

UNIVERSITY OF CAPE COAST

THE EFFECTIVENESS OF TRAINING AND DEVELOPMENT OF PUBLIC
SECTOR TEACHERS WITHIN THE BOLGATANGA MUNICIPALITY

BY

AYOROGO RICHARD BENGRE

A DISSERTATION SUBMITTED TO THE DEPARTMENT OF
ACCOUNTING AND FINANCE OF THE SCHOOL OF BUSINESS,
UNIVERSITY OF CAPE COAST IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF A MASTER OF BUSINESS
ADMINISTRATION DEGREE IN GENERAL MANAGEMENT

DECEMBER, 2014

DECLARATIONS

Candidate's declaration

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

Candidate's Signature Date

Name: Ayorogo Richard Bengre

Supervisor's declaration

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

Supervisor's Signature Date

Name: Dr. Alex Kojo Eyiah

ABSTRACT

Education is a powerful agency and instrumental in bringing about the desired changes in the social and cultural life of a nation. The key variable for its achievement and survival in this competitive global economy is quality. The whole process of education is shaped and moulded by the teacher and quality teachers with commitment are prerequisites for successful and excellent education. One may wonder whether the institutional structures within which training and development programmes for the teacher are efficient enough to facilitate effective teaching and learning. This concern precisely matured the study which sort to evaluate the effectiveness of training and development of public secondary school teachers. To achieve this, the study employed the opinion of hundred teachers selected from both junior and senior secondary schools in the Bolgatanga Municipality. Questionnaires were used as the main instrument. The data was analysed using tables, pie and bar charts.

The study established that teachers' training programmes are quite irregular and without adequate analysis of the teachers' needs. Consequently, majority have not had training after their mandatory professional training. Lack of opportunities, motivation and funds were the main reasons for the situation.

It is, therefore, recommended that teachers' training and development should be systematically planned, periodically reviewed, supported, funded and researched to guarantee the effectiveness of the process.

ACKNOWLEDGEMENTS

I owe a depth of gratitude to numerous people who contributed in diverse ways to the success of this work.

First and foremost, I wish in particular to express my sincere gratitude to my supervisor, Dr. Alex Kojo Eyiah, for his guidance and constructive criticisms that helped me stay focused from the beginning of this work to the end. Your patience, guidance, support and encouragement are highly valued and appreciated.

I am highly indebted to my family and friends, particularly, Rev. Dr. Peter Ayorogo and Mr. Roland Ayorogo. I thank them very much for the respective roles they played in my life. Fr. Peter, your unwavering support; material and financial support throughout my education cannot be forgotten. Thank you for believing in me.

The expression of acknowledgement would be incomplete without mentioning my wife, Celestina Atuora, for the sacrifices that she made while I was in school. The steadfast commitment to me and my dreams, the motivation as well as the financial assistance she gave me to pursue the programme, indeed, I appreciate that greatly.

Finally, my heartfelt thanks and appreciation go to all those who in diverse ways have rendered support towards the success of this work.

DEDICATION

I dedicate this piece to my lovely kids, Matilda Ayorogo and Michelle Ayorogo
and in memory of my father, Mathias Ayorogo and mother, Matilda Ayorogo.

TABLE OF CONTENTS

Contents	pages
DECLARATIONS	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF ACRONYMS AND ABBREVIATIONS	xii

CHAPTER ONE: INTRODUCTION

Introduction	1
Background to the study	1
Statement of the problem	5
Aims of the study	7
Objectives of the study	7
Research questions	7
Scope of the study	8
Significance of the study	8
Organisation of the study	10

CHAPTER TWO: LITERATURE REVIEW

Introduction	12
Operational terms	12
Theoretical framework	13
Aims of training and development	17
Forms of training	19
Development method	23
Training needs assessment and techniques	25
Training evaluation	27
Factors influencing the effectiveness of training and development	30
Benefits in training and development	31
The importance of training and development to the teacher	32
Professional teacher education and secondary school education	35
Institutions responsible for teacher training in Ghana	38
Induction in teacher education policy in Ghana	39
Training of secondary schools teachers in Ghana	44
Conclusion	45

CHAPTER THREE: METHODOLOGY

Introduction	47
Research design	47
Research population	48
Sample size	49
Sampling Procedure	49
Sources of Data	51
Data processing and analysis	52

CHAPTER FOUR: ANALYSIS AND DISCUSSION OF RESULTS

Introduction	54
Demographic data	54
Access to training and development	63
Teachers' perception on training and development	68
Effects of training and development on employee's performance	73
Suggestions on how to improve on the training and development programmes for teachers	76

**CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS**

Introduction	78
Summary of findings	79
Conclusions	80
Recommendations	81
Limitations of the study	84
REFERENCES	86
APPENDIX A	95

LIST OF TABLES

Tables		Page
1	The composition of selected schools	50
2	Distribution of respondents by sex	54
3	Marital status of respondents	55
4	Academic qualification of respondents	56
5	Rank of respondents	59
6	Number of years in Ghana Education Service	60
7	Years of service in current institution/ school	61
8	Positions held by teachers in selected schools	62
9	Number of years in position/ period in office	62
10	Teachers' knowledge on training and development programmes	63
11	The frequency of training programmes for teachers	65
12	Reasons for the training programmes	67
13	Self-Sponsorship for further studies	72
14	Teachers' evaluation of training and development programmes	74

LIST OF FIGURES

Figure		Page
1	Distribution of respondents by age	56
2	Professional Qualification of teachers	57
3	Responses on whether teachers are teaching subjects they have graduated in	58
4	Teachers on training since joining the GES	64
5	Access to training and development for the past twelve (12) months	66
6	An assessment of teacher training and development	69
7	Career training and development projection for teachers	71

LIST OF ACRONYMS AND ABBREVIATIONS

BEEd.	Bachelor of Education
CGI	Cognitively Guided Instruction
CPD	Continuing Professional Development
EFA	Education for All
GES	Ghana Education Service
GNAT	Ghana National Association of Teachers
ICT	Information Communication Technology
JHS	Junior High School
JSS	Junior Secondary School
NAGRAT	National Association of Graduate Teachers
OECD	Organisation for Economic Co-operation and Development
PGDE	Post Graduate Diploma in Education
PRA	Participatory Rural Appraisal
SHS	Senior High School
SSA	Sub- Saharan Africa
SSS	Senior Secondary School
TPD	Teacher Professional Development
TTC	Teacher Training Colleges
UCC	University of Cape Coast
UCEW	University College of Education, Winneba

UNESCO

United Nations Educational, Scientific and
Cultural Organisation

USA

United States of America

CHAPTER ONE

INTRODUCTION

Introduction

This chapter provides a brief background to the changing times in education systems around the world where professional training and development opportunities are needed, not only because they promote the recognition of educators' work as professionals, but also because, as is the case for all professionals in any field – new opportunities for growth, exploration, learning, and development are always welcome.

In this chapter, the background to the study, the description of the problem that the work seeks to investigate, the objectives and the research questions have been provided. The chapter provides also the scope of the study, significance of the work and the limitations.

Background to the study

Across the world, education is conceived as a powerful agency which is instrumental in bringing about the desired changes in the social and cultural life of a nation (Shaukat, 2004). While education is considered to be the cornerstone and pillar to a country's development, the key variable for the achievement and survival in this competitive global economy is quality education. This is envisaged, as quality education for all has emerged and many nations have in the last few decades been seriously concerned with the quality of their

educational system as one of the most desirable goals throughout the world (Dilshad, 2010). By inference, poor quality of education in both developed and developing countries is a concern increasingly gaining policy attention.

At international, regional and national levels, efforts have been made to overcome the challenge of poor quality of education. For instance, the World Declaration on Education for All (EFA) held in Jomtien (1990) noted that, poor quality of education is a hindrance to the socioeconomic development of nations especially the underdeveloped ones (Ankomah, Koomson, Bosu & Oduro, 2005). UNESCO (2005) has recommended, therefore, that quality education should not only be made universally available but also more relevant to the socioeconomic needs of nations. The declaration affirmed that quality education should be seen as a prerequisite for achieving the fundamental goal of equity. The reason being that expanding access alone would be insufficient for education to contribute fully to the development of the individual and society (UNESCO, 2005). In view of this, World Bank (2007) identifies and maintains that equitable access to quality secondary education is a factor enhancing countries' economic growth performance.

In Africa, quality education is now crucial in the strategic plans towards economic development in order to be at par with the advanced world. The term has become a determining factor in facilitating international support for its educational expansion and developmental initiatives (Ankomah et al., 2005).

In similar circumstance, second-cycle education in Ghana is recognised as critical to the country's quest to develop at a faster rate because it is the most

accessible form of higher education today with greater potential of sustaining higher levels of literacy, increasing political awareness, strengthening democracy and producing a pool of middle-level manpower crucial to national development (Quist, 2003).

In the face of all these, the teacher remains the most invaluable asset for the growth and development of a nation's human resource base. The whole process of education is shaped and moulded by the human personality called the teacher. The teacher plays a pivotal role in any system of education. Hence, the training and development of such an important functionary must conceivably get the highest priority.

Learning how to teach, and working to become an excellent teacher, is a long-term process that requires not only the development of very practical and complex skills under the guidance and supervision of experts, but also the acquisition of specific knowledge and the promotion of certain ethical values and attitudes. In fact, education is a social phenomenon that is not static. In contrast, it is dynamic and often subjected to change and innovation. More particularly, in this globalization era, marked by its borderless world through information communication technology, this change becomes even more prominent. The change has shifted the trend and profile of students, created new needs in the knowledge and technology areas and modified the role and function of schools making them more challenging than before.

The point must be made that even professionally trained teachers who stop learning after their pre-service training will fail to fulfill their role

effectively. Their creativity would fade and teaching would become dull and boring. The most unfortunate situation would be that they become “prisoners of their own experience”. Thus, the tendency to repeat technically, year after year, the same experience, approach, knowledge and skills garnered and practiced at the beginning of their careers without reflecting and innovating their teachings based on current changes and developments (Omar & Khuan, 2005).

The American Federation of Teachers (2001) has explicitly stated that a nation can adopt rigorous standards, set forth a visionary scenario, compile the best research about how students learn, change textbooks and assessment, promote teaching strategies that have been successful with a wide range of students, and change all the other elements involved in systemic reform - but without professional development, school reform and improved achievement for all students will not happen.

Dilshad (2010) suggests that quality of teachers depends on educational qualifications of teachers and quality of pre-service and in-service teacher education. Teacher education therefore assumes great importance in achieving the goal of quality education. This view, according to Public Education Network (PEN, 2004), is shared emphatically that quality teachers are the single greatest determinant of student achievement. The teacher’s education, ability, and experience account for more variation in student achievement than all other factors. It also points out that 40 to 90 percent of the difference in student test scores can be attributed to teacher quality. It states for instance, that knowing the subject matter, understanding how students learn, and practicing effective

teaching methods translate into greater student achievement. Hence, it is vitally important that teachers be well prepared when they begin teaching and that they continue to improve their knowledge and skills throughout their careers.

Training is like sharpening an existing skill in order to reflect the trends in technology and other social-cultural environmental changes of an organisation. The aim is to enable the workforce contribute their full measure to the welfare, health and development of the organisation (Onah, 2003). This accounts for the large number of fund and time that is often devoted by organisations on their employees at various levels. In some instance, employees are sponsored for further development training after which they return to take up new responsibilities and occupy more demanding positions in the organisation.

Whiles acknowledging the importance of training in the success of an organisation, for educators, it does not only enhance their existing capabilities but also links effectively with ongoing changes that could improve the quality of education. It is for this reason that the study seeks to examine the effectiveness of training and development programmes in the country's public sector education with specific reference to teachers of the Ghana Education Service within the Bolgatanga Municipality.

Statement of the problem

According to UNESCO (2002), Sub-Saharan Africa (SSA) is considered to be one of the most educationally challenged regions of the world. It is estimated that 40% of primary age children do not go to school and of those

who do, a large proportion do not achieve an adequate level of skills as a result of the poor quality of teaching. This challenge in a narrower perspective is conspicuously acknowledged in Ghana which gives credence to what Dr. Duffuor, the minister of finance and economic planning was reported to have told a visiting high-ranking official of the World Bank that the country's educational sector is weak as it faces enormous challenges that affect productivity. In admitting this fact, he therefore called for a complete overhaul of her educational system for which the assistance of the World Bank was needed (myghanaonline.com, Wednesday, August 10, 2011).

Professor John Ahetor also commented on the fallen standards of education in Ghana and admonished the authorities to have the issues addressed (myghanaonline.com, Tuesday, August 7, 2012).

The problem with quality obviously persists. The problem is even worse for schools in the rural areas. These challenges have profound implications for teachers, teaching and learning as well as for the leadership of schools and education systems.

More importantly, today, the policy focus has also shifted from provision of education to outcomes and from looking upwards in the bureaucracy towards looking outwards to the next teacher, the next school (Schleicher, 2012). The kind of teaching, therefore, needed today requires teachers to be high-level knowledge workers who constantly advance their professional knowledge as well as that of their profession. Hence, if we want our teachers to teach our students well, then we must teach our teachers well.

This concern precisely matured the study which sort to examine whether the institutional structures within which training and development programmes for the teacher are efficient enough to facilitate effective teaching and learning.

Aim of the study

The aim of this study is to contribute to the discourse on training and development in public sector education and offer suggestions for improvement.

Objectives

The objectives are in three fold:

1. To examine the current training and development practices engaged by employees of the Ghana Education Service in the Bolgatanga Municipality.
2. To assess the strengths and weaknesses inherent in the procedure of employees' training and development within the sector.
3. To examine employees' perception about their job learning environment.

Research questions

The broad research question is stated as: Is training and development part of public sector educational strategy? In order to answer this research question, the following sub-questions emerge:

1. What are the various training and development programmes available for teachers in selected public Senior High schools in the Bolgatanga Municipality?

2. What is the perception of teachers on training and development programmes?
3. How do training and development affect the quality of teachers and how can they strengthen their own performance?

Scope of the study

Over the past decades, national governments have invested heavily in improving access to and quality of primary education, and in developing strong networks of colleges and universities (UNESCO, 1999). Governments and international organisations have largely neglected secondary education in favour of investment in primary education (UNESCO, 1999). The secondary level, while not forgotten, has been given lower priority and has received less attention.

