

**AN EVALUATION OF ACCESS TO TRAINING AND  
DEVELOPMENT AMONG TEACHERS IN SELECTED PUBLIC  
SECOND CYCLE SCHOOLS IN KUMASI METROPOLIS**

KNUST  
by

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**DECLARATION**

I declare that this long essay is my work towards of cemba, and that to the best of my knowledge it does not contain any material previously published by another person or that which has been accepted for the award of the University, except where due acknowledgement has been made in the test.

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## ABSTRACT

Education is recognized the world over as the single most important social institution that influences and is influenced by other social institutions. One may wonder whether the institutional, structures within which training and development programmes are organized efficient enough to facilitate effective teaching and learning. It was precisely this concern that matured this study. This work was designed to evaluate the Access to training and development and its influence on performance among teachers in selected public second cycle schools in the Kumasi Metropolis. A sample size of two hundred was selected using the simple random sampling methods. The sample included Headmasters, Assistant Headmasters and Teachers from selected second cycle schools in the Kumasi Metropolis. The instruments used for the study were questionnaires and interviews. The data was analyzed using tables, pie and bar charts. Among the main findings of the study were: there was no well structured training policy for training of teachers in GES, Lack of funds and resources persons were the main problems associated with training in GES. Proper analysis was not normally done before training programmes are organized. The main recommendations were; careful analysis of all performance gaps should be undertaken before deciding on whether or not training is the solution to the problem. The management should revise the training programme of the human resource of GES. .GES should set up special funds meant for training and development programmes in order to ease the over dependants of Government funds. The training policies of GES must be reviewed periodically in response to changes in their respective environment.

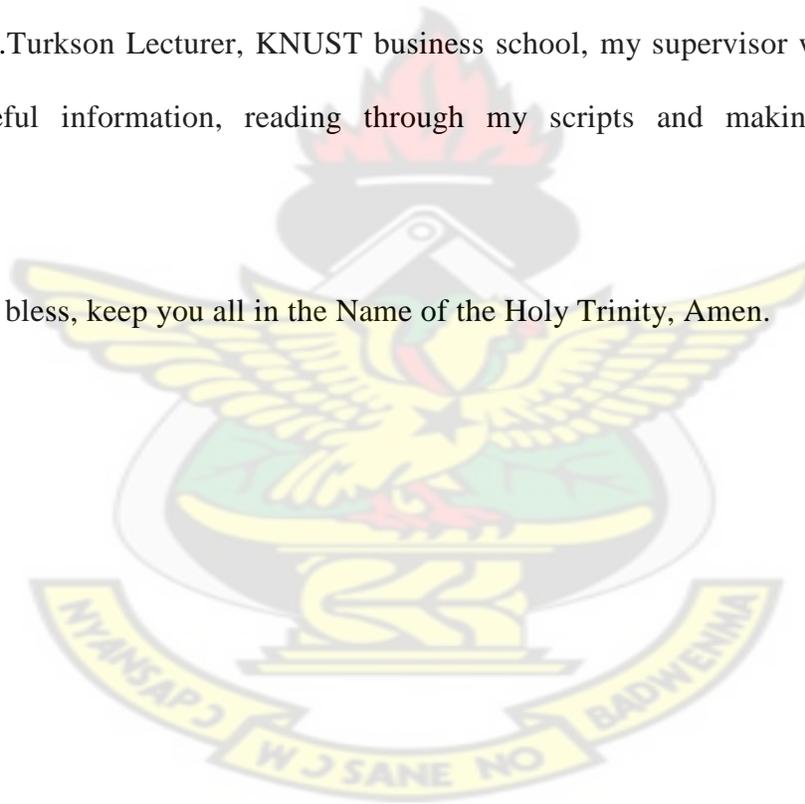
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I wonder if I can sufficiently acknowledge the enormous debt of gratitude which I owe in connection with the writing of this book.

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May God richly bless, keep you all in the Name of the Holy Trinity, Amen.



## DEDICATION

I dedicate this piece to my Dear Husband Andrews Amaning Kwarteng and my five kids Akosua, Abena, Kwasi, Ama and Afua for their support and encouragement.

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## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background to the Study

Human resource has been identified as the vital capital for every nation. It represents one of the organization's largest investments. Companies cannot achieve their objective without the needed manpower in every organization people play the most valuable role in achieving corporate objectives. They must therefore be employed effectively and not be seen as just another factor of production. Despite the recognition of the central role of humans in the development of the world, it is very recently that due attention has been given to the need to build human capacity to facilitate growth and its sustainability, globally. The need to build the capacity of human resources in every institution including education cannot be underestimated. This need is even more insistent when it comes to educating the populace in order to achieve the requisite human knowledge and skill to develop the nation. In this regard, building responsible, skilled and knowledgeable human resources in the education sector is of prominence and of concern.

The education systems of most developing nations and indeed even in developed nations have been under great challenge relative to issues of welfare of teachers. It is estimated that globally, the salaries and general condition of service of teachers are dwindling (OECD, 2003). The result is the lack of quality teaching in schools, including second cycle schools (Alvarez et al. 2003), which then affects the wider objective of building the required human resources for development (World Bank, 2005). Thus, the quality of education and the factors that accounts for poor standards of education continue to be under interrogation, even now. Factors relating to the recruitment, supply and distribution of teachers, students concerns regarding meeting the job market needs, and building a professional development structure for teachers are major

problems. The later, building the capacity of teachers to improved teaching through training and development [in-service training], is the angle of attention with respect to this study.

The essence of training and development has even become more necessary considering the increasing demand on teachers especially in second cycle schools. It is estimated that in sub-Saharan Africa there has been a remarkable growth in the students' population in the second cycle levels due to policies of increasing access to primary education. However, little attention has been paid to the needs of second cycle education resulting in drop out of many students from that level. The annual population growth rate in secondary schools in Africa ranges from 3.8% in Niger, to 0.8% in Mauritius. In West Africa, Gabon reported a population growth rate of 3.5% in second cycle education whilst Cote d'Ivoire recorded 1.3%. In Ghana, an annual second cycle population increase of 2.1% has been estimated.

In Ghana, the Ghana Education Service continues to work to improve the working condition of teachers in second cycle schools. These efforts reflect in opening access to training in the form of post-graduate studies and doctoral studies. Further training is done through conferences and peer review meetings of subject based professionals e.g. Mathematics and Science Teachers Association. There are indeed, questions about the extent to which such training outlays are accessible to the ordinary second cycle teacher and how the training influences the practice as teachers further their development as professionals.

### **1.1 Statement of the Problem**

Issues affecting second cycle education in the world have been downplayed and more attention has been given to primary and tertiary education, which has therefore de-linked the second cycle education levels (Avalos, 2000). Almost all countries report concerns about “qualitative”

Short falls; whether enough teachers have the knowledge and skills to meet school needs. There are major concerns about the limited connections between teacher education, teachers' professional development, and school needs. There is now substantial research indicating that the quality of teachers and their teaching are the most important factors in student outcomes that are open to policy influence. There is also substantial evidence that teachers vary markedly in their effectiveness (OECD, 2003). Teaching is a demanding job, and it is not possible for everyone to be an effective practitioner and to sustain that over the long-term. Lack or inaccessible training and development programmes could contribute to the deplorable state of affairs at the second cycle schools in developing nations including Ghana. This may have resulted in serious waste in the building of the human capital for the socio-economic development in most developing nations including Africa (World Bank, 2005).

Provision of a professional development in the form of training that includes training and development could be one of the several ways of addressing the numerous problems faced by teachers in the second cycle schools (Avalos, 2000). Indeed, access to training and development and its effects on the teaching profession of the teachers cannot be downplayed due to its positive correlation it has with the outcome of the future of many youth in the second cycle institutions.

Despite the acknowledgement of the relevance of in-service training as a human resource capacity building strategy, little interrogations have been done in unraveling its positive effects or otherwise on teaching in second cycle schools. In Ghana, there has not been adequate evidence of the extent to which exposure and access to training and development influence teachers' performance in the second cycle schools.

This study therefore uses Kumasi Metropolis, a cosmopolitan location as a case study to ascertain the extent to which teachers of second cycle schools have access to training and

development and how such training or otherwise, culminates in influencing their outputs as professionals in the schools.

## **1.2 Objectives**

The objectives of the study have been broken down into two. These are general objective and specific objective.

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### **1.2.1 General Objective**

The general objective of the study is to evaluate the access to training and development and its influence on performance, among teachers in selected second cycle institutions in Kumasi Metropolis.

### **1.2.2 Specific Objectives**

#### **The Following are the Specific Objectives**

- (a) To identify the various training and development programmes available.
- (b) To determine how skills and knowledge acquired from training and development programmes are applied by teachers in selected second cycle institutions and identify related challenges.
- (c) To establish any performance gap between pre-training and development and post training and development.
- (d) To identify the opportunities that exist for training and development among teachers in selected second cycle schools in Kumasi Metropolis.

- (e) To make recommendations based on the findings regarding how access to training and development could be improved to benefit second cycle school teachers in the Kumasi, Metropolis.

### **1.3 Research Questions**

- (a) What are the various training and development programmes available for teachers in selected second cycle schools in Kumasi Metropolis?
- (b) How are skills and knowledge acquired from training and development translated to improving output of the teachers and what are the relative challenges in implementation.
- (c) What performance gap exists between pre training and development and post training and development of teachers?
- (d) What opportunities exist for improving access to training and development among teachers in selected second cycle schools in Kumasi Metropolis?
- (e) What recommendations can be made to improve access to training and development in selected second cycle schools in Kumasi Metropolis?

### **1.4 Significance of the Study**

The purpose of the study was to find out whether teachers in selected second cycle institutions have access to necessary training and development and how the knowledge and skills acquired affect teachers' performance. It also sought to provide relevant information to most people who want to go into providing secondary education.

This study encouraged teachers to have access to training and development, workshops and conferences. It served as a document on capacity building of teachers in Ghana. It further provided relevant information to most stakeholders of the schools in Ghana. This is because school authorities will realize the importance of training and development of teachers. Findings of this study are likely to be used by teachers, heads, boards and other personnel to develop positive attitudes towards training and development.

This study also unraveled the awareness and benefits of training and development among teachers of second cycle institutions in Kumasi Metropolis.

Recommendations from this study are likely to be beneficial to educational planners and reformers with regard to the current reforms being instituted by the government of Ghana.

### **1.5 Scope of the Study**

The study was restricted to the teachers of selected public second cycle schools in the Kumasi Metropolis in Ashanti Region. This was due to a combination of factors. Ashanti Region has the largest population of second cycle schools in Ghana and they cannot be reached within a relatively short period of time, hence few were chosen for this study. The cost of researching into other schools in the whole country or other regions was also a limitation due to lack of funds.

### **1.6 Limitations of the Study**

Time constraints coupled with academic requirements and rising economic cost, posed a major setback for the study. The researcher thus selected some second cycle schools to study to meet

the deadline for the programme. Also time schedules were drawn with the respondents to enable them respond to the questionnaire on time and same to the interviews.

### **1.7 Organisation of the Study**

The study consists of five chapters. These are Chapter One the introduction; it is made of the background to the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, limitation of the study and organisation of the study. Chapter two is devoted to the review of literature related to the study of training and development. Chapter three contains the description of methodology and procedure for conducting the study, including issues such as population, sample and instrument for data collection, pre-testing of the instrument and the procedure employed for the collection of data, and data analyses plan. Profile of the organisation that is Ghana education Service is also included in this chapter. Chapter four deals with the actual analysis of data and discussions of data. Chapter five is made up of the summary of findings, conclusions, recommendations and suggestions for further research in related areas in Senior High Schools.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The writer has undertaken a preliminary survey of available relevant literature on the work. These include publications, journals, articles, published books, newspapers, work from the Internet and leaflets. This to the researcher will help to understand the basic concepts of the study. It will also determine how far other researchers have delved into the topic, their findings and where possible their recommendations. Areas covered include:

#### **2.1 Definition of Training and Development**

According to Laid and Laid (1961), people are needed to make businesses a going concern, people working together, not necessarily in the same building, but pulling together resources so that the organization runs efficiently and can continue in business. There is the need therefore, for organizations to put in place such policies as it would create the kind of environment which would motivate employees to contribute their best cannot be over-emphasized. Unfortunately, however, as Abdulai (2000) succinctly puts it, Ghanaian organizations, both public and private, do not give the necessary attention to human resource management issues. The result has been a lack of systematic policies to guide activities in this regard, and more often than not lead to disastrous consequences.

To make employees effective on their jobs is one of the basic tasks of employers; this could come through several means including education, development, training and so on. It has not always been easy to differentiate between training and development since they essentially form parts of the individuals learning process. Scholars in the field of human resources management have however attempted to draw a fine line between these components of the learning process (Milkovich &

Boureau1994), defined training as "a systematic process of changing the behaviour, knowledge and motivation of present employees to improve the match between employee characteristics and employment requirements." To them, training of employees has become a strategic investment and big business. They advocate a close linkage of training to man resource management activities and state that before effective staffing and performance appraisal could be adequately done in an organization, training must be attended to. This they believe would ensure that, desired levels of behaviour, skills, knowledge and attitudes would prevail in the organization. This point of view has been forcefully brought home by Wriston (cited in Foulkes and Livernash, 1982, p.43); "I believe the only game in town is the personnel game. My theory is that if you have the right person in the right place, you do not have to do anything else. If you have the wrong person in the job, there is not a management system known to man that can save you."

Plunkett and Attner (1983) believe training supplies the skills, knowledge and attitudes needed by individuals or groups to improve their abilities to perform their present jobs. To them, where as training prepares the employee solely for the organizations future, development programmes get people ready for the organizations as well as their personal future. They further claim that although training is often conducted in house by organizations for employees, development usually takes place outside the immediate company environment and is often conducted by outside professional through management seminar, or workshop conducted by a university, a government agency, and an industry or trade association.

Armstrong (2001) sees training as the acquisition of technology, which permits employees to perform their present job to standards. To him, training improves human performance on the job the employee is presently doing or is being hired to do and it is given when new technology is introduced into the workplace. Looking at what Armstrong is saying about training, it means training is designed to

improve the competence and ability of individuals in order to enable an organization better to meet its objectives. To Armstrong 2001, development is any learning activity, directed towards future needs rather than present needs, and which is concerned more with career growth than immediate performance.

In the view of Schular (1981), development means preparing an employee for a future, but fairly well-defined job at a higher level, but training supplies the skills, knowledge, and attitudes needed by individuals or groups to improve their abilities to perform their present jobs. Training as the formal procedures which companies utilize to facilitate learning so that the resultant behaviour would contribute to the attainment of the company's goals and objectives. He emphasized the close relationship that must exist between organizational objectives and training programmes.

This definition further identifies training as a means of making learning effective in operations. The employee, therefore, becomes capable of accomplishing their obligation after effective training.

Writing on approaches to women managers' training in India, Parikh (1991) stated that formal education alone is not sufficient in today's complex organizations and environment. It prepares the individual for an occupation and career in an organization by equipping the individual with a logical, rational and disciplined way of thinking. Further investment in the self becomes essential to Experience growth and training programmes have become the source of such investment.

In expressing concern about the looming crisis areas in the Ghanaian public administration agenda, Said (2001) mentioned the lack of correlation between the products of our tertiary educational institutions on one hand, and the situation at our local job market on the other, as one of the issues that needs to be resolved as expeditiously as possible. He suggested among others training as a means in achieving our accepted ideals.

