

UNIVERSITY OF CAPE COAST

CONTINUING EDUCATION PROGRAMMES AND STAFF DEVELOPMENT
OF TURTORS IN THE COLLEGES OF EDUCATION IN THE CENTRAL
REGION OF GHANA

BERNARD YAW SEKYE ACQUAH

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OF TUTORS IN THE COLLEGES OF EDUCATION IN THE CENTRAL
REGION OF GHANA

BY

BERNARD YAW SEKYE ACQUAH

Dissertation submitted to the Institute of Development Studies of the Social Sciences Faculty, University of Cape Coast, in partial fulfilment of the requirements for award of Master of Arts Degree in Human Resource Development.

JANUARY, 2012

DECLARATION

Candidate's Declaration

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

Candidate's Signature:..... Date.....

Name: Bernard Yaw Sekyi Acquah

Supervisor's Declaration

I hereby declare that preparation and presentation of the 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: Mr. Kankam Boadu

ABSTRACT

The general objective of the study was to assess the continuing education programmes and staff development of tutors in the Colleges of Education in the Central Region of Ghana. Using census survey, all 148 tutors in the colleges of education were involved in the study. However, 111 actually responded to the questionnaire. With regard to the three principals purposively selected for the interview, only one participated. Data obtained on tutor's background information as well as other data were analyzed using both descriptive and inferential statistics to describe the characteristics and responses of respondents. Thematic analysis was employed for analysing the interview data.

Findings of the study revealed that, on the whole, most tutors in the colleges of education were aware of existing training opportunities. It was also revealed that most tutors had a favourable attitude towards available staff development opportunities. Again, most tutors considered available training programmes to be relevant to their areas of specialization.

Based on the findings of the study, it was recommended that periodic orientation programmes should be organized by colleges of education authorities to update colleges of education tutors on available training programmes which are relevant to the performance of their academic duties. Again, it was recommended that the colleges of education authorities should make available all the relevant information on the kinds of support they provide for staff who embark on further training.

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DEDICATION

To Bobby

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LIST OF ACRONYMS

PRINSCOF – National Conference of Principals of Training Colleges

MOESS – Ministry of Education Science and Sport

OECD – Organisation of Economic Corporation and Development

SAE – Supervised Agricultural Experience

TEU – Teacher Education Unit

GES – Ghana Education Service

FRN – Federal Republic of Nigeria

CPD – Continuous Professional Development

ITPD – In-Service Teacher Professional Development

CHAPTER ONE

INTRODUCTION

Background to the study

Education is a very critical tool and plays a very important role in the development of the human capital of any country. Bartlett, Burton and Peim (2001, P. 3) assert that the concept “education” in its broadest sense “ is normally thought to be about acquiring and being able to use knowledge, and developing skills and understanding-cognitive capabilities”. According to Acheampong (2006), education enables individuals to develop and fulfill aspirations aimed at achieving economic progress, by developing their abilities and talents; it also enhances people’s development of general reasoning faculties, causes values to change progressively and increases the receptivity of new ideas and attitudes towards society. In this regard, Carnoy and Rhoten (2002) is of the view that if nations’ desire is to raise the cognitive skills of their young population through schooling, they will have to depend on autonomous, motivated, diligent and skilled professional teachers trained in public institutions to do so. This calls for intensive teacher education.

The history of teacher education in Ghana, according to McWilliam and Kwamena-Poh (1975), can be traced to Christian Missionaries, when the Basel

Mission opened the first teacher training college at Akropong-Akwapem in 1848. As at 1908, the Basel Mission still had the only training college in the country. However, in response to the recommendations made by the Education Committee established by Governor Roger in 1908, the government entered the field of teacher training in 1909 (McWilliam & Kwamena-Poh, 1975).

At the time, the Education Department was already holding examinations for teacher's certificates, but teachers in other missions and in government schools had to take those examinations. Besides, children had to be taught without the assistance and advantage of professional training. Therefore, at the request of the missions and on the committee's advice, the Accra Training institution was opened in 1909 as a non-denominational college (McWilliam & Kwamena-Poh, 1975). Since then other teacher training colleges have been established and currently, there are 38 teacher training colleges in the country.

The drive towards the training of quality teachers for Ghanaian schools dates back to the early parts of 1925 when Governor Guggisberg, through the establishment of the Educationists' Committee of 1920 came up with sixteen important principles of education in Ghana. The sixth principle emphasized that "the staff of teachers" for schools, "must be of the highest possible quality" (McWilliam & Kwamena-Poh, 1975, p. 57). The aim of this was to raise the status of the teaching profession from the low level it had fallen to in the First World War.

The need for quality teachers is a very pertinent one, since the role of the teacher in the effective implementation of the school curriculum cannot be

overemphasized. Smith, Stanley and Shores (1957) in support of this assertion clearly points out that, well trained teachers is one of the requirements for the effective operation of the school curriculum. Again, Marsh and Willis (2003, P. 197) assert that “whenever policies and programmes have originated from above, teachers must plan their activities around them for periods of time, ranging from a full-year course to a daily lesson of a few minutes” . They further explain that teachers rely on the content and methods outlined in textbooks, syllabi, and teachers’ guides for their planning, but what they actually teach depends on their own preferences. The implication of this is that, a case of poor teacher quality in schools is likely to have a debilitating effect on students’ performance as well as on the acquisition of the basic skills and knowledge required of them. Again, with the introduction of the free compulsory Universal Basic Education (fCUBE) programme, the number of pupils in the basic schools is swelling by the day. This calls for the empowerment of teacher training colleges to enable them rise to the challenge of producing the right quantity and quality of teachers required for the numerous basic schools in the country.

The drive to improving teacher quality in the country has taken a variety of forms. For example, in 1983/84, a ‘Modular’ programme was introduced in sixteen colleges, namely: Akrokerri Training College, Berekum Training College, Abetifi Training College, Accra Training College, Ada Training College, Bgagbaga Training College, Tamale Training College, Bimbilla Training College, Fosu Training College, Holy Child Training College, Jasikan Training College, Komenda Training Colege, N.J. Ahmadiyya Training College, Peki Training

College, St. Joseph Training College, Bechem, St. John Bosco Training College, Navrongo. The purpose of this was to prepare untrained teachers for two years, and then admit them into the regular system for two years for Certificate 'A' (PRINSCOF, 2008).

The upgrading of teacher training colleges to diploma awarding institutions started from the mid-nineties. In 2004, the colleges offered Diploma programme, that is, Diploma in Basic Education. All the 38 teacher training colleges were given accreditation to the tertiary status of education in October, 2007. The colleges were re-designed 'Colleges of Education' in June, 2008 (PRINSCOF, 2008). The colleges will however continue to maintain relationship with the University of Cape Coast, especially in the areas of curriculum development, assessment and certification.

The promotion of teacher training colleges into tertiary institutions means that certain basic requirements such as infrastructural upgrading and staff development programmes have to be put in place. This will enable training colleges to fulfill their mandate as diploma-awarding tertiary institutions and therefore help to meet the required standard of teachers needed to ensure quality education in the country.

Statement of the problem

The education system in Ghana has undergone a number of reforms. In 2002 another reform was kick started. One of the main highlights of the reform was the production of well trained teachers who should be able to: apply, extend and synthesize

various forms of knowledge; develop attitudes, values and dispositions that create conducive learning environment; facilitate learning to enable learners to realize their potential, and; prepare the learner adequately to be full participant in national development (MOESS, 2002). In order for the teacher to develop these competencies, there is the need for the strengthening of Teacher Training Colleges. On account of this, the report of the education reform review committee clearly stated that “all Teacher Training Colleges will be upgraded into diploma-awarding institutions, which will be affiliated to the education-oriented universities” (MOESS, 2002, p. 31). The implication of this is that the Training College tutors’ qualification for teaching in a diploma-awarding institution would be an important factor in the selection and retention of staff in the institution. In order to perform their professional role effectively, teacher educators need to develop competencies in the following areas: Competencies in content of particular subject, pedagogical content knowledge of learners, knowledge of educational context, curriculum competencies (i.e., grasp of materials and programmes for teaching), general pedagogical knowledge, knowledge of educational ends and purposes, organizational competencies in working in a community of practice, competencies in reflecting and developing ones professional practice, and research competencies. This will require a re-design of the way teacher educators are trained and recruited (PRINSCOF, 2008).

Currently, it looks as if the majority of tutors in the colleges of education hold Bachelor degrees (and are trained as teachers not teacher educators) while many of those with second degrees majored in administration and management and not in a teaching subject. This situation would need to be corrected. This is because teachers are usually recruited to teach specific subjects and a lack of the

requisite knowledge in those subjects is likely to have a negative effect on the quality of teachers that would be produced. There is therefore the need to identify areas of further professional development for teachers in the colleges of education and also to ascertain their training needs so as to inform the design of training programmes geared towards improving the quality of teachers in the colleges of education.

Objectives of the study

The general Objective of the study was to assess the training needs of teachers in the colleges of education in the Central Region of Ghana. Specifically, the study sought to:

1. determine the extent to which college of education tutors are aware of continuing education programmes available to them.
2. examine the attitudes of college of education tutors regarding staff development opportunities
3. ascertain the extent to which current continuing education programmes meet the training needs of college of education tutors
4. examine training college tutors' preferred forms of employer-provided support for staff development programmes
5. determine college of education tutors' preferred training methods

Research questions

The following research questions were formulated to guide the study:

1. To what extent are college of education tutors aware of continuing education programmes available to them?
2. What are the attitudes of college of education tutors regarding staff development opportunities?
3. To what extent do current continuing education programmes meet the training needs of college of education tutors?
4. What are training college tutors' preferred form of employer-provided support for staff development programmes?
5. What are training college tutors' preferred training methods?

Hypothesis

The study was further guided by the following hypothesis:

1. H_0 : There is no significant difference in the preference of male and female college of education tutors for training locations

Significance of the study

This study seeks to provide useful information on the training needs that are likely to be created as a result of the new policy to upgrade teacher training colleges into diploma-awarding tertiary institutions. Again, it will furnish teacher training institutions such as the University of Cape Coast and the University of Education Winneba with useful information that would enable them to come out

with programmes that would help develop the teaching staff capacity of colleges of education in the country.

Again, findings of the study will help stakeholders in teacher education to be aware of the training needs of teachers mandated to teach at the colleges of education in the country. This is to inform policy decisions on the training of teachers and the need for training institutions to take measures that would ensure the quality of teachers they churn out year after year. Finally, it is hoped that the findings of this research would contribute to knowledge in the area of teacher education to facilitate further research and academic discourse on the subject.

Limitations of the study

The concept of need is a very broad one, especially, with regard to the needs of colleges of education in the country. There is the need in terms of infrastructural development as well as staff development. This study has been restricted to the training needs of teachers in colleges of education and not the needs of other auxiliary staff such as the administrative staff. Again, the study is restricted to the three colleges of education in the Central Region of Ghana.

Even though the researcher employed a census study, a good number of the respondents were reluctant to participate in the study and this affected the return rate. There is therefore the likelihood that results may not reflect the actual situation on the ground. Generalization of the findings should therefore be done with a little bit of caution.

Organization of the study

The study has been organized into five main chapters. The first chapter deals with the general introduction of the study, covering the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, as well as limitations of the study. Chapter two of the study deals with the review of related literature. It covers the theoretical framework of the study. It also has a section for empirical review under which studies related to the study have been reviewed. Chapter three also deals with the methodology which includes: research design; population; sample and sampling procedure; research instrument; validity and reliability of instrument; data collection procedure; as well as data analysis. Chapter four of the study deals with the presentation of results/findings of the study. The final chapter, which is chapter five, covers the summary of the study, conclusions based on the findings and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter deals with review of related literature regarding the concept of need, training needs, training programmes available to training college tutors, attitudes and perceptions regarding continuing education programmes, support for continuing education programmes as well as methods of training.

The Concept of need

Continuing education and training refer to a form of additional education and training, which aims to keep individuals abreast of developments in carrying out their professional duties. Continuing education and training can thus be relatively well-defined as vocational continuing education and training or general continuing education providing capabilities that are broadly applicable to professional duties (OECD, 2003). In order to achieve effective continuing education, it is always relevant to identify the needs or gaps which need to be filled by that training endeavour.