This establishes the bases for the research work to cover specifically public secondary schools within the Bolgatanga Municipal area of the Upper East Region. The target group includes public school teachers of both junior and senior secondary. The study population is purposely targeted based on their expertise in the field of study. The assumption is that teachers should be the beneficiaries of any training and development programmes and hence should have in-depth knowledge in the research area.

Significance of the Study

The rationale for singling out training and development as an area of interest is on the fact that people are still the main resource of any organisation. Without its members, an organisation is nothing; an organisation is only as good

as the people who work within it. And in today's increasingly dynamic, global and competitive environment, an understanding of the effective management of the people resource is even more important for organisational survival and success (Mullins, 2010).

The study will thus provide information to the public sector's training institution about employees' (teachers') perception on training and development. Information obtained could be practical when policy makers decide to analyse the evaluation and transfer of training elements that will be addressed in this study as to get management support and to create conducive environment to apply related skills and knowledge on the job.

Besides, the findings would also allow policy makers to capitalise on organisation strategy in order to deal with elements of the job that contribute to effectiveness of training and development.

Moreover, it would provide some preliminary information and background to understand the bigger picture and the scenario on the importance of training and development in the public education sector that would affect the government of Ghana in terms of national competitiveness in the long run. At least, the work could be one of the many ways of addressing the numerous challenges of public sector education in the country.

Lastly, this study will add knowledge to existing literature related to training and development and particularly in the public sector education from the local context. It therefore, might assist future researchers to come out with better and comprehensive findings within the scope of the study.

Organisation of the study

This work is organised in five chapters. Chapter one is an embodiment of the introduction of the study which introduces the topic to be discussed and the need for the study. It thus gives an in-depth background to the study area and also states the problems that necessitated the study. The chapter also highlights the objectives of the study and, therefore, the specific research questions which the research will address. The scope of the study, which sets the boundaries of the study and the operational definition of the key terms are discussed in the same chapter. The significance of the study as well as the organisation of the study and a brief summary of all the five chapters in this study has also been provided. The chapter as well is an embodiment of the limitations that are likely to be uncounted during the course of data collection.

Chapter two reviews the existing literature that has relevance to the topic. Literature review would serve as a theoretical basis for the study as well as an acknowledgement of contributions made by various authors on the topic.

Chapter three talks about the methodology of the study. The steps that will be followed in obtaining data for the analysis; the study design, the target population, the sampling procedures, the research instrument, the field work and the data processing are all discussed.

Chapter four comprises of the main findings, analysis and presentation of data which simply consist of rearranging the raw information according to an outline and then writing a narrative report incorporating it.

Chapter five covers a summary of the study. The chapter starts with an overview and contains a summary and implications of the findings. It ends with recommendations on ways to improving the effectiveness of the public educator.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The aim of this chapter is to take cognisance of limitations, fill in gaps and analyse issues within the context of the study. It looks at the existing works of other scholars in issues relating to training and development within the teaching workforce. In this Chapter, the theoretical framework as well as the importance of training to the teacher is discussed. Attention is given to the perspective of teacher training and development.

Operational definition of terms

Keywords: *training and development, public sector and effectiveness*

While some authors use the terms “training” and “development” as synonyms, some view the two concepts as being different. But for the purpose of this study, the use of the term “training and development” refers to the view expressed by Jones, George & Hill (2000) who believe that;

Training primarily focuses on teaching organisational members how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers.

Development focuses on building the knowledge and skills of organisational members so that they will be prepared to take on new responsibilities and challenges.

Public sector is referring to any business or organisation which is owned by the country as a whole and run on behalf of the people.

Effectiveness: There seems to be little consensus on the definition of 'effective'. In some cases effective means what teachers like (Salpeter, 2003); in others it means professional development that causes achievement gains in students (Kent, 2004); while in yet others it connotes a change in teacher behaviors (Wenglinsky, 2002). But all these three definitions seem to be shades of a similar concept. Because, if teachers enjoy their staff development sessions, they are more likely to implement. Implementation changes teacher behaviour, and if the implementations are done according to "best practices", student achievement should be affected positively.

Theoretical framework

Until recently there has been a general resistance to investment in training in the public service because of the believe that "Employees hired under a merit system must be presumed to be qualified, that they were already trained for their jobs and that if this was not so it was evidence that initial selection of personnel was at fault" (stahl, 1976). This assumption has been jettisoned as the need for training became obvious both in the private and the public sectors.

Training has become more obvious given the growing complexity of the work environment, the rapid change in organisation and technological advancement which further necessitates the need for training and development of personnel to meet the challenges. Many organisations have come to

recognise that training offers a way of “developing skills, enhancing productivity and quality of work and building workers loyalty to the firm”.

Training is any learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task (Cole, 1993). Training is the process by which members of organisations are thought to acquire knowledge, skills and abilities they need to perform effectively the job at hand. It is directed at the present job. According to Hellriegel and Slocum (1996) as cited in (Aidelomon, 2010), training is improving an employee’s skill to the point where he or she can do the current job. In a more comprehensive manner, training can be defined as a short term process that utilises systematic and organised activities by which non-managerial staff acquire the technical knowledge, skills and abilities for specific purposes to function. It involves planned activities on the part of an organisation to increase job knowledge and skills or modify the attitudes and social behaviour of its members in the ways that are consistent with the goals of the organisation and the requirements of the job. Mullins (2010) looks at it as ‘a content-based activity, normally away from the workplace with an instructor leading and aiming to change individual behaviour or attitudes’. The overall aim is to increase or improve a person’s contribution to the achievement of the organisational goals.

The above definitions identify training as a means of making learning effective in operations. The aim of the process is to develop the employees’ knowledge, skills, and attitudes that have been defined as necessary for the

effective performance of their work and hence for the achievement of the organizational aims and objectives by the most cost effective means available.

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

Development on the other hand focuses on building the knowledge and skills of organisational members so that they will be prepared to take on new responsibilities and challenges. Development is used in relation to the process of helping managerial employees who perform non-routine jobs to improve their managerial, administrative and decision-making abilities and competence. It is the process of building the knowledge and skills of organisational members so that they will be prepared to take a new responsibility and challenge (Jones, George & Hill, 2000).

In the view of Adamolekun (1983), staff development involves the training, education and career development that have been identified to include:

- a. Creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organisation;
- b. Enhancing the company's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff;

- c. Building a more efficient, effective and highly motivated team which enhance the company's competitive position and improves employee morale; and
- d. Ensuring adequate human resources for expansion into new programmes.

Drucker (1977), in highlighting the work of managers, submits that one contribution a manager is uniquely expected to make is to develop people. If any organisation must continue to survive, it must provide opportunity for career development into specialist and managerial positions.

In summary, whereas training is concerned with teaching workers specific skills that will assist them in their immediate task, development is concerned with teaching workers more general skills that will assist in career growth thereby equipping them for the future.

In a broad sense, professional development refers to the development of a person in his or her professional role. More specifically, Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically (Glatthorn, 1995). Professional development includes formal experiences (such as attending workshops and professional meetings, mentoring, etc.) and informal experiences (such as reading professional publications, watching television documentaries related to an academic discipline, etc) (Ganser, 2000). This conception of professional development is, therefore, broader than career development, which is defined as “the growth that occurs as the teacher moves

through the professional career cycle” (Glatthorn, 1995), and broader than staff development, which is the provision of organized in-service programmes designed to foster the growth of groups of teachers; it is only one of the systematic interventions that can be used for teacher development (Glatthorn, 1995). When looking at professional development, one must examine the content of the experiences, the processes by which the professional development will occur, and the contexts in which it will take place (Ganser, 2000).

This perspective is, in a way, new to the teaching profession. For years the only form of “professional development’ available to teachers was ‘staff development’ or ‘in-service training’, usually consisting of workshops or short-term courses that would offer teachers new information on a particular aspect of their work. This was often the only type of training teachers would receive and was usually unrelated to the teachers’ work. Only in the past few years has the professional development of teachers been considered a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession. This shift has been so dramatic that many have referred to it as a ‘new image’ of teacher learning, a ‘new model’ of teacher education, a ‘revolution’ in education, and even a ‘new paradigm’ of professional development (Cochran- Smith, 2001).

Aims of training and development

Mathis and Jackson (1991) maintain that because training is designed to help accomplish organisational goals, determining the organisational training

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

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

objectives, which are set to see if behaviours and attitudes have changed and whether there has been any personal growth.

Forms of training

According to Decouza and Robbins (1996), the most popular forms of training and development used by organisations can be classified as either on-the-job training or off-the-job training.

On – the – job training

According to Beardwell and Holder (1995), on the job training is given by a senior employee or manager in the organisation and the trainee is shown how to perform the task and allowed to do it under the trainer's supervision. The type of training ranges from relatively unsophisticated observation and copy methods to highly structured courses built into workshop or office practice. This type of training generally takes place in the normal working situation, the task very often contributing directly to the output of the department that requested for the training. The technique is most appropriate for teaching knowledge and skills that can be learnt in a relatively short time and, also, where only a few employees need to be trained at the same time. The following are methods of training with respect to on-the-job training (Beardwell & Holder, 1995).

- a) **Job Rotation:** this is a situation in which employees are made to move from one job to another within the work setting over a defined period of time. As they move from one task to another, they gain considerable

knowledge, experience and skill. The duration of the rotation is shorter at lower levels (clerical), than at management levels where trainees are taught complex functions and responsibilities.

- b) Coaching:** This is an old traditional method of training which provides the trainee with on-the-job experience under the guidance of a skilled and certified worker. In management training, the manager as a coach helps trainees to develop by giving them the opportunity to perform an increasing range of management tasks, and by helping them to learn from their experiences (Cole, 1993).
- c) Apprenticeship:** This is a training process by which individual learners become skilled through observation of their masters. The method is employed in training individuals. Apprenticeship training is usually required for a job that requires complex and diverse range of skill and knowledge. It combines on-the-job training and experience with class-room instructions in particular subjects. This is desirable for industrial units which require a constant flow of new employees who are expected to become all-round, craftsmen. It runs with the cooperation between the employees, the government and educational institutions (technical or vocational school) and labour unions.
- d) Enlarge Responsibility:** Here, the manager or supervisor assigns additional duties and responsibilities to his subordinate employee. He allows him the opportunity for decision making by deliberately exposing him to challenging jobs and problem solving situations.

- e) **Internship:** It offers an excellent opportunity for the learner or trainee to help gain insights into the relationship between theory and practice i.e. the trainee attends classroom session to acquire the theoretical aspect of the job and later, proceed to the work settings to practicalise what he has been taught in the classroom.
- f) **Understudy Assignment:** The trainee or even an experienced manager who is being groomed for higher responsibilities is often made to assume part of his master's job thus enabling him to learn or perform as much as possible, some of his supervisor's job. The efficacy of this method however depends on how much responsibility he is willing to allow the subordinate to assume.
- g) **Instructional Guidance:** This is a training situation in which the trainees are given step by step instruction after which they are left to perform the task activities of the job. The trainer appraises the learning ability of the trainees by measuring their ability to follow instruction.

Off – the – job training

Off-the-job training is conducted away from the work situation and therefore is more often than not stimulated. Taking the training away from the work place provides an opportunity in low-risk surroundings to study important problems in depth than would be possible in the midst of work pressures and interruptions. This enables the trainee to study the critical information and be exposed to new and innovative ideas. The observation made by Cooper (1997) is that, problem arises when these innovation ideas or learning experiences do

not appear to relate to the work situation. Beardwell and Holder (1995) considered the following methods as belonging to off-the-job training:

- a) **Seminars:** Brings together group of people who pool and discuss ideas. A seminar is meant to stimulate intellectual input. Papers presented are criticised and corrections are suggested.
- b) **Workshop:** Is a setting where a group of people meet and work together in order to share and develop ideas about a particular subject or activity.
- c) **Lecture or classroom method:** Involves the transmission of knowledge, ideas and factual information from the instructor to a larger group of trainees at one time thereby having the advantage of being a relatively low-cost training method. The major drawback of this method is that an individual difference in the abilities of a trainee to assimilate fast or get lost in the classroom is imminent. Discussions are not taken into consideration/account.
- d) **Vestibule training:** Involves trainees learning in a non-work environment in which conditions and equipment are virtually identical to what will be encountered on the job. The only major problem with this method is that it is relatively costly than other method since this method requires that trainees be trained on the same identical machines and equipment used in the actual job environment.
- e) **Briefing groups:** The trainer presents a short paper and asks for the reactions of the trainees. It is assumed that the trainees are not

completely ignorant of the issues in the paper. The objective is to teach knowledge, facts and assess the opinions of the trainees.

Development method

Executive development is a systematic process of growth and development through which executives develop and enhance their capabilities to manage successfully particularly in today's increasingly complex business environment and in the future. The methods of training are also the methods of development as mentioned earlier. However, apart from the above, development has additional activities, which are rarely used in employees training. This includes what Jones, George & Hill (2000) referred to as

- i) Varied work experience
- ii) Formal education

i) Varied work experience: For an organisational executive to be effective, he must have knowledge and understanding of all activities of his organisation. He must be an "all in one". He is a personnel manager, production manager, marketing manager, accounting manager, all in one. Techniques for varied work experience include;

- a) **Job enrichment or vertical loading:** New sources of satisfaction to jobs are added through increased responsibility, autonomy and control.
- b) **Job enlargement or horizontal loading:** Simply widens the job of the employees. The aim is to sharpen employee's skills, make them large to

face challenges and finally increase their ability to take additional responsibilities.

- c) **Promotion and transfer:** In anticipation of promotion, particularly in the management centre, staff members may be trained to enable them to acquire the skills required to function in the new position(s).
- d) **Appointment as “assistant to”:** Some employees are appointed to function in the position as assistant to senior officers like the managing director.
- e) **Membership of committees:** Serving as committees provides a very good training ground for the employee. He listens to the views, presentations, criticisms, e.t.c. of others.

ii) Formal education: Many reputable organisations do realise the benefits that would accrue to their organisation when their employees receive formal education from higher institution. Organisations have ways of identifying talented and promising employees, employees with high prospect and potential whose sponsorship in higher institution will payback. Some of these include, but not limited to, their levels of professionalism, intellectual ability and commitment to duty and the organisation. To such organisation, it is investment of some sort that will bring forth dividends. It is believed that such employees when they complete their courses will be able to take up new responsibilities and occupy more demanding positions in the organisation that trained them.

