

**ON-THE-JOB TRAINING AS A BASIS FOR ENHANCING THE PERFORMANCE
OF NEWLY-EMPLOYED TEACHERS AT THE EJISU-JUABEN MUNICIPALITY
OF ASHANTI REGION OF GHANA**

By
KNUST

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DECLARATION

‘I hereby declare that this submission is my own work towards the Master of Business Administration (Human Resource Management Option) Degree and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text’.

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ABSTRACT

The study sought to find out how on-the-job training enhances the performance of newly-employed teachers of public basic schools in the Ejisu-Juaben Municipality of Ashanti Region of Ghana. Specifically, the study investigated how often on-the-job training courses were organized and the impact or contributions of the training towards the enhancement of the performance of new teachers in the basic schools in the municipality. Sixty-five (65) newly-employed teachers, ten (10) Head teachers and five (5) Circuit Supervisors were selected for the study through the simple random sampling procedure. Questionnaire and interview guide were the instruments used for the collection of data for the study. Analysis of the data revealed that on-the-job training courses have not been regularly organized for teachers, especially the newly employed ones. Generally, on-the-job training has helped teachers to acquire new knowledge and skills and more importantly improved their methods of teaching. However, it was observed that certain factors made the organization and attendance of on-the-job training difficult. These include funding, feeding and material support. The recommendations offered included the following: provision of adequate funding to the Municipal Directorate to support the conduct of on-the-job training. Organization of workshops for Head teachers and Circuit Supervisors to update their knowledge on how to organize on-the-job training is also very important; the schools' time table should be well structured to make room for on-the-job training courses for both new teachers and old ones by the Head teachers and Circuit Supervisors. However, care should be taken so that pupils' instructional time is not compromised.

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DEDICATION

This research work is dedicated to my wife, Felicia Antwi Barwuah and my two little girls Christabel Maame Abena Amponsah Boakye Yiadom and Christina Obaa Yaa Gyamfuah Boakye Yiadom.

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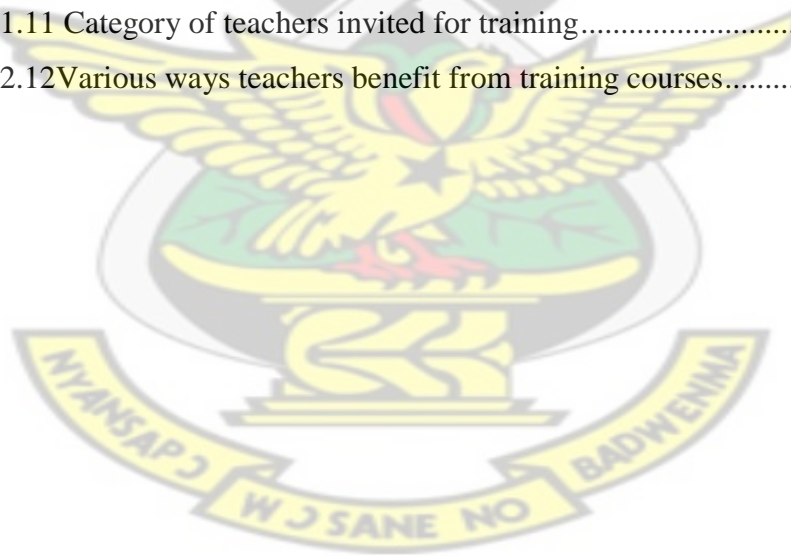
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LIST OF ABBREVIATIONS

Ghana Education Service (GES)
Parent Teacher Associations (PTAs)
School Management Committee Members (SMSs)
District Education Oversight Committee Members (DEOC)
Convention Peoples Party (CPP)
Ministry of Education (MOE)
United Nations Educational, Scientific and Cultural Organization (UNESCO)
Organization for Economic Co-operation and Development (OECD)
International Labour Organization (ILO)
Association for the Training of European Teachers (ATET)
International Council on Education for Teaching (ICET)
World Confederation of the Teaching Profession (WCOTP)
International Federation of Teachers' Union (IFTU)
Ghana National Association of Teachers (GNAT)
Teacher Education Division (TED)
Institute for Educational Planning and Administration (IEAPA)
Institute of Educational Development and Extension (IEDE) of UEW)
Ghana Association of Science Teachers (GAST)
Ghana National Association of Business Education Teachers (GHABET)
Education Teachers Association of Ghana (ETAG)
Mathematics Teachers Association of Ghana (MTAG)
Non-governmental Organizations (NGOs)
West African Examination Council (WAEC)
The Curriculum Research and Development Division (CRDD)

CHAPTER ONE

INTRODUCTION

Background of the study

The business of education of the nationals of a particular country is very key to the development of that country. Education, to the researcher, is the bed-rock to national development; nations are advised to spend a sizeable percentage of their resources to provide education to their citizens. A nation whose greater proportion of the population is educated is halfway through to success and this is how important education is. Honestly speaking therefore, the most important individual who is at the Centre of this great enterprise of providing education to both children and adults is the teacher. The caliber of teachers and the sort of training they receive both before employment and on-the-job are very critical. The various functions of the teacher includes the facilitation of learning, serving as a community leader and servant , serving as a role model to both pupils and students and serving as an agent of change.

Due to the above critical roles and others not mentioned, teachers are supposed to undergo vigorous training and receive peculiar kind of education at the various teacher training institutions including schools, colleges and universities. This type of training and education is supposed to equip teachers with knowledge, skills, experience and competence needed to enable them to perform the most crucial roles of impartation of knowledge and skills.

In fact the Researcher believes that it is literally impossible today for any individual to learn a job or enter into a profession and remain in it for years with his or her skills basically

unchanged. One area in which change and growth are of paramount importance relates to the staff or individual workers of an organization. They are expected to update their knowledge and skills throughout their lives and this must continually be a renewing process. It is therefore prudent for management to place premium on organizational growth and staff development that will adequately serve both the school organization and the individual.

Societies and organizations including the school system change and grow. It is in this light that on-the-job training is not just only desirable but also an important activity which should not be treated lightly.

Organizing on-the-job training for teachers in general and newly-employed teachers in particular is of paramount importance if the teachers are to be effective in achieving the goals and objectives of the educational system since the educational system in the society is also expected to grow and change to meet the needs of the society.

However, on the part of the newly-employed teacher, although he/she has been equipped with the desired training and education, due to lack of experience and the complex nature of delivery in modern times, on-the-job training should be organized regularly to counter the difficulties that the newly-employed teacher will go through due to globalization and rapid changes in our society. There is also a slight difference between the skills and knowledge of the new teacher and what he/she is supposed to impart from time to time and due to this, staff development resulting from on-the-job training, is important and hence schools must commit both human and fiscal resources if they want to achieve and maintain a viable and knowledgeable staff (Rebore, 2007).

Furthermore, on-the-job training is very important because it partially or partly equips the newly-employed teacher to cope with the challenges of especially the rural areas where access to libraries, computers, the internet, television and other print media may be difficult or totally impossible. These and other such impediments to the updating of knowledge must be minimized if not totally eradicated.

On-the-job training could be defined as those types of training for employees to assist them develop their skills in particular occupation, vocation or discipline. Such types of training normally take place after an individual has begun his work responsibilities. On the field of education, this training is supposed to update the teacher's knowledge, sharpens his/her skills and changes their attitude towards the teaching job as their field of business. The various forms to which on-the-job training may take encompass workshops, refresher courses, seminars and induction courses, (Owusu et al. 2001). Such training programmes may be strategic to meet a particularly designed strategy, informational to give out particularly new or very important information or operational in order to help explain how particular skills should be operated.

As the Ghana Education Service (GES) organizes these courses to update new teachers with knowledge and skills in order to make them effective, peculiar problems are encountered including accommodation, feeding, transportation and how to accrue money to pay allowances to participants (Alani 2000). Again many on-the-job training courses are not well-co-ordinated. At times this lack of co-ordination results in duplication of efforts. For instance the GES organizes on-the-job training for newly employed teachers in a particular District. Due to lack of co-ordination, the Ghana National Association of Teachers coincidentally also organize the training for new teachers in a region where the District

under question falls. This is a clear case of duplication of efforts. There are also quite often no frequent follow up visits or monitoring by authorities to ascertain whether knowledge, skills and attitudes acquired are put into practice. Hence there is little or no feedback to guide future training sections.

Statistics indicate that about five to ten percent of basic school teachers are newly-employed especially within the Ejisu-Juaben Municipality of Ashanti Region of Ghana. Most of these newly-employed teachers found it difficult to manipulate the skills and competencies as regards the methods of teaching and other professional roles, much needed at the basic school level.

On-the-job training needs to be organized by the GES in the Municipality regularly to equip the new teachers in particular with the necessary skills and competencies in order to ensure effective teaching and learning. What is the exact state of the organization of these training programmes in the District? How far and to what extent have these training programmes enhanced the professional development and the actual performance of these newly-employed teachers in the district. The Researcher investigated into these and other related problems.

Statement of the Problem

The various methods to adopt to enhance the performance of new teachers must be an issue with outmost importance for management in educational institutions. The quality of the educational process, to a very large extent, depends on the quality of teachers. This is especially true at the initial stages of education, that is the basic

level, where the pupils are not able to properly learn on their own. Thus, if teachers are discouraged or do not have the necessary expertise pupils learn very little.

At the various teacher training institutions, teachers are trained to acquire and cultivate the habits of competencies and capabilities, initiative, responsibility and assistance to those in need and even go to the extent of serving as role models. Unfortunately, some of these trainees, when they complete school, college or the university and are newly employed, tend to forget most of these beautiful etiquettes learned and start to practice negative habits including lateness to school, absenteeism, failure to prepare lesson notes and provide adequate exercises to their pupils and even the tendency to forget or fail to be abreast with the knowledge of the subject or subjects being thought.

Again many newly-employed teachers are accused of not being able to teach their pupils how to read and work out simple Arithmetic in a proper manner. The most simplest technique of class control is sometimes a major problem to these crop of teachers.

It is affirmed by Asare (2004) that some of these allegations are true. To him the fact is that due to the frequent changes in textbooks and the syllabi, some of these newly employed teachers, if they go to the classroom and meet slightly different syllabi and textbooks than the ones which were used to train them back at college, they are found wanting. These changes affect their work output. Concerned citizens and opinion leader, pupils and students normally talk about these issues during Parent Teacher Association and School Management Committee meetings but not extensively.

Therefore the problem the researcher intends to investigate into is to find out the extent to which on-the-job training contributes to enhance the performance and at the same time minimize the above problems that newly-employed teachers in selected schools in the Ejisu-Juaben Municipality of Ashanti Region face.

1.2 Objectives of the Study

The objectives of the study are grouped into two. These are general objective and specific objectives.

1.2.1 General Objective

(i) To determine how on-the-job training enhances the performance of newly-employed teachers in selected schools within the Ejisu-Juaben Municipality of the Ashanti Region of Ghana.

1.2.2 Specific Objectives

The following are the specific objectives:

- i. To assess the impact of on-the-job training on the performance of newly-employed teachers at the Ejisu-Juaben Municipality of Ashanti Region of Ghana.
- ii. To find out the number of these programmes which are organized each year for the newly employed teachers at the Ejisu-Juaben Municipality of Ashanti.
- iii. To find out the types of on-the-job training programmes normally organized for newly-employed teachers at the Ejisu-Juaben Municipality of Ashanti Region.

iv. To find out the various measures that can be put in place to improve on the organization of on-the-job training of newly-employed teachers in the Ejisu-Juaben Municipality of Ashanti Region of Ghana.

1.3 Research Questions

These questions, formulated by the researcher, would go to a large extent in guiding the study.

- i. What impact has on-the-job training programmes had on the performance of newly employed teachers at the Ejisu-Juaben Municipality of Ashanti Region of Ghana?
- ii. What number of such programmes is organized each year for newly employed teachers in the Ejisu-Juaben Municipality of Ashanti?
- iii. What are the types of on-the-job training programmes normally organized for newly employed teachers at the Ejisu-Juaben Municipality of Ashanti Region?
- iv. What are the various measures that could be put in place to improve on the organization of these on-the-job training programmes in order for them to enhance the performance of newly employed teachers in the Ejisu-Juaben Municipality of Ashanti Region?

Significance of the Study

The outcome of the study would be able to provide information to the Municipal Directorate of Education, especially the Director, the Deputy Director responsible for training and staff development and other staff members to be aware of how far on-the-job training programmes have helped the District and the number of times they have been organized by Circuit Supervisors and Head Teachers. The stakeholders of education in the Municipality including the Parent Teacher Associations (PTAs), School Management Committee Members (SMSs), District Education Oversight Committee Members (DEOC), Opinion leaders and others who matter as far as education is concerned.

The study may also provide an insight into the current state of on-the-job training programmes in the municipality so that they can provide the necessary support to help improve them. It would also help the organizers like the Head Teachers and Circuit Supervisors to reflect on their roles as on-the-job training organizers and for them to make the necessary changes. The results of the study would also help increase the already existing knowledge and literature dealing with on-the-job training programmes in the Ejisu-Juaben Municipality.

Brief Methodology

For the research design aspect data was collected from members of a population in order to determine the status of that population. It was a survey in which newly employed school teachers in selected schools in the Ejisu-Juaben Municipality were interviewed to find out their views on the organization of these programmes and how helpful it would be to their job.

Research instruments which featured prominently were the questionnaire and interview guide. The questionnaire was used to solicit for information from the newly-employed teachers. Interview guide was used to get information from the officers at the Municipality Office including the Circuit Supervisors and the Head Teachers of various basic schools.

1.6 Scope of the Study

The research specifically centered on newly-employed teachers at the Ejisu-Juaben Municipality of Ashanti Region, their Head Teachers, Circuit Supervisors and other Officers to secure information. The main reason for chosen this municipality was that the researcher resides there, as such he had access to data easily. It was not all the schools which received newly-trained teachers in the 2013/2014 academic year within the Municipality which were selected for the research due to time limitation and the scarcity of resources. Newly-employed teachers in about forty to sixty schools formed part of the study.

The Municipality in question, the Ejisu-Juaben Municipality itself shares boundary with Sekyere East District to the north, Bosomtwe District to the south, Asante Akyem South Municipality on the east and Kumasi Metropolitan Assembly on the west. Structured interview was employed in the form of questionnaire and interview guide administered to secure responses from the newly-trained teachers, their Head Teachers and Circuit Supervisors.

