UNIVERSITY OF CAPE COAST

PERCEPTION OF TEACHERS ABOUT TRAINING IN BASIC SCHOOLS; A CASE

STUDY OF OFFINSO NORTH DISTRICT

KANTAENIE ZAGRE

SB/DHR/13/0039

This is submitted to the College of Distance Education, University of Cape Coast, in

partial fulfillment of the requirements for award of Master of Business

Administration in Human Resource Management

MARCH, 2016

DECLARATION

Candidate's Declaration

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

Candidate's name……………………………………………………………

Signature………………………………………… Date…………………………….

Supervisor's Declaration

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

Supervisor's Name ……………………………………………………………

Signature…………………………………………… Date………………………

ABSTRACT

The study sought to find out the perception of teachers about training in public basic schools. The research was conducted using self administered questionnaire and an interview guide. Three objectives were formulated to guide the study. The study was based on the systematic training theory. A sample size of 51 consisting of 40 teachers, 10 head teachers and the District Training Officer was used for the study. Descriptive analysis was employed in the discussion of employment characteristics. The results showed that teachers had a positive perception about training and also perceived that training impacted positively on their professional development. The teachers further perceived that they were able to transfer or apply knowledge gained through training in their work. The study further revealed that evaluation was not conducted during and after training sessions. The results identified lack of funds as an issue that inhibited the organization of training programmes at the District level and the implementation of training policies in schools. In addition, inadequate teaching and learning materials was also identified as a challenge that inhibited the implementation of training policies in schools. Based on the study findings, it is recommended among other things, that training for teachers should be regular and also be done in batches. Adequate funds should be allocated for training for smooth organization and implementation of training programmes at the District and school levels respectively.

ACKNOWLEDGEMENT

It is my wish to express my sincere gratitude and appreciation to many friends and individuals who provided great support to my study. Without their assistance this dissertation would not have been successfully completed.

In the first place, I acknowledge the support given to me by my supervisor, Dr. E. O. Agyenim-Boateng, for his patience in guiding me to complete this work on schedule. My most compassionate appreciation goes to Mr. Segkpeb Y. Raphael and Pastor George Suriname for supporting me to go through this programme successful.

I wish to also acknowledge with profound gratitude the encouragement given to me by my wife, Vivian Yabang, throughout the duration of this programme of study.

Finally, I sincerely thank Mr. Amoako Jacob, Manager of Kintampo National Health Insurance Authority for all the support he gave me in kind.

DEDICATION

This work is dedicated to my lovely son, Richmond, Zunuo Zagre and in memory of my

father, Zagre, Kuuyo for seeing me through school.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ACRONYMS

SKA: Skill Knowledge and Abilities

HR; Human Resource

GES: Ghana Education Service

ADEPR: Annual District Education Performance Review

T&D: Training and Development

GPEG: Global Partnership for Education Grant

TLM: Teaching and Learning Materials

DTO: District Training Officer

CHAPTER ONE

INTRODUCTION

1.0 Background of the study

In 2012, the Ministry of Education (MOE) in collaboration with Global Partnership in Education Grant (GPEG), a World Bank project, came with an intervention to train teachers in deprived districts in Ghana. The purpose was to develop the skills and competencies of teachers which would enable them to work effectively. Just as with every work, new ways of doing things continuously emerge, same can be said of teaching where new methods of teaching are consistently emerging. As reported by Akpan (1999) this therefore called for training for the teacher to know these new methods in order not to remain static with old methods of teaching. The main reasons for training is to enable the teachers acquire the necessary skills so that they can carry out their teaching job effectively.

Training is defined by Cole (2002) as any learning activity which is geared towards the acquisition of specific skills and knowledge for the task. Dressler (2005), also looked at training as the methods used to give new or current employees the skills they require to perform their jobs. It is also the process of supplementing an employee's knowledge, skills, abilities, etc to enable him or her perform the job assigned to him/her better. Staff development, on the other hand, is seen by Gomez-meja et al. (2006) as an effort to provide employees with abilities the organization will need in the future. It is a design which allows individuals to realize their potentials in growth in the organization.

Despite the differences in the definitions of training and staff development given by different authors, the two terms will be used to mean the same thing for the purpose of this study. Training and development is a way to add value to employees. According to Stone (2008) the most important resource for effective production in organizations is human resource. Therefore, as Gurringhan (2007) put it, organization can create opportunities by way of training and development programme to improve their employees' abilities. Thus, training and development are extremely crucial for organizations in improving employee's performance. As noted by Barker (1980, p.94) "Training leads to change in social skills and improves the goals of the organization by improving relationships between people so that there is less misunderstanding and fruitless fighting." Eden (1982) and Obi (2000) identified in their various studies that training programmes can come in the form of short courses, workshops, ad hoc courses, seminars, conferences and so forth. Asuquo (2000) reported that education is dynamic and this made the retraining of teachers very important and necessary.

Every standard training programme should follow a four phase process. In line with this, Mathis and Jackson (2009), indicated that effective training requires a systematic process involving needs assessment, programme design, and programme implementation phase respectively. The fourth phase which is the evaluation phase runs concurrently with the first three phases and at the end of the training as well. For any training and development programme to be effective and the knowledge positively applied or transferred to the work, all the four phases of training should be done properly. This means that the needs assessment should be properly conducted so that the training needs of employees are correctly identified. This will ensure that employees who need to

2

be train are trained. If the need assessment is wrongly done, the whole training programme will be ineffective. Training and development should be strategically done; that is by linking it to the achievement of organizational goals and objectives (Mathis & Jackson, 2009).

As Bernard (2004), indicated in her doctoral thesis, the effectiveness of staff development programme will depend to a large extent ,on the participants being able to follow the training model. Therefore, at the design phase of every training and development programme, the objective of the training should be carefully set to reflect the needs identified. The appropriate methods of instruction should be selected to suit the participants involved. Brenard (2004) noted further that, when planning training and development programme, one should consider the audience and the programmed as well. The appropriate learning materials should also be gathered to enhance delivery and easy learning. All these will ensure that the skills gained at training are easily applied at the work place. Methedi and Arfur (2013) in their studies on "Employee Perception towards Effective Training Programmed" revealed that methods used for training are ineffective. Therefore, Mathis and Jackson (2009) pointed out that, effective training design should consider different learning concepts and different techniques of training.

Implementing training programme requires a careful and appropriate selection of training method. The method of training could be on- the-job or off- the-job training. Whatever method of training that is chosen to implement a training programe should be one that aids training transfer. Bernard (2004) found that teachers often face a problem of implementing new techniques in the class room because they have not learnt the skill adequately enough. Ahmad et al (2003) reported that employees tend to be more

3

committed to take part in training activities that they believe will benefit them. Therefore, a poorly implemented training programme will not produce the required results expected from it. It is therefore important that the implementation phase of every training programme should be systematic and according to the designed plan.

Evaluation of training, which is a measure of how well a training programme has met the needs of its participants, is a critical component of any successful training programme. It is therefore imperative for every training programme to end with an evaluation. An effective system of training evaluation provides important information to the learner, training management and senior management of the organisation. Training evaluation takes place throughout the training process; that is from needs assessment through to implementation stage. The benefit of evaluation will among others include;

(a) Identifying the extent to which learning experiences are being used on the job.

(b) Assessing the factors in the working environment which support or prevent the use of the new skills, knowledge, abilities and behaviours on the job.

(c) Assessing to what extent the objectives of the training program were met.

The success of a training programme depends on the perception of the participants (Almad et al, 2003). As Bernard (2004) indicated, the perception of training is related to the participation in training. Perception is viewed as the unique and inevitable personal views people have of events or stimuli to their external environment (Isangedighi, 1996). Perceptions differ greatly from person to person. Employees would have a positive perception towards training programme they perceive to be valuable or important in satisfying their professional needs (Mullins, 1992). He further argued that employees

would have negative perception towards training programme which add no value to their professional needs. To emphasize this, Jones and Lowe (1993) and Barke (2003) reported in their various studies that teachers get frustrated and feel reluctant to attend training programmes due to the fact that some trainers present training materials that have little impact on teaching methodologies or management skills in the class room. It is against this background that this study sought to investigate teachers' perception of training programmes in basic schools in Offinso North district.

1.2 Statement of the problem

In spite of the enormous benefits that training and development offer to teachers and what current research suggests regarding effective training programmes, most teachers are still seen reluctant to participate in training opportunities available to them. It is not clear whether this attitude is the result of past experience with ineffective training programmes or from uncertainty about the specific type of training individual teachers need to improve their professional skills and class room work. It has therefore become pertinent for a study to be conducted to investigate and find out the perception of teachers on training programmes organized for them at the basic level of education in the Offinso North district.

In addition, it has been observed that training programmes for teachers in the district are mostly not taken serious by the participants. Often, the participants would demand to know the financial reward they would gain from participating in training session. As reported by Crown Agents (1998), it is common in civil service for a superior

to give a subordinate the chance to attend training as a reward for loyalty especially if the trainee will get some financial benefits from the training. This is also one of the compelling factors underlying the attempt to study how teachers are selected for training and their perceptions on training in basic schools in the District.

It is also believed that not much research have been done in this area in the District. Even what had been done on the perception of teachers or employees on training were not linked to Offinso North District locality. It therefore became crucial and necessary for a study on the perception of teachers on training in basic schools to be carried out to document results related to Offinso North District locality.

1.3 Objectives of the study

The object of this study was to determine the perception of teachers on training in public basic schools in the Offinso North District. Specifically, the study sought to:

a. Analyse the perception of teachers on how training programmes are organized in public basic schools in the Offinso North district.

b. Ascertain the perception of teachers on how training programmes impact on their professional skills development.

c. Determine whether knowledge gained through training programmes are applied or transferred in the class room to improve teachers' delivery.

1.4 Research questions

The research was designed to answer the following questions.

a. What are the perceptions of teachers in public basic schools in the Offinso North district on how training programmes are organized?

b. How do teachers perceive the impact of training programmes on their professional skills development?

c. Are teachers able to apply or transfer knowledge gained through training programmes in the class room to improve their delivery?

1.5 Significance of the study

The training and development of employees is extremely important for the achievement of organizational objectives. It is a way to add value to employees. Investing in employee's development can enhance their skills, knowledge, and abilities in their professional area (Well & Word, 2008). To be able to do this effectively, there is therefore the need to understand the perceptions of employees. The results of this study will enhance the work of human resource practitioners in designing training programme. As training is no longer seen as an optional human resource activity but as a necessity, knowing the perceptions of teachers will help in the implementation of new polices. Teachers and other sectors employees will get to recognize the importance of training on their professions and will therefore work and apply the knowledge gained through training programmes to their work places. The results of this study will also contribute to knowledge as it can be used as reference document to training officers and management as a whole in organizing training programmes for teachers.

1.6 Limitations of the study

The researcher was constrained financially and could not cover all the teachers who were several miles away from the District capital. The large number of teachers involved also made it financially impossible for the researcher to interview every teacher thereby resulting to sampling. In addition, the amount involved in travelling to collect data and also to meet my supervisor was so much. To reduce the impact of this, the researcher resorted to electronic mail and telephone communication with the supervisor.

The study was affected by time constraint. Combining academic work with research and at the same time performing normal duties as a worker was so difficult. The researcher therefore resorted to burning the mid-night candle in order to meet the time.

Another area of constraint was getting access to relevant literature. As a distant student, it was difficult getting access to a well stocked library as well as the UCC library. To overcome this challenge, the researcher resorted to the internet for online relevant literature. He also visited Valley View University (VVU), Techiman campus library, and had some relevant documents for the study.

1.7 Delimitations

Delimitation is viewed as how the study will be narrowed in scope (Graswell, 2009). .For a study of this nature, it would have been a plausible idea to cover all basic schools in Ghana. However, the researcher was interested in finding out the perception of teachers in public basic schools in the Offinso North District in the Ashanti Region of Ghana. The study therefore was conducted in only public basic schools in the Offinso

North District, even though training programmes are done for all levels of education in Ghana. However, the results can be used by districts with similar characteristics like Offinso North District.

1.8 Organization of the study

This study has been organized into five chapters .The first chapter begins with an introduction of the study and focuses on the background of the study, statement of the problem, and objectives of the study. Other issues contained in this chapter are the research questions, significance of the study, as well as limitations of the study.

