

UNIVERSITY OF CAPE COAST

THE NATIONAL YOUTH EMPLOYMENT TRAINING IN BOLGATANGA
IN THE UPPER EAST REGION OF GHANA

BY

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DISSERTATION SUBMITTED TO THE INSTITUTE FOR DEVELOPMENT
STUDIES, OF THE FACULTY OF SOCIAL SCIENCES, UNIVERSITY OF
CAPE COAST, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR AWARD OF MASTER OF ARTS DEGREE IN HUMAN RESOURCE
DEVELOPMENT

DECEMBER, 2010

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

Candidates signature..... Date.....

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Supervisor's Declaration

I hereby declare the preparation and presentation of dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's signature..... Date.....

Name: Dr. Peter Aglobitse

ABSTRACT

The study was concerned with the National Youth Employment Training Programme in Bolgatanga in the Upper East Region. Questionnaire was the instrument used to collect data from 150 respondents from primary and JHS in Bolgatanga Municipality. The stratified and simple random techniques were employed in conducting the study.

The study discovered that the salary given to the pupil teachers is low. Diverse training programmes are organized by Ghana Education Service to equip the pupil teachers with the requisite skills for teaching. Training content includes many topics but emphasis is put on lesson notes preparation, methods of teaching and the use of teaching learning aids. The training given the pupil teachers is adequate and effective. However, the time frame for training is not enough to cover many relevant areas.

The study recommends, among others, that the Minister of Education should establish a link between the National Youth Employment Programme and Ghana Education Service so that there can be a regular supply of teachers to fill rural schools. The education sector should also focus on the National Youth Employment Programme as a new source of labour apart from the formal ones.

Further, training programmes organized by Ghana Education Service in equipping the pupils teachers for effective teaching should include lesson notes preparation, time management, motivation and identification of problem children. Also training duration should be made long for many areas to be covered.

ACKNOWLEDGEMENTS

I wish to whole- heartedly render my sincere gratitude to my supervisor, Dr. Peter Aglobitse, Head of Department of Economics of the University of Cape Coast, through whose suggestions, encouragement and corrections this research was actually accomplished.

I am grateful to the head teachers and headmistresses of primary and senior high schools and the pupils teachers engaged by the NYEP in the Bolgatanga Municipality who assisted me during the administration and collection of data.

Finally, I wish to thank all those who help me in one way or the other, to make this work successful.

DEDICATION

To my wife and children.

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LIST OF ACRONYMS

GES	-	Ghana Education Service
GPRS	-	Ghana Poverty Reduction Strategy
HND	-	Higher National Diploma
HRD	-	Human Resource Development
ICT	-	Information Communication Technology
JHS	-	Junior High School
MMYE	-	Ministry, Manpower, Youth and Development
NYEP	-	National Youth Employment Programme
NYF	-	National Youth Fund
NFED	-	Non-Formal Education Division
PSI	-	Presidential Special Initiative
SHS	-	Senior High School
STEP	-	Skill Training and Development Placement
TVET	-	Technical, Vocational and Educational Testing
AYF	-	Africa Youth Foundation
MOE	-	Ministry of Education
IDS	-	Institute for Development Studies

CHAPTER ONE

INTRODUCTION

Background to the study

The greatest resources of any society or nation are its human resources. The extent to which institutions enable each individual to become all that he is capable of being, determines whether society will be rich or poor (Harbison & Myers, 1964; Todaro, 1992). The success of a nation's economic and social development depends on its human resource. The success of any society or nation therefore depends greatly on its human resource development. Countries such as Japan, Germany and a number of countries in South Asia have succeeded in industrial growth largely because of their human resource system. In fact, such system is a unique combination of efficient school system, relevant academic education, vocational and technical training, teaching effective learning habits and maintaining a conducive learning environment. These examples of industrial success are indicative of the fact that people should be considered as a resource that should be valued, developed and managed (Prokopenko, 1995).

Several studies conducted have proven that there is a positive correlation between human capital and national productivity (Schultz, 1961; Harbison & Myers, 1964; Gillis, Perkins, Poemer & Snodgrass, (1987). Human Resource Development is concerned with the introduction of organized skills and activities aimed at fostering increased knowledge, skills and competencies. These activities

include learning, education, training and development (Gilley& Egglan, 1989). Education is considered as an institution whose main function is to transmit skills, knowledge and attitudes that society needs to make it productive. It is also the process that enables the world to harness their human resource potentials.

Considering the youth as human resource who can make important contributions to their communities is an old idea which has gained much attention over the past decades. At a Wingspread Conference in Wisconsin in 1996, nine principles of vital practice were presented on the work of the youth and civic development. The nine principles are important for learning about youth development, they are:

- Young people are producers
- Young people's intelligence, talents , experiences and energy deserve respect
- The development of skills in young people is fundamentally linked to their public action and public work
- Young people participate in governance
- Young people and adult develop committed, reciprocal relationship
- Co-operate action is valued
- Young people's public work is visible
- Young people's efforts connect with large civil challenge and questions meaning in our time
- Young people's work contributes to community and institutional change(Wingspread Conference, 1996)

Once the youth are seen as assets having the ability to contribute, the development of youth people is well-come as community resources and their contributions can affect human and social capital in communities.

The issue of youth development is of growing concern to many countries. The Beijing Statement on Human Resource Development for youth in Asia and Pacific (1996) considered four areas of concern for Human Resource Development in Asia and Pacific context .The four areas were: education, health, employment and participation. In its third international conference in June, 2004, the Africa Youth Foundation (AYF) noted that, although considerable progress has been made over the past decades, the education and development of human resources remain major problems in Africa. The conference identified five areas likely to be relevant globally and for most Africa countries: investment in human resources improving access to human development, and remunerative employment, expanding appropriate knowledge technology, improving education system and infrastructure and good governance. Schools should therefore provide the kind of education that will enable each individual in the society to realize his fullest capabilities for development as human beings .The conference stressed that the youth should be helped to learn about the educational opportunities and choices that are opened to them.

Young low-income people in Ghana and The Gambia become involved in a Varsity of work activities from a relatively early age, and almost invariable while they are still studying at primary school or have just entered secondary. Virtually all children start participating in unpaid work such as domestic labour, helping out

on peri-urban horticultural plots farmed by parents or guardians at about 7 or 8 years old. Around half our sample reported taken on part-time remunerated work as well by the age of 11-12 years.

The income-generating activities undertaken young people are commonly unskilled and poorly remunerated, mainly comprising assistance to relatives on market stalls and in small family business, or engagement in own-account informal services and commerce such as running errands or street-vending. Hours and times of remunerated work vary, but frequently involve 1-2 hours of activity before and / or after the school day, as well as at weekends.

While participation in work conceivable takes time away from study, one major reason why young people take on remunerated activities is to pay for as well as to establish a legitimate claim to, schooling. Many young people from poor households recognise that being in school prevents them from contributing as much as they might to household expenses, and also that the costs of education can be a significant drain on already exiguous resources. Although in The Gambia, for instance primary education have now been waived, and for girls, fees for 'upper basic' (junior secondary) all we (later), there are many other costs, for example for uniforms, exercise books, pens, pencils, schoolbags and so on which hit poor families especially hard. Indeed, school-related costs are estimated official sources to consume 2.4% of the average per capita income of the poorest quintile of Gambian households (GOTG, 2000, p. 110: see also Addae-Mensah, 2000: Brydon and Legge, 1996). In light of the fact that poverty stands out as a major factor in school non-attendance and drop-out, funding their own education

is deemed critical by many young people. In turn, possibly because work is often a sine qua non for accessing education, employment is not perceived to have negative affects on academic progress. This said in Ghana the costs of contributing to school fees sometimes makes it necessary to suspend education in order to engage in remunerative work. Suspension not only affects school performance (Heady, 2003) but also pushes individuals into extending education and training well into adulthood. Prolonged education is also a function of qualitative inadequacy in the Ghanaian education system young people turning to private sector tuition bat evenings and weekends not only in such areas as Information Technology and English, but for basic numeracy as well. Paying for vocational courses to supplement school qualifications usually incurs considerable personal cost.