The concept of need has a variety of definitions and dimensions. According to the Online Business Dictionary (2011), a need is a motivating force that compels action for its satisfaction. Needs range from basic survival needs

(common to all human beings) satisfied by necessities, to cultural, intellectual, and social needs (varying from place to place and age group to age group). Another simple explanation is that a need is the difference, or gap, between what is and what should be (or what is reasonably possible). This has been demonstrated in figure 1:

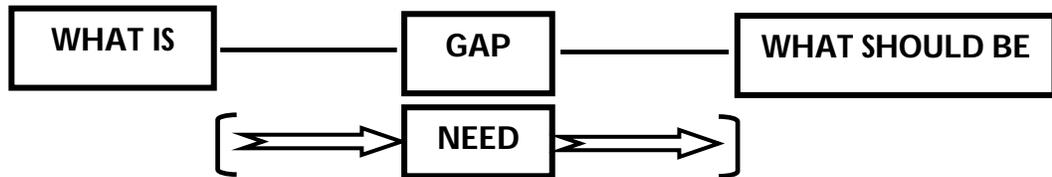


Figure 1: The concept of need

Source: conceptualized by researcher

The concept of need is best explained by the theory of motivation. Most contemporary theories recognize that motivation begins with individual needs. Needs are deficiencies that energize or trigger behaviours to satisfy those needs. Unfulfilled needs create tension that urges one to find ways to reduce or satisfy those needs. The stronger your needs, the more motivated you are to satisfy them. Herzberg, Mauser and Snyderman (1957) identified two types of motivation: intrinsic motivation and extrinsic motivation. According to them intrinsic motivation refers to the self generated factors that influence people to behave in a particular way or to move in a particular direction. These factors include responsibility (feeling that the work is important and having control over one's own resources), autonomy (freedom to act), scope to use and develop skills and abilities interesting and challenging work and opportunities for advancement.

Extrinsic motivation, they say, is what is done to or for people to motivate them. This includes rewards such as increased pay, praise, or promotion, and punishment, such as disciplinary actions, withholding pay, or criticism.

Within the context of this study, the researcher focused on the following needs as motivating factors that would spur tutors in the colleges of education on to participate in available continuing education programmes: the need for information about available continuing education programmes; the need for relevant continuing education programmes to ensure self-fulfillment on the job; the need for employer provided support for continuing education programmes; and the need for a conducive location for continuing education programmes for tutors.

Needs- based theories of motivation

There are various influential theories of motivation. Among such theories are: instrumentality, process and content theories. Instrumentality theory (Skinner, 1974) states that rewards or punishment serves as the means of ensuring that people behave or act in desired ways. This theory emerged in the second half of the nineteenth century with its emphasis on the need to rationalize work and on economic outcomes. It assumes that a person will be motivated to work if rewards and penalties are tied directly to his or her performance, thus rewards are contingent upon effective performance. The instrumentality methods of F.W. Taylor and the principles of reinforcement were proposed by Skinner (1974).

Process theory tries to explain and describe the processes of how behaviour is energized, directed, sustained and finally stopped. Process theory first attempts

to define the major variables necessary for explaining choice (e.g. should I work hard?), effort (e.g. how much do I need to work?) and persistence (e.g. how long do I have to keep this pace). Process theories describe the processes through which deficiencies are translated into behaviour (Romero, 2008). The process theory is also known as cognitive theory because it is concerned with perceptions of their working environment and the ways in which they interpret and understand it.

Content theories of motivation explain why people have different needs at different times. Content is concerned with identifying what it is within individuals, the work environment that energize and sustain behaviour. That is, what specific things motivate people? According to content theories, an unsatisfied need creates tension and a state of disequilibrium. To restore the balance, a behaviour pathway that will lead to the achievement of the goal is selected. All behaviour is therefore motivated by unsatisfied needs. It further explains that, not all needs are equally important for a person at any one time – some may provide a much more powerful drive towards a goal than others, depending on the individual's background and present situation. One goal may satisfy a number of needs – a new car provides transport as well as an opportunity to impress the neighbours (Ferguson, 2000).

There are many content theories of motivation that Human Resource Development (HRD) managers can use to improve their understanding of why people behave as they do. HRD Managers need to understand these psychological processes if they are to successfully guide employees towards accomplishing organizational objectives and also motivating them to pursue further training and development. For the sake of this study, McClelland's motivational needs theory,

Herzberg's two factor theory, Maslow's hierarchy of needs theory and Alderfer's existence relatedness growth (ERG) theory.

McClelland's motivational needs theory

McClelland has proposed a theory of motivation that is closely associated with learning concepts. The theory proposes that when a need is strong in a person, its effect is to motivate the person to use behaviour which leads to satisfaction of the need. The main theme of McClelland's theory is that needs are learned through coping with one's environment. Since needs are learned, behaviour which is rewarded tends to recur at a higher frequency (Gibson, Ivancevich & Donnelly, 1979, pp.111-112). The need for achievement or n Ach involves the desire to independently master objects, ideas and other people, and to increase one's self-esteem through the exercise of one's talent (Wallace, Goldstein & Nathan 1987, p. 289). Based on research results, McClelland developed a descriptive set of factors which reflect a high need for achievement. These are:

1. Achievers like situations in which they take personal responsibility for finding solutions to problems.
 2. Achievers have a tendency to set moderate achievement goals and take "calculated risks."
 3. Achievers want concrete feedback about how well they are doing
- (McClelland & Johnson, 1984, p.3).

Implications of the McClelland's motivational needs theory

The individuals who are motivated by power have a strong urge to be influential and controlling. They want that their views and ideas should dominate and thus, they want to lead. Such individuals are motivated by the need for reputation and self-esteem. Individuals with greater power and authority will perform better than those possessing less power. Generally, managers with high need for power turn out to be more efficient and successful managers. They are more determined and loyal to the organization they work for. Need for power should not always be taken negatively. It can be viewed as the need to have a positive effect on the organization and to support the organization in achieving its goals. The individuals who are motivated by affiliation have an urge for a friendly and supportive environment. Such individuals are effective performers in a team. These people want to be liked by others. The manager's ability to make decisions is hampered if they have a high affiliation need as they prefer to be accepted and liked by others, and this weakens their objectivity. Individuals having high affiliation needs prefer working in an environment providing greater personal interaction. Such people have a need to be on the good books of all. They generally cannot be good leaders.

Herzberg's two factor theory

It has always been important to lead employees to do what employers or customers want and to give satisfaction to employees in the workplace for improved productivity. Vroom (1964) defined motivation as an internal energy,

based on an individual's needs that encourage oneself to accomplish something. Herzberg (1968) suggested in a Two-Theory of Motivation that there were two factors driving employee satisfaction in the workplace: motivation factors and hygiene factors. Hygiene factors, if lacking in a vocational environment, can lead to workers' job dissatisfaction. The role of hygiene factors is simply to prevent workers' discontent. In other words, these factors do not lead to higher levels of motivation but, without them, there is dissatisfaction. Unlike hygiene factors, motivation factors can truly encourage employees to work hard and enjoy their jobs. These factors involve what people actually do on the job and should be engineered into the jobs employees do in order to develop intrinsic motivation within the workforce (Herzberg, 1976, 1984). Specific examples of hygiene factors are organizational policy, interpersonal relations, job conditions, traffic during the commute, career stability, supervision, and guaranteed retirement fund. Motivators are personal growth, passion for the job, social responsibility, opportunity for advancement, respect, praise, recognition, and the feeling of achievement (Daft, 2003). An interesting point is that salary can be a hygiene factor or a motivator according to the meaning of itself. If salary does not have any meaning other than 'buying power', it should be just considered a hygiene factor. On the contrary, salary could be a motivator if it represents a symbol of achievement at work (Daft, 2003).

Implications of the Herzberg's two factor theory

The Two-Factor theory implies that the managers must stress upon guaranteeing the adequacy of the hygiene factors to avoid employee dissatisfaction. Also, the managers must make sure that the work is stimulating and rewarding so that the employees are motivated to work and perform harder and better. This theory emphasize upon job-enrichment so as to motivate the employees. The job must utilize the employee's skills and competencies to the maximum. Focusing on the motivational factors can improve work-quality.

Limitations of Two-Factor Theory

The two factor theory is not free from limitations:

1. The two-factor theory overlooks situational variables.
2. Herzberg assumed a correlation between satisfaction and productivity. But the research conducted by Herzberg stressed upon satisfaction and ignored productivity.
3. The theory's reliability is uncertain. Analysis has to be made by the raters. The raters may spoil the findings by analyzing same response in different manner.
4. No comprehensive measure of satisfaction was used. An employee may find his job acceptable despite the fact that he may hate/object part of his job.
5. The two factor theory is not free from bias as it is based on the natural reaction of employees when they are enquired the sources of satisfaction

and dissatisfaction at work. They will blame dissatisfaction on the external factors such as salary structure, company policies and peer relationship. Also, the employees will give credit to themselves for the satisfaction factor at work.

6. The theory ignores blue-collar workers. Despite these limitations, Herzberg's Two-Factor theory has been widely accepted.

Maslow's hierarchy of needs theory

In 1954, psychologist Abraham Maslow published his now famous need hierarchy theory of motivation which has enjoyed wide spread acceptance. Although the theory was based on his clinical observation of a few neurotic individuals, it has subsequently been used to explain the entire spectrum of human behaviour. According to Maslow, motivation takes the form of the desire for protection from physical danger and economic insecurity. Man is a wanting animal whose needs depend on what he/she already has. Only needs that have not been satisfied can influence behaviour. A satisfied need is not a motivator. Man's needs are arranged in hierarchy of importance. Once one need is satisfied, another emerges and demands satisfaction (Maslow, 1943).

Maslow identified five categories of human needs and put them in a hierarchy. At the bottom were 'physiological needs' which include the need to satisfy biological requirement for food, and sex, water and shelter. Next is 'safety needs', the need for a secured and stable environment and the absence of pain, threat or illness. The third need is 'belongingness' which includes the need for

love affection and interaction with other people. There is also esteem which includes self esteem through recognition and respect from others. At the top is self fulfillment – a sense that the person’s potential need has been realized. Maslow argued that behaviour is primarily motivated by the lowest unsatisfied need at the time. As a person satisfies a lower level need, the next higher need in the hierarchy becomes the primary motivator. This is known as the satisfaction progression process. Maslow’s hierarchy of needs model is presented in figure 2.

The first category of need to be considered is physiological needs. This category consists of the human body’s primary needs such as water, oxygen, food and sex. These are needs which must be satisfied to maintain life.

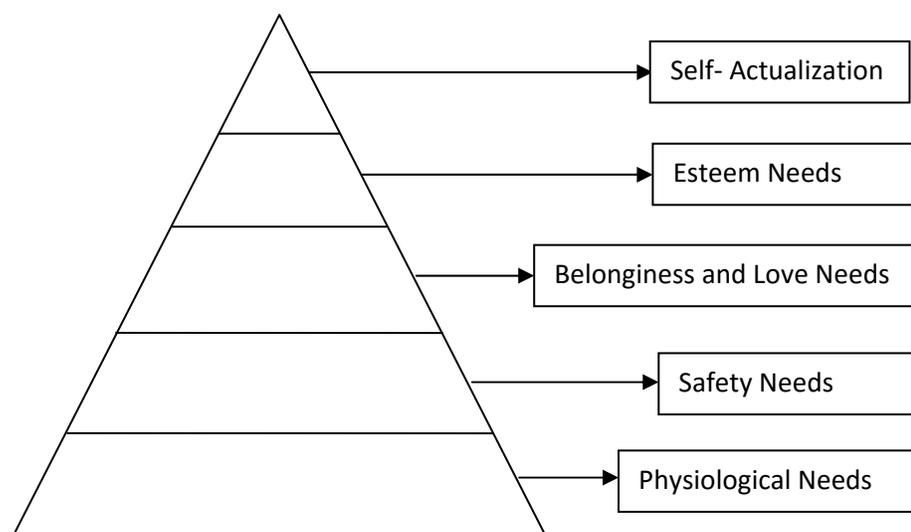


Figure 2: Maslow’s Hierarchy of needs Model

Source: Maslow (1943)

Maslow argues that until these needs are at least partially satisfied, physiological needs will dominate and the individual will not be concerned with the need of the next level and no other need will serve as a basis for motivation. Armstrong,

(2007) supports this assertion by pointing it out that the highest need remains dominant until the immediate lower need is satisfied. Maslow further posits that a person who is lacking food, safety, love and esteem probably would be hungry for food more strongly than anything else. Most organizations recognize the importance of Maslow's idea of physiological needs by providing certain basic needs such as food, water, clothing, mentioned but a few for their workers. Again, the idea of physiological needs has become so pertinent that most organizations are now providing drinking water not only for their workers but even for their clients.