1.7 Limitations of the Study

The time, financial, and logistical constraints made the researcher sample most but not all the newly employed teachers, some Head Teachers and five Circuit Supervisors for the study. The findings and conclusions of the study are therefore tentative and there will be the need for other researchers to carry out the research studies in other districts with similar conditions and using the same topic.

Secondly, the researcher encountered certain difficulties during the fieldwork. The most severe was the inaccessible nature of some villages in the Ejisu-Juaben Municipality, whose schools have most of these newly-employed teachers sampled for the study. The researcher was therefore compelled to walk long distances on many occasions to the selected schools owing to transportation difficulties. This slowed down the administration of the questionnaire and collection of data.

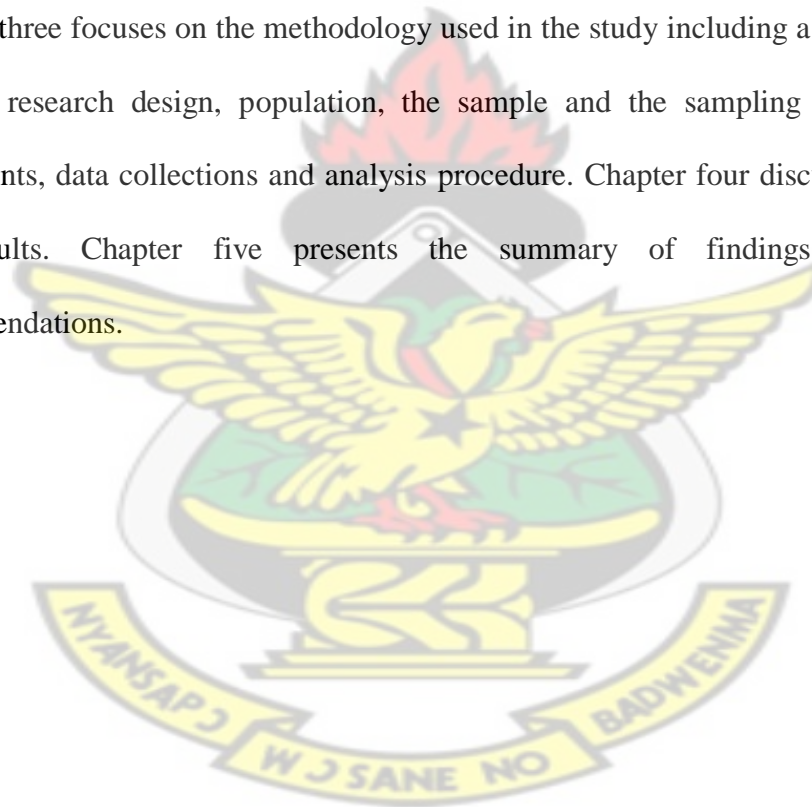
Another difficulty worth mentioning was the uncooperative nature of some sampled respondents, especially the new teachers. They grumbled of being already occupied with duties such as teaching, lesson notes preparation, marking of pupils' exercises and filling of continuous assessment sheets. The researcher often had to plead with such teachers before they accepted and completed their questionnaire. On some instances, respondents misplaced their questionnaire and the researcher had to replace them. In short, the fieldwork was exhausting, time consuming, expensive and frustrating.

Organization of the Study

The thesis or research work has been organized into five main chapters. Chapter one, as introduction, discusses the background of the study, statement of the problem and the

purpose of the study. Closely following are the general and specific objectives, statement of the research questions, and significance of the study, methodology, scope and limitations of the study. Chapter two is a comprehensive review of already existing related literature. Issues dealt with here include definition of the concept on-the-job training, importance of the concept and the purpose of the concept to both the teacher and the education sector in general and to those who are supposed to provide the training and its impact on the professional needs of the teachers.

Chapter three focuses on the methodology used in the study including a thorough discussion and the research design, population, the sample and the sampling procedure, research instruments, data collections and analysis procedure. Chapter four discusses the analysis of the results. Chapter five presents the summary of findings, conclusions and recommendations.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The main purpose of the study was to find out how on-the-job training has served and continue to serve as a basis for enhancing the performance of newly employed teachers in selected schools in the Ejisu-Juaben Municipality of Ashanti Region of Ghana. The relevant literature is reviewed along the following subheadings:

- a. The meaning of the concept on-the-job training.
- b. Purposes of on-the-job training.
- c. On-the-job training and new teachers professional needs.
- d. Organizations and Agencies involved in the provision of on-the-job training.
- e. The various methods of providing some of the types of on-the-job training.
- f. The cost involved and how to finance these on-the-job training programmes.
- g. The benefits or significance which may be derived from on-the-job training programmes.
- h. The challenges which are normally associated with the organization of on-the-job training programmes.

2.1 The meaning of on-the-job training and education

On-the-job training, just like its other brother, in-service training, has been given many useful definitions. One cannot also define on-the-job training without defining education

since the said training, as far as this study is concerned, is supposed to take place at the education sector.

De Simone and Harris (1998) explained the concept training as a planned and systematic activity designed by an institution or an organization to provide its members with the necessary skills to meet both the current and future job demands and aspirations.

UNESCO (1985) explained on-the-job training, especially on the education field, as a type of training designed for teachers who are already in professional practice and which they receive in the context of or in the course of their work, either in their off-duty time or during periods of varying length when their normal duties are suspended.

In an article by Marrant (1981), “on-the-job training is taken to include all those activities and courses in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skills”. Preparation for a degree, diploma or other qualifications subsequent to the initial training is included in this definition (cited in Cane, p. 97).

To Harris, Bessent and McIntyre (1986 p.81) on-the-job training is “a planned programme of continuing learning which provides for the growth of teachers through formal and informal on-the-job experience for all professional personnel. It provides for a setting to keep a continuing focus on curriculum for the instructional improvement of professional staff members”.

Training, according to Marrant is concerned with the acquisition of skills and techniques using standardized procedures and sequences. On the other hand, on-the-job education deals

with teachers' professional, academic and personal development through the provision of a whole series of study experiences and activities of which training should be related as one aspect.

Writing on Human Resource Management in institutions, Cole (2000 p. 271) give a more comprehensive differences among the three concepts; education, training and development as follows;

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2.1.1 Education

Any long term learning activity aimed at preparing individuals for a variety of roles in society; as citizens, workers and members of the family group. The focus of education is primarily on the individual and his or her needs and secondly on the community as a whole. Examples of individual needs are the need to be literate, the need to be prepared for some occupation and the need to make the most of one's personal gifts and talents. Society's needs include the need for respect for law and order, the need for a variety of talents to sustain economic activities and the need to protect itself from external aggression.

2.1.2 Training

Any learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or at a task. Examples of training needs are the need to have efficiency and safety in the operation of a particular machine or equipment, the need for effective management in an organization.

2.1.3 Development

This refers to any learning activity which is directed towards future needs rather than present need. It is normally concerned more with career growth than immediate performance. The focus of development tends to be primarily on an organizational future manpower developments. Secondly it is concerned with the growth needs of individuals in the workplace. Examples of development needs might be the need for managers to utilize the facilities offered by microcomputers in the operation of the business, and replacing senior staff with potential candidates from within the organization.

Education, training and development are mainly concerned with the acquisition of skills, knowledge, understanding and attitudes. In general, schools, colleges and universities provide the bulk of the educational requirements. Individual organizations in partnership with vocational elements in the educational system provide most of the training while the individual organizations create the development opportunities required to prepare individuals for future roles.

Farrant (1980) defined on-the-job education and training as a lifelong process in which a teacher is constantly learning and adapting to new challenges of his or her job. This type of education and training he observed is undertaken through various means. These includes reading books and articles on education, discussion with colleagues and supervisors on matters concerning teaching, attending courses and conferences.

On his part, Jarvis (1990 p.304-305) pointed out that “on-the-job education is continuing education given to employees during the course of their working. This training is normally conducted by employing agencies without recourse to formal education”

On-the-job education and training are therefore intended to support and assist the professional development that teachers ought to experience throughout their working lives. It includes virtually any experience to which a teacher may be voluntarily or involuntarily be exposed to.

From the above definitions it is clear that on-the-job education and training are generally organized for only professional personnel. However, another commonly accepted definition is that on-the-job education and training are types of training conducted at any time after an individual has been employed as a full time teacher. This definition, though less comprehensive in terms of describing the characteristic features of on-the-job education and training, extends the usage of the term to include training offered to non-professional teachers.

In Ghana, on-the-job education and training has been organized for both professional and non-professional teachers in the past. For example, under the Accelerated Development Plan of Education, The Convention Peoples Party (CPP) government organized a number of on-the-job training programmes for pupil teachers at the Emergency Teacher Training centers to update their skills to meet the demands for teaching.

In addition a number of workshops and sandwich programmes in the universities have been organized for both trained and untrained teachers to update their knowledge, skills and competencies. It is therefore not a surprise that Greenland (1983), when conducting on-the-job training survey for primary school teachers in English speaking African countries identified four major types of on-the-job education and training as follows: on-the-job

education and training for unqualified teachers, on-the-job education and training to upgrade teachers, on-the-job training for new roles and curriculum- related training.

The concept on-the-job education and training can be explained by taking into consideration the terminologies that have been used. Some writers prefer to talk about on-the-job training while others prefer on-the-job education. Others however combine both training and education. Those who use the term training view on-the-job Education and Training as mainly concerned with the acquisition of skills and techniques using standardized learning procedures and sequences. The emphasis here is on the acquisition of specific teaching skills and competencies.

According to this school of thought on-the-job training programmes are so short to provide for the complete education of participants and that the concentration is normally on the acquisition of skills. On the other hand those who use the term “education” are of the view that on-the-job education is concerned with teachers professional, academic and personal development through the provision of a whole series of study experiences and activities of which training is only a part. It is therefore argued that on-the-job training should not be considered as an alternative to on-the-job education but as a part of the total framework of education in general. In effect therefore, on-the-job education and training consist of planned programmes designed to improve upon performance at the individual, group or organizational levels.

2.2 Purposes of On-the-Job Training and Education

As ideas in education change and new methods, strategies and techniques of teaching are devised, it is imperative for teachers and professional educators to be sensitive to the

changing situations and the needs of their pupils. On-the-job education and training are therefore meant to re-activate, re-invigorate, re-animate or restore the already existing teacher on the field and the newly employed teacher as well, back to life as far as academic and professional competences are concerned. Again the broader concept of on-the-job training and education are bound up with the notion of bringing about teachers professional, academic and personal development through the provision of a whole series of study experiences and activities of which training should be rated as but one aspect.

However, on-the-job training should not be considered as an alternative education but as part of the total framework of education as a whole. That a close connection exists between the two is recognized as illustrated in official documents and other publications.

On-the-job training aims at “widening and deepening teachers’ knowledge, understanding and expertise (including skills, techniques and power of judgement) in respect of their professional work by means of activities designed primarily to attain this purpose” (Morrant, 1981, p. 3). On-the-job training can be organized in one or more of the following ways: Classes or Institutes, Workshops, Professional Readings, Professional Writings, Subject Association Conferences, Exchange Programmes, Field Days/Tours and Demonstration Lessons.

The available literature on human resource management and administration points to the fact that the most important and dynamic of all the organizational resources is the human resource; the character and strength of an institution is therefore tied up with the quality and attributes of human resources. To this end, staff training and development is not only essential but also critical for the current and future existence of any organization.

The Circuit Supervisors Hand Book (2002) of the Ghana Education Service asserts on-the-job education and training are any planned activities carried out to promote the growth of teachers and make them more efficient.

In this sense, the hand book provides that on-the-job education and training is aimed at providing teachers with experiences which will enable them work together and grow professionally in areas of common concern.

The reasons for organizing on-the-job education and training for teachers as outlined by the Hand Book include; improving the professional status of teachers, enhancing their self-confidence, acquiring basic skills in teaching, school administration, and introducing new curriculum to teachers. It also assists teachers to be abreast with new development concerning education and orientate new teachers into positions of responsibility. From the above it could be said that on-the-job training and education is very crucial for the survival of the education enterprise.

Mustapha (2004 p. 13) noted that “Investment in education and training is related to an increase in productivity. Training and education are so important that their neglect will lead to the collapse of an organization”.

As noted by Farrant (1980) the educational change whether caused by curriculum development or the adoption of innovative practices always places the teacher in some new roles. This situation he concluded calls for on-the-job training and education.

Farrant stated:

“Limited training and traditional concepts of teaching lead to a considerable number of teachers being unaware of the range of roles that is required of them even in the conventional teaching, and to their being unable to fulfill these roles adequately even when they are aware of them. This situation cries out for more on-the-job training and education. (p. 210)”.

The Ministry of Education (MOE) Policies and Strategic Plans for Educational Sector (2000) outlines the objectives for on-the-job education and training as the one that seeks to; provide professional and academic training for pupil-teachers, provide briefing, and refresher courses for teachers of all levels of pre-university education. It also seeks to expose teachers to new methods, approaches and techniques of teaching, assist teachers in the preparation and use of audio-visual aids and helps heads, tutors and teachers to meet to discuss professional matters related to their levels of teaching.

Writing on staff development programmes for the instructional staff in schools, colleges and universities, Rebore (2007) indicated that unlike the past when teachers were encouraged to earn a baccalaureate degree, (either a degree or a diploma with a lower status than a degree) the current thrust aims at providing teachers with the opportunity to maintain a favourable outlook on teaching and to improve their effectiveness in the classroom. According to him the new trend of staff development programmes which generally emphasizes the remediation of teacher deficiencies can offer the teacher opportunities to update skills and knowledge in a subject area, keep teachers abreast of societal demands, and become acquainted with the advances in instructional materials and new methods of teaching.

2.3 On-the-job Training and Education and Teachers' Professional Needs

An increase in knowledge and skills of an employee is the major reason for a staff development programme. In the long run this will help the organization to attain its goals and objectives. The need of an employee is the gap between the employee's current competencies and what needs to qualify him for a position of higher responsibility. According to Marrant (1981) the starting point for any on-the-job education and training is aimed at meeting teacher's professional need which is predictably many and varied.

Marrant (1981) identifies four major professional needs of teachers. These needs incidentally parallel the career life-cycle of teachers which create scenarios that call for further-training and education. These include:

2.3.1 Teachers' Induction Need

During the first few days at work the newly employed staff is sometimes confronted with problems of adjustments. The institutional head must organize proper orientation programme for the new staff to meet their needs for security, belonging, status, information and direction in the job and the community. The essence of this programme is to enable workers achieve job satisfaction. It also helps them to make proper use of their abilities to achieve the goals of an institution.

2.3.2 Teachers' Extension Needs

A teacher who has served in a particular position in a school for several years and has acquired considerable working experience in that capacity may require to be trained or educated further to widen his/her professional and academic horizons by relating his present experiences to wider interests of the education service.