Training Needs Assessment

The starting point in any training programme is needs identification. One of the early steps in human resource development process is the identification of needed skills and active management of employee learning for their long range future in relation to explicit corporate and business strategies. Davar (1975) asserts that the return on investment in training for an organisation will be minimal or nil if training is not based on effective needs identification.

According to Davar (1975) training and development needs arise when there is a gap between required competencies needed for the effective performance of a job and the actual competencies possessed by the job holder. In other words a training gap exists between the person who has inadequate knowledge or skill required for the satisfactory execution of an assigned job or task and the one who has.

Training and development needs can be identified through organisational analysis, which involves the study of the entire organisation to obtain information on corporate mission, vision, values and culture, long and short term organisational goals, future strategies and present and future social, economic, political and technological environment and expected changes. It is assessed that through training programmes employees continue to move forward and advance in their careers. It also makes them feel a part of the organisation because their efforts will be recognised and equally rewarded.

Training programmes should be established only when it is felt that they can help in solving a specific operational or managerial problem. The rationale,

therefore, on deciding what kind of training activity to undertake is to make an analysis of the entire organisation to identify troubled spots where training can be of help (Davar, 1975). In doing so the organisation will be in the position to identify the training needs of an individual or the training needs of a group.

Wessman (1975) asserts that in most companies, the specific needs of individual managers are not adequately identified. Instead, training managers develop or purchase the training package with the broadest or popular appeal. For training to be effective, a systematic approach must be undertaken to address the crucial needs. It is therefore necessary to discern the training needs not only of the individual groups, but the needs should fit the overall organisational objectives. This calls for some investigation to enable the organisation come out with a set of objectives for training and also to ensure the availability of information on the range of activities and skills which would be required for training. Cole (1993) emphasises that needs must be identified through the need analysis process. This process involves the identification of needs in three levels; organisational level, job or task level and skills ability or individual level.

Needs Assessment Techniques

The following can be used in gathering training needs information: interviewing; questionnaire survey; observations; brainstorming; focus groups and document examination. Through an empirical/critical incidence; a technique that focuses on what people actually and in particular situations, do to get jobs or tasks completed or problems solved, the question of whether there are needs

for training can be established. The questions here involve what should be done to deal with emerging situations. Sometimes interviews or group sessions are used in this technique. Also, the Delphi technique can be used where experts with knowledge on specific jobs are identified and information is sought from them on the tasks needed to complete these jobs. The data is then analysed and used to identify the needs. The findings are taken back to the experts for confirmation.

Training Evaluation

This constitutes the stage of judging and validating the training programme. It is the means to ascertain whether or not training has been effective, and whether what ought to be done have been rightly done. Where everything has been done as prescribed, training is much likely to be effective. Unfortunately, most training evaluation tends to be concentrated on the delivery stage of training, and thus most managers and trainees tend to judge training as being either good or bad on the strength of the trainers' performance in creating an end of course excitement, without any attempt to see whether it has actually brought about real change in the employees' job behaviour. Evaluation of training therefore means more than ascertaining the reaction of participants to the presentation skills of trainers, and the training environment. Training evaluation is an organisational process for improving training activities still in progress and for aiding management in future planning, programming and decision making, an integral part of the management process.

Blumenfeld and Holland (1971) also advocated an empirical approach to training evaluation. According to them; criterion measurement is the single most important facet of any serious evaluation study. A criterion is a pre-specified goal of training; it needs to be relevant, reliable, free from bias and acceptable to management. A basic model is proposed as the minimally accepted design to generate evidence of behaviour change that is caused by training. The design involves pre and post-test and the use of control groups. Experimental and control groups are tested on the criterion variable prior to training and again following the experimental group exposure to training. Statistical measures of the training effect are derived and perhaps only an empirical process such as those described above can be called a true evaluation. Pre and post-tests measure behaviour change and the use of control groups determine whether training has caused change. Anything less cannot make these claims. This however, is a much more sophisticated approach to evaluation for most organisations. According to Roland and Ferris (1982) many practitioners feel that such exhaustive evaluation is not necessary to prove that training is making a difference in their organisation. Practitioners recognise the need to do more thorough evaluation; most training professionals do some evaluation of their programmes but little progress beyond the reaction phase. This probably indicates that not enough attention is being paid to evaluation.

McEvoy (1990) stresses that training evaluation research is not as straight forward as textbook discussions will suggest. In his view, many issues are not discussed. For instance, he argues that training programmes may be

organised as a reward or recreation for some staff. This objective will not always be made known to the evaluator. In such circumstances, any research on evaluating the effectiveness of the programme based on its performance can be misleading.

Donaldson and Scannel (1978), however, remark that measuring training objectives are only one component of the evaluation process, and proposed a four-step procedure for comprehensive evaluation;

- i. reaction
- ii. learning
- iii. behaviour
- iv. results

Reaction involves using a questionnaire or other devices to solicit the participant's feedback about the programme. This will help trainers to know how significant the training programme has affected the skills and knowledge of the trainees. Learning helps the trainer to find out about what was actually learned with regards to principles, facts, and techniques. It is necessary to conduct pre and post tests. Behaviour relates to the transfer of training effects on the job by the employee and results relate to organisational improvement and change which can be evaluated by looking at variables like direct cost reduction, grievance reductions, improved work quality, lower absenteeism, increased sales volume, greater worker efficiency and fewer customer complaints.

Others who express their thoughts about the difficulties posed by managers when trainees return from training programmes and attempt to influence

changes on the job include Warren and Blunt (1984), who have reported on the Ghanaian situation that the attitudes of management in some instances can be an obstacle to the effectiveness of training programmes leading to short-lived development. A change of attitude by managers towards subordinates' innovations will greatly enhance the effectiveness of training programmes. In order to fully assess training outcomes, managers must first make an effort to help subordinates integrate their learning into the day-to-day operations of the department, then evaluate how effectively this has been done.

Factors Influencing the Effectiveness of Training and Development

In order to achieve the effectiveness of training and development in an organisation, Haywood (1992) identified the cure as in the human resource policy of training and development. He stated that too many training programmes place emphasis on ease and the very purpose behind the design of programmes such as learning, skill development and behavioural change while the original purpose and goals of training are lost and the means all too readily becomes the end.

Furthermore, the human resource policy would determine a clear link between training and an organisation's career development and reward system in which training might lead to recognition and advancement (Cheng & Ho, 1998). Indeed, the trainers' capabilities as a subject matter expert would determine the effectiveness of training and development.

In addition, employees' attitude and motivation are one of the factors that might influence the effectiveness of training and development. Therefore,

the positive attitude should be fostered through the constant emphasis on team building programme to enhance the employees' motivational effort.

Finally, the commitment of top management to the training and development is critical to its success. Organisations whose top management view training as a way to meet organisational goals by making sure that employees take an active part in the delivery of training and in the planning of training objectives; and by maintaining a financial commitment to training (Facteau, Dobbins, Russell, Ladd & Kudisch, 1995).

Benefits in training and development

The purpose of training is to improve knowledge and skills and to change attitudes. It is one of the most important potential motivators. Mullins (2010) considers it as a key element of improved organisational performance as it increases the level of individual and organisational competence. Tessin and Dickey as cited in Aidelomon (2010) have discussed extensively the benefits to organisation, individual and inter-group relations through training and development. Their submission bothers on individual benefit, bearing in mind that the workers are in the organisation while the organisations are in the workers. Their work identified the following benefits:

- i. Improve profitability.
- ii. Improve job knowledge and skills at all levels of organisation.
- iii. Improve workers morale and job satisfaction.
- iv. Improve workers commitment to the organisation.
- v. Help to nourish better corporate image.

- vi. Improve job involvement of the workforce.
- vii. Improve the relationship between boss and subordinate and general inter group relationship.
- viii. Enhance organisational development.
- ix. Assist in preparing guidelines for works.
- x. Assist in understanding and implementing organisational policies.
- xi. Provide information for future needs in various facets of the organisation.
- xii. Assist workers to adjust to changes.
- xiii. Assist in conflict management.
- xiv. Improve labour-management relationship.

The importance of training and development to the teacher

Aside from the individual satisfaction or financial gain that teachers may obtain as a result of participating in professional-development opportunities, the process of professional development has a significant positive impact on teachers' beliefs and practices, students' learning, and on the implementation of educational reforms (UNESCO, 2003).

There is evidence that professional development has an impact on teachers' beliefs and behaviour. The evidence also indicates that the relationship between teachers' beliefs and their practice is not straightforward or simple; on the contrary, it is dialectic, "moving back and forth between change in belief and change in classroom practice" (Nelson, 1999). Wood and Bennett (2000) supported this statement with the results of a study, in which a group of

early childhood educators in England were helping to collect data concerning their own theories of play and their relationship to practice. As a result, these educators changed their own theories or teaching practices, or even both.

Similar results are reported by Kettle and Sellars (1996) in a study of the development of the 'practical theory' of study-teachers in Australia; by Kallestad and Olweus (1998) in a study involving Norwegian teachers, which shows that teachers' professional preparation and development have a large impact on defining teachers' goals for their students, and these goals in turn affect the teachers' behaviour in the classrooms and schools. Following the examination of data assessing the effects of four different models of professional development (teachers' networks, the use of consultants and inter-visitations, students' assessments and school improvement plans) on teachers' professional development and school capacity in different parts of the USA Young (2001) found that all models generally strengthened teachers' knowledge, skills and dispositions, and they had varied effects on other aspects of school capacity.

Guskey (1997) argued that more research was needed on the specific aspects of teachers' professional development that created a significant effect on teachers' practices, measured by a change in students' learning. He proposed examining multiple cases where there was a noticeable improvement in students' performance, and to 'work backwards' to identify which specific characteristics of professional development the teachers had experienced. Baker and Smith (1999) also identified the following characteristics of

professional development as being the most effective in sustaining change in teachers:

- a. A heavy emphasis on providing concrete, realistic and challenging goals
- b. Activities that include both technical and conceptual aspects of instruction
- c. Support from colleagues
- d. Frequent opportunities for teachers to witness the effects that their efforts have on students' learning.

With regard to the effect of teachers' professional development on students' learning, studies report that the more professional knowledge teachers have, the higher the levels of student achievement (Falk, 2001). Borko and Putnam (1995) offer evidence to support the fact that professional development plays an important role in changing teaching methods, and that these changes have a positive impact on students' learning. Similar results were obtained in Pakistan where formal education of teachers was closely associated with the levels of students' achievement (Warwick & Reimers, 1995). It is interesting to note that the same data showed that students' achievement was not significantly related to whether or not teachers had a teacher certification in that country.

Another study which supports the strong relationship between the improvement of teachers' practices and the increasing levels of students' achievement is that reported by Cohen and Hill (1997). Supovitz, Mayer & Kahle (2000) in a different study involving data collected in Ohio, USA, found that as a result of teachers' involvement in intensive professional development

activities, teachers' attitudes, preparation, and practices all showed strong, positive, and significant growth from pre-professional development to the following spring. Furthermore, these gains were sustained over several years following [the teachers'] involvement.

Finally, a variable that must be considered when assessing the impact of professional development on teacher practices, and thus on students' achievement, is whether teachers are teaching a subject for which they were prepared to teach. As Ingersoll (2001) reports, engaging teachers to teach classes for which they have not been trained or educated harms both the teachers and students. Ingersoll refers to data that show that most 'out-of-field' teachers are more commonly found among first-time teachers, in low-income schools, small schools, and lower-achieving classes. Classes with 'out-of-field' teachers usually generate lower student achievement.

In reality, however, the same results cannot necessarily be expected in all places by the introduction of a prescribed cure. This is because of differences in conditions and circumstances. Of course the differences could be marginal depending on the differences in specific instances such as the level of motivation and the general condition of services of the teacher which are all crucial in determining his level of effectiveness.

Professional Teacher Education and Secondary School Education

The need to build the capacity of human resources in every institution including education cannot be underestimated. This need is even more insistent when it comes to educating the populace in order to achieve the requisite human

knowledge and skill to develop the nation. In this regard, building responsible, skilled and knowledgeable human resources in the education sector is of prominence and of concern.

National economies are increasingly knowledge-based and high quality schooling is becoming more important than ever before (Musset, 2010). Modern sector employers need graduates with more advanced literacy, numeracy, and problem-solving skills than are provided by primary schooling alone. Secondary education is considered to be capable of providing society with educated people who are needed for many areas of work, including the critical area of primary teaching. In spite of this paramount role secondary education is expected to play, many countries in Sub-Saharan African are struggling to institute competitive secondary education systems. Few countries have strong policies, strategies, and programs for recruiting and with coherent strategies for retaining and retraining those who join the secondary school teaching force (Mulkeen, Chapman, DeJaeghere & Leu, 2007).

In addition, many secondary school principals are ill-prepared to meet the demands posed by the changing nature of their jobs, yet if well prepared they can help to create favourable environments for teacher development in their schools (Mulkeen et al., 2007).

As demand and access to secondary education widens, so is the increased pressure on the education systems. For example, the increased demand for secondary teachers that substantially exceeds supply, combined with severe budget constraints, puts pressure on governments to seek effective

and efficient approaches to recruiting, preparing, supporting, and retaining qualified secondary school teachers and principals (Mulkeen et al., 2007). The quality of teachers in such a situation assumes even greater importance, as changing needs place greater pressures on teachers. For example, increased enrolments mean larger classes for many teachers, attracting students who may have different characteristics than they did in the past, when access was restricted to the more academically able.

It is also likely that new entrants may not have adequate mastery of the language of instruction or sufficient numeracy, and may have only a rudimentary grasp of scientific thinking (Mulkeen et al., 2007). Teachers would need to be supported more than ever before, raising the need for stepping up Continuing Professional Development (CPD) of teachers, a for-too-long neglected aspect of secondary education in Sub-Saharan Africa. CPD has been defined as the means of updating, developing and broadening the knowledge teachers acquired during initial teacher education and/or providing them with new skills and professional understanding (OECD, 2003).