In all, the above definitions identify training as a means of making learning effective in operations. The aim of the process is to develop the organization's employee knowledge, skills, and attitudes that have been defined as necessary for the effective performance of their work and hence for the achievement of the organizational aims and objectives by the most cost effective means available.

Training is always a means to an end and not an end in itself, thus the definition serves as a basis, for practice in that it focuses attention on the main aim of training effective performance. It also brings to fore the requirement for effective performance, which includes knowledge, skills and attitudes by means of job analysis.

## **2. 2 Basic Concept of Training and Development**

Improving efficiency and performance to ensure that the organization is capable of responding to the changes of its competitors will sometimes require a very different kind of training programmes. But in striving to enhance efficiency and level performance, training should also be seen. It is worthy to point out that the terms such as Training, Development, Learning Education are often used interchangeably, though there distinctions made between them. Sloman and Marchington (2003) have made the following distinctions between these terms.

### ***2.2.1 Training***

Narrow concept that involves planned instructional activities. Training may use departmental process and activities. Armstrong (2001) also sees training as the acquisition of technology, which permits employees to perform their present job to standards. To him, training improves human performance

on the job the employee is presently doing or is being hired to do and it is given when new technology is introduced into the workplace. Looking at what Armstrong is saying about training, it means training is designed to improve the competence and ability of individuals in order to enable an organization better to meet its objectives.

### ***2.2.2 Development***

Armstrong 2001, development is any learning activity, directed towards future needs rather than present needs, and which is concerned more with career growth than immediate performance.

In the view of Schular (1981), development means preparing an employee for a future, but fairly well-defined job at a higher level, but training supplies the skills, knowledge, and attitudes needed by individuals or groups to improve their abilities to perform their present jobs.

Development is part of human resource management that describes the organization strategy for managing the process. Outcomes of development may be long lasting but may diminish over time.

### ***2.2.3 Learning***

It is the process through which skills, knowledge and attitudes are acquired, transform into habitual forms of behavior and performance. In order for human resource development to take place learning has to be led to the creation of organizational knowledge where the individual employee experiences a sense of satisfaction in his or her own role and purpose within the organizational context Dijk(2007).

It focuses on the changes which take place within the individual.

### ***2.2.4 Education***

This is usually intended to mean basic instructions in knowledge and skills designed to enable people to make the most of life in general. It is thus a process of training and instructing people in schools, colleges, polytechnics etc, which is designed to give knowledge and develop skills. Education is therefore more personal and broadly based.

Education develops intellectual capabilities, conceptual and social understanding of individuals. It develops work performance through the learning process.

### 2.3 Training Methods

Turkson (1997) submits that many organizations have different methods of training their employees and that training approaches may take various forms which are determined by different jobs and organizations. He argues that the sort of training required is usually influenced by the skill or knowledge needed to perform a task.

He further suggests that training can take the form of organized courses, serving on committees, serving on junior boards, job observation and job progression as well as being an assistant to a position.

According to Davar (2004), training methods can be basically divided into four types namely:

- (a) The Telling Method
- (b) The Showing Method
- (c) The Role Playing Method
- (d) The Discussion Method

(a) **The Telling Method:** Lectures are delivered like the classroom session and this method is very suitable for communicating information quickly. However, it does not really involve the trainee in his training.

- (b) **The Showing Method:** The trainer actually demonstrates the technique, dramatizing the lesson by playing the role himself. For developing the skills of the trainee
- (c) **The Role Playing Method:** It is a useful technique as the trainee participates actively in the learning process.
- (d) **The Discussion Method:**

#### *2.4 Training Needs Assessment*

The starting point in any training programme has to be the needs identification. One of the early steps in human resource development process is the identification of needed skills and active management of employee learning for their long range future in relation to explicit corporate and business strategies. Unfortunately, many organizations invest considerable resource in training and development but never really examine how training and development can most effectively promote organizational objectives or how development activities should be altered in the light of business plan. The return on investment in training for an organization will be minimal or nil if training is not based on effective needs identification. Davar (2004).

According to Davar (2004) training and development needs arise when there is a gap between required competencies needed for the effective performance of a job and the actual competencies possessed by the job holder. In other words a training gap exists between the person who has inadequate knowledge or skill required for the satisfactory execution of an assigned job or task and the one who has.

Training and development can be identified through organizational analysis, which involves the study of the entire organization to obtain information on corporate mission vision and values and culture,

long and short term organizational goals, future strategies and present and future social economic political and technological environment and expected changes.

It is assessed that through training programs employees continue to move forward and advance in their careers. It also made them feel a part of the organization because their efforts were recognized and they were equally rewarded.

Training programmes should be established only when it is felt that they can help in solving a specific operational or managerial problem. The rational, therefore, on deciding what kind of training activity to undertake is to make an analysis of the entire organization to identify troubled spots where training can be of help. In doing so the organization will be in position to identify the training needs of an individual or the training needs of a group.

Wessman (1975) asserts that in most companies, the specific needs of individual managers are not adequately identified. Instead, training managers develop or purchase the training package with the broadest or popular appeal. For training to be effective, a systematic approach must be undertaken to address bonfire needs. It is therefore necessary to discern the training needs not only of the individual groups, but the needs should fit the overall organizational objectives.

According to Singer and Ramsden (1969) training needs assessment help the organization to determine whether systematic training can make an economic contribution towards the solution of an operation or production problem. There is the need for some investigation to enable the organization come out with a set of objectives for training and also to ensure the availability of information on the range of activities and skills which would be required for training. Cole (1993) emphasizes that needs must be identified through the need analysis process. This process involves the identification of needs in three levels: Organizational level Job / Task level and Skills ability or Individual level.

### ***2.4.1 Techniques for Needs Assessment***

The following can be used in gathering training needs information: interviewing; questionnaire survey; observations; brainstorming; focus groups and document examination. After establishing whether there are needs for training; empirical/critical incidence: a technique that focuses on what people actually, and in particular situations, do to get jobs or tasks completed or problems solved. Questions here involve what should be done to deal with emerging situations. Sometimes interviews or group sessions are used in this technique; and Delphi technique: where experts with knowledge on specific jobs are identified and information is sought from them on the tasks performed to complete these jobs. The data is then analyzed and used to identify the needs; the findings are taken back to the experts for confirmation. In this case job analysis is very much used.

### ***2.4.2 Priority Setting***

Once the diagnostic information has been collected, and the indications are that training is what is needed, priorities for action must be set. Factors such as the availability of funds, organizational politics, trainer preferences (running the courses they enjoy most), and organizational strategy influence the setting of priorities. It must be borne in mind that chance of attaining effectiveness can be improved by making the basis of priorities explicit, and the allocation of resources between competing training projects should be treated much more like any other investment decision.

### ***2.4.3 Training Objectives***

Mathis and Jackson (1991) maintain that because training is designed to help accomplish organizational goals, determining the organizational training needs is a diagnostic phase of setting up training objectives. The training objectives help in selecting the appropriate materials and make evaluation of the benefits of training programmes efficient. Rowland and Ferris (1982) also, refer to training objectives as the link between needs analysis and the actual content of an instructional program, such that, if needs analysis describes a discrepancy in performance, then the training objective is the statement of post-training behavior that the employee will display to indicate that the discrepancy either no longer exists or has been decreased. In their view, training objectives tell what the outcome of a training programme will be, and should specify predicted change in the trainee's skill-level, knowledge, or attitudes. This, therefore, suggest the selection of appropriate training techniques and resources for learning.

The above point of view is shared by Byars and Rue (1994) when they said, there is no basis for efficient evaluation of a training programme, and for selecting appropriate materials, content, or instructional methods, when clearly defined training objectives are lacking. It should state what is expected of the trainee after training. They categorize training objectives into: instructional objectives, which consider when, who, and what are to be taught at training; organizational and developmental objectives, which look at the impact that training will have on the organization. Under this, outcomes such as absenteeism, employee turnover, reduced costs and improved productivity are closely monitored to see if training has been effective; and individual's performance and growth objectives, which are set to see if behaviors and attitudes have changed and whether there has been any personal growth. There are gaps between desired and actual

organizational outcome or unit achievement from employee characteristics can become training objectives under the following three conditions:

They must be identified as important enough to merit organizational attention.

They must be addressable through training.

Training must be the most cost-effective solution available.

#### ***2.4.4 Learner Specifications***

Well designed training takes account of the trainee's previous knowledge, their work experience and even their previous experience of the learning process itself. Indeed where detailed work is required it may even be necessary to investigate the literacy competence and the learning styles of the trainees. Other factors such as age and the social background of the trainees, where possible, may be analyzed to provide the best possible framework within which the training process can be conducted. Wessman (1975) outline several methods of collecting data for the person requirements, among which are: skills inventory, which is information system containing autobiographical information on various employee populations and data stored typically includes work experience, educational background, job preferences and memberships in professional organizations.

While autobiographical information can be useful in identifying areas of skill deficiency, it is only able to tell an organization which skills are available at a given point in time. The validity of this information will depend on the truthfulness of the respondents, the focus of such systems should be on existing skills and knowledge as they relate to specific goals and objectives of the manager as well as the organization; performance appraisal; and assessment center technique, where candidates are subjected to a series of standardized exercises such as management games, in-depth

interviews and re-interviews, psychometric tests, team performance simulation exercise, and other techniques that serve a detailed profile of employees and constructed for analyzing training needs.

#### ***2.4.5 Training Design and Development***

This is equally important stage in the training process, it is worthy of note that even when good diagnostic work has been carried out, there can be a failure to translate specific learning needs into the training product. What often happen is that the course content is not built up from the detailed foundation provided by the diagnosed knowledge, skills and attitudes of the trainees. According to Newby (1992) the design and development stage deals principally with four elements.

These include:

The methods by which the subject matter is to be put across (e.g. coaching, role play, lecture and so on).

The subject matter or content to be conveyed to the trainees.

The media employed in support of the training method (e.g. overhead projector, computer and so on).

The structuring of the training activity. This is also known as the training plan and is used to ensure that the best learning possible is achieved.

#### ***2.4.6 Delivery of Training***

This is the stage usually referred to as the training programme, where trainers and participants are put together for the former to impart to the latter the training content. According to Cole (1993) when we talk of types of training, we are essentially discussing the means by which we intend to communicate information, ideas, skills, attitudes and feelings to learners. The method by which job training is delivered often varies based on the needs of the organization, the trainee, and on the task being

performed. The method should suit the audience, the content, the business environment and the learning objective. Other factors such as the number of trainees, budget and the trainer's skills, affect the choice of training delivery. Generally, there are two types of training delivery; on-the-job training and off-the-job training. Under these two types of training delivery are various methods of training.

### **Reinforcement of Learning**

This stage involves the provision of a support system to revitalize in the trainee what has been learnt from training. According to Newby (1992) its greatest strength lies in the maximum cooperation between the trainees and their managers. He points out that indeed training effectiveness is greatly enhanced where there is a good dialogue between managers and trainees, and managers take up the responsibility of encouraging trainees to implement what they learnt at training on their return to the job.

### **Training Evaluation**

This constitutes the stage of judging and validating the training programme. It is the means to ascertain whether or not training has been effective, and whether what ought to be done have been rightly done. Where everything has been done as prescribed, training is much likely to be effective, unfortunately, most training evaluation tends to be concentrated on the delivery stage of training, and thus most managers and trainees tend to judge training as being either good or bad on the strength of the trainers performance in creating an end of course excitement, without any attempt to see whether it has actually brought about real change in the employees job behaviour. Evaluation of training therefore means more than ascertaining the reaction of participants to the presentation skills of trainers, and the training environment. Newby proposes a holistic approach to training

evaluation in which he describes the whole training process as a cycle which will be broken if it falls short of evaluation. Training evaluation is an organizational process for improving training activities still in progress and for aiding management in future planning, programming and decision making, an integral part of the management process. This research adopts this method by examining the various stages of the training process as conducted by the schools selected as the units of this research. Testing the performance of the training participants against controlled group of people who have not participated in the training programme.

Secondly, where the controlled group is uncooperative the findings may not be useful. Blumenfeld and Holland (1971) also advocated an empirical approach to training evaluation, according to them; criterion measurement is the single most important facet of any serious evaluation study. A criterion is a pre-specified goal of training; it needs to be relevant, reliable, free from bias and acceptable to management. A basic model is proposed as the minimally accepted design to generate evidence of behaviour change that is caused by training. The design involves pre and post test and the use of control groups. Experimental and control groups are tested on the criterion variable prior to training and again following the experimental group exposure to training. Statistical measures of the training effect are derived and perhaps only an empirical process such as those described above can be called a true evaluation. Pre and post tests measure behaviour change and the use of control groups determine whether training has caused change. Anything less cannot make these claims, this however, is a much more sophisticated approach to evaluation that most organizations take. According to Roland and Ferris (1982) many practitioners feel that such exhaustive evaluation is not necessary to prove that training is making a difference in their organization. Practitioners recognize the need to do more thorough evaluation; most training

professionals do some evaluation of their programmes but little progress beyond the reaction phase. This probably indicates that not enough attention is being paid to evaluation.

McEvoy (1990) stresses that training evaluation research is not as straight forward as textbook discussions will suggest. In his view many issues are not discussed, for instance, he argues that training programmes may be organized as a reward or recreation for some staff. This objective will not always be made known to the evaluator, in such circumstances any research on evaluating the effectiveness of the programme based on its performance the impact may be misleading.

However, Donaldson and Scannel (1978) remark that measuring training objectives are only one component of the evaluation process, and they have proposed a four-step procedure for comprehensive evaluation; reaction, learning; behaviour; and results. Reaction involves using a questionnaire or other device to solicit the participant's feedback about the programme. This will help trainers to know how significant the training programme has affected the skills and knowledge of the trainees. Learning helps the trainer to find out about what was actually learned with regards to principles, facts, and techniques. It is necessary to conduct pre and post tests. Step three, behaviour relates to the transfer of training effects on the job by the employee. Finally, step four, results relate to organizational improvement and change which can be evaluated by looking at variables like direct cost reduction, grievance reductions, improved work quality, lower absenteeism, increased sales volume, greater worker efficiency and fewer customer complaints.

Others who express their thoughts about the difficulties posed by managers when trainees return from training programmes and attempt to influence changes on the job include Warren and Issaker (1983) and Warren and Blunt (1984), who have reported on the Ghanaian situation that the attitudes of management in some instances can be an obstacle to the effectiveness of training programmes leading to short-lived development. A change of attitude by managers towards

subordinate's innovations will greatly enhance the effectiveness of training programmes. In order to fully assess training outcomes, managers must first make an effort to help subordinates integrate their learning into the day-to-day operations of the department, then evaluate how effectively this has been done.

## **2. 5 Form of Training**

There are two (2) main forms of training. These are On-the Job training, Off the job training

### ***2.5.1 On-The-Job Training***

According to Beardwell and Holden (1995), it is given by a senior employee or manager in the organization and the trainee is shown how to perform the task and allowed to do it under the trainer's supervision.

The type of training ranges from relatively unsophisticated observation and copy methods to highly structured courses build into workshop or office practice. An example of in-the-job training is job rotation at the workplace whereby an individual learns several jobs within a work unit or department and perform each for a specific period of time.