2.3.3 Teachers' Refreshment Needs

Majority of teachers need to be refreshed. Here emphasis is placed on updating teachers' Knowledge and skills learnt in the past. Also teachers who may have vacated teaching for a while may be given refresher courses to be reinvigorated to perform optimally.

2.3.4 Teachers' Conversion Needs

Teachers transferred to entirely different jobs in schools for which they have not received any prior preparation, or who are being redeployed within the education service may be given further training and education for them to be competent and capable for their new duties and responsibilities. For example when a teacher initially trained for primary school is moved into a secondary school or when a History specialist is requested to teach Mathematics in the same school may experience what is called Lateral Conversion Need. Also when a teacher is promoted to assume more weighty responsibilities may experience what can be described as Vertical Conversion Need. To convert laterally, teachers have to acquire a whole body of academic knowledge as well as its accompanying methodology. However to meet vertical conversion needs, on-the-job training will tend to have task-

oriented and preparatory function aimed at providing the potential appointee with skills, techniques and knowledge of doing a new type of promoted job or for retirement.

Commenting on the future directions for the principals and staff development, Rebores (2007) further observed that dramatic changes have occurred in our society over the last ten years. These changes have created a new set of competencies that principals need to acquire “A great many principals were educated before the emergence of such current trends as cultural pluralist, community involvement, programme assessment, instruction-assisted technology and the inclusion of students with disabilities” (p. 189).

These trends according to him were just the beginning of even more dramatic changes taking place at an accelerated pace. Enough preparations must therefore be made to meet these ongoing changes in staff development. Concluding, he states that effective staff development for principals can be enhanced if the development programmes are; systematic, concrete and relevant to the principal’s job.

2.4 Agencies that provide and organize on-the-job training

Experts agree that the meaning of education must be dealt with before the various agencies providing on-the-job training are discussed. The proper meaning of education leads the agencies to provide the most concise training and this has been dealt with already.

2.4.1 Education and Training in Ghana

The UNESCO (1985) identifies two major categories of organizations involved in the sponsorship of on-the-job Education and Training on the global scene. These bodies are classified as governmental and non-governmental.

The governmental organizations include the following:

- i. United Nations Educational, Scientific and Cultural Organization (UNESCO)
- ii. Organization for Economic Co-operation and Development (OECD)
- iii. International Labour Organization (ILO)
- iv. Council of Europe

The non-governmental organizations are:

- i. Association for the Training of European Teachers (ATET)
- ii. International Council on Education for Teaching (ICET)
- iii. World Confederation of the Teaching Profession (WCOTP)
- iv. International Federation of Teachers' Union (IFTU).

In Ghana on-the-job Training is provided by numerous organizations. According to the Ministry of Education (2000) Policies and Strategic Plan for Education Sector, on-the-job training functions have been carrying out by the Curricula and Courses branch at Accra, the Inspectorate, District Education Officers and serving Head Teachers. Others include the various subject organizers based at the Regional and District Offices, Subject Associations, the University of Cape Coast and the Ghana National Association of Teachers (GNAT) and other Non-Governmental Organizations.

In addition, according to the Ministry of Education (MOE 2000) Policies and Plans for Education Sector, a variety of resource people will also promote the enhancement of staff development.

Prominent among these are the most available and knowledgeable Teachers, Senior Staff members, College and University Professors, Professional Consultants, Journal Authors, teacher organization representatives and administrators.

Manu, as cited in Adentwi(2002), observed that most on-the-job training organized in Ghana by the educational authorities concentrated on programme implementation and helping participants to pass promotion examinations. The organizations noted for providing on-the-job training in Ghana as identified by Adentwi (2002p. 147) include the following:

- i. The Ghana Education Service (GES)
- ii. The Ministry of Education (MOE)
- iii. The Teacher Education Division (TED)
- iv. The Institute of Education, UCC
- v. The Institute for Educational Planning and Administration (IEAPA)
- vi. The Institute of Educational Development and Extension (IEDE) of UEW.
- vii. The subject association like the Ghana Association of Science Teachers (GAST), the Ghana National Association of Business Education Teachers (GHABET), The Education Teachers Association of Ghana (ETAG), The Mathematics Teachers Association of Ghana (MTAG), etc.
- viii. Ghana National Association of Teachers (GNAT)
- ix. Non-governmental Organizations (NGOs) such as the Canadian Teacher Federation, the UNESCO, etc.
- x. The West African Examination Council (WAEC).
- xi. The Curriculum Research and Development Division (CRDD)

2.4.2 On-the-job Education and Training Models

On-the-job education and training take different forms. Generally, such programmes may be organized within the school or outside the school.

Marrant (1981) identified three important models as: External Course-Based Model, the School Focused model and the School Directed Model. However, Adentwi (2002) has discussed four main models. These include:

a) The External Course-Based Model

This model is sometimes known as the traditional model because it is the oldest approach to on-the-job training. It involves the practice of taking teachers out of their schools and providing them with courses designed to upgrade their basic education and skills. Such programmes may be offered as ‘top-up’ courses for teachers already having some professional certificates. External Course-Based training is sometimes organized on full-time basis and may last between one term and one year or more. Such training may take the form of intensive sandwich courses organized during long vacations. Thus, it is usually offered in the form of off-the-job courses located on campuses of colleges, universities, teachers’ centers, etc.

The External Course-Based model allows participants opportunity to concentrate fully on further studies away from the pressures of work and other concerns. This system, however, has its serious shortcomings. In most cases, the actual benefits of such on-the-job training to the teacher and the school in terms of improved performance tend to be minimal because the needs of the school and the teachers are not taken into consideration. Again teachers

returning from such programmes are hardly given opportunity to brief the staff about their newly acquired knowledge and skills.

b) The School-Focused Model

The school-based on-the-job training is normally organized for teachers of one school. The staff themselves identifies their teaching and learning needs and finds solutions to them. Adentwi (2002) described the school focused on-the-job training as the type of education which is able to meet the identified needs of both the school and its teachers and to improve the quality of education for children at that school. The emphasis of the school-based on-the-job training is on meeting the identified needs of the school as a whole with the ultimate aim of improving the quality of what occurs in classrooms.

According to Manu as cited in Adentwi (2002), the school focused Model is based on three important concepts: An emphasis on the teacher as a developing person capable of designing and implementing his personal and professional development. The school focused on-the-job training essentially demands that a close link is forged between the development of the school as a whole and the development of the individual staff working within it to ensure quality education for the learners.

To facilitate School-Based on-the-job training, Adentwi (2002) suggests that, it should be specifically provided for in the school's budget so that necessary financing will be obtained to organize it on sustainable basis. Many schools, he observes, employ experienced personnel and experts to help school staff during such programmes. Such consultants bring along with them the necessary experience, expertise and innovative ideas essential for successful school improvement.

The major advantage with school-focused on-the-job training is its ability to take specific needs into consideration in providing the training. This ensures that training acquired by school staff will be directly relevant to the improvement needs of the particular school concerned. Also, it makes for quick acceptance of changes and adjustments suggested by on-the-job training. There are thus, little problems with transferring and integrating ideas and techniques learned at such trainings into the school. In addition, the model makes for effective use of techniques such as peer-coaching which are known to have great potential for ensuring staff development.

However, the school-focused training had its own problems and difficulties. To begin with, where the school-focused on-the-job training relies entirely on its own internal human resources, without bringing in experience people and experts to act as external consultants, there could be what Adentwi (2002) referred to as “organizational myopic and inbreeding” (p. 155). In other words, old ways of doing things may be perpetuated without the opportunity to obtain new knowledge, skills and experiences.

c) The Teacher’s Centre Model

This Model involves the establishment of teacher’s resource centers at the local level within close proximity to the school so that teachers can obtain the necessary help, advice and support when they face difficulties in their work. In addition to serving on-the-job training function, teachers’ centers are used for a whole lot of other purposes. These include serving as curriculum development centers, a place for developing instructional materials, a forum for organizing discussions, symposia, debate etc. on educational issues, a place for exhibiting new textbooks and other educational materials.

d) The University Extension Service Model

Sometimes, the universities provide staff development programmes to teachers and other staff employed in educational establishments as part of their key responsibilities. Such training programmes take the form of consultancy workshops in which the universities seek to impart new ideas, skills and techniques to improve the performance and competencies of the teachers and other education service staff. In some cases, such on-the-job training programmes may take the form of university credit courses organized either on distance education or residential basis. Participants of the residential courses may accumulate credits for the award of meritorious certificates, diplomas and degrees which are fully recognized for promotion and other purposes.

2.5 Significance or benefits of on-the-job Training and Education to the Teacher

Human resource development and training as the process of facilitating organizational learning and performance is no longer a luxury but a necessity since it is used to tap the innate ability and potential of human resources. Training is used as a tool by management to improve performance by reducing the gap between expectation and achievement.

Asare (2004) stated:

“On-the-job training and education is now considered an essential part of teacher education and professional development. Education authorities have seemed to agree that increasing standards for pre-service education of teachers will not necessarily lessen the need for continued on-the-job preparation and professional growth (p. 9)”.

According to Marrant (1981) on-the-job training and education helps to widen and deepen teachers' knowledge, understanding and expertise including skills, techniques and powers of judgment in respect of their professional work by means of activities designed to attain their purpose. As ideas, methods and ways of doing things change, it becomes necessary for teachers and other professional staff to be reactivated and sensitized to the changes taking place so that they will be in a position to give of their best.

Anderson (1995) summarized the importance of on-the-job training and education for teachers as the one that seeks to introduce teachers to new concepts and practices, remedies any defects in existing educational practices, meet demands of curriculum innovations resulting from change situations, helps teachers to develop and evaluate curriculum materials, and enables teachers to evaluate themselves and to upgrade their professional status.

2.6 Financing of On-the-job Training and Education Programmes

It is increasingly recognized that training is central to the process of growth and job creation. Employees therefore need access to training that generates and keeps them abreast with knowledge. The success or otherwise of on-the-job training, like many other purposeful activities depends heavily on the availability of funding and other resources. Among other things, money is required to provide needed facilities, pay resource persons and other people who participate in the organization of such training.

The major source of funding for on-the-job training activities is money provided by the government, professional associations of teachers, participants and interested non-

governmental organizations. Funds provided by the Ghana National Association of Teachers are important source of funding for on-the-job training in Ghana Education Service.

2.7 The Benefits of On-the-job Training

Writing on staff development programmes, Rebores (2007) states that as an organization, a school need well-qualified administrators, teachers and other personnel to fulfill its mandate. As job requirements within the school become more complex, the importance of staff development increases. It is highly impracticable for any teacher to enter the profession and remain in it for a longer period of time with the same skills. Staff development programmes are therefore not only desirable but also an activity to which each school system must commit human and fiscal resources if it is to maintain a skilled and knowledgeable staff.

Adentwi (2002) outlined some of the benefits offered by on-the-job training programmes as follows:

- a. Teachers are introduced to new concept and practices.
- b. On-the-job training programmes help teachers to acquaint themselves with curriculum changes in the school system.
- c. It encourages teachers to develop and evaluate curriculum materials.
- d. It helps to improve teaching and learning methods by equipping teachers with pedagogical skills.
- e. It enables teachers to evaluate themselves and to upgrade their professional skills.

f. On-the-job training provides opportunities for professionals to interact in order to share ideas about their work.

g. On-the-job training equips teachers with knowledge and skills to orientate them to their new surrounding and the challenges of their new responsibilities (p.162).

Finally, it equips administrative personnel of the Ghana Education Service with new and improved leadership skills. On his part Cole (2000) observed that with a well-trained workforce, the organization will be able to turn out a high standard of goods or services, in a more cost effective manner than others. This, he observes, puts the organization in a better chance of achieving its goals. He categorized the benefits of well trained workforce into two as benefits to the organization and benefits to the individual.

Cole however, concluded that even though potential returns from well-conducted staff training and development programmes are enormous, considerable planning and evaluation are necessary in order to realize these returns.

2.8 Problems Associated with On-the-job Education and Training

Using the available research evidence, Fullan (1991) outlined seven major reasons why on-the-job training fails:

a. One-short workshops are widespread but are ineffective.

b. Topics are frequently selected by people other than those for whom the training is provided.

- c. Follow-up support for ideas and practices introduced during the training occurs in only a very small minority of cases.
- d. Follow-up evaluation occurs infrequently.
- e. On-the-job training rarely addresses the individual needs and concerns of participants.
- f. The majority of programmes involve teachers from many different schools and/or school districts, but there is no recognition of the differential impact of positive and negative factors within the system to which they must return.
- g. There is a profound lack of any conceptual basis in the planning and implementation of on-the-job training programmes that would ensure the effectiveness (p. 163).

Some other challenges may include the fact that sometimes teachers and other staff are not able to determine their training needs assessment. Some receive inadequate advice on their professional development and thus participate in a training that does not equip them with the skills they really need. Such training therefore tends to be a waste of time and resources for such participants.

Where on-the-job training takes place outside the school, there is always a problem of how to integrate ideas, skills, techniques and new ways of doing things into the usual working environment of the schools that provided for the sponsorship of participants. This is because the outcomes and gains of individual professional development may not be necessarily shared within the school.

Another major problem affecting on-the-job training, as far as Ghana is concerned is that, as a result of lack of co-operation among the multiplicity of agencies which provide such training sections there is often duplication of functions. This leads to a waste of time and the scarce resources available.

It has also been observed that as a result of improper supervision, many teachers who have profited from on-the-job training go back to the schools to continue with the old ways of doing things. This sometimes happens because it is more challenging to introduce innovation than to continue with old ways of doing things (that is the status quo). Thus when teachers who have benefited from such training face the least resistance in their attempts to introduce change, they give up.

Rebore (2007 p. 186), summarized the problems that tend to hinder employees participation in on-the-job training as follows:

- a. Participants being unclear about what they hope to achieve.
- b. Participants considering past programmes a waste of time.
- c. Programmes being so highly structured as to hinder creativity.
- d. Individuals employed to conduct a given programmes not being the best available.
- e. A given programmes having no orderly plan.
- f. Group involvement with a specific programme being so large as to hinder participation.
- g. Programmes having no acceptable method of evaluation. (p. 186).

h. He, however, concludes that when administrators do their best to deal with such problems effectively employees will more readily participate and will be more satisfied with the development programmes.