The next hierarchy of needs identified by Maslow is safety needs. This higher level of needs becomes necessary after physiological needs have been adequately met. These needs include protection from physical harm, ill health, economic disaster, and the unexpected (Maslow, 1943). People who work under high risk conditions in an organization need the appropriate protective equipment such as helmet, goggles, nose guards, high visibility jackets, and many others. Such organizations must also make provision for first Aid kits and risk allowances to boost the morale of workers to work without fear. Lack of these safety requirements may hinder job performance and hence affect productivity. From a managerial standpoint, safety needs show up in an employee's attempt to ensure job security and fringe benefit. Employees who have a high job security are more likely to remain committed to organizational goals than those who have no job security. Further training and development of staff could thus be employed as a

strategy for ensuring job security, and this is likely to motivate employees to seek for further training and development on the job.

Social need becomes the next level of need that acts as a powerful motivation of human behaviour. This level of need includes the need for love, affection, and acceptance as belonging to a group (Maslow, 1943). Here, the hierarchy departs from the physical or the quasi- physical needs of the two previous levels. Failure to satisfy this level of needs may affect the mental health of the individual. Organizational environment should be inclusive to promote a sense of belongingness for workers. In organizations, there are divisional, departmental groups and cohorts who meet occasionally to discuss the needs, challenges and welfare of their members and try to find ways of assisting them. Workers who are sidelined may not feel part of the organization and this could affect their psyche.

In order to encourage employees in organizations to take further training and development seriously, the acceptance of employees into certain professions and promotion to higher levels in organizations could be tied with further training and development. This implies that the acquisition of further professional training and development ensures that an employee is duly accepted and recognized by all members of that profession to be competent at the job he/she does. In the case of the tutors in the colleges of education, the establishment of professional bodies among them is likely to motivate tutors to embark on further training to become members of such professional bodies.

Esteem needs comprise self respect, prestige and status. This need can be put into the desire for both awareness of importance to others (self esteem) (Maslow, 1943). Satisfaction of this need leads to a feeling of self-confidence and prestige. In organizational context, people want to be good at their jobs; they want to feel they are achieving something important when they perform those jobs. But it is important to note that those needs might have a two - sided influence on job performance. If those needs are properly harnessed they can bring a feeling of worth and value which can positively influence work. But if they are unfulfilled, feelings of inferiority, helplessness and weakness may arise and could also discourage work. Further training and development may help employees; in this case tutors in the colleges of education, to acquire the necessary skills for enhanced job performance and thus boost their confidence on the job.

Self-fulfillment (self-actualization) needs refer to the need to develop potentialities and skills to become what one believes he/she is capable of becoming (Maslow, 1943). This means that the individual will realize fully the potentialities of talents and capacities. Obviously, as the role of an individual varies, so will the external aspect of self actualization, the special forms of these needs would vary from one individual to another.

According to Maslow, the satisfaction of all the self-actualization needs is possible only after the satisfaction of the physiological, safety, and esteem needs. Self-actualization needs will tend to increase the strength of those needs that is, when people are able to achieve self-actualization, they tend to be motivated by increased opportunities to satisfy that need.

In the view of Armstrong (2007), one of the implications of Maslow's theory is that the higher-order needs for esteem and self-actualization provide the greatest impetus to motivation. They grow in strength when they are satisfied, while lower level needs decline in strength on satisfaction. But the jobs people do will not necessarily satisfy their needs, especially when they are routine or deskilled. The implication of this is that within the organization context, employees should be given tasks which they derive satisfaction in their accomplishment. However, it is important to note that some tasks that give employees maximum satisfaction may be difficult for them to accomplish. In order to bridge this gap, there is the need to identify the training gap so that the relevant training programme could be organized to bridge that gap.

Boone (1985) is of the view that as an educator, one is responsible for accurately assessing the needs of his or her clientele in collaboration with targeted audiences and community leaders. As we study the current situation (**WHAT IS**), we may easily observe some needs based on our own experiences and perceptions. As we work with community leaders and targeted audiences, those observed needs may be validated and other needs may then be expressed. In developing our educational strategies, we should take into account both the *observed* and *expressed* needs.

To make an accurate need assessment, one would need to conduct a thorough situational analysis in collaboration with employees and representatives of targeted audiences. Also, needs change, so needs assessment should be implemented as an ongoing component of our overall educational programming

effort (Richardson, 1987). For that matter, with the current change in the curriculum of colleges of education from certificate “A” awarding institutions to diploma – awarding institutions, there is always the constant need to periodically assess the gaps in the competencies of tutors so as to recommend the relevant training for them. This will ensure the effective implementation of the curriculum change.

Alderfer’s existence relatedness growth (ERG) theory

ERG is a motivational construct concerned with understanding the factors that contribute to individual human behaviour. It is one of four content approaches that consider the intrinsic factors that cause a person to take specific actions (Ivancevich, Konopaske, & Matteson, 2008). Such understanding is useful to human resource development practitioners seeking to understand and improve performance in the workplace. An outgrowth of Maslow’s Hierarchy of Needs, ERG may be used to explain and/or predict workplace issues, relationship paradigms, and personal development choices. According to Ivancevich, Konopaske, and Matteson (2008), ERG has not stimulated a great deal of research so there is not a lot of empirical information available. As a model of human need, however, ERG theory has been validated by human experience (Ivancevich, et al., 2008).

The ERG Theory was developed between 1961 and 1978, during which the theorist empirically tested data to hone the theory’s major tenets and published scholarly material, according to Alderfer (1989). Alderfer explained how the

empirical study that validated ERG was conducted at an Easton, Pennsylvania, factory and further developed later with the construction of another empirical study at a larger facility, where measurements were improved and presented in a dissertation.

Wanous and Zany (1977) conducted a study that supported the integrity of ERG categories. Assessing the relationship between need satisfaction, importance, and fulfilment, they found that need fulfilment moderated satisfaction and importance. In other words, the importance of the need was based on the manner of its fulfilment. In addition, this phenomenon was more likely to exist within the categories of existence, relatedness, and growth, rather than between them. Alderfer and Guzzo (1979) furthered the study of ERG by considering its usefulness in measuring enduring desires. The construct had been found to be effective in measuring episodic desires. The three needs of Alderfer, existence needs, relatedness needs, and growth needs are explained further.

Existence needs

Existence needs include various forms of safety, physiological and material needs. Safety needs mainly refer to the prevention from fear, anxiety, threat, danger, tension, and so on. Physiological needs refer to an individual's pursuit of satisfaction at the vitality level, such as leisure, exercise, sleep. Material needs refer to resources required for an individual's living, including food and clothing (Chang & Yuan, 2008).

Relatedness needs

Relatedness needs include senses of security, belonging, and respect. Sense of security involves the mutual trust of humanity. Sense of belonging refers to prevention from all forms of suffering, such as isolation, loneliness and distance. People normally wish to be accepted and become members of a group. The needs for belongingness include love given to others or caring accepted from others. Sense of respect simply means feeling of respect from others, such as popularity, social status, superiority, importance and compliment. Such form of need gives people value to their existence (Song, Wang, & Wei, 2007).

Growth needs

Growth needs involve needs for self esteem and self actualization. The need for self esteem refers to self productive effects such as the ability to pursue, to seek knowledge, to achieve, to control, to build confidence, to be independent and to feel competent. Self actualization refers to self accomplishments including achieving an individual's goals and developing his or her personality. The abilities to realize one's potentials and to support the growth of others are also included (Fismer, 2005).

Implications of the ERG theory

Managers must understand that an employee has various needs that must be satisfied at the same time. According to the ERG theory, if the manager concentrates solely on one need at a time, this will not effectively motivate the

employee. Also, the frustration- regression aspect of ERG Theory has an added effect on workplace motivation. For instance- if an employee is not provided with growth and advancement opportunities in an organization, he/she might revert to the relatedness need such as socializing needs and to meet those socializing needs, if the environment or circumstances do not permit, he/she might revert to the need for money to fulfill those socializing needs. The sooner the manager realizes and discovers this, the more immediate steps they will take to fulfill those needs which are frustrated until such time that the employee can again pursue growth. In the case of colleges of education tutors, if continuing education needs are not met, the security of their job could be at risk because colleges of education have assumed tertiary status and there is therefore the need for tutors to upgrade themselves.

Curriculum development and needs assessment

The first factor to consider in the curriculum development process for any training programme is needs assessment. According to Salia-Bao (1987, p.88) “for any curriculum to be functional, it must be rooted in the culture and needs of the people concerned”. This is because education does not occur in a vacuum, but among people with different backgrounds. “Curriculum design”, in the opinion of Bishop (1985, p. 132), “should begin, not with an abstract list of objectives, but with a realistic appraisal and analysis of the situation as it exists”. Thus, before any meaningful training programme can be selected or designed to upgrade the skills of tutors in the colleges of education, there is the need to assess the areas that need further development for tutors. Needs assessment has been defined as “a critical

study or examination of the society for which an educational proposal is being designed in order to identify the problems, needs and aspirations, resources available, and feasible solutions” (Adentwi, 2005, p.133). It is the process by which educational needs are defined and priorities set for further curriculum work. McNeil (1996, p.122) has defined need in training programme development as “a condition in which a discrepancy exists between an acceptable state of a learner achievement or attitude and an observed learner state”. By identifying those needs not being met by existing training programmes, the HRD professional is provided with the “basis for revising the curriculum in such a way as to fulfill as many unmet needs as possible”. Needs assessment is not a single one-time operation but a continuing and periodic activity (Oliva, 1992). This stems from the fact that trends are constantly changing in the field of education and for that matter, curriculum planning for training programmes is a process and needs assessment serves as a form of diagnostic evaluative procedure for improving the HRD function in organizations.

According to Richardson (2008), when you conduct a situational analysis, you will always find that there are more situations that need attention than you can possibly address within the constraints of the time available, money, and other resources. This is because many factors come into play when conducting a meaningful situational analysis or needs assessment. Some of these factors may include the employee (as learner), the subject matter (the content of the specific training programme) and the needs of the organization. For the purpose of the

study, needs of the learner and the content of the training programme have been given a much more detailed expatiation.

The Learner

The nature of the learners (employees) for whom the training programme is being developed has a major impact on the kind of curriculum plan we end up producing. In conducting needs assessment, it is imperative to identify the needs and interests of the learners, their aptitudes, abilities, attitudes and values, as well as any factors that would have a deleterious effect on the successful implementation of the training programme, if left unattended to. For example, in selecting content, it is necessary to ascertain the previous knowledge of the learner in order to select appropriate content and learning experiences. According to Ausubel (1968, p. 6), “the most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly”. Besides this, many background variables (of the learner) affect the design or effectiveness of a curriculum. They include the intellectual, emotional and socio-cultural development of the learner, anxiety level, health status, aspirations, career plans and a host of other factors (Pratt, 1980). In the context of the colleges of education, these factors are likely to influence tutors’ participation in further training programmes.

The Nature of the Subject Matter

To begin with, “subject matter is the content of the training programme, and choices about what subject matter to include within the curriculum (training programme or the type of programme to pursue), are also choices about what to leave out” (Marsh & Willis, 2003 p.23). What would be studied in the specified training programme (subject matter) is a very important factor that should be carefully considered during the needs assessment stage. The changing nature of society and training institutions requires that subject matter be modified from time to time to meet the challenges of contemporary society. The subject matter must be considered with regard to its external characteristics. That is, “how accurately and how broadly the chosen subject matter represents the reality of the world beyond the student’s immediate experience” (Marsh & Willis, 2003 p. 23). According to Marsh and Willis (2003, p. 23), “good subject matter should be rooted, in, and should accurately transmit, this greater reality”. The choice of a good subject matter can only be made possible through a thorough situational analysis to identify strengths and weaknesses of existing content of training programmes. Apart from the external characteristics of the subject matter, the internal characteristics of the subject matter must also be considered. This has to do with the “logic inherent in how the chosen subject matter is arranged” (Marsh & Willis, 2003 p. 23). The arrangement of a particular subject matter could influence the design of the training programme, with regard to the choice of instructional methods as well as the system of accountability and evaluation to adopt. For example, the curriculum of technical subjects such as mathematics and

physics is planned differently from reading subjects such as English and Social Studies.

The consideration of the content of training programmes is relevant in the sense that, tutors in the colleges of education are adult learners, and they are likely to participate in training programmes if they consider such programmes to be relevant to the performance of their jobs. This assertion is supported by Knowles (1973) who intimated that adult learners' readiness to learn becomes oriented increasingly to the developmental tasks of their social roles; and their time perspective changes from one of postponed application of knowledge to immediacy of application. This implies that, if tutors consider available training programmes to be irrelevant to the performance of their jobs, they are more likely not to participate in such programmes.