Much of the research relating to the development of teachers and principals (head teachers) in Sub-Saharan Africa has focused on the primary level, leaving a relatively scanty literature on secondary education teachers and principals.

Unlike the training of pre-service teacher education, the training of secondary school teachers relies almost exclusively on specialised knowledge training at universities, with very little, if any, practical training on teaching and

learning processes. The professional identity of secondary teachers is not, therefore, constructed around teaching but rather around their discipline of specialisation. The result is secondary teachers having to be responsible for their own training and professional development once they start teaching in schools.

Though insights into Teacher Professional Development (TPD) at the primary level could have useful lessons for the secondary school level, policies and operational issues in the recruitment, training, deployment, supervision, and retention of secondary teachers and principals differ from those associated with teachers and principals at the primary level. For example, because of the level and complexity of the material to be taught, preparation of secondary teachers involves a greater emphasis on the subject content than at primary level (Mulkeen et al., 2007). Yet teachers express a strong desire for more professional support in general; better teaching and learning resources, supportive supervision, and ongoing in-service professional development. In-service professional development for secondary teachers is a very promising area of policy and programme intervention in improving the recruitment, retention, and retraining of secondary teachers (Mulkeen et al., 2007).

Institutions responsible for teacher training in Ghana

The Ministry of Education has the overall responsibility for teacher training. However, Teacher Education Division of the Ghana Education Service (GES) is responsible for all the 41 colleges of education producing teachers for basic schools with the Institute of Education, University of Cape Coast (UCC) responsible for assessment and certification.

For the training of teachers for SHS and colleges of education as well as Technical/Vocational institutions, the two teaching Universities i.e. UCC and University College of Education, Winneba (UCEW) are responsible. All teacher institutions have the aim of meeting the teacher requirements of the country (Benneh, 2006).

The roles of the two teaching universities as outlined in Benneh (2006) are;

- i) Upgrading of teachers
 - a. Distance Learning
 - b. Sandwich
- ii) Pre-service training B.Ed
 - a. Support in Curriculum Development/ review for Teacher Training College
- iii) Assessment of Teacher Training Colleges (TTC) Curriculum
- iv) Training of School managers
- v) Training of School Mentors
- vi) Training of ICT teachers
- vii) Training of Special needs & Guidance and Counselling Personnel.

Induction in teacher education policy in Ghana

Current teacher education policy in Ghana provides for pre-service preparation of teaching candidates and in-service training for practicing teachers. Pre-service preparation is located in the universities and colleges of

education, which offer full-time diploma- and degree-level courses in Education for prospective teachers. In-service training takes place in two ways. One mode provides for knowledge and skills upgrading through further study in the universities, and leads to higher qualifications. Many teachers who upgrade their qualifications this way will normally be granted study leave with pay, meaning they are paid their full salary during the period of study. The other mode is non-qualification updating of knowledge and skills through periodic workshops and seminars (GES, 2000), which has been implemented on an ad hoc basis.

In Ghana, the quality of training received by trained teachers, the lack of funds and the unavailability of opportunities for them to experience organised in-service education and training give experienced teachers little confidence to provide support for the needs of beginning teachers. For these reasons, beginning trained teachers are seen as fully-fledged teachers (Veenman, 1984).

However, the transition from pre-service to qualified teacher status is taken as a given. Newly qualified teachers are assumed to be certified on the basis only of their success in the final college or university examinations; they do not go through any further process of credentialing and licensing. As a matter of interest, graduates from the colleges of education receive their registration numbers as professional teachers before writing their final examination. On their first appointment, they become members of the Ghana National Association of Teachers (GNAT). There is no official policy on induction and mentoring. Some districts only organise a one-day orientation

programme to introduce key District Officers and explain their roles to new teachers (Hedges, 2002).

Of course these are important issues, especially for new teachers posted to rural communities, in view of the peculiar problems of such areas and also the bureaucratic problems teachers face in their relations with the district office (Hedges, 2002). But support for new teachers ought to go beyond these matters to include a program that is systematically planned and implemented to offer new teachers supported and assessed entry to full professional teacher status so that they survive, succeed and thrive in their professional practice. Such a programme is yet to be incorporated in teacher education policy and become seamlessly integrated into the routine practices of the schools and districts.

One result of the lack of induction and mentoring in current teacher education policy is that many newly qualified teachers feel neglected by the system. There is no doubt that this practice does not foster in the new entrants any sense of belongingness to their profession. Instead, it breeds a sense of professional isolation and lack of commitment to teaching. It could be argued that this sense of seclusion and the short period of service (three years) which qualifies one for study leave with pay are major factors which lead to many teachers leaving for further studies. And their being away for that long period of three or four years exacerbates this isolation, making many such teachers discard the idea of coming back. After all, who would like to remain in a profession in which nobody appears to be their neighbour's keeper?

It is not uncommon to find teachers in their first years of appointment being appointed as head teachers. Asiedu-Akrofi (1985:p19) reported the following experience of a young and devoted teacher in Ghana:

I took my first appointment at Mataheko with great joy and walked to the Head Teacher's office to say hello on the day of re-opening of the school. My presence looked like a welcome relief to many anxieties he had had over the shortage of teachers in his school. His lips parted in languid smile. 'Hello Kofi! You are welcome. Here are your books, your class is class five. Since you are already trained, you know everything, no problem, I wish you luck.

What can be deduced from this young teacher's experience is that he needed and expected some induction. His experience can be typical of most teachers in their first day in school. In Ghana, beginning or newly trained teachers are regarded as fresh from college and exuberant with modern ideas, and, for that matter, are hardly given any form of professional support when they commence teaching. That is, in spite of their low qualifications, these teachers after completing their training are expected to assume full teaching responsibilities in schools that they are posted. The fact that their acquisition of theoretical knowledge of the basic school subjects is recent does not necessarily mean beginning teachers have adequate mastery over their content and pedagogy. They lack professional practical knowledge, that is, knowledge about teachers' activities and professional life at school (Bromme & Brophy, 1986). Many lack knowledge about how to teach certain subjects to particular types of

pupils in a particular type of school.

They lack knowledge about testing and assessing pupils' attainment; classroom discipline; motivating students; and how to overcome the problem of insufficient and/or inadequate teaching materials and supplies. Thus the beginning teacher's ability to teach will depend to a great extent on how well he/she is able to acquire such knowledge and skills, and this will depend on the amount of support the teacher is likely to receive from his/her experienced (or long serving) colleagues.

Even though they might have been exposed to aspects of such knowledge in their methodology lessons in college, beginning teachers lack practical experience. They have hardly planned schemes of work, designed exercises and used it to diagnose learning difficulties, kept records on pupils' assessments, etc. Certain aspects of this knowledge, however, cannot be found in texts. They can only be communicated orally by experienced colleagues.

The absence of planned professional support makes beginning teachers full of ambition on entering the profession, no sooner or later begin to face difficulties in their teaching. Under these circumstances, Akrofi (1985: p 20) stated that the 'teachers will revert to 'safe' and tried methods when experiencing difficulty'. 'The teacher,' he stated further, 'tends to revert to the styles that they "learned" in their long "informal" training as pupils at school'. In spite of the fact that many experienced teachers have reverted to the use of safe methods they have a lot to offer beginning teachers in terms of professional practical knowledge.

The scenario painted can only be described as the tip of the ice berg considering the fact that there are those who have been recruited into the service without any professional training. But in spite of their qualifications, many teachers after completing their training that qualified them to teach in their present schools have not had a workshop, demonstration lesson, or refresher course, organised in the places where they teach. Even in places where these have been organised, the courses were not taken seriously by the participants partly because of lack of incentives like payment of travel costs, overnight allowances and expenses on course materials (Obeng-Mensah, 1972). They were also not taken seriously because several of such courses did not count towards the upgrading or promotion of the teacher (Mereku, 1999).

The few secondary teachers who achieve some development while in service are the ambitious and intellectually capable ones who pursue academic studies. Through private distance or sandwich study of academic programmes, these teachers are either able to obtain or upgrade their general educational qualifications. The teachers who pursue studies in these institutions of higher learning do not usually go back to the secondary schools after obtaining their academic goals. This is largely because the higher educational programmes offered in most of these institutions are not tailored to the needs of pupils studying in the senior high schools.

Training of Secondary School Teachers in Ghana

In Ghana, the Ghana Education Service continues to work to improve the working condition of teachers in secondary schools. These efforts reflect in

opening access to training in the form of post-graduate studies. Teachers who wish to benefit from the study leave with pay package must satisfy the conditions that; the applicant serves for at least five years after his/her last course, shows evidence that the course to be pursued is relevant to teaching (teaching subjects) i.e. approved by GES and the programme (course) to be pursued must be within the quota system. Further training is done through conferences and peer review meetings of subject based professionals e.g. Mathematics and Science Teachers Association. There are indeed, questions about the extent to which such training outlays are accessible to the ordinary secondary teacher.

Conclusion

Training offers a way of developing skills, enhancing productivity and quality of work and building workers loyalty to the organisation. It has become even more obvious given the growing complexity of the work environment, the rapid change in organisations and technological advancement which further necessitates the need for training and development of personnel to meet the challenges. Unfortunately, one of the most important stages in the training process, monitoring and evaluation to ascertain whether or not training has been effective is often the most neglected or least adequately carried out. It is therefore, about time to concert practical knowledge and theory into programmes that would develop a pioneering teacher cadre well prepared to equip this generation of students for life.

Agreeably, the employees' attitude and motivation are one of the factors that might influence the effectiveness of training and development. Therefore, the positive attitude should be fostered not only through the constant emphasis on team building programmes but more importantly the opportunity to perform, ensuring that teachers have the knowledge and skill required to perform, and rewarding them by financial or non-financial means when they do perform. This variable must be considered when assessing the impact of professional development on teacher practices, and thus on students' achievement.

CHAPTER THREE

METHODOLOGY

Introduction

The effective and successful result of any research depends, to a large extent, on the methods and techniques used by the researcher. To build and strengthen the reliability and validity of the data, the study employed both primary and secondary sources of data.

This chapter explains the procedure adopted for the study. It describes the design, population and the sampling techniques used for the study. Other components of the chapter include the development of instrument for collecting the data and the plan for analyses.

Research design

Mouton (2005) states that the research design is a plan or blue print of how you intend conducting the research. McMillan and Schumacher (1993) justified this by stating that research design is a plan for selecting subjects, research sites and data collecting procedures to answer the research question. It indicates who will be studied, when, where and under what circumstances they will be observed in their own environment. It also acts as a guide to which path to follow from the beginning to the end of the research.

The study employed a qualitative sample survey type which was found to be suitable. The design was found most convenient because it was very

difficult to attempt to study the whole population considering the time and financial resources available. It was, therefore, imperative to restrict the study to a descriptive sample design for the purpose of making generalisation from a sample so that inferences could be made about some characteristics, attributes or behaviour of the entire population. The approach was also considered appropriate because the primary concern of the descriptive study is collection of data to answer questions concerning the state of a phenomenon. The focus of the study is to determine, explore and describe the importance, challenges, perceptions and experiences of the current training and development of teachers among selected public junior/ senior high schools in the Bolgatanga Municipality.

Research population

According to Davies (2007) the term population refers to the category of people about whom you intend to write in your report and from which you plan to draw your sample.

In this study, the target population for the study was all public teachers in ten selected junior/ senior high schools in the Bolgatanga municipality in the Upper East Region of Ghana. The Bolgatanga municipal directorate of education indicated that for the 2013/2014 academic year, the directorate had a total of 52 public junior high schools and 9 public senior high schools. The study area, therefore, has an overwhelming number of public schools that are located all over the area. This has greatly prompted the research work. Undoubtedly, the choice of the area was convenient for the researcher in the

circumstance of time and resources constraints. Personal interest of the researcher also informed the choice of the area.

Ten out of these schools were systematically sampled. These comprise seven junior high schools and three senior high schools. The reason for choosing these schools was to obtain a more balanced sample for both the junior and senior high school categories. The second reason was that, all the schools had the respondents from which the needed information could be elicited and for the sake of time and financial resources constraints, it was imperative to restrict the sample population.

Sample size

The sample size was 100 comprising of both male and female public teachers. This number was randomly selected from the ten sampled public junior/ senior high schools in the Bolgatanga municipality. This gave a fair opportunity and ensured that every teacher within each selected school had the chance of being chosen. The selected participants were considered to be sufficiently knowledgeable and representative enough to ensure reliability of the results. This was the basis for which the researcher allotted equal numbers to each school.

Sampling Procedure

The sampling procedure was chosen considering the nature and characteristics of the population element being studied. The first was a systematic sampling method which was used to select 10 schools from a total list of 61 schools. Hence, after a random selection of the first school, every 6th

school (61/10) from the list of schools was selected for the study. The method was considered to ensure a high degree of representativeness. Table 1 shows the composition of the schools selected.

Table 1: The composition of selected schools

J. H. S Category	S. H. S. Category
St. Clement's JHS	Bolga Girls Senior High
St. John's JHS	Zamse Sec. & Tech.
Awogyia JHS	Zuarungu Senior High
Abilba № 2 JHS	
Akantome JHS	
Sacred Heart JHS	
Methodist JHS	

Source: Survey data (2014)

The simple random sampling method which is a probability sample in which each population element has a known and equal chance of being included in the sample was used to select the respondents. Ten teachers were randomly selected from each of the ten schools. Thus, for the junior high school level, 70 teachers were selected, and 30 teachers were selected from the senior high schools. Again, ten teachers were randomly selected from each of the ten schools. This gave a total of one hundred respondents (teachers) in all for the study. The following considerations were used in the selection of the participants:

- i. Geographical location
- ii. Easy accessibility of Participants provided you were within the catchment area.
- iii. The type of school; participant must be teaching either a public junior or senior high school.
- iv. Willingness to participate

Sources of data

The study relied on both primary and secondary sources of data.

Primary data

Using both qualitative and quantitative approach, the study involved soliciting information from ten selected school teachers. This constitutes first-hand information that was collected from the population of study. With primary data, the questionnaire was the main instrument employed.

Questionnaires

In order to have access to quantitative data for the study and the fact that the potential respondents were scattered all over a wide area of study, the questionnaire was found to be the most appropriate instrument to be used to reach out to all the hundred respondents. The questionnaire constituted four main sections which directly addressed the research questions.