2.9 Summary of Literature Review

The preparation of teachers for their jobs does not end with their pre-service training at college or university. It is supposed to be a career-long affair. Almost everybody within the teaching profession and beyond accepts that there is the need for on-the-job training and education, especially for the newly-employed teacher. On-the-job training is a training designed for teachers who are already in professional practice. It is a lifelong process in which the teacher is constantly learning and adapting to the new challenges of his/her job. Such training programmes are organized for professional and non-professional teachers both new and experienced workers. On-the-job training helps new workers to be more productive while for the old staff it serves as a refresher course to enable them learn new methods, and techniques. Generally, the need for on-the-job training is to update the skills and knowledge of teachers; enable teachers become acquainted with research in the instructional process or new method of teaching; keep teachers abreast of societal demands and above all become acquainted with advances in instructional materials and equipment. The review of the related literature also indicates that on-the-job training is organized for teachers to satisfy their professional needs of induction, extension, refreshment and conversion needs.

CONCEPTUAL FRAMEWORK

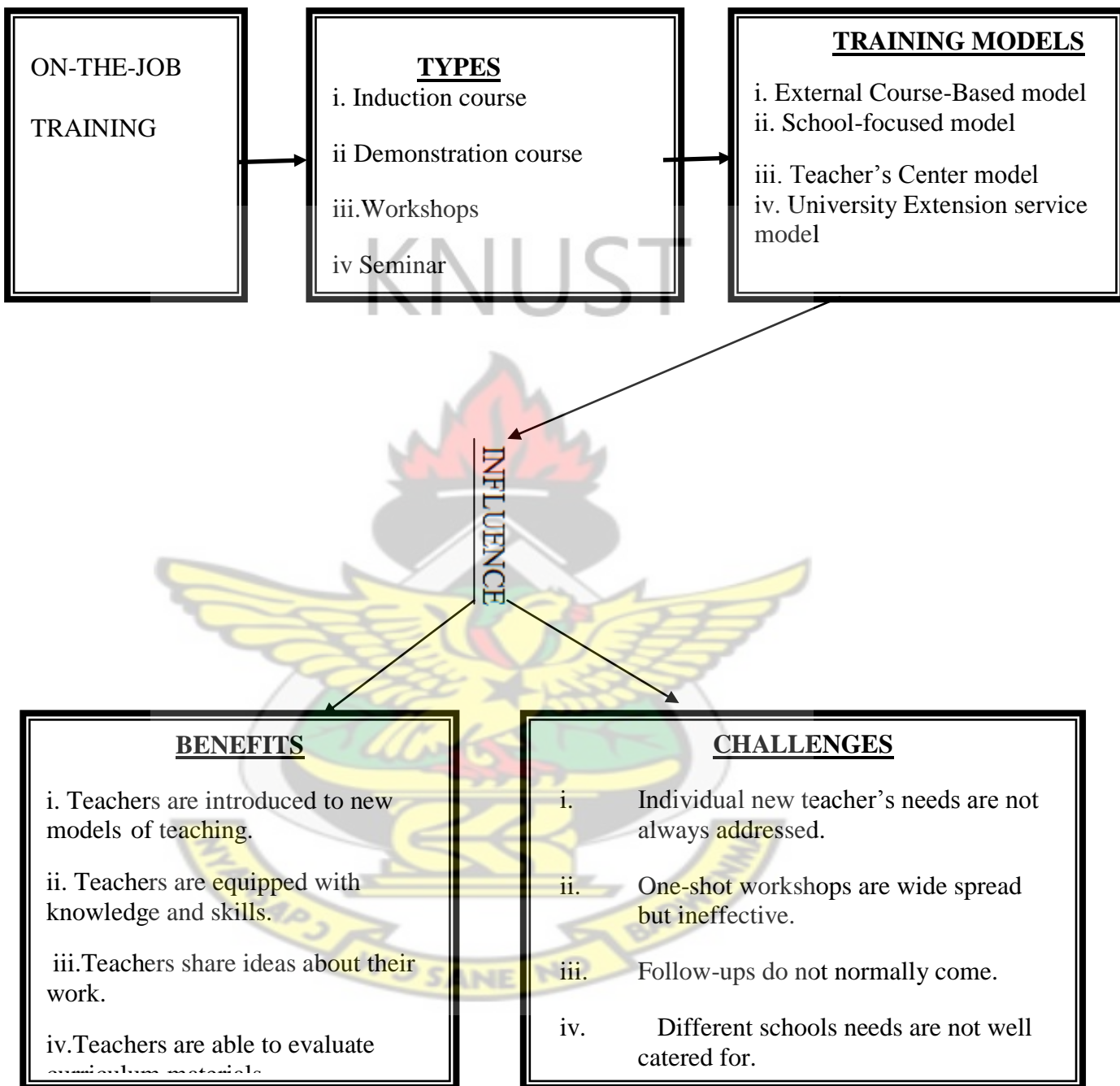


Figure 2.1 Types and models of on-the-job training and their subsequent benefits and challenges

Source: Field work (2014)

On-the-job training could be organized in the form of induction courses, demonstration courses, workshops and seminars. Each of them is important but induction course is highly recommended for newly-employed teachers because it takes into consideration the needs of newly-recruited teachers. The various models which on-the-job training could take include External Course-Based Model which takes teachers away from their workplace in order to be provided with particular skills to enhance their performance. The School-Focused Model is normally organized for teachers in the same school right in the school to find solutions to the problems of the school and its teachers. The Teachers' Centre Model normally takes place at the various specially created teachers' resource centers which are close to the schools for knowledge to enhance performance. Lastly the University Extension Model is organized by teacher training Universities in order to impart new ideas, skills and techniques to improve upon the performance and competence of teachers.

After teachers have received such training they are supposed to benefit through the introduction to new methods of teaching, gaining new knowledge and skills, sharing ideas and evaluating curriculum materials. However on-the-job training has its own challenges which include the fact that individuals' teacher's needs are not always addressed, follow-ups do not normally come and then different schools needs are not well catered for.

CHAPTER THREE

METHODOLOGY AND ORGANIZATIONAL PROFILE

3.0 Introduction to methodology

This chapter discusses the research design, population, sample and sampling procedures. Others are the research instruments, data collection procedures and data analysis procedures. The study sought to find out the basis upon which on-the-job training has enhanced the performance of newly employed teachers at the Ejisu-Juaben Municipality of Ashanti Region of Ghana.

3.1 Research Design

The descriptive survey design was used for the study. According to Gay (1987) the descriptive survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or two variables. Best and Khan (1999), observed that the descriptive research is concerned with the condition or relationships that exist, such as determining the nature of prevailing conditions practices and attitudes, opinions that are held; processes that are ongoing or trends that are developed.

Fraenkel and Wallen (1990) noted that obtaining answers from a large group of people to a set of carefully designing and administered questionnaire lies in the heart of survey research. Babbie (1990) also recommended the descriptive design for the purpose of generalizing from a sample to a population so that inferences can be made about the characteristics, attributes or behaviour of the population.

The descriptive research studies according to Amedahe (2002) may either be quantitative or qualitative. Thus, they may involve hypothesis formulation and testing or formulation of questions and seeking answers to them. Furthermore, the descriptive survey design allows for in-depth follow-up questions and items that are unclear but can be explained (Fraenkel and Wallen, (1990); Sarantakos, (1998). Data in descriptive survey is usually collected through the use of questionnaire, interviews, standardized tests of attainment or performance, attitude scales and observation.

However, like all forms of designs, the descriptive research design has its weaknesses. To begin with, since the design uses mainly sampling and questionnaire method in the selection of its respondents and obtaining data from them, its major shortcomings are the probabilities of sampling bias and low returns of questionnaires. This may affect the degree of representation of the study. Another weakness is that since the questionnaire involves self-reporting inventory there is probability of respondents faking or giving partial responses. In addition, the wording of questions and statements as well as the alternative responses provided may be unclear, ambiguous and inadequate.

Much care was taken to control these problems. For instance, the researcher consulted his supervisor to vet the instruments before administration and it is the firm believe of the researcher that this measure has reduced or eliminated any ambiguity associated with the instruments.

Secondly, the researcher administered the final instruments himself. In this way he had the opportunity to explain the study and answer any question(s) the respondents had before they completed the questionnaire. Furthermore, more close-ended questions were used. Respondents therefore used less time to complete the questionnaire.

Finally, the procedure of promising confidentiality to the respondents was applied. This helped reduce the rate of non-responses. Notwithstanding these limitations the descriptive survey design was considered the most appropriate for this research because it helped the researcher to obtain much information from a large sample of individuals, the results of which were used to generalize for the entire population.

3.2 Sources of data

The major source of data for the study were the Municipal Education office, circuit supervisors, head teachers and the newly employed teachers in the various basic schools within the municipality.

3.2.1 Primary data

Basically, the researcher relied heavily on primary source of data since all the data were sought originally from the field through the use of questionnaires and interview guides.

3.2.2 Secondary data

Secondary data are all the data collected from already existing sources including data collected from reviewed papers, relevant books, reports, journals, articles and dissertations.

3.3 Population for the Study

The research was a survey in which data were collected from a cross-section of members of the population to determine their views on the current state of on-the-job training as a basis for enhancing the performance of newly employed teachers in the Ejisu-Juaben Municipality of Ashanti Region of Ghana. The population for the study was the teachers with much

emphasis on the newly-employed teachers, Head teachers and the Circuit Supervisors in the district. Ejisu-Juaben Municipality which is one of the Districts in the Ashanti Region is divided into 10 Circuits.

Tables 3.1 and 3.2 present the total teacher population and newly employed teacher population in the public primary and junior high schools in the Ejisu-Juaben Municipality of Ashanti Region of Ghana.

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Table3.1 Teacher Population in Public Basic Schools in the Ejisu-Juaben Municipality in 2013/2014 Academic Year

CIRCUIT	PRIMARY			JUNIOR HIGH			TOTAL		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
ACHINAKROM	22	62	84	36	17	53	58	79	137
BOMFA	69	46	115	41	19	60	110	65	175
TIKROM	29	72	101	34	25	59	63	97	160
EJISU	59	32	91	72	63	135	131	95	226
FUMESUA	16	53	69	26	38	64	42	91	133
JUABEN	71	109	180	106	39	145	177	148	325
KUBEASE	30	66	96	37	18	55	67	84	150
KWASO	38	64	102	50	34	84	88	98	186
NEW KOFORIDUA	31	17	48	22	15	37	53	32	85
OFOASE	34	35	69	29	03	32	63	38	101
Total	399	556	955	453	271	724	852	827	1678

Source: Ejisu-Juaben Municipal Education Directorate (2014)

Ideally, the researcher should have used all the 1678 basic school teachers for the study to enhance generalization of the outcome of the study. However, Best and Khan (1999) stated that sometimes to study a whole population to arrive at generalization would be impracticable, if not impossible. More so the main focus of the research is newly-employed teachers in the municipality. In view of this, the researcher deemed it more appropriate to make the study more manageable and practicable by using the newly-employed teacher population of 87 out of which 65 formed the sample size.

Table 3.2 Distribution of Newly-employed Public Basic School Teachers at the Ejisu-Juaben Municipality in 2013/2014 academic year

CIRCUIT	PRIMARY SCHOOL	JUNIOR HIGH SCHOOL	TOTAL
ACHINAKROM	1	1	2
BOMFA	10	7	17
TIKROM	7	1	8
EJISU	-	-	-
FUMESUA	1	1	2
JUABEN	6	9	15
KUBEASE	5	10	15
KWASO	11	6	17
NEW KOFORIDUA	-	-	-
OFOASE	11	-	11
TOTAL	52	35	87

Source: Ejisu Juaben Municipal Education Directorate (2014).

3.4 Sample Size

A total number of 80 respondents comprising 65 newly-employed teachers out of 87, 10 Head Teachers and 5 Circuit Supervisors were selected for the study. The schools selected were the ones which had the newly-trained teachers.

3.5 Data Collection Instruments

Two main instruments were used to collect data for this study. These were the questionnaire and an interview guide. While the questionnaire was used for the teachers, the interview guide was employed for the head teachers and circuit supervisors. The questionnaire was divided into six sections. The first section dealt with the personal data of the respondent. Other sections captured the following:

- a. The rate at which on-the-job training courses were conducted.
- b. Forms or types of on-the-job training courses.

- c. Contributions or impact of on-the-job training to teaching and learning.
- d. Suggestions to improve on the conduct of on-the-job training courses.
- e. On-the-job training courses Agencies.

Most of the questions in the questionnaire were close ended type.

Respondents were thus asked to tick the possible answer (s) among the alternatives provided. This was done in order to make interpretation, tabulation, analysis and summary easy since the teachers constituted the majority of the respondents. The review of the related literature indicated that Head teachers and Circuit Supervisors were part of the on-the-job training providing agencies at the basic school level. To this end, the researcher contended that they could provide very important information relevant to the study. Some Head Teachers and Circuit Supervisors of the sampled schools were therefore interviewed to find out the state of on-the-job training courses in the Municipality. This was done with the aid of the interview guide. The interview guide followed the same pattern as the questionnaire. However, unlike the questionnaire, most of the questions on the interview guide were open ended since it was designed mainly to engage the respondents in a conversation so that they could express themselves beyond “Yes” or “No”. This gave the researcher much opportunity to seek clarification on some of the responses and further explore the respondents’ perception on the conduct of on-the-job training courses in the Municipality.

3.6 Data Collection Procedure

The researcher personally administered the instrument during normal school hours to ensure more co-operation from the respondents and a high rate of return. Covering letter, obtained from the Directorate was attached to the instruments. The letter explained the purpose of the

instruments, importance of the individual's responses as well as anonymity of the respondents. This made it easier for the researcher to familiarize himself with the respondents. In most cases the researcher established contact with the head teachers who in turn introduced him to the new teachers. After this, the researcher sought permission to administer the questionnaire.

The names of the teachers were obtained from the Municipal Directorate. Since most of the teachers were busily engaged in instructions, they were allowed to complete the questionnaires after school. The researcher had to return to the school after some days to retrieve the questionnaire. However, those respondent teachers who were readily willing to complete the questionnaire in the presence of the researcher were encouraged to do so. Out of the 65 questionnaire administered to the basic school teachers in the Municipality, all the 65 representing 100% were retrieved.

When the administration of the teachers' questionnaire was completed, the researcher sought the permission of the head teacher to interview him/her using the interview guide. In all, the researcher was able to interview 10 out of the 10 sampled heads teachers. This amounted to 100%. Interview appointments were arranged with the sampled circuit supervisors at the district education office. Fortunately, the researcher was able to interview all the five selected circuit supervisors.

