers a grounded, practice-oriented evaluation which appear not to be considered in most comparative studies. This constitutes a critical research gap, as EOS perspectives are vital for understanding the real-world impact of training pathways on teaching quality and, ultimately, student learning.

Study Objectives

This study aims to conduct a comparative analysis of the perceived professional effectiveness of teachers trained via Distance versus Regular modes in Ghana, primarily through the experiential lens of EOS. Teacher effectiveness is broadly conceptualized as a multidimensional construct comprising interrelated components such as pedagogical expertise, deep content knowledge, effective classroom management, the ability to foster meaningful student engagement, and sustained reflective practice (Barni et al., 2020; Rezaul Karim et al., 2021). Within this framework, the present study argues that the foundational pedagogical competencies acquired during initial teacher preparation are critical determinants of long-term instructional efficacy, as they form the basis upon which professional growth and adaptive teaching practices are built.

Research Questions

The study was guided by two central research questions:

1. How do Education Office Supervisors conceptualize and perceive teacher professional effectiveness within the Ghanaian basic education context?
2. In what specific dimensions, do Education Office Supervisors perceive differences in professional effectiveness between teachers trained via distance mode and regular mode?

Study Focus Area and limitations

The study focuses on EOS in a selected education Municipality in Central Region of Ghana. It targets teachers who completed initial training (Certificate 'A', Diploma in Basic Education, B.Ed.) via accredited Distance or Regular programmes and are teaching in public basic schools. The core construct is perceived TPE by EOS, distinct from direct student achievement measures. While acknowledging the influence of numerous factors (e.g., school leadership, resources, socio-economic context), the study specifically isolates the perceived

contribution of initial training mode as evaluated by the supervisors. Transferability and applicability are constrained by the sampled district and EOS, and findings represent one perspective; future research should triangulate with teacher self-assessments and student outcomes.

By harnessing the critical, practice-informed perspectives of Education Office Supervisors, this study illuminates the complex interplay between training modality and professional effectiveness within Ghana's unique educational ecosystem. Its findings promise to inform more nuanced, evidence-driven policies and practices in teacher preparation and development, contributing significantly to educational advancement and the realization of equitable learning opportunities for all.

Theoretical Underpinnings of the Study

This study is grounded in two key theoretical frameworks; constructivist learning theory and andragogy, which together provide a robust lens for examining the comparative efficacy of regular and distance teacher education modalities. Constructivist learning theory, as articulated by Vygotsky (1978) and Bruner (1996), emphasizes the socially mediated and context-bound nature of knowledge acquisition. Learning, in the view of constructivist, occurs most effectively when individuals engage in collaborative interactions, scaffolded experiences, and authentic problem-solving within a community of practice. Regular teacher education programmes often align closely with this paradigm, as they typically offer face-to-face engagement, peer collaboration, mentorship, and opportunities for situated learning; which support the development of complex pedagogical competencies.

Complementing this perspective is the theory of andragogy, proposed by Knowles (1980), which centers on the principles of adult learning. Andragogy posits that adult learners are self-directed, internally motivated, and benefit most from learning experiences that are relevant, problem-centered, and build on their prior knowledge and experiences. Distance education, in many respects, aligns with this model by offering flexibility, autonomy, and access to a wide range of resources that can be tailored to individual learning needs.

Together, constructivism and andragogy underscore the importance of both social interaction and self-directed learning respectively in teacher preparation. Their integration in this research provides a conceptual foundation for analyzing how each training modality supports or constrains the development of professional competencies necessary for effective teaching.

LITERATURE REVIEW

Teacher Professionalism

Teacher professionalism is increasingly recognized as vital to educational quality, shaping student outcomes, teacher identity, and the school environment. It is broadly defined as a blend of specialized knowledge, ethical conduct, lifelong learning, and autonomy within institutional contexts. In modern education, professionalism also includes collaboration, leadership, and adaptability (Day (2017). Key components such as continuous professional development (CPD) and the integration of technology into teaching are emphasized (Califf & Brooks, 2020; Wu, et al., 2022). Accordingly, Stavermann (2025) stressed that teachers are expected to regularly update their skills to meet evolving curriculum and student needs. Autonomy in curricular and policy decisions, grounded in ethical responsibility, is seen as essential to professional practice (Transformative Professionalism Collective, 2024).

In contexts characterised by resource limitations and systemic challenges, such as in many parts of Africa and Asia, professionalism is also linked to resilience and innovation in teaching practice. The contemporary literature conceptualizes teacher professionalism as a multifaceted construct that encompasses ethical standards, continuous learning, reflective practice, professional autonomy, and adaptability to new challenges (Grenier, 2025). These attributes collectively contribute to the effectiveness, credibility, and social value of the teaching profession. This suggest that the 21st century teacher is expected to be characterized by innovativeness in these multi-dimensional professionalism construct in order to be effective and valuable.

Instructional Supervision and Teacher Support

Instructional supervision and teacher support play a critical role in advancing teaching quality and improving student learning outcomes. Contemporary supervision practices have shifted from traditional inspection-focused models toward more collaborative and developmental frameworks rooted in instructional leadership (Aidah, et al., 2024). These approaches prioritize teacher growth through feedback, mentoring, and the establishment of professional learning communities. As accountability pressures increase in schools, the need for supervision that supports rather than merely evaluating teachers has become increasingly vital.

According to Aidah et al. (2024) and Mwesige and Nabwami, (2020), modern instructional supervision emphasizes continuous professional improvement through reflective dialogue and shared responsibility where developmental supervision emphasized to build trust between supervisors and teachers, supportive supervision is observed to improve teacher morale, planning, and classroom management, especially when delivered formatively and in a non-punitive manner. Complementary teacher support mechanisms such as coaching, mentoring, and professional learning communities have also proven effective (Darling-Hammond et al., 2017). In the view of Kraft and Papay (2020), sustained instructional coaching enhances student outcomes while mentorship helps early-career teachers develop professional identity and classroom competence.

In Ghana and similar contexts, instructional supervision is often hindered by logistical and resource challenges. However, adaptive strategies such as blending formal oversight with informal mentoring have emerged (Mepenedo & Ansah, 2023). Technology further expands supervision possibilities through virtual coaching and digital lesson reviews, though its effectiveness relies on adequate training and institutional support (Trust et al., 2022). School leadership is another critical factor. Thus, school heads who engage directly in instructional leadership foster school cultures where supervision and teacher development can thrive (Hallinger & Wang, 2021). Ultimately, effective instructional supervision combined with ongoing support promotes teacher growth and effectiveness leading to better educational outcomes.