The importance of identifying training needs

Continuous educational reforms are the norm and are more frequent. They trigger numerous demands to re-examine and reform the way teachers educate and perform their job. Academic expectations are also increasing. Advances in technology are changing the working environment. Development of new instructional strategies and delivery methods continue to evolve to help teachers respond to a host of issues, ranging from increased student expectations to the conditions that students would confront in their communities. Employers are demanding more flexible workforce with ever growing skills. Teachers are

struggling to keep abreast of all these changes and requirements (Garet, Porter, Desmoine, Birman & Kwang, 2001).

The role of the teacher is also evolving. Teachers are required to develop new methods supporting their new roles as collaborators, facilitators of learning, and lifelong learners. Teachers nowadays are expected to promote decision making, in-depth thinking, and problem solving amongst their students. They are expected to guide their students and instill in them a sense of personal responsibility, self-esteem, and integrity. Furthermore, teachers are prompted to make learning experiences more relevant and meaningful, encourage active citizenship, and create an environment conducive to reflective thinking (Garet, et al, 2001).

According to Elliot (1989), to be effective, teachers need to develop good interpersonal skills that enable them to interact positively with students and parents. Management skills, problem-solving skills, and organizational skills are also important attributes for guiding students. Teachers must continuously develop and modernize their repertoire of skills, techniques, and knowledge in order to best utilize new curricula and support continuous education reform initiatives. It is clear that caring, competent teachers are vital to the success of any teaching institution. It is equally clear that teachers require continuous professional development enabling teachers to address the challenges facing them. In order to maximize the benefit and efficiency of teacher training, in-service professional development must be re-conceptualized. Rather than offering piecemeal training, a more holistic view of teacher development is needed.

The aim of Continuous Professional Development is to improve the performance of teachers in the classroom and raise student achievement. It is a career-long process of improving knowledge, skills and attitudes - centred on the local context and, particularly, classroom practice. The major principles of continuous teachers' professional development are drawn from the works of Leu (2004), Giable and Burns (2005), as well as Gray (2005).

1. The content of professional development focuses on what students are to learn and how to address the different problems students may have in learning the material.
2. Professional development should be based on analyses of the differences between (a) actual student performance and (b) goals and standards for student learning.
3. Professional development should involve teachers in identifying what they need to learn and in developing the learning experiences in which they will be involved.
4. Professional development should be primarily school-based and built into the day-to-day work of teaching.
5. Most professional development should be organized around collaborative problem solving.
6. Professional development should be continuous and ongoing, involving follow-up and support for further learning – including support from sources external to the school that can provide necessary resources and new perspectives.

7. Professional development should incorporate evaluation by multiple sources of information on (a) outcomes for students and (b) the instruction and other processes involved in implementing lessons learned through professional development.

The identification of training needs is the cornerstone in the planning of training programmes for professional development in general, and especially, in the context of this work, for teachers. Identifying the training requirements of college of education tutors forms the basis for the design of any training programme at that level. This is because knowledge of training requirements comes before the programme design and implementation. Training needs that are identified through scientific enquiry will help planners to design successful training programmes, considering that the knowledge and training needs identified along these lines pave the way for more precise formulation of realistic targets and enhance the possibility of achieving those targets. Some of the benefits of conducting training needs assessment may be summed up as follows:

1. training needs are the basis for all elements of the training process. According to Miller and Osinski (2002) the first step in designing a training and development programme is to conduct a needs assessment. They further explain that assessment of training needs helps to determine the “who”, “what”, “when”, “where”, “why” and “how” of training.
2. identifying training needs helps to improve performance which is the main objective of training in most organizations.

3. the identification of training needs shows how the individuals are to be trained and the type of training as well as expected results.
4. failure to identify training needs in advance, may lead to loss of money and time spent on experimentation.

To sum up, Miller and Osinski (2002) reiterate that the purpose of a training needs assessment is to identify performance requirements or needs within an organization in order to help direct resources to the areas of greatest need, those that closely relate to fulfilling the organizational goals and objectives, improving productivity and providing quality products and services.

In the context of teacher education, staff development is usually done through training needs analysis of the work of teachers in order to find out their duties, responsibilities, priorities, and skills necessary for them to perform effectively on the job (Sharif & Hanan, 1983; Abdeen, 2008).

Some training needs competencies have been identified by various researchers over the years. Edwards and Briers (1999) evaluated teachers' competencies in facilitating students' learning in classroom and laboratory settings, facilitating students' learning in leadership and personal growth, facilitating student learning in agricultural experiences, teacher competencies related to student services, programme management, personal roles and relationships, as well as planning and managing educational tools. Dobbins and Camp (2000) indicated a needed understanding in curriculum development, learning styles, technical areas, teaching methods, and academic integration methods. Joerger's (2002) categories of professional teaching competencies needed for success and survival were

classroom management, leadership and supervised agricultural experience (SAE) development, technical agriculture, and programme design and maintenance. Roberts and Dyer (2002) conducted a Delphi study of expert teachers, administrators, state supervisory staff, and university faculty to determine the characteristics of an effective agriculture teacher. They came out with the view that in addition to the aforementioned competencies of a successful teacher, one must possess the ability to prepare students to be successful in career development events (CDEs), and understanding student evaluation.

The above mentioned qualities clearly indicate that tutors in the colleges of education must possess the needed qualities to help trainee teachers acquire the requisite competencies to enable them perform effectively on the job. Also, with the drive towards further development for awarding diploma certificates at the colleges of education, it is incumbent on educational authorities to provide opportunities for further development.

From the foregoing analysis, it is obvious that the appropriate teacher preparation and training methods can be employed to enhance the supervisory efficiencies of college of education tutors and development of performance as well as the development of schools in general (Abdeen, 2008). Abu-Russ (2001) reported that teacher training is just a prelude to a whole series of events and activities of professional growth, which must continue with the teacher as long as life and as long as there are new ideas and technologies. Therefore, the concept of in-service training of teachers is linked to the concept of continuous growth and continuing education. This requires that teacher preparation must be seen as a

continuous process which must not be stopped. Professional growth and continuous training is "necessary" for renewing the experiences of teachers and increasing their effectiveness, because the school curriculum is dynamic and undergoes constant changes. A typical example is the current change of the teacher training colleges to colleges of education and a change in mandate to diploma – awarding institutions.

Therefore, the teacher as an important component of the education system needs ongoing support and development, to perform the tasks assigned to him/her effectively in order to keep up pace with life in a consistent manner and adapted to technological changes and advances in knowledge. The teacher is also an important element in the educational system where the developed nations have been turning its development. Since the renaissance, most developments have taken place through the development and reform movements in the various areas of education, society and politics. Most of the developments have revolved round the teacher. Samour (2006) argues that development should start from the teacher; that priority be given to the upgrading of teachers as foundation on which the repair of any educational system stands. So it must be raising the issue of teacher objectively in order to know the positions of the imbalances and problems affecting them, and ensure that their development needs and desires are met in order to reach results that will contribute to the development and improvement of teacher performance. Currently, a number of continuing education programmes are being run by the universities to help develop the competencies of the college of education tutors, however, it is worth finding out: whether college of education

tutors have adequate information about available continuing education programmes; whether they are satisfied with the programmes; whether there is employer provided support for those programmes; and as to tutor's preferred location for continuing education programmes.

Training programmes available to college of education tutors

Training is an urgent need in all occupations to ensure organizational growth and development. Growth is an ongoing process in humans; because it helps them to keep pace with the rapid changes in society. Training of employees evolving in all fields of work also occurs in the teaching profession and the education sector and it is a fundamental requirement for the growth of training institutions. This is because new areas of specialization and professional preparation are constantly evolving through new scientific facts that show the basics of learning approaches, ideas or trends in education. Meeting those educational trends and the challenges of new technology will depend directly on the provision and improvement of training programmes for teachers (Abu-Russ, 2001). Also apart from identifying the training needs of trainees, good training must be based on identified training needs of targeted individuals. The challenge of identifying the training needs is the cornerstone in the success of the training process and represents an essential beginning in the series which are interrelated in a whole training programme.

Based on the foregoing, the process of identifying training needs is the first step in the preparation of training programmes for teachers and school's

curriculum design. There should also be a process to achieve the objectives of training plans efficiently by the identification of training requirements, which ensure that the process of identifying training needs are essential to any successful training process and a pillar of the foundation for training teachers.

In Ghana, the affairs of training colleges, especially, with regard to teacher training and development is seen to by the Teacher Education Unit (TEU) of the Ghana Education Service (GES). Consequently, the University of Cape Coast has the oversight responsibility of monitoring, assessment and certification of forty (40) colleges of Education in the country. Therefore, in response to the need for college of education tutors to upgrade their levels of education, the university, in addition to its current education programmes has added a Master of Education (MEd) degree in the various subject areas for college of education teachers. This special master's programme is run by the Institute of Education of the University of Cape Coast (<http://ucc.edu.gh/academics/institute-of-education>). Other continuing programmes are run by other departments in the university and also in the University of Education, Winneba on sandwich basis to encourage tutors who do not get access to study leave to also get the opportunity for further studies.

The challenge however, is the level of awareness among college of education tutors regarding available training programmes. If the teachers are not aware of their training needs and the corresponding training programme to meet that need, it might be difficult for them to upgrade their skills in their chosen fields of teaching. A study conducted by Kumar (2007) on instructional technology awareness and in-service training needs of primary school teachers of Kerala came

out with the finding that primary school teachers of Kerala are moderately aware of training programmes for instructional technology.

Attitudes and perceptions regarding continuing education programmes

Attitudes are often related to the learner's preferences in learning. According to Reichmann and Grasha (as cited in Sadler-Smith, 1996), the three learning preferences are: dependent learner, collaborative learner and independent learner. The first type has no autonomy and prefers highly structured programmes and likes to depend on teacher's directions and assessment. The collaborative learner prefers teamwork and interactive learning, wherein discussion is his/her most suitable method of learning. The last type of learner is the one who respects the teacher as a source of knowledge and takes an active part in the learning process. Also, attitudes toward continuing professional education are strongly connected to training and teaching processes as well as to professional development and its programmes. As training is a planned learning experience with the purpose of bringing about permanent change in an individual's knowledge, skills, or attitudes, it cannot be seen separately from attitudes and professional development. Also, the level of a teacher's professional development is prescribed by the dimensions of teaching. According to Krishnaveni and Anitha, (2007), the key aspects of teaching in terms of characteristics of the ideal teacher, are the following:

- (1) teacher competency;
- (2) teaching qualities;

- (3) teacher's appearance; and
- (4) teacher 'directiveness'.

In addition to that, adults “participate” in the professional development process when they are engaged in substantive actions, either individually or together, that require complex thinking to construct new skills or deeper meaning. Most participation requires adult reflection, strong motivation and practice. No matter what the prior knowledge or skills an adult has, paying attention and being involved are critical for his/her new learning experience during professional development (Wlodkowski, 2003). Motivation, a specific desire on the part of the trainee to learn, is related to learning and to the content and completion of a training programme. Skills assessment, expectations, and career and job attitudes all have a direct impact on motivation to learn, too. Trainee's motivation to learn is also related to motivation to apply newly acquired skills in the work setting and to the effectiveness of the training process.

Motivation is a starting point of a professional development programme in which personal relevance is a key ingredient in developing a positive attitude. Participants are extremely sensitive to the degree to which they can identify their perspectives, needs, and values in the content and processes of the programme. The programme is relevant when learning reflects the personal, communal, and cultural meanings of the learners in a manner that shows a respectful awareness of their perspective (Wlodkowski, 2003). Educators' participation in professional development programmes represents his/her positive attitude toward continuing education and mainly his/her tendency to improve performance. Research has

shown that successful professional development experiences have a noticeable impact on teachers' work in and out of the classroom (Villegas-Reimers, 2003).

According to Ukeje (1996), the challenge to teacher development programmes in Nigeria rests on the production in sufficient number of knowledgeable, skillful, competent and committed, properly oriented and positively motivated teachers in a period of extreme educational expansion. This is not an easy task for sustainable educational development. Many school teachers still lay emphasis on memorization of facts, thereby encouraging their students to be content with the notes given to them by their teachers which they can reproduce almost verbatim, when the demand arises. Many school teachers seem to be satisfied with their old notes and old methods of teaching. It is unfortunate that the society, the students/pupils and the subject matter that needs to be taught, changes with time, especially with the technological advancement. It is important to state that, the rate at which these changes emerge does not help an inadequately prepared teacher to cope with current trends.