3.7 Data analysis techniques

The data collected were edited to ensure that responses were appropriate. The Statistical Package for Social Sciences (SPSS) software was used to analyze data which were collected. The descriptive method was used to analyze the collected data. Frequencies, tables

and figures were employed to show the distribution of responses. This made issues very clear and gave quick visual impression of values without having to read long sentences. In addition it helped the researcher rank and compare values in order to determine the respondents' views on the actual contribution of on-the-job training courses to teaching and learning in the Ejisu-Juaben Municipality of Ashanti Region.

3.8 Profile of the study area

The profile of the study covers the Ejisu Juaben Municipal Education Directorate (EJMED) and some selected basic schools.

3.8.1 Mission and Vision of GES

The Ghana Education Service relies mainly on the Ministry of Education for support and direction so the mission of the ministry itself is the one being followed and it is to carry out the government's vision of using quality education delivery to accelerate the nation's socio economic development through the following action plan. The first is to expand access to education at all levels of education, to provide and improve infrastructural developments, to raise the quality of teaching and learning and to enhance the relevance of education to national goals and aspirations. At the Municipal level, the mission is clearly spelt out and it is to promote relevant education for every child of school going age at the pre-tertiary level by expanding access, raising quality teaching and learning for effective outcomes. The vision statement is also to ensure that every child of school going age receives sound academic and moral education.

3.8.2 Duties of the Municipal Directorate

The Municipal Directorate of the Service is responsible for receiving newly trained teachers from the Regional Directorate and posts them to the various towns and villages. It is also its duty to receive old teachers and educational workers for further reposting and releasing other old teachers and workers to the region when there is the need. It also undertakes monitoring and on-the-job training of and for all educational workers. The Municipality Directorate is responsible for discipline of all GES workers who go contrary to the GES code of conduct. It also receives educational materials from both the national level and the regional level and further distribute them to the various schools.

3.8.3 Selected Institutions for the study

Some of the schools in which questionnaires and interview guides were administered are Ejisu Presby Primary School, Atonsuaso M.A Primary School, Atia M.A Primary and Junior High Schools, Juaben M.A Primary and Junior Schools, Juaben SDA Junior High School, etc. All these schools are government subverted schools which receive newly-trained teachers when necessary. The teachers in these schools serve multi-purpose roles as role models to their pupils and community developers.

3.8.4 The Municipality

Ejisu-Juaben Municipality is one of the thirty (30) administrative and political districts in the Ashanti Region of Ghana. The Municipality is known globally for its rich cultural heritage. The municipality stretches over an area of 637.2 km² constituting about 10% of the entire Ashanti Region and with Ejisu as its capital. The municipality is located in the central part

of the Ashanti Region and provides enormous opportunity for creating an inland port for Ghana to serve the northern sector of the country. It lies within Latitude 1° 15' N and 1° 45' N and Longitude 6° 15' W and 7° 00' W. Ejisu shares boundaries with six (6) other districts in the region. To the North East and North West of the municipality are Sekyere East and Kwabre East districts respectively. To the South are Bosomtwe and Asante-Akim South districts. To the East is the Asante-Akim North municipality and to the West is the Kumasi Metropolitan. The Ejisu municipality is a strategic spot for boosting economic activities in the region.



CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

The study sought to find out the contribution of on-the-job training programmes towards the enhancement of performance of newly employed teachers of basic schools in the Ejisu Juaben Municipality of Ashanti Region of Ghana. This chapter analyzed and discussed the data gathered from respondents. It focused on the biographic data of respondents; how regular on-the-job training courses were organized for teachers; the various forms of on-the-job training courses attended and how these courses contribute to teaching and learning in basic schools. The chapter finally ended with a discussion on measures that can be taken to improve on the organization of on-the-job training programmes in the Ejisu Juaben Municipality of Ghana. Tables and charts have been provided to illustrate findings whenever applicable.

Figure 4.1.1 represents the sex distribution of the sampled teachers for the study.

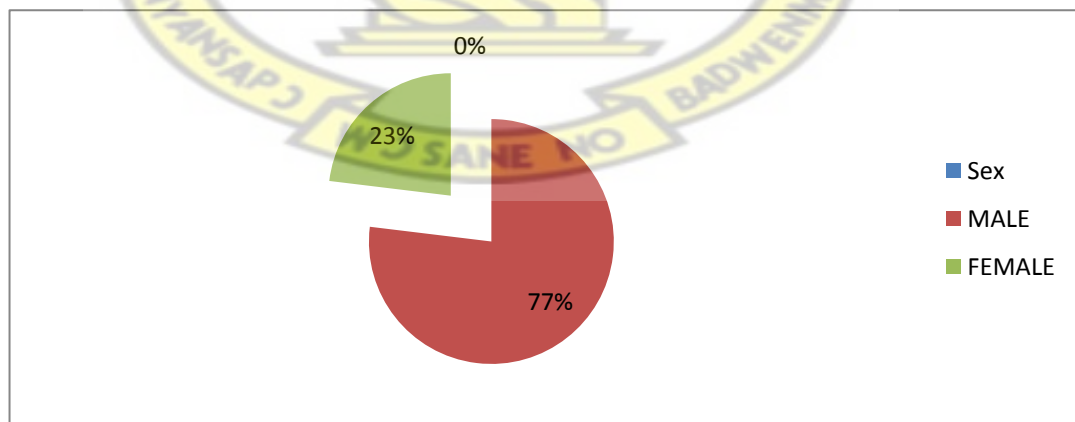


Figure 4.1.1: Sex distribution of the newly employed teachers (respondents)

Source: Researcher's own work (2014).

Figure 4.1.1 shows that 50 (77%) male newly-employed teachers and 15 (23%) female teachers were used in the study.

The study also showed that the respondents had various professional qualifications as exhibited in table 4.2.2.

Table 4.2.1 Professional Qualification of the teachers (Respondents)

Qualification	Frequency	Percent
Diploma	45	69.2
Degree	19	29.2
Other	1	1.5
Total	65	100.0

Source: Researcher’s own work

Diploma in Basic Education holders constituted majority of the respondents; 45, representing 69.2%, followed by Degree holders; 19, also representing 29.2%. Others constituted a small number of 1, representing only 1.5% of the respondents.

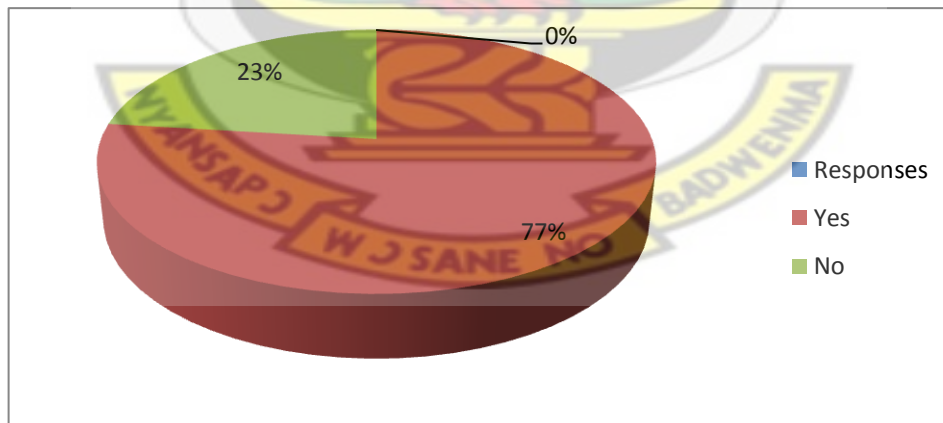


Figure 4.3.2 Attendance of on-the-job training.

Source: Researcher’s own work (2014).

Displayed in Figure4.3.2 are the responses of respondents to whether or not they have ever attended any on-the-job training almost one year after entering the teaching employment.

Figure4.3.2 shows that a larger majority of the respondents, 50 (77.0%), have ever attended on-the-job training after their pre-service training while 15 new teachers, representing 23.0% stated that they have never attended any on-the-job training after joining the teaching profession. This indicates that majority of teachers have benefited in one way or the other from on-the-job training of some sort.

Table 4.4.2 The number of times of on-the-job training for new teachers within the past year

Responses	Frequency	Percent
Once	33	50.8
Twice	7	10.8
Three times	5	7.7
Four times	1	1.5
Many times	4	6.2
Total	50	76.9

Source: Researcher's own work (2014).

Examining table 4.4.4 critically, it was found out that many of the new teachers attended on-the-job training only once in the year under discussion; 33 representing 50.8%. Only 7 respondents representing 10.8% attended the training twice, 5 respondents representing 7.7% attended it three times, only one respondent representing 1.5% attended it four times and 4 (6.2%) respondents attended the training many times.

Table 4.5.3 Types of on-the-job training which respondents have attended.

Responses	Frequency	Percent
Induction course	4	6.2
Demonstration course	9	13.8
Workshop	36	55.4
Seminar	1	1.5
Total	50	76.9

Source: Researcher's own work (2014).

Table 4.5.3 indicates that most of the on-the-job training courses attended by the respondents were in the form of workshops. Also, 36 (55.4%) out of 50 respondents have attended workshops, followed by 9 (13.8%) who also have attended Demonstration courses. The rest have either attended a seminar or induction course. This indicates that workshops, organized for all newly-employed teachers happens to be the most popular on-the-job training programme that the municipality normally organizes for teachers in general. However the Researcher has observed that the organization of workshop is not as difficult as demonstration course or induction course.

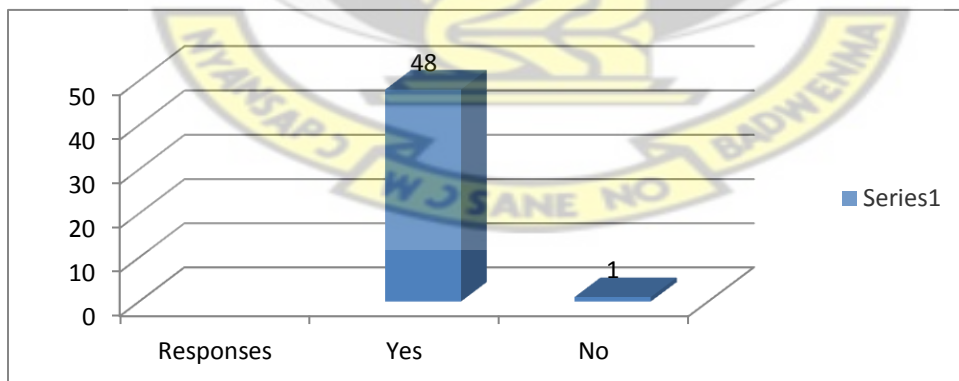


Figure 4.6.3 Impact of on-the-job training.

Source: Researcher's own work (2014).

The contributions or impact of on-the-job training towards the enhancement of the performance of newly-employed teachers in the municipality is not in doubt at all as is exhibited by Figure 4.6.3. That is the more reason why out of the 49 respondents, 48 of them representing 73.8% answered in the affirmative as to the benefit of such training courses, confirming what Adentwi (2002) has already articulated that on-the-job training introduces teachers to new concepts and practices.

Table 4.7.4 Contributions or impact of on-the-job training to new teachers

Responses	N	Minimum	Maximum	Mean
Improved my administrative skills	47	1	4	2.02
Boosted my morale and sense of self worth	48	1	4	1.96
Developed positive attitude toward work	47	1	4	1.91
It helped me to revive what had been learnt at college	50	1	4	1.82
It made me feel that i am making progress on my job	50	1	4	1.68
Acquired new knowledge and ideas	50	1	4	1.64
Kept me abreast with new development and trends in education	48	1	4	1.62
It enhanced my confidence to give off my best	50	1	4	1.58
Acquired new skills and methods of teaching	50	1	4	1.54

Source: Researcher’s own work (2014).

The respondents were asked of the impact of on-the-job training on their work. The response showed that, improvement in administrative skills, morale and sense of self-worth as well as development of positive attitude toward work were the major impact the new teachers had from on-the-job training as exhibited by Table 4.7.4. Also, keeping abreast with new development, enhancing confidence to give off their best and acquisition of new skills and methods of teaching were the least impact of on-the-job training on the new teachers.

Tale 4.8.5 Suggestions to improve on the organization of on-the-job training

Responses	N	Minimum	Maximum	Mean
Making follow up after courses to make sure that teachers are practising what they have learnt	63	1	2	1.43
Proper venue should be used	63	1	2	1.38
Notices inviting teachers to such courses should be sent very early enough	62	1	2	1.34
Teachers should be provided with enough items for the courses	63	1	2	1.19
Adequate financial support should be provided	62	1	2	1.18

Source: Researcher's own work (2014)

On the suggestions to improve on the organization of on-the-job training, 63 of the respondents suggested that there should be follow up after the training course, there should also be proper venue and teachers should be provided with enough items for the courses to ensure that teachers are practicing what they have learnt as espoused by table 4.8.5. Sixty two (62) of the respondents talked about the provision of financial support towards the organization of on-the-job training as well as sending notices for the training early enough. The admission on financial support was in sharp contrast with the interest that the Head teachers and Circuit Supervisors had in the financial aspect because to them it is the backbone of a successful organization of on-the-job training. However to the new teacher, all they need is the training so they are not so much interested in the financial aspect.

Table 4.9.6 On-the-job training providing agencies

Responses	Frequency	Percent
The school(head teacher)	15	23.1
The circuit supervisor	14	21.5
The municipal directorate	20	30.8
Any other	1	1.5
Total	50	76.9

Source: Researcher’s own work (2014)

Table 4.9.6 indicates that the municipal directorate of education organized on-the-job training for the newly-employed teachers more than any other organization. It was found out that 20 (30.8%) out of 50 respondents got their training from the directorate. This was followed by the ones organized by the various school heads, 15(23.1%), then the ones organized by the circuit supervisors followed, 14 (21.5%) and finally other organizations included GNAT, regional directorate of education, non-governmental organizations and International bodies, all of them were represented by only 1 respondent (1.5%).