Teacher Effectiveness

Teacher effectiveness is a pivotal concern in educational research and policymaking, given its substantial influence on student learning and educational quality. It is widely recognized as a multifaceted concept that includes pedagogical expertise, content knowledge, classroom management, student engagement, and reflective practice (Rezaull Karim, et al., 2021; Barni, et al., 2019). The growing focus on accountability and performance-based assessment has intensified interest in defining and measuring teacher effectiveness. Goe (2007) and Yansyah (2022) viewed teacher effectiveness through a value-added lens, emphasizing contributions to student achievement gains. This perspective has shaped reforms but has faced criticism for neglecting broader educational roles, such as fostering students' emotional and social development. Alternative frameworks stress inclusive teaching, strong teacher-student relationships, and responsiveness to diverse learners. Supporting a more holistic evaluation, Shawn, et al., (2022) advocates for diverse assessment tools, including teacher portfolios, peer reviews, and self-assessment, to supplement traditional methods like classroom observation and student ratings.

Teacher effectiveness is influenced by a range of factors that enhance instructional quality and promote student achievement. A key determinant is comprehensive pre-service training that blends theoretical foundations with practical classroom experience, equipping teachers to navigate the complexities of modern education (Darling-Hammond et al., 2020). Equally important is continuous professional development (CPD) and engagement in professional learning communities, which help teachers adopt innovative pedagogical strategies and strengthen content knowledge in response to changing curricular demands (Dheeraj & Kumari, 2024). In today's rapidly advancing digital age, technology has emerged as a vital enabler of teacher effectiveness (Bozkurt et al., 2020). This highlights the integration of technological innovations into teacher training and practice as an essential mechanism for teacher professional effectiveness.

It could therefore be inferred that teacher effectiveness is a complex and evolving construct shaped by personal attributes, institutional support, and broader socio-economic factors. Its enhancement requires integrated

efforts in teacher education, professional development, inclusive assessment, leadership support, and equitable access to resources.

Teacher Education, Training and Preparation

Teacher education and teacher training are often used interchangeably to mean teacher preparation. Scholars such as Mulenga (2020), Banja and Mulenga (2019), and Muzata and Ndonyo (2019), however, argued that teacher education offers a more holistic and comprehensive framework. It integrates educational theory, subject-matter knowledge, and pedagogical content knowledge, thereby equipping teachers with the competencies needed for effective classroom instruction and professional growth. As societal needs, technological advancements, and global educational expectations evolve, teacher education has become central to educational reform. Mulenga noted that effective programmes combine a strong theoretical foundation with practical clinical experience, fostering "adaptive expertise" that enables teachers to function effectively across diverse instructional contexts. Additionally, ongoing professional development, such as coaching and professional learning communities (PLCs), enhances teaching quality when aligned with initial training and supported by school leadership (Darling-Hammond et al., 2020).

The COVID-19 pandemic accelerated the adoption of digital teacher education, revealing both opportunities and challenges. Trust et al. (2022) found that well-designed online and blended models can be as effective as traditional formats, though digital inequities, especially in resource-constrained settings, hinder their widespread impact. Bakia et al. (2023) stressed the importance of embedding digital pedagogical skills in both pre-service and in-service training to prepare teachers for technology-rich classrooms. Furthermore, induction and mentorship play a crucial role in bridging the gap between training and practice. Structured induction helps reduce early career attrition, while mentorship that is grounded in local context proves more effective than externally imposed models (Irshad, et al., 2025; Kraft & Papay, 2020). Together, these dimensions underscore the need for teacher education systems that are adaptable, context-sensitive, and technologically inclusive.

A Comparative Analysis of Distance and Regular Education

The global shift in education, particularly following the COVID-19 pandemic, has intensified focus on the comparative effectiveness of distance education and regular (in-person) education. While both modalities offer unique advantages, their effectiveness depends heavily on context-specific factors such as instructional design, learner preparedness, institutional support, and infrastructure. On this premise, Bao (2020) noted that a well-implemented online learning can be equally or more effective than face-to-face instruction, especially when enriched with interactive content, feedback, since multimedia distance learning also fosters autonomy and digital literacy. However, its success is inconsistent, particularly in low-resource settings where limited internet access and device availability hinder engagement and achievement (Adarkwah, 2021; Dhawan, 2020).

Teacher education in Ghana has seen major reforms aimed at improving quality and expanding access through both regular (face-to-face) and distance education modes. These approaches support teacher qualification and ongoing development but differ in delivery and learner experience. Reforms such as the 2004 Teacher Education Policy and the 2018 Education Act introduced standardized curricula and professional benchmarks, implemented through institutions like the University of Cape Coast and the University of Education, Winneba (MoE, 2018; T-TEL, 2019). Distance education has been instrumental in upgrading the qualifications of in-service teachers, especially in underserved regions, due to its flexibility (Salifu, et al., 2023). However, challenges such as poor internet connectivity, limited infrastructure, and weak tutor support continue to affect the effectiveness of this mode (Attah-Mensah et al., 2016; Cobbold, 2015; Owusu-Ansah et al., 2021).

Perceptions of professional competence still tend to favour graduates of regular programs, though this is gradually changing as distance programmes gain accreditation and improve in structure. Mepenedo and Ansah (2023) found that frontline supervisors generally perceive teachers trained through the regular mode of education as more suitable for classroom deployment and instructional assignments compared to their counterparts trained via the distance mode. To ensure parity, stakeholders recommend blended delivery (Donitsa-Schmidt & Ramot, 2020; Fojtík, 2018, Salonen et al., 2021) while strengthening distance learning through improved design and tutor interaction. The National Teaching Council (NTC, 2020) calls for

alignment of both training modes with national teacher standards and licensing requirements, emphasizing that sustained investment is necessary to ensure equity and quality across both systems.

Equity challenges are pronounced in distance education. As UNESCO (2021) highlights, marginalized and rural students face major barriers due to infrastructure gaps. Regular education, by contrast, offers more equitable access to structured environments and collaborative learning. In response, hybrid models are gaining momentum. Hodges et al. (2020) distinguished "emergency remote teaching" from structured online learning, while Bozkurt and Sharma (2022) advocated for blended learning as a long-term, inclusive solution.

Student satisfaction differs by context. While distance learning provides flexibility and autonomy, it can lead to isolation (Alqurashi, 2019). Regular education supports engagement and social connection but lacks flexibility. In teacher education, digital tools have shown promise when paired with mentoring and reflective activities. Trust et al. (2022) asserted that while online platforms can effectively deliver training, in-person practicums remain crucial for building classroom management and interpersonal skills. This underscores the need for integrated and context-responsive delivery models in modern teacher preparation.