While household poverty is undoubtedly one of the primary factors motivating young people's self-funding of education, it should also be noted that even better-off individuals may do so, given strong expectations in both Ghanaian and Gambian family systems that children should start 'giving back' to their parents as soon as the area able (usually by their early teens. In The Gambian, for example, young Muslims commonly articulate the belief that the more one does for one's parents, the more 'blessings' one accrues. Children are raised with such an important sense of obligation to their natal kin that parent seldom have to tell them to go to work and few object when their children do so. Indeed, respondents in Ghana mentioned that they felt a need to work in order not to present an image of idleness that they, and their parents, equated with deviance

from social norms. In both countries the pattern of working out of duty and obligation appears to be most marked among elder siblings, among girls, and among migrants raised in rural area (Punch, 2001, 2002).

As can be seen above, the contribution of the youth is enormous as far as the socio- economic growth and development of a country is concerned. It was for the issue of youth contribution to national growth that the government of Ghana under President John Agyekum Kuffuor introduced the National Youth Employment Program as a way of getting the youth to contribute to the growth and development of the society. This program is still in operation presently.

Statement of the problem

Unemployment is one of the major problems facing less developed countries today. Though the youth possess skills that they can work to contribute greatly to the socio-economic growth and development of a country the fact remains that unemployment among the youth is persistent.

The increasing number of educated unemployed youth in less developed countries calls into question the contribution that the youth can make to economic growth at the societal level and to the development of the country as a whole. In line with this, the government of Ghana under President J.A Kuffuor thought fit to introduce the National Youth Employment Program as a way of getting the youth to contribute to the socio- economic development of the country. Some of these are to help deliver pre-and basic level education services in rural areas where there are no sufficient teachers.

Over the years, the Ghana education service resorted to the recruitment of untrained pupil teachers to complement the few trained teachers. For instance a good number of unstrained pupil teachers have been employed between 2000 and 2008. However, a search through the literature has shown that there have been no scientific study conducted into the types of training programmes provided to the pupil teachers (Youth).

Therefore this study seeks to examine the types of training and their effectiveness in preparing the pupil teachers for the classroom work.

Objectives of the study

The main objective of the study is to ascertain how the youth in teaching are prepared for the job. In furtherance of this aim, the research seeks to:

- Examine the types of training given to the youth.
- Evaluate the effectiveness of the training

Research questions

The following research questions will serve as a guide to the study:

What training is given to the youth to be able to work?

How effective are these methods in preparing the youth for the classroom work?

Significance of the study

The study's importance lies in the following:

- Through the findings of the study, policy makers can make informed decisions as to how to prepare the youth to fit into the classroom.
- Through the study, the ministry of education through policy formulation can now incorporate the National Youth Employment Program in its endeavour to provide teachers to every nook and cranny of the country.
- Although the study is limited to Bolgatanga municipality, it is hoped that it would be helpful to the government to know the weaknesses of the National Youth Employment Programme and to effect improvement.
- The work will also add to the existing literature about the debate for more teachers especially in the rural areas.

Delimitations of the study

The study was delimited to the primary and Junior High Schools in the Bolgatanga Municipality of Ghana because it has a good number of schools. Bolgatanga is the capital of Upper East Region. Upper East Region is one of the three northern regions which got or received education several years later after education reached those in the South. In fact, Bolgatanga Municipality has a very high illiteracy rate and this is blamed on lack of teachers in the rural schools. There are diversity of challenges facing the Ghana Education Service in its endeavour to provide education to every child of school going age in the area. Challenges of the Ghana Education Service are focused on how to get teachers to

occupy the numerous schools in the area. Teachers who are posted to the area from training colleges do not stay there for long leading to continual shortage of teachers in the municipality. This grotesque issue led to parents moving their wards from schools in the villages to the towns to attend schools and also some students and pupils drop out of school hence the inability of Ghana Education service eradicate illiteracy in the areas. Indeed, some parents prefer their children staying home and helping them on their farms to going to school where there are no teachers. This has prompted Ghana Education Service to send pupil teachers to those areas where there are no teachers through the National Youth Employment program.

Limitations of the study

Only pupil teachers in the primary and Junior High School were involved in the study, and this is a limitation. Untrained teachers in the secondary schools might express divergent but important views if there were included in the study. Also, the study was limited to the Bolgatanga Municipality due to financial and time constraints. Findings can therefore be generalized to primary and Junior High Schools in the Bolgatanga Municipality.

Definition of terms

Challenges: This refers to problems or obstacles the government encounters in its endeavour to provide teachers to areas where there are no teachers.

Grotesque: This refers to distortions in getting teachers to occupy schools in rural areas.

Youth: Persons between the ages of 15 and 35.

Motivation: This refers to those psychological processes that cause the arousal, direction and persistence of voluntary action that are goal directed.

Intrinsic motivation: this refers to self-generated factors that influence people to behave in a particular way or to move in a particular direction.

Extrinsic motivation: This refers to what is done to or for people to motivate them.

Diversity: This refers to different types of training given to the youth.

Primacy effect: This is the process by which first impression is used for forming judgement about a person.

Recency effect: This refers to the process by which last impression is used for forming judgment about a person.

Organization of the study

The dissertation is organized into five chapters, chapter one is the introduction. It includes the background to the study, statement of the problem, significance of the study, delimitation of the study and limitation of the study, as well as research questions. The definition of terms and organization of the study ends the chapter.

Chapter two consists of literature review. This is done under sections namely: The concept of human resource development and its implication on the future development of the country, the contribution of education to national growth and the National Youth Employment Program, its aims, scope and nature.

The methodology of the study is outlined in chapter three. The research design, population, sample and sampling procedure as well as the development of the research instrument and its administration are described. A description of the methods of analysis of data is also explained.

Chapter four presents the results and discussion of the data collected. The summary, conclusion and recommendation of the study are presented in chapter five, the final chapter.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This capture deals with the review of the related literature on the problem under investigation. The review includes literature found in textbooks empirical work documented in journals and on the internet. The review covers the following: The concept of human resource development and its implication for the future development of the country, youth employment, contributions of the youth, and the National Youth Employment Program, its aims, scope and nature.

The concept of Human Resource Development

The importance of human capital in national development can not be overemphasized. Indeed, the growth strategy of major businesses and multinational corporations the world over is to invest in human capital formation, ahead of equipment capital, and physical and infrastructural capital. Recalling the triple role of men, machines and materials in economic production theory, it is now generally acknowledged that no sustainable economic progress is possible without the pivotal role of human beings. That is why we must all be concerned about the poor transition rates of students and pupils from one level to the other within our education system, since transition rates give a good indication of progress towards the formation of higher order capital. In a changing global

environment, the development of human resource has been identified as the process that enables the individual organizations and nations to meet the challenges of change. Human resource development (HRD) is concerned with “the introduction of organized activities designed to foster increased, skills and competences and improve behavior (Gilley & Egglund,1989, p.5). Harbison (1976) broadly defines human resource development as the process of building the knowledge, the skills, and the working abilities and the innate capacities of all the people in the society. He notes further that “human resource constitutes the ultimate basis for the wealth of nations capital and natural resources are passive factors of production; human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organizations and carry forward national development. A country which is unable to develop the skills and knowledge of its people and to utilize effectively in the national economy will not be able to develop anything else (Harbison, 1976.3). In the view of Harbison and Myers (1964 p.2)” human resource development is the process of increasing the knowledge, the skills, and the capacities of all the people in the society....the process of human resource development unlocks the doors to modernization”.

In the editorial of the education with production journal (1993), the HRD policy initiative of the national education policy initiative (Southern Africa) research exercise maintained that HRD is concerned with the process through which citizens of a nation acquires the knowledge and skills needed to perform specific occupation tasks efficiently and effectively (Kraak, 1993). Education is

an investment in human beings, and thus, human resources, which to some economists is the most valuable of all capital (Schultz, 1961; Harbison & Myers, 1964).

In fact, diversity of ways and means are available for developing human resources. The most obvious of them however is formal education. Others are self- development and on- the –job training. Gilley & Egglund (1989), refers to training, development and education as the three focus areas of human resource development. Training refers to learning provided to improve performance on the job. Education is concerned with provision of learning to improve performance on a future job or enable the individual to accept more responsible and/or assignment. Development aims at the provision of learning that is not job related, but may have some impact on the present or future job. On- the –job training involves informal training programmes in organizations and adult education programme.