This type of training generally takes place in the normal working situation, the task very often contributing directly to the output of the department that requested for the training. The technique is most appropriate for teaching knowledge and skills that can be learnt in a relatively short time and, also, where only a few employees need to be trained at the same time. The following are some methods of training with respect to on-the-job training. Beardwell and Holden (1995)

**(a) Coaching**

This is an old traditional method of training which provides the trainee with on-the-job experience under the guidance of a skilled and certified worker. In management training, the manager as a coach helps trainees to develop by giving them the opportunity to perform an increasing range of management tasks, and by helping them to learn from their experiences. Cole (1993)

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**(b) Mentoring**

This is another version of training method whereby a senior or experienced employee takes charge of the training and development of a new employee. Essortment (2002) believes that mentors help employees solve problems both through training them in skills and through modeling effective attitudes and behaviours. Subordinates receive timely, concrete and specific performance potentials feedback. The mentor balances personal standards of work performance with acceptable standards that motivate but do not intimidate subordinates.

**2.5.2 Off-The-Job Training**

Off-the-job training is conducted away from the work situation and therefore is more often than not stimulated. Taking the training away from the work place is that, it provides an opportunity in low-risk surroundings to study important problems in depth than would be possible in the midst of work pressures and interruptions. This enables the trainee to study the critical information and be exposed to new and innovative ideas. The observation made by Cooper (1979) is that, problem arises when these innovation ideas or learning experiences do not appear to relate to the work situation. For the purpose of this study only few methods that fall under off-the-job training will be discussed.

**(a) Induction Training**

One of the most important initial steps in the training process is the induction course. It has long been recognized that new employees often experience an induction crisis. The new recruit, as perplexed and even frightened often perceive the new work environment as an unwelcoming or indifferent reception. This can make the new employee feel that it was a mistake to begin work here. An induction course should help to overcome these difficulties. Even those who have studied a technical or professional course of work at college must receive some initial training in the form of orientation to the policies, practices, and ways of their specific employing organization.

**(b) Business Games**

According to Byars and Rue (1994) this form of training attempts to simulate the business enterprise as closely as possible in the classroom and in particular to provide for feedback. This means that when the participants make a decision its consequences are calculated by computer and returned to them to form the basis upon which subsequent decisions may be made. The other off-the-job training methods include: lectures and discussions which involves the trainee in a discussion of the material to be learned; role playing, where trainees assume roles and act out situations connected to the learning concepts. This type is good for customer service and sales training; case studies, which is a description of a real or imagined which contains information that trainees can use to analyze what has occurred and why, and then recommend solutions; and simulations, where trainees participate in a reality-based, interactive activity where they imitate actions required on the job which is useful for skill development.

## **2.6 Benefits of Training**

Training and development benefits both employees alike. Whilst employers can be sure that their employees are abreast with the latest trends and technological advances, employees on the other hand are regarded with a competitive edge and the satisfaction that comes from knowing that one is a valuable asset to the company or organization. Mary Rau-foster (Contemporary Dialysis and Nephrology magazine, September 1999) stated that employee satisfaction – or lack of it – hinged on a productive, fulfilling relationship between staff and management. The success of any organization therefore depends on staff members' who enjoy their jobs and feel rewarded for their efforts if employees will not leave the company.

From every indication, training is of immense benefit to both parties i.e. Employee and employer. Companies that have a healthy training culture report that the benefits they have derived from it include improved quality, increased productivity, greater flexible and responsiveness to change, reduced maintenance and repair costs, higher staff retention rate, improved morale and less wastage.

Employees increase their level of performance on their various jobs and this leads to increase in productivity as well as efficiency in the organization. It enables workers to reach acceptable standards of performance required of the organization in which they work and this can lead to improve quality.

As an aid in solving managerial and organizational problems such as excessive waste, poor work methods and industrial accidents amongst others, training will minimize the occurrence of these.

Training will reduce supervisory problems and grievances and thereafter lead to improve motivation and morale amongst employees and this can help project the image of the organization. High labour turnover is highly minimized in the organization and training makes employees versatile and staff is not rendered indispensable.

When an employee undergoes training and development of any kind in the organization, he/she feels an enhanced sense of security. This makes them feel involved, valued and useful to the organization. As such their commitment to the organization is high. They are given higher responsibilities, because the additional skills and knowledge acquired increase their market value and earning power. When organizations conduct training programmes especially external ones, employees get the opportunity to interact with people from other organizations and so develop contacts or friendly relations.

Williams O. Umiker, April 1994 Medical laboratory Observer states that in more ways than one, training increases employee retention.

Umiker argues that for starters, the monetary cost of hiring a new worker is significantly high and the cost of replacing an employee could average as much as one year's salary for that position. Comparatively, training will not be as expensive as the former and the latter. In addition to financial considerations, turnover takes its toll in other ways as well. It lowers staff morale, safety, productivity, interdepartmental co-operation and most significantly customer service.

Beach (1985) identifies major contributions that training can make: Training reduces learning time required for employees to reach acceptable performance standards or levels. Training helps employees to increase their level of performance on their present job assignments.

It helps employees' attitudes to be molded in support of achieving organizational goals. It helps reduce the problems of constant supervision, absenteeism, lateness, employee turnover, accidents and grievance rate.

Training results in better recruitment and selection, thereby addressing the manpower needs of the organization.

Fresh knowledge and better skills resulting from training is likely to enhance the employee's value to the employer and thereby increase the employee's job security, as well as, enhancing the

employee's market value and earning power, which in turn creates avenues for promotion to responsible positions.

## **2.7 Problems in the Implementation of Training and Development Programmes**

One of the major problems confronting training and development is the disparities involve in training managers and professionals on one hand training of clerical and manual workers on the other hand.

Torrington (1991) expresses the view that training programmes can be easily irrelevant. This is because it is easy to fall into the trap of training for training sake. He stressed on that, there are instances where people who do not require are handpicked to undergo training to the detriment of more suitable and qualified employees. Thus it can lead to waste of funds and efforts.

CIMA (1995) has also expressed the fear that some employees who have benefited from training programmes may consider themselves highly marketable and this might influence them to resign from their current jobs and opt for more profitable jobs. This can be a big blow to the organization in terms of the resources used in the training of the worker.

## **2.8 Training of Teacher in Second Cycle Institutions.**

Despite the recognition of the central role of humans in the development of the world, it is very recently that due attention has been given to the need to build human capacity to facilitate growth and its sustainability, globally. The need to build the capacity of human resources in every institution including education cannot be underestimated. This need is even more insistent when it comes to educating the populace in order to achieve the requisite human knowledge and skill to develop the nation. In this regard, building responsible, skilled and knowledgeable human resources in the education sector is of prominence and of concern.

The education systems of most developing nations and indeed even in developed nations have been under great challenge relative to issues of welfare of teachers. It is estimated that globally, the salaries and general condition of service of teachers are dwindling (OECD, 2003). The result is the lack of quality teaching in schools, including second cycle schools (Alvarez et al. 2003), which then affects the wider objective of building the required human resources for development (World Bank, 2005). Thus, the quality of education and the factors that accounts for poor standards of education continue to be under interrogation, even now. Factors relating to the recruitment, supply and distribution of teachers, students concerns regarding meeting the job market needs, and building a professional development structure for teachers are major problems. The later, building the capacity of teachers to improved teaching through training and development [in-service training.

The essence of training and development has even become more necessary considering the increasing demand on teachers especially in second cycle schools. It is estimated that in sub-Saharan Africa there has been a remarkable growth in the students' population in the second cycle levels due to policies of increasing access to primary education. However, little attention has been paid to the needs of second cycle education resulting in drop out of many students from that level.

In Ghana, the Ghana Education Service continues to work to improve the working condition of teachers in second cycle schools. These efforts reflect in opening access to training in the form of post-graduate studies and doctoral studies. Further training is done through conferences and peer review meetings of subject based professionals e.g. Mathematics and Science Teachers Association. There are indeed, questions about the extent to which such training outlays are accessible to the ordinary second cycle teacher.

## **2.9.0 Staff Development in Ghana Education Service**

Teachers trained in one technology and mind-set sometimes find themselves gridlocked into old patterns and perceptions. Thrust into a world of new technologies, they persist in seeing them in terms of the familiar; the word processor, for example, is viewed as a glorified typewriter with powerful editing features rather than as the idea processor it can be. To understand the computer's power for idea processing and improved composition, one must take a computer home, live with it, and write with it. Only by embracing the technology can one experience the kind of immersion that breaks through the surface understandings to a deeper level of involvement:

"I used to have a problem with 'writer's block.' The word processor changed all that. And my students report that their ideas flow more smoothly at first writing. They worry about word choice and coherence at a later stage. Word processing is different from writing with a pencil."

Whether it be learning to teach for thinking, to deliver lessons a cooperative learning framework or to master new technologies such as videodiscs and multimedia, the traditional conceptions of staff development must be reconsidered and revised to support the kinds of adult learning which will bring educators enthusiastically to the cutting edge of practice without encountering the bleeding edge.

## **2.9.1 Traditional Staff Development - A Dismal Track Record**

How do teachers learn to become pioneers, inventors and shapers of the new culture rather than the transmitters of the old?

First we must acknowledge that such a metamorphosis is as profound as the change from caterpillar to butterfly. Shifting from Industrial Age thinking and teaching to Information Age

thinking and teaching is as dramatic an adjustment as shifting from teaching in a classroom to teaching underwater. The training agenda is no simple list of skills; everybody must learn an entirely new approach. Actions that worked on the surface, such as running, jumping, and yelling, create different effects underwater. Adaptation requires major readjustments and realignments. It requires immersion.

To support such fundamental change, schools need to apply a different model of adult learning from the one which has perched on the back of staff development for decades. The historical solution to the problem of changing teacher behaviors - traditional staff development - cannot begin to meet this challenge. At worst, staff development is a waste of time and resources.

Teachers recite horror stories of being crowded into steamy auditoriums to hear some outside expert describe the latest trend in education. In many school systems, the ritual nod to the learning of new teaching skills comes just once each year, when the school district sends its students home and devotes a single day to staff learning. In other districts, teachers gather after a full day of teaching for workshops that offer little or no compensation for the time spent.

These workshops often give teachers inadequate opportunity to practice new skills and offer little ongoing support or follow-through during succeeding months. Hence, there is frequently negligible transfer of the new skills from the workshops to the classrooms. Teachers sometimes see exciting demonstrations of new techniques, but they rarely experience the immersion that would allow them to master the new techniques.

The poor record of staff development programs is a product of the lack of support on the part of school districts and a lack of understanding of research identifying the elements required to launch a successful program. Most districts set aside little money in their budgets for teacher training and devote little attention to the creation of teacher training programs. As a result, the

training often occurs at the wrong time of day in a room that is either too hot or too cold, and the teachers are often expected to subsidize the learning process with their own time and money. And because the honorariums paid to trainers are often skimpy, the quality of presentations is frequently marginal. Quite a contrast with training in private industry which takes place in comfortable training centers or hotels with good food and superb session leaders!

Where staff development has been successful in the Ghana Education Service, the goals have usually been incremental: learn this new skill (lesson design), master this new program (TESA), try this new technique (guided inquiry). Most programs have added on to the core of each teacher rather than trying to modify the core itself. If staff development is to transform the current generation of teachers into pioneers, there must be a radical change in the nature of in-service training and a major increase in the resources devoted to the continuing education of teachers.

### **2.9.2 Effective Staff Development**

Staff development can make a powerful difference in performance of both students and teachers. According to Joyce and Showers (1983), effective programs require sustained, ongoing efforts with proper funding. Participants must be acquainted with what Joyce calls the "problem of transfer." As teachers learn new skills and attitudes, they should consider the obstacles to make these skills work in their classrooms. Before trying the new skills in their classrooms, teachers should have ample opportunity to practice the skills in relatively controlled and safe environments until a significant degree of confidence and "executive control" has been acquired. "Executive control" refers to teachers learning how to learn and how to adjust new strategies as they practice them in real situations. Over succeeding weeks and months, "coaching" by peers

and sustained practice are essential if the new approaches are to take root (Joyce and Showers, 1983, pp. 15-22).

Hunt (1971) differentiates between two major kinds of staff development. The predominant model is concerned with changes in specific teaching behaviors and strategies - the incremental approach described earlier in this article. The second type of staff development centers around the possibility of shifting the structure of a teacher's educational perspective and belief system. Such training, which goes to the core of the individual, requires immersion. This approach involves the recognition that teachers are adult learners with individual learning styles, different stages of development, and quite divergent interests and needs (Bents and Howey, 1981, p. 18). The challenge to the staff developer is to provide a program that builds appropriate matches between learners and experiences.

Sprinthall and Sprinthall (1980) have proposed a model for staff development that promotes the developmental growth of teachers through a blend of immersion and reflection. Their model stresses the importance of role-taking experiences (learning through active involvement in real situations), an appropriate match of teacher levels of development with experiences and leaders, careful and continuous guided reflection, a balance between action and reflection, extension of the program over a significant period of time (two to three years), and the provision of personal support for the learner, along with a reasonable level of challenge. Bents and Howey (1981) offer a demonstration of how one might translate this approach into staff development that fits the developmental stages of teachers. They also explain how staff development can be adjusted to respond to the different levels of concern teachers may have regarding specific innovations (pp. 20-33).

### 2.9.3 Staff Development for the Information Age

In order to lead students out of the Industrial Age and into the Information Age, teachers must be prepared to adapt and adjust to the many changes that will occur as this century comes to a close. If teachers are to shed their time-honored role as transmitters of the present culture and assume the role of continuous learners, staff development practices must shift radically during the next decade. Greater time and resources must be devoted to teacher learning, and greater attention must be given to the needs of teachers as adult learners. A generation of teachers who view themselves as pioneers, inventors and discoverers must be nurtured so that when the waves of the future hit the shores of our present our teachers will dive headlong through them rather than ducking, running for shore or allowing themselves to be swept away.

To create an appropriate program of continuing education for teachers during the next decade, staff developers should consider all of the following elements:

(a) ***Staff development must offer immersion and transformation.***

For the teacher who has approached thinking and problem-solving from a predominantly left-brained perspective for some twenty years, more than a one-shot afternoon workshop is required to shift thinking into the right hemisphere. Profound shifts of attitude and behavior are acquired through immersion. Testing the waters with one's toes does not suffice.

A full week of drawing on the right side of the brain using the methods made popular by Betty Edwards can lead to significant shifts. Over the course of five days, left-dominant learners experience dramatic shifts of mood and thought as they copy pictures upside down, draw their hands without looking at the paper, and try out a dozen activities that break old habits and free the mind to draw what the eyes see.

The fledgling artists begin noticing detail, line, form and negative space. Many report losing track of time. This mood, or state of mind, is called R-Mode (Right-Mode) and is associated with daydreaming, reverie, fantasy and other mental states that support the incubation of creative thought. After several days the teachers begin to appreciate a whole range of thinking behaviors that have lain dormant. As the behaviors awaken, the teachers begin considering what visual thinking and the right side of the brain can do for their teaching and their lives as a whole. At the end of the week, teachers report that they "see the world differently." Their senses have been heightened and their appreciation quickened.

Unless these shifts are sustained by follow-up sessions in succeeding months, however, and unless participants are encouraged to continue drawing and talking with peers about their discoveries, the momentum of past attitude and behavior overrides the magic for many. In one district where the summer course was rated superior by nearly all participants, many reported ceasing drawing within six months and few could report any classroom changes that emerged as a result of taking the course. Thirty years of thinking in one manner do not evaporate or shift over night. The gridlock is not easily broken.