Ejiogu (1990) is of the opinion that the goal of development would be to secure the professional growth of the teachers, to improve the performance of both teachers and school, and increase the satisfaction of individual and corporate needs within the system. In fact successful staff development is that which can contribute materially to the willingness of people to work so that both individual and organizational goals will be achieved. It is therefore, paramount that the teachers need to change with time, to answer the call for sustainable and qualitative education.

A study conducted at the Valdosta State University by the Odum Library Staff Development Committee (1997) to assess the training needs of library staff revealed that eighty-seven percent of all respondents indicated that ongoing training opportunities were either "important" or "very important" to them. The most frequently cited reason for this was the need to keep up with changes in computer applications and technology. Employees also cited the need to keep up with changes in library procedures and rules, and the need to enhance job performance and generally improve job-related skills. This clearly indicated that respondents had a positive attitude towards staff development opportunities. Respondents were asked to rank four stated reasons for pursuing continuing education opportunities. Forty-five percent rank "personal growth and job satisfaction" highest, compared to job advancement (24%), obtaining college credit (15%), and consideration on annual evaluations (6%).

The study also revealed that Library employees were generally satisfied with their current opportunities for professional development. Twenty-one percent indicated that their need for ongoing training and skills development was being met "very well," while 66% indicated that this need was met at least "adequately." A small percentage of the latter group (17%) gave reasons why they were not entirely satisfied with current training opportunities, as did the 14% of all respondents who indicate that their current need for training was "less than adequately" met. The reason cited most often for dissatisfaction was the cost of participating in professional development programmes (Odum Library Staff Development Committee, 1997).

Support for continuing education programmes

Onwumere (2006, p. 68), is of the opinion that “education is the pivot on which nation development revolves. It is the springboard for socio-political, economic and cultural development”. There is therefore the need for teachers to be continuously trained for them to be able to pursue and achieve the national objectives. The Federal Republic of Nigeria (FRN, 1981), made provision for the development of teachers, when it stated that teacher education will continue to take cognizance of the changes in methodology and the curriculum. Teachers will be regularly exposed to innovation. Their professional in-service training will be developed as an integral part of continuing teacher education. Because the world that teachers are preparing young people to enter is changing so rapidly, and because the teaching skills required are evolving likewise, no initial course of teacher education can be sufficient to prepare a teacher for a career of 30 or 40 years. Continuous Professional Development (CPD) is the process by which teachers (like other professionals) reflect upon their competences, maintain them up to date, and develop them further.

The extent to which education authorities support CPD varies, as does the effectiveness of the different approaches. Snow-Renner and Lauer (2005) indicated that a growing research base suggests that to be most effective, CPD activities should:

1. be spread over time
2. be collaborative

3. use active learning
4. be delivered to groups of teachers
5. include periods of practice, coaching, and follow-up
6. promote reflective practice
7. encourage experimentation, and
8. respond to teachers' needs

According to Jakku-Sihvonen & Rusanen (1999), in Finland, the Ministry of Education has assigned the practical implementation of education funded from the State Budget to the National Board of Education. The Board mainly commissions this education from universities, polytechnics and the National Centre for Professional Development in Education. Generally speaking, the scope of education is 3–5 credits. Budget funds channeled into this form of education total EUR 8–10 million per year. Education funded in this way has been available for about 15,000 teachers each year. The education is open to teachers in basic education, at upper secondary schools, in vocational education and training, and in liberal adult education. A survey conducted by Jakku-Sihvonen and Rusanen (1999) indicated that there were considerable differences in the amounts of continuing education and training received both in regional terms and between different teacher groups. During the 1996–1998 periods under investigation, some teachers (3.5%) were not provided with any education. Other teachers (22%) received 5 days of education during that time frame. The average number of days of participation in continuing education and training was 32.5 days during the period under investigation.

During the 1996–1998 investigation periods, teachers in vocational education and training received the highest amount of continuing education and training (48.6 days). Teachers in senior high schools and in forms 7–9 of basic education received the lowest amount of education and training (25 days). (Jakku-Sihvonen & Rusanen, 1999). The average amount of education and training received by teachers in forms 1–6 of basic education was 26 days during the period under investigation. Swedish-speaking teachers received less continuing education and training than their Finnish-speaking counterparts. Teachers and rectors working in urban municipalities spent more time in continuing education and training than their counterparts in rural areas. The survey indicated that teachers spent a considerable amount of their free time on education and training. During the three-year period under investigation, those who spent at least ten days of their free time on continuing education and training accounted for 41% of teachers, while 16% spent none of their free time on education and training (Jakku-Sihvonen & Rusanen, 1999).

The survey conducted by Jakku-Sihvonen and Rusanen (1999) indicated that the primary source of funding for continuing teacher education and training was the employer (41%). The employer and the teacher often financed continuing education and training together (24%). During the period under review, 70% of teachers had used their own funds to pay for continuing education and training. Almost one fifth had invested EUR 500–800 in their education and training during the same period. Ten per cent of teachers reported that they had met their own continuing education and training costs themselves.

Employers pay the full costs of continuing education and training for men clearly more often than for women. There was a clear difference between employers' participation in educational costs accrued by men and women. Women clearly spent more of their free time and their own funds on education and training compared with men. Those with the highest level of education were the ones most frequently covering the costs of their education and training (Jakku-Sihvonen & Rusanen, 1999).

Methods of Training

Teaching demands a continuous development of knowledge and ability. This is because primarily, education is rapidly changing and this requires constant effort on the teachers to keep the pace. A dedicated teacher has little or no time to rest on his oars, if he does, he will go down stream. A good teacher considers how he will broaden his knowledge and widen his experience after graduation. Barth (1990, p. 49) is of the opinion that "nothing in a school has more impact on students in terms of skill development, self competence, or classroom behaviour, than the personal and professional growth of the teachers". This implies that regardless of a teacher's pre-service training level, there is the need for every teacher to constantly renew, upgrade and update his/her knowledge, skill and capabilities in order to keep pace with the rapidly changing society. One should not be satisfied with just being a trained teacher. For one to excel in the teaching profession, the profession demands that he/she must continue to update his/her knowledge in order to cope with the problems of education as they manifest.

In a review of 310 studies of teacher education since 1980, Tatto (1997) found that the structure of teacher education had changed very little and that the pedagogy in teacher training programmes tended to reinforce the ‘transmission’, or passive, model of learning. This led to the conclusion that few innovations in teaching had occurred over the previous fifteen years (Tatto, 1997). Conventional teacher education in general has been shown in many cases to have little impact on teacher learning or subsequent classroom instruction (Tatto, 1997; Warwick & Reimers, 1992). Examining the findings of 170 estimates of the impact of teacher education in various settings, Hanushek (2002) found that only 9% of these estimates showed positive and statistically significant effects on student performance. On the other hand, Husen, Saha and Noonon (as cited in Psacharopoulos & Woodhall, 1985) examined 32 studies and found that teacher education can make a difference – qualifications, experience and levels of education and knowledge were all positively associated with student achievement. Ultimately, “...the best way to improve teacher quality will depend on conditions in the country and can be determined only after analysis of the costs and effectiveness of alternative ways of training and using teachers” (Psacharopoulos & Woodhall, 1985, p. 227).

Given the significant technological progress in all areas of our age, which included the education field, both in educational materials or specialties, and ways and methods of teaching and the overall objective of the educational process, educational aids have gone through the different designations to become a science.

The sometimes disappointing effects of teacher education have inspired many countries to augment their teacher training by providing in-service teacher professional development (ITPD) activities. These programmes purport to be relevant and practical, timely and topical, and are generally appreciated by teachers who are accustomed to working in isolation with little technical support. Countries have also been searching for more cost-effective alternatives to traditional teacher education. ITPD also holds more potential for spawning much-needed innovation than conventional teacher training colleges and universities. These latter institutions are typically conservative and teacher trainers themselves can be resistant to change (Tatto, 1997; OECD, 2003). Despite the recent preponderance of progressive rhetoric on learning and teaching in these institutions, teacher educators have been slow to incorporate new methods into their teaching (Avalos, 2000). In a review of fifty-three studies of teacher education, Tatto (1997) found that only fourteen of them incorporated elements of constructivist theory, despite its widespread espousal among educators today. Only three of these fourteen programmes had been deliberately designed with constructivism as their core approach (Tatto, 1997).

As in many professions, elementary and secondary school teachers are expected to participate regularly in professional development activities. These activities may be intended to help teachers to learn new teaching methods, broaden their subject matter content knowledge, or stay informed of changing policies, among other purposes. Researchers have identified several features of professional

development that have been correlated with change in teacher knowledge and instructional practices, including:

- (1) a focus on teachers' subject matter content or the teaching methods they employ (called *focus on content* and *focus on methods* in this Issue Brief);
- (2) duration in terms of the number of hours of training and the number of weeks or months over which training is provided (*duration*);
- (3) an activity format that is integrated into the daily work of teachers rather than removed from the context of direct public school teaching, as in traditional workshops (*format*);
- (4) collective participation of teachers' peers in matters of instruction (*collective participation*);
- (5) alignment with local standards and other initiatives to change instructional practice, as well as teachers' own professional goals (*alignment*);
- (6) activities that produce many opportunities for active learning, including observation, planning, practicing, and presenting (*opportunities for active learning*) (Garet et al., 2001),

The Odum Library survey report (1997) indicated that employees most often selected "live lecture or demonstration" (21%), and "one-to-one instruction" (17%) as their preferred methods for learning about something new. This suggested that most of the employees preferred on-sight training methods. Other studies however contradict such findings. For instance Garton and Chung (1996), Layfield and

Dobbins (2002), and Boser and Daugherty (1994) also found that the majority of teachers in their studies preferred to have in-service training in the form of a workshop or seminar held during summer conference. Most of such training methods could be organised off-site.

Summary of review of related literature

Going by the words of Barth (1990) nothing in a school has more impact on students in terms of skills development, self confidence or classroom behaviour than the personal and professional growth of their teachers. To achieve this, the teachers need to be continuously developed. In this chapter, the researcher has tried to examine the concept of needs. The need for continuous development of teachers has been emphasized as well as the support for it. Strategies and methods used for refocusing teacher development programmes for sustainable education development have been highlighted. It can be posited that in order to refocus teacher development programmes, the development plan should focus on what the teacher needs in terms of skills and knowledge that would help the school in achieving stated objectives and appropriate support should be given to all continuous education programmes meant to improve teacher performance and competences.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter describes the procedures by which data required for the study was collected and analyzed. It specifically takes a critical look at the research design, population, sample and sampling procedure, research instrument, validity and reliability of the instrument, data collection procedure, and data analysis.

Study area

The Central Region is one of the ten administration regions in the Republic of Ghana. It is located in the extreme south of Ghana, and bordered by Ashanti and Eastern regions to the north, Western region to the west, Greater Accra region to the east and to the south by the Atlantic Ocean. The region has a very rich historical background as a result of its early contact with the Europeans. It covers a total land area of 9,826 km², with a population of 2,201,863 (Ghana Statistical Service, 2012).

The Central Region is noted to be the hub of education in Ghana, harbouring some of the best of schools in the country. The region's economy is dominated by services followed by mining, fishing and farming.

There are two public universities (the University of Cape Coast and the University of Education, Winneba), as well as three colleges of Education, namely: Fosu College of Education, OLA College of Education and Komenda College of Education. These training institutions play a dominant role in the training of professional teachers for schools in the region and beyond.

Research design

This study was a simple descriptive survey design which employed descriptive statistical techniques to describe the training needs of college of education tutors. A survey design was deemed more appropriate for the study because, according to Fraenkel and Wallen (2000), survey research deals basically with obtaining data to determine specific characteristics of a group. This study sought to obtain information about the training needs of tutors in colleges of education in terms of their attitude towards available training programmes, the kind of support available to them and their preferred training methods. This objective of the study made it more suitable to employ survey design because as Cohen, Manion and Morrison (2008) indicated, such studies look at individuals, groups, institutions, methods and materials in order to describe, compare, contrast, classify, analyse and interpret the entities and the events that constitute their various fields of inquiry.

Study population

According to Rubin and Babbie (2001, p. 247), target population is “the theoretically specified aggregation of study elements”. For the purpose of this study, the target population consisted of all tutors in the three colleges of education in the Central Region of Ghana, namely: Fosu College of Education, OLA College of Education and Komenda College of Education. In all, there was a total of 148 college of education tutors.