Dare (1996), points out to the limited connection between education and human resource development. She stresses that education is human resource development, thus, education and human resource development are equal in function and value. However, education and human resource development do not embrace each other. Education strives to provide knowledge and skills to the youth, but is seen as a separate function from human resource development, which is viewed as corporate function. Employers continually request for knowledgeable and skilled workers while the educational system is not adequately preparing young people to enter the work force and this may be attributed to

insufficient teachers in the system. An early intervention in the human resource development process through joint efforts of organizations with education will address the needs of both educators and organizations.

Korth (1995) acknowledges the gap between current performance and desired or predetermined performance. This gap can be narrowed or bridged when linkages are created between educational institutions, charged with the development of human resources and employers. There is the need for an integrated system of education and human resource development to benefit the development of the individual, the organization and the educational system. Collaboration between education and organizations can provide a variety of relevant learning opportunities for students.

Most developing countries have committed themselves to the goal of “Universal” primary education with the view that rapid expansion of educational opportunities is the key to National development. Harbison and Myers (1964) support the fact that there a relation between educational attainment and national productivities. Todaro (1992) also argues that there has not been much improvement in the plight of the average person of Asia, Africa and Latin America. In the view of Todaro (1992), a primary and secondary education, which does not address the needs of its society is seriously wrong. Education should therefore cater for the needs of the society it serves.

Apart from those contributions of education as enumerated above, the contribution of education to economic development have been widely studied and documented. In one of the most comprehensive studies, Psacharopoulos (1988)

analyzed a list of potential benefits inherent in mass education that include many traditional claims: that it will raise living standards and offer equal opportunities to all and thus serve as a means to achieve a more egalitarian society and that will bridge the gap between ethnic and social groups in the society.

In a study based on the analysis of input output of investment in education in the United States of America (USA), Schultz (1963) found out that total investment in human capital formation in the USA from 1900 to 1956 rose from 9 percent to 30 percent of the total investment. The rate of return of this investment expressed as a stock or total accumulation of wealth in 1956 United States dollars, amounted to \$180 billion for 1930 and \$535 billion for 1957. Thus, the increase in the stock of capital between 1929 and 1957 was \$362 billion. The contribution of education to the economic development of Japan was undertaken by the ministry of education (in Japan) itself. The MOE study was based on the analytical study of Shulz and covering the period between 1935-1955 indicated a higher rate of return on the investment of education though in 1960 the volume of stock of educational capital was 18 percent that is, 7110 billion yen at the value of the stock of physical capital 39800 billion yen. It yielded proportionally greater return. During 25 years from 1930 to 1955, the increase in educational capital was estimated to have contributed 25 percent of the increase in the national income. The Japanese study also gives further support to the study in the USA. The studies together demonstrate significant contribution of human capital to national development.

The literature on returns to human capital in developing countries focuses predominantly on measuring the returns to additional years of schooling for wage earners. Psacharopoulos (1994) summarizes the results from more than 55 of such wage studies from Africa, Asia and Latin America. These summaries present a consistent pattern of very large returns to primary education and somewhat smaller returns to secondary and post secondary education.

Psacharopoulos (1994) states that the average private rate of return to primary education in the developing countries is 29 percent while the return to secondary and post secondary education are 18 percent and 20 percent respectively.

Studies have also shown that the returns of society from investment in education are generally positive. In the rural areas, it has been shown that educated farmers have higher productivity than less educated ones. In a review of twenty studies on farmer education it was found that with 4 years of schooling farm productivity increased by 7.4 percent (World Bank, 1980:50). In another study of twenty countries, including both developed and less developed, the average social rate of return to primary schooling was calculated as 26.2 percent, and ranged from a low of 9 percent for a group of countries including Malaysia, Brazil and Philippines to over 33 percent for group of countries including Venezuela, Colombia, Thailand and Uganda (Psacharopoulos, 1973).

Education can only support or contribute to economic growth and development when it is considered in its broadest sense: an educated population is more productive than an uneducated one, irrespective of type of society. It

appears that universal primary education of at least 4-6 years can be regarded as minimum requirement to sustain any kind of economic growth. For poor societies like that of ours (Ghana) this means universal literacy and numeracy through primary schooling should be given high priority in education policy decisions. In individualized societies this concern is less salient, as most countries virtually have full educational participation. For the poor countries, however, this target may not easily be obtainable, The proportion of children from 6-11 years of age enrolled in primary schools in 1975 to 1977 ranged from a low of 17.4 percent in Ethiopia to 100 percent in republic of Congo. The figures for all less developed countries are 64 and 94 percent respectively. The total for net enrollment ratios during this period and for this age group was 70.9 percent. Clearly much efforts remains to be made before primary education can be said to be universal (World Bank, 1980:108-113)

Youth employment

Large number of educated unemployed is one of the major problems facing less developed countries today. In a study of seven countries, four of which were less developed ,Little (1978) concluded that the proportion of males and females who aspired to non-manual jobs far exceed the proportion of economically active population actually engaged in those jobs. Thus unless the economic structure themselves were to expand, there will be little likelihood that these aspirations could be fulfilled. Consistent with Little's observation, it has

been estimated that from the year 1970 to about the year 2000 the rate of unemployment will increase 2.7 percent a year (World Bank, 1980:42).

The increasing number of educated unemployed youth in less developed countries call into question the contribution that education can make to economic growth at the societal level and to the individual job prospects at the individual level.

The report of the study of 1950 cited in French(1953), pointed out that “unless our youth can come by a greater willingness and ability to act effectively together on the problem of group living, all else we do for them by education may be a wasted effort”,(p.308).The youth need to have a responsible part to play in the small groups they belong and to the organized youth body

There is however little evidence to support the notion that education “creates” unemployment. Some have suggested that education raises expectation such that many young people have false hopes about jobs, particularly in the cities. Although in the rural areas they migrate to the cities thus swelling the pressure on the already restricted job market, the problem may not be with the schools. Rural- Urban migration may exist as much from push- factors, due limited sight in the countryside, and pull- factors, such as the discrepancy between rural and urban wages. The migration of the more educated becomes a” rational” solution rather than irrational one: The less educated remains in the countryside because their chances of finding jobs in the cities would even be more remote.

Ironically the limitations and even the restrictions of the job market and the rising rate of unemployment increases the demand for education and raises the

demand for higher educational and occupational attainment. The rising number of those with educational credentials has tended to escalate the requirements for jobs, and has increased the use of credentials by employers as screening device, or what some have called “the diploma disease” (Dare, 1976). Using education to employ under these circumstances is somewhat like lottery. For the society the implication are that educational facilities must be continually expanded to cope with the demands, with higher education serving in effect as an “absorber of last resort” for large number of potentially educated unemployed.

It was for this reason that the former government under President John Agyekum Kuffuor promulgated or introduced the national youth employment programme to solve the problem of youth unemployment in the country.

The meaning of youth

The word youth has been defined in diversity of ways. Youth is a period between childhood and adulthood, described as the period of physical development from the onset of puberty to maturity and early adulthood. Definitions of the specific age range that constitutes youth vary. An individual’s actual maturity may not correspond to their chronological ages. Youth are defined by the National Youth Policy (2007) as persons between the ages of 15 and 35. Around the world, the terms “youth”, “teenager”, “adolescent” and “young persons” are interchanged, often meaning the same thing, occasionally differentiated. Youth are generally refers to a time of life that is neither childhood nor adulthood, but rather somewhere in- between Employment on the other hand.

The national youth employment programme

The National Youth Employment Programme (NYEP) was promulgated under former president John Agyekum Kufuor's regime to harness the talents and energies of the youth in promoting the developmental agenda, priority on human resource development as key support in the growth and development agenda has never changed. In Ghana, about 26 percent of the population constitute the youth, falling within the age brackets of 15-35 years, and made up of both unemployed and underemployed men and women.

Since 2001, the then Government made a number of interventions to address the problem of unemployment and underemployment. This intervention began with registration of about 95000 people mainly the youth from educational, trade and professional backgrounds. The Government preceded by undertaking skill training and employment placement (STEP) Programmes to give readily employable skills to the youth and provide them with employment opportunities.

This was immediately followed by the introduction of technical, vocational and educational testing (TVET) policy to help sharpen the technical and vocational skills of the youth and make them more competitive and, thus support the human resource development programme. The National Youth Fund (NYF) and the Presidential Special Initiative (PSI) and the various micro- credit schemes to support the small- scale enterprises and other programmes that the government initiated have also yielded some success in the area of providing self-employment opportunities to the youth.