Further Comparison of Distance and Regular Teacher Education in Ghana

Admission Criteria

Admission requirements for teacher education in Ghana differ between the distance and regular modes due to their distinct target groups and training structures. The distance education mode emphasizes flexibility by recognizing prior credentials such as Diplomas, HNDs, or Bachelor's degrees, to in-service teachers upgrading their qualifications (University of Education, Winneba [UEW], 2025; University of Cape Coast, College of Distance Education [UCC–CODE], 2024). Some distance programmes further require programme-specific basics, such as subject-relevant diplomas for specialized Bachelor of Education routes (UEW). Thus, the standard entry requirement for tertiary education in Ghana is a minimum of passes in six subjects, with grades not lower than A1- C6. However, distance education institutions are often more flexible, accepting grades up to D7 for admission.

Conversely, the regular (on-campus) mode relies on standardized pre-tertiary entry requirements, admitting school-leavers who have achieved credit passes in WASSCE/SSSCE core subjects (English Language, Core Mathematics, and relevant electives) through centralized and competitive admissions (Colleges of Education Admissions Procedure, 2025; University of Cape Coast, 2024). Thus, while the distance mode prioritizes accessibility and professional upgrading for in-service educators, the regular mode targets academically qualified school-leavers for full-time pre-service teacher training.

Curriculum and Programme Characteristics

Distance teacher education in Ghana is characterized by flexible, blended, and modular delivery systems that combine printed materials, online platforms, tutorial sessions, and periodic face-to-face workshops to accommodate part-time progression (University of Education, Winneba [UEW], 2025; University of Cape Coast, College of Distance Education [UCC–CODE], 2024). These programmes allow flexible pacing with extended completion periods, part-time options, and multiple intake cycles designed for in-service teachers (UEW). Assessment typically includes assignments, quizzes, and examinations, with school-based practicums conducted in students' own schools or designated centres under local supervision (UEW, 2025). To support decentralized learners, distance programmes emphasize learner support through tutor centres, printed materials, and online and in-person tutorials (UCC–CODE & UEW).

Regular teacher education programmes are, however, designed around full-time, face-to-face instruction with continuous campus engagement, including daily lectures, access to learning facilities, and strong peer interaction that enhances professional socialization (Colleges of Education Admissions Procedure, 2025). According to Colleges of Education Admissions Procedure, teaching practice endeavors in the regular mode are more concerted and closely supervised, with university-assigned mentors and assessors (Colleges of

Education Admissions Procedure). Additionally, regular programmes offer more intensive pedagogical coursework, synchronous sessions, and continuous onsite mentoring, distinguishing them from the flexible and self-directed nature of distance education.

It is worthy of noticing that both pathways of teacher education are bounded by a common national regulation. That is to indicate that regardless of the training modality, graduates of accredited professional teacher education programmes must satisfy National Teaching Council (NTC) requirements and be eligible to register for and complete the Ghana Teacher Licensure Examination (GTLE) to obtain professional recognition as teachers. This regulatory requirement underscores a common professional standard across teacher education modalities, (National Teaching Council, 2025).

METHODOLOGY

Research Design

This study employed a qualitative single-case design to conduct an in-depth exploration of Education Office Supervisors' (EOS) insights regarding the professional effectiveness of distance-trained versus regular-trained teachers within Ghana's basic education system. The case was contextually bounded to a purposively selected Municipality in Ghana's Central Region, chosen for its representative socio-educational dynamics and implementation of national teacher training reforms. Eight (8) School Improvement Support Officers (SISOs) with at least 3 years of supervisory experience were engaged through purposive sampling targeting participants who possessed the necessary experiential depth (Nyimbili & Nyimbili, 2024) to evaluate teachers' pedagogical competence, classroom management, and adaptive practice. This design facilitated a practice-oriented examination of how training modalities translate into observable professional effectiveness, centering the understudied perspectives of EOS as critical evaluators of teacher performance.

Data Collection

Data collection involved triangulation through two primary methods as detailed in appendices A and B respectively: (1) semi-structured individual interviews using an open-ended guide to probe SISOs' conceptualization of Teacher Professional Effectiveness (TPE) dimensions and comparative analysis of training modes, and (2) Focus Group Discussions (FGDs) to elicit collective insights on systemic teacher professional effective and policy recommendations.

Data Analysis

Guided by Braun and Clarke's (2006) thematic analysis framework, data from interviews and focus group discussions were transcribed verbatim, openly coded, and iteratively refined into themes aligned with the research objectives and questions. Initial coding produced nine themes, which, through repeated comparison and synthesis, were consolidated into three overarching constructs (Appendix C) representing Education Office Supervisors' conceptualizations of teacher professional effectiveness. Methodological rigor was ensured through member checking, while ethical integrity was maintained via written consent from the Ghana Education Service (GES) and strict participant anonymization.

RESULTS AND DISCUSSION

The study sought to address two research questions:

1. How do Education Office Supervisors conceptualize and perceive teacher professional effectiveness within the Ghanaian basic education context?
2. In what specific dimensions, do Education Office Supervisors perceive the professional effectiveness between teachers trained via Distance Mode and Regular Mode?

Research Question 1: Education office supervisors' conceptualisation of effective teacher professionalism School Improvement Support Officers as EOS conceptualized effective professional teacher as one who

consistently upholds the required professional ethics and standards while addressing both the individual and collective emotional, psychological, and learning needs of pupils. Such a teacher actively fosters educational and academic improvement, ultimately contributing to the holistic transformation of learners' lives. The collective views of the Education Officers on teacher professional effectiveness resonate with Goe (2007), Grenier (2025), Shawn et al., (2022) and Yansyah's (2022) submissions. According to them, teacher professional effectiveness is a multifaceted construct that extends beyond academic outcomes to include ethics, continuous learning, and adaptability. While earlier definitions emphasized student achievement, critics argue that this neglects teachers' wider roles in supporting students' social and emotional development hence recent approaches that advocate for inclusive practices, strong teacher-student relationships, and diverse evaluation methods.

Research Question 2: Specific dimensions by which Education Office Supervisors perceive the professional effectiveness between teachers trained via Distance and Regular Modalities.

An analysis of data obtained from Education Office Supervisors (EOS), specifically School Improvement Support Officers (SISOs) in Akonoba Municipality, revealed distinct perspectives on the professional effectiveness of teachers trained through Distance Education (DE) compared to those prepared via the Regular Mode (RM). While the supervisors generally perceived regular mode trained teachers as being better prepared for professional practice, they emphasized that teacher effectiveness should not be judged solely on the basis of the mode of training. Instead, they underscored the importance of a combination of critical factors that collectively enhance professional competence. From their accounts, three core constructs emerged as central to the EOSs' conceptualization of teacher professional effectiveness (TPE). These constructs as presented in figure 1 as a matrix depicting EOS perspective where RM training is initially favoured, but individual agency and systemic support are recognized as critical mediating factors for teachers' professional effectiveness.