Census survey

A census survey was employed to include all teachers in the colleges of education. This was to ensure a complete coverage of the entire population. The census method was used because the size of the study population was not too large, hence each element in the study population could be involved in the study. All vice – principals (academic) were involved in the study. There were three vice – principals (academic) involved in the study. The researcher employed purposive sampling for selecting the vice – principals because, it is vice – principals (academic) that have the oversight responsibility of ensuring high academic standards in the colleges of education. This measure is supported by Cohen, Manion and Morrison (2008), who explained that in purposive sampling, researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being sought. In this way, they build up a sample that is satisfactory to their specific needs.

Instruments

The main instruments for the study were a training needs assessment survey questionnaire and an interview guide. The questionnaire was designed by the researcher to find out the training needs of teachers in colleges of education. It was made up of 29 items with 24 closed-ended items and 5 open-ended items. The questionnaire was divided into seven sections. Section “A” aimed at gathering information on the background of respondents, with respect to sex, professional qualification, teaching experience, etc. Section “B” solicited information with regard to tutor’s awareness about available continuing education programmes. Section “C” sought information on tutors’ attitude regarding available staff development opportunities. Section “D” sought to obtain information with regard to the relevance of staff development opportunities to tutors, whereas section “E” aimed at obtaining information about employer provided support for staff development opportunities. Finally, section “F” sought to obtain information about tutors’ preferred training methods for staff development programmes.

The interview guide was personally designed by the researcher and it contained twelve items. It contained structured interview items which aimed at eliciting information from vice – principals on available continuing education programmes; tutors’ attitude regarding available continuing education programmes and employer - provided support for staff development programmes.

Validity and reliability of instruments

The instruments for the study were thoroughly vetted before their final approval by experts in teacher education and the field of research to establish their validity. The questionnaire was then pre-tested to ensure its reliability. For the pre-test, forty college of education tutors were randomly selected from two colleges of education in the Western Region. The establishment of reliability was accomplished by measuring the internal consistency of the instrument using a reliability coefficient, obtained by means of Cronbach's alpha. A reliability coefficient of .75 was obtained, which according to De Vellis (1991), is considered very respectable for determining the appropriateness of the instrument.

Ethics

This study adheres to all the ethical considerations required for the conduct of academic research. The study was guided by the appropriate ethical framework for foreseeing ethical problems in research (Flinders, 1992). The following are the measures put in place by the researcher to address all ethical concerns:

In order to ensure that the researcher adhered to appropriate ethical frameworks, negotiation of entry into the research sites went through appropriate steps of authority. Before approaching the participants about the research study, permission for entry into the colleges of education was sought from the principals of all the three colleges of education by the use of an introductory letter from the Institute of Development Studies, University of Cape Coast.

Before the administration of the questionnaires, arrangements were made with the tutors of the colleges of education for a suitable time to administer the instrument. This enabled me to explain the purpose of the study to them and also to discuss with them any concerns they had about the information they were required to provide. This also helped me to assure them of their confidentiality and to make them appreciate the fact that the information obtained from them was to be used only for academic purposes. Arrangements were also made with the vice – principals for a suitable time for the interview.

Fieldwork

Data for the study were collected from primary sources. Questionnaire and interview were the techniques used to collect data. For the questionnaire, the researcher explained each of the items to the tutors and a two weeks period was allowed for tutors to fill the questionnaire at their own convenience. The questionnaires were then retrieved after the two weeks for analysis. Out of the 148 questionnaires administered, a total of 111 were retrieved from the college of education tutors. This clearly indicates that there was 75% return rate.

For the interview, only one vice – principal academic out of the three selected vice – principals for academic participated in the study. The researcher conducted the interview himself. Script recording was used because the responded indicated he was uncomfortable with the tape recorder.

Field challenges

The researcher encountered some challenges during the field work. In the first place, it was realised that some of the respondents were unwilling and to participate in the study. Hence, even though the 148 tutors collected the questionnaire, only 111, responded appropriately and returned the questionnaire. This affected the return rate. Again with regard to the interview, only one vice-principal responded because the others could not make time for it.

The data collection process also involved extensive travels from one college of education to the other and that put quite a strain on my budget for the study. It involved a lot of money and time.

Data Analysis

Information obtained from the questionnaire were coded and analyzed with the Statistical Product for Service Solution (SPSS). Frequencies and percentages were generated to determine teachers' perceptions about available continuing education programmes for them and also describe the kinds of support available to them.

The Chi – square (χ^2) test was conducted to determine significance difference between male and female tutors in terms of preferred location for continuing education programmes. The information obtained from the interview guide was transcribed into written text and organized into themes for analysis. The themes were based on the key research questions that guided the study. The essence of the interview was to obtain adequate information from the vice-

principals to corroborate that obtained from the college of education tutors through the use of the questionnaire. The emerging issues from the interview were then used to confirm or disconfirm that obtained from the questionnaire.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the results and discussion of the data obtained from the field survey. The chapter has been organized into two main parts. The first part deals with the discussion of the background information of tutors in the colleges of education and the second part deals with the discussion of the main data in relation to the research questions formulated to guide the study.

Analysis of the background information of respondents

This section discusses the background information of respondents. It specifically focuses on the distribution of tutors in colleges of education in the Central Region according to gender, academic qualification, professional qualification, subject of specialization, as well as teaching experience.

Sex distribution of tutors

The researcher intended to ascertain the distribution of tutors in colleges of education according to sex. It was observed that 79 (91.2%) of the total number of college of education tutors sampled for the study were males, whereas only 28.8(%) were females. It is therefore quite clear that there seem to be more male

tutors in the colleges of education than female tutors. Such a drastic disparity in the distribution of tutors according to gender may be attributed to the general dominance of males in the formal education sector, especially at the higher levels of education.

Academic and professional qualification of college of education tutors

The main purpose of this study was to identify the training gaps of tutors in colleges of education. It was therefore pertinent to ascertain tutors' current level of academic and professional qualifications. It is revealed that majority of the tutors 68 (61.3%) had bachelor's degree, while 43 (38.7%) had master's degree. This implies that most of the tutors are well qualified to teach at the training college level, especially, for the current certificate "A" programmes they are running. However, with the current drive to upgrade to diploma – awarding institutions, there would be the need for teachers to upgrade themselves to be well equipped with the requisite expertise to handle diploma programmes.

As revealed through the interview with the vice principal, even though there is a directive from the National Commission for Tertiary Education (NCTE) that all tutors in the colleges of education should have at least a masters' degree, the majority of them did not have a masters' degree. He cited the reason that college of education tutors faced certain challenges in participating in continuing education programmes because most of the programmes were off – site and tutors could not abandon their regular teaching duties to participate in such programmes.

A further attempt was also made to find out whether tutors in the three colleges of education had the requisite professional qualification in education to enable them teach effectively at that level of teacher education. Information obtained has been presented in Table 1.

From Table 1, it can be seen that the majority of tutors, that is 62 (55.9%) had a bachelor's degree in education, and a good number, that is, 32 (28.8%) had a master's degree in education. It is also quite clear that all the teachers had at least some form of professional qualification in education.

Table 1: Professional qualification of college of education tutors

Professional	Frequency	Percent
Diploma in Education	8	7.2
Bachelor in Education	62	55.9
Masters in Education	32	28.8
Other	8	8.1
Total	111	100

Source: field data (2011)

This implies that most of the tutors in the three colleges of education had a certain level of competence in terms of their knowledge of pedagogy. This may promote effective teaching at that level of education. What may be needed, however, could be capacity building in terms of knowledge base in their various fields of teaching, judging from the fact that most of the tutors did not have a master's degree.

Tutors' Area of Specialization and the Subject they teach at the College of Education

The researcher was also interested in finding out whether tutors at the colleges of education were given the opportunity to teach the subjects they specialized in. This was to ensure that tutors were actually applying the knowledge they might have acquired in school on the job. The analysis (see cross tabulation table in Appendix D) indicated that almost all the tutors ended up teaching subjects in their areas of specialization. For example, of the total number of 15 teachers who specialized in science, 8 (53.3%) taught Biology, 1 (7.1%) taught Physical Education, 2 (13.3%) taught Information Communication Technology, 3 (20%) taught Physics and 1 (6.7%) taught Chemistry. Again, of the 13 teachers who specialized in Social Studies, all of them (100%) were teaching Social Studies in their various colleges of education. A similar situation seemed to apply for almost all the subject areas. This clearly indicated that most of the tutors selected for the study were teaching their subjects in their areas of specialization. The implication of this is that, most teachers in the colleges of education are likely to possess the relevant content knowledge required to teach in their various teaching subject. They are therefore more likely to bring to bear a higher level of competency in terms of content knowledge in their specialized areas, which may translate into effective teaching to enhance student – teachers' performance both in school and later on the job as professional teachers.

Teaching experience of tutors in colleges of education

Another area of interest the researcher sought to investigate, with regard to the background information of tutors in colleges of education was the level of teaching experience tutors had acquired. This was to help form a general impression about the quality of tutors teaching at the colleges of education. Tutors were asked to indicate how long they had been teaching at the college of education. Information obtained has been presented in Table 2.

Table 2: Teaching Experience of Tutors in Colleges of Education

Number of years of Teaching	Frequency	Percentage
1 – 5 years	45	40.5
6 – 10 years	35	31.5
Above 10 years	31	27.9
Total	111	100

Source: field data (2011)

From Table 2, a majority of 45 (40.5%) of teachers had taught in the college of education for below five years, while 31 (27.9%) had taught in the college of education for more than ten years. The distribution clearly indicates that the number of years of teaching seemed to vary inversely with the number of teachers. Thus, the number of teachers appeared to reduce with the increase in the teaching experience at the college of education. Such a situation may be attributed to the fact that most people perceive the teaching profession as a stepping stone to other more lucrative professions. Therefore, they enter into the teaching profession

as a stopgap in search of other professions. This could be one of the reasons for the high attrition rate in the teaching profession in the country.

Analysis of the main data

College of education tutors' awareness of continuing education programmes

The study sought to investigate the level of awareness of tutors in the colleges of education about available training opportunities for them. Tutors' awareness of available training opportunities is essential, since such information is more likely to help them develop interest and seek for further professional development. In order to obtain a fair picture of tutors' level of awareness, they were first asked to indicate the sources from which they obtained information about available training opportunities (Table 3).

Table 3: Sources of information about available training opportunities

Source	Frequency	Percentage
Professional Publications	27	24.3
Co – Workers and Friends	33	29.7
College's Administration	22	19.8
Mailings and Brochures	16	14.4
Other Sources	13	11.7
Total	111	100

Source: field data (2011)

From Table 3, 33 (29.7%), which constituted a majority of respondents, indicated that they found out about continuing education opportunities from co – workers and friends, 27 (24.3%) of respondents obtained such information from professional publications, while 22 (19.8%) obtained such information from the colleges’ administration. Together, other sources of information about continuing education opportunities, other than the colleges’ administration constituted 78%. This implied that the flow of information about further professional development was usually not from the training colleges themselves, but from a myriad of other sources. This was a matter of great concern, because it was expected that the authorities in the colleges of education created more awareness about areas of further professional development to encourage tutors to meet their training needs. This was because they were the ones expected to assess the training needs of tutors and recommend the relevant training for them.

A further attempt was made to find out the extent to which information about continuing education opportunities was available to tutors. Of the total number of tutors who indicated that they obtained information from the above sources, only 19 (17.1%) indicated that information about continuing education opportunities was mostly unavailable to them. The majority of them, 53(47.7%) also stated that such information was somehow available to them, while 39 (35.1%) indicated that information about continuing education programmes was readily available to them. This Information has been presented in Table 4. This finding is in consonance with the findings made by the Odum Library Staff

Development Committee (1997) that most employees indicated that information about staff development opportunities was readily available to them.

Table 4: Availability of information about staff development opportunities

Availability	Frequency	Percentage
Readily Available	39	35.1
Somewhat Available	53	47.7
Mostly unavailable	19	17.1
Total	111	100

Source: field data (2011)

Finally, tutors were asked to rate their levels of satisfaction with access to available training opportunities. Information obtained has been presented in Table 5

Table 5: Tutors' rating of access to information about staff development opportunities

Rating	Frequency	Percentage
Unsatisfactory	27	24.3
Fair	22	19.8
Good	53	47.7
Very Good	2	1.8
Excellent	7	6.3
Total	111	100

Source: field data (2011)

From Table 5, 53 (47.7%) and 7 (6.3%) of the respondents rated access to information to be good and excellent respectively. Only 27 (24.3%) of respondents were unsatisfied with access to information. It was quite clear that a good number of tutors indicated that they were satisfied with access to information on staff development programmes.