Chapter Two covers review of relevant literature pertaining to the study. The issues discussed in this chapter consist of theoretical review and empirical review of what other researchers have done on the problem under investigation. Chapter Three contains the methods used for this study. It emphasizes the population, sample and sampling procedure, data and data collection procedure as well as the research instruments used and administration of the instruments. Chapter Four entails the results and discussion of the findings. It focuses on the presentation of the results and interpretation of the findings. Chapter Five presents the summary of findings, conclusions and recommendations of the study.

9

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter looks at an overview of training and the perception of employees (teachers).The chapter specifically looks at what other scholars said about training and what their findings about the perception of employees (teachers) on training. In order to make a logical presentation of issues, the chapter has been divided into theoretical review and empirical review. It ends with a conceptual framework which has been constructed to guide the study.

2.2 Theoretical review

The theory behind this study was based on the systematic training model theory of Mathis and Jackson (2009). The theory is relevant to this study because training programmes for teachers should be systematically done in order to be effective (Mathis & Jackson, 2009). Mathis and Jackson (2009), and Bartron (2007) in their various studies agreed that following a systematic training process will ensure that unplanned and haphazard as well as wasteful expenditures are avoided by management.

With regard to this study, the management of education in the district and individual schools is responsible for implementing such guidelines to ensure that teachers are trained. This is done to ensure maximum return on investment on teachers which is in accordance with the theory. Systematic training also ensures that benefits outweigh cost.

10

2.2.1 Training

Garavan (1997) defined training as the attainment of skills, knowledge, and abilities. Cole (2002) in defining training also looked at it as any learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. While Garavan (1997), looks at it as just the attainment of skills and knowledge, Cole (2002), looks beyond just the acquisition of knowledge and skills to how these are used in the occupation or task performance of the participants in training. In fact, the essence of training of teachers is to equip them with skills and methods that will enhance their delivery in class (Nwesgwa, 2011). Therefore training should translate to the job performance of the employee Mathis and Jackson (2009) definition of training as the process by which people acquire capabilities to perform jobs conforms to Szilagyi (1088) definition of training as an activity which is mainly directed at improving an employee's current job performance. In their view, training provides employees with specific identifiable knowledge and skills that they will use in their present job. The two definitions are limited to current job requirements ignoring the future requirements of the organisation.

In another vain, while Dessler (2005) sees training as a method which is used to give new or present employees the skills they need to perform their jobs, Gomez-Mejia, et al (2006) sees training as a process of providing employees with specific skills or helping them correct deficiencies in their performance .With reference to the above definitions, it is clear that the emphasis of training is the acquisition of skills the main purpose of which is for better job performance.

Armstrong,(1999) supports this view by staring that the main aim of training is to aid the organization achieve its objectives by adding value to its human resources. In all training could be defined as the process of supplementing an employee's knowledge, skills, and abilities to enable him or her perform the job better in order to achieve organizational goals.

2.2.2 Effective training

Training effectiveness is determined by the level of attainment of the set goals of the training programme. Warner and DeSimone (2009) in their study stated that the effectiveness of training is determined by taking into account the level of achievements of the set of training goals. The definitions showed that the level of effectiveness of a training programme can be determined at the end of the training programme. However, an effective training programme is not something that can be wholly determined immediately after the training programme due to the fact that some goals of training are long term and should be demonstrated at the work place in future. This will therefore require a follow-up. In relation to this study, training programmes for teachers often require a follow-up to see how they are applying the skills learned to their work. Gaskey (1986) emphasized the need for follow-up after the initial training.

Effective training offers a lot of benefits. Pool and Pool (2007) found that employee committed to the organization depends on effective training and development programme. Cheng and Ho (2001) also saw that training improves employee communication and extends their retention time in the organization.

12

Other benefits of training include the following. (1) Training enables an organization to adapt to new methods and ways of doing things. (2) Training motivates employees to perform better. (3) Training also builds team spirit among employees. (4)Training helps increase the morale and quality of employees. It is for these benefits that education authorities in poor districts consistently put their resources into retraining of new teachers only for them to leave the District (Hammond, 2003). Hammond (2003) found teacher turnover in poor Districts to be higher compared to low poverty Districts. Trait (2011) stated that failure by the organization to provide training could bring about conflict between the employer and the employee.

In sum, training is very relevant for the success of every organization. However, organizations in trying to train employees could cause conflict to arise if it is not well done. For example, Gomez-meja (2010) reported that, "Inadequate training can be a source of frustration for everyone else" (p.250).Also, where training is used as a means of rewarding an employee for being loyal to his or her superior (Crown Agents, 1998) could be a source of conflict if not well done. Crown Agents (1998) further revealed that this was especially the case in civil service, particularly, if training involves going outside the country or has some financial benefits to the trainee. To comment on the above, if some employees are neglected when people are being selected to go for training could result in frustration in such employees .This can eventually bring conflict in the organization. In addition, employee dissatisfaction and conflict can be the results of inadequate training received (Truit, 2011). In the same vein, in selecting teachers to

go for a training programme, if it is not done well could result in a conflict. In addition, teachers need to build team spirit among themselves in a school in order to achieve their shared goals.

According to Mathis and Jackson (2009), the way organizations organize and structure their training programme affects how participants experience the training. They argued that, this will eventually influence the effectiveness of the training. Bork (2001) found that, for a training programme to be truly effective, it will require a reliable and effective training strategies and goals to be put in place. Armstrong, (1999), also emphasized the need to follow an effective training process by stating that training should follow a systematic needs analysis process in order to be effective. This made the adoption of the systematic training model theory to guide this study to be appropriate since Mathis and Jackson (2009) acknowledged the need for training to be systematic in order to be effective .They argued that, "effective training requires the use of a systematic training process, which involves assessment, design, delivery, and evaluation" (p.85).According to them, this will minimize the chances that unplanned, uncoordinated, and haphazard activates will be included in the training. Training for teachers needs to be systematic in order to be effective. This will ensure that training programmes for teachers are not haphazard but coordinated. It will also avoid wasteful expenditure of the scarce donor support resources from GPEG.

Needs Assessment

Evaluation stage

Design stage

Implementation
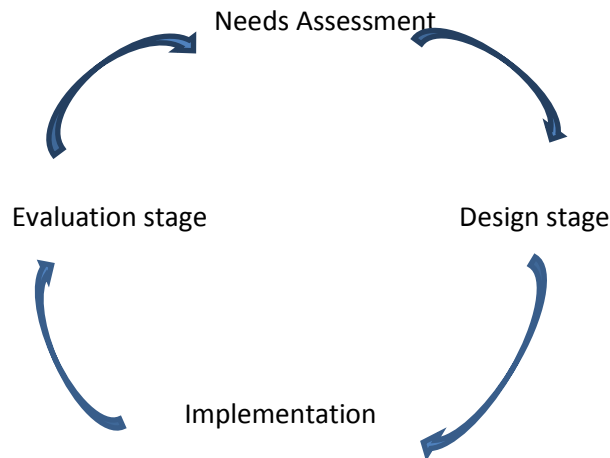
Figure 2.1 Systematic Training Model

Source: Barton,(2008,p.329)

2.2.3 Needs assessment

Mathis and Jackson (2009) explained needs assessment as the diagnostic phase of training plan. It is the process of determining what training to offer and who should be trained. Needs assessment looks at the personal or individual objectives, departmental objectives, as well as the overall organizational objectives. Bartron (2007) noted that training needs should be assessed so that wasteful expenditures can be avoided. According to Mathis and Jackson (2009) needs assessment is done by obtaining information from three (3) sources including (1) job analysis, (2) person analysis, and (3) organization analysis.

With respect to this study, the selection of teachers for training is not in isolation and should consider the individual teachers' objectives and that of the school as well as the district at large .Currently teachers at the basic level are not

15

trained to teach specific classes. Therefore, going for an in-service training programme calls for needs assessment to be done. However, one problem with his model is that it has made needs assessment to be complex by combining three broad sources of information (job analysis, person analysis and organization analysis). These three areas alone could have been considered as separate steps on the model. By combining they have made the needs assessment complex and a long process to complete.

2.2.4 Designing the training programme

Training design is the process of translating issues identified in the needs assessment stage into clear objectives for the training programme. It should be in a way that addresses issues related to its purpose. Effective training design should be done in line with learning concepts and a range of approaches to training (Mathis & Jackson, 2009). As a result of this, the following main activities are carried out during this phase; (a):setting of objectives, (b) developing the lesson plan, (c) selecting the trainer, (d) choosing the most appropriate method to conduct the training,(d) preparing or acquiring the appropriate materials for the trainees to use, and (e) scheduling the training programme. The level of knowledge and experience of the trainer are important for effective delivery of the training programme. Methedi et al. (2013) therefore recommends that the depth of knowledge and length of experience of the trainer are two important factors to consider in choosing a trainer.

All these activities stated above are nevertheless, very essential in attaining an effective training programme. Unfortunately they appear simple but difficult to practically execute. It is difficult to conduct these activities religiously without defects. Nwesigwa (2011) revealed that there were some anomalies identified in the management of training for teachers. He identified lack of professionalism, poor planning and coordination as some of the anomalies. Methedi and Arfur (2013) in their study on "Employee Perception towards Effective Training Programme" also revealed the following defects on training design and implementation. (1)Training objectives are not well communicated. (2).Methods that was used for training was ineffective. (3) Materials supplied for training purpose were obsolete.(4)The trainers level of knowledge, skills, and abilities were not satisfactory.(5)The participants perceived that the training programmes are not well organized and the layout of the venue was not satisfactory.

2.2.5 Implementing the training programme

Putting the training programme into effect according to definite plan is called training implementation. This implies that the training programme must be implemented using the most appropriate methods as determined in the design phase (Mathis, et al 2009). To successfully implement a training programme requires professionalism and proper coordination**.**

This level of the process of training is the hardest part because one wrong step could lead to failure of the whole training programme. Jones and Love (1990) and Barke (2000) found in their various studies that teachers get frustrated and feel

17

reluctant to attend training programmes because some trainers present training materials that are obsolete and have little impact on their teaching methodologies. In the same way, some teachers in the Offinso North district often sought permission to be absent when they are supposed to attend a training programme. Also majority of them are always late in attending training programmes. It is therefore relevant that this study sought to ascertain the perception of teachers on how training is organized in this district.

2.2.6 Evaluating training programme

Training evaluation is described by Warner and DeSimone (2009) as the step by step gathering and analysis of information based on ones descriptive sense of judgment which is necessary to make effective decisions related to the selection, adoption and modification of various instructional activities. It is a measure of how well training has met the needs of participants. It is the feedback loop that allows the organization to monitor various factors of effectiveness. Evaluation takes place throughout the process of training. In short, training evaluation is a comparison of post training results with the managers, trainers, and trainees' pre- raining objectives.

Training evaluation offers a lot of benefits including the following.(a).Assessing to what extent the objectives of the training programme were met.(b). Identifying to what extent learning experiences are being used on the job. (c) Information is gathered to guide the planning design of future training programmes. (d) It serves as a guide in selecting participants for future training

programmes. (e) It assesses the factors in the working environment which support or prevent the use of the new skills, knowledge, abilities, and behaviours on the job.

Kirkpatrick's (1994) evaluation model identified four training outcomes as reaction, learning, behavior, and results.

| Level 1 Reaction | Level 2 learning | Level 3 behaviour | Level 4 results |
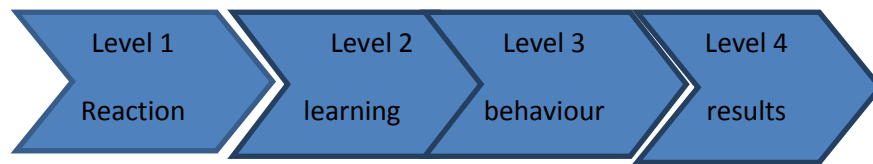
Figure 2. 2:   **Kirkpatrick four level evaluation models.**
Source: Kirkpatrick (1994) cited by Tassane (2014, P.15)

Level 1: Reaction: This is a measure of the participant's reaction and level of satisfaction about the training programme. It therefore represents the trainees' perception about the training programme and its effectiveness (Tassanee, 2014). This relates to objective one of this study which seeks to ascertain the perception of basic school teachers on how training programmes are organized in Offinso North District. However, one weakness of reaction level is that it does not ensure that participants learned new skills or knowledge (Dixon, 1990).