Section A was expected to provide answers to the number of years teachers serviced in their present schools, gender as well as their educational

background.

Section B of the questionnaire was to elicit information on access to training and development programmes and their benefits to teachers.

Section C was to provide insight into the perception of teachers on their career projections as well as their attitude on training and development programmes.

The last section, D of the questionnaire looked at the effects of training and development on performance.

The researcher went to the participants in their natural setting at their respective schools and conducted the exercise. The researcher personally administered the questionnaires. This was done with the view to ensuring among other things that copies of the questionnaires were appropriately answered and retrieved from all the respondents.

Secondary data

Relevant literature on the subject matter from documented sources such as books, journals and reports were reviewed. The need for which was to understand the problem, put the research in perspective, the researcher in focus and complement the primary data.

Data processing and analysis

In order to ensure logical completeness and consistency of responses, data editing was carried out by the researcher. Data gaps and mistakes identified were rectified through editing.

The qualitative data from the questionnaire, personal interaction and

secondary documents were analysed using content and logical analysis techniques.

Quantitative data analysis was computerised as a result of which frequency distribution and percentages were obtained. This was done for each section relative to the research questions. The tables, charts and graphs were also used to ensure easy understanding of the analyses.

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF RESULTS

Introduction

This chapter consists of the presentation of the findings of the study. The discussion starts with the background of the respondents. The major areas of the questionnaire were to seek information on teacher training and development, identify the strengths, weaknesses and ways of improving the procedure.

Demographic data

Table 2: Distribution of respondents by sex.

Gender	J. S. S	%	S. S. S	%	TOTAL	%
Male	39	56	21	70	60	60
Female	31	44	9	30	40	40
Total	70	100	30	100	100	100

Source: Survey data (2014)

Table 2 shows that male respondents formed the majority, representing 60% whilst 40% represent women. The indication is that women who constitute over 50% of Ghana's population are under-represented in the secondary school level. The reverse, however, is the case at the lower level. This phenomenon, from the study, was attributed to a perception that teaching in higher institution is more demanding and time consuming for a house wife. As a result, many female teachers prefer teaching at the lower level so as to save time and energy

for their house hold chores.

A fundamental issue that should be acknowledged in relation to the data in table 2 is the fact that the teaching profession operates under expected qualities, interest and skills required for the training and subsequent certification and employment.

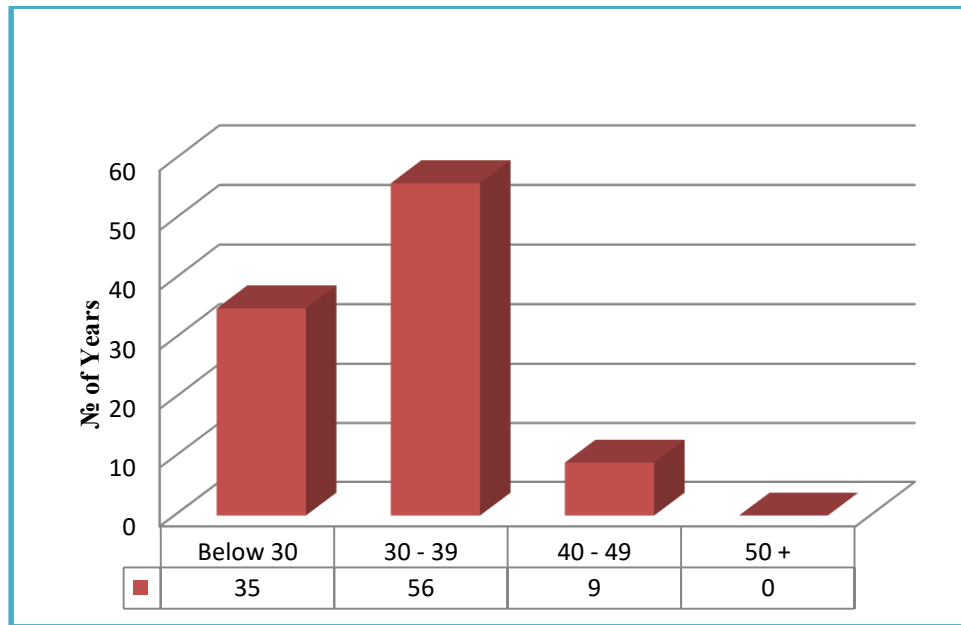
Table 3: Marital status of respondents

Marital status	Frequency	%
Single	29	29
Married	71	71
Total	100	100

Source: Survey data (2014)

Table 3 indicates the marital status of respondents. From the table, 71 out of the sample of 100 were found to be married whilst the rest were found to be single. The scenario painted above points to the fact that there is age diversity in the workforce of the teaching profession as can be seen in figure 1.

Figure 1: Distribution of respondents by age



Source: Survey data (2014)

Figure 1 indicates that within the Bolgatanga Municipality, as high as 56% to 91% of teachers in both the junior and senior high schools have not yet attained the age forty.

Table 4: Academic qualification of respondents

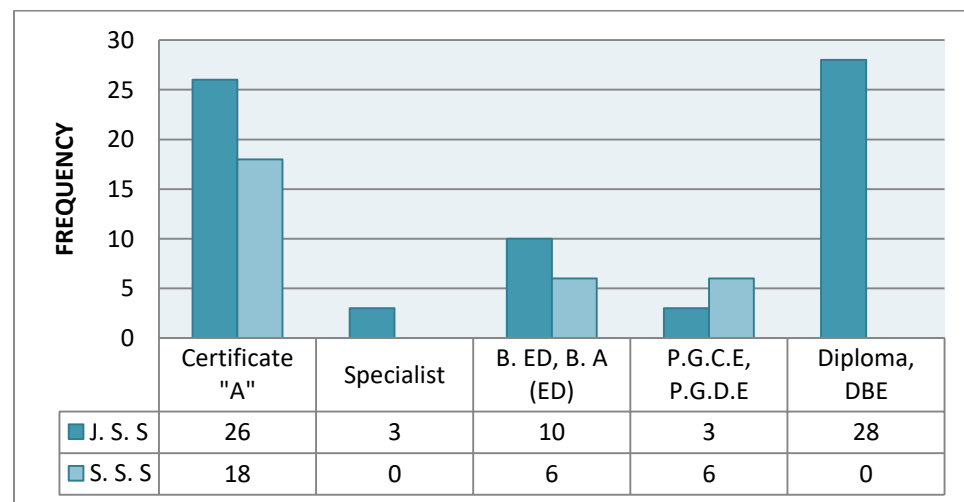
Qualification	JHS	%	SHS	%	TOTAL
Diploma	43	61.43	3	10	46
Post diploma	1	1.43	5	17	6
1st degree	26	37.14	18	60	44
2nd degree	-	-	4	13	4
Total	70	100	30	100	100

Source: Survey data (2014)

From table 4, the conclusion can be drawn that secondary school teachers in the municipality have a high level of academic background; four teachers representing 13% hold master's degree while the remaining majority hold either diploma or bachelor degree. The overwhelming percentage of 61.43% for diploma holders in J. H. S category can be attributed to the graduates from the various Colleges of Education across the country. This suggests that people of different educational qualifications can be found in the teaching field. The implications are that the service would require different levels of planned and systematic training if it wants to improve on the quality of its workers through training and development. This re-affirms Davar (1975) assertion that the return on investment in training for an organisation will be minimal or nil if training is not based on effective needs identification.

In some respect, employees are like raw materials, they have to be “processed” to enable them perform their job adequately and to fit into their job adequately. See figure 2.

Figure 2: Professional Qualification of teachers

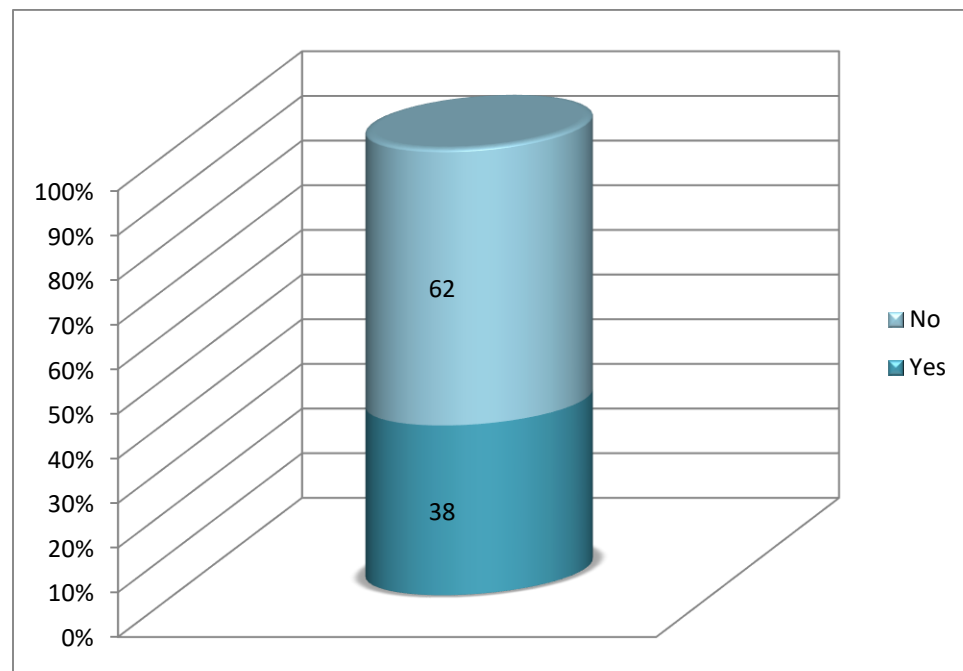


Source: Survey data (2014)

From figure 2, one might immediately appreciate that the holders of Certificate “A” teacher license (the largest frequency of respondents) might have been in the service for a period not less than 7 years following the upgrading of various training institutions into diploma awarding colleges of education. This constitutes a total percentage of 44. Those that pursued special programmes such as technical also represent 3%. 28% constitute diploma teachers mostly from the colleges of education. There was neither a specialist nor a diploma holder teaching in the senior high school level.

It was further revealed that most teachers (62%) teach the subject they have not studied in their highest academic endeavours. Figure 3 is a graphical presentation of the situation.

Figure 3: Responses on whether teachers are teaching subjects they have graduated in



Source: Survey data (2014)

The pertinent issue presented in figure 3 points out that the mere qualification of a professional teacher should not be an end in itself. Professionalism is a practice and not a one stop qualification hence, regular and constant training could unleash avoidable difficulties that both teachers and students go through as has been uncovered in the study.

Table 5: Rank of respondents

Rank (Grade)	№ of J.H.S Teachers	%	№ of S.H.S Teachers	%	Total
Senior Supt.	40	57	-	-	40
Principal supt.	26	37	14	47	40
Asst. Director I/II	-	-	10	33	10
Deputy Director	-	-	-	-	-
Non-professional	4	6	6	20	10
Total	70	100	30	100	100

Source: Survey data (2014)

Table 5 portrays the ranks of teachers that put those in the service with principal superintendent grade at 84% of the total number of respondents. This means that there are about the same number of respondents with bachelor degree honours to have merited such rank or have served in the profession for close to fifteen (15) years. The data equally indicates that there are more graduate teachers (47%) in the senior secondary schools than in the junior secondary (37%). There was however no recording of any deputy director's portfolio from the respondents. The worrying concern here is about the

glomming picture that puts 26% for non-professional teachers in such an urban setting. The indications are that the situation could be unimaginable in rural schools and its associated consequences.

Table 6 represents the number of years respondents have been with Ghana Education Service.

Table 6: Number of years in Ghana Education Service

Years of Service	Frequency	Percentage (%)
1- 10	64	64
11- 20	30	30
21- 30	6	6
Total	100	100

Source: Survey data (2014)

The respondents have served in GES for a period of between 1 to 30 years. This means the profession has a blend of experienced and young professionals who require constant refresher training and development to update their skills and perform on the job. It is evident that majority of respondents (64%) have been in the service within a decade. 36% have also worked with GES for over a decade.

Table 7: Years of service with current institution/ school

N^o of years in present school	Frequency	Percentage (%)
1- 5	64	64
6- 10	29	29
11- 15	7	7
Total	100	100

Source: Survey data (2014)

Table 7 indicates that teachers can stay in a particular institution or school for as many as 15 years as 7% of them indicated so. 29% have stayed in a school for close to a decade while majority (64%) stayed between 1- 5 years. The indication could be that transfers in the teaching profession might not be a cause for concern. However, negative tendencies of one over-staying his/her useful period are eminent.

Table 8: positions held by teachers in selected schools

Post/ position occupied	Frequency	Percentage
Form master/ mistress	47	47
Senior House master/ mistress	9	9
Head of Department	8	8
Guidance and Counseling	6	6
House master/ mistress	22	22
Nil	8	8
Total	100	100

Source: Survey data (2014)

With the exception of 8% of the respondents, the rest (92%) pointed out that their role as teachers were not limited to only classroom teaching and learning. 47% said they perform among others form masters' duties. 9% indicated as senior house masters/mistresses, 8% as heads of department, 6% guidance and counseling and house masters/mistresses were 22%.

Table 9: Number of years in position/ Period in office

Years	Frequency	Percentage
1-3	52	52
4- 6	37	37
7- 9	11	11
Total	100	100

Source: Survey data (2014)

Table 9 shows that 52% of respondents occupied responsible positions in their various schools for a period from 1- 3 years. 37% have served in such capacity from 4- 6 years and 11% from 7- 9 years.

The table also shows that within the same period (1- 9 years) of service with GES one stands the chance of being appointed to serve in various capacities in the school's administrative duties. Hence, aside the normal classroom delivery, every teacher performs one co- curriculum activity or another.