	Mode Of Teacher Training	**Individual's Potentials And Attitudes**	**Teacher Support Systems**
Teacher Professional Effectiveness	Teacher professional effectiveness is determined by the kind of training received.	Individual potential differences determine how effective a professional teacher will be.	Appropriate instructional supervision is key in making teachers effective.
	Duration of teacher training affect teacher professional effectiveness.	Individual attitude has something to do with the teacher's professionalism.	Provision of requisite materials is crucial.
	Entry requirement determines the kind of teachers to be produced.	Readiness to learn influences the teacher's professionalism.	In-service training and rightful mentoring promote teacher professional effectiveness.

Figure 1: Matrix display of Education Office Supervisors' perception on teachers' professional effectiveness.

Mode of Teacher Training: The SISOs linked TPE to the type and quality of training received.

Training Quality & Content: Distance Education was perceived as having "less practical component" and being "not as intensive" as Regular Mode programmes. Supervisors directly correlated this perceived deficit with lower effectiveness, aligning with findings by Adnan and Anwar (2020) who reported that DE is likely to compromise hands-on pedagogical experience and interaction which are essential for preparation and ensuring effective teaching practices.

Duration**:** The shorter duration of DE programmes was cited as a limitation: "Distance education teachers have short time so, some topics are not treated," implying less comprehensive preparation. This resonates with the findings of Darling-Hammond et al., (2020) who suggested that comprehensive pre-service training is a pre-requisite for effective professionalism.

Entry Requirements: Lower admission standards for DE programmes were perceived to impact the quality of entrants and, consequently, the graduates produced. One SISO stated, "Most distance education teachers are those who did not do well in their 'O' level or WASSCE." This perspective reflects the Ghana's National Teaching Council's observation, which calls for alignment of both training modes, emphasizing the urgent need for sustained efforts to ensure equity and quality across both systems (NTC, 2020).

Individual Potentials and Attitudes: The SISOs as study participants argued that inherent teacher qualities surpass training mode in determining effectiveness. The idea expressed here confirms autonomy and ethical responsibility, as essential to professional practice (Transformative Professionalism Collective, 2024). These were clearly spelt out in these key areas:

Innate Potential**:** The Supervisors emphasized that "individual potential differences... determine to a larger extent how effective a teacher will be," irrespective of DE or RM background.

Attitude towards teaching Profession**:** Negative entering attitudes towards teaching profession exhibited by some teachers in entering teaching "just... for lack of employment," were seen as detrimental to professionalism and effectiveness. Thus, some teachers are perceived to have entered the teaching profession as a mere source of employment for livelihood rather than the passion for it.

Readiness to Learn**:** The individual teacher's willingness and ability to learn on the job was deemed crucial: "It is up to the student-teachers concern to avail themselves to what they are taught." Innate ability combined with a positive attitude and eagerness to learn were viewed as key drivers of professional effectiveness, irrespective of the mode of education.

Teacher Support Systems: The SISOs highlighted that effectiveness, regardless of training mode or individual traits, is contingent upon adequate support offered on the field of work.

Instructional Supervision**:** Effective supervision was deemed "key in making teachers effective." The Education Office Supervisors stressed the need for more supervision for both DE and RM teachers, framing it as a supportive "learning relationship" aimed at developing "ethical competence, confidence and creativity" (Mwesige and Nabwami, 2020; Aidah, et al., 2024).

Resource Provision: The "provision of requisite materials" was identified as "crucial" for enabling effective teaching, thereby contributing to an effective teacher professionalism. The argument of resources in promoting effectiveness supports the research findings by Bozkurt et al. (2020), while focusing on technology in this modern era.

In-Service Training (INSET): Regular, high-quality INSET, encompassing "coaching, mentoring and encouragement," was strongly advocated to support continuous professional development. As recommended in Dheeraj and Kumari (2024) study, the supervisors noted that both teacher categories "could improve... if necessary, materials and In-service education and training are offered."

CONCLUSION

This study confirms that Education Office Supervisors with particular reference to SISOs in Akonoba Municipality perceive differences in the professional effectiveness of teachers based on their training mode, favouring Regular Mode graduates. Effectiveness is evaluated across multiple dimensions, including lesson planning, teaching methodology, classroom management, content knowledge base, and responsiveness to feedback.

Crucially, the findings reveal that EOS conceptualize Teacher Professional Effectiveness as a multi-faceted phenomenon aimed at holistic support for learners to improve their lives. Again, teacher professionalism is influenced by three interconnected factors: (1) the nature and quality of the initial training programme (mode, duration, entry requirements), (2) the individual teacher's inherent potential, professional attitudes, and readiness for continuous learning, and (3) the quality and availability of ongoing support systems, particularly, effective supervision, adequate resources, and relevant in-service training.

The perceived gap between DE and RM teachers underscores the need for targeted improvements within DE programmes. However, the emphasis on individual attributes and support systems highlights that achieving high levels of professional effectiveness is ultimately a shared responsibility. It requires concerted efforts from teacher training institutions (both DE and RM), education authorities, school leadership (headteachers),

supervisors (EOS/SISOs), and the teachers themselves. Teacher Professional Effectiveness is thus concluded to be a collective endeavour demanding contributions from all stakeholders within the education ecosystem.

RECOMMENDATIONS

Based on the findings, the following evidence-based recommendations are proposed in these broad areas:

Enhance Distance Education Programmes:

 Distance Education institutions should significantly increase mandatory face-to-face contact hours, particularly focused on practical teaching skills.

Strengthen curriculum and pedagogy: Intensify training in core teaching competencies: lesson planning, diverse teaching methodologies, classroom management/organization, and deep subject content knowledge.

Revise teaching practice: Extend and restructure practical teaching sessions (Teaching Practice) within DE programmes to ensure trainees gain substantial, supervised classroom experience before graduation.

Raise entry standards: Implement stricter admission requirements for DE programmes, including clear cut-off points aligned with RM standards, to elevate the quality of entrants.

Strengthen Systemic Support:

Robust INSET programmes: Municipal Education Directorates should develop and implement regular, high-quality In-Service Education and Training (INSET) for all teachers, incorporating coaching, mentoring, and practical skill development.