Level 2; Learning: This level focuses on how the trainees' knowledge or skills have improved or how their attitudes have changed as a result of attending the training programme. By evaluating the trainees' level of learning, it allows them to demonstrate their comprehension of specific skills, knowledge, and attitude within the learning environment (Tassanee, 2014). This level of evaluation answers the reason why the objective two of this study was set to determine how training programme sat the basic level impact on teachers' professional skills development.

19

However, a positive measure at this level is no guarantee that what is learned will be applied on the job.

Level 3: Behaviour: The behaviour level which is also known as application or transfer focuses on the knowledge and skills transferred to the job by the participants when they returned to the work environment. The focus is to determine whether trainees applied or transferred new skills and knowledge learned on their return to the work. Even though evaluation of this level is important in determining the success of training, it however does not ensure that there will be a positive impact on the work. Nevertheless, level three evaluations relates to objective three of this study which has been set to ascertain whether teachers are able to apply new knowledge and skills gained through training after returning from a training programme.

Level 4: Results: This as the final level of evaluation focuses on what participants achieved as a result of attending the training programme. It looks at areas such as the attainment of organizational goals including increase in output of production, improvement in attendance, reduction in accidents and waste.

The current study assesses the whole process of how training is organized from the needs analysis, training design, training implementation, to training evaluation. It goes further to look at how teachers perceive the whole process of systematic training organization in the district at the basic level of education.

2.3 Empirical Review

2.3.1 Perception of Teachers on Training

The success of a training programme depends on the perception of participants (Ahmad et al, 2003). This is dependent on the fact that if employees perceive a training programe not to be relevant to their work, they will not take it serious. On the hand if employees perceive a training programme to be valuable or relevant to their work, they will take it serious. Several researchers have agreed that the quality of training has more to do with employees feeling of importance about their work (Berker & Gerhared, 1996; Devonport, 2006; Bowling, 2007). Barke (2000), also netted that teachers often feel frustrated and reluctant any time they are expected to attend a training programme which will not benefit them or their students. Darke (1993) pointed out that teachers after teaching for some years often feel that they have attained the art of teaching and see training not to be necessary. Bernard (2004) specifically mentioned veteran teachers as a category of teachers who often see staff development programmes as a waste of time .Bernard (2004) therefore, advised that "schools …that are trying to implement ….professional development programmes should be sensitive to the fact that not all teachers are ready in their professional career or personal live to commit to staff development" (p.51).

The International Labour Organization (ILO) Publications (2003) indicated training as one mechanism which can bring significant change if it is properly used. As a confirmation of this, Nwesigwa (2011) in his study on, 'The impact of training

21

on employees work performance hehaviour" reported that 70% of teachers agreed that their attitude towards work had changed after going through training. Again, a research conducted by Truit (2011) also found that employees with training experience have positive attitude towards training which leads to improve job proficiency.

In this study it is expected that teachers after going through a well-organized training programme should have a positive attitude toward their work and future training programmes. However, a poorly designed training programme will yield negative results. This is true to the extent that teachers have negative attitude towards training provided due to the fact that trainings are poorly designed. As a result, there is no value attached to those who have been trained (Nwesigwa 2011). Nwesigwa (2011) emphasized that teachers opinion about training provided for secondary school teaches showed that 50% of the teachers complained about lack of facilitation during training; lack of professionalism and planning, and lack of provision for allowances while on training. He noted that all the above complaints contributed to the negative perception by teachers that trainings provided were poorly designed.

The above identified factors were limited to training design and implementation deficiencies. However, negative attitude towards training could also arise as a result of other factors such as lack of needs assessment; organization not using people who go for training and personal interest of the individual. For example, selection for training was also perceived as being ad hoc, haphazard and not based on needs analysis. Empirical literature showed that when a group of

trainees (made up of teachers) were asked on how they were selected, 95% of them said it was through self-initiative (Nwesigwa 2011). This means that, there was no needs assessment conducted. The teachers took their own initiative to develop themselves.

Furthermore, Methedi et al (2013) in their study on, "Employee perception towards effective training programme" revealed that participants perceived the layout and venue for training not to be satisfactory and the training program not well organized. This is in line with the current study area, where there is no conference room or big hall suitable for training resulting in training programmes for teachers being held in churches. Truit (2011) found 80.6% of employees to disagree that they had positive attitude towards training compared to 13.9% who agreed that training was positive

However, one weakness of this finding was that the study disregarded the proportion of men to women used in the study .Nevertheless; the current study intends to base on this and analyze the perception of teachers based on gender within the study area.

2.3.2 Perception of Teachers on How Training Impact on Their Professional Skills Development

It is important to note that in every profession, professional development opportunities are crucial to increasing the efficiency and the ability to compete in a global economy (Walker, 2010). Organizations may lack staff members with the required knowledge, skills and abilities required to compete globally without

effective training and development programme (Mathis et al, 2009). Therenou (1997) therefore pointed out that training aid in professional development within the organization. Truit (2011) also reported that employees can become more align for career growth by effectively training and developing them.

Effective professional development must be well structured and organized to meet the needs of the participants. As Susan (2013) indicated, the type of activities that takes place during teacher development helps in developing their knowledge and teaching skills. Vogel (2006) on the other hand, suggested that quality teacher professional development impacts greatly on student achievement than higher salaries for teachers. This suggestion disregarded the fact that higher salary is a form of motivation which can lead to improvement in teachers and students output of work. Both quality training and higher salaries are needed to bring improvement in students' achievement; in my opinion.

Pool and Pool (2007) saw quality training and development as something that brought employee commitment to an organization .In a similar way, Cheng and Ho (2001) acknowledged that adequate training brings about increase improvement in employee communication and performance including extending retention time. These findings are limited to the contribution of training to employee retention and commitment. They however overlooked other factors such as good salary and other conditions of service which also contributes to employee retention and commitment to an organization.

Methed et al. (2013) argued that the perception of employees contribute to a great extent, the success of a training programme. They stressed that if the employee perceives that the training programme will equip him to do his work well then he will endeaavour to get maximum knowledge from it. To demonstrate that training is of benefit to teachers, Buckey and Caple (1990), Sibthope (1994), and Cascio (1994) identified some short- term benefits of training and development to individuals to include the following (1) Acquisition of new knowledge, skills and abilities which can be used on the job immediately. (2) Being able to perform current task well. Oguntimelhin (2005) also summarized the functions and usefulness of training and development to individuals as follows. (1) It improves skills, knowledge, and attitude of the individual (2) It reduces waste, accidents, turnover, lateness, and absenteeism (3) It eliminates obsolescence in skills, and methods. A research conducted by Nwesigwa (2011) also found training to have a positive impact on teachers work behaviour and therefore, improve d their performance.

All the researchers above (Sibthope (1994); Cascio (1994) Buckey and Caple (1990); Oguntimelhin (2005); and Nwesigwa (2011) agreed that training improves the skills, knowledge, and attitudes of employees in the performance of their job. What Oguntimelhin (2005) identified that training eliminates obsolescence in skills is in agreement with, Akpan (1999) who also stated that teachers must be trained in order not to remain static with old methods of teaching. In relation to the current study, it has been observed that training programmes for teachers in the study area are mostly not taken serious by the participants.

Therefore, this study has set an objective to ascertain the perception of teachers on how training impact on their professional sills development and their job delivery.

2.3.3 Perception of teachers on Training Transfer

Mathis et al (2009) described training transfer as how trainees apply or use knowledge gained during training on their job on their return to the work place. Baldwin and Ford (1980) also described training transfer as the degree to which trainees successfully apply in their job the skills gained in training situations. In other words, training transfer is the ability of a trainee to effectively and continually apply what has been learnt in training to the job. In context, training transfer in this study refers to how teachers apply the new methods of teaching and skills of delivery to the class room after they attended a training programme. The study plan is to look at whether teachers are able to apply these skills to their job in the class room.

For training to transfer effectively, it has to be evaluated. Kirkpartrick (1994) level three of his evaluation model emphasized the need for follow-up to determine whether participants applied what they learned once they come back on the job. In effect, if the new knowledge, skills and abilities (SKAs) learned are not transferred to the work, the training programme cannot be said to have an impact on the effectiveness of the organization or the employee. Researchers have found that professional development programsme delivered through workshop presentation style has proven to be ineffective in meeting the needs of teachers (Mcleskey & Waldron, (2002); Rebora, (2008). Hunzicker (2011) argued that the ineffectiveness

of the workshop style of presentation is as a result of too much information delivered with little time for real classroom application. However, research shows that the workshop style of presentation is the most patronized method used for training (Hunzicker, 2011). If teachers after attending training programmes are not able to transfer what they learned to their work, the training cannot be said to be effective. It is for this reason that this study is going an extent to determine the perception of teachers on training transfer to their class room work.

Mathis et al. (2009) noted that, the level of training that effectively gets transferred to the job is relatively low compared to the amount of money and time spent on training. Oguntimelhin (2005) identified training to yield the following benefits if transfer effectively takes place. (1) It will increase productivity. (2) It enhances the use of tools and machines. (3) Reduces accidents and eliminates obsolenceness in skills and methods. However, the above stated benefits cannot be realized if training process is not systematic. Nwesigwa (2011) found training to be defective and not based on systematically identified needs thereby, resulting in training being ad hoc and haphazard. As stated by Boreck (2001), a truly effective training programme must have reliable and effective training programme in place in order to transfer effectively. On the contrary, Mathedi and Arfur (2013) in their study on "Employee perception towards effective training programme" revealed the following; (1) training objectives are not well communicated; (2) methods used for training are ineffective; (3) materials supplied for training are obsolete;(4) the trainers level of knowledge, skills, and abilities are not satisfactory; and (5) the

27

participants perceived that the training programmes are not well organized and the layout of the venue is not satisfactory.

In the current study it has been observed that training of teachers is often done in churches with few training materials. Subsequently, training transfer becomes a major problem especially if what has been taught is so difficult for trainees to apply at work. Armstrong (2009) acknowledged that sometimes training seems to be remote from reality as the skills and knowledge acquired tend to be irrelevant to the job. Other researchers have equally asked questions as to whether or not the skills, knowledge, and abilities learnt during training are transferable to the job. They argued that lack of transfer could lead to employee frustration and eventually increase employee turnover (Methedi et al, 2013).

Furthermore, Mathis et al (2009) noted that trainer's verification of the effectiveness of training transfer is part of training evaluation. Rebecca and Tony (2006) saw training evaluation as being critical for measuring change. They argued that, looking at training without taking into account evaluation is like pumping money in a defeated purpose. Guskey (1986) also noted that change in teacher behavior is a gradual process. Hence, there was the need to follow-up and see how knowledge gained is being transferred to the work. However, this is not always the case as Bernard (2004) pointed out that scarcely does training sessions include evaluation. Nwesigwa (2011) also confirmed this when he reported in his study findings that evaluation was not done for respondents that had been trained. The current study based on these reevaluations and has formulated questions aimed at finding out whether evaluation was done during training for teachers and also to see

how teachers are able to transfer their knowledge gained during training to their work.

Notwithstanding the problems associated with training transfer, Nwesigwa (2011) found training to have a positive impact on teachers work behaviour and therefore, improve their performance. His study revealed that, 60% of teachers agreed that their performance improved as a result of training as against 38% of teachers who thought otherwise. The study by Nwesigwa (2011) further found that teacher-student relationship improved as a result of training. He noted that training leads to positive change in attitude toward work as his study found 70% of teachers agreeing that their attitude toward work has changed after training.

2.4 Summary of the main items discussed

According to the literature review on perception of teachers on training in basic schools, many scholars have made several findings about training. The review showed that for training to be effective it should be systematically done. This will result in some benefits to both the employee and the organisation including organizational commitment, motivation of employees, and improvement in employee performance. Systematic training process involves needs assessment, design, delivery, and evaluation.

Specific findings in the literature relating to this study showed that quality training improves teachers work behaviour and performance. Teacher development helps in developing their knowledge and teaching skills. Teacher turnover was found to be higher in highly poor districts than in low poverty districts and therefore

29

called for retraining of new teachers all the time. However, there were some anomalies and defects in designing and implementing training programmes for teachers. It was further found that teachers got frustrated and felt reluctant to attend training programmes because some trainers presented training materials that were obsolete and had little impact on their teaching methodologies. They also felt reluctant to attend training that would not benefit them or their students.