Access to training and development

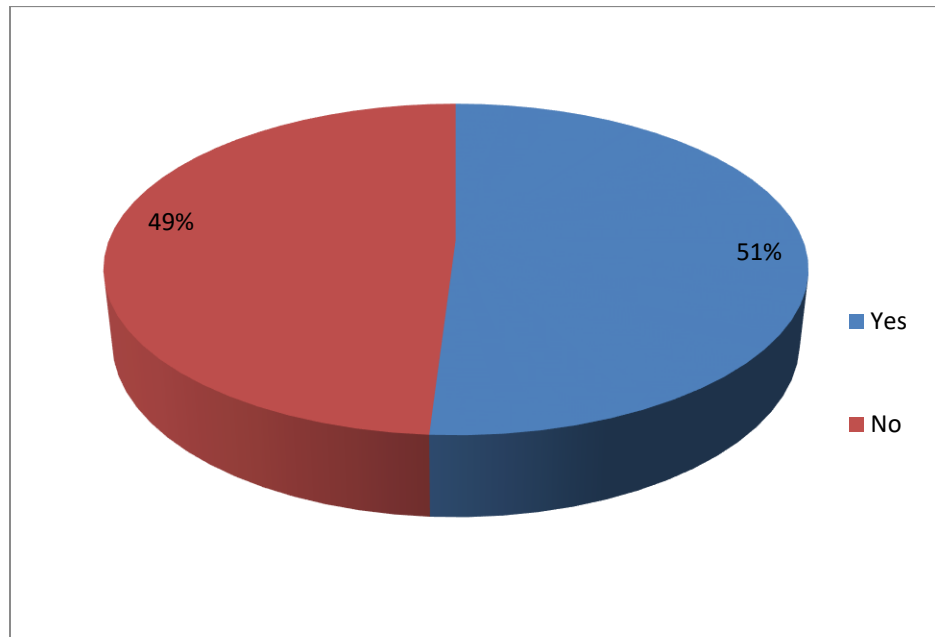
Table 10: Teachers' knowledge on training and development programmes

Responses	Frequency	Percentage
Yes	52	52
No	48	48
Total	100	100

Source: Survey data (2014)

Table 10 shows that 48% of respondents had no knowledge on GES training and development programmes for teachers. The remaining 52% indicated a positive knowledge of such training programmes.

Figure 4: Teachers on training since joining the GES



Source: Survey data (2014)

In figure 4, there was equally a 51% positive response to the question whether or not respondents have had any form of training since joining GES. The remaining 49% had never benefited or attended a training programme as professionals. Some teachers disclosed that in spite of their professional qualifications, they have not had a workshop or a refresher course organised for them. This confirms the assertion that it is common to find most secondary school teachers with the required academic qualifications but without teacher training or with the mandatory training but no professional development course organised for them. This practice does not foster in the new entrants any sense of belongingness to the profession.

Even where such programmes are organised, they added, it was not automatic for a teacher to attend without the approval of the head teacher by

paying the participation fee. In some instances, teachers declined the offer for non-payment of travel costs, overnight allowances and other incentives. After all, they added that such courses did not count towards their upgrading or promotion that would affect their well-being as professionals.

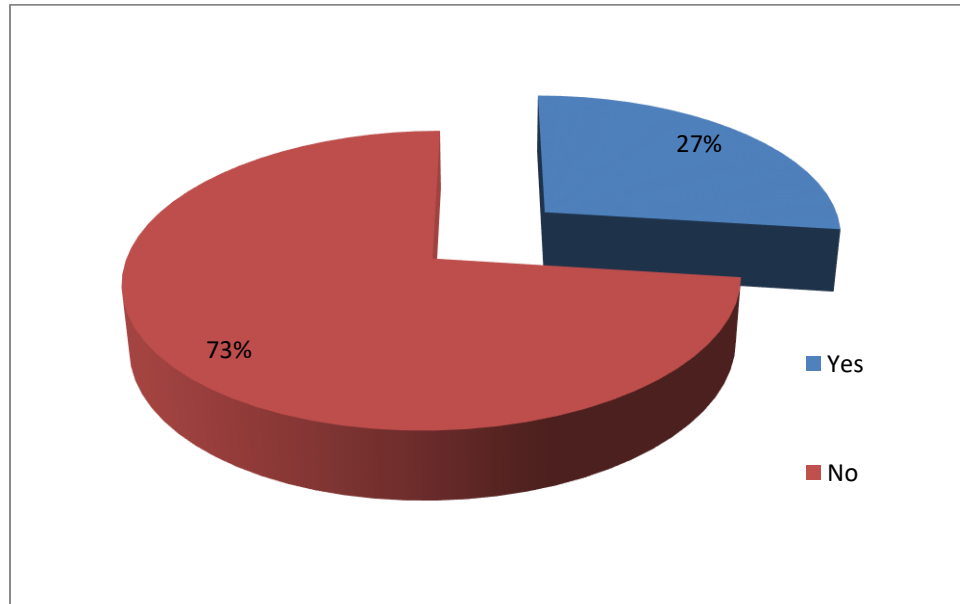
Table 11: The frequency of training programmes for teachers

Responses	Frequency	%
Every 6 months	5	5
Every year	51	51
Every 5 years	8	8
No idea/ Not sure	36	36
Total	100	100

Source: Survey data (2014)

As indicated in table 11, majority of the respondents (51%) acknowledged that training of teachers in the municipality is an annual phenomenon. 36% expressed no idea of the frequency with which training programmes for teachers are organised. The interpretation of such response could be a complete lack of participation on the part of respondents or better still an expression to indicate the last time of their participation in such programmes. The same can be said about the 8% of respondents who indicated five (5) years interval.

Figure 5: Access to training and development for the past twelve (12) months



Source: Survey data (2014)

Figure 5 shows that 27% of the respondents said they had attended training for the past twelve months and 73% said they had no training for the past twelve months. The implications are that for the past year, only about 27% of the teachers would have improved upon their knowledge and skills and in effect on their performance through training. The question then was what criteria were used for one to be selected? Clearly, it was indicated that there was no clear cut criterion for selecting a teacher for any training programme. However, of the 27% who attended training within the year, the research revealed that, majority were science, mathematics and Information Communication Technology (ICT) teachers. The main objective of such training is indicated in table 12.

Table 12: Reasons for the training programmes

Responses	Frequency	Percentage
To help improve performance	11	41
To acquire more skills	16	59
Total	27	100

Source: Survey data (2014)

Out of 27 respondents, 11 representing 41% indicated that the training they received greatly impacted on their performance. The remaining 16 respondents representing 59% said the training helped them acquire more skills. Be that as it may, the border line is 73% of respondents have not trained themselves for the year in the municipality. The reasons for their inability to engage in any form of training for the past 12 months were given as;

- a) GES has not organised any training for them
- b) “I have not had the opportunity to attend one”.
- c) “I have not been invited to attend any”.
- d) No training programme has been organised for teachers in the Municipality especially for social studies.
- e) There has never been such training as far as I know
- f) No funds or resources have always been the excuses
- g) I was not interested.

The above responses show that lack of adequate funds is the major impediment in the training of public sector teachers in GES. The conclusion is

arrived at when respondents indicated clearly that with the exception of reading of books or articles to help them acquire relevant knowledge in their line of work, for the past 12 months, they were not engaged in activities like;

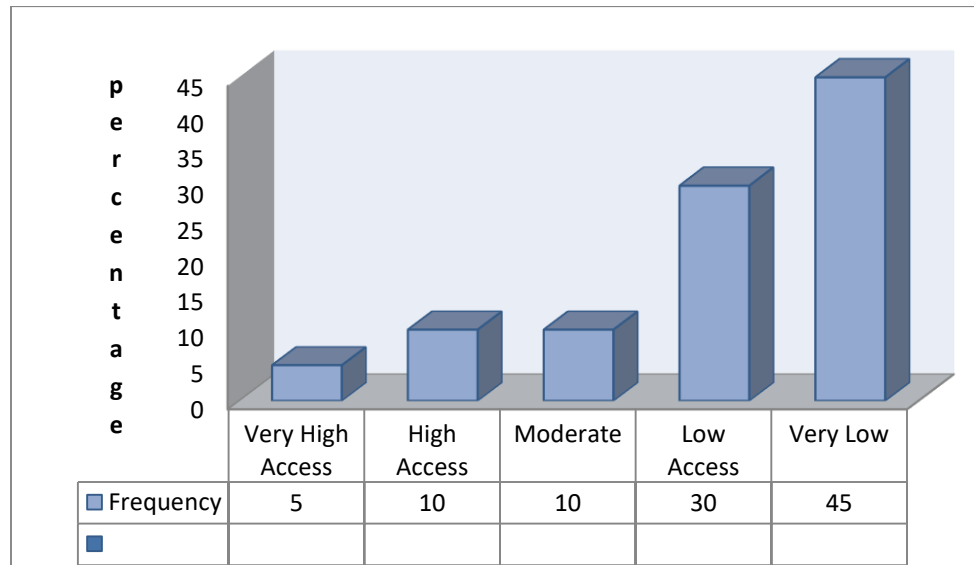
- i) receiving training in their current roles or positions
- ii) making use of computer-based training software i.e. audio tape, videos etc.
- iii) attending a career or personal development fair
- iv) enrolling in a university programme that would offer them relevant training for their work
- v) attending a refresher course.

If these responses are anything to go by and taking into cognisance the need to build the capacity of human resources in every institution, the need is even more insistent when it comes to educating the populace in order to achieve the requisite human knowledge and skills to develop a nation. In this regard, the responses above indicate that the educational system is under great challenge relative to teachers' development. The teacher's role is far too unpredictable to be scripted. For instance, to prepare students to participate in the knowledge economy, teachers must practice in very sophisticated ways. Hence, these responses from teachers should be a cause for concern.

Teachers' perception on training and development

Respondents were required to express their views to what extent they have access to training and development. Figure 6 gives a breakdown of their responses.

Figure 6: An assessment of teacher training and development



Source: Survey data (2014)

Figure 6 shows that 15% of the respondents consider the training of teachers to be high while 10% described access to training as moderate. A total percentage of 75 thought otherwise; 30% assessed training of teachers to be low and 45% assessed it as very low. The general perception of respondents in assessing their own training programme has been very appalling considering that only about 25% rated teachers' access to training from moderate to very high. This percentage is closely related to the number of respondents who had received training for the past twelve months. Thus, suggesting that respondents could have limited their assessment period to the past year.

In the opinion of respondents, training of teachers has not offered any opportunity for their personal development. Still on the perception of teachers, respondents did not only remain neutral to the questions posed but strongly disagreed to the claims that;

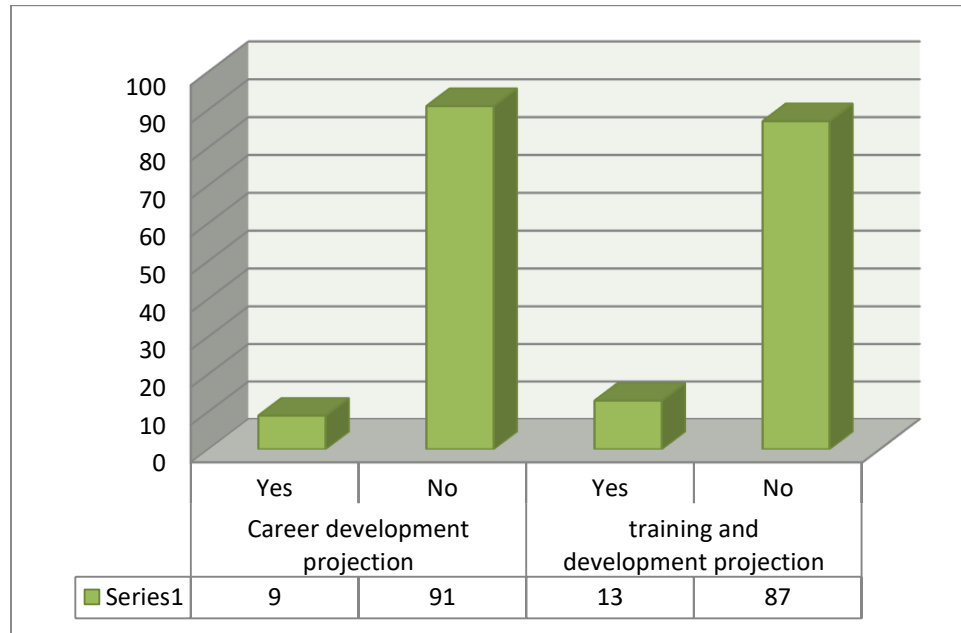
- i. Teachers' needs were assessed before the training
- ii. The training content was relevant to their personal needs, aspirations and self-development
- iii. Training programmes addressed teachers' training needs effectively
- iv. The training environment enhanced effectiveness of the programmes
- v. Trainees were adequately given the necessary training tools to work with
- vi. Training is usually planned and systematic
- vii. They were satisfied and motivated with the training programmes
- viii. They were sponsored for further studies or personal development
- ix. Opportunities abound for their self-development and career progression

They were, however, unanimously positive that training improves their job performance and yet divided on whether or not their headmasters/ mistresses supported and promoted their training needs.

The reality is that when teachers have a high sense of self-efficacy, they are more creative in their work and intensify their efforts when their performances fall short of their goals. But then, their sense of self-efficacy can be affected by their level of progression and development. This can invariably influence the learning and motivation of students. The researcher therefore wished to examine whether respondents were aware of the existence of any

career development and or training and development projections for them. Figure 7 shows their response.

Figure 7: Career training and development projection for teachers



Source: Survey data (2014)

As indicated in figure 7, it is revealing that only 9% and 13% responded positively to the respective questions; whether teachers were aware of any career training and development projection for them. Interestingly, 87% indicated no knowledge about any training and development projection programme for teachers while 91% indicated same for the existence of any career development programmes. These responses are unhealthy for the Ministry of Education and Ghana Education Service in accordance with the training and development of teachers’ progression. For a profession that has been in existence since pre- colonial era, these revelations are significant

because they have far reaching consequences on work performance and productivity as far as the training and development are concerned. The responses obtained in figure 7 are a manifestation of what is portrayed in table 13.

Table 13: Self-Sponsorship for further studies

Self-Sponsorship for further studies	Frequency	Percentage
Yes	63	63%
No	37	37%
Total	100	100%

Source: Survey data (2014)

Table 13 indicates that even though there is a GES policy for teachers to further their studies, 63% of the respondents have indicated they have self-sponsored themselves to acquire skills, knowledge and abilities on the job. Only 37% responded in the negative which pre-supposes that they benefited from GES study leave with pay policy. It is inconclusive, therefore, to suggest that all 63% have not benefited from the pay policy since the question was not addressing that. Indeed, the high percentage of 63 gives an indication of the preparedness of some teachers to upgrade themselves. This has not only reflected in the academic qualification of respondents particularly those in the SHS category but also confirmed that some ambitious and intellectually capable teachers pursue academic studies while in the service. It has, however,

debunked the general notion that such teachers do not usually go back to the secondary schools after obtaining their academic goals.