Intensify and refine supervision: Education authorities should enhance instructional supervision strategies, ensuring they are proactive, supportive, developmental and focused on resolving challenges for both DE and RM teachers.

Ensure resource availability: Prioritize the consistent provision of essential teaching and learning materials including technological based resources to all classrooms.

Foster Professional Collaboration and Mindset:

 Promote peer learning: Encourage both DE and RM teachers to actively seek practical experiences and mentorship from headteachers, experienced colleagues, and education officers.

Combat Bias: Teachers, Headteachers and EOS must actively challenge negative perceptions of DE teachers, providing equitable support and opportunities for their professional growth.

Cultivate Professionalism: Teacher training institutions and schools should emphasize developing strong professional ethics, positive attitudes towards teaching, and a commitment to continuous learning among all trainees and serving teachers.

Recommendation for Policy

The Government, through the Ministry of Education, should formulate and implement a comprehensive policy framework to harmonize the curricula of both distance and regular teacher education programmes. Such alignment will help eliminate disparities and perceived discrimination between teachers trained through these different modalities, particularly those arising from inconsistencies in admission protocols.

Suggestions for Further Research

To build upon this study and enhance transferability and applicability, the following recommendations are made for future research:

1. There should be an expanded geographical scope replicating this study across multiple municipalities and regions in Ghana to validate and generalize the findings beyond Akonoba Municipality.
2. I suggest an Investigation into the availability, accessibility, quality, and perceived effectiveness of teacher support systems (supervision, mentoring, resources, INSET) in pre-tertiary schools across Ghana.
3. There should be research on teacher self-perception and practices, exploring DE and RM teachers regarding their preparedness and effectiveness, and correlate these with independent classroom observations of their teaching practices.

REFERENCES

1. Aboagye, E., Yawson, J. A., & Appiah, K. N. (2021). COVID-19 and e-learning: The challenges of students in tertiary institutions. Social Education Research, 2(1), 1–8. https://doi.org/10.37256/ser.212021422
2. Adarkwah, M. A. (2021). "I'm not against online teaching, but what about us?": ICT in Ghana post-COVID-19. Education and Information Technologies, 26(2), 1665–1685. https://doi.org/10.1007/s10639-020-10331-z
3. Adnan, M., & Anwar, K. (2020). Online learning amid the COVID-19 pandemic: Students' perspectives. Journal of Pedagogical Sociology and Psychology, 2(1), 45–51. https://doi.org/10.33902/JPSP.2020261309
4. Aidah, N., Busingye, J., & Kisubi, E. C. (2024). Enhancing instructional practices through collaborative supervisory theory: A participatory approach to educational supervision in Uganda's primary education system. International Journal of Academic Pedagogical Research, 8(11), 46–52.
5. Alqurashi, E. (2019). Predicting student satisfaction and perceived learning within online learning environments. Distance Education, 40(1), 133–148. https://doi.org/10.1080/01587919.2018.1553562
6. Attah-Mensah, G., Acheampong, A. O., & Nti-Adarkwah, S. (2016). Empirical analysis of the effectiveness of teacher distance education (TDE) in Ghana: The perception of student teachers, tutors, and coordinators of the University of Education, Winneba (UEW). Journal of Education and Practice, 7(32), 11–25.
7. Banja, K. M., & Mulenga, I. M. (2019). Teacher education at the University of Zambia and teacher quality with specific reference to English language. Makerere Journal of Higher Education, 10(2), 171–190. https://doi.org/10.4314/majohe.v10i2.13
8. Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University. Human Behavior and Emerging Technologies, 2(2), 113–115. https://doi.org/10.1002/hbe2.191
9. Barni, D., Danioni, F., & Benevene, P. (2019). Teachers' self-efficacy: The role of personal values and motivations for teaching. Frontiers in Psychology, 10, 1645. https://doi.org/10.3389/fpsyg.2019.01645
10. Bozkurt, A., Jung, I., Xiao, J., Vladimirschi, V., Schuwer, R., & Egorov, G. (2020). A global outlook to the interruption of education due to COVID-19 pandemic: Navigating in a time of uncertainty and crisis. Asian Journal of Distance Education, 15(1), 1–126.
11. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101. https://doi.org/10.1191/1478088706qp063oa
12. Califf, C. B., & Brooks, S. (2020). An empirical study of techno-stressors, literacy facilitation, burnout, and turnover intention as experienced by K-12 teachers. Computers & Education, 157, 103971. https://doi.org/10.1016/j.compedu.2020.103971
13. Cobbold, C. (2015). Solving the teacher shortage problem in Ghana: Critical perspectives for understanding the issues. Journal of Education and Practice, 6(9), 71–79.
14. Colleges of Education, Ghana. (2025). Admission procedure: Admission into public colleges of education (2025–2026) [PDF]. https://admission.coeportal.edu.gh/ADMISSION_PROCEDURE_2025.pdf
15. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Learning Policy Institute. https://learningpolicyinstitute.org
16. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2020). Effective teacher professional development. Learning Policy Institute.
17. Day, C. (2017). Teachers' worlds and work: Understanding complexity, building quality. Routledge.
18. Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. Journal of Educational Technology Systems, 49(1), 5–22. https://doi.org/10.1177/0047239520934018

19. Dheeraj, D., & Kumari, J. (2024). Teacher effectiveness and continuous professional development. International Journal of Humanities and Education Research, 6(2), 202–207. https://doi.org/10.33545/26649799.2024.v6.i2c.110

20. Donitsa-Schmidt, S., & Ramot, R. (2020). Opportunities and challenges: Teacher education in Israel in the COVID-19 pandemic. Journal of Education for Teaching, 46(4), 586–595. https://doi.org/10.1080/02607476.2020.1799708

21. Fojtík, R. (2018). Problems of distance education. ICTE Journal, 7(1), 14–23.

22. Garlinska, M., Osial, M., Proniewska, K., & Pręgowska, A. (2023). The influence of emerging technologies on distance education. Electronics, 12(7), 1550. https://doi.org/10.3390/electronics12071550

23. Ghana Education Service. (2002). Circuit supervisors' handbook. Ghana Publishing Corporation.

24. Goe, L. (2007). The link between teacher quality and student outcomes: A research synthesis. National Comprehensive Center for Teacher Quality. https://gtlcenter.org/sites/default/files/docs/LinkBetweenTQandStudentOutcomes.pdf

25. Grenier, J. (2025). Redefining professionalism in early childhood education. Impact Journal, 23, 1–15.

26. Hattie, J. (2018). Collective teacher efficacy (CTE) according to John Hattie. Visible Learning. https://visiblelearning.org/2018/03/collective-teacher-efficacy-hattie/

27. Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020, March 27). The difference between emergency remote teaching and online learning. Educause Review. https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning

28. Irshad, A., Ullah, H., & Shah, S. R. (2025). Impact of induction training programme on enhancing teachers' professionalism at the primary school level in Khyber Pakhtunkhwa. Social Science Review Archives, 3(1), 1195–1206. https://www.researchgate.net/publication/388784752

29. Knowles, M. S. (1980). The modern practice of adult education: From pedagogy to andragogy (2nd ed.). Cambridge Books.