The dual challenges of transfer and application may well prove frustrating. Immersion is a personal strategy, one that engages the learner on an essentially individualistic basis. The results are attitudinal and operational rather than methodological. Only when teachers are comfortable with right-brained thinking after some six months of exploration are they ready to focus upon classroom applications. Recognizing the need for learners to pass through several stages of development before they are ready to jump into the classroom and teach word problems with visualization, staff developers in the district above revised the course to provide follow-up sessions maintaining teacher engagement over an entire year.

Immersion requires time, commitment, and a major change in perspective. The ultimate goal of the strategy is to effect a profound shift in the ways the learners react to change, the ways they look at themselves, the ways they think about thinking, and the ways they feel about teaching. Immersion is intended to touch the core of each teacher's identity.

***(b) Staff development must inspire teachers to invent.***

Because change will be frequent and persistent throughout the decade on into the next century, successful adaptation to the Information Age will require invention. Teachers and students must become tool-shapers, tool-breakers and tool-makers, modifying their skills to meet the shifting needs of a changing world. Pat answers, recipes for success and simple algorithms will not suffice. The days of two-step world problems and true-false answers are numbered. Everyone must learn to adjust to the unfamiliar, the surprising and the curious because there will be no guidebooks to survival in the Information Age.

Too many staff development programs are built upon the assumption that teachers are only tool-users. Such programs present a package of skills and strategies to be learned and practiced by the teacher. Often these packages are promoted as being "teacher proof," - in other words, individual teachers cannot "mess things up." The implication is that the strategies will work in just about any classroom. Yet the wise teacher twists and changes the strategies (breaks and shapes the tools) to fit the special demands of Room 236.

Successful teachers have always been inventive, making art projects out of "found objects," countering the prejudice of bad textbooks with liberal doses of supplemental reading, devising miracle cures for "impossible students," and turning an undervalued profession into a rewarding

experience. Staff development programs should use this natural talent for invention as a foundation upon which to build, appealing to the teachers' sense of adventure and pride.

***(c) Staff development must be experience-based, with learning resulting from doing and exploring.***

Teachers - like their students - too often sit passively listening to staff development messages. The assumption seems to be that one quick look at a new method or approach is sufficient to empower the audience to turn their classrooms upside down. The research reported earlier in this article exposed the fallacies underlying such an assumption. Substantial shifts in perspective and behavior depend upon active involvement, experience and role-playing. Although workshops using such methods will necessarily take longer than traditional workshops, this time investment will pay greater dividends over a longer time period. Active involvement in exploration, which results from wrestling with experiences and attempting to integrate them into one's understanding leads teachers to feel more committed to the discoveries made and more comfortable with the process of changing perspective.

***(d) Staff development must hook the curiosity, wonder or passion of teachers.***

In order to promote change in attitude and perspective, the learning experience must touch teachers at their core, awakening their curiosity, appealing to their sense of wonder, and harnessing their passion. Too many workshops are dry, ho-hum affairs, offering a cognitive porridge that appeals to no one. There is often little attempt to relate the learning to the questions, doubts, and beliefs that drive the learners. In designing workshops, the staff developer should explore the techniques used by various kinds of performers to cause the eyes to widen and the mouth to drop open. A few hours spent watching a master juggler or magician is well worth

the investment. Attention to dramatics, body language, energy level and strategies for welcoming the questions of learners will kindle enthusiastic involvement in the course.

***(e) Staff development must respond to teachers' appetites, concerns and interests.***

Staff developers should involve teachers substantially in the planning of their continuing education, identifying the types of courses teachers desire by using interviews and surveys as well as inclusion of teachers on planning committees. Evaluations of courses should be completed routinely by participants so that the staff developer can identify which elements and strategies are most effective, as well as which courses address teacher interests and concerns. Although district goals deserve attention in staff development plans, training planned around district goals alone is often based upon a deficit model - "You need this to be a better teacher." The teachers read this as a "You're not OK" message and resist the meal being offered.

***(f) Staff development must consider the feelings, fears and anxieties of the learners.***

Especially when they are breaking new ground, exploring new territory or trying new technologies, many teachers will feel some degree of anxiety. Like novice scuba divers descending for the first time with a tank of air, teachers may experience heavier breathing and a sense of risk. Courses should be constructed with this phenomenon in mind. The instructor or group leader should have specific strategies for identifying anxious learners as well as strategies for easing their anxieties.

For example, one staff developer found that one way to combat computer anxiety was to encourage name-calling. "Call the machine names!" she urged. The body language of the learners relaxed dramatically as they came to view the machine as a person or animal instead of

some all-powerful technological marvel. When the learners were supported in their natural inclination to make the computer less threatening and less mystical, they made greater progress with the skills being taught.

In a similar vein, staff developers have noticed that many participants reach an early saturation point when covering new ground. Pacing becomes an essential issue. It pays to curtail grandiose expectations in favor of learner comfort. In teaching word processing, for example, it is wise to teach novices four or five commands in the first lesson, just enough to support them in creating an impressive document. Once they understand the commands, they should write and write until they announce, "This is easy!" Additional commands and skills are best introduced in small doses until the foundation of confidence has been firmly laid.

***(g) Staff development must engage the perspective of teachers.***

Staff development is often fragmented and seemingly unrelated to any philosophical structure or plan. In order to change teachers' attitudes and behaviors, the learning experiences must shift the way in which participants look at life, think about life and taste life. Ideally, a course should provide a lens that alters the color of focus of the learner's view. Like a scuba diver, the teacher needs a mask with a special lens in order to see the world clearly.

***(h) Staff development must appeal to learners at a variety of developmental stages.***

Teachers coming to sessions differ with regard to their stage of development as teachers, their stage of life as adults and their level of concern about specific innovations. These differences can

severely hinder or profoundly support learning, depending on the match between learning experience and learner stage. Ideally, teachers should be allowed to select from a menu of courses that describes the kinds of activities included in each. This process of selection increases the likelihood of a good match between learner and course.

***(i) Staff development must be properly funded.***

Without adequate funding, staff development will limp along and fail to bring about any major changes in the classroom. In order to achieve the kind of immersion advocated in this chapter, the investment of teacher time must be substantial - something on the order of five to ten days per year. The extension of the work year by that number of days is a sizable commitment for districts that normally devote only a single day or several afternoons each year to staff development.

Without such an investment, however, continuing education will fail to reach many of the teachers who need the experience the most. Voluntary, unpaid, self-initiated education usually appeals to teachers at the advanced stages of development and self-actualization. Those teachers who lack enthusiasm for their profession and those who are "coasting out" are far less likely to sign up for unpaid workshops held at the end of work days.

Teacher education should be blended into the work year and should be a requirement for all. The resources available for such education should be sufficient to achieve "lift-off" - the kinds of major breakthroughs and changes advocated throughout this chapter. Three elements are critical to the achievement of lift-off: long-range planning, effective instructors and a comfortable learning environment. If the district economizes excessively with regard to any one of these variables, there will be few fireworks or dramatic effects.

## **2.9.4 Critical element of the Lift-off**

### **(a) *Long Range Planning***

Substantial teacher and administrative time must be devoted to the development and implementation of a long-range plan for continuing education. A program offering a wide selection of courses in a developmental pattern cannot be thrown together on a yearly basis. Group leaders and instructors must be signed up at least ten months in advance if the district is to obtain the services of the most effective people. In order to ensure that the program is responsive to teachers' needs and is appropriately differentiated, it is essential that an administrator supervise the collection and analysis of evaluation data and staff surveys. Because there is an important body of research identifying what works and what does not work in staff development, the administrator should be well versed in that research, not simply a generalist who happens to have fallen into the staff development assignment because no one else wants it. The task is a specialty that deserves funding and full recognition.

### **(b) *Effective Instructors***

There are two primary strategies for attracting the most effective instructors and group leaders, and both are expensive. The first involves the recruitment and training of staff members to be trainers of their colleagues. A district with a five year plan for staff development can anticipate training needs further down the road and begin encouraging talented staff members to acquire the expertise necessary to lead sessions. Well-respected members of the district staff are particularly effective in establishing good rapport with their peers.

The cost to the district of this strategy is the investment in courses for the selected staff members as well as some form of salary incentive for the extra teaching itself. Although teachers will sometimes volunteer to teach such sessions, they will generally grow tired of the extra effort unless a salary incentive is offered, and a major initiative will require such assistance on a continuing basis from dozens of staff members.

The strategy involves outside instructors. There are many people who provide staff education survives to districts, but there are few who dynamic performers who can model sound instructional practices are. Unfortunately, many districts will hire instructors without first checking out their performance skills. If someone publishes an article on thinking skills in Educational Leadership, he or she may be swamped with phone calls requesting assistance with workshops, often with less than a month's notice. "Can you do a workshop on thinking for us in three weeks?" the author will be asked. The creation of good articles is only remotely connected with effective adult instructional skills.

A major problem is the tendency for instructors to emerge from the ivy walls of universities. Although many of these instructors are effective, quite a few others have not managed to merge theory with practice. Classroom teachers will sometimes reject such instructors because "they don't know what it's like in the trenches."

Resolving this instructor challenge requires time and money. One of the strongest arguments for assigning major responsibility in this area to an administrator is the time it takes to locate effective instructors. A five-year plan permits the administrator to anticipate needs and start "scouting": attending conferences and workshops to identify the very best people for the job. It takes several years of such hunting and reference checking to build a "stable" of good people who can then be counted on to provide services over all five years.

The essential ingredient missing from many districts' efforts at staff education is staff commitment to the task of instructor recruitment. This missing ingredient helps to explain the last minute telephone calls to line up instructors "sight unseen."

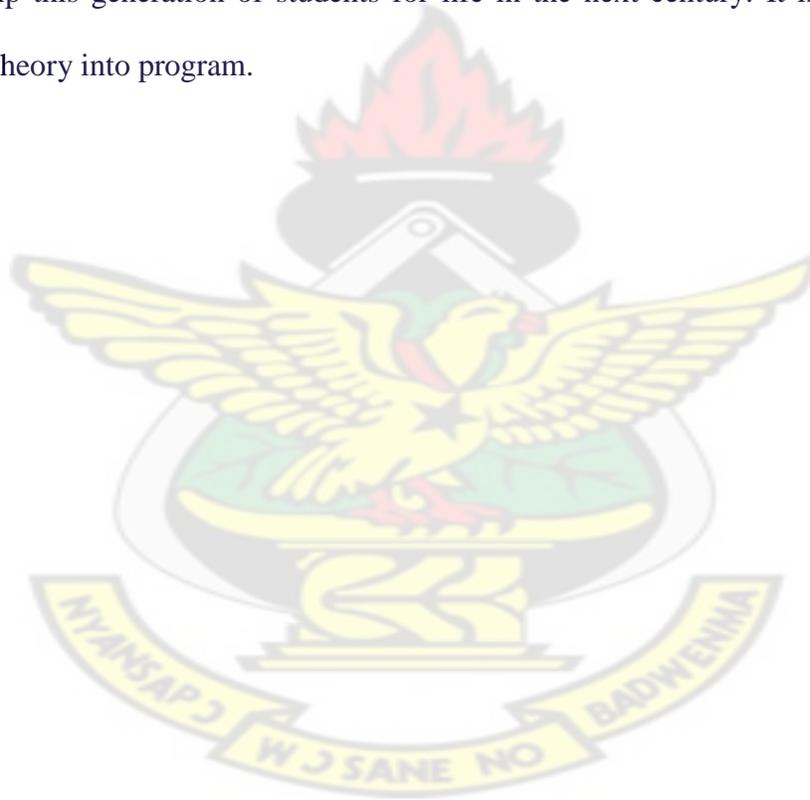
Another major problem is the refusal of most districts to pay reasonably attractive honoraria to outstanding instructors. The opening offer from many districts may be as low as \$150 for an afternoon session, one which may require several hours of driving and several hours of preparation, yet the best instructors usually charge more than \$350 for such an assignment. Although the difference in performance between the "affordable" instructors and the best instructors can be extraordinary, tight budgets often dictate the choice of the former.

### ***(c) A Comfortable Learning Environment***

When basic needs are ignored, teacher response to staff development is often negative. Good food and a comfortable space are surprisingly important. Although some will claim that such details are frivolous, it is noteworthy that industry pays careful attention to such "frivolities" when training people. If anyone doubts the psychological impact of refreshments, she or he should stand alongside a coffee urn that is not ready when teachers first come pouring into an afternoon training session. The comments take on a tone of desperation and anger, as if the lack of coffee were life threatening. Conversely, standing next to a nicely decorated table bearing an assortment of fruits, cheeses, pastries and juices as well as milk, coffee and tea, one hears an entirely different kind of response. Any instructor prefers working with the second group.

### **2.9.5 Conclusion**

Providing continuing education for teachers is more important now than ever before as the role of teachers is shifting to meet the demands of a rapidly changing society. Fortunately, in recent years there has been a growing commitment in some school districts to a vastly improved conception of staff development, one which entails peer coaching and substantial, long term investment. Important research on successful programs has pointed the way for the creation of adult learning experiences which will support the development of a pioneering teacher cadre well prepared to equip this generation of students for life in the next century. It is time to convert knowledge and theory into program.



## **CHAPTER THREE**

### **METHODOLOGY AND ORGANISATIONAL PROFILE**

#### **3.0 Introduction**

This chapter explains the research procedure adopted for the study. It describes the research design, population and the sampling techniques used for the study. Other components of the chapters include the development of research instrument for collecting the data and the plan for analyzing the data collected. It also includes pre-testing of the instrument for collecting data, data collecting procedure and data analysis plan.

#### **3.1 Research Design**

The research design used in the study was the survey technique. This research design is desirable for the objectives of data collection. The researcher collected both qualitative and quantitative data that was used for the study. The research design tried to evaluate the access to training and development among teachers in selected public second cycle schools in Kumasi Metropolis.

#### **3.1 Sources of Data**

There are two main sources of data. These are primary and secondary. This is to say that study relied on both primary and secondary data.

##### **3.1.1 Primary Data**

As defined by Amaoni (2005) primary data “is data that has been collected by the researcher without the data passing through someone else’s hands.

These are data collected specifically for research project being undertaken (that is first-hand information collected from the field that has not been used before). Examples include observations, interviews, and questionnaires. There are two methods of observation: Participation observation in which the researcher participates in the lives and activities of those whom the researcher was studying, and structured observation which is systematic and had a level of predetermined structure. Its function is to tell the researcher how often things happen rather than why they happen. Questionnaires include all techniques of data collection in which each person is asked to respond to the same set of questions in a pre-determined order. Interviews are purposeful discussions between two or more people. The researcher also gathered primary data through informal interviews conducted by her. The use of interviews helped the researcher to gather valid and reliable data that are relevant to the researcher's research question(s) and objectives.

### **3.1.2 Secondary Data**

These are “data that had already been collected and analysed to a certain extent”. Amoani (2005). They are also known as “second hand” data. That is data which already exist and might have been used before. They may be from the books, thesis, report, journals, magazines, bulletins and so on. There are three main types of secondary data: documentary, survey and those from multiple sources. However, concerning the secondary method of data collection the researcher visited the university libraries and other libraries on several occasions to gather information from newsletters, newspapers, books and other related literature for review of the relevant literature for the study.