Nevertheless, respondents were unanimous (100%) that they needed more or further training to enable them improve upon their job. This pre-supposes that the teacher himself has moved away from perceiving quality teacher education as a single event that takes place at the beginning of a teaching career. That **one-shot model** (pre-training) is inadequate for the needs of a society that is witnessing unprecedented scientific and technological advancements as well as economic and political changes must be reflected in the school curriculum and teacher education. They, therefore, suggested that further training programmes should be focused on the following area;

- a. New teaching methods/style
- b. Computer literacy training for staff
- c. Conflict management
- d. Gender and gender related matters
- e. Leadership training
- f. Practical ways of teaching science and science related subjects
- g. Classroom management
- h. New assessment method
- i. Guidance and counseling

Effects of Training and development on employee's performance

The responses on the impact of training to the teacher's performance are summarised in Table 14.

Table 14: Teachers' evaluations of training and development programmes

Statements of claim	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Training programmes enhance positive working conditions	Nil	Nil	4	43	53
Training enhances my job importance	Nil	Nil	Nil	61	39
Training enhances opportunity for self-development and improvement	Nil	Nil	10	74	16
Feedback on the training and development would always be elicited from me by the organisers	17	48	29	6	Nil
Training programmes generate new ideas for my work	Nil	Nil	14	60	26
Training programmes provide an opportunity for teachers to learn from one another	Nil	9	58	26	7
Training programmes were consistent with priorities for instructional improvement	5	11	80	4	Nil
Performance of those who attend the programmes are better than their colleagues	Nil	Nil	73	16	11

Source: Survey data (2014)

From table 14, a trend can be identified and acknowledged that respondents seem to agree to a large extent on the following;

- I. Training programmes enhance positive working conditions
- II. Training enhances their job importance

- III. Training enhances opportunity for self-development and improvement
- IV. Training programmes generate new ideas for them to consider using in their work
- V. Performances of those who attend the programmes are better than their colleagues.

These responses give credence to the benefits that teachers stand to gain from training. They were, however, in disagreement to the claims that; Feedback on the training and development were always elicited from them by the organisers and that training programmes were consistent with priorities for instructional improvement.

By these responses, one can deduce that respondents shared the view that training programmes are beneficial to them but that much needs to be done to improve on the practice.

There was yet unanimity from respondents that training programmes for teachers could affect the following aspect of their job; Teaching style, Classroom socialisation, Maintenance of discipline, Assessment methods and Teacher-student relations. Others include; leadership training and classroom management.

Regarding training evaluation, respondents admitted that they were unaware of how training for teachers was evaluated. However, 34% and 47% think performance appraisal and observation methods respectively could have been used.

Suggestions on how to improve on the training and development programmes for teachers

Generally, the following suggestions were put forward for consideration.

That;

- a) Training and development programmes should be based on needs and priorities of teachers.
- b) Monitoring and evaluation systems (feedback) should be strengthened. The Monitoring and Evaluation Officers and Headmasters/ Mistresses should be supported to monitor teachers after training and development programmes.
- c) Every teacher, irrespective of the subject area, should have the opportunity at least annually to a convenient environment for training as that platform could foster the needed interaction and sharing of ideas among colleagues.
- d) There should be a deliberate attempt to ensure that there is constant flow of funds from the central government for effective organisation of training and development programmes in schools.
- e) There should be adequate supply of logistics to support the smooth organisation of training and development programmes in schools.
- f) Teachers should be well motivated e.g. by providing them with incentive packages such as refreshment for teachers who attend the programme to boost their morale for the job or task that they are assigned to perform.

- g) Teachers should be sensitised through orientation programmes to create the awareness that training and development programmes are part of the teaching programmes.

In expressing their view on what teachers would require to improve upon their performance, the following dominated:

- i. There should be regular training for teachers
- ii. Teachers should be motivated by improving on their conditions of service.
- iii. Provision of incentives and some welfare schemes
- iv. Appropriate teaching and learning materials must be provided to teachers
- v. There should be collaboration between teachers and parents
- vi. Supervision of teachers must improve
- vii. There should be a way of recruiting and training of committed and dedicated teachers.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The objective of this study was to examine the training and development practices engage by public secondary school teachers. The result of which would bring to the fore the strength and weaknesses inherent in the practice. It would offer also the opportunity to examine the perception members hold about their job learning environment. The study stems from the background that students outcome depend greatly on teacher quality. And that governments, local authorities, non-governmental organisations and school managers need to foster teachers' continuous professional development in order to cope effectively with ongoing changes and improve the quality of education.

To achieve the objective, the study employed the opinion of various categories of teachers of selected public secondary schools in the Bolgatanga Municipality. Questionnaires were used as the main instrument. In all, 100 questionnaires were distributed personally by the researcher of which all were retrieved. Simple percentages and frequencies were deduced from the data collected to give a descriptive analysis.

Summary of findings

From the study, it was established that public secondary school teachers' knowledge about their training and development was questionable as they were handicapped as to what specific time schedule such programmes were organised for them. This reason stems from the fact that training in the teaching service was said to be haphazardly organised and quite irregular. Majority of the respondents have had no training for the past twelve months for lack of opportunities and funds.

Teachers found their training in the service not just as a goal but as a means for achieving a goal, and that goal is obviously better teaching. Training, they say, impacts positively on their work. They indicated that training brings up additional knowledge to the recipient which quite often reflects in his performance. It was further found that knowledge gained from training introduces teachers to new ideas to put them abreast with modern methods of teaching.

Again, respondents acknowledged that the performance of their teaching and that of their students would improve following a successful training programme. This confirms with Truelove's (1995) claim that workers perform better if they are trained in the skills necessary for their job, and managers are better leaders if they are knowledgeable about developing happy productive staff.

Conclusions

The Ghana Education Service has human resource training and development policies from which teachers of secondary schools need to attend training and development programmes that will equip them with skills and knowledge to serve the needs and help to achieve the objectives of current changes. Yet these policies are not well structured and implemented consciously. Majority of the respondents were lacking important information about their work such as schedules at training and development programmes. It is therefore necessary for GES to have a well-structured policy concerning the training and development of teachers and in particular, those in secondary schools to enable them be abreast with time and knowledge.

Regular in-service training was found to be lacking. The inadequacy in training was evidenced by the large number of respondents in the service who had no training for the past twelfth (12) months and interestingly for others since joining the profession.

Adequate analysis, especially for the trainees, is often not conducted before a teacher is sent on a training programme. There is therefore the probability that some of the courses attended might not respond to the needs of both the organisation and the individual.

Furthermore, there seems to be a lack of conscious evaluation to check whether learning has actually taken place and that what is learnt is transferred to the job.

This study also revealed that lack of adequate funds was the main impediments to training and development under Ghana Education Service.

Recommendations

The researcher provides the following recommendation for consideration by GES, Headmasters /headmistresses, teachers and other stakeholders. It is hoped that if these recommendations were given serious attention they would improve the effectiveness of training programmes for our teachers.

A careful analysis of all performance gaps should be undertaken before deciding on whether or not training is the solution to the problem. Besides, the methods of training identification needs should be reviewed i.e. the design and development of the training product should take into consideration the training needs analysis where the Heads of Institutions and Human Resource Staffs should be alert to the kinds of training that are needed: who needs them, where they are and which methods will be best to deliver the best training to the teacher. When this is done thoroughly, teachers will only attend to a particular training when the needs arise or where there is a performance gap and that gap can be corrected by attending the training programme in question.

A periodic performance appraisal of staff could be undertaken with the knowledge and involvement of the teachers. This should not be merely a routine exercise but one that is deliberately aimed at determining what is lacking in a particular employee that needs improvement and can be corrected through training. Training needs should be considered on the basis of overall

objectives of GES. Thus the direction and goals of the GES should determine what training programmes should be organised.

The training policies of GES must be reviewed periodically in response to changes in their respective environments as well as educational goals to ensure a steady development of the human resource. Training programmes could be revised so that it conforms to modern trends of academic and technological needs to be able to teach in normal classroom and via internet (e-learning).

The Ghana Education Service could set up special funds meant for training and development programmes in order to ease the over dependents of government funds. Educational associations such as Ghana National Association of Teachers (GNAT) and National Association of Graduate Teachers (NAGRAT) could help training organisers with funding to make up delays in the release of funds by government. GES can provide intensive training and educational programmes for their employees by making resources available. External agencies could also support teachers training and development programmes both financially and by offering particular activities and programmes that address their needs.

More teachers could be trained as trainers to make training more accessible and cheaper for secondary school teachers. Special training teams could be set up in each district to ensure that training programmes are brought to the door step of teachers.

The education service could institute a feedback mechanism for head of institutions to be able to provide the right training to personnel. Post training evaluation could be an integral part of the training process. As already pointed out, evaluation conducted after each training session would serve as a feedback mechanism to enable the service correct the deficiencies in their training programmes.

It would be helpful if GES puts in place motivational measures such as linking promotions to training and paying training allowances to motivate more teachers to undertake further education as well as regular in-service training and short courses. Management of Ghana Education Service should have favorable attitudes towards training to motivate employees to stay with the institution and work towards its advancement. The GES should not only see training as a means of solving performance deficiencies among teachers but also recognise the expectations people bring to work in order to provide the requisite logistics/ equipment to assist in the advancement of their work. This would help erase the misconception that training programmes do not take into consideration the needs and interest of the trainees.

Government could institute innovative ways of attracting more qualified people into the teaching profession such as offering untrained teachers with intensive programmes and subsequently awarding them a certificate as *Para- or auxiliary professional teachers*. This could strengthen the status of teachers and reduce the perception that anyone can be a teacher.

Finally, training could be linked with upgrading and promotions. This would make the teaching hierarchy attach importance to training and ensure it is carried out on schedule. Members would also be motivated to train and develop themselves as it becomes competitive to learn to teach and also rewarding.

In view of the findings of the study, the recommendations and conclusions made, a similar research could be conducted on other districts in the Upper East Region. Further research can also be conducted to compare the impact of training and development on the performance of teachers in other districts in the region and that of other directorates in the country.

Limitations of the study

Research has shown that those individuals who respond to surveys have a vested interest in the subject matter and are typically more compliant and motivated to participate. It is possible that the survey results may be skewed based on the fact that the survey is voluntary. Response biases could therefore occur as respondents may deliberately or unintentionally distort the truth because they may tend to say what they think the researcher wants to hear.

The sample size of the survey is relatively smaller as it covers a small number of teachers in the Bolgatanga Municipality. Due to limited resources and time, the study sample constitutes an insignificant number of the entire teaching population. The result cannot therefore be easily generalised. It is hoped that future researchers will look into the possibility of expanding the scope of this study to cover the entire teaching population of the country or a

greater percentage of them so as to draw a very meaningful and generalisable conclusion.

REFERENCES

- Adamolekun, L. (1983). *Public Administration. Nigeria and Comparative Perspective*. London, Longmans.
- Aidelomon, R. O. (2010). *An evaluation of the effect of manpower training and development in service organisations. (B.Sc.) thesis*, Emene Enya State.
- Alvarez, B., Gillies, J & Bradsher, M. (2003). *Beyond Basic Education: Secondary Education in the Developing World*. Washington, D.C.: World Bank Institute and Academy for Educational Development.
- American Federation of Teachers (2001). *Professional Development for Teachers*. New Jersey Ave.: N. W.
- Ankomah, Y., Koomson, J., Bosu, R., & Oduro, G. K. T. (2005). *Implementing Quality Education in Low Income Countries*. University of Cape Coast–Ghana. Institute for Educational Planning and Administration. p.14
- Asiedu-Akrofi, K. (1985). *The Professional and Personal Development of the Teacher*. Nigeria: Evans Brothers.
- Baker, S., & Smith, S. (1999). “Starting off on the right foot: the influence of four principles of professional development in improving literacy instruction in two kindergarten programs”. In: *Learning Disabilities Research and Practice*, 14(4), 239-253.
- Beardwell, L., & Holder, L. (1995). *Human Resource Management*. London: pitman publishing.

- Benneh, M. (2006). *The UNESCO Teacher Training Initiative for Sub-Saharan Africa*. Particular Issues on Teacher Education and Training in Ghana. BREDA: Dakar.
- Blumenfeld, K., & Holland, J. (1971). *The Successful Supervisor*. New York: Neal Schuman.
- Borko, H., & Putnam, R. T. (1995). "Expanding a teacher's knowledge base: a cognitive psychological perspective on professional development". In: R. Bromme & J. Brophy (1986) "Teachers' cognitive activities", in B. Christiansen and A. G. Howson. *Perspectives on Mathematics Education*. Dordrecht: D. Reidel Publishing Company, 99 – 139.
- Byars, L. L., & Rue, L. W. (1994) *Human Resources Management*. (4th ed.). New York: Chartered institute of personnel development.
- Cheng, E. W. L., & Ho, D. C. K. (1998). Transfer of training: some practical thoughts from theoretical studies. *International Journal of Management*, 15(1), 14-19.
- Cochran-Smith, M. (2001). Learning to teach against the (new) grain. *Journal of Teacher Education*. 52 (1): 3.
- Cohen, D., & Hill, H. (1997). *Policy, practice and learning*. Paper presented at Annual meeting of the American Educational Research Association. Chicago, IL.
- Cole, G. A. (1993). *Personnel Management Theory and Practice*. DP Publications Company.