On the part of teachers it was found that not all teachers were interested in staff development neither in their professional career development nor personal line. Teachers after teaching for so many years felt that they had attained the art of teaching and saw training not to be necessary. Veteran teachers were specifically seen as a category of teachers who often saw staff training as a waste of time. The literature further found teachers who had training experience to have a positive attitude towards effective training but however had a negative attitude towards trainings that were poorly designed.

Selection of teachers for training was ad hoc, haphazard and not based on training needs analysis. The literature also showed that the level of training that got effectively transferred to the job was relatively low compared to the amount of money spent on training. Though it is important to evaluate or follow-up after training, scarcely did training sessions for teachers include evaluation and follow-up.

Since these major findings are not specifically related to the locality under study, they will be used as the bases for comparison with the findings of this study

30

in chapter four. In doing the discussion of this study result, comparison will be done to see whether these major findings above will be confirmed by this study major finding or disagree with them.

2.5 Conceptual framework

The researcher constructed this framework to guide the study. It is based on the systematic training model discussed under the theoretical review in this chapter. The researcher tried to integrate other variables into the systematic training model and analyze the relationship among the variables in the framework.

As shown in figure 2.3, it is assumed by the systematic training model that if the various stages are properly followed it will lead to an effective training and result in participants having a positive perception about training. Furthermore, if participant's responses to the following indicators are in the affirmative, it will lead to the formulation of a positive perception about the training programme by the participants. (1) Training materials were relevant and adequate. (2) Trainers were knowledgeable and skillful. (3) Training instructional methods used were appropriate. (4)Training objectives were achieved. (5) Participants were happy with the programme. (6) Participants are able to transfer knowledge to their work.

On the other hand, it is assumed that if the training was not systematically done, it will lead to training not being successful or ineffective. Subsequently, participants will have a negative perception about the training programme. The indicators of an ineffective training are as follows. (1) Training was not systematically done (that is training was ad hoc and haphazard). (2) Training

31

materials were irrelevant and / or inadequate. (3) Trainers were not knowledgeable skillful (40 Instructional methods used were inappropriate.(4) Training objectives were not achieved. (5) Participants were not happy with the training programme. (6) Participants are not able to transfer the knowledge to their work.

Systematic training

Positive perception

Effectiv

- Materials are relevant and adequate
- Trainers are skillful and knowledgeable
- Appropriate instructional methods are used
- Objectives are achieved

Needs assessment

Evaluation stage   Design stage

Implementation stage

Ineffective

Negative perception

- Training was ad hoc and haphazard
- Materials are irrelevant
- Trainers are not knowledgeable and skillful
- Inappropriate instructional methods are used.
- Training objectives are not achieved.
- Paticipants are not happy with the training.

Figure 2; 3 Systematic training perception model

2.6 Definition of Terms

In the framework, the following will be taken to mean the description provided for them below.

Training: The process of supplementing an employee's knowledge, skills, and abilities to enable him or her perform the job better in order to achieve organizational goals.

Effective training: The extent to which the training was systematic and the level of attainment of the set goals of the training programme.

Perception: The unique and inevitable personal views people have of events to their external environment (Isangedighi, 1996).

Training Transfer: This refers to how teachers apply the new methods of teaching and skills of delivery to the class room after they attended training programme.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter gives a detail description of the procedures and techniques that were used to carry out this study on the perception of teachers on training in basic schools. Specifically, it describes the research design, the population of the study and the sampling and sampling procedures used. Other specific issues captured in this chapter include the data and data collection procedure used, the research instrument used to collect data, as well as the methods used for data processing and analysis.

3.1 Research Design

Research design explains in details how the researcher intends to carry out the research. According to Kirlinger (1986), a research design is a planned structure and a strategy conceived to obtain answers to research questions. The use of research design is to make the research process orderly and clear. It also ensures accurate assessment of the validity and reliability of the study.

The research was based on a case study of the Offinso North District. A case study is an investigation of an individual group, institution or other social unit. Kruger and Sokpe (2006) described a case study as the process of examining a single unit such as a family, a club, a social group, a solid institution of a community, into detail in order to understand an important part of the unit.

35

Case studies are most preferred when the area has not been studied before. Anin (2005) supports the use of case study method, in particular, when the area has not been studied before. In this regard, the perception of teachers on training in public basic schools in Offinso North District is an area which has not been studied before. This made the choice of case study method for the research most appropriate. According to Kruger et al (2006), case study probes deeply and analyses the factors that explain present status and development over a period of time.

3.2 Population

According to Polt and Hungher (1996), population is the entire aggregation of cases that meet a designated set of criteria. It should be noted that the population always comprise the entire aggregation of elements that the researcher is interested in. Population is also defined by Healey (2012) as the collection of all cases that the researcher has an interest in and seeks to understand it better. In short, the population is the target group in which the researcher is interested in gathering information and drawing conclusion on it.

The population for this study was made up of the District Training Officer (DTO) in the Offinso North District Education Directorate, head teachers and teachers in public basic schools in the Offinso North District. The various cases that made up the population included teachers in the five Circuits in the District namely: Akomadan Circuit 'A', Akomadan Circuit 'B', Afrancho Circuit, Nkenkaasu Circuit, and Nkwankwa Circuit. However, this does not include kindergarten

attendants who are not trained as well as pupil teachers in the basic schools. This was to ensure the quality of the responses from the respondents.

3.3 Sample and Sampling Procedure

The process of selecting a part of the population to represent the entire population is known as sampling (Amedahe, 2002). Sampling makes it possible for the researcher to study a relatively small number of units to represent the entire population. Healey (2012) defines a sample as a carefully chosen subset of the population from which conclusions can be drawn from the population. Kumer (1999), also defines a sample as a carefully selected subgroup of a population. A sample consists of a carefully selected subset of the units that comprise the population and therefore have fewer cases and are easy to assemble. Generalizations made based on samples are accurate and more representative of the population.

Research revealed that the minimum acceptable sample size should not be less than 30 (Enon, 2002). A sample size less than 30 may give an inaccurate result. Sehran (2003) also recommends a sample size of between 30 and 500. He argued that a larger sample size could be problematic. However, a sample size larger than 30 are more likely to produce better results. Based on the above recommendations, a sample size of fifty (50) were chosen from overall population of six hundred and ninety-two (692) trained teachers in the District and a target population of one hundred and thirty (130) trained teachers in ten (10) public basic schools in the District based on convenience. The information on teacher population was obtained

37

from the 2014/2015 Annual District Education Performance Review (ADEPR) report of the Offense North District Education Office.

The composition of the 50 respondents was made up of ten (10) Head teachers who were all purposively selected and forty (40) teachers who were selected based on convenience. The District Training Officer who was not part of the fifty respondents was also purposively selected and interviewed. The non-probability sampling method of purposive sampling was used to select the Head teachers and the Training Officer because of the positions they occupy and the fact that they usually determine who should attend a training programme. This category of respondents also did plan and organize training activates for their staff and could give detail information about training activities. Convenience sampling was used to select the teachers because the researcher wanted to ensure that the respondents were capable of giving accurate and detailed information and also to avoid bias.

The selection of the ten (10) schools from five circuits to form the sample frame of one-hundred and thirty (130) teachers was done using the stratified simple random sampling. The study also used proportionate sample size to draw two (2) schools from each of the five (5) strata. From the ten schools, the Head teacher of each school was purposively selected while four (4) teachers were conveniently selected from each school to make up the sample size of fifty (50) in all. In using the stratified random sampling, the names of all the sixteen (16) schools in each of the five circuits were written and put into the strata (five circuits) before drawing the two schools from each stratum (circuit).

38

Table 3.1 List of selected schools

CIRCUIT	SCHOOL NAME
AKOMADAN CIRCUIT	Akomadan D/A 'A' Primary and KG
'A'	Akomadan S.D.A Primary and KG
AKOMADAN CIRCUIT	
'B'	Adabiya Islamic Primary and KG
	Akomadan E/A JHS
AFRANCHO CIRCUIT	
	Afranchozion JHS
	Afrancho Methodist Primary and KG
NKENKAASU CIRCUIT	
	Nkenkaasu Methodist JHS
	Nkenkaasu E/A JHS
NKWANKWA CIRCUIT	
	Asuosu D/A Primary amd KG
	Darso D/A Primary and KG

3.4 Data collection procedure

The study made analysis from primary data which were gathered. Zikmund (2003) defines primary data as data that are gathered and assembled specifically for the research project at hand. Sekaran (2003) also describes primary data as first hand information obtained by the researcher on the variables of interest for the

39

specific purpose of the study. Primary data are needed in the field of human resource, marketing, economics and so on.

In order to obtain first hand information from respondents, an introductory letter was taken from the Offinso North District Education Office. This enabled the researcher to introduce himself to the respondents before administering the research instruments. Questionnaire was administered to the forty (40) teachers who were sampled. The researcher took time to introduce himself to the head of each school visited before meeting the teachers. The questionnaire was personally administered to the sampled teachers and time was spent to explain the questionnaire step by step to them before they answered the questions. The respondents were given the free time to answer the questions independently and to the best of their knowledge.

Interview guide was administered to the head teachers in order to collect detailed information from them. Open ended questionnaire were formulated for this purpose. The researcher personally administered the interview guide to the head teachers before administering that of the teachers. The District Training Officer was the last person to be administered the interview guide.

3.5 Research instrument

The research instruments used for the study were questionnaire and interview. Questionnaire were used as the appropriate instrument because it offered greater anonymity of respondents, it is less expensive in terms of cost and time spent and also promises a wider coverage of respondents (Amedahe, 2002).The questionnaire consisted of thirteen (13) items in two sections. The first section was

the bio-data of respondents which included sex, teaching experience and rank. The second section involved both closed ended questions and open ended questions related to training. Options were given for the respondents to choose the category that best described the situation. In all, forty (40) respondents were administered the questionnaire.

Interview guide in the form of semi structured questions were used to collect data from ten (10) Head teachers and the District Training Officer. The interview guide questions for the Head teachers consisted of eleven (11) items contained in two sections. Section 'A' looked at the bio-data of the Head teacher including sex, number of years experience as a Head teacher and schedule. The second section involved questions relating to training. The semi structured interview guide questions for the District Training Officer consisted of thirteen (13) items all relating to training. The interview was personally administered face to face with the respondents. Interview was used because of its high response rate and it is also easy to administer (Amedahe, 2002).

3.6 Data Analysis

The data obtained from the respondents were initially coded for analysis. The software, Statistical Package for Social Science (SPSS) version 21, was used in analyzing the data. The information was then presented in the form of tables, frequencies, charts, and percentages.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the results from the survey conducted on teachers and other teaching officials in the Offinso North District on the perception of teachers about training in basic public schools. Empirical findings from the perception of the respondents have been presented and discussed. Descriptive analysis was employed in the discussion of employment characteristics while cross tabulations were used to evaluate the perception of respondents.

4.1 Employment Characteristics of Respondents

This section presents the employment characteristics of the respondents from the survey. The analysis included the sex of the respondents and the number of years they had worked as professional teachers or head teachers. The ranks of the respondents were also presented.

4.1.1 Sex of respondents

It was important to know the sex of the respondents so that an analysis could be made of the population of the males and females in the study area. The results showed that out of 40 teachers interviewed, 75 percent were males while 25 percent were females. All the 10 (100%) head teachers interviewed as well as the District Training Officer (DTO) were men. This indicates that the District was dominated by male teachers (Table 4.1). The dominance of the District by male teachers could

be the cause of multiple factors such as the deprived nature of the District resulting in most female teachers refusing posting to the District. The few females who accepted posting to the District after completing College of Education also left for other developed District after some few years if they were not married. This would enable them get the caliber of men they might want to marry in those developed Districts. Again, those females who were married but had their husbands working in other developed Districts took transfer to join their husbands in those developed Districts.

This had a lot of implications for girl child education since there would be no female teachers in some schools to serve as role models to the girl child. Moreover, in schools where there were no female teachers, male teachers would be appointed as School Based Girl Child Coordinators. This is likely to affect the education and retention of the girl child in school.