### 3.2 Population

The targeted population for the study was all teachers in the ten selected second cycle schools in the Kumasi Metropolis in the Ashanti Region of Ghana. Monitoring Research and Statistics Unit indicated that for the 2009/2010 academic year, the Directorate had a total of 700 teachers including Headmaster and Assistants Headmasters. The choice of this population for the study was informed by the need to extract relevant information that will guarantee reliable findings and assist the researcher to make appropriate recommendations (Ihenacho, 2005).

### 3.3 Sample Size

The subject for the study were 200 comprising of males and females randomly selected from the 10 out of 22 public second cycle schools in Kumasi Metropolis. The 10 public schools were Kumasi Senior Technical, SDA Senior High, Kumasi Girls Senior High School, Yaa Asantewaa Girls Senior High, Prempeh College, Opoku Ware Senior High School, Armed Forces Senior High School, Kumasi Academy Senior High School, St. Louis Senior High School and Wesley High Girls School.

Table 3.1 Selected second cycle schools

S/N	NAMES OF SCHOOLS SELECTED SCHOOLS
1.	Kumasi Senior Technical
2.	SDA Senior High,
3.	Kumasi Girls Senior High School
4.	Yaa Asantewaa Girls Senior High
5.	Prempeh College
6.	Opoku Ware Senior High School
7.	Armed Forces Senior High School
8.	Kumasi Academy Senior High School
9.	St. Louis Senior High School
10.	Wesley High Girls School

Source: Researchers field work 2011

#### 3.3.1 Sampling Techniques

The Sampling Technique was chosen considering the nature and the characteristics of the population element being studied. The simple random sampling method which is a probability sample in which each population element has a known and equal chance of being included in the sample was used to select the respondents. It helped the researcher to identify and enumerate the finite population select the respondents. Seventeen teachers were randomly selected from each of the selected second cycle schools. The researcher again used purposive sampling techniques, purposively selected all the Heads and 2 Assistants Headmasters from each of the 10 selected schools. The subject for this study was 200 comprising male and female randomly selected from 10 out of 22 schools selected mentioned above. The personnel of the schools involved were stratified into two identified groups. In this research, the descriptive survey approach was used to gather information. This approach was considered appropriate for the study because the primary concern of the descriptive study is collection of data to answer questions concerning the state of phenomenon. The descriptive research design is recommended by Bobbie (1990) for the purpose of generalizing from a sample of population, so that reference could be made about some characteristics, attributes, or behaviors of the population. However, the use of the descriptive survey is not without some disadvantages. These include the danger of entering into private affairs of respondents and the probability of generating unreliable responses since not all respondents are likely to provide reliable responses. The problems in using this design also include the difficulty in assessing the clarity and precision of questions that elicit the desired responses. The subjects for this study were two hundred (200) comprising of males and females randomly selected from ten out of twenty-two public senior second cycle schools in Kumasi Metropolis. The 10 public schools were Kumasi Senior Technical, SDA Senior High, Kumasi Girls Senior High School, Yaa Asantewaa Girls Senior High, Prempeh College, Opoku Ware

Senior High School, Armed Forces Senior High School, Kumasi Academy Senior High School, St. Louis Senior High School and Wesley High Girls High School.

**Table 3.2 Staff Positions**

<b>Personnel</b>	<b>Positions</b>
Heads Assistant Heads	School Management
Senior Housemasters Department Heads Form Masters Subjects Masters	Teaching Personnel

Source: Researchers field work 2011

### **3.4 Research Instrument and Data Collection**

The instrument used for data collection was questionnaire. Data for this study were collected from 10 selected Second cycle schools in the Kumasi Metropolis. Various Heads of schools in the selected schools were contracted, followed by an official letter to seek permission to conduct the interview. See appendix B. the researcher personally administered the questionnaires. This was done with the view to ensuring among other things, that copies of the questionnaires were appropriately answered and retrieved from all the respondents. Even though same problems were encountered in the collection of the data, especially through the administration of questionnaire, as indicated in the last sub-heading of this chapter, this approach of contracting the respondents personally yielded anticipated results.

### **3.5 Pre Testing of Instrument**

A pilot study to test construction of English, validity and reliability of questionnaire was carried out at Ejisuman Senior High School within the Ejisu-Juaben District in Ashanti Region.

Ten copies of questionnaire were served on ten (10) members of the school. This exercise was completed within a reasonable period of time as the respondents fully gave their co-operation.

There were no ambiguities in the English language and all parties easily understood items of questionnaire.

### **3.6 Data Analysis Techniques**

The Data resulting from the study could be both quantitative and qualitative and as such, need processing and analysis. The essence is to put the data in contextual form to enable the researcher answer the research questions as well as addressing the research objectives (Ihenacho (2005).

### **3.7 Profile of Ghana Education Service**

The overall goal of Ministry of Education is to provide relevant and quality education for all Ghanaians especially the disadvantaged to enable them acquire skills which will make them functionally literate and productive to facilitate poverty alleviation and promote the rapid socio-economic growth of the country (Tettey –Enyo, 2010).

The Ministry of Education exists to carry out Government vision of using quality education delivery to accelerate the nation's socio economic development through the following action plan.

- (a) Expanding access to education at all level.
- (b) Providing and improving infrastructural facilities.
- (c) Making education more relevant to national goals and aspiration by focusing on vocational and technical education.

(d) Making tertiary education more cost effective (internet 16<sup>th</sup> May, 2010).

The Ministry of Education's strategic Plan is to develop a model for inclusive education within the planned frame work of education for all (EFA) there are numerous problems that hinders the outcome of this vision.(Bawa, 2010). Despite in-service-training programme and other extra classes, the performance of SHS Students in recent times was at its lowest. The revelations is alarming and worrying not just for mainstream students but more especially for those students with special needs and Ghana's inclusive education agenda (Opoku 24<sup>th</sup> March, 2010). Although leaders had relatively positive attitudes towards including students' disabilities or special needs in regular Classrooms, they had limited knowledge of inclusive practices. Teachers were not providing the individual support to students with disabilities the severally overcrowded Classrooms to allow them to achieve meaningful educational out comes. In addition Head teachers or school principals' expectations of teachers to implement inclusive activities were quite low and organization approaches adopted by schools did not promote inclusive (Bawa 2010).

Bawa noted that it is important to note aside from these fundamental problems, the government approach to establishing inclusive education since the 1990's has been quite piece meal. And as the global schools and community initiative noted it in its report, this rather Adhoc approach does not augur well for achieving the vision of inclusion in line with the EFA and MDG's agenda.

The ministry of Educations strategic plan is to develop a model for inclusive Education within the overacting frame work of Education for all. EFA However these issues of the education systems enumerated above are always fading to be stumbling blocks to achieving this vision, furthermore, Ghana is still immense in a situation where structural inequalities.

Marginalization of persons with disabilities easily translates into service provision arena. If all these problems of inclusive education are tackled, this vision would be a mirage.

Ghana Education Service (GES) was established by Act 506 of 1995. Membership of the service is made up of Teachers and Non-Teaching Supporting Personnel in Pre-tertiary

- (a) educational institutions in the public systems.
- (b) Managers of educational units and their supporting staff.
- (c) Other persons that may be employed for the service.

### **Functions**

The service is responsible for the implementation of approved national policies and programmes relating to pre-tertiary education; thus, it is the duty of the service:

- (a) To service and oversee Basic, Senior Secondary, Technical, Special and Teacher Training Education.
- (b) To register, supervise, and inspect private pre-tertiary institutions.
- (c) Ensure human resources development of its members.
- (d) To maintain professional standards and the conduct of its personnel.
- (e) To register and keep and up-to-date register of all teachers in the public system.
- (f) To submit to the Minister of Education through the GES Council, recommendations for educational policies and programmes.

The service is headed by a Director-General who is assisted by two (2) Deputy Director-Generals. The functions of the service are performed through its directorates at Headquarters, Regions and Districts. The Divisions at Headquarters are:

- (a) Basic Education

- (b) Secondary Education
- (c) Technical and Vocational Education
- (d) Special Education
- (e) Teacher Education
- (f) Inspectorate
- (g) Curriculum Research and development
- (h) Human Resource Management and Development
- (i) Planning, Research, Monitoring and Data Collection
- (j) Administration and Finance
- (k) Logistics and Supplies

There are ten (10) Regional Directors and each Regional Director is assisted by Deputy Director or Director II. The Regional Directors monitor and co-ordinate Formal Education activities in the Regions. The District Offices are headed by District Director II. The District Director is assisted by four (4) tagged as Assistant Director (A\D) Units Heads. For examples:

- (a) A/D power and Training or Human Resources Development
- (b) A/D Finance and Administration
- (c) A/D Planning, Research and Data Collection
- (d) A/D Supervision under which the circuit supervision operates with other personnel.

GES conducts INSET on the introduction of new curricula into schools. They also conduct prescribe promotion courses to enable some categories of teachers to qualify for promotion in fulfillment of the conditions at service of GES. They again organize orientation courses for newly trained officers of GES. They organize conferences for administrative personnel designed to introduce them to new

educational policies and programmes. Finally, GES organizes refresher courses for all categories of serving and administrative personnel designed to upgrade their knowledge in identifiable areas.

Mankranso the district capital of the Ahafo-Ano District is about thirty-six kilometers (36km) from Kumasi, the Regional capital of Ashanti. The district was carved out of the Ahafo-Ano District in 1988 to enhance effective political administration. Mr. J. Y. Antwi-Boasiako was appointed as the first Acting District Director of Education in 1989 for the District Education Office of the Ghana Education Service (GES). The vision of the Ghana Education Service (GES) is to deliver efficient and effective education to meet the aspirations of pupils and students as and the nation. Its mission is to provide a high quality pre-tertiary education and training relevant to the manpower needs of the country and making it accessible to all children of school going-age. The Directorate since its establishment had worked with eight (8) Acting and Substantive District Directors of Education (DDE). Five (5) substantive and three (3) Acting DDEs. But the current substantive DDE by name, Mr. Sampson Amofa-Kra was appointed in 2003.

Currently, the District Education Directorate has six (6) Units within which it operates. These are:

- d) Finance and Administration;
- e) Planning, Statistics, Research, Data Collection and Monitoring;
- f) Human Resources Management and Development;
- g) Inspectorate\ Supervision;
- h) Accounts; and
- i) Internal Audit.

These units have personnel who work under them to ensure that effective teaching and learning take place in the district. The work of the personnel under the various units interrelates with each other; and other departments (such as the District Assembly, the Controller and the Accountant General's

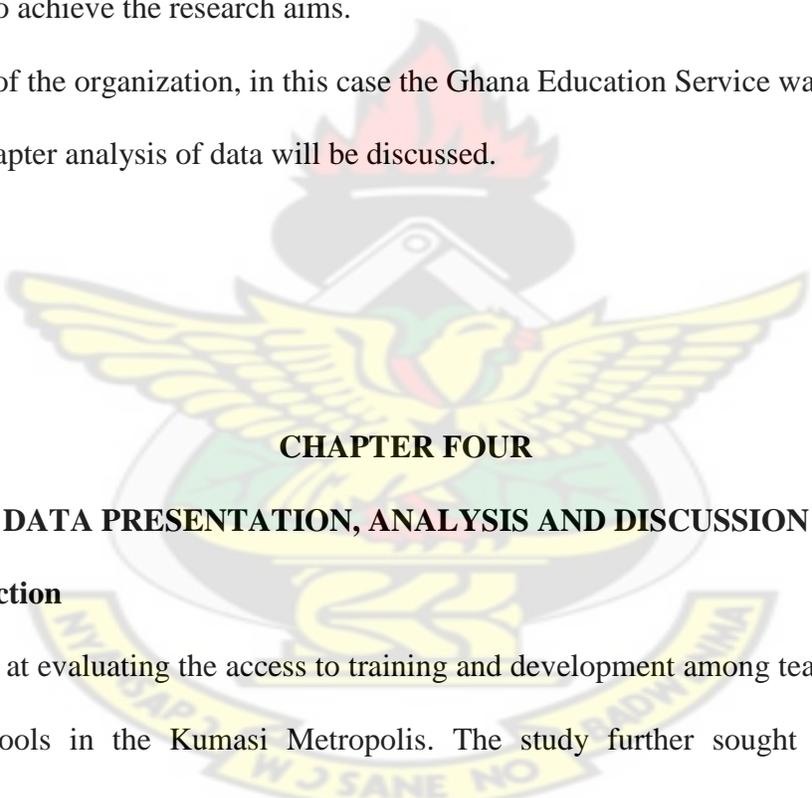
Department, the Ghana Health Service, and so on) in the district in order to ensure that education in the district is enhanced.

But the training and development of the manpower needs of the directorate in ensuring that education in the district is improved is the sole responsibility of the District Training and Staff Development Officer who executes his functions under the supervision of the Human Resource Manager.

### **3.8 Conclusion**

This chapter clarifies and justifies the research methodology in terms of the questionnaires and checklists used to achieve the research aims.

Also the profile of the organization, in this case the Ghana Education Service was enumerated. In the following chapter analysis of data will be discussed.



## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION**

#### **4.0 Introduction**

The study aimed at evaluating the access to training and development among teachers in selected senior high schools in the Kumasi Metropolis. The study further sought to establish the importance of training and development on teacher's performance and the challenges of implementations.

The data collected in this study were analyzed through tabulation, pie charts and bar graphs. The researcher delved into the personal characteristic (bio-data) of the respondents which included the age, sex, number of years in the teaching profession, number of years teaching in the school

and ranks of respondents. Item 1-5 of the questionnaire were used to determine the characteristic of the respondents.

**Table 4.1 Age of respondents.**

Age group	Frequency	Percentage (%)
30-35	20	10
36-43	84	44
44-47	67	35
48-53	12	6
54 & above	9	5
<b>Total</b>	<b>192</b>	<b>100</b>

Source: Researchers field work 2011

Table 4.2 shows that 20(10%) were between 30 to 35, 84(44%) were between 36 to 43, 67[35%] were between 44 to 47 years 12 [6%] were between 48 to 53 years and 9[5%] were above 54 years. This indicates that most of the respondents were between the ages of 36 to 43 years, 84[44%]. This pre supposes that most respondents were young and active and were part of training and development programmes in their schools.

**Table 4.2 Gender Distributions of Respondents**

Sex	Frequency	Percentage
Male	105	55
Female	87	44
<b>Total</b>	<b>192</b>	<b>100</b>

Source: Researcher's field work 2011

Majority of the respondent 105 (55%) were males and 87 (44%) were females. This shows that the male population constituted a greater proportion of teachers in senior high schools in Kumasi metropolis

**Table 4.3: Number of years in education service.**

Years in Service	Frequency	Percentage

< 5	44	23
5 – 10	138	72
Above 11 years	10	5
<b>Total</b>	<b>192</b>	<b>200</b>

Source: Researchers field work 2011

Table 4.3 above shows the number of years respondents have been in the teaching profession

It is evident that out of 192 respondents 44 (23%) had worked in the Ghana education Service (GES), for less than five years, 138(72%) and 10(5%) had worked with GES between 5 – 10 and 11 and above respectively.

**Table 4.4: Years at current post**

Years at current post	Frequency	Percentage %
2-5	81	42
6-10	100	52
10 and above	11	6

Source: Researchers field work 2011

Out of 192 respondents interviewed, 100(52%) had served 6-10 years at their current post, 81(42%) 2-5 and 11(6%) 10years and above. This indicate that majority of the respondents had been in the schools for between 6 – 10 years.