30. Koi-Akrofi, G. Y., Owusu-Oware, E., & Tanye, H. (2020). Challenges of distance, blended, and online learning: A literature-based approach. International Journal on Integrating Technology in Education, 9(4), 27–39.

31. Kraft, M. A., & Papay, J. P. (2020). Developing workplaces where teachers stay, improve, and succeed. The Future of Children, 30(1), 129–153. https://doi.org/10.1353/foc.2020.0006

32. Mepenedo, I., & Ansah, F. (2023). Perceptions of frontline supervisors on the performance of teachers trained through the regular or distance modes of tuition. Ghana Journal of Higher Education, 8(1), 55–73.

33. Ministry of Education (MoE). (2018). Education strategic plan 2018–2030. Ministry of Education.

34. Ministry of Education, Ghana (MoE). (2018). Education sector analysis: 2018–2030. Ministry of Education.

35. Mpungose, C. B. (2020). Emergent transition from face-to-face to online learning in a South African university in the context of COVID-19. Humanities and Social Sciences Communications, 7(1), 1–9. https://doi.org/10.1057/s41599-020-00603-x

36. Mulenga, I. M. (2020). Teacher education versus teacher training: Epistemic practices and appropriate application of both terminologies. Journal of Lexicography and Terminology, 4(1), 102–126.

37. Muzata, K. K., & Ndonyo, T. M. (2019). The practice-based model: A proposed training package for special education trainee teachers in Zambia. In M. K. Banja (Ed.), Selected readings in education (Vol. 2, pp. 23–41). Marvel Publishers.

38. Mwesige, S., & Nabwami, B. (2020). Teacher support systems in Uganda: Implications for instructional quality. African Journal of Education Studies, 16(2), 45–59.

39. Nkonkonya, M. K., Dick-Sagoe, C., Amponsah, G. G., & Ennim, F. A. (2022). School improvement and support officer as curriculum leader in Pru East District, Ghana: Roles, challenges, and the way forward. Journal of Positive School Psychology, 6(3), 1337–1351.

40. National Teaching Council. (2025). Ghana Teacher Licensure Examination (GTLE) - registration guide & eligibility. https://ntc.gov.gh/gtle-guide/; https://exams.ntc.gov.gh/

41. Nyimbili, F., & Nyimbili, L. (2024). Types of purposive sampling techniques with their examples and application in qualitative research studies. British Journal of Multidisciplinary and Advanced Studies:

English Language, Teaching, Literature, Linguistics & Communication, 5(1), 90–99. https://www.researchgate.net/publication/378272696

42. Osei, E., Mensah, D. K. D., & Agbofa, F. J. (2020). Circuit supervision in Gomoa East District of Ghana: Key issues to consider. International Journal of Innovation and Research in Educational Sciences, 7(6), 2349–5219.

43. Owusu-Ansah, C. M., Rodrigues, A. D. S., & Van Der Walt, T. (2021). Going the full distance: Strategic support for digital libraries in distance education at the University of Education, Winneba in Ghana. Journal of Librarianship and Information Science, 53(1), 3–15. https://doi.org/10.1177/0961000620909560

44. Rezaull Karim, M., Nuruddin, A. M., Taherun, N. S., Masum, B., & Prosper, W. P. (2021). Self-efficacy: A key component of teacher effectiveness. Asian Journal of Education and Social Studies, 25(1), 24–34. https://doi.org/10.9734/ajess/2021/v25i130590

45. Salifu, I., Chirani, F., Amoah, S. K., & Odame, E. D. (2023). Training teachers by the distance mode: Implications for quality teacher performance in pre-tertiary schools. SAGE Open, 13(4). https://doi.org/10.1177/21582440231219081

46. Salonen, A. O., Tapani, A., & Suhonen, S. (2021). Student online activity in blended learning: A learning analytics perspective of professional teacher education studies in Finland. SAGE Open. https://doi.org/10.1177/21582440211056612

47. Shawn, R. S., Brittnee, E., & Megan, F. (2022). Establishing a framework for assessing teaching effectiveness. College Teaching, 70(2), 164–180. https://doi.org/10.1080/87567555.2021.1909528

48. Stavermann, K. (2025). Research in online teacher professional development. International Journal of Emerging Technologies in Learning, 20(1), 47–67.

49. Stronge, J. H. (2018). Qualities of effective teachers (3rd ed.). ASCD.

50. Tadesse, S., & Muluye, W. (2020). The impact of COVID-19 pandemic on education systems in developing countries: A review. Open Journal of Social Sciences, 8(10), 159–170. https://doi.org/10.4236/jss.2020.810011

51. Transformative Professionalism Collective. (2024). Teacher agency and re-professionalisation. Professional Development in Education, 50(5), 832–846.

52. Trust, T., & Whalen, J. (2020). Should teachers be trained in emergency remote teaching? Lessons learned from the COVID-19 pandemic. Journal of Technology and Teacher Education, 28(2), 189–199.

53. Trust, T., Krutka, D. G., & Carpenter, J. P. (2022). Online teacher education post-COVID: Lessons learned and future directions. Teaching and Teacher Education, 117, 103830. https://doi.org/10.1016/j.tate.2022.103830

54. T-TEL. (2019). Transforming teacher education and learning: Final report. T-TEL.

55. UNESCO. (2021). Education: From disruption to recovery. https://www.unesco.org/en/education

56. University of Cape Coast, College of Distance Education (UCC–CODE). (2024). Admission page / Mature entrance information. https://code.ucc.edu.gh/admission-page; https://www.ucc.edu.gh/admission-notices/distance-undergraduate-admissions

57. University of Education, Winneba (UEW). (2025). Distance admissions / entry requirements. https://uew.edu.gh/admissions/apply-uew/distance-admissions; https://uew.edu.gh/admissions/apply/entry-requirements

58. Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

59. World Bank. (2021). Ghana education sector analysis: Tackling inequalities to reach learning goals. World Bank.

60. Wu, D., Zhou, C., Liang, X., Li, Y., & Chen, M. (2022). Integrating technology into teaching: Factors influencing rural teachers' innovative behaviour. Education and Information Technologies, 27(1), 5325–5348. https://doi.org/10.1007/s10639-021-10815-6