Despite the emphasis of government on the promotion of girl child education, the results suggests that fewer females from the study area were able to enter the tertiary level, especially Colleges of Education, to be trained as teachers contrary to the perception that teaching was the job of women. In relation to the population of Ghana, the population of women in Ghana in the 2010 Population and Housing Census Report was 51.2% while the population of men was 48.8% (Ghana Statistical Service, 2013). By these results, women should as well dominate men in our institutions. However, this was not the case in basic public schools in the Offinso North District. This was evident of the fact that all the 10 head teachers interviewed were males.

Table 4.1 Sex of respondents

Sex	Teachers		Head teachers	
	Frequency	Percent (%)	Frequency	Percent (%)
Female	10	25.0	0	0.0
Male	30	75.0	10	100.0
Total	**40**	**100.0**	**10**	**100.0**

Source: Field survey, 2015.

4.1.2 Number of years worked as a head teacher

The head teachers were expected to indicate the number of years they worked as a head teacher. This would assist in the determination of their levels of experience in organizing in-service training for their staff, selection of teachers to attend training programmes outside the school, and the implementation of training policies at the school level.

It was found that 50 percent of head teachers had spent between 1 and 4 years working as head teachers. Thirty percent (30%) had spent 5 and 8 years working as head teachers while those who had worked for 13 years or more were 20% (See Figure 4.1). This means that majority of the head teachers (50%) in the District were newly appointed to the position and were therefore not much experienced as head teachers who had worked for 13 years or more. The most experienced head teachers who worked for 13 years or more (20%) were the least in the District.

44
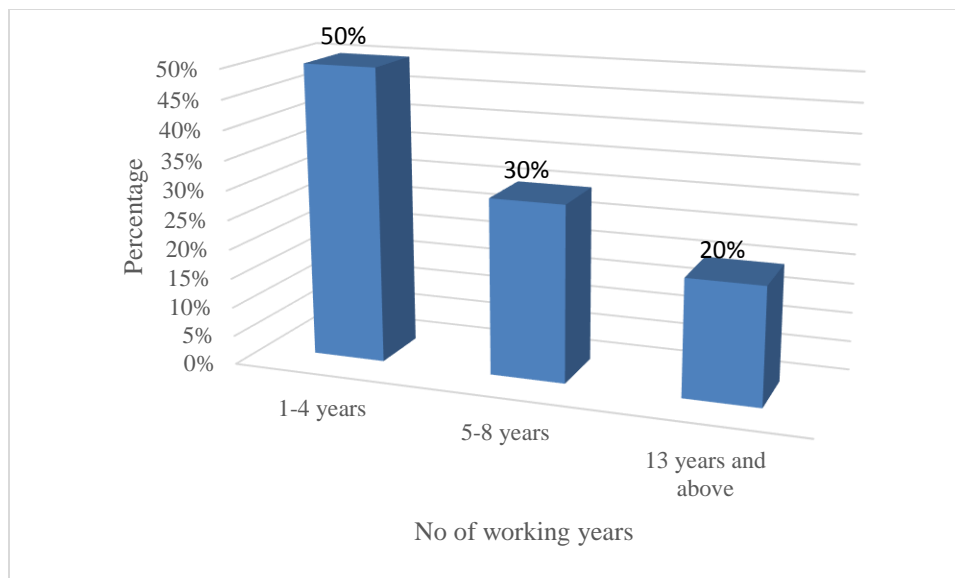
Figure 4.1 Number of years worked as head teacher

Source: Field survey, 2015.

It is common knowledge that the number of years spent as a head teacher was a reflection of the level of experience as a head teacher. This therefore, means that 20% of head teachers in the District were experienced in organizing in-service training programmes for their teachers at the school level. They also had a lot of experience to supervise and ensure that teachers who returned from training utilized and impacted the knowledge gained on the pupils. The 30% of head teachers who worked for 5 and 8 years as head teachers also had some experience in selecting teachers to attend training programmes as well as implementing training policies in their schools.

However, the majority of the head teachers (50%) who worked between 1 and 4 years as head teachers was an indication that half of the basic public schools in the District were headed by head teachers who were not very experienced. This

45

could affect the performance of such schools academically as well as administrative. It may also affect the selection of teachers for training and development activities in such schools.

4.1.3 Rank of respondents

This section presents the ranks of teachers and head teachers who were used for the study. From Table 4.2, it came out that 45 percent of the respondents had attained Senior Superintendent II status while 25 percent had attained Senior Superintendent I and Principal Superintendent Ranks respectively. This implied that the District was dominated by lower ranked teachers that were Senior Superintendent II rank, while the Senior Superintendent I and Principal Superintendent Ranks were at par (25% each). The 25% Principal Superintendent Rank means that the District had small number of teachers in the senior level rank.

The District was dominated by Senior Superintendent II rank teachers because as a deprived District, it used to be flooded with pupil teachers and Teacher Certificate 'A' holders (Superintendent I) who had now upgraded themselves through the University of Cape Coast and University of Education, Wineba Distance Learning Programmes and Top-up programmes to Diploma in Basic Education (Senior Superintendent II). In addition, as a poor and deprived District, teacher turnover was very high as many teachers took transfer to more developed Districts after some few years stay in the District. This therefore affected the number of years teachers stayed and worked in the District. In support of this, the

Offinso North District Training Officer, who also doubled as the head of Education Management Information System (EMIS) mentioned that:

"Twenty-seven (27) teachers left the District on release to other developed Districts in 2014/2015 academic year alone."

This finding confirms Hammond's (2003) study which found that teacher turnover tended to be higher in poor Districts than in low poverty Districts. This, it is believed to be so because deprived Districts lacked decent accommodation for teachers in most of the deprived communities. The Districts are also faced with poor roads network to some of the communities which are about 30 kilometers away from the District capitals. The frequent transfer of teachers out of the District would affect the District negatively because most of the teachers who had attended training programmes would leave with the experience they acquired.

The results of the current study show that all the respondents were trained teachers who had been in the service for some time and would have attended some training programmes. It further suggested that the level of understanding of teachers in the District during training sessions would be relatively better since they all had a minimum qualification of Diploma in Basic Education (DBE). Again, it also means that the trainers can comfortably used different methods of training to train teachers in the District.

47

Table 4.2 Rank of respondents

Rank	Frequency	Percent (%)
Senior Superintendent II	18	45.0
Senior Superintendent I	10	25.0
Principal Superintendent	10	25.0
No response	2	5.0
Total	40	100.0

Source: Field survey, 2015.

4.2 Teacher Attendance of Training Programmes

This section sought to obtain information from respondents as to whether or not they had attended training programmes before and could therefore offer relevant responses on their perception about training. The results are presented below.

The teachers were asked whether they had ever attended a training programme and all of them (100 percent) responded in the affirmative (See Table 4.3). This means that all the teachers' responses were based on firsthand experience since they had all attended training before. The head teachers were also asked to state whether all the teachers in their school had undergone training or otherwise. Table 4.3 shows that 90 percent of the head teachers indicated that all their teachers had attended a training programme before. Only one head teacher (10%) indicated no teacher attended training in his school before.

The results suggest that all the teachers in the District had undergone a training programme to update their knowledge. The District Training Officer confirmed this when he pointed out that:

48

"In my view all teachers in the District had successfully undergone training."

This was in line with the Conditions of Service of GES which required teachers to attend in-service training from time to time to update their knowledge (Head Teacher's Handbook, 2010). Chang and Ho, (2001), also found that, training enables an organization to adapt new methods and ways of doing things as well as motivate employees to perform better. This, therefore, means that teachers in the District were up to date with new methods of teaching and were motivated to perform their duties once they had undergone training. In addition, the result was a reflection that the quality of teachers in the District was enhanced and would most likely improve their work out-put. Nwesigwa (2011) reported that 70% of teachers agreed that their attitude towards work had changed after going through training. However, if steps were not taken to reduce the high teacher turnover in the District, all these experienced teachers, in terms of training, might leave the District compelling authorities to spent money to train other teachers for the same skills.

Table 4.3 Teacher attendance of a training programme

Respondents	Attended programme	Frequency	Percent (%)
Teachers	Yes	40	100.0
Head teachers	Yes	9	90.0
	No	1	10.0
District Training Officer	Yes	1	100.0

Source: Field survey, 2015.

4.3 Teacher perception about Selection for training

In order to avoid wasteful expenditure on the part of the organization, selection of participants for training should be properly done (Bartron, 2007). Based on this, the study sought to know the perception of participants on how they were selected to attend training programmes in the District.

The findings revealed that 10% of teachers perceived the selection of participants for training to be ad hoc while 90 percent (36) of the teachers perceived that participants selected to attend training were chosen based on training needs identified (See Table 4.5). This shows that almost all the teachers stood to benefit from training based on their training needs identified. The selection was done professionally but not based on favourism or loyalty of a teacher to the head teacher. This reevaluation was contrary to the findings by Nwesigwa (2011) that selection for training was ad hoc, haphazard and not based on training needs identified. He further stated that when a group of trainees, making up of teachers were asked on how they were selected, 95% of them said it was through self initiative. On the other hand, this finding was in conformity with the Systematic Training Theory of Maathis and Jackson (2009) which states that an effective training should be systematic and should start with needs assessment. The findings also suggests that the selection of teachers for training based on training needs identified in the Offinso North District was the right step towards an effective training.

Table 4.4 Teacher perception about selection for training

Selection for training	Frequency	Percent (%)
A d hoc	4	10.0
Training needs identified	36	90.0
Total	**40**	**100.0**

Source: Field survey, 2015.

The use of the systematic training method to properly identify teachers who needed to be trained would result in professional training needs of teachers in the District being resolved through in-service training. Subsequently, teachers in the District would be equipped with modern methods of teaching and improve their professional skills and delivery as well. In addition, having the opportunity to attend training programmes could be a source of motivation to teachers and could lead to teacher commitment and retention in the District. Cheng and Ho (2001) and Pool and Pool (2007) confirmed these benefits of an effective training when they pointed out that employee commitment to the organization, employee motivation to perform better, and the adaption to new methods and ways of doing things including extension of retention time could be some of the benefits of training.

4.4 Criteria used for selection of training participants

In order to find out whether the teachers responses were actually a reflection of how selection of participants for training at the school level and District were done, head teachers and the DTO were asked to state the criteria they used in selecting teachers to attend training programmes.

51

The results as shown in Table 4.5 indicate that the most common criteria used by head teachers to select teachers for training was based on experience in the subject area concern. Seven (70%) head teachers out of 10 stated that the criteria used in the selection of teachers were solely based on the experience of the teachers in the area in which the training was to be conducted. This corresponds with the District Training Officer's answer when he stated that;

"Selection of teachers for training was done based on subject area and the type of training involved."

On the same question one head teacher (10%) said,

".. *balloting and discussions had to be done with teachers or a teacher would just volunteer to attend the training."*

Other respondents (20%) indicated that selection of participants was ad hoc and sometimes invitation for training included specific selection criteria.

Table 4.5 Criteria used for selection of training paticipants

Responses	Frequency	Percent (%)
Based on experience of teacher in subject area identified	7	70
Discussions, balloting or teacher volunteers.	1	10
Others	2	20
Total	**10**	**100.0**

Source: Field survey, 2015.

These results are comparable to the perception of the teachers about how participants were selected for training as displayed in Table 4.4. The response of the DTO and seven (70%) head teachers confirmed the position of 90% of teachers (See Table 4.4) that selection of teachers for training was based on training needs identified. The above findings are a reflection of how needs assessment was done before selecting teachers for training in the District. Moreover, it means that in most of the schools, head teachers followed the Systematic Training Method to identify teachers' needs for training before selecting them to attend a training programme. In other words, it also suggests that teachers, who had little experience in specific subjects they were teaching, were sent for training to acquire skills and knowledge in that subject. Again, those who had been teaching specific subjects and had experience in them were also sent for training to acquire more knowledge and skills. This was true to the extent that most teachers at the basic level were general teachers and therefore not specialists in specific subjects. Consequently, they were trained through in-service to teach specific subjects.

This was a reflection of how opened the selection or needs assessment were done in the various schools. This might result in teachers believing that they all stood to benefit from training. It could further lead to the elimination of conflicts which could arise based on the belief that selection was not properly done.

The remaining head teachers (20%) who said selection of teachers for training was based on other methods (ad hoc) corresponded with the 10% of teachers (See Table 4.4) who said selection was ad hoc. This suggests that selection of teachers in some schools was ad hoc. It therefore means that the training needs of

teachers in such schools were not properly identified before sending them for training.