Interview with Head Teachers and Circuit Supervisors

Sex of Respondents

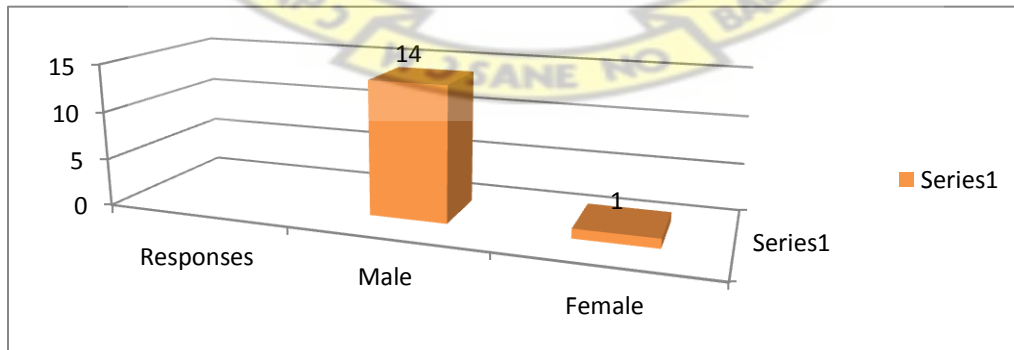


Figure 4.1.4 Sex distribution of Head Teachers and Circuit Supervisors

Source: Researcher’s own work (2014)

From Figure 4.1.4: 14 (93.33%) of the respondents, were males and 1 female (6.67%). This shows that, male Head teachers and Circuit Supervisors outweigh their female counterparts. This is a clear confirmation about an observation the researcher made on the field of study. Some of the topmost positions within the GES ranks such as Headship and Circuit Supervisor ship are mostly occupied by men.

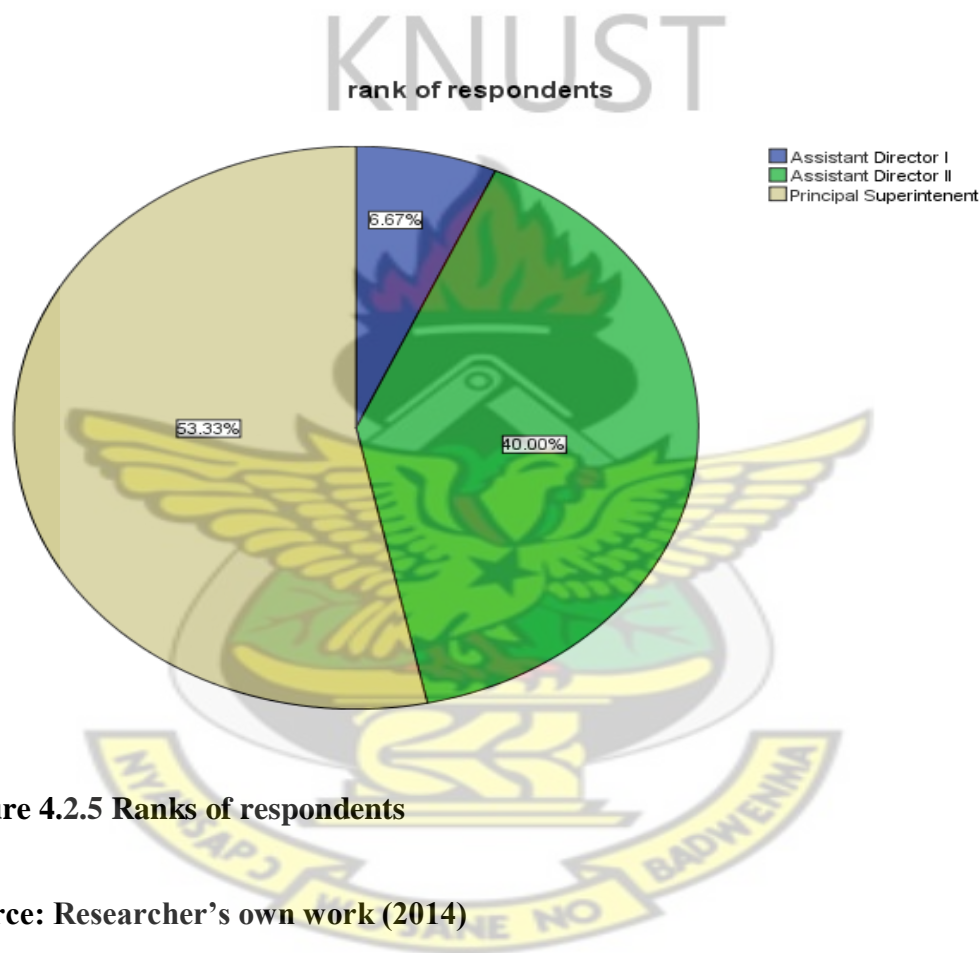


Figure 4.2.5 Ranks of respondents

Source: Researcher's own work (2014)

Figure 4.2.5 shows that 8 respondents (53.33%) were Principal Superintendents, 6 (40.00%) were also Assistant Directors 2 while only 1 person being a holder of Assistant Director 1. This showed that those interviewed were highly experienced personalities as far as education in the country is concerned.

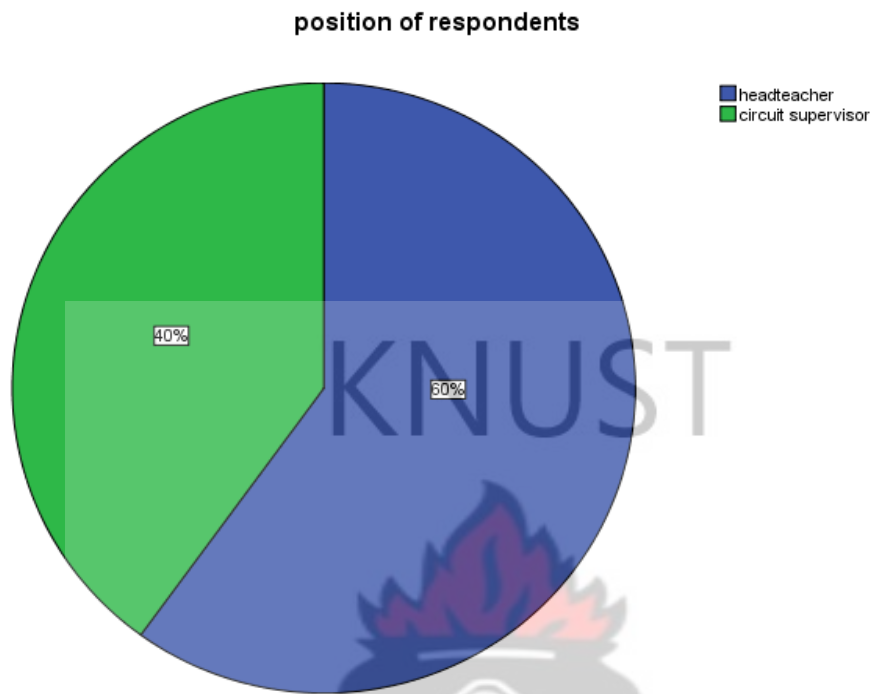


Figure 4.3.6 Position of respondents

Source: Researcher's own work (2014)

From figure 4.3.6, 9 out of the 15 (60%) officers interviewed were Head Teachers while 6 (40%) were Circuit Supervisors.

period of occupying such position

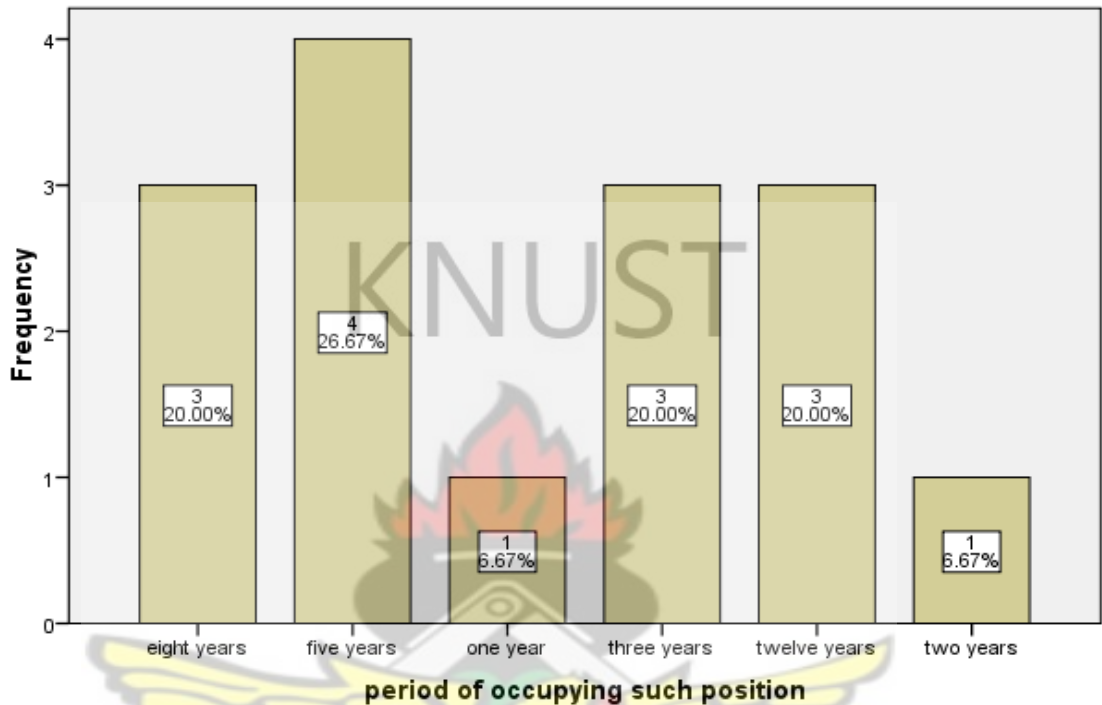


Figure 4.4.7 Period of occupying the position

Source: Researcher's own work (2014)

According to Figure 4.4.7 the period of occupancy of these two positions ranges from one year to twelve years. Only one officer (6.67%) has occupied the headship or circuit supervisor position for one year. Another officer (6.67%) has occupied the position for two years, this is followed by 3 years, 3 officers (20.00%), 5 years, 4 officers (26.67%), 8 years, 3 officers (20.00%) and finally 12 years with only 3 officers (20.00%).

attendance of on-the-job training for teachers

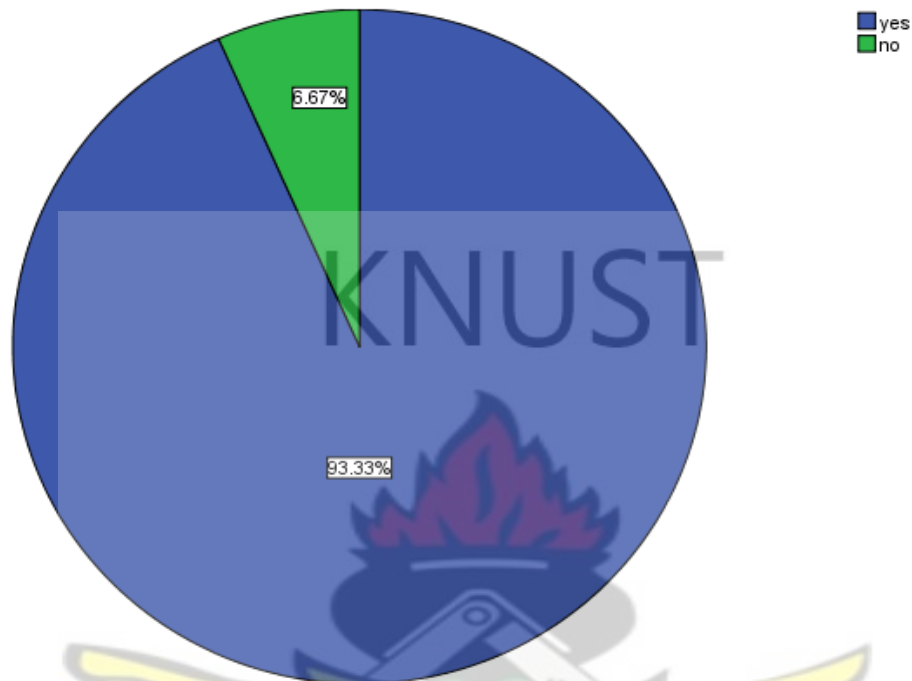


Figure 4.5.8 Attendance of on-the-job training for teachers

Source: Researcher's own work (2014).

According to Figure 4.5.8, 14 (93.33%) respondents out of 15 answered that they have attended on-the-job training before. Only 1 (6.67%) answered in the negative. This finding confirms the importance of on-the-job training as Asare (20004 p. 9) have already stated. Due to its significance it is organized and attended frequently but the real issue is the model or type that that is organized and its impact.

Table 4.6.7 Reason for attending on-the-job training

Responses	Frequency	Percent
No response	5	33.3
To upgrade and get tuned to modern trend	1	6.7
To be abreast with modern teaching techniques	2	13.3
To be trained as trainer to train teachers	1	6.7
To brief teachers on new topics	1	6.7
To equip me to work efficiently	5	33.3
Total	15	100.0

Source: Researcher's own work (2014)

Out of the 15 officers interviewed, 5 (33.3%) did not give reason as to why they attended the training, another 5 (33.3%) answered that it equipped them to work efficiently but for the rest each one gave different reason including briefing teachers on new topics, be trained as trainer to train new teachers, to be abreast with modern teaching techniques and to upgrade and get tuned to modern trends.

Table 4.7.8 Reason for not attending on-the-job training

Responses	Frequency	Percent
Organized	14	93.3
It has not been organized	1	6.7
Total	15	100.0

Source: Researcher's own work (2014)

Only 1 (6.7%) out of the 15 respondents interviewed admitted that on-the-job training has not been organized yet since she assumed that position.

Table 4.8.9 Organization of on-the-job by respondents for teachers

Responses	Frequency	Percent
Yes	15	100.0

Source: Researcher’s own work (2014)

By the analysis of table 4.8.9 all the respondents have ever organized on-the-job training for a category of teachers before.