61. Yansyah, M. (2022). The effectiveness of teacher performance management in the implementation of student learning. Journal Corner of Education, Linguistics, and Literature, 1(4), 227–234. https://doi.org/10.54012/jcell.v1i4.46

Appendix A

Interview Schedule For Education Officers (School Improvement Support Officers)

Good day sir/madam, I am Isaac Mepenedo, researching into the topi**c; Teacher professional effectiveness in Ghana: A comparative analysis of distance and regular training modalities through the lens of education office supervisors**You have been purposefully selected as one of the participants for this study as a result of your close interaction with teachers in the classroom and your role as an officer in charge of school supervision and monitoring. You are kindly requested to respond to this interaction objectively as possible and be assured of confidentiality and anonymity as we interact. This study is meant for purely academic purposes and that your responses and full participation would be very much appreciated. Please, would you mind if I record the interactions for the purpose of capturing all the details of the interactions with you? Thanks

1. What is your schedule?
2. How long have you served in this office as an education officer?
3. In your own words, who is an effective professional teacher?
4. What criteria or indicators would you use to measure how effective a professional teacher is?
5. Please, would you confirm that there is a mixture of trained teachers from Distance and the Regular Education Programmes in this Municipality?
6. What will you say about the effective performance of the Distance Education programme Teachers as compared to their Regular Education counterparts in the discharge of their **professional duties** regarding the following areas:

    I. Instructional Planning Skills - Lesson note preparation
    II. Teaching Methodology and Delivery- Classroom teaching and their interaction with pupils, the use of TLMs, Questioning Skills etc.
    III. Classroom Organization /Management - Class Control and Pupils involvement in Lessons.

1. In your own opinion, what could be the contributing factors to your observations about the two groups of teachers in the areas discussed on item (6) above?
2. What will you say about the performance of the Distance Education Teachers as compared to their Regular Education Teachers counterparts in the discharge of their duties in terms of the kind of the **Knowledge or Subject Matter delivery**? (How factual are the core points given to pupils, their expressions in writing and speech, the innovative ideas brought on board in the day-to-day activities of the school?)
3. In your own opinion, what could be the contributing factors to your observations about the two groups of teachers in the areas discussed on item (8) above?
4. From your observation in the course of going about your supervisory and monitoring activities, how would you describe the way these two categories of teachers respond to the t**echnical and professional supports** you give them? (How they learn and apply new ideas, methods, techniques, adapt to new situations and respond to assigned roles)
5. In your own opinion, what could be the contributing factors to your observations about the two groups of teachers in the area discussed on item (9) above?
6. Kindly offer suggestions to improve upon your observations stated on items 6, 8, and 10 above.
7. What will be your suggestions to Distance and/or Regular Education Institutions on how to improve upon their training programmes?
8. Please, do you have any question or concerns?

Thank You for Your Time

Appendix B

Focus Group Discussion Schedule for Education Office Supervisors

Time (Minutes)	Activity	Purpose / Focus	Responsible Person
0 - 5	Welcome, Introduction, and Consent	The moderator welcomes participants, introduces the research team, explains the purpose of the discussion, outlines ethical considerations (confidentiality, voluntary participation), and seeks informed consent.	Moderator / Researcher
5-10	Participant Introductions and Icebreaker	Participants briefly introduce themselves, including, circuit, roles, and years of supervisory experience to build rapport and provide background context for the discussion.	Moderator
10-15	Overview of Discussion Focus and Ground Rules	The moderator presents the two guiding research questions and explains the flow of the discussion. Ground rules are established (respect, turn-taking, confidentiality).	Moderator
15 - 30	Section 1: Conceptualization and Perceptions of Teacher Professionalism (Research Question 1)	This section explores how education officers understand and perceive teacher professionalism. Guiding prompts include: How do you define teacher professionalism? What attributes demonstrate professionalism in teaching? How does professionalism relate to teacher effectiveness? In a sentence of two, how will you describe a professionally effective teacher?	Moderator (Facilitates Discussion) / Note-taker (Records Key Insights)
30 - 45	Section 2: Comparative Perceptions of Professional Effectiveness (Research Question 2)	Officers discuss perceived differences in professional effectiveness between teachers trained through distance and regular modalities. Guiding prompts include: Are there identifiable strengths or weaknesses in each group? In what areas (pedagogy, content knowledge, commitment, classroom management) do differences exist? What factors contribute to these differences?	Moderator (Facilitates) / Note-taker (Documents Key Points)
45 - 55	Section 3: Suggestions and Recommendations	Participants provide suggestions for improving the professional effectiveness of both groups of teachers. Prompts include: o What interventions could enhance teacher professionalism and performance? o What role can the education office or training institutions play? o What policy recommendations would you make?	Moderator (Leads Brainstorming) / Note-taker
55 - 60	Summary, Validation, and Closing Remarks	The moderator summarizes key discussion points for participant validation, thanks participants, and explains the next steps in the research process.	Moderator / Researcher

Appendix D

Education Officers' Qualitative Thematic Data Analysis

Relevant Text	Repeating Ideas	Themes	Construct/Categories
My own observation is that teachers who do not prepare properly lead to poor performances while those who prepare properly see their pupils' progress very well.	Distance education teachers have short time so some topics are not treated.	Duration of teacher training.	MODE OF TEACHER TRAINING
The conventional education teachers are more professional than the distance education teachers	Distance education teachers lack different methodology and strategy of teaching due to time factor in their education system	Duration of teacher training.	MODE OF TEACHER TRAINING
It depends on the individual teachers because some teachers are just lazy.	Conventional education teachers undergo through special training so with little support and suggestions they are able to cope, but with distance education teachers it is the opposite.	Kind of training received.	MODE OF TEACHER TRAINING
It seems the tutors of both categories are not doing things in common.	Distance education teachers have better knowledge-based attitudes than conventional education teachers.	Kind of training received.	MODE OF TEACHER TRAINING
Both teachers need be given further training on lesson preparation and presentation.	Conventional education teachers pass through practical lesson than distance education teachers.	Kind of training received.	MODE OF TEACHER TRAINING
Work is done properly if it goes with supervision.	The conventional education teachers are more professional than the distance education teachers	Kind of training received.	MODE OF TEACHER TRAINING
Any variation or deviation depends on the individual teacher in question.	It seems the tutors of both categories are not doing things in common.	Kind of training received.	MODE OF TEACHER TRAINING