- Cooper, R. K. (1997). "Applying emotional intelligence in the workplace",
Training and Development, 51(12): 31-38.
- Darling-Hammond, L., & Post, L. (2000). Inequality in teaching and schooling.
Supporting high quality teaching and leadership in low income schools.
In R. D. Kahlenberg (Ed.), *A Nation at Risk: Preserving public
education as an engine for social mobility*. New York: The Century
Foundation Press.
- Davar, M. (1975). *Personnel Management and Industrial Relations*. Visas
publishing House PVT Delhi: Mittal Publications.
- Davies, M. B. (2007). *Doing a Successful Research Project: Using qualitative
or Quantitative Methods*. London: Palgrave Publishers.
- Decouza, David, A., & Robbins, S. P. (1996). *Human Resource Practice*.
(5th ed.). New York: John Wiley & Sons Inc.
- Dilshad, R. M. (2010). Assessing Quality of Teacher Education: A student
perspective. *Pakistan Journal of social sciences (PJSS)*. Vol. 30, No.1,
PP.85- 97.
- Donaldson, L., & Scannel, E. (1978). *Human Resource Development: The New
Trainer's Guide*. U.K: Addison-Wesley Pub. Co.
- Drucker, P. F. (1977). *An Introductory View of Management - American
Abridged version of Management: Tasks, Responsibilities, Practices*
New York: Harper & Row

- Facteau, J. D., Dobbins, G. H., Russell, J. E. A., Ladd, R. T., & Kudisch, J. D. (1995). The influence of general perceptions of the training environment on pretraining motivation and perceived training transfer. *Journal of Management*, 21(1), 1-25.
- Falk, B. (2001). "Professional learning through assessment". In A. Lueberman & L. Miller (Eds.), *Teachers caught in the action: professional development that matters*. New York: Teachers College Press.
- Ganser, T. (2000). "An ambition vision of professional development for teachers". *NASSP Bulletin*, 84(618), 6- 12
- Ghana Education Service, (2000). *Direction for Basic Teacher Education* (Vol. 1). Accra: Ghana Education Service.
- Glatthorn, A. (1995). "Teacher development". In: L. Anderson (Ed.); *International encyclopedia of teaching and teacher education* (second edition). London: Pergamon press.
- Guskey, T. R. (1997). "Research needs to link professional development and student learning". In: *Journal of staff development*.
- Haywood, K. M. (1992). Effective Training: Towards a Strategic Approach. *Cornell Hotel and Restaurant Administration Quarterly*, 33 (4), 43 - 52.
- Hedges, J. (2002). The Importance of Posting and Interaction with the Education Bureaucracy in Becoming a Teacher in Ghana. *International Journal of Educational Development*, 22(3-4), 353-366.

- Hellriegel, D., & Slocum, J. (1996). *Management*. Cincinnati: South-Western College Publishing.
- Ingersoll, R. M. (2001). "The realities of out-of-field teaching". *Educational Leadership*.
- Jones, G. R., George, J. M., & Hill, C. W. L. (2000). *Contemporary Management*. New York: Irwin and McGraw Hills.
- Kallestad, J. H., & Olweus, D. (1998). "Teachers' emphases on general educational goals: a study of Norwegian teachers". *Scandinavian Journal of Educational Research*, 42(3), 257-279.
- Kent, A. (2005). Improving teacher quality through professional development [Electronic version]. *Education*, 124:3, 427-435.
- Kettle, B., & Sellars, N. (1996). "The development of student teachers' practical theory of teaching". *Teaching and Teacher Education*, 2(1), 1-24.
- Kumar, R. (1999). *Research methodology: A step-by-step guide for beginners*. London: SAGE Publications.
- Mathis, R. L., & Jackson, I. H. (1991). *Personnel/Human Resource Management*. St. Paul, Minn: West Publishing Company
- McEvoy, T. (1990). *Evaluation of Training: Training: Training and Development Handbook*.
- McMillan, J., & Schumacher, S. (1993). *Research in Education: A Conceptual Introduction*. New York: HarperCollins College Publishers.

- Mereku, K. D. (1999). Teachers' Perception of Beginning and Long-Serving Teachers' Efficacy in Teaching Mathematics'. *Ghana Journal of Education and Teaching* Vol. 1 No. 1. Accra: City Publishers.
- Mouton, J. (2005). *How to succeed in your Masters and Doctoral Studies. A South African Guide and Source Book*. Pretoria: Van Schaik.
- Mulkeen, A., Chapman, D. W., DeJaeghere, J. G., & Leu, E. (2007). Recruiting, retaining, and retraining secondary school teachers and principals in Sub-Saharan Africa. World Bank Working Paper No. 99. *African Human Development Series*. Washington DC: The World Bank.
- Mullins, L. J. (2010). *Management and Organisational Behaviour*. London: Prentice Hall,
- Musset, P. (2010). Initial Teacher Education and Continuing Training Policies in a Comparative Perspective: Current Practices in OECD Countries and a Literature Review on Potential Effects. *OECD Education Working Papers*, No. 48. Paris: OECD Publishing.
- Nelson, B. S. (1999). "Reconstructing teaching. Interactions among changing beliefs, subject-matter knowledge, instructional repertoire, and professional culture in the process of transforming one's teaching". In: M. Z. Solomon (Ed.), *the diagnostic teaching: Constructing new approaches to professional development*. New York: Teachers College Press.
- Obeng-Mensah, K. (1972). *Patterns of In-service Training for Elementary School Teachers in Bekwai District*, (Unpublished Diploma

- dissertation). Winneba, Ghana : University College of Education at Winneba.
- OECD (2003). *International Survey of Upper Secondary Schools (ISUSS) database*. Glance Oxford: Elsevier Butterworth-Heinemann Publishers.
- Omar, A. K., & Khuan, W. B. (2005). Perkembangan professional guru secara berterusan: Perspektif pembangunan sumber manusia [Teacher continuous professional development: Human resource development perspective]. *Issues in Education*, 28, p.131-141.
- Onah, F. O. (2003). *Human Resource Management*. Enugu: Fulladu publishing company.
- Organisation Economic Co-operation and Development (OECD) (2004): *Attracting, Developing and Retaining Effective Teachers*. Paris. OECD Publishing.
- Public Education Network, (2004). A Primer for Parents & Community Members. www.PublicEducation.org
- Quist, H. O. (2003). Secondary Education –A Tool for National Development in Ghana. A Critical Appraisal of the Post-Colonial Context. *African Development*, vol. III, No 3 & 4, p.188-191
- Roland, K. M., & Ferris, G. R. (1982). *Personnel Management*. Allyn and Bacon Inc.
- Salpeter, J. (2003). Professional Development: *21st Century Models* [Electronic]

- Schleicher, A. (2012) Ed., *Preparing Teachers and Developing School Leaders for the 21st Century: Lessons from around the World*, OECD Publishing.
- Shaukat, H. (2004). *Effectiveness of Teacher Training in Developing professional attitude of prospective secondary school teachers*. Theises in education. University institute of education and research, Rawalpindi, Pakistan.
- Stahl, O. G. (1976). *Public Personnel Administration*. New York: Harper and Row Publishers.
- Supovitz, J. A., Mayer, D. P., & Kahle, J. B. (2000). Promoting inquiry based instructional practice: The longitudinal impact of professional development in the context of systemic reform. *Educational Policy* 14(3), 331-356.
- Torrington, D. (1991). *Personnel Management*. New York: Prentice Hall Information.
- Truelove, L. (1995). *How People Apply What They Learn: Transfer of Training*.
- UNESCO (1999). *National Education Policies and Programmes: Country Case Studies and Research 1989–99*, Paris: UNESCO.
- UNESCO Institute for Statistics (2002). *Education for All Global Monitoring Report Annex*, Ottawa: UNESCO, Institute for Statistics.
- UNESCO (2003). *Gender and Education for All: The Leap to Equality*. EFA Global Monitoring Report. Paris UNESCO.

- UNESCO (2005). *Global Monitoring Report*, New York, USA, p.28-36
- Veenman, S. (1984). 'Perceived problems of beginning teachers'. *Review of Educational Research*, Vol. 54. No. 2, 143 – 178.
- Warren, D. M., & Blunt, P. (1984). Decentralisation in Ghana, the Impact on Organizational Effectiveness of Management, Training, Level Officers. *Journal of Contemporary Studies*, Vol. 13.
- Warwick, D., & Reimers, F. (1995). *Hope or despair: Learning in Pakistan's primary schools*. Westport, Connecticut: Praeger.
- Wenglinsky, H. (2002). How schools matter: The link between teacher classroom practices and student academic performance. *Education Policy Analysis Archives*.
- Wessman, P. (1975). *Human Resource Management*. New York: University press
- Wood, D., & Bennett, N. (2000). "Changing theories, changing practices; exploring early childhood teachers' professional learning". *Teaching and Teacher Education*, 58(8), 42-45.
- World Bank (2007). *At the Crossroads: Choices for Secondary Education*
- Young, P. (2001). "District and state policy influences on professional development and school capacity". *Educational policy*, 15(2), 278-301.

APPENDIX A

UNIVERSITY OF CAPE COAST

SCHOOL OF BUSINESS

QUESTIONNAIRE ON THE EFFECTIVENESS OF TRAINING AND
DEVELOPMENT OF PUBLIC SECTOR TEACHERS WITHIN THE
BOLGATANGA MUNICIPALITY.

Dear Respondent,

The teaching force is the most important asset of a school's system. As such, the most important investment that stakeholders can make is to ensure that teachers continue to learn. The objective of the study is to examine teachers' participation in training and development activities in public secondary schools.

Please take a few minutes to complete the attached questionnaire. Data will be used for academic purposes only. Please be assured that your personal information will be treated with utmost confidentiality.

INSTRUCTION: please respond by ticking [] or write in the appropriate spaces provided.

SECTION A

DEMOGRAPHIC DATA

1. Gender : Male [] Female []
2. Marital status: Single [] Married []

3. Age: Under 30 [] 30 – 39 []
40 – 49 [] 50 and above []

4. Highest Academic Qualification

Diploma []

Postgraduate diploma []

Bachelor degree []

Master degree []

Others, (please specify).....

5. Professional qualification

Certificate 'A' (4yrs., Post Sec, Post B) []

Specialist []

B. Ed, B. A. (Ed) []

P.G.C.E., P.G.D.E []

M. Ed., M. A. (Ed) []

Others, (please specify).....

6. Does the subject(s) you teach presently represent what you
studied in your highest academic work?

Yes [] No []

7. Rank (Grade)

[] Senior Superintendent

[] Principal Superintendent

[] Assistant Director II/I

[] Deputy Director

Others, (please specify).....

8. Number of years in the profession.....

9. Number of years in present school.....

10. Post/ Position held in the school

Form master/ mistress

Headmaster/ Headmistress

Senior House master/ mistress

Assistant Headmaster/ mistress

Head of Department

Guidance and Counseling

Others, (please specify).....

11. Number of years in the position.....

SECTION B

ACCESS TO TRAINING AND DEVELOPMENT

12. Are you aware of any training programme for public sector teachers? a) Yes b) No

13. How often are training and development programmes organized for staff in the municipality in which your school is a beneficiary?

a) Every six (6) months

b) Every year

c) Every five years

Others, Please specify.....

14. Have you had any form of training since you joined the Education Service? a) Yes [] b) No []

15. Have you received any form of training in the past twelve (12) months? a) Yes [] b) No []

a) If Yes, what criteria were you selected for the training programme?.....
.....

16. What were the objectives of the training?

[] To help improve performance

[] To acquire more skills

Other (please specify).....

17. If No, please give your reason

.....

For each statement, indicate the frequency with which you have participated in each of these activities in the past twelve (12) months.

0 = Never

1 = Once

2 = Twice

3 = Three times

4 = Four times or more

18. For the past twelve (12) months, how many times have you....

Activities	0	1	2	3	4
received training in your current role/ position as a teacher?					
used computer-based training software (e.g. videos, audio tape)?					
attended a career or personal development fair?					
enrolled in a university course that offers training relevant to your work/career?					
read books or articles to help you acquire relevant knowledge to your line of work?					
attended a refresher course?					

SECTION C

TEACHERS' PERCEPTION AND ATTITUDE ON TRAINING AND DEVELOPMENT PROGRAMMES

19. In your view, to what extent do teachers in JHS/SHS schools have access to training and development?

Very high access

High access

Moderate

Low access

Very low

On a scale of 0 to 4, rate the following factors where;

0 = strongly disagree 1 = disagree 2 = neutral 3 = agree

4 = strongly agree

20. In your opinion, how would you assess the training and development programmes you have attended?

Perceptions of teachers	0	1	2	3	4
The teacher's needs were assessed before the training programmes					
Training content was relevant to your personal needs, aspirations and self-development					
Training content was relevant to the needs of the school					
Training programmes address teachers' training needs effectively					
The training environment enhances effectiveness of the programmes					
Trainees are adequately given the necessary training tools to work with					
The training improves my job performance					
The training is usually planned and systematic					
I am satisfied and motivated with the training programmes					
Training offered me the opportunity to identify my potential for further development					
I have been sponsored for further studies or personal development					
opportunities available for teachers' self-development and career progression are satisfactory					
My head teacher is very supportive and promotes further training of the staff					

22. Are you aware of any career development projections for you?
- a) Yes []
- b) No []
23. Are you aware of any training and development projections for you?
- a) Yes []
- b) No []
24. Have you ever self- sponsored your own further studies to acquire new skills, knowledge and abilities?
- a) Yes []
- b) No []
25. Do you think you need more training?
- a) Yes []
- b) No []
26. In what areas do you think you lack skills and would require more/ extra training?.....
-
-

SECTION D

EFFECTS OF TRAINING AND DEVELOPMENT ON PERFORMANCE

Indicate the extent to which you agree or disagree with the following statements pertaining to training and development programme(s).

0 = strongly disagree

1 = disagree

2 = neutral

3 = agree

4 = strongly agree

	0	1	2	3	4
training programme enhances positive working conditions					
training enhances my job importance					
training enhances opportunity for self-development and improvement					
Feedback on the training and development was elicited from me by the organizers					
training programme generates new ideas for me to consider using in my work					
training programme provides an opportunity for me to learn from other teachers					
training programmes were consistent with priorities for instructional improvement					
Perforamance of those who attend the programmes are better than their colleagues					

28. What aspects of your job do you think training programs might help improve? (*please, tick all that apply*).

teaching style

classroom socialization

maintaining discipline

assessment methods

teacher- student relationship

Others (please specify).....

29. What method is used in your organisation to assess you on the job to determine transfer of knowledge and skills?

Questionnaire

Performance appraisal

Observation

Others (please specify).....

30. What would you suggest to improve on the various training and development programmes for teachers?

a)
.....

b)
.....

c)
.....

31. In your opinion, what do you think the teacher requires to improve on his/her performance?

a)
.....

b)
.....

c)
.....

Thank you very much for your time and kind participation.