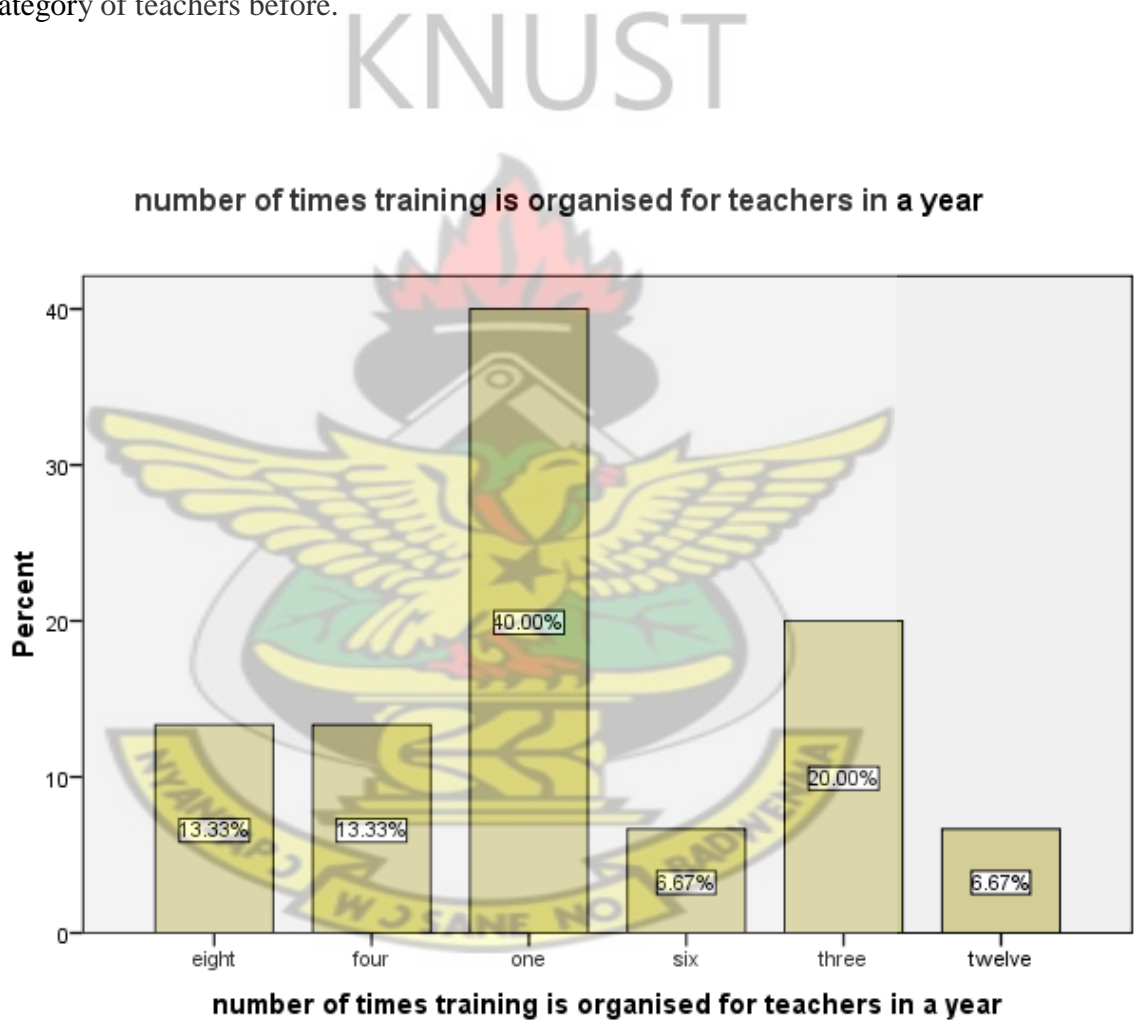


Figure 4.9.9 Number of times training has been organized for teachers in a year

Source: Researcher’s own work (2014)

After the interview 6 of the respondents (40.00%) out of 15 respondents answered that they normally organized on-the-job training for teachers once a year confirming what majority of the new teachers have already revealed that they have attended the training only once since they were employed. Another 3 of the respondents (20.00%) revealed that they normally organized training for teachers three times in a year. 2 each of the respondent (13.33%) answered that they have organized for 4 and 8 times respectively. One said he has organized it six times and another one said 12 times.

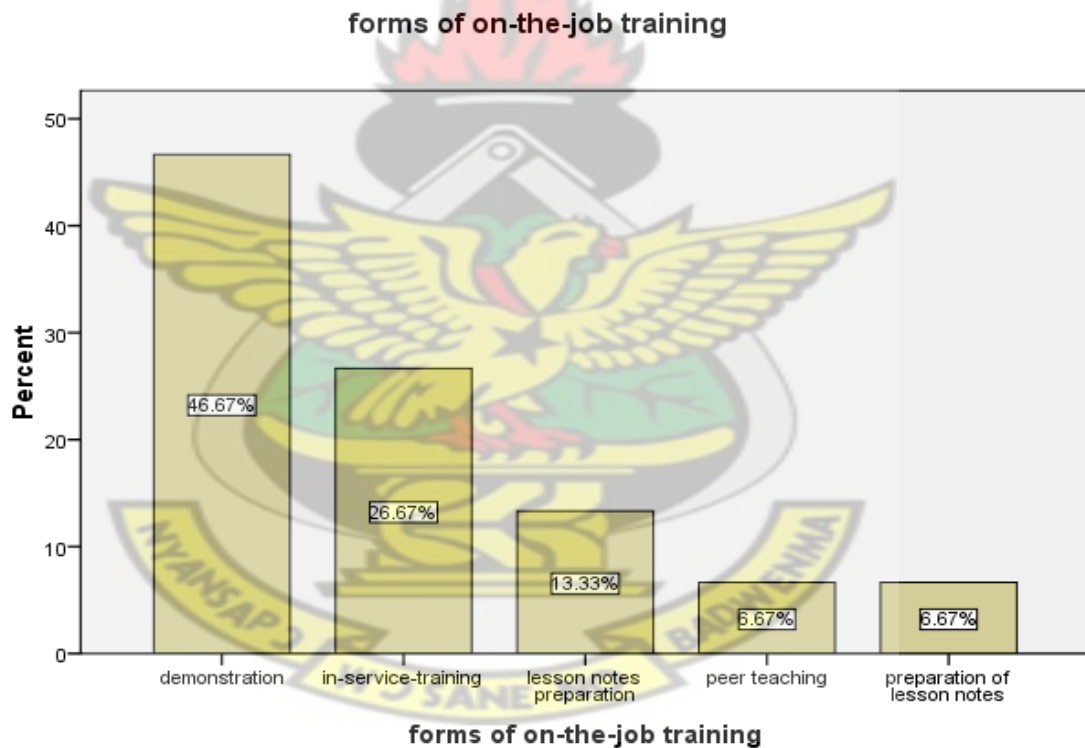


Figure 4.10.10 Forms of on-the-job training

Source: Researcher's own work (2014)

On the various types or forms of on-the-job training organized for new teachers, majority of the respondents consisting of 7 officers (46.67%) normally organized demonstration lessons for teachers in general contrary to what the new teachers revealed that majority of them have only attended workshops. This was closely followed by 4 respondents (26.67%) who answered that they have organized on-the-job training in the form of workshops (in-service-training) for teachers. The remaining 4 officers talked on organizing training on lesson notes preparation and peer teaching.

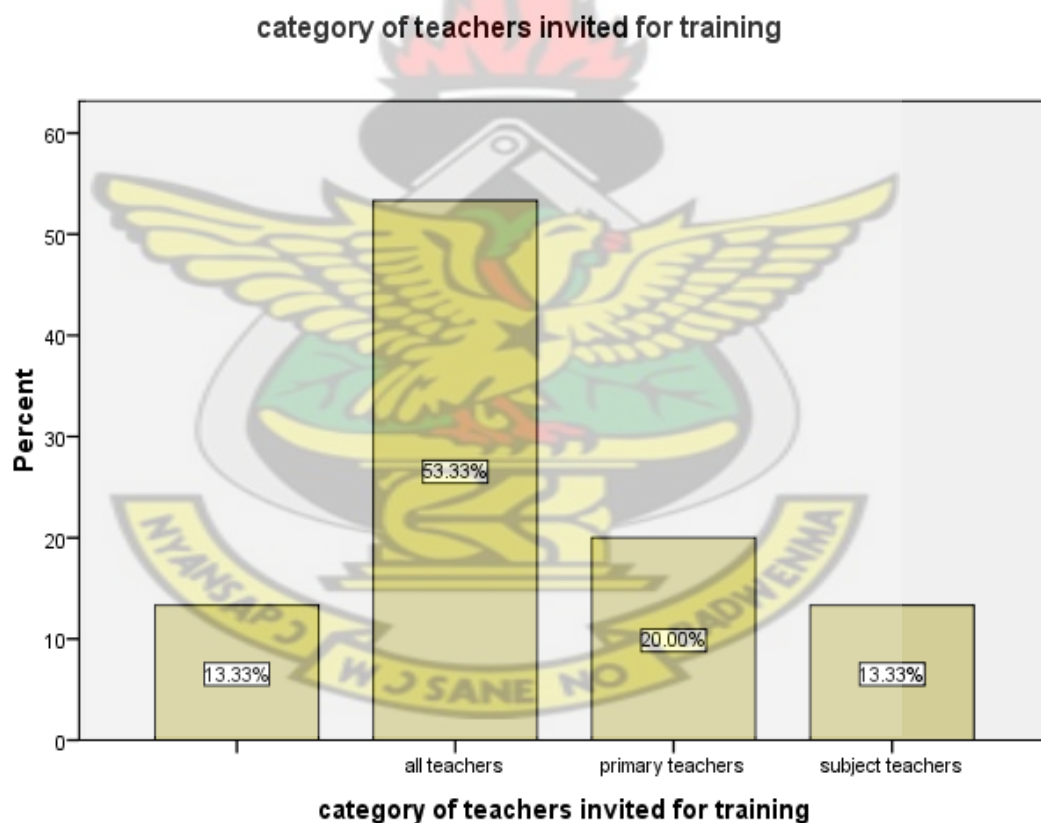


Figure 4.11.11 Category of teachers invited for training

Source: Researcher's own work (2014)

According to Figure 4.11.11, 8 (53.33%) out of 15 respondents normally organized on-the-job training for all teachers including new ones. Another 3 (20.00%) respondents do most of the times organize the training for primary teachers, also including the newly employed ones whiles 2 (13.33%) each organize their training mostly for subject teachers and junior high school teachers.

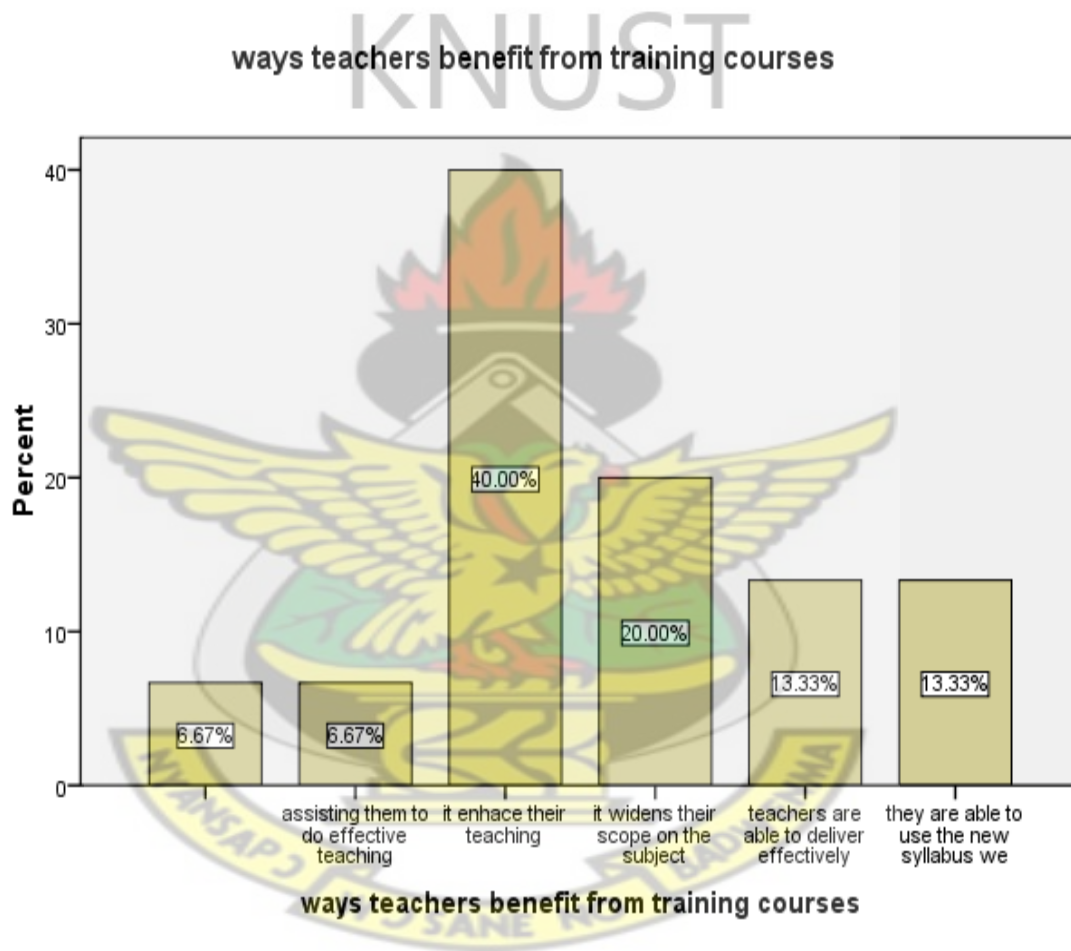


Figure 4.12.12 Various ways teachers benefit from training courses

Source: Researcher’s own work (2014)

Figure 4.12.12 categorizes the various ways in which teachers benefit from on-the-job training according to the head teachers and circuit supervisors. Another 6 officers (40.00%) admitted that the training enhances the teachers teaching just like some newly employed teachers also admitted. 3 officers (20.00%) said that their training benefit teachers by widening their scope on the subject they teach, 2 officers (13.33%) each admitted that teachers are able to deliver effectively and are also able to use the new syllabus well respectively. One officer (6.67%) in each case said that the training assists the teachers to do effective teaching and to teach with confidence respectively.

Table 4.13.10 Assessment on the conduct of on-the-job training in the municipality

Responses	N	Minimum	Maximum	Mean
Financial support	15	2	4	2.80
Material support	15	2	4	2.73
Planning	15	1	3	2.07
Commitment of participants	15	1	3	1.93
Organizing	15	1	3	1.93
Facilitating resource persons	15	1	3	1.80
Attendance of participants	15	1	3	1.73

Source: Researcher's own work (2014)

From Table 4.13.10 financial and material support are the two most important variables which are needed most in the conduct of on-the-job training per the assessment of the two groups of officers. Facilitating resource persons and attendance of participants did not matter most to the officers.