It is individual potential differences and not the type of education, thus whether distance or conventional education.	All the teachers are described as trained teachers but the course being held for them brings about the effectiveness.	Kind of training received.	MODE OF TEACHER TRAINING
Distance education teachers have short time so some topics are not treated.	The level of discipline is high in conventional education.	Kind of training received.	MODE OF TEACHER TRAINING
Distance education teachers lack different methodology and strategy of teaching due to time factor in their education system	I believe the nature of teaching practice is a core factor in the disparities between the two groups of teachers.	Kind of training received.	MODE OF TEACHER TRAINING
Conventional education teachers undergo through special training so with little support and suggestions they are able to cope, but with distance education teachers it is the opposite.	The issue has to do with the manner in which education is delivered to the two groups of teachers. The conventional education teachers are much more skilful and knowledgeable compared to their distance education colleagues.	Kind of training received.	MODE OF TEACHER TRAINING
Distance education teachers have better knowledge based attitudes than conventional education teachers.	Conventional education institutions give adequate, practical and ample period of training to their students.	Duration of teacher training.	MODE OF TEACHER TRAINING
Conventional education teachers pass through practical lesson than distance education teachers.	Mode of selection of distance education teachers need to be given a second look.	Entry Requirement.	MODE OF TEACHER TRAINING
Frequent in-service training for them would go a long way to help them to deliver to the level of the children and not what they know.	The conventional education teachers have well-structured teaching practice.	Kind of training received.	MODE OF TEACHER TRAINING
All the teachers are described as trained teachers but the course being held for them	Distance learners have more course materials to read than their	Kind of training received.	MODE OF TEACHER TRAINING

brings about the effectiveness.	counterparts.		
The source of the problem goes beyond their colleges or institutions. Most of them are just there for lack of employment.	Most distance education teachers are those who did not do well in their 'O' level or WASCE.	Entry Requirement	MODE OF TEACHER TRAINING
The right mentoring by their superiors will gradually help them to adapt to changing situations	The training given at the distance education programme is not as intensive as that of the conventional education programme.	Kind of training received.	MODE OF TEACHER TRAINING
In general, some teachers are not good not because of the training they had.	Distance education focuses more on academic performance but not on skills and attitudes.	Kind of training received.	MODE OF TEACHER TRAINING
I believe the nature of teaching practice is a core factor in the disparities between the two groups of teachers.	Distance education programmes should be more of practical work by intensifying teaching practice aspect of the course.	Kind of training received.	MODE OF TEACHER TRAINING
The issue has to do with the manner in which education is delivered to the two groups of teachers. The conventional education teachers are much more skilful and knowledgeable compared to their distance education colleagues.	Distance education curriculum has less practical component of their course.	Kind of training received.	MODE OF TEACHER TRAINING
Conventional education institutions give adequate, practical and ample period of training to their students.	It is up to the students concern to avail themselves to what they are taught.	Readiness to learn	INDIVIDUAL'S POTENTIAL AND ATTITUDES
They should be ready for corrections.	In general, some teachers are not good not because of the training they had.	Individual's attitudes	INDIVIDUAL'S POTENTIAL AND ATTITUDES
Mode of selection of distance education	My own observation is that	Individual's potential	INDIVIDUAL'S POTENTIAL AND

teachers need to be given a second look.	teachers who do not prepare properly lead to poor performances while those who prepare properly see their pupils' progress very well.	differences	ATTITUDES
The conventional education teachers have well-structured teaching practice.	It depends on the individual teachers because some teachers are just lazy.	Individual's attitudes	INDIVIDUAL'S POTENTIAL AND ATTITUDES
Distance learners have more course materials to read than their counterparts.	Any variation or deviation depends on the individual teacher in question.	Individual's potential differences	INDIVIDUAL'S POTENTIAL AND ATTITUDES
Most distance education teachers are those who did not do well in their 'O' level or WASCE.	The source of the problem goes beyond their colleges or institutions. Most of them are just there for lack of employment.	Individual's attitudes	INDIVIDUAL'S POTENTIAL AND ATTITUDES
These two teachers could improve upon their teaching, if necessary, materials and In-service education training is offered to them.	They should be ready for corrections.	Readiness to learn	INDIVIDUAL'S POTENTIAL AND ATTITUDES
The individual's willingness or readiness to master the subject matter and be innovative is a factor irrespective of the educational programme.	The individual's willingness or readiness to master the subject matter and be innovative is a factor irrespective of the educational programme.	Readiness to learn	INDIVIDUAL'S POTENTIAL AND ATTITUDES
The training given at the distance education programme is not as intensive as that of the conventional education programme.	Anything negative from any of them is their personal attitude and has nothing or no connection with their courses.	Individual attitudes	INDIVIDUAL'S POTENTIAL AND ATTITUDES
The two categories of teachers need more supervision.	It is individual potential differences and not the type of education, thus whether distance or	Individual potential differences	INDIVIDUAL'S POTENTIAL AND ATTITUDES

	conventional education.		
Distance education focuses more on academic performance but not on skills and attitudes.	Distance education teachers need consistent INSET. As officers, we need to supervise, monitor and encourage them since they are willing to learn.	In-service training and rightful mentoring	TEACHER SUPPORT SYSTEM
The level of discipline is high in conventional education.	The two categories of teachers need more supervision.	Appropriate instructional supervision	TEACHER SUPPORT SYSTEM
Anything negative from any of them is their personal attitude and has nothing or no connection with their courses.	Frequent in-service training for them would go a long way to help them to deliver to the level of the children and not what they know.	In-service training and rightful mentoring	TEACHER SUPPORT SYSTEM
It is up to the students concern to avail themselves to what they are taught.	Both teachers need be given further training on lesson preparation and presentation.	In-service training and rightful mentoring	TEACHER SUPPORT SYSTEM
Distance education programmes should be more of practical work by intensifying teaching practice aspect of the course.	Work is done properly if it goes with supervision.	Appropriate instructional supervision	TEACHER SUPPORT SYSTEM
Distance education curriculum has less practical component of their course.	The two categories of teachers need more supervision.	Appropriate instructional supervision	TEACHER SUPPORT SYSTEM
The two groups of teachers are at par. This is stemmed from the fact that a teacher's ability to deliver in the classroom depends on the individual's own intensions, regardless of the training given.	These two teachers could improve upon their teaching, if necessary, materials and In-service education and training is offered to them.	Provision of requisite materials/ In-service training and rightful mentoring.	TEACHER SUPPORT SYSTEM
Distance education teachers need consistent INSET. As officers, we need to supervise, monitor and encourage them since they are willing to learn.	The right mentoring by their superiors will gradually help them to adapt to changing situations	In-service training and rightful mentoring.	TEACHER SUPPORT SYSTEM