**Table 4.5 Rank of Respondents**

Ranks of respondents	Frequency	Percentage (%)
Deputy Director	6	3
Assistant Director	34	28
Principal Superintendent	88	46
Senior Superintendent	44	23
Superintendent	-	-
<b>Total</b>	<b>192</b>	<b>100</b>

Source: Researcher's field work 2011

Table 4.5 shows that 88(46%) of the total population used for the research work were principal superintendent whiles 54(28%) were assistant directors, also 44 (23%) of

the respondents of the population were senior superintendent, and 6(3%) of the respondent were deputy directors.

This goes to support the fact that, there were more principal superintendent used for the research and their roles would help in the development of these schools.

#### **4.1 Access to Training and Development**

Access to training and development in determining the access to training and development of teachers in the selected second cycle school in the Kumasi Metropolis, there was the need to find out about types of training and development programmes organized by the GES for teachers in second cycles in the Metropolis. This is because teachers needed to be made aware of the type of training and development programmes that are organized for GES personnel before they could give their views on it. Therefore there was a section of the questionnaire that sought to find out the awareness level of respondent. Thus an analysis of responses of respondents is presented in this section.

This item sought to find out from respondents the exact types of training and development programmes that are organized for second cycle schools teachers in the Metropolis. The responses as presented in figure 4.2 revealed that a significant number 100(52%) said there are 2 main types of training. Another group 70(36%) also indicated that training organized for teachers in the Metropolis said training is of 3 main types, whilst 11(6%) said training is of 4 main types. It can therefore be conclude that most of the respondents have the knowledge about the 2 main types of training that supposed to be organized for teachers in second cycle schools. However, those few ones who are not aware indicated some forms that these types of training programmes could be taken as types of training. The figure below explains it.

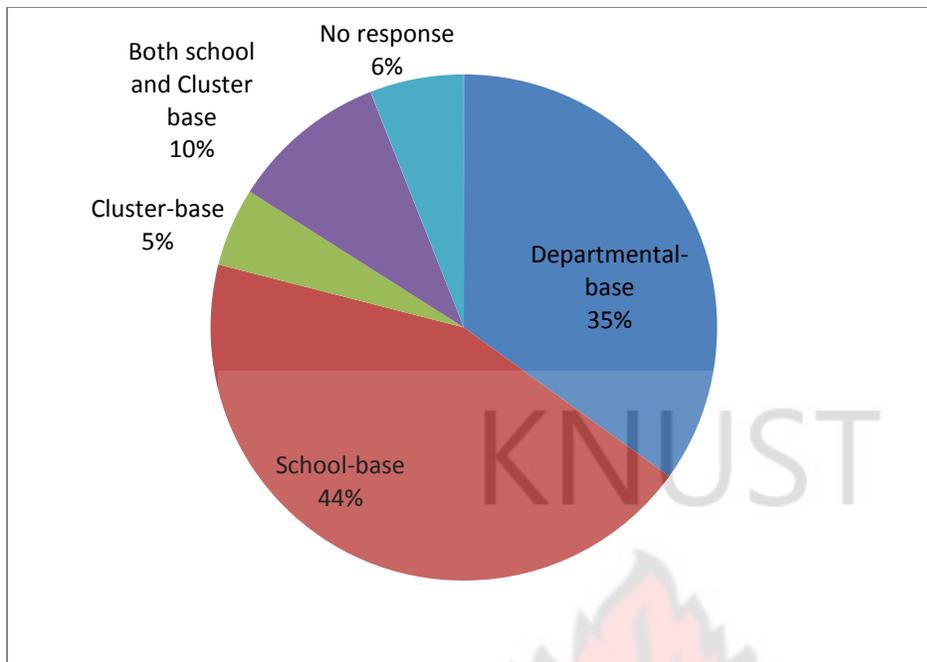
**Table 4.6 Number of Types of training Programmes**

Number of Types of Training	Frequency	Percenta%
2 types	100	52
3 types	76	36
4 types	11	6
None	11	6

**Figure 4.1 Number of training programmes**

Source: Researcher's field work 2011

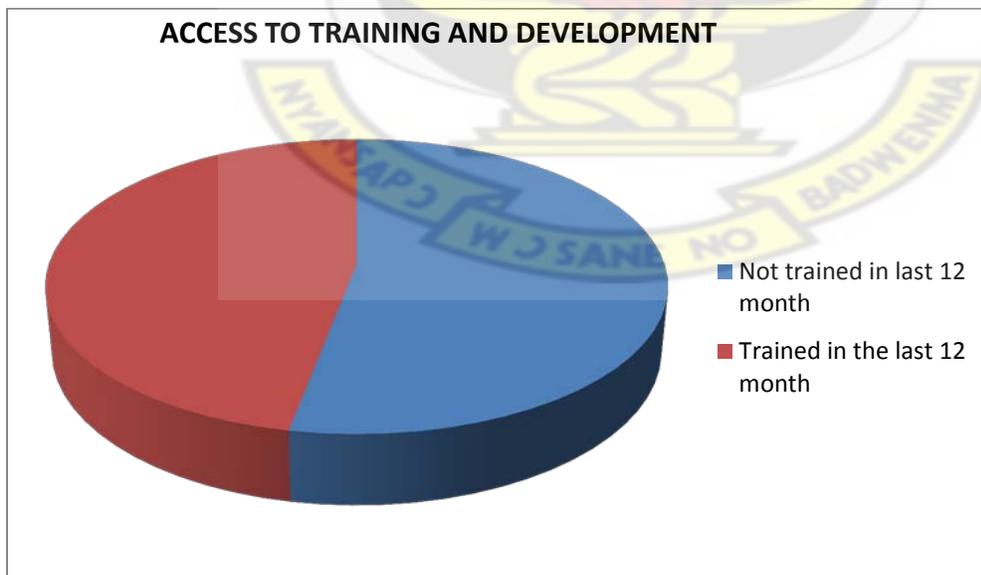
This was a follow-up to the previous item, seeking to find out the types of training respondents attended/organized and from the responses 20(10%) of the respondents indicated both that it is (School Base and Cluster Base). It was followed by those who said departmental was 67(35%) and school base training 84(44%), of the respondents indicated Cluster Base Training. Other group of the respondents 9(5%) did not give any response to the item. From the figure above, it is an evidence that some 12(6%) of the respondents have not had any training since their recruitment into the GES. This findings contravenes with what Harrison (1992) said that new employees are, in some respect like raw materials, they have to be "processed" to enable them perform their job adequately and to fit into their jobs adequately and also to fit into their work group and into the organization as a whole. This is shown in the figure 4. 2 below.



**Figure 4.2 Types of training programmes organized by GES**

Source: Researcher's field work 2011

Figure 4.2 shows pie chart that depicts the proportions of respondents who had ever attended training and development programmes. 47% of the respondents said they had attended training and 53% said they had no training for the past twelve months.



**Figure 4.3 Access to training and development**

Source: Researcher's field work 2011

#### **Table 4.6 Reasons for not attending training**

Out of 98(47%) who said have never had training gave the following reasons 30 (30%) of the respondents had no training because they were not aware, 40 (40%) also said it was lack of Funds, while 2(20%) and (10%) of the respondents also said they were not due and interested respectively. This indicates that lack of adequate fund is the main impediment when it comes to training and development of teachers under GES. This is shown in the table below.

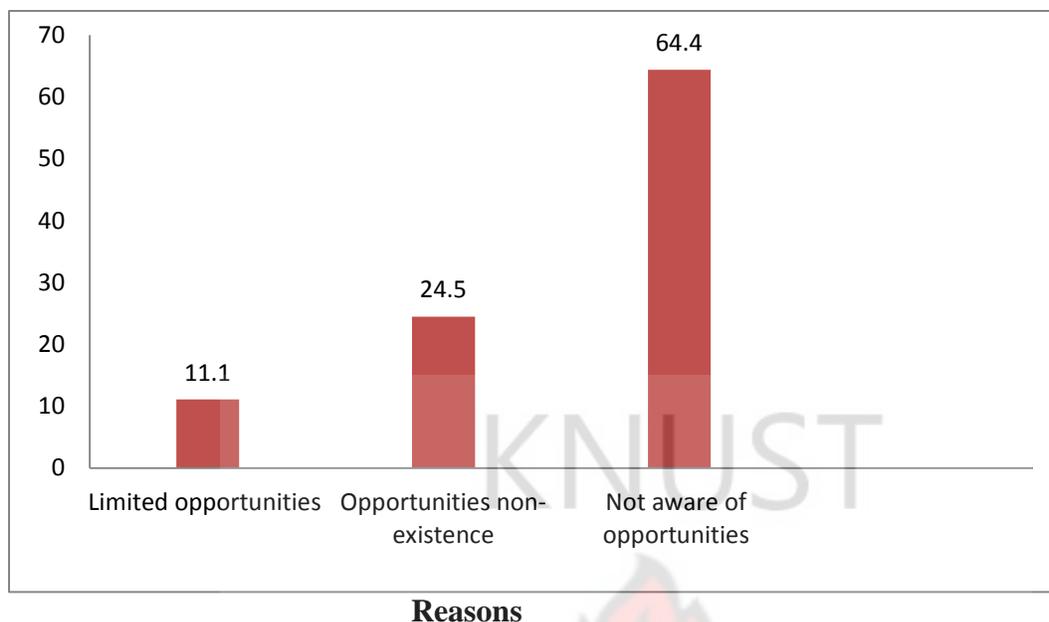
#### **Table 4.6 Reasons for not attending any training**

<b>Reasons</b>	<b>Frequency</b>	<b>Percentage %</b>
Not aware	30	30
Lack of funds	40	40
Not due	20	20
Not interested	8	10
Others specify	-	-
<b>Total</b>	<b>98</b>	<b>100.00</b>

Source: Researcher's field work 2011

#### **4.3 Reasons for not Attending Training for the Past 12 Months**

The reason why 53% of the respondents is never attended training had shown in figure 4.3 below. It is shown in table 4.3 that 11.1% of the respondents said that they had limited opportunity 64.4% indicated that, they were not aware of opportunities for training and (24.5%) of respondents also said that the opportunities do not exist. The reason for not attending any training and development programme, when the respondents were asked, whether they had attended training within the past twelve months, out of 192 interviewed, 44(23%) affirmed. However, 94(49%) had ever attended training



**Figure 4.4 Reasons for not attending Training**

Source: Researcher's field work 2011

**Table 4.7 Relevance of training attended**

Training relevant	Frequency	Percentage
Yes	90	95.6%
No	4	4.4%
<b>Total</b>	<b>94</b>	<b>100</b>

Source: Researcher's field work 2011

Reasons for the relevance of the training are enlisted in Table 4.8 below. In the view of 35(41%) out of 90(95.5%) respondents who said the training was relevant, it was due to new knowledge of subject area. Attribution to relevance of the training was made to new teaching methods by 24(28.2%) and 4(4.7%) said new assessment methods and new teacher-student relations were given by 22(25.9%) respondents. Reasons for non relevance were that it was related to management and administration. This confirms what Torrington (1991) said that, training programmes can be easily irrelevant. This is because it is easy to fall into the trap of training for training sake. He stressed that there are instances where people who do not require are handpick

to undergo training to the detriment of more suitable and qualified employee. Thus it can lead to waste of funds and efforts.

**Table 4.8 Extent of relevance of training**

<b>Extent of relevance of training</b>	<b>Frequency</b>	<b>Percentage</b>
New knowledge in subject area	35	41.2%
New teaching methods	24	28.2
New assessment methods	4	4.7
New teacher – student relationship	22	25.9
<b>Total</b>	<b>94</b>	<b>100</b>

Source: Researcher's field work 2011

#### **4.2 Transfer of knowledge and skills from training**

The section hopes to find out whether teacher were able to transfer what they acquired during training and development programmes to colleagues and students and the challenges/problems associated with it. The tables and figures below presents an analysis of the responses obtained.

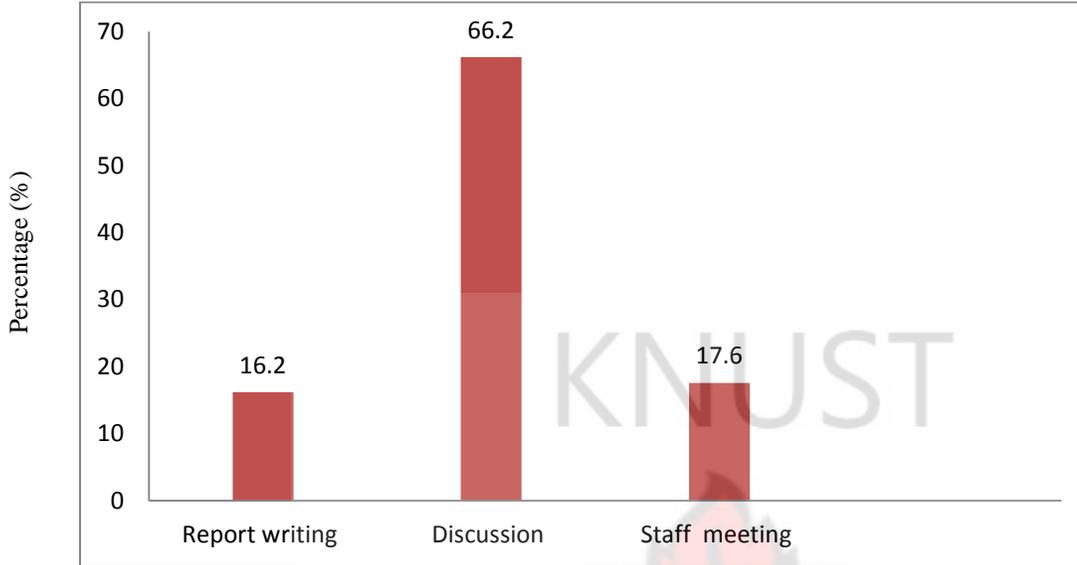
**Table 4.9: Transfer of knowledge and skills from training**

Table 4.9 below shows responses on whether respondents who had ever had training transferred it to their colleagues. Some of the respondents 70 (73.6%) said they had transferred the content of the training to their colleagues, but 26.4% had not.

**Table 4.9 Transfer of content of training to colleagues**

<b>Transfer of knowledge to colleagues</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	70	73.6
No	24	26.4
<b>Total</b>	<b>94</b>	<b>100.0</b>

Source: Researcher's field work 2011



**Figure 4.5 Means of sharing experience with colleagues**

Source: Researcher's field work 2011

Eleven 11(16.2%) out of 70 (73.6%) respondents who shared what they learnt with their colleagues did so by discussing with them and 47 (66.2%) and 12 (17.6) did it through staff meetings and report writing respectively.

#### **4.2.1: Reasons for Inability to Transfer Experience to Colleagues.**

Lack of funds to train colleagues and lack of motivation of teachers were the indication attributed to inability to transfer what was learnt with colleagues. Out of 24(26.4%) respondents who could not share ideas with colleagues 4(18.2%) and 20 (81.8%) were not able to do so due to lack of funds and motivations respectively.