Following the presidential directive and within the context of the Ghana poverty reduction strategy (GPRS), the Ministry of Manpower, Youth and Employment (MMYE) had to establish a national secretariat and other sector ministries, departments, and agencies to develop well structured and co-ordinated youth employment programmes to facilitates job creation and placement for the various economic ventures as well as social services.

Aims of the national youth employment program

The overall objective of the National Youth Employment Programme is to empower the youth to be able to contribute more productively towards the development of the nation. Specifically, the programme objectives are to identify projects with economic potential that can generate employment for as many of the youth as possible, to check the drift of the youth from the rural to the urban communities in search for jobs by creating those opportunities for the youth through self-employment and to inculcate into the youth a sense of patriotism, self-discipline and hard work so as to promote good morals and help reduce deviance.

In fact, the programme targeted the creation of 17500 jobs in a year, 87,500 in six months (June-Dec, 2006) and 500,000 jobs in three years (2006-2009)

Nature of the national youth employment programme

The nature of the national youth employment programme include a combination of self-employment opportunities , wage earning jobs and voluntary service activities, the provision of essential social services that promote good governance through the maintenance of law and order and environmental cleanliness as well as enhancing access to good education and health services, and the provision of commission fee earning commercial activities that are not productive in the agriculture and industrial sense, but which also support activities that form part of the production chain, such as the provision of marketing and post-harvest services.

The National Youth Employment Programme is also based on the formation of co-operative groups and set to enable members of the groups gain synergy from the groups' activities and also win themselves into financially interdependent individuals gainfully employed and capable of supporting, employing other members of the community.

Scope of the national youth employment programme

By way of scope, NYEP is intended to cover a wide range spectrum of economic activities and social service activities available to the youth in their respective communities, with each District choosing a combination of such activities or modules, based on the relative comparative advantage present in that locality.

The NYEP has been developed as a ten module youth employment programme to form the first phase of two-phase programme, phase one of focuses on short-term activities to create employment opportunities to engage the youth in various ventures. The second phase however, takes a long term view of employment issues within the context of GPRS.

The scope of phase one of the programme will cover all the modules of the ten point programme and the modules under this phase comprise youth in Agric services, Youth in trade and vocations (non-Agric services), Youth in ICT, community protection system and waste and sanitation management corps.

The other modules are rural education teacher assistants, Auxilliary health core worker assistants, paid internship and industrial attachment, vocational jobs and volunteer services. Under the module referred to as community education and teaching Assistants, the objective is to create opportunities for a pool of young men and women with at least a second cycle of education who will help deliver pre- and basic level education service in rural areas where there are no sufficient teachers.

Beneficiaries in this area will be involved in teaching of pre and basic school pupils and for volunteers whose level of education is at the degree or HND level, they also will be engaged in delivering refresher courses for those of them who may wish to rewrite certain examinations to further their education and in all these areas, the beneficiaries are expected to work with trained teachers wherever they are posted.

Under the module referred to as paid internship and industrial attachment, the objective is to formalize the institution of internship and industrial attachment among in and out of school young men and women.

Through students on internship and industrial attachment work full time, they are not remunerated in most cases. The module will therefore register all establishments with the potential to offer internship and industrial attachment and potential students' trainees will also register with NYEP requesting internship and industrial attachment while NYEP will identify corresponding establishment and place trainees.

To ensure that students both in the secondary and tertiary institutions during vacation are offered employment opportunities to earn income make best of their leisure time and also to other voluntary services to their communities, the vocational job modules have been developed under the NYEP. It is interesting that most of these students normally found themselves in teaching as an occupation.

Again to provide opportunities for young men and women who would want to provide services to communities on voluntary basis as a way of contributing to socio-economic and sustainability of the community, and to increase a sense of patriotism and social well-being into the youth, with a view to forgoing social and cultural interaction, the volunteer service module was developed.

The module is expected to attract youth men and women willing to voluntary service in diverse areas of endeavour, including community service,

community labor for development projects, such as schools, health post and clinics, construction and mass immunization projects, among others. Some volunteers could be useful to Non-formal Education Division (NFED) of the Ministry of Education in adult literacy programmes, both in the rural and urban centres. Volunteers with skills could also be useful in mass education in the dissemination and sensitization of public on government programs and policies.

Working with young people

The historical, structural and social processes of a nation all affect the nature of youth work in any workplace. The nature of working with youth people has changed dramatically in recent years. One interesting aspect might be that it entailed well-meaning adults willing to help children and young people solve their problems. Youth workers' methods are often explained using terms such as social workers, educators, entrepreneurs, caretakers, character builders or leisure worker. Young peoples live in a world where there is competition for each slice of the cake. Often youth workers accept only the crumbs of the cake and young people are not encouraged to compete for their own slice.

Entrepreneurial youth work involves monitoring young people so that they can better operating a market economy and establish an enterprising culture in themselves. Youth work has also long involved leadership development and character building.

Young people and participation

The increasing market orientation in the broader polity is reflected in much of the experiences of young people generally, and in their place as service recipients. Broad economic changes have made the place of young people less certain than in previous times.

High unemployment dogs the youth sector. While federal governments deal with matters of education and training, local governments have moved towards dealing with personal health and well-being, crime prevention and traditional recreational matters. One constant thing in recent times is the importance of youth participation. Youth participation brings about the building of mutual relationship, obligation and trust across community sectors. Youth people can participate in diversity of activities, such as local governance, youth councils, youth advisory committees and so on.

Key issues arising from literature review

Human Resource Development (HRD) is concerned with the introduction of activities that help to increase the knowledge, skills and capabilities of individuals for their benefit and that of the society. Additionally, HRD enables individuals to meet the challenge of change. The most obvious and instrumental way of developing human resources is formal education, and the government is the largest investor in this sector. The quality of a nation's human resource determines its development economically and socially among others. Education should therefore equip the individuals with the knowledge, skills and capabilities needed by the society for its development.

The National Youth Employment Programme which was introduced by former President, J. A. Kufuor has injected a good number of pupil teachers into all nuke and crany of the country especially in the rural areas where there are no teachers.

Youth participation in governance helps in building capacity and reducing social vices.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter discusses the research design, the population, the sample and the sampling procedure. It also describes the development of the instrument that was used to collect data collection and the methods that were employed in the analysis of data collected.

Setting (study area)

The study area is Bolgatanga in the Upper East Region of Ghana. Initially Upper East Region and Upper West Region were one under the name Upper East Region and occupy the northmost part of Ghana. With combined population of 1.49 million (Ghana, 2000), this forms 8.1 percent of the national population. Most people live in rural areas with Bolgatanga and Bawku being the notable urban areas.

The Upper East and Upper West Regions were re-demarcated in 1983 out of the then Upper East Region. There are six languages in the Upper East Region; all of these groups have similar culture, beliefs, traditions and economic patterns. People live in small, scattered villages and hamlets with subsistent farms in and around communities in the rural areas, settlements are nucleated. Agriculture is the predominant occupation with manual labour, especially of women, being

relied on. The Upper East Region is characterized by high rate of illiteracy which is attributed to insufficient teachers especially in the rural schools and high attrition of the youth to the southern part of the country in search for white color jobs.

The research design

The descriptive sample survey was used for the study. One of the merits of the descriptive sample survey design is that it makes it possible to generalize from a sample to a population so that inferences can be made about some characteristics or behaviour of the population (Babbie,1990). Since this study basically aimed at identifying how the youth that are employed to teach in the rural areas through the National Youth Employment Program are prepared for the job or classroom work and to make generalizations to primary schools and Junior High Schools in the Bolgatanga municipality, it lends itself to the descriptive survey and draw meaningful conclusions for the study. The descriptive survey is however, susceptible to distortions. For instance, errors due to the use of interviews, observations and questionnaires for the data collection might distort the research findings. To minimize or avoid such distortions in the study, the questionnaire were pre-tested for clarity, and the necessary revisions were made. Also, the questionnaire had an introduction informing respondents of the confidentiality and purposes of the information that would be collected. Finally, the respondents were asked to answer the questions as frankly and honestly as possible.

Population

Bolgatanga municipality has 183 basic schools, 71 of the schools are kindergarten, 66 primary and 46 junior high schools. There are 1,280 teachers in all in the basic schools. Out of this 1,280 teachers in the basic schools, 201 are in the kindergartens, 612 in the primaries and 466 in the Junior High Schools.