4.5 Teachers Perception of the impact of training on their professional development

In this section, teachers were expected to indicate how the training they had received impacted on their professional development. They were expected to make a choice among three options whether training impacted positively, negatively, or it made no impact on their professional development.

Figure 4.3 depicts that 95% of the teachers perceived the impact of training on their professional development to be positive while 5% perceived it to be negative. Thus, 95% maintained that training had given them insight about their work by equipping them with new methods of teaching especially with regards to the use of teaching and learning materials (TLMs). A teacher's response to the question of the impact of training was that,

"Training highlighted some petty mistakes I do in the classroom which in one way or the other hinders pupil development. I have been able to correct those mistakes."

When head teachers were asked how training impacted on their teachers' professional development, six (60%) of them agreed that training improved the professional development and skills of teachers (See Table 4.6). Below are some statements made by head teachers:

54

"Training improves positively on the teachers professional skills   which they used in their class delivery (head teacher 1).   Training helps improve the professional skills and competencies of teachers in general (head teacher 2)."

Similarly, the response of the District Training Officer for the Offinso North District could be summed up in the following statement:

"Training brings about improvement in teachers teaching skills and methodology. Overall, teachers output of work is improved."

On the other hand, four (40%) head teachers out of 10 said training helped prepared teachers for promotion in the future. In the words of one head teacher,

*"T*raining helps prepare teachers for their professional promotion to the next rank.*"*

The result implies that the professional skills of teachers (95%) in the District had improved as a result of training. This was a reflection of how well training programmes in the District were done. This could lead to better class room delivery by teachers and subsequent improvement on their output of work. Similarly, several other researchers, Sibthope (1994); Cascio (1994) Buckey and Caple (1990); Oguntimelhin (2005); and Nwesigwa (2011) have found training to have a positive impact on trainees. In line with this study, they identified that training improved knowledge, skills and attitude of employees in the performance of their job.

The statement by the teachers that training had equipped them with new methods of teaching and the use of TLMs further agreed with Oguntimelthin (2005) who found that training eliminated obsolesces in skills. In a similar way, Akpan (1999) agreed that training of teachers ensured that they did not remain static in their old methods of teaching. This was a confirmation of the statements made by the teacher and the DTO.
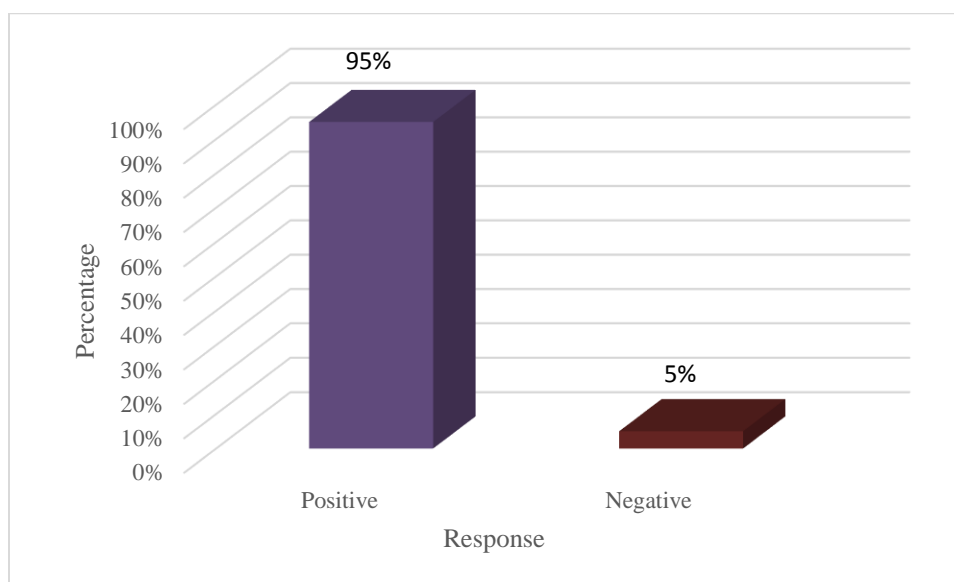
Figure4.2 Impact of training
Source: Field survey, 2015.

Table 4.6 Head teachers' response on impact of training on teachers' professional development

	Impact of training	Frequency	Percent
1	Training help teachers improve on their profestional skills	6	60%
2	Training help prepare the teacher for promotion in the future.	4	40%
	Total	10	100%

Source: Field survey, 2015

56

Ninety five percent (95%) of teachers and all 10 head teachers who agreed that training impacted passively on teachers professional development depicted the level of satisfaction both teachers and head teachers had with training. It also portrayed that the organizers and resource persons in the District were good. The participant's level of education (DBE) also contributed enormously to the success of training in the District. The District was therefore making a very good investment on Human Capital which might yield very positive results in the academic performance of pupils in the District. This was also an indication that if the right procedures for organizing training were followed in GES, positive results would always be attained.

Teachers were also questioned about their level of agreement to the positive impact of training on their professional development as a teacher. As displayed in Table 4.7 more than one half (52.5%) of teachers strongly agreed that training had positively influenced their professional development and 35% agreed that training had positively impacted on their professional development. Only one (2.5%) teacher disagreed that training had a positive impact on his/her professional development but 4 (10%) teachers stated that they did not know whether training impacted positively on their professional development or not (See Table 4.7)

The strong agreement by more than half of the teachers (52.5%) and the 35% of teachers who agreed that training had impacted on their professional development positively showed that the District was able to design a training programmes that met the professional development needs of teachers greatly. It also means that majority of the teachers in the District were satisfied with the

57

training packages designed to update their knowledge. This could lead to motivation on the part of the teachers and increase their work output. This finding confirms Nwesigwa (2011) earlier finding that training impacts positively on employees work and therefore improved their performance. He indicated that 60% of teachers agreed that their performance improved as a result of training as against 38% who thought otherwise.

On the contrary, Truit (2011) reported that 80.6% of employees disagreed that they had a positive attitude towards training as against 13.9% who agreed training was positive. In line with this, it was found that, only one (about 3%) teacher disagreed that training had no positive impact on his/her professional development.

Table 4.7 Impact of training on teacher professional development

Training has positively influenced professional development

Response	Frequency	Percent (%)
Strongly agree	21	52.5
Agree	14	35.0
Don't know	4	10.0
Disagree	1	2.5
Total	**40**	**100.0**

Source: Field survey, 2015.

4.6 Relationship between perception of selection for training and perception of impact of training on teachers' professional development

The study tried to establish whether there were any relationship between the perception of selection for training and perception of the impact of training on teacher's professional development. As a result, a cross tabulation of the two variables was done and the result presented as in Table 4.8.

Out of the four teachers who perceived that selection of training participants was ad hoc, 75 percent perceived that training had a positive impact on their professional development (Table 4.8). Additionally, 97.2 percent of the 36 teachers who perceived participant selection to be based on training needs identified also perceived training to have a positive impact on their professional development. From a total of 40 teachers, 35 (87.5 percent) perceived participant selection to be based on training needs identified and believed training had a positive impact.

Table 4.8 Perception about selection and perception of impact of training cross tabulation

			Perception of impact of training		Total
			Positive	Negative	
Perception about selection	Ad –hoc	Frequency	3	1	4
		% within Perception about selection	75.0%	25.0%	100.0%
		% within Perception of impact of training	7.9%	50.0%	10.0%
		% of Total	7.5%	2.5%	10.0%
	Training needs identified	Frequency	35	1	36
		% within Perception about selection	97.2%	2.8%	100.0%
		% within Perception of impact of training	92.1%	50.0%	90.0%
		% of Total	87.5%	2.5%	90.0%
Total		Frequency	38	2	40
		% within Perception about selection	95.0%	5.0%	100.0%
		% within Perception of impact of training	100.0%	10.0%	100.0%
		% of Total	95.0%	5.0%	100.0%

Source: Field survey, 2015.

Table 4.9 Chi-square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	**3.743**	1	**0.053**

Source: Field survey, 2015.

The Chi-square tests for independence was used to test the null hypothesis that there was no association between the selection of participants for training and

60

the perception of the impact of training. It was found out that the Pearson Chi-square statistic of 3.74 was statistically significant at 10% (Table 4.9). This indicates that there was a statistically significant association between selection of participants for training and impact of training. As a result, it could be concluded that both ad hoc and identifying training needs selection of participants could either result in positive versus negative perceptions about the impact of training. Therefore, the null hypothesis that there was no relationship between selection of participants for training and the perception of the impact of training was rejected.

4.7 Transfer of Knowledge Gained

The focus of this section was to determine whether teachers after going through training were able to apply or transfer the knowledge gained through training to their work environment. The study found that 97.5% of the teachers perceived that they were able to transfer the knowledge they had gained through training to their work while 2.5% said they were not able to transfer knowledge gained through training to their work (See Figure 4). The District Training Officer's response to the question whether teachers were able to transfer knowledge gained through training to their work confirmed the responses given by the teachers. In the words of the DTO,

"Practically, not all teachers are able to transfer the knowledge. However, most of them are able to do it."

However, not all of their superiors agreed with this assertion. For instance, some of the head teachers noted that teachers were only able to transfer knowledge

61

gained through training to their work if they understood the content of the training. They indicated that,

"The most inhibiting factor to the transfer of knowledge gained by teachers was the inadequate time for practice during training with the resource persons. Moreover, teachers were handicapped with inadequate teaching and learning materials (TLMs) so, with time, forgetfulness set in as a result of non-practice."

It is worthy of note that some head teachers demonstrated that although the intended purposes for training was good, some teachers felt reluctant to adopt new methods of doing things. Following that,

'*Only teachers who were self-motivated found it easier to transfer the knowledge gained to their work.* "
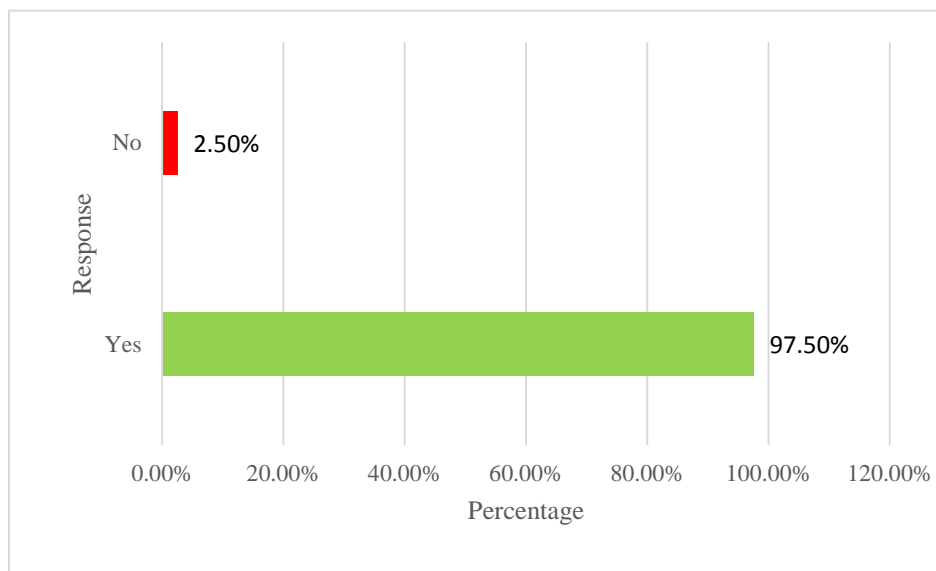
Figure 4.3: Are you able to transfer knowledge gained?

Source: Field survey 2015

This finding was an indication of the effectiveness of training programmes organized for teachers in the District. It was also a reflection of the fact that relevant and appropriate TLMs were used for the training. In addition, it means the appropriate instructional methods were used for the training by the resource persons. Moreover, based on the teachers' high positive (95%) perception about the impact of training on their professional development, they were also self motivated to learn, hence their ability to transfer knowledge to their work. The benefits of such effective training programmes on teachers would include the elimination of obsolenceness in skills and methods of teaching, enhanced use of TLMs and improved output of work of teachers and pupils. Along with this, Nwesigwa (2011) found that teacher-student relationship improved as a result of training. He stated that 70% of teachers agreed that their attitude towards work changed after training which was similar to about 98% of teachers in thus study who agreed that they were able to transfer knowledge gained through training to their work.