**Table 4.10 Inability to share experience with colleagues**

Reasons	Frequency	Percentages
Lack of funds	4	18.2
Lack of motivation	20	81.8

<b>Total</b>	<b>24</b>	<b>100.0</b>
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Source: Researcher's field work 2011

Table 4.11 below shows that 82(87.8%) out of the 94(100%) respondents who had training and development said they imparted what they learnt to their students but 12 (12.2%) respondents were not able to do so. This shows that majority of the trainees were able to share what they learnt with colleagues, though they did not take part of the training programme.

**Table 4.11 Imparting skills and knowledge to students**

<b>Imparting knowledge</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	82	87.8
No	12	12.2
<b>Total</b>	<b>94</b>	<b>100.0</b>

Source: Researcher's field work 2011

#### **4.2.2 Desire to Impart Skills and Knowledge to Students**

Even though 16 (20.3%) of the respondents were not able to impart what they learnt from training to students, majority of respondents 63(79.7%) were able to impart to students as desired.

**Table 4.12 Ability to impart knowledge to students as desired**

<b>Ability to impart knowledge to students</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	63	79.7
No	16	20.3
<b>Total</b>	<b>79</b>	<b>100.0</b>

Source: Researcher's field work 2011

**Table 4.13 Extent of Impartation of knowledge to students**

<b>Extent of impartation to students</b>	<b>Frequency</b>	<b>Percentage</b>
To all	23	24.1
To most of them	44	53.2
To few of them	22	22.8

<b>Total</b>	<b>94</b>	<b>100.0</b>
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Source: Researcher's field work 2011

Among 192(100%) respondents interviewed, 82(87.8%) said they were able to impart what they learnt from training to their students, they indicated the extent they were able to do so, 23 (24.1%) of the respondents said that they were able to impart skills and knowledge acquired from training to all students. Some 44(53.2%) of the respondents also said they imparted to most of the students, and 22(22.8%) respondents too imparted to few of the students. The researcher saw that though there were some challenges but trainees were able to impart knowledge and skills they acquired to students.

**Table 4.14 Challenges in sharing what was learnt from training**

<b>Challenges</b>	<b>Frequency</b>	<b>Percentage</b>
Lack of attention	6	7.6
Lack of teaching materials	38	48.1
Inadequate administrative support	7	8.9
Inadequate time	28	35.4
Others	-	-
<b>Total</b>	<b>79</b>	<b>100.0</b>

Source: Researcher's field work 2011

Table 4.14 shows responses about challenges encountered while sharing what was learnt during training with colleagues and students. All the 79(100%) respondents who shared with colleagues and students had challenges. Lack of teaching materials 38(48.1%) and inadequate time 28 (35.4%) were the major challenges encountered, but lack of attention 6(6.7%) and inadequate administrative support 7(8.9%) were also part of the challenges. Lack of logistics to finance the programme were sometimes scarce, for example insufficient and late release of funds from the central government and lack of administrative support demotivate trainees in performing their duties.

### 4.3 Effects of Training and Development on Performance

This section sought to find out whether training has affected performance of teachers: teachers performance before and after training. The table below indicate the responses obtained.

#### 4.3.1 Students Performance

Out of 192(100%) teachers interviewed 17 (8.9%) said the performance of their class was excellent, 12 (6.3%) also said their students' performance was very good; 50 (26.0%) respondents said the performance of the students was average but 23(11.9%) and 10(5.2%) said their students performance were pass and poor respectively.

**Table 4.15 Assessment of students' performance**

<b>Performance of students</b>	<b>Frequency</b>	<b>Percentage</b>
Excellent	17	8.9
Very good	12	6.3
Good	50	26.0
Average	80	41.7
Pass	23	11.9
Poor	10	5.2
<b>Total</b>	<b>192</b>	<b>100.0</b>

Source: Researcher's field work 2011

Table 4.15 below shows that 35 (18.2%) of the respondents said their students had 70% and above, 130(67.9%) respondents said their students had 50 – 69% and 27( 13.8%) also said their students had below 50% in the last WASSCE.

From the table 4.16 below most of the students had 50-69% and that was little above average.35 (18.2%) had 70%and above and 27(13.8) had below 50%.

**Table 4.16 Proportion of students that passed WASSCE**

<b>Proportion that passed WASSCE</b>	<b>Frequency</b>	<b>Percentage</b>
70% and above	35	18.2
50% - 69%	130	67.9
Below 50%	27	13.8
<b>Total</b>	<b>192</b>	<b>100.0</b>

Source: Researcher's field work 2011

**Table 4.17 Effects of training and development on students' performances**

<b>Effects of training on students performance</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	126	65.4
No	66	34.4
<b>Total</b>	<b>192</b>	<b>100.0</b>

Source: Researcher's field work 2011

Majority of the respondents 126(65.4%) indicated 'YES' to the fact that training and development really affect students performance and 66(34.4%)Indicated 'NO'.

**Table 4.18 Expected performance of students in the last end of the term**

<b>Expected Performance of students</b>	<b>Frequency</b>	<b>Percentage</b>
80% and above	47	24.4
70% - 79%	40	20.8
60% - 69%	105	54.9
<b>Total</b>	<b>192</b>	<b>100.0</b>

Source: Researcher's field work 2011

Table 4.19 shows detailed assessment of relationship between attendance of training for the last 12 months and the performance of students as indicated by the teachers who were interviewed. On class performance, a higher percentage 84 (44%) of teachers who attended training as compared to (14.0%) of those who had not attended said that their class performance was good as far as performance was concerned. The difference in proportion showed that there was a strong association (Chi = 38, 6;  $p < 0.001$ )

**Table 4.19 Grading of performance after training**

<b>Grades</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Low	9	5
Average	84	44
Good	67	35
Very good	20	10
Excellent	12	6
<b>Total</b>	<b>192</b>	<b>100</b>

Source: Researcher's field work 2011

Analysis of the responses from table 4.19 shows that 84(44%) of the respondents indicated average performance after the training programme. 20(10%) indicated very good performance after the training while 67(35%) and 9(5%) each indicated good and low performance respectively. Twelve (6%) shows excellent performance after the training programme. This is in conformity with Cascio's (1992) ascertain that "performance is a description of what is expected of employees, plus the continuous orientation of employees towards effective job performance. Therefore, regular assessment of progress towards goals encourages a continuity orientation towards job performance.

**Table 4.20 Training enhances teaching and learning**

<b>Whether training enhances teaching/learning</b>	<b>Frequency</b>	<b>Percentage %</b>
Yes	156	81
No	36	19
<b>Total</b>	<b>192</b>	<b>100.00</b>

Source: Researcher's field work 2011

The table above shows that majority of the respondents 156(81%) affirmed that training and development enhances teaching and learning. However 36(19%) respondents disagreed with the fact that training enhances teaching and learning because not all training programmes relate to teaching and learning. This may be due to lack of needs assessment.

#### 4.4 Training Opportunities Available for Teachers

The section presents an analysis and discussion on the various training opportunities available for teachers in the selected second cycle schools in Kumasi Metropolis.

##### 4.4.1 Training Opportunities Available for Teachers

The awareness of teachers interviewed about having the opportunity to attend training in the year. Over (72.3%) of the interviewees said they did not know, (17.7%) and (10%) said ‘NO’ and ‘YES’ respectively. This means that teachers do not have enough information about their organization and this affects their performance.

From table 4.20 below the respondents said they had training for the past twelve months, 77 (40%) indicated that they had it once within the year, 58(30%) said they had it twice and 38(20%) too said they had it thrice and 19(10%) also specified that they had it once in the 12 months but was for the core subject teachers alone.

**Table 4.21 Number of times GES organize Training**

Number of training in a year	Frequency	Percentage %
One time	77	40%
Two times	58	30%
Three times	38	20%
Four times	19	10
<b>Total</b>	<b>192</b>	<b>100</b>

Source: Researcher’s field work 2011

**Table 4.22 Selection of trainees**

<b>Basis of selecting trainees</b>	<b>Frequency</b>	<b>Percentage %</b>
Types of subjects teaching	145	76
Level of education	12	6
Identified skills	12	6
Long service	23	12
<b>Total</b>	<b>192</b>	<b>100.00</b>

Source: Researchers field work 2011

Out of 192 (100%) teachers interviewed about the basis of selection of teachers for training and development 145(76%) said selection of trainees is based upon the type of subject teaching, twelve (6%) said that trainees are selected upon the level of their education. Some of the respondents 12(6%) and 23(12%) also said that teachers are selected for training upon the identified skills deficiency and long service respectively. Most of the respondents were of the opinion that the type of job (subject on the part of teachers) plays an important role when it comes to selecting of an individual for training programmes. However trainees are also selected where skills deficiency is identified on the part of an officer. The study revealed that the main issue that informs training and development in the Ghana Education Service is the introduction of new concepts. When new concept is introduced it becomes necessary to upgrade the knowledge of teachers and other educational workers to effectively handle the new concept. This confirms the rationale behind the 2008 workshop, organized for social studies teachers in the senior secondary schools. That is the in-service social studies programme is therefore meant to update the knowledge and skills of teachers involved in the teaching of social studies in Ghanaian secondary schools.

**Table 4.23 Access to training and development**

<b>Teachers access to training</b>	<b>Frequency</b>	<b>Percentages %</b>
Very high access (80%)	-	-
High access (70% -79%)	34	17.7
Moderate (50%-59%)	21	10.9
Cannot tell	33	17.2
Low access (30% - 49%)	44	22.9
Very low access (30%)	60	31.3
<b>Total</b>	<b>192</b>	<b>100</b>

Source: Researchers field work 2011

Table 4.23 above shows that 34(17.7%) of the respondents of the total population used for the research said teachers have high access (70%-59%) to training, whilst 21(10.9%) of the respondents stated that teachers have moderate (50%-59%) to training. But 33(17.2%) said they cannot tell and 44(22.9%) and 60(31.3%) also said teachers have low access (30%-49%) and very low access (30%) respectively.

**Table 4.24 Training as a factor towards promotion**

<b>Responses</b>	<b>Frequency</b>	<b>Percentages %</b>
Yes	36	19
No	156	81
<b>Total</b>	<b>192</b>	<b>100</b>

Source: Researchers field work 2011

From table 4.24 above 36(19%) respondents of the total population used for the study indicated Yes while 156(81%) of the respondents indicated No. This shows that majority of teachers in the Senior High Schools are not promoted as a result of training courses they attended.

#### **4.5 Analysis of Respondents' Views on Recommendations for the Training and Development for Future Organization**

This was open and closed ended questions which sought to find out whether respondents have suggestions to make and their suggestions on training and development on the performances of teachers for future organization. In general, the suggestions respondents made were based on funding, provision of logistics, monitoring, certification of attendance, motivation, timing of the programme and record keeping.

Table 4.25 Suggestions Respondents wish to make concerning training and development

Responses	Frequency	Percentage %
Yes	11	6
No	100	52
No response	81	42
Total	192	100

Source: Researchers field work 2011

Generally, 11(6%) of the respondents made it evident that they had suggestions to make for future organization about training and development programmes. Hundred (52%) of the respondents said 'No' to the question and to those who gave no response were 81(42%). For those who indicated 'Yes' stated the following as their suggestions for future organization of programme.

- (a) Constant flow of funds from the central Government for effective organization of training and development in schools, and the District levels.
- (b) Adequate supply of logistics to support the smooth organization of training and development programmes in school, within clusters and District.
- (c) Timing of the programme should be regularly organized as indicated in the guidelines.
- (d) Teachers should be well motivated to boost their morale for the job or task that they had been assigned to by giving lead teachers incentive packages and refreshment for teachers who attend the programme.

- (e) Monitoring and evaluation systems should be strengthened. Evaluation Officers and Headmasters should be supported to monitor teachers after training and development programmes.
- (f) Enforcement on the number of years teachers should stay in a school before being transferred.
- (g) Sensitizing teachers through orientation programmes to understand the fact that training and development programmes are part of the teaching programmes.
- (h) Record-keeping-Notebooks should be supplied, to teachers for recording of activities on training and development programmes.



## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

The main objective of this study was to evaluate the access of training and development among teachers in selected second cycle institution in the Kumasi Metropolis. The researcher became interested because of the numerous complaints raised by senior high schools, teachers and the general public about the changes in the school curriculum for second cycle institutions. This research was to find out whether teachers in the selected senior high schools have access to training and development to equip them with the necessary skills and knowledge to meet the objectives of the new curriculum. The study was also to find out if there is a significant difference of performance of teachers who benefited from training and those who did not benefit from it. It again looked for whether teachers were able to implement training ideas and the challenges related to the implementations, for the researcher to make suggestions that could ensure effectiveness of training and development among teachers. To achieve the objective, the study covered Heads, Assistant Heads, and Senior Housemasters, Head of departments and subject teachers of the selected schools in Kumasi Metropolis in Ashanti Region. Questionnaires both open-ended and closed-ended were used as the main instrument. The question items were pre-tested and revised to ensure their clarity and validity. In all 200 questionnaires were distributed personally by the researcher. Out of which 192 were responded. Simple percentages and frequencies were deduced from the collected data to give a descriptive analysis to interpretation of the data.

## **5.2 Summary of findings**

The findings of the research have been outlined as follows;

### **5.2.1 Knowledge about teacher's access to training and development**

The study established that respondents in the schools had knowledge that teachers in second cycle schools have access to training and development. However, the specific time and times scheduled for the training is not known.

### **5.2.2 Training within the past twelve months.**

On the issue concerning training and development programmes for the past twelve months, a greater percentage of the respondent (53%) indicated that they had no training for the past twelve months. Some of the reasons cited were that:

- (a) There is limited opportunity for training and development for teachers.
- (b) There are no opportunities available for teachers to attend training programmes.
- (c) Most of the respondent were not aware of various opportunities for teachers teaching senior high schools.

### **5.2.3 Relevance of training attended**

On the issue as to whether training attended was relevant to teachers work 90(95%) of the respondent believed that the training that had was relevant to the teaching profession. The following were the reasons given.

- (a) The training was relevance due to new knowledge of subject area.
- (b) Training was made to new teaching method.

(c) Training was made to new assessment method.

(d) Training was about new teachers –student relationship.

#### **5.2.4 Transfer of skills and knowledge by trainees.**

On the issue about ability to transfer knowledge and skills acquired from training to colleagues and students, some 50(26%) respondent said they could not transfer the acquired skills and knowledge to colleagues and students and gave various reasons, 142(74%) of the respondents said they were able to do so but there were some challenges.

##### **5.2.4.1 Inability to transfer skills and knowledge by trainees.**

The study revealed that training programmes were normally organized when GES introduces a new concept. For instance, the introduction of the new educational system triggered a lot of training of service staff to keep abreast with the programme.

#### **5.2.6 How programmes are evaluated.**

Respondents indicated training programmes are evaluated through performance evaluation defined by the evaluation and monitoring department of GES. Participant training programmes are also asked to give their impression about the training programmes as a means of evaluating the success or otherwise of the programme.

#### **5.2.7 The relationship between training and performance**

It was finally discovered that there is direct relationship between training programmes and performance. Teachers were able to teach better as a result of training programmes they attended.

### 5.3 Conclusion

In line with the findings of the study, the following conclusions are drawn. Ghana Education Service has human resource training and development policy from which teachers of second cycle institutions in Ghana need to attend training and development programmes, that will equip them with skills and knowledge to serve the needs and help to achieve the objectives of the new curricula change. Yet these policies are not well structured and implemented consciously. Majority of the respondents were lacking important information about their work such as schedules at training and development programmes for teachers in second cycle school. It is therefore needful for GES to have a well structured policy concerning the training and development of teachers and in particular, those in second cycle institutions to be abreast with time and knowledge to meet the changes in the education systems in Ghana.