The above analyses clearly suggested that tutors in the colleges of education seemed to be highly aware of available training programmes. This support the findings of Kumar (2007) on instructional technology awareness and in-service training needs of primary school teachers of Kerala which came out with the finding that primary school teachers of Kerala were moderately aware of instructional technology. However, in this study a few of the tutors were not satisfied with access to information about programmes for filling training gaps.

Attitude of tutors regarding staff development programmes

Another variable of interest to the researcher was the attitude of tutors regarding available staff development opportunities. In order to answer this research question, respondents were asked to indicate the level of importance they attached to staff development programmes available to them (Table 6)

From Table 6, the majority of tutors indicated that staff development opportunities were either “very important” (55.9%) or “important” (31.5%). Only 6(5.4%) of respondents were of the opinion that such development opportunities were unimportant to them. This implied that the majority of respondents had a favourable attitude towards available staff development programmes.

Table 6: Level of importance of on - going development opportunities to tutors

Level of importance	Frequency	Percentage
Very Important	62	55.9
Important	35	31.5
Somewhat important	8	7.2
Not important	6	5.4
Total	111	100

Source: field data (2011)

A further investigation was conducted by the researcher to ascertain the probable reasons why tutors were interested in participating in available training opportunities (Table 7). From Table 9, the topmost ranked reasons why tutors participated in staff development programmes were for consideration for evaluation, which was rated by a sum total of 78 (70.2%) as important; and the need for personal growth, which was also rated by a sum total of 71(63.9%). The majority of tutors 74(66.7%) selected job advancement as the least ranked reason why they would pursue any staff development programme. This clearly indicated that, even though almost all the tutors who participated in the study had favourable attitudes towards staff development programmes, the majority of them did it for more personal reasons than for the general development of their institutions.

Table 7: Reasons why Tutors Participate in Staff Development Programmes

Reason	Very Important F (%)	Important F (%)	Somewhat Important F (%)	Not Important F (%)
To obtain a higher qualification	28 (25.2)	26 (23.4)	39 (35.1)	18 (16.2)
To work Towards Job advancement.	1 (0.9)	18 (16.2)	18 (16.2)	74 (66.7)
For consideration on annual evaluation	46 (41.4)	32 (28.8)	21 (18.9)	12 (10.8)
For personal growth	38 (34.2)	33 (29.7)	33 (29.7)	7 (6.3)

Source: field data (2011)

This implied that, even though most of these tutors may have been interested in acquiring higher qualifications, there was the likelihood that such development may have had little impact on their performance on the job. This is because; they had different aspirations for further personal development, other than for institutional development.

The relevance of existing programmes to the continuing education needs of college of education tutors

Respondents were asked whether available training programmes were relevant to their areas of specialization. An overwhelming majority of tutors 96(86.5%) responded in the affirmative, while only 15(13.5%) indicated that they

did not have any programmes in their areas of specialization. To get a better picture of the availability of relevant continuing education programmes, respondents were asked to indicate the extent to which they found available programmes relevant to their areas of specialization (Table 8).

Table 8: Relevance of available training programmes

Level of relevance	Frequency	Percentage
Not Relevant	10	9.0
Somewhat Relevant	26	23.4
Very Relevant	75	67.6
Total	111	100

Source: field data (2011)

From Table 10, out of the total number of tutors employed for the study, only 10(9.0%) found available training programmes irrelevant to their areas of specialization. A good number of them 26(23.4%) found available training programmes to be somewhat relevant; while an overwhelming majority of 75(67.6%) indicated that available training programmes were very relevant to their areas of specialization. Thus learning was likely to reflect the personal interest of tutors. According to Wlodkowski (2003) a programme is relevant when learning reflects the personal, communal, and cultural meanings of the learners in a manner that shows a respectful awareness of their perspective.

The implication of this analysis is that almost all tutors in the colleges of education who were faced with the need for further development, as a result of the

upgrade to diploma – awarding institutions, were more likely to be enrolled on the relevant programmes that would help them to acquire the requisite expertise in their areas of specialization to effectively deliver on the job. It also meant that the colleges of education had the needed capacity to develop their human resource base to meet the basic requirements to be upgraded to diploma - awarding status. This finding is further supported by item 18 which sought to find out how training programmes were helping meet the continuing education needs of tutors.

Table 9: Training programmes meeting tutors’ continuing education needs

	Frequency	Percentage
Very Well	27	24.3
Adequately	53	47.7
Less than Adequately	31	27.9
Total	111	100

Source: field data (2011)

The information obtained, as presented in Table 9, clearly indicated that 80(72%) of teachers agreed that such programmes were meeting their training needs either “adequately” or “very well”. That is, equipping them to adequately teach effectively in a diploma awarding institution. Only 31(27.9%) had a differing opinion.

To further support the above argument about the relevance of training programmes to tutors’ areas of specialization, respondents were asked to indicate

the probable effect of available training programmes on their job performance (Table 10).

From Table 10, it is quite clear that there was a unanimous agreement by respondents that current training programmes improve performance greatly (52.3) or at least improve performance (31.5%). Only a sum total of 10(9%) tutors were of the opinion that training programmes either had little or no effect.

Table 12: Effect of available continuing education programmes on job performance

Effect of training programme	Frequency	Percentage
Greatly improved performance	58	52.3
Improved performance	35	31.5
Somewhat improved performance	8	7.2
Have little effect on performance	4	3.6
Have no effect on performance	6	5.4
Total	111	100

Source: field data (2011)

This supported the positive disposition teachers had about continuing education programmes. It was however important to note that, those few tutors who did not find available training programmes relevant to their areas of specialization could face difficulty in upgrading themselves and may be rendered redundant. Even in a situation where the attempt was made to upgrade themselves, tutors were more likely to pursue programmes that had no bearing on what they taught in the

classroom. The danger here was that since the study had already revealed that most teachers sought for upgrading for certain personal gains vis-à-vis professional development, they still went ahead and pursued irrelevant programmes and this could have a debilitating effect on the human resource development endeavours of the colleges of education. It would also defeat the notion that continuing education programmes affect performance positively. This could frustrate the whole idea of upgrading the teacher training colleges to diploma – awarding institutions.

Tutors’ preferred employer-provided support for staff development programmes

Most employees are more likely to be motivated to participate in further training programmes when the relevant support systems are provided to them. This study therefore sought to examine the kinds of support services that were provided for tutors in the colleges of education and tutors’ most preferred support systems. The researcher first assessed tutors’ levels of awareness about available employer – provided support for continuing education programmes. The majority of tutors who participated in the study 70 (63.1%) indicated that they had very little information about employer - provided support for staff development at the colleges of education. Nevertheless, tutors were asked to indicate whether they were satisfied with whatever support was available. The frequency distribution clearly indicated that only 17(15.3%) selected “yes”, while a whopping majority 92(82.9%) indicated “no”. This clearly implied that most of the tutors were unsatisfied with the kind of support being provided for staff development

activities. It was however, worthy to note that, such a response is not surprising since the majority of tutors had little information about available support for staff development.

Furthermore, since most tutors seemed unsatisfied with available support systems, they were asked to indicate their most preferred form of employer – provided support for further professional development (Table 11).

Table 11: Tutors’ most preferred form of employer – provided support for staff development

Type of support	Very Important	Important	Somewhat Important	Not Important
	F (%)	F (%)	F (%)	F (%)
Reimbursement for expenses	45 (40.5)	18 (16.2)	13(11.7)	35 (31.5)
Time off without pay	9 (8.1)	23(20.7)	21 (18.9)	58(52.2)
Time off with pay	19(17.1)	30(27)	24(21.6)	38(34.2)
Consideration for merit raises	10 (9)	16 (14.4)	37 (33.3)	48 (43.2)
Consideration for promotion	28 (25.2)	25 (22.5)	16(14.4)	42 (37.8)

Source: field data (2011)

From Table 11, a sum total majority of 76(68.4%), 73(65.7%) and 69(62.1%) indicated that reimbursement for expenses, time off with pay and consideration for promotion were tutors’ most preferred support for staff development. Time off without pay and consideration for merit raises were the

least preferred support systems by tutors. This implied that support in the form of scholarship schemes and fee waiver was likely to motivate tutors to participate in continuing education programmes. The above analysis suggested that tutors preferred the employer to provide funds to support their staff development endeavours. This goes to support the findings of Jakku-Sihvonen and Rusanen (1999) which indicated that the primary source of funding for continuing teacher education and training was the employer.

Information from the interview with the vice-principal revealed that there was currently employer provided support for tutors embarking on further continuing education programmes. This support according to him took the form of scholarships, time off with pay, time off without pay and other support for tutors on continuing education programmes such as government bursary. He however explained that it was usually not easy for tutors to be awarded with scholarships and time off with pay. The most common kind of support was time off without pay, which tutors mostly did not opt for, because it put a strain on them financially.

Tutors preferred location for continuing education programmes

The kind of training method that is employed for meeting the training needs of employees could influence the level of participation of employees and also the rate at which the establishment fill human resource development gaps in institutions. The kind of method employed determines the kind of interaction between trainees and the materials to be learned as well as the quantum of

resources required to ensure programme effectiveness. On account of the foregoing, the researcher first sought to ascertain tutors' most preferred location for staff development programmes. This is because the location can influence the training methods to employ. Training methods employed could be on – sight or off – sight.

Most of the tutors 65(58.6%) preferred off – campus training programmes, while 46 (41.4%) preferred on – campus continuing education programmes. The probable reason for tutors' preference for off – campus continuing education programmes may be attributed to the fact that most available continuing education programmes for tutors in the colleges of education are run on the campuses of the training institutions. This makes it virtually impossible for tutors in the colleges of education to stay on the job and pursue further training. It may also be as a result of the fact that tutors preferred to devote more attention to whatever continuing education programmes they pursued, as combining teaching with schooling could interfere with each other.

The researcher conducted further analysis using crosstabulation to determine whether sex of tutors was a factor that influenced tutors' preference for the location of continuing education programmes (Table 12).

The analysis in Table 12 suggested that female tutors seemed to prefer on-campus training opportunities to off – campus training opportunities, unlike male tutors who also seemed to be comfortable with off – campus training opportunities.

Table 12: Gender of teachers and location of continuing education programmes cross tabulation

		Location		Total
Sex		On-campus	Off-campus	
	Male	28	51	79
	female	18	14	32
Total		46	65	111

Source: field data (2011)

This disparity in the preference of location for training opportunities among male and female tutors could be attributed to the fact that most females were most likely mothers, who were expected to be responsible for the day to day upkeep of their children and their spouses. They were also responsible for most household chores. This could make it difficult for them to leave their families for off – campus locations to participate in training programmes.

In order to determine whether the difference in the preference of male and female tutors for training locations was significant, the researcher employed the Pearson Chi – Square test (Table 13)

From Table 13 the Pearson Chi – square test $\chi^2 (1, N=111) = 4.063, \rho = .05$ clearly indicated a significant difference in the preference of male and female tutors for continuing education opportunities for the colleges of education.

Table 13: Differences in the preference of male and female tutors for training locations

Sex	college campus	off-campus	Total	χ^2	df	ρ
Male	28	51	79	4.063	1	.044
Female	18	14	32			
Total	46	65	111			

P = .05

Source: field data (2011)

The researcher also sought to ascertain whether the time for organizing training programmes influenced tutors' participation in such programmes. As a result of this, respondents were asked to indicate their most preferred times for embarking on training programmes (Table 14).

Table 14: Tutor's preferred Periods for professional development activities

Period	Frequency	Percentage
During the day	24	21.6
In the evening	18	16.2
On weekends	35	31.5
During breaks/vacations	34	30.6
Total	111	100

From Table 14, it is quite clear that tutors preferred weekends (35%) and breaks or vacations (34%) for most professional development activities. This

implied that most tutors in the colleges of education would participate in continuing education programmes at times or seasons where they were less busy with work. This finding is supported by the view of the vice – principal that, for academic activities to go on smoothly on the college of education campuses, professional development programmes should be designed at times that would not coincide with the regular time tables of the colleges of education. He suggested that sandwich programmes be organized to help tutors in the colleges of education upgrade themselves.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents a summary of the study. It also draws conclusions and makes recommendations for practice and for future research.

Summary of the research process

The general objective of the study was to assess the continuing education programmes and staff development of tutors in the Colleges of Education in the Central Region of Ghana. Using census survey, all 148 tutors in the colleges of education were involved in the study. However, 111 actually responded to the questionnaire. With regard to the three principals purposively selected for the interview, only one participated. Data obtained on tutor's background information as well as other data were analyzed using both descriptive and inferential statistics to describe the characteristics and responses of respondents. Thematic analysis was employed for analysing the interview data.