The assertion by head teachers that teachers were not able to transfer knowledge to their work could be due to the fact that more than half of the head teachers in the District were inexperienced (See Figure 4.1) and could not supervise teachers to see how they were applying knowledge after they returned from training. It could also be assumed that the head teachers could not provide the necessary TLMs that would enable teachers to apply their knowledge in the class.

Kirkpatrick (1994) emphasized that trainees should be able to apply knowledge and skills gained during training to their job on their return to the work place. Since teachers were properly trained and they could transfer knowledge to

their work, it could yield positive benefits to the individual schools and the District as a whole. In the first place, teachers would be able to deliver their lessons effectively using activity oriented methods which are child -centred. Secondly, teachers in the individual schools would also be able to train their colleagues on the staff. The District could use such teachers who had been trained as resource persons if the resource persons used for earlier trainings were outsourced or they were not available. This could save the District of some money which they would have used to hire the services of other resource persons in future.

The situation of head teachers who thought teachers felt reluctant to transfer knowledge gained to their work could be remedied. This situation could only be handled if head teachers supervised their teachers and encouraged them to persist in their bid to apply the knowledge gained via training. As advised by Bernard (2004, p51)

"Schools….. that are trying to implement… professional development programmes should be sensitive to the fact that not all teachers are ready in their professional career or personal live to commit to staff development."

4.8 Relationship between the perception of impact of training and transfer of knowledge gained to work

The study wanted to determine whether the perception of teachers about the impact of training on their professional development had any relationship with their ability to transfer knowledge gained through training to their work. Subsequently, a

64

cross tabulation of the two variables was done and the results presented in Table 4.10 as shown below.

The results in Table 4.10 show that out of 38 teachers who had positive perceptions of the impact of training, 97.4 percent perceived that they were able to transfer knowledge gained to their work. Similarly, out of 37 teachers who perceived that they were able to transfer knowledge to their work, 94.9 percent perceived that training had a positive impact on their professional development. Despite that, out of all 40 teachers, 97.5 percent had positive perception of impact of training and perceived that they were able to transfer knowledge to their work.

Table 4.10 Perception of impact of training and perception of transfer of knowledge cross tabulation

			Are you able to transfer knowledge gained?		Total
			No	Yes	
Perception of impact of training	Positive	Frequency	1	37	38
		% within Perception of impact of training	2.6%	97.4%	100.0%
		% within Are you able to transfer knowledge gained	100.0%	94.9%	95.0%
		% of Total	2.5%	92.5%	95.0%
	Negative	Frequency	0	2	2

		Are you able to transfer knowledge gained?		Total
		No	Yes	
	% within Perception of impact of training	0.0%	100.0%	100.0%
	% within Are you able to transfer knowledge gained	0.0%	5.1%	5.0%
	% of Total	0.0%	5.0%	5.0%
Total	Frequency	1	39	40
	% within Perception of impact of training	2.5%	97.5%	100.0%
	% within Are you able to transfer knowledge gained	100.0%	100.0%	100.0%
	% of Total	2.5%	97.5%	100.0%

Source: Field survey, 2015.

Table 4.11 Chi-square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	0.054	1	0.816

Source: Field survey, 2015

Chi-square test of independence was done to test the null hypothesis that there was no relationship between the perception of the impact of training and the perception about the transfer of knowledge gained through training. Pearson Chi-square statistic of 0.054 was not significant even at 10 % (Table 4.11). This indicates that the null hypothesis was not rejected. Thus, the study concluded that positive and negative perceptions of the impact of training had no relation with the

teachers' perception about whether they were able to transfer knowledge gained to work or otherwise. The observed relationship was just by chance.

4.9 Perception of invitation to training

This section of the study looked at the perception of teachers on whether invitation notices that were used to invite them to a training programme were given early or late before the actual training date. They were therefore asked to state their perception about how participants were invited to attend training programmes.

From the results as shown in Table 4.12, the modal response by 70 percent of teachers was that invitation notices for training came early and 30% of teachers stated that invitation notices for training came late. The results showed that a larger proportion (70%) of the schools received their invitation notices early and were able to conduct the needs assessment properly. This was evident in Table 4.4 above where 90% of the teachers perceived that selection for training were based on training needs identified and Table 4.5 where 70% of head teachers agreed that the selection of participants for training were based on training needs identified.

On the other hand, the 30% of respondents who said the invitation notices came late was a reflection of the fact that they could not conduct proper needs assessment before participants were selected to attend training. As a result, selection of participants for training in such schools was ad hoc as evident on Table 4.4 where 10% of teachers perceived that the selection for training was ad hoc and Table 4.5 where 20% of head teachers stated that selection for training was by ad hoc means or other methods. The findings above disagreed with Nwesigwa (2011)

who found in his study that training was haphazard and poorly coordinated as well as Methedi and Arfur (2013) who stated that training objectives were not well communicated.

In relation to the Offinso North District, it was clear that the organization of training programmes and their objectives were properly communicated and not haphazard. If training objectives were well communicated to participants, it would allow them time to do proper needs assessment in order to select the appropriate persons to attend. It would also do away with many participants not being able to attend the training due to short notice. Certain training programmes do require participants to go along with some materials. Early communication would therefore enable them to acquire such materials before going for the training. All these contribute greatly to the success of a training programme.

Table 4.12 Perception of invitation to training

Invitation to training	Frequency	Percent
Invitation notice came late	12	30.0
Invitation notice came early	28	70.0
Total	**40**	**100.0**

Source: Field survey, 2015.

4.10 Perception about training materials

The use of TLMs during training would contribute greatly to the success of the training programme. Teachers were therefore to indicate whether training materials were provided during trading sessions. In the course of interview, the

68

District Training Officer indicated that participants were provided with materials during training sessions. Consequently, 47.5%of the teachers stated that most of the times, training materials were inadequate although 42.5% perceived that materials provided during training were adequate (Figure 4.4). Five percent (5%) also perceived that the materials were provided late while the remaining 5% stated that no materials were provided.
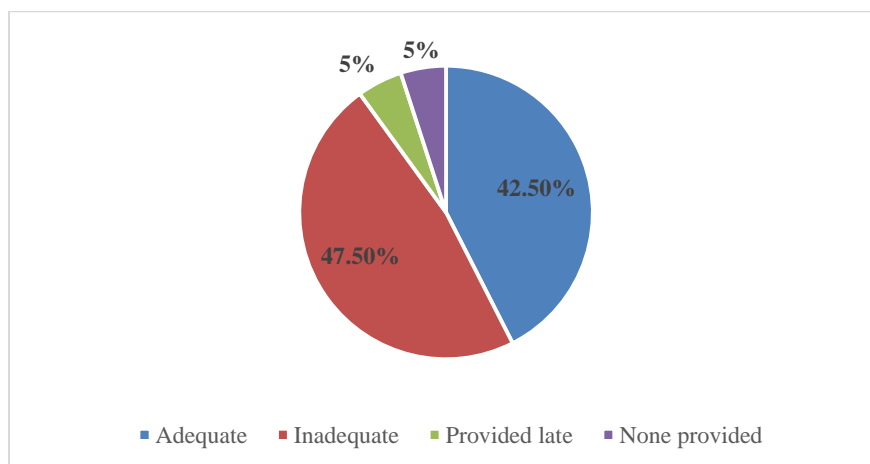
Figure 4.4 Perception of materials provided

Source: Field survey, 2015.

The provision of inadequate training materials to trainees meant that not all of them would get the chance to practice with the materials. This could hinder the effectiveness of the training and subsequently make transfer of knowledge difficult to trainees on their return to their work places. From Figure 4.4, 43.5% of the teachers who agreed that materials provided for training were adequate could mean that there were times that materials provided were adequate for training of participants. This suggests that training was systematically done in the District for teachers.. The five percent who said training materials were not provided could be

69

those who did not get the materials as a result of inadequate supply of materials. Nevertheless, this could affect the effectiveness of training and result in the formation of a negative perception about the training by such people.

Kirkpatrick (1994) level 3 objective of training evaluation emphasized the ability of trainees to transfer knowledge and skills to the job after the training. Providing inadequate training materials means that trainees would have to pair the materials resulting in inadequate practice by trainees. Training participants who cannot transfer knowledge gained to their work as a result of inadequate training materials and lack of practice would be a mark of failure of the training programme. This could lead to frustration on the part of teachers who were serious to learn. Methedi et al (2013) found that lack of transfer could lead to employee frustration and eventually increase employee turnover. Gomez-meja (2010) also found inadequate training to be a source of frustration to most employees. On the other hand, if the materials provided were relevant, it would contribute positively to the effectiveness of the training programme than providing adequate irrelevant materials

4.11 Perception about knowledge of resource persons

This section was intended to elicit teachers' perception about the knowledge of resource persons who taught during the training session. They were to indicate whether the resource persons had relevant adequate knowledge and skills in the areas they taught or not.

The results show that almost 93% of teachers perceived that the resource persons employed during training had adequate knowledge and skills. The remaining 7.5% of teachers perceived that the resource persons had little knowledge and skills in the subject matter (Table 4.13). The majority (93%) of the teachers who perceived that the resource persons had adequate knowledge and skills were consistent with the response of the District Training Officer. The DTO stated that,

"Resource persons are good because they are knowledgeable and they know their subject matter."

This indicates that generally, the organizers of training for teachers considered the expertise of resource persons before engaging them to train teachers in basic public schools in the District. The findings fell in line with the recommendations made by Mathedi et al (2013) that the depth of knowledge and level of experience of the trainer were two important things to consider in choosing a trainer. It also suggests that there was value for money in choosing trainers for training programmes in the District.

In addition, the use of knowledgeable resource persons shows that the process was systematically done in accordance with the model which required qualified trainers to be used for training. On the other hand, the 7.5% of teachers who perceived that the resource persons did not have adequate knowledge was a confirmation of findings made by Mathedi et al (2013) in their study that the trainers level of knowledge, skills, and abilities were not satisfactory.

71

Table 4.13 Perception about knowledge of resource persons

knowledge of resource persons	Frequency	Percent (%)
Adequate knowledge and skills of resource persons	37	92.5
Little knowledge and skills of resource persons	3	7.5
Total	**40**	**100.0**

Source: Field survey, 2015.

Just as how pupils have confidence in their teachers to teach them, the same could be said of trainees having confidence in trainers to teach them. However, trainees being adults would only have confidence on trainers if they were doing things right. Trainees would therefore develop confidence in trainers who display a high level of knowledge and skills in their subject matter. This could also earn the trainers some respect because of their expert knowledge.

4.9 Perception about content taught at training vis-à-vis classroom work

The questionnaire included a section whereby teachers had to indicate their perception about the content taught during the training in relation to classroom work. Themes were created to represent the qualitative responses and it came out that most (80%) of the teachers perceived that the content taught during training was relevant and had direct link with the classroom work. Twenty percent (20%) of the teachers perceived that content taught at training had no relationship with class room work (See Table 4.14).

Clearly, a larger proportion (80%) of the teachers perceived that the content of training programmes were appropriately designed and also solved their training

72

needs identified. This is in line with Mathis et al' (2009) definition of training design as the process of translating issues identified in the needs assessment stage into clear objectives for the training programme. Again, this was an indication that the District was following proper training guidelines as recommended by the systematic training model.

The twenty percent of teachers who perceived that the content taught had no relationship with their work was a revelation that their needs were not met by the training programme. This suggests that their training needs might not have been properly identified. It is also a reflection of the responses by 10% of teachers and 20% of head teachers that selection of participants for training was done in an ad hoc manner (See Tables 4.4 and 4.5).This finding was similar to the finding by Armstrong (2009) when he saw that sometimes training seemed to be too remote from the reality as the skills and knowledge gained tended to be irrelevant to the job. In the current study's findings, though training was good, it was however far from the reality for some teachers in the class room. For instance, a teacher claimed that,

"The content was too simple that it did not have   any positive impact on my teaching in class."

Table 4.14 Teachers perception of content taught at training

Themes	Frequency	Percent (%)
Relevant and had direct link with classroom work	32	80
No relationship with classroom work	8	20
Total	**40**	**100.0**

Source: Field survey, 2015.

4.12 General perception of training

The focus of this section was to find out from head teachers their general perception about how their teachers perceived training. The responses were varied and are presented below.