It may be deduced from the findings of the study that proper analyses, especially for the trainee, is often not conducted before a teacher is sent on a training programme source of the courses attended were not always in response to the needs of both the organization and the individual. Conscious evaluation is not done to check whether learning has actually taken place and that what is learnt is transferred to the job.

This study also revealed that lack of adequate funds is the main impediments when it comes to training and development under Ghana Education Service. Government delays in releasing funds meant for training programmes for teachers and other educational staff. This tends to affect the training programmes scheduled for Ghana Education Service. However lack of resource persons sometimes creates problems for GES's effort to organize training and development programmes for teachers.

Again, it was also found out that training has always been an essential part of human life, particularly in the working environment. The respondents who had training programmes said the performance of their students after the training was better than before they attended the training programmes. This confirms with Truelove (1995) claim that workers perform better if they are trained in the skills necessary for their job, and managers are better leaders if they are knowledgeable about developing happy productive staff.

## **5.4 Recommendation**

In order for human resource training programmes to be made effective in second cycle institutions the researcher provided the following recommendation to be considered by GES, Headmasters /headmistresses, teachers and other stakeholders in the Ghana Education Service. It is hoped that if these recommendation are given serious attention they would help GES to provide reliable, quality, and effective training programmes for their teachers.

### **5.4.1 Need Analysis**

The study revealed that some of the training programmes teachers attended were not relevant to their job. In order to make training effective careful analysis of all performance gaps should be undertaken before deciding on whether or not training is the solution to the problem. This is because performance gaps may be due to several factors of which lack of knowledge or skills is a part.

For training programmes to be effective in GES the methods of training needs identification needs to be reviewed and besides the Heads of Institutions and Human Resource Staffs should be alert to the kinds of training that are needed: who needs them, where they are and which

methods will be best to deliver the needed training to teachers. When this is done thoroughly, teachers will only attend to a particular training when the needs arise or there is a performance gap and that gap can be corrected by attending the training programme in question.

Periodic performance appraisal of staff should be undertaken with the knowledge and involvement of the teachers, this should not be merely a routine exercise but rather one that is deliberately aimed at determining what is lacking in a particular employee that needs improvement and can be corrected through training. Training needs should be considered on the basis of overall objectives of GES. Thus the direction and goals of the GES should determine what training programmes should be organized.

Training should be recommended if and only if it can be proved that it is the remedy to the deficiency, training objective should always reflect the results of training needs analysis. The design and development of the training product should also take into consideration the training needs analysis.

#### **5.4.2 Training Policies**

The study discovered that GES rarely reviews its training policies. In order to enhance the training programmes of teachers, the training policies of GES must be reviewed periodically in response to changes in their respective environments as well as educational goals to ensure a steady development of the human resource of GES. The management should revise the training programmes so that it conforms to modern trends of academic and technological needs to be able to teach in normal classroom and the internet.

#### **5.4.3 Funding Training Programmes**

Ghana Education Service should set up special funds meant for training and development programmes in order to ease the over dependants of Government funds. Educational associations such as Ghana National Association of Teachers GNAT and Ghana Association of Graduate Teachers (NAGRAT) should help training organizers with funding to make up delays in the release of funds by Government. GES can provide intensive training and educational programmes for their employees by making resources available.

#### **5.4.4 More Trainees**

The study however revealed that lack of resource persons sometimes creates problems for GES's effort to organize training and development programmes for teachers. Based on that more teachers should be trained as trainers to make training more accessible and cheaper for second cycle institution. Special training teams should be set up in each district to ensure that training programmes are brought to the door step of teachers.

#### **5.4.5 Feedback Mechanism**

The study discovered that there is no proper training evaluation mechanism in GES; therefore it is recommended that GES should institute a feedback mechanism for head of institutions to be able to provide the right training to personnel. Post training evaluation should be an integral part of the training process, as already pointed out, evaluation conducted after each training session will serve as a feedback mechanism to enable this organization correct the deficiencies in their training programmes.

Training evaluation will again help the unit as well as management to know and take appropriate decisions each time on the status of relevance of available training programmes.

#### **5.4.6 Motivating Trainees**

There is the need for the management of the GES to put in motivational measures in place to motivate more teachers to undertake further education as well as regular in-service training and short courses for the teachers. Management of Ghana Education Service should have favorable attitudes towards training, which motivates employees to stay with the institution and work towards advancement. GES should not see training as the only means of solving performance deficiencies among teachers but also they should recognize the expectation people bring to work and also provide requisite logistics/equipment to assist the advancement of their work. This will help erase the misconception that training programmes do not take into consideration the needs and interest of the trainees. In order to confirm what Byars and Rue (1994) said, Well designed training takes account of the trainee's previous knowledge, their work experience and even their previous experience of the learning process itself. Indeed where detailed work is required, it may even be necessary to investigate the literacy competence and the learning styles of the trainees. Other factors such as age and the social background of the trainees, where possible, may be analyzed to provide the best possible framework within which the training process can be conducted.

#### **5.5 Recommendation for Further Study**

Going by the findings of the study, the recommendations and the conclusion made, the following suggestions are made for future researcher; a similar research could be conducted on other districts in the Ashanti Region, and again further research can be conducted to compare the impact of training and development on the performance of teachers in other district in Ashanti Region and that of other District Education Directorate in the Country.

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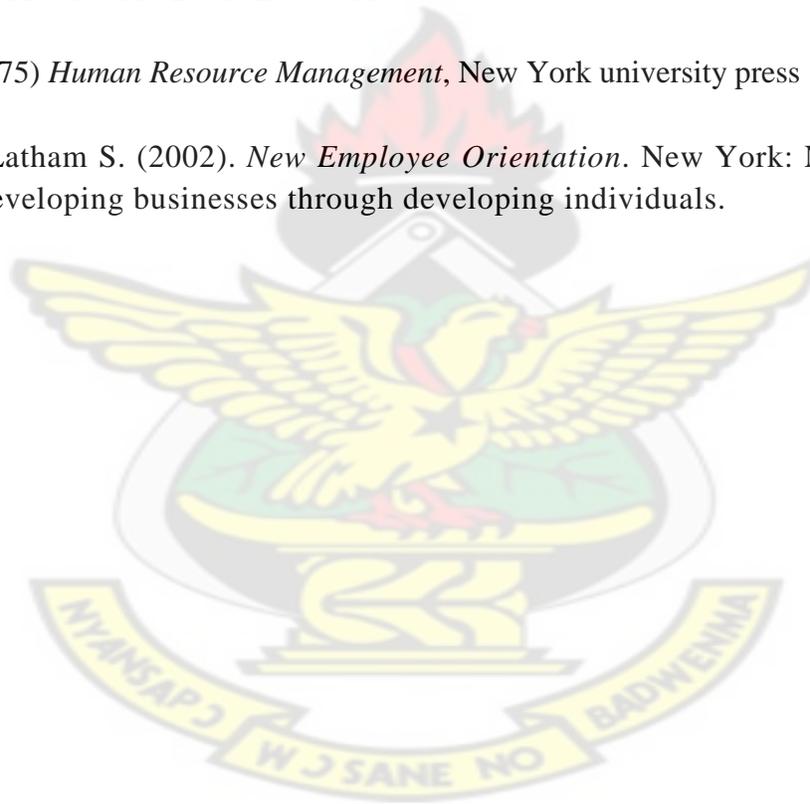
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## APPENDIX

### SECTION A: CHARACTERISTICS OF RESPONDENTS 1.

1. Age (in completed years)

- a. < 30 ( )
- b. 30 -34 ( )
- c. 35 – 39 ( )
- d. 40 - 44 ( )
- e. 45 and more ( )

2. Sex

- a. Male ( )
- b. Female ( )

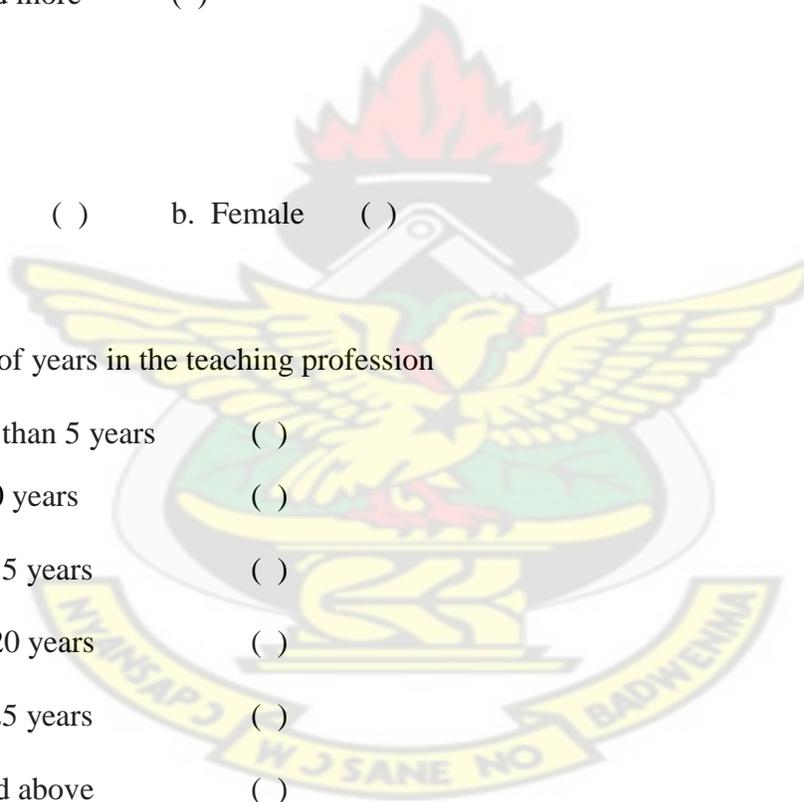
3. Number of years in the teaching profession

- a. Less than 5 years ( )
- b. 5 - 10 years ( )
- c. 11 - 15 years ( )
- d. 16 - 20 years ( )
- e. 21 - 25 years ( )
- f. 26 and above ( )

4. Number of years you have been in the present school

- a. 1 ( )
- b. 2 - 5 ( )
- c. 6 - 10 ( )
- d. 10 and above ( )

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5. Indicate your rank

- a. Director ( )      b. Assistant director ( )      c. Principal superintendent ( )

## SECTION B: ACCESS TO TRAINING AND DEVELOPMENT

6. Are you aware of the types of training organized by the Metro Education Office?

- a. Yes ( )      b. No ( )

7. How many are the types of training that are organized for teachers in the Metropolis?

- a. 2 ( )      b. 3 ( )      c. 4 ( )

8. If no why do you think you have never attended such training?

- a. Not aware ( )      b. Lack of funds ( )      c. Not due ( )  
d. Not interested ( )      e. Others specify ( )

9. In the past 12 months, did you attend a training and development session?

- a. Yes ( )      b. No ( )

10. If no why?

- a. Limited opportunities ( )      b. Opportunities non - existence ( )  
c. Not aware of opportunities ( )      d. Others specify ( )

11. If yes how many times have you attended such training and development?

- a. One time ( )      b. Two times ( )      c. Three times ( )

- d. Four times ( )                      e. Five times ( )

12. Was the training relevant to your subject area?

- a. Yes ( )                      b. No ( )

13. If yes, how was it relevant?

- a. New knowledge about content of subject area ( )  
b. New teaching methods ( )  
c. New assessment methods ( )  
d. New teacher-student relationship ( )  
e. Others please state ( )

14. If no, why was it not relevant? Please state

### **SECTION C: TRANSFER OF KNOWLEDGE AND SKILLS AFTER TRAINING**

15. Were you able to transfer what you acquired from the training and development to your colleagues?

- a. Yes ( )                      b. No ( )

16. If yes, how were you able to do it?

- a. Conversation ( )                      b. Report write-up ( )                      c. Discussion ( )  
d. Teacher's Meeting ( )                      e. Others please state ( )

17. If no, why were you unable to do it?

- a. Inadequate time ( )
- b. No planning ( )
- c. Lack of funds ( )
- d. Not well motivated ( )
- e. Not necessary ( )

18. For the number of times you have been trained has your performance been evaluated?

- a. Yes ( )
- b. No ( )

19. If yes, how does training and development is been evaluated in second cycle schools?

- a. Through performance evaluation ( )
- b. No mechanism exist for evaluation ( )
- c. Participant gives their impression on training and development ( )

20. Do you think you were able to impart to the students exactly what you desired to?

- a. Yes ( )
- b. No ( )

21. Did you faced with any challenge(s) during the process of sharing or imparting what you had acquired to the students?

- a. Yes ( )
- b. No ( )

22. If yes, what were the challenges?

- a. Lack of students attention ( )
- b. Lack of teaching/learning material ( )

- c. Inadequate time ( )                      d. Others please state ( )

23. Why were you not able to impart what you acquired during the training to the students?

- a. Lack of time ( )    b. Lack of funds ( )    c. Irrelevant to subject area ( )  
d. Lack of administrative support ( )    e. Others specify ( )

#### SECTION D: OUTPUT OF PERFORMANCE

24. How will you assess the performance of your students after your training?

- a. Excellent ( )    b. Very good ( )    c. Good ( )  
d. Average ( )    e. Fair ( )    f. Pass ( )  
g. Poor ( )    h. Fail ( )

25. What proportion of your students passed in your subject in the most recent WASSCE?

- a. 80% and above ( )    b. 70% - 79 ( )    c. 60% - 69% ( )  
d. 50% - 59% ( )    e. 45% - 49% ( )    f. 40% - 44% ( )  
g. 40% below

26. Do you think access to the training and development affected the performance of your student?

- a. Yes ( )    b. No ( )

#### SECTION E: TRAINING OPPORTUNITIES AVAILABLE FOR TEACHERS

27. How often does GES organizes training for teachers in second cycle schools in a year?

- a. One time ( )      b. Two times ( )      c. Three times ( )  
d. Four times ( )

28. How would you evaluate the training programmes organized for teachers in second cycle institutions?

- a. Effective ( )      b. Not effective ( )      c. Very Effective ( )

29. Is there any training you will require this year?

- a. Yes ( )      b. No ( )      c. I don't know ( )

30. What is the basis for selection of teachers for training and development?

- a. Type of subject teaching ( )      b. Level of education ( )  
c. Identified skills deficiency ( )      d. Long service ( )

31. What informs training and development in Ghana Education Service?

- a. Introduction of new concept ( )      b. When training grants are paid ( )  
c. When there is a performance short coming ( )

32. Does training enhance teaching and learning?

- a. Yes ( )      b. No ( )

33. How is training and development evaluated in Ghana Education Service?

- a. Through performance evaluation ( )      b. No mechanism exist for evaluation ( )

c. Participants gives their impression on training and development ( )

34. In your view to what extent do teachers in senior high schools have access to training and training development?

- a. Very high access (80%) ( )      b. High access (70% - 79%) ( )  
c. Moderate. (50% - 59%) ( )      d. Cannot tell ( )  
e. Low access (30% -49%) ( )      f. Very low access (30%) ( )

36. Has the training of teachers being a factor towards promotion in your school

- a. Yes ( )      b. No ( )

37. What suggestion would you like to make to improve the current training programmes of teachers in second cycle institutions?