Sample and sampling procedures

Stratified and simple random procedures were used to select the schools and the pupil teachers engaged by the NYEP in them in the Bolgatanga municipality.

The schools were stratified into circuits. This was done to get a representation to various schools and the pupil teachers in them in the Bolgatanga municipality since the problem may be peculiar due to their characteristics and locations. The schools were stratified into:

- North circuit
- South circuit
- East circuit
- West circuit
- Central circuit

After the stratification of the schools the simple random was used to select from each stratum.

The simple random sampling procedure, specifically the lottery method was used to select the schools and the pupil teachers in them. The names of the schools

were written in slips of paper and put into a container. One slip was removed at a time from the container for each group of schools. The questionnaires were distributed and collected in a week. In all one hundred and fifty (150) pupil teachers engaged by the NYEP were selected from the five (5) circuits.

Research instrument

The questionnaire was the instrument used for data collection. The questionnaire was used or chosen because it is normally easier to ask people's opinion in printed form. Also, all the respondents were literates. The questionnaire were developed using both open and closed ended questions. In statements where respondents were to make choices, the four-point Likert scale response format was employed. The Likert scale is a series of statements each followed by response alternative. Four alternate responses were provided for each statement. An advantage of the Likert scale is that a higher response rate for questionnaire is obtained because they can be completed in a short time. A weakness of the scale is that respondents are forced to choose one of the alternatives provided (Nunnally, 1978). To minimize this weakness, at least one open-ended item was placed at the end of each alternate responses provided, asking respondents for other comments or other suggestions. Open-ended items provide opportunities for respondents to provide a wide variety of responses that offer useful information for the study. However, many responses may not be useful for the study, and may also be difficult to analyze.

Questionnaire sought information from the following:

Section A Biographic data

Section B Challenges facing pupil teachers in the classroom

Section C Types of training given to them to be able to work

Section D Effectiveness of the training in equipping the pupil teachers

Section E suggestions for improvement

Pre-testing of instrument

The instrument was pre-tested in the first week of February, 2009, using nine (9) pupil teachers in Yarigabisi primary school, Ganbibgo primary and junior high school and Duuligo primary, Bolgatanga. This was just to determine the clarity of the items. The continuation of the four-point response format on separate pages without corresponding responses was not understood, so no responses were actually given. Such questions were revised indicating the responses on each page to make them clearer.

Data collection and administration procedure

A letter of introduction was requested and obtained from Institute for Development Studies (I.D.S) of the University of Cape Coast. With the letter of introduction, permission was sought from the Municipal Director of education (Bolgatanga) to grant the researcher access to pupil teachers in the primary and junior high schools in the Bolgatanga municipality for the study. With letter of

introduction to the Municipal Director of education (Bolgatanga), heads of sample schools gave the researcher co-operation.

The questionnaires were sent to the school in the first week of April, 2010. In all 150 questionnaires were distributed. All the 150 questionnaires which were distributed or given out were returned, representing a return rate of 100%.

Data analysis procedure

The data collected was examined for consistency of responses. All continuous variables were coded thereby becoming nominal variables. Percentage and frequency tables were compiled. Tables were constructed to merge the responses for those who “strongly agree” and “agree” to denote “agree”. The same was done for the responses “strongly disagree” and “disagree” to denote “disagree”. The ratings on the Likert scale were thus reduced to only two categories namely “agree” and “disagree”. This was done to indicate whether respondents agreed or disagreed on particular items irrespective of the degree of disagreement or disagreement.

Cross-tabular analysis was done to determine the relationship between variables. Frequency and percentage tables and the cross-tabular analysis were used to answer the research questions.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the results and discussion of the data analysis. The general objective was to ascertain how the youth in teaching are prepared for the job using the Bolgatanga municipality as case study. The analysis covers the background of the pupil teachers employed through the National Youth Employment Programme (NYEP), types of training given in equipping them for the classroom work, challenges faced by them before and after the training, effects of the training given them and some recommendations for improvement.

Background of respondents

This part of the study was to establish the number of respondents and their sex, age, marital status, number of years in teaching, salary taken, religion and academic qualification. These variables are considered because they all have bearing on the performance of the respondents.

Sex distribution of respondents by level of education

Table 1: Sex distribution of respondents by level of education

Sex of respondents	Highest academic qualification			Total(%)
	JHS(%)	SHS(%)	Tech. Sch. (%)	
Male	3.4	42.3	10.0	55.7
Female	0.0	39.6	4.7	44.3
Total	3.4	81.9	14.7	100.0

Source: Field work 2010

The study involved 150 pupil teachers employed through the National Youth Employment Programme in primary and Junior High Schools in the Bolgatanga municipality. Table 1 shows that out of 150 respondents 55.7% were male and 44.3% were female. Educational level of respondents as captured in Table 1 is one of the means of establishing the relation between education and performance. Education is the process of acquiring knowledge and therefore people who are educated appreciate the role education can play in human resource development as well as work assiduously for its success. Eighty-one point nine percent (81.9%) of the respondents had attained education up to Senior High School level showing significant difference as compared with Junior High School and Technical School.

Age distribution of respondents

Table 2: Age distribution of respondents

Age	Highest academic qualification			
	JHS(%)	SHS(%)	T.Sch. (%)	Total (%)
Below 20	0.0	2.0	0.7	2.7
20-24	0.0	34.9	4.0	38.9
25-29	3.4	29.5	6.7	39.6
30 plus	0.0	15.4	3.4	18.8
Total	3.4	81.8	14.8	100.0

Source: Field work 2010

As seen in Table 2, out of the 150 pupil teachers involved in the study, 38.9% are between the ages of 20-24 and 39.6% are between the ages of 25-29. Only 2.7% are below 20 years of age and only 18.8% are above 30 years of age. This clearly indicates that the majority of the pupil teachers are between the ages of 20-29 years and that they are youth.

Also, the age of a person somewhat has some link with his academic qualification. From Table 2, it is glaring that those pupil teachers within the ages of 25-29 which form the majority have completed Senior High School. This is followed by those between the age of 20-24 and those above age 30. It can therefore be safely generalized that pupil teachers engaged by the NYEP are mainly the youth and that their academic qualification is Senior High School and Technical School.

Distribution of employment duration

Table 3: Distribution of Employment duration

Age of respondents	Employment duration			
	JHS(%)	SHS(%)	T.Sch. (%)	Total(%)
< 6 months	0.7	9.1	2.1	11.9
6-11 months	0.0	16.8	2.1	18.9
1 year and above	2.1	56.6	10.5	69.2
Total	2.8	82.5	14.7	100.0

Source: Field work 2010

People need to gain experience to be able to perform creditably in their respective job. In this light, the study sought to know the respondents' period of stay in the job. Out of the 150 respondents 69.2% of them have been engaged in teaching for more than one year. Eighteen point nine percent (18.9%) of them have been teaching for 6-11 months and only 11.9% have been teaching for less than 6 months. Based on these percentages it can be generalized that majority of the pupil teachers engaged by the NYEP have been in teaching for quite some time and might have gained considerable teaching experience necessary for effective teaching.

Religion of respondents

Table 4: Religion of respondents

Religion	Highest academic qualification			Total(%)
	JHS(%)	SHS(%)	T. Sch(%)	
Christianity	0.0	68.1	11.4	79.5
Islam	2.3	11.4	4.5	18.2
Traditional	0.0	2.3	0.0	2.3
Total	2.3	81.8	15.9	100.0

A person's religion determines his behavior, attitude and way of live. The study sought to ascertain the religious backgrounds of the pupil teachers engaged by the NYEP. From Table 4, it is shown clearly that 79.5% of the pupil teachers are Christians, 18.2% are Muslims and 2.3% are traditional believers. This means the majority of them are Christians and most of them completed Senior High School (68.2%)

Marital status of respondents

Table 5: Marital status of respondents

Marital status	Highest academic qualification		Total(%)
	SHS(%)	T.Sch. (%)	
Single	43.9	7.3	51.2
Married	39.0	9.8	48.8
Total	82.9	17.1	100.0

Source: Field work 2010

The majority of the respondents (51.2%) were not married with 48.8% being married. Also, 43.9% of the unmarried respondents completed SHS with only 7.3% who completed Technical School. Further, 39.0% of the married respondents completed SHS with 17.1% of them who completed Technical School.

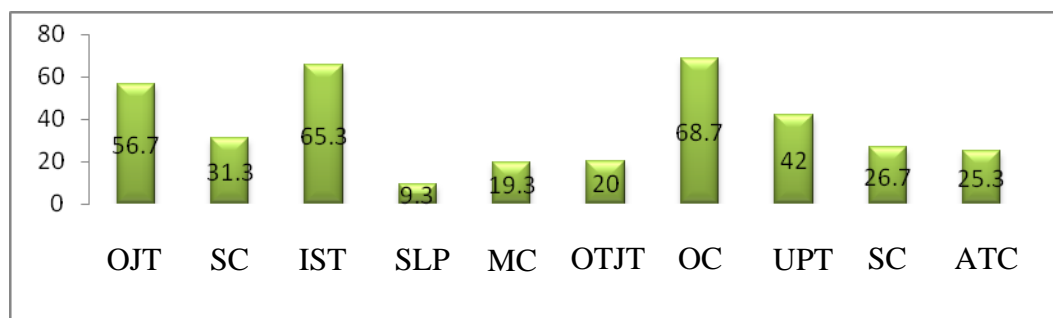
Summary statistics of the untrained teachers’ salaries

Table 6: Summary Statistics of the untrained teachers’ salaries

Variable	Number of untrained teachers	Minimum	Maximum	Mean	Std. Deviation
Salary	149	50	80	70.81	3.945

Source: Field work 2010

As can be seen on Table 6, the salary paid to these pupil teachers is 70.81 with the variation or difference being 3.945. This salary level of these pupil teachers could have adverse consequences in their performance in the classroom. The salary level is not fair enough to motivate these pupil teachers to bring out the best in them. This might be the reason why the researcher was told by some of the headmasters and headmistresses during data collection that some of the pupil teachers engaged by the NYEP deserted the job unannounced.



Keys

OJT	-	On the Job Training
SC	-	Short Course
IST	-	In-Service Training
SLP	-	Study Leave with Pay
MC	-	Modula Course
OTJT	-	Off the Job Training
OC	-	Orientation Course
UPT	-	Understudying Professional Teachers
SC	-	Subject Conference
ATC	-	Access to Training Colleges

Figure 1: Type of training provided to the untrained teachers within the Bolgatanga municipality

Source: Field work 2010

People need to be trained to improve performance on their job. The respondents were asked about the methods of training given in equipping them for the classroom work. From the study, 67.7%, 65.3% and 56.7% saw orientation course, in-service training, and on the job training respectively as methods provided by Ghana Education Service as a means of equipping them with the necessary skills for effective teaching.

Further, 42%, 31.3% and 26.7% of the respondents saw that understudying the profession teachers, attending short courses and attending subject conferences and association respectively are methods adopted by the Ghana Education Service in equipping them with the requisite skills necessary for the classroom work. Only 25.3%, 20%, 19.5 % and 9.3% of the respondents said gaining access to teacher training colleges, off the job training, attending modular courses and study leave with pay are the methods of training employed by the Ghana Education Service in making them effective for teaching.

From the percentages above, it is quite glaring that orientation course, in-service training and on the job training are the methods of training most recognized by the Ghana Education Service in their endeavor to enable these youth in the classroom do effective teaching and thus improve the performance of pupils and students in the basic schools. The importance of this training is in congruent with (Harbison, 1976.3), view that a country which is unable to develop the skills and knowledge of its people and to utilize effectively in the national economy will be unable to develop anything else.

One reason that might account for high percentages of respondents seeing orientation course, in-training and on the job training as the main methods used in training them could be attributed to the fact that before they are normally sent to the classroom orientation courses are usually organized to let these youth know what they are going to meet in the classroom and what is expected of them in the classroom. As they remain there for quite some time in-service is organized to enable them update their skills. Also, the headmasters and headmistresses occasionally organize some training for them too.

Understudying the professional teachers could be one of the effective methods of training the youth in the classroom. As they work with the professional teachers, they learn some of the skills exhibited by these professional teachers in delivering their lessons .Some of the learning or experience gained can be vicarious. This explains why the percentage is quite significant that is 42%.The effectiveness of this method lies in the fact that the youth learn teaching skills in its practical form. The low percentages in the rest of the training methods could be due to the cost involved in organizing them. For example, GES can not sponsor all the youth engaged by the NYEP to go to training college and this explains why the percent is low (9.3%).

Most recent/last training programme attended by respondents

Majority of the respondents agreed that in-service training was the last or recent training they attended. This was followed by orientation course. The rest of the training programmes did not receive any responses.

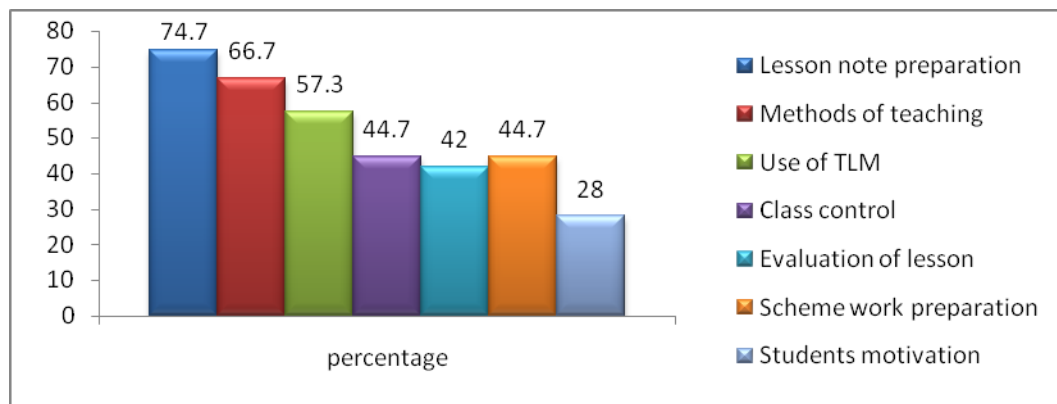


Figure 2: Bar chart showing the most recent /latest training programme attended to by the untrained teachers

Source: Field work 2010

The content of a training programme is very relevant in determining the performance of people in their jobs or the effectiveness of peoples delivery. In the light of this, the study sought to know the topic (content) of the training given in equipping the youth in the classroom to be effective.

The topics treated during training programmes included lesson notes preparation (74.7%), methods of teaching (66.7%), use of teaching/learning aids (57.7%), class control (44.7%), lesson evaluation (42%), scheme of work preparation (44.7%) and students motivation (28%). The majority of the respondents (74.7%) selected lesson notes preparation as the topic treated during training programmes. It could be said that a majority (74.7%) of the pupil teachers

engaged by the NYEP have the opportunity to be given training in lesson notes preparation. Sixty –six point seven percent (66.7%) out of the 150 respondents agreed that methods of teaching was one of the topics treated during training programmes. The main reason for this may be that no matter the kind of training given you if you are unable to present the message well, no one will understand you. 57.3% of the respondents indicated that use of TLM was one of the content. This is because if these pupil teachers are not taught to use TLM in lesson delivery, academic work will be negatively affected. It is a common place to hear students especially in the Junior High School complaining about the way some teachers handle their subjects, which leads to loss of interest and difficulty of understanding what is to be learned. Forty –four point seven percent (44.7%) of the respondents saw that class control and scheme of work preparation were part of the training programmes. This is attributed to the fact that a noisy class cannot learn and also if scheme of work is not completed the syllabus can not be covered before the end of the academic year. Forty- two percent (42%) and twenty-eight percent (28%) of the respondents also agreed that lesson evaluation and students motivation were some of the topics treated during training programmes. The low percentages in lesson evaluation and students motivation could be due to the fact that the training duration was not long enough to cover all relevant areas.

From the above, one can safely generalize that the training is comprehensive enough to prepare the youth for effective teaching. It can also be generalized that GES concentrates more on lesson notes preparation, methods of teaching and use of TLM when organizing training for the pupil teachers engaged

by the NYEP. It can also be generalized that GES concentrates on lesson notes preparation, use of teaching aids and methods of teaching when providing the youth with training to enable them handle classroom situation. One reason that might be responsible for this may be due to the fact that lesson notes facilitate teaching because lesson notes serves as a guide to the teacher. Also, methods of teaching and use of teaching aids are important for effective delivery. A well prepared lesson notes without appropriate teaching method will yield little results. Equally no effective teaching can take place without the use of activity method of teaching which normally involve the use of teaching and learning materials.

Adequacy of training programmes.

Table 7: Adequacy of training programmes

Type of training programmes	Adequacy of training	Level of understanding	Adequacy of TLM	Adequacy of training duration
On the job training	19.3	20.7	17.3	13.3
In service	48.7	44.7	43.3	38.7
Short course	4.0	4.0	9.3	10.7
Study leave with pay	0.7	2.0	2.0	2.7
Modula courses	3.3	1.3	1.3	3.3
Off the job training	2.0	0.7	2.0	7.3
Orientation course	9.3	17.3	12.0	13.3
Understudying professional teacher	4.7	7.3	4.7	3.3
Access course into training colleges	6.0	0.7	2.8	1.4
No response	2.0	1.3	5.3	6.0
Total	100.0	100.0	100.0	100.0

Source: Field work 2010

The adequacy of training is a determinant of effectiveness. Whether a worker will do well on his/ her jobs depends to a great extent on the adequacy of training they received. The study sought to ascertain the adequacy of training given to the youth by taking into consideration the age of the pupil teachers, their level of understanding, TLM that were used in the training programmes and the time frame for training programmes.

From the study as presented in Table 7, the majority of the respondents opined that in-service training as far as their age, level of understanding, TLM used and time frame for the training programme were concerned.

From the study, it can be generalized that in-service training is an integral part of the training programme given by GES to equip the youth engaged by the NYEP to perform well in the classroom. However, orientation courses and on the job training can also occasionally be organized to augment the in-service training. It is expected that if these training methods are organized on regular basis, the youth will do well in the classroom.

Percentage distribution of pupil teachers' problem areas before and after training

Table 8: Percentage distribution of pupil teachers' problem areas before and after training

Problem areas	Percentage		% Difference
	Before training	After training	
Class control	86.7	72.0	Decrease
Lesson note preparation	66.7	66.7	Same
Using appropriate method of teaching	53.3	34.7	Decrease
Pupils' behavior	62.0	33.3	Decrease
Attitude of head	32.0	50.7	Increase
Marking class exercise	38.0	31.3	Decrease
Lesson presentation	38.0	30.0	Decrease
Preparation of scheme of work	58.0	34.0	Decrease
Completing scheme/lesson note	57.3	85.3	Increase

Source: Field work 2010

The effectiveness of training received by people determines their output. Whether output will be high or low depends to a large extent the effectiveness of the training received. The study sought to elicit responses from respondents regarding the effectiveness of the training given them by comparing the challenges they faced before training and the challenges they faced after training. This is presented in Table 8.

As can be seen in Table 8, the challenges of the youth/pupil teachers included class control (decrease from 86.7 to 72.0), lesson notes preparation (same from 66.7 to 66.7), using appropriate methods of teaching (decrease from 53.3 to 34.7), pupils' behavior (decrease from 62.0 to 33.3), attitude of heads (increase from 32.0 to 50.7) marking class exercise (decrease from 38.0 to 31.3), lesson presentation (decrease from 38.0 to 30.0), preparation of scheme of work (decrease from 58.0 to 34.0) and completing scheme of work (increase from 57.3 to 85.0).

From the Table, out of the nine (9) challenges, six (6) of them had positive effects after training that is, there was a decrease in the challenges that they faced after training was given to them. There was no improvement in lesson notes preparation after training was given to them, thus, (same). That of attitude of heads and completing scheme of work had rather negative effects because there was an increase in the percentages after training was given to them, thus, from 32.0 to 50.7 and 57.3 to 85.3 respectively. It is surprising that lesson notes preparation which many of the respondents agreed was one of the content of the training received did not produce change in the pupil teachers. This could be due

to the fact that training duration was not enough. Lesson notes preparation is involving and for a person to know how to prepare it, you need to treat several related topics. The heads appeared to be appreciative of the pupil teachers' performance at the initial stages but as time went on this reduced drastically thus producing negative effect. This may be attributed to the fact that the heads wanted to get the pupil teachers acclimatized to the school environment by being nice to them. The primacy and regency effect might have also played a role in informing the headmasters and headmistresses' judgment about the pupil teachers. It is also not surprising that completing scheme of work had negative effect. This is because even professional teachers sometimes find it difficult completing their scheme of work before the end of the term, how less people who have not been trained formally to become teachers.

From the above discussion, it can safely be generalized that the training given to the pupil teachers engaged by the NYEP is effective in addressing the needs of current situation (getting teachers to teach in rural schools). However, the training is not comprehensive since some of the challenges faced by the pupil teachers persisted even after they are trained. This notwithstanding, these youth though are not formally trained but when given adequate and effective training will perform effectively in the classroom.

It is also worth noting that when asked of the contribution of the training programme to what respondents already know, they gave diversity of answers such as improved upon my teaching skills, helped in preparing lesson notes, assist

in handling classroom situation, helped in class control etc. This suggests that the training given them was effective.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This study sought to identify how pupil teachers engaged by the NYEP to teach are prepared for the job using Bolgatanga municipality as a case study. There were two research questions in this study.

Summary

Data for the study were collected in the first week of April, 2010 from 150 pupil teachers engaged by the NYEP in the Bolgatanga municipality. The multistage sampling technique was used. First, a stratified sampling was used to select the schools and the pupil teachers in them. The schools were stratified into circuits. A simple random sampling was also used to select a representative portion of the schools and the pupil teachers. The purposive sampling method was used in selecting 150 pupil teachers from the schools within the circuits selected. The main data collection instrument for the study was the questionnaire, which was pre-tested using nine (9) pupil teachers engaged by the NYEP in Yarigabisi Primary School, Ganbibgo Primary and Junior High School and Duligo Primary School in Bolgatanga municipality to ascertain the clarity of items. The questionnaire sought information on: biographic data, challenges faced by pupil teachers in the classroom, types of training to the pupil teachers, most recent

training received, topics treated during training, adequacy of training, effectiveness of training, challenges faced after training and recommendation.

- From the study, it observed that salaries of the pupil teachers engaged by the NYEP is low (i.e. GH¢70.00). There is therefore the need to adjust their salary higher to motivate them extrinsically to put in their best or increase performance.
- It is observed that among the diversity of training types organized by GES in equipping the pupil teachers engaged by the NYEP, orientation course, in-service training and on the job training are mostly employed. The majority of the respondents said they were given orientation course. Such training methods are organized before and when they on the job. These training should be comprehensive and on-going.
- It is also observed that a lot of topics are normally covered during training. However, concentration is put on lesson notes preparation, methods of teaching and the use of teaching aids. The majority (74.7) opined that lesson notes preparation was treated.
- It is observed that the training programmes organized are not uniform across the circuits and may favor pupil teachers in some circuits than others. Among the numerous types of training received by the pupil teachers, study leave with pay and off the job training do not depend on the circuit they were located. The pupil teachers involvement in the rest of the circuits depend on the circuits they are located.

- Observation from the study unveiled that in terms of adequacy; the in-service training is most adequate (48.7) with respect to variables such as their level of understanding, teaching\learning material and training duration.
- The study revealed that the training programmes organized by GES are effective. However, lesson preparation which is very paramount to effective teaching is not understood by the pupil teachers. This will definitely have adverse consequences on their delivery.
- It is observed from the study that, the time spent for training the youth is not enough. Thus trainers are always in the rush and so important aspect of the training is usually left out.
- The study also brought to the lime light the challenges the pupil teachers face even after they received training. These pupil teachers still have problems with lesson notes preparation, completing their scheme of work and the attitude of headmasters and headmistresses.
- Finally, the study has made known the fact that the main source of getting teachers to teach in the rural schools where there are no sufficient teachers is to use the Senior High School leavers.

Conclusions

- From the results of the study, it can be concluded that:
- The salary given to the pupil teachers engaged by the NYEP is woefully low.
- Orientation course, in-service training and on the job training are the main methods adopted by GES in their endeavour to equip the youth engaged by the NYEP to teach to be able to do the work well.
- The GES concentrate on lesson notes preparation, teaching methods and the use of teaching\learning aids when organizing training programmes for the pupil teachers.
- Training programmes organized by GES for the youth are not uniform across the circuits.
- The in-service training is most adequate in preparing the youth engaged by the NYEP for classroom work.
- The training given to pupil teachers is effective. However, training duration is short.
- Content of training is understood except lesson notes preparation.
- The main source of getting teachers to fill rural schools is using the youth who have attained Senior High School level education.
- The National Youth Employment Programme provide labour to the education sector.