Summary of key findings

The following key findings were obtained:

1. With respect to teachers' level of awareness of continuing education programmes, it was revealed in the study that, on the whole, most tutors in the colleges of education were aware of existing training opportunities. This is explained by the fact that a sum total of 92 (82.8%) out of the 111 tutors who participated in the study indicated that information about continuing education programmes was readily available to them. A further analysis however indicated that most of the tutors found out about continuing training opportunities through friends and co – workers, and not from the authorities in the colleges of education themselves.
2. The study sought to examine tutors' attitude regarding available staff development opportunities. It was revealed that the majority of tutors found available staff development opportunities to be either “very important” (55.9%) or “important” (31.5%) to them. This clearly indicated that most tutors had a favourable attitude towards available staff development opportunities. A further analysis of the reasons why tutors pursued staff development programmes however revealed that, even though almost all the tutors who participated in the study had a favourable attitude towards staff development programmes, the majority of them pursued such programmes for more personal reasons other than for the general development of their institutions.
3. Again the researcher was interested in finding out the extent to which current training programmes met the training needs of tutors in the colleges of education. It was revealed that a good number of the tutors, 26(23.4%)

found available training programmes to be somewhat relevant; while an overwhelming majority of 75(67.6%) indicated that available training programmes were very relevant to their areas of specialization. Furthermore, there was a unanimous agreement among tutors that current training programmes improved performance greatly (52.3%).

4. With respect to tutors' preferred form of employer provided support for pursuing training programmes, it was revealed that a sum total of 76(68.4%), 73(65.7%) and 69(62.1%) preferred reimbursement for expenses, time off with pay and consideration for promotion respectively. A further analysis however showed that the majority of the tutors who participated in the study 70 (63.1%) indicated that they had very little information about employer - provided support for staff development at the colleges of education.
5. Finally, with respect to tutors' most preferred training methods for staff development programmes, it was revealed that most of the tutors 65(58.6%) preferred off – campus training programmes. A further analysis also revealed that tutors preferred weekends (35%) and breaks or vacations (34%) for most professional development activities.

Conclusions

The following conclusions can be drawn based on the findings of the study:

1. Most tutors in the colleges of education were aware of existing training opportunities available to tutors in the colleges of education. However,

such information about training opportunities was not provided by college authorities. Tutors found out about such programmes from friends and co-workers. This implied that not much effort is put into awareness creation about continuing education for tutors in the colleges of education

2. Most college of education tutors had a favourable attitude towards available staff development opportunities. Most of them however, were motivated to pursue further training for more personal reasons such as for personal growth and consideration for promotion other than for job advancement and the general development of their institutions.
3. Tutors generally agreed that available training programmes were relevant to the performance of their job because the majority of them believed that such training greatly improved performance on the job.
4. The majority of tutors in the colleges of education considered reimbursement for expenses, time off with pay and consideration for promotion respectively, as their most preferred form of employer provided support for staff development programmes. It can be concluded however that most tutors had very little information about employer - provided support for staff development at the colleges of education.
5. Finally, it can be concluded that most of the tutors preferred off – campus training programmes to on – campus training programmes.. It can also be concluded that tutors preferred weekends and breaks or vacations for most professional development activities.

Recommendations

Based on the findings of the study, the researcher came out with the following recommendations which are aimed at improving the practice of human resource development in the colleges of education, especially, in terms of the capacity building of teaching staff for improved academic work. The recommendations are specifically directed to authorities of the colleges of education, training institutions and the Ministry of Education.

Authorities of the colleges of education

It is evident from the study that even though tutors in the colleges of education are generally privy to information about continuing education opportunities, such information is not provided by college of education authorities. Tutors find out about such programmes from friends and co-workers. It is therefore recommended that periodic orientation programmes should be organized by college of education authorities to update college of education tutors on available training programmes which are relevant to the performance of their academic duties.

It is also recommended that colleges of education establish a professional development committee that would see to it that tutors employed possess the relevant competencies and also see to the day to day training needs of tutors. Ideally, such a professional development committee could be headed by the vice-principals (academic), who are to be given in-service training to function as human resource development persons for the colleges of education. This will effectively

prepare the colleges of education to fully assume complete autonomy in terms of human resource development issues for their staff.

With regard to the revelation that tutors were motivated to pursue further training for more personal reasons such as for personal growth and consideration for promotion other than for job advancement and the general development of their institutions, it is recommended that considerations for promotion should be tied to general job performance and not just the acquisition of higher certificates. This can be achieved through periodic performance appraisal of tutors by the proposed professional development committee. This may serve as incentive to tutors to pursue further training for enhanced job performance, as well as for promotion and personal development.

Again, it is incumbent on the colleges of education authorities to make available all the relevant information on the kinds of support they provide for staff who embark on further training. Such information can be made known to tutors as part of their condition of service. This will attract more tutors to the colleges of education and also help retain existing ones.

Training institutions

The colleges of education could liaise with training institutions, such as the University of Cape Coast and the University of Education, Winneba to provide them with brochures about available training programmes and also give them constant update on new areas of professional development for tutors.

Again, based on the finding that most of the tutors preferred off – campus training programmes to on – campus training programmes, it is recommended that in – service training programmes and other programmes aimed at further professional development of tutors in the colleges of education be organized at off – campus locations. However, programmes that last for only a short period of time, like workshops, may be organized on campus. Again since tutors preferred weekends and vacations for most professional development activities, it is recommended that the universities that run these programmes, such as the University of Cape Coast and the University of Education, Winneba organize more sandwich programmes for college of education tutors during vacation breaks. This is to encourage tutors and also to ensure full participation.

Ministry of Education

It is recommended that research institutions such as the universities and the Curriculum Research and Development Division (CRDD) of the Ghana Education Service, be mandated by the Ministry of Education to conduct periodic training needs assessment on tutors in the colleges of education to identify existing gaps and design relevant training programmes to fill in those gaps.

In terms of employer – provided support for staff development activities, it was revealed that most tutors in the colleges of education preferred reimbursement for expenses, time off with pay and consideration for promotion respectively. It is therefore recommended that the Ministry of Education should provide more financial support in the form of scholarship schemes and other forms of financial

support to encourage tutors to participate in professional development programmes.

Areas for further research

Given that this research study was introductory and limited in scope it is important that further research be considered. The following areas are suggested for further research:

- The study could be replicated in other colleges of education in Ghana to obtain a much more comprehensive picture on the continuing education needs of colleges of education tutors in the entire country
- Research could also be conducted on suitability of current continuing education programmes for college of education tutors

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APPENDIX “A”

APPENDIX “B”

**UNIVERSITY OF CAPE COAST
FACULTY OF SOCIAL SCIENCES
INSTITUTE OF DEVELOPMENT STUDIES**

**AN ASSESSMENT OF THE TRAINING NEEDS OF TEACHERS IN
COLLEGES OF EDUCATION IN THE CENTRAL REGION OF GHANA**

This questionnaire aims at finding out the training needs of tutors in colleges of education in the Central Region of Ghana. The information provided will be kept strictly confidential. Tick in the appropriate box and write in the spaces provided where necessary.

SECTION “A”

Background Data of Respondents

1. Gender of respondent: Male Female
2. What is your academic qualification? (check all that apply)
 High National Diploma Bachelor’s Degree
 Master’s Degree Doctoral Degree
3. What is your professional qualification as a teacher? (check highest level that applies)
 Diploma in Education Bachelor in Education
 Masters in Education Doctorate in Education
 Other.

Specify.....

4. What subject(s) did you specialize in?.....
5. What subject do you teach?.....

6. How long have you been teaching at the training college level?

- 1-2 years 2-5 years
 5-7 years 7-10 years
 More than 10 years

7. Are you employed on full-time or part-time bases?

- Full-time Part-time

SECTION "B"

Tutors' Awareness of Continuing Education Opportunities

8. How available is information about continuing education or training for teaching staff in your institution?

- Readily available to me Somewhat available to me
 Mostly unavailable to me

9. How do you usually find out about continuing education or training opportunities that would help you improve your job skills? (check as many as apply)

- From professional publications From co-workers and friends
 From administration From mailings and brochures
 From other sources

(describe).....

10. How would you generally rate access to information about new training programmes for training college tutors?

- Unsatisfactory Fair Good
 Very Good Excellent

SECTION “C”

Attitude Toward Staff Development Opportunities

11. How important are ongoing training opportunities to you?

- Very important Important
 Somewhat important Not important

12. Why are such opportunities important to you (or why not)?

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

13. Please rank the following reasons for pursuing continuing education opportunities in their order of importance to you (1 being most important):

- To obtain a higher qualification To work towards job advancement
 For consideration on annual evaluations
 For personal growth/greater job satisfaction
 Other

(describe).....

SECTION “D”

The Relevance Of Current Continuing Education Programmes

14. Are there continuing education programmes that are relevant to your subject of specialization?

- Yes No

15. What is the relevance of current continuing education programmes to your area of specialization?

- Not relevant Somewhat relevant Very relevant

16. Why are such training programmes relevant to you (or why not)?

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

17. What effect do you think current training programmes will have on your present job performance?

- Greatly improve performance Improve performance
 Somewhat improve performance Have little effect on performance
 Have no effect on performance

18. How well is your need for ongoing training and skills development being met?

- Very well Adequately Less than adequately

19. If you are not satisfied with the training opportunities currently available to you, please indicate why not? (Check as many as apply).

- Programmes that would help me are not offered
 Times offered are not convenient
 Locations offered are not convenient Too expensive
 Quality of instruction is poor
 Other

(describe).....

SECTION "E"

Employer Provided Support for Staff Development

20. Do you have a professional development committee or any mechanism in place to supervise staff development activities?

- Yes No

21. Which of the following do you feel would be appropriate activities of the Professional Development Committee? (Check as many as apply)

- Identifying professional development needs
 Providing information to training college tutors about professional development needs
 Providing information to training college tutors about

continuing education/training opportunities

Developing continuing education/training activities and programmes

Coordinating or hosting continuing education/training activities and programmes

Other
(describe).....
.....

22. Are you aware of the types of support your employer currently provides for professional development activities?

Yes No

23. Please rank the following types of employer-provided support in order of their importance to you (1 being most important):

Reimbursement for expenses (for travel, school fees, etc.)

Time off without pay Time off with pay

Consideration for merit raises

Consideration for promotion or job advancement

Other

(describe).....

24. Are you satisfied with available employer-provided support for staff development?

Yes No.

Why?.....
.....
.....
.....

SECTION "F"

Tutors' Preferred Training Methods

25. At what times would you prefer to participate in professional development activities?

- During the day (between 8 AM and 5 PM)
- In the evening (after 5 PM)
- On weekends
- During breaks/vacations

26. Which of the following do you consider convenient locations for professional development activities?

- On your college campus
- off - campus

27. Is transportation to off-campus locations a concern for you when deciding whether to participate in continuing education activities?

- Transportation is not a problem for me
- Transportation is a minor concern to me
- Lack of transportation could determine whether or not I would participate

28. How do you most prefer to learn about something new? (Check as many as apply)

- Attend a live lecture or demonstration (workshop, seminar, conference)
- Listen to a lecture on audiotape or radio
- Watch a lecture or demonstration on TV, video, or film
- Discuss topics in small groups
- Read on my own (articles, books, manuals, reports, etc.)
- Learn from another individual (one-on-one instruction)
- Other

(describe).....

29. Do you have any additional comments regarding your development needs?

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

APPENDIX “C”

**FACULTY OF SOCIAL SCIENCES
INSTITUTE OF DEVELOPMENT STUDIES**

**AN ASSESSMENT OF THE TRAINING NEEDS OF TEACHERS IN
COLLEGES OF EDUCATION IN THE CENTRAL REGION OF GHANA
INTERVIEW GUIDE FOR PRINCIPALS**

1. Which establishment is in charge of the recruitment of teachers into colleges of education in Ghana?
2. Do you have the required teaching staff capacity in your institution?
3. What is the minimum requirement for teaching at the college of education?
4. Do all your staff members possess the required qualification for teaching at the college of education?
5. What continuing education programmes are available to teachers in the colleges of education?
6. To what extent do training college teachers have access to information about continuing education programmes for teachers?
7. Does your institution organize in-service training programmes for teachers?
8. Do you have a professional development committee or any mechanism in place to supervise staff development activities?

9. What are the duties of the professional development committee?
10. What support systems have the government put in place for the professional development of teachers in colleges of education?
11. What support does your institution provide for the professional development of your teaching staff?
12. What special training need has the up-grading of your institution into a college of education created?

APPENDIX “D”