From Table 4.15, indicated four main views. Head teachers generally perceived teachers to have the following perceptions about training.

i)   a means to gain new knowledge.

ii)   A waste of time and a mere formality.

iii)   An avenue for some people to earn money.

iv)   A period where teachers are taught what they already know.

Forty percent (40%) of head teachers believed that teachers perceived training as a means of gaining new knowledge, 30% believed that training was a waste of time, and 20% of head teachers also believed that teachers perceived training as an avenue where some people earned money. The remaining 10% also believed that teachers perceived training as a period where they were taught what they knew already. In short, Table 4.15 shows that 40 percent of head teachers

74

thought that teachers perceived training to be beneficial while 60 percent of head teachers believed that teachers had negative perceptions about training. The District Training Officer was of the view that,

"In *general, most teachers perceived training as a waste of time and therefore did not take it seriously.*"

The corresponding believe of thirty percent (30%) of head teachers and the DTO might be reactions from veteran teachers who often saw staff training programmes as a waste of time (Benard, 2004). Similar to this, Darke (1995) stated that teachers after teaching for several years often felt they had attained the art of teaching and viewed training as a waste of time .This was a reflection of what the 10% and 30% of respondents in Table 4.15 believed in. Nevertheless, the discussions above, especially in Section 4.5, did not indicate that teachers generally held the same view as their superiors. Hence, teachers might be looking forward to training because it had a positive impact on their professional development while the head teachers and District Training Officer might perceive otherwise.

The perception of the DTO could have a negative effect on training designed for teachers in the District since the DTO might want to re-design training package for teachers so that they would develop a positive attitude toward training. This might however not achieve the relevant result since teachers already had a positive attitude toward training in the District. It therefore calls for evaluation to be done after training to see how teachers feel about the programme. Follow-up could

also be made to the schools after the training to assess how teachers used the knowledge gained through training.

Moreover, head teachers were supposed to monitor teachers before and after training to ensure that they briefed them and the staff after a teacher return from training. It however appears they had not being doing this monitoring. If head teachers did monitor their teachers, they would have seen that their teachers took training seriously but did not see it as a waste of time. This was therefore a call on head teachers to sit up and supervise teachers by providing them with relevant TLMs and support to implement what they learnt at training.

Table 4.15 Head teachers' perception about how teachers perceive training

Head teachers views about the perception of teachers to training	Frequency	Percentage (%)
A means to gain new knowledge	4	40
A period where teachers are taught what they already know	1	10
An avenue for some people to earn money	2	20
A waste of time and a mere formality	3	30
Total	10	100

Source: Field survey, 2015.

4.13 Challenges to implementing training policies

Head teachers were asked to provide the critical challenges to implementing training policies in their schools. The survey revealed that the most important

challenge inhibiting the implementation of training policies in schools, in a ranking order, was:

     i)   inadequate funds;

     ii)   inadequate or lack of materials to implement training policies; and

     iii)   non-commitment on the part of teachers (Table 4.13).

The response of the DTO to the same question yielded a response similar to the first ranked challenge of teachers above.

"Due to funding problems, training venues are mostly not appropriate."

This problem of inadequate financial resources resulted in the organization of only a handful of relevant training programmes so teachers were unable to improve on skills previously acquired through training. Due to lack of funds, the District Training Officer could not voluntarily select appropriate venues for training. This would constrain the resource persons in their bid to use certain instructional methods. The use of inappropriate venue for training could also affect the length of time participants would sit inside, especially, if the room was not well ventilated

The next critical challenge of head teachers to implementing policies which was inadequate materials at schools to implement training policies was closely linked to the funding problem since financial resources were required to purchase Teaching and Learning Materials to assist teachers transfer knowledge gained to their work. All these problems went a long way to reduce the benefits of training on the individual schools.

77

Generally, financial resource has been the most pertinent challenge facing GES. This has cause the implementation of many good policies to fail. It is not strange for government and other private organizations to spent money training teachers for the implementation of a new policy only for it to hung in the middle due to lack of funds. Lack of funds also made resource persons and teachers to struggle in getting the relevant TLMs to teach. This always pushed teachers and training resource persons to resort to the use of lecture method which does not make understanding easy.

Table 4.16 Challenges faced by head teachers in implementing training policies

Challenges faced by head teachers in implementing training policies	Frequency	Rank
Inadequate or lack of materials to implement training policies	3	2
Inadequate financial resources for training or workshop materials	6	1
Non-commitment of the part of teachers	1	3
No challenge faced	1	3
Total	11	100

Source: Field survey, 2015.

78

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter which is divided into four sections deals with the summary, conclusions, and recommendations drawn from the study. Section one which is the summary of the study covers the focus of this study, the objectives set for the study and the methodology used for the study. The second section contains summary of major findings made by the study while the third section covers conclusions drawn from the results of the study. Recommendation for policy improvement and practice as well as suggested areas for further research forms the forth section.

5.1 Summary of the study

This study looked at the perception of teachers about training in public basic schools in the Offinso North District. Three objectives which were formulated to guide the study were: to analyze the perception of teachers on how training programmes are organized in public basic schools in the Offinso North District; to ascertain the perception of teachers on how training programmes impact on their professional skills development; and to determine whether knowledge gained through training programmes are applied or transferred in the class room to improve teachers' delivery.

The research was based on case study method because the area had not been studied before. Forty (40) teachers from ten schools (four teachers from each

79

school) in the District were selected while ten head teachers from the ten schools were purposively selected to make up the sample size of 51. The District Training Officer was also purposively interviewed. Questionnaires were administered to the teachers while interview guide was administered to the head teachers and training officer as the appropriate instruments to collect primary data respectively. The Software Statistical Package for Social Science (SSPSS) version 21 was used to analyze the data. The Pearson chi-square test for independence was also used to find out whether there was any statically significant association between two perception variables.

5.2 Summary of major findings of the study

The study made a number of findings with regard to perception of teachers about training in public basic schools in the Offinso North District. The findings of the study are as follows:

1.   Ninety percent (90%) of the teachers perceived that they were selected to attend training programmes based on their training needs identified while 10% perceived that selection was ad hoc.

2.   Seventy percent (70%) of the teachers perceived that invitation notice to training programme came early while 30% perceived that invitation notice came late.

3.   Materials provided during training sessions were inadequate as 47.5% of the teachers perceived that the training materials were inadequate as against 42.5% who perceived that materials provided for training were adequate.

80

4.   Resource persons engaged during training sessions were knowledgeable and experienced in their subject matter as perceived by 92.5% of the teachers. Only 7.5% of teachers perceived that the resource persons had little knowledge and skills in their subject matter.

5.   Majority (80%) of the teachers perceived that the content taught during training was relevant and therefore, had a direct link with the class room work. However, a few teachers (20%) perceived that the content taught during training had no relationship with their class room work.

6.   Almost all (95%) of the teachers perceived that training had a positive impact on their professional skills development while 5% perceived that training had a negative impact on their professional skills development.

7.   Almost all (97.5%) the teachers perceived that they were able to transfer the knowledge they gained through training to their work. Only 2.5% of teachers perceived that they were not able to apply or transfer knowledge they gained through training to their work.

5.3 Conclusions

Based on the study's findings the following conclusions were drawn.

The District was dominated by male teachers due to the deprived nature of the District resulting in most female teachers refusing posting to the District. Similarly, the District was dominated by lower rank teachers as a result of the high turnover rate of teachers in the District leading to majority of the teachers being new entrants. In addition, as a deprived District, it used to be flooded with pupil

teachers who have upgraded themselves through Distance Learning rogrammes to Diploma in Basic Education, These accounted for the dominance of Senior Superintendent II and I rank in the District.

The study further concludes that training programmes for teachers in the Offinso North District were systematically organized. Head teachers appropriately identified the needs of teachers before selecting them for training. This had resulted in an improvement in the teachers' professional skills and delivery in class. Though materials provided for training were not adequate, they were relevant and appropriate for the training, thereby aided the understanding of the participants.

Due to the fact that the staffs of the District Education Office (DEO) were made up of qualified and experienced personnel, trainers were selected from the DEO and this accounted for the appropriate used of instructional methods and TLMs during training.

Head teachers were constrained by inadequate funds to acquire enough TLMs to support teachers to apply what they learnt during training in the class. This lack of adequate TLMs inhibited the transfer of knowledge gained through training in the classroom. Only teachers who were committed and self motivated tried to improvise TLMs in order to apply their knowledge in class.

The absence of evaluation after training and insufficient supervision, had made head teachers and the DTO concluded that teachers had a negative perception about training while in fact; the teachers had positive perception about training and were willing to attend more training programmes. Apart from the constraint of

funds, some head teachers were not also committed to implementing training policies in their schools and hid behind the inadequate funds and did little in their schools.

5.4 Recommendations for policy and practice

Based on the findings and conclusions, the study recommends the following to improve subsequent training programmes in the District.

1. There should be evaluation during and after the training and follow-up to schools to see whether the training was effective and participants were able to apply the knowledge to their work.

2. Training for teachers should be spread to cover a number of days so that there would be enough time for more practical work to enhance understanding and transfer of knowledge.

3. Relevant and appropriate TLMs should be provided in the schools so that trainees could use them after they returned from training programme.

4. Ghana Education Service should design specific training programmes for specific areas at the basic level.

5. Training of teachers should be conducted in batches to ensure that knowledge is effectively impacted to small or manageable sized groups of participants.

5.5 Recommendation for further research

The study was limited to basic public schools in the Offinso North District. To ensure generalization of the findings to all basic public school teachers in Ghana, there is the need to study the perception of teachers about training in basic public schools in other Districts or Regions.

84

REFERENCES

Akpan, C. P. (1999). Teacher education: Focus on the training and retraining of practicing teachers: *Teacher Education,* I(1), 26-28.

Ahmad, K.Z. and Baker, R.A. (2003). The Association between Training and Organizational Commitment amongWhite Collar Workers in Malaysia", *International Journal of Training and Development, 7*(3),166-185.

Amedahe, F. K. (2002). Notes on educational research (Unpublished). University of Cape Coast.

Armstrong, M. (1999). *Human resource management*. London Kogan page Ltd.ss

Asuquo, E. E. (2000). The universal Basic Education: Implication for Teacher Training and Retraining. *International Journal of Basic and Life Long Education, I* (1 & 2), 337.

Bratton and Gold (2007). *Human Resource Management: Theory and practice* (4th ed.). Newyork: Palgrave Macmillan.

Becker B., & Gerhard B. (1996). The impact of human resource management on organizational performance: Progress and prospects. *Academy of Management Journal, 39*, 779-801

Bowling N. A .(2007). Is the job satisfaction–Job performance relationship spurious? A meta-analytic examination. *Journal of Vocational Behavior, 71*, 167-185.

Buckley R., & Caple, J. (1990).*The theory and practice of training.* San Diego: University Associates, Inc.

Borck, J., (2001). *Skills-based managing offers insight to proactively meet tomorrow's work.* InfoWorld.

Cascio, W. (1994), *Using utility analysis to assess training outcomes.* In I. Goldstein, (Ed.), Training and development in organizations. San Francisco: Jossey-Bass.

Christopher and Smith (1999). *Recruitment, training and development*. *A source book of activities* New Delhi: Viva books private Ltd.

Cheng E. W. L., and Ho D. C. K.(2001), The influence of job and career attitudes on learning motivation and transfer. *Career Development International*, 6, 20

Creswell, J. (2009). *Research design qualitative, quantitative, and mixed methods approaches* (3 rd ed.)*.* Thousand Oaks, CA: Sage.

Darling-Hammond, L. (2003). Keeping good teachers why it matters, what leaders can do. *Educational Leadership*, *60*, 6-12.

Davenport T.H.(2006). Competing on Analytics. *Harvard Business Review, 84*(1), 98-107. MedlineWebof Science.

Duke, D. (1993). How a staff development can rescue at-risk students. *Educational Leadership*, 50, 28-33.

Dixon, N. M. (1990). The relationship between trainee responses on participant reaction forms and posttest scores. *Human Resource Development Quarterly, 1,* 129-137.

Edem, D. A.(1982).*Introduction to Educational Administration in Nigeria.* Ibadan: Spectrum Books.

Gomez-meja (2010), Managing Human Resource (6[th]ed.).Pearson publications New Jessey, USA.

Ghana Statistical Service (2013) 2010 Population and Housing Census