Recommendations

Based on the findings and conclusions drawn from this study, the following recommendations are made:

- The pupil teachers engaged by the NYEP need to be trained to do effective teaching. The training should be organized on a regular basis.
- During training, the trainers should concentrate on lesson notes preparation. Pupil teachers should be taught how to prepare lesson notes to be vetted. Further, the pupil teachers should be taught how to prepare and use teaching/ learning aids and even prepare them where they are not available.
- The training programmes should include lesson note preparation. The people teachers should be taken through lesson notes presentation by guiding them how to teach from known to unknown. More to the point, they should be taught how to evaluate lesson by taking them through questioning techniques.
- The training programmes should also include time management. There is the temptation of these pupil teachers spending less time or more time in lesson presentation. If less, it can affect their delivery and if more, it may eat into other periods. Motivation forms an integral part of effective teaching, thus, the training programmes should make room for motivation. These pupil teachers need to be taught how to motivate pupils and students extrinsically and intrinsically for effective teaching and learning to take place.

- Identification of problem children should be an important aspect of the training organized for the pupil teachers. This will enable these pupil teachers identify problem children and assist them, the ultimate result of which is proper management of the classroom situation. Teacher\pupil relationship should be given much attention during training. This is important since poor teacher\pupil relationship can seriously affect academic work.
- These pupil teachers engaged by the NYEP should be sponsored by their Districts to enter the training colleges. However, they should be subjected to strong bond system to ensure their return after completion.
- The time frame for training these non-professional teachers should be made relatively long so that many areas or topics can be covered.
- The modular courses which were formerly adopted in training teachers should be revived by GES. These pupil teachers can comfortably pass through the modular courses to become professional teachers. This may help minimize the incidence of pupil teachers deserting the classroom unannounced.
- The salary of the pupil teachers engaged by the NYEP salaries should be adjusted higher to commensurate their performance and this will serve as motivation for to do well.
- There should be a link between the National Youth Employment Programme and Ghana Education Service so that there can be regular supply of pupil teachers to fill rural schools where there are no sufficient

teachers. The education sector should also focus on the Nation Youth Employment Programme as a new source of labour apart from the formal ones.

Suggestions for further research

- Similar research should be carried out using basic schools in other municipalities in order to ascertain whether findings can be generalized.
- The study should be extended to pupil teachers or untrained teacher in the basic schools and not only those engaged by the NYEP in the municipality since they might express divergent but important views.
- The study should be extended to non-professional teachers in the Senior High Schools in the municipality to ascertain whether differences exist especially on challenges faced by them after training.

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APPENDIX

**QUESTIONNAIRE FOR PUPIL TEACHERS ON THE NATIONAL
YOUTH EMPLOYMENT TRAINING IN BOLGATANGA IN THE UPPER
EAST REGION OF GHANA**

I am a graduate student at the institute for development studies, university of Cape Coast and as part of the programme, I am conducting a research on the National Youth Employment as a way of providing labour to the education sector: a case study of Bolgatanga. I would be very grateful if you could provide with the following data. The intention is purely for academic purpose and does not in anyway attempt to invade the privacy of individuals in order to access them.

Please, answer the questions as frankly as possible. You are assured of confidentiality.

INSTRUCTION

Please, fill in the spaces provided and where answers have been provided, tick, circle or underline the appropriate one.

Bio-data

- 1. District
- 2. Name of circuit.....
- 3. Sex: Male Female
- 4. Age: below 20 20-24 25-29
 30plus
- 5. Marital status: Single (never married)
 Married

6. For how long have you been employed as a pupils teacher? i. less than 6 months

ii. 6-11 months iii. 1 year and over

7. How much are you paid as a pupil teacher in a month? GH¢.....

8. Religion: Christian Islam Traditional

Others (specify).....

9. Highest academic qualification. JSS Secondary school/SSS

Technical school

Other (specify).....

Challenges facing pupil teachers in the classroom

10. The following question relates to the challenges faced by pupil Teachers in the class room before training programmes. Indicate whether you “strongly agree”, “agree” or “disagree” or “strongly disagree’ by ticking appropriately.

Challenges	SA	A	D	SD
I did not face any problem in the classroom as pupil teacher				
I did my work with little difficulty				
I faced the problem of large class size				
I faced the problem of lesson note preparation				
I faced the problem of using teaching/learning aids effectively				
I got irritation over the pupils behavior				
The headmaster seemed not to appreciate my effort as a				

pupil teacher				
I faced the problem of marking class exercise				
Preparing scheme of work for a term was usually a big problem for me as a pupil teacher				
Even when I prepared the scheme of work I found it a problem completing it before the end of the term				
Lack of teaching aids made teaching boring				

11. Types of Training given to you (pupil teachers) to enable you to work what type of training were you given to enable you to work (indicate Yes or No)

Types of training given	Yes	No
On the job training		
In service training		
Short course		
Study leave with pay		
Modula courses		
Off the ob training		
Orientation course		
Under studying the professional teachers		
Attending conferences and subject associations		
Access courses to enter into teacher training colleges		

12. If more than one programme attended, which was the most recent?

.....
.....
.....

13. For the most recent/last training programme attended, tick the topics that were covered.

- i. Lesson note preparation
- ii. Methods of teaching
- iii. Use of teaching/learning aids
- iv. Class control
- v. Evaluation of lesson
- vi. Preparation of scheme of work
- vii. Students motivation
- viii. Others (specify).....

14. Adequacy of the training in equipping the pupil teachers.

Taking the overall content of the training programmes you have benefited from, which training programme do you consider most adequate in equipping you for teaching. (tick only one).

- (i) On the job training
- (ii) In service training
- (iii) Short course
- (iv) Study leave with pay
- (v) Modula courses
- (vi) Off the job training
- (vii) Orientation course
- (viii) Understudy the professional teachers

- (ix) Attending conferences and subject associations
- (x) Access course to enter into teacher training colleges.

15. Taking the over all content of each of the training programmes you have benefited from, which content was within your level of understanding (tick only one)

- (i) On the job training
- (ii) In service training
- (iii) Short course
- (iv) Study leave with pay
- (v) Modula courses
- (vi) Off the job training
- (vii) Orientation course
- (viii) Understudy the professional teachers
- (ix) Attending conferences and subject associations
- (x) Access course to enter into teacher training colleges

16. Taking the content of the training programmes you have benefited from, for which was the teaching/learning materials most adequate (tick only one).

- (i) On the job training
- (ii) In service training

- (iii) Short course
- (iv) Study leave with pay
- (v) Modula courses
- (vi) Off the job training
- (vii) Orientation course
- (viii) Understudy the professional teachers
- (ix) Attending conferences and subject associations
- (x) Access course to enter into teacher training colleges

17. Taking the content of each of the training programmes you have benefited from for which was the duration enough (tick only one).

- (i) On the job training
- (ii) In service training
- (iii) Short course
- (iv) Study leave with pay
- (v) Modula courses
- (vi) Off the job training
- (vii) Orientation course
- (viii) Understudy the professional teachers
- (ix) Attending conferences and subject associations
- (x) Access course to enter into teacher training colleges

18. Effectiveness of training;

Has the training programme made any contribution to what you already know?

Yes No

19. If yes, how? (in which ways).....

.....

20. If no, why not?.....

.....

21. Current challenges after training

The following questions relates to the current challenges faced by pupils teaching in the classroom after training. Indicate whether you “strongly agree”, “agree” or “disagree” or “strongly disagree” by ticking appropriately.

Challenges	SA	A	D	SD
I do not face any problem in the classroom as pupil teacher				
I do my work with little difficulty				
I face the problem of large class size				
I face the problem of lesson note preparation				
I face the problem of using teaching/learning aids				

effectively				
I get irritated over the pupils behavior				
The Headmaster seems not to appreciate my effort as a pupil teacher				
I face the problem of marking class exercise				
Evaluating my lesson presented to problem				
Preparing scheme of work for a term is usually a big problem for me as a pupil teacher				
Even when I prepared the scheme of work I find it a problem completing it before the end of the term				
Absence of teaching aids made teaching boring				

22. Recommendation

What are some of the things you think can be done to make the training more effective.

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