Responses	Frequency	Percent
Non-response	2	13.3
insufficient funds	1	6.7
lack of finance	5	33.3
lack of handouts for participants	1	6.7
lack of TLMs and finance	3	20.0
logistics and finance	1	6.7
time for the training is too short	2	13.3
Total	15	100.0

Table 4.14.11 Challenges officers face in conducting on-the-job training

Source: Researcher's own work (2014)

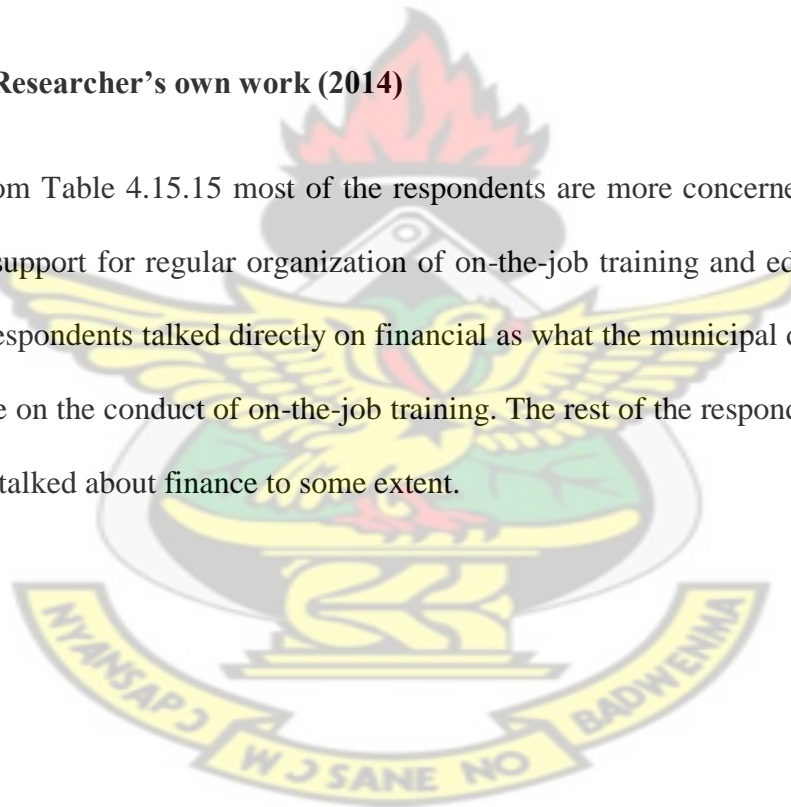
According to Table 4.14.11, 5 (33.3%) respondents lack of finance is the major challenge they face in the organization of on-the-job training, 3 (20.0%) respondents still attributed their challenge in the organization of on-the-job training to lack of finance and teaching and learning materials, 2 (13.3%) of the respondents did not give reasons as to the challenge they face in organizing the training but the rest of the respondents talked about insufficient funds, lack of handouts for participants and logistics.

Table 4.15.12 Contribution of the municipal directorate to the conduct of on-the-job training

	Frequency	Percent
Provide finance	5	33.3
Provide more financial support	5	33.3
Regular provision of resource persons	2	13.3
Should solicit for funds	1	6.7
To draw time table for such on-the-job training	1	6.7
To make available the needed finance	1	6.7
Total	15	100.0

Source: Researcher's own work (2014)

Finally from Table 4.15.15 most of the respondents are more concerned about finance and financial support for regular organization of on-the-job training and education. Another 10 (66.6%) respondents talked directly on financial as what the municipal directorate should do to improve on the conduct of on-the-job training. The rest of the respondents; 5 (33.3%) also indirectly talked about finance to some extent.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The study sought to find out the contributions of ‘On-the-job training as a basis for enhancing the performance of newly employed teachers at the Ejisu-Juaben Municipality of Ashanti Region of Ghana. At the end of this herculean task it was found out that on-the-job training is in no doubt very important in the life and work of a teacher especially the newly employed ones.

5.1 Summary of findings

The following are the summary of findings of the study:

5.1.1 Frequency of on-the-job training

According to the research, 50 (77%) respondents were males while 15 (23%) respondents were females. Interestingly the same percentage of the respondents has attended on-the-job training since they left their various institutions of training. That is 50 (77%) have had the privilege of attending some form of training while 15 (23%) admitted non-attendance to such training. Majority of those who have ever attended the training have done so only once. That is 33 (50.8%) out of 50. This clearly shows that organization of on-the-job training is not frequent as expected.

5.1.2 Types or forms of on-the-job training

The study also found out that majority of the respondents who have attended on-the-job training only attended workshops. Out of 50 respondents, 36 (55.4%) attended workshop, 9 (13.8%) said they have attended demonstration courses while few of them attended induction course, seminars and conferences. Obviously workshops which are organized for almost all teachers form a greater part of the training for new teachers which should not have been the case. Even most of the Circuit Supervisors and Head Teachers also admitted to the same finding.

5.1.3 Contributions of on-the-job training

All the new teachers who have attended the on-the-job training, even in its poorest form of workshops, confessed they gained something out of them including the head teachers and circuit supervisors. The training, to them, has really enhanced their performance, boosted their moral and sense of self-worth, it has enhanced their confidence to give off their best, it has helped them to acquire new knowledge and skills, develop positive attitude towards work and has kept them abreast with new developments and trends in education. A lot were revealed on the positive contribution of on-the-job training though not without negative impact too.

5.1.4 Suggestions to improve on the organization of the training

The study revealed that certain factors promote the conduct of on-the-job training courses in the municipality. Others however militate against the effective organization of these programmes. Prominent among the factors that promote the conduct of on-the-job training in

the municipality were the availability of resource persons as some of the Circuit Supervisors and the Head Teachers admitted, commitment on the part of participants and the relevant nature of the courses to the performance of the teachers. Notwithstanding this, certain constraints thwart the effort of the teachers in their quest to maximize the benefits of the on-the-job training courses. These include insufficient funds, poor feeding, issues on proper venue, short time invitation notices and lack of materials for the running of on-the-job training courses. The following too were part of the major suggestions put forward by respondents as a means of improving on the conduct of on-the-job training courses in the municipality.

There should be the provision of sufficient funds and materials for the running of on-the-job training courses; the training courses should be decentralized to the circuit and zonal levels and there should be enough handouts and other materials for new teachers to take home for revision.

5.3 Conclusion

The major conclusions which could be drawn based on the finding include the following; first on-the job-training for newly-employed teachers do not happen regularly because majority of the respondents have attended the training only once within the past year and this is not the best. Secondly the major form of on-the-job training is workshop which to the researcher is never the best for newly-employed teachers, induction course should rather be organized for them to introduce them to new methods, explain issues well to them and indoctrinate them well into the teaching profession. Normally workshops are organized generally for all teachers for sharing of information and ideas, however induction course is

designed for new members of any profession just like orientation course and this is highly beneficial. Thirdly it is the Municipal Directorate which organizes most of the on-the-job training courses more than the school, the Circuit Supervisors, the Regional Directorate, GES, the ministry and GNAT.

5.4 Recommendations

The following are the recommendations the researcher believes will help improve upon the organization of on-the-job training programmes:

5.4.1 Budgetary Allocation

The research found out that inadequate finance forms part of the myriad of impediments hindering the organization of on-the-job training. The Ministry of Education and therefore the Ghana Education Service should try and increase the budgetary allocations for staff development and training of teachers, especially the newly-employed ones, so that they can always be abreast with the changing times.

The Ejisu-Juaben Municipal Assembly (EJMA) should try to allocate part of its common fund for staff development programmes in the basic school in the Municipality. A sizable chunk of this fund should be allocated to the organization of on-the-job training specifically for new teachers in the form of induction courses regularly, at least three times a year. It should be noted that the success of the Free Compulsory Universal Basic Education depends on a well-developed staff.

The Ejisu-Juaben Municipal Education Directorate and the GES should consider making the attendance and participation of on-the-job training courses more attractive to new teachers

by providing enough funding, proper venue and making follow up after the training courses to make sure that teachers are practising what they have learnt. A system should be put in place to ensure that all categories of teachers would be able to attend on-the-job training courses regularly.

5.4.2 School-based Training

Another finding on the poor conduct of on-the-job training is the distance teachers have to cover before attending the training. It is therefore recommended that a well-structured school based on-the-job training courses should be developed by the Ejisu-Juaben Education Directorate and Ghana Education Service. This would take care of the minimum competencies required of all categories of teachers in the schools. Also it would reduce the distance covered by teachers to attend these courses.

5.4.3 Training as a Continuum

The world is fast changing and new methods of doing things keep emerging. As a result of the changes, the new teachers, if they want to stay in the profession for a long time, have to continuously update their knowledge, skills and competencies. The Ghana Education Service should therefore develop and implement a teacher education and training system that acknowledges both pre-service training and on-the-job training as a continuum since the research found out that the frequency of organizing such training sections are not encouraging.

Head Teachers and Circuit Supervisors at the basic schools should be regularly educated on the need for on-the-job training courses. They should be adequately supported financially

and materially by the Municipal Education Directorate and the Ghana Education Service to conduct on-the-job training courses in their various schools. In this way on-the-job training as a tool for enhancing teachers' performance would be given the priority it deserves. The schools' time table should be well structured to make room for on-the-job training courses for both new teachers and old ones by the Head Teachers and Circuit Supervisors. However, care should be taken so that pupils' instructional time is not compromised.

5.4.4 Induction Course

The researcher believes that it is professionally inappropriate to organize workshops as a form of on-the-job training for new teachers. It is rather induction course that is more appropriate for newly-employed teachers because it gives the new teachers opportunity to be well-indoctrinated into the teaching profession. Induction course, just like orientation course, takes care of the needs of new teachers well than workshops which seem to dominate as exhibited by the research findings.

5.4.5 Frequency of on-the job training

The Municipal office is highly recommended to keep on organizing such training for new teachers because the research find out that it organizes more training for new teachers than any other organization.

5.4.6 Venue

The study found out that lack of proper venue also contributed immensely to the poor organization of on-the-job training so it is recommended that before the commencement of

each training programme, the organizers should search for proper venue in order to make the programme quite attractive.

The researcher would like to recommend that any other person or group of researchers interested in this study could replicate the research in some part of the region outside the study area to confirm or disconfirm the findings of this study.

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APPENDIX A

QUESTIONNAIRE FOR NEWLY EMPLOYED TEACHERS AT THE EJISU JUABEN MUNICIPALITY OF ASHANTI REGION

I wish to introduce myself to you as a Master of Business Administration (MBA) student of the School of Business, Kwame Nkrumah University of Science and Technology. As part of the programme, I am required to write a thesis whose title is 'On-the-job Training as a basis for enhancing the performance of newly-trained teachers at the Ejisu Juaben Municipality of Ashanti Region of Ghana'. The District Office of GES, Ejisu-Juaben, has granted me permission to use it as my case study organization. Consequently, newly trained teachers in the district, of which you are a member, are required to fill in the questionnaire you have. I would be most grateful if you could please spare a few minutes of your precious time to answer all the questions before you. You are assured that all the data/information you provide would be treated with outmost confidentiality. I thank you in advance for your co-operation.

SECTION A: PERSONAL DATA

Please tick (✓) the response that applies

1. Sex of respondents: Male () Female ()
2. Qualification
 - a. Diploma ()
 - b. Specialist ()
 - c. Degree ()
 - d. Other, (Specify)

SECTION B: FREQUENCY OF ON-THE-JOB TRAINING PROGRAMMES

3. Have you attended any on-the-job training course after entering the teaching service?

Yes () No ()

4. If yes to question 4, how many times after graduation?

a. Once ()

b. Twice ()

c. Three times ()

d. Four times ()

f. Many times ()

SECTION C: TYPES OR FORMS OF ON-THE-JOB TRAINING PROGRAMMES

5. Which form(s) do the training take? (Tick as many as you deem appropriate).

a. Induction course ()

b. Demonstration courses ()

c. Workshops ()

d. Seminars ()

e. Any other, state.....

SECTION D: CONTRIBUTIONS OR IMPACT OF ON-THE-JOB TRAINING PROGRAMMES

6. Did you benefit in any way from the training course(s) you have

Attended so far? Yes () No ()

7. If your response to question 10 is YES, indicate the extent to which the following is true about the training course(s) you attended.

ITEM	Very True	True	Somehow True	Not True
a. It enhanced my confidence to give off my best				
b. Acquired new skills and methods of teaching				
c. Improved my administrative skills				
d. Acquired new knowledge and ideas				
e. Developed positive attitude towards work				
f. Kept me abreast with new development and trends in education				
g. It helped me to revive what had been learnt at college.				
h. Boosted my moral and sense of self worth				
i. It made me feel that I am making progress on my job				

SECTION E: SUGGESTIONS TO IMPROVE ON THE ORGANIZATION OF ON-THE-JOB TRAINING PROGRAMMES TO ENHANCE PERFORMANCE

8. Below is listed a number of suggestions to improve on organization of on-the-job training courses. Show by a tick (✓) in the appropriate space the extent to which you will agree or disagree with each suggestion.

Item	Strongly agree	Agree	Disagree	Strongly Disagree
a. Proper venue should be used				
b. Adequate financial support should be provided				
c. Making follow up after courses to make sure that teachers are practicing what they have learnt.				
d. Teachers should be provided with enough items for the courses.				
e. Notices inviting teachers to such courses should be sent very early enough.				

SECTION F: ON-THE-JOB TRAINING PROVIDING AGENCIES

8. Below is a list of agencies/bodies responsible for organizing on-the-job training.

Which of these bodies or agencies have you attended their training?

(Tick as many as you deem appropriate.)

- a. The school (Head teacher) ()
- b. The Circuit Supervisor ()
- c. The Municipal Directorate ()
- d. The Regional Directorate ()
- e. The Ministry of Education at the National level ()
- f. Ghana National Association of Teachers ()
- g. Anyother, state

APPENDIX B

INTERVIEW GUIDE FOR HEADTEACHERS AND CIRCUIT SUPERVISORS

- 1. Sex Male () Female ()
- 2. Rank
- 3. Position: Head Teacher () Circuit Supervisor ()
- 4. For how long have you occupied this position?
- 5. Have you attended on-the-job training course organized for teachers before? Yes ()
No ()
- 6. If your response to question 5 is 'Yes',
why.....
- 7. If your response to question 5 is 'No',
why.....
- 8. Have you ever organized on-the-job training course for your teachers before? Yes ()
No ()

9. How regular a year?
10. What forms do such courses take?.....
11. What categories of teachers are normally invited for such training courses?
12. In what ways do teachers benefit from such courses?

(i).....

(ii).....

(iii).....

13. What is your general assessment about the following as regards the conduct of on-the-job training in the municipality?

Items	Rating			
	Excellent	Good	Fairly Good	Poor
Financial support				
Material Support				
Facilitation Resource Persons				
Planning				
Organizing				
Commitment of participants				
Attendance of participants				

14. What are some of the major challenges you face in the conduct of on-the-job training courses?

15. In your opinion what can the Municipal Directorate do to improve on the conduct of on-the-job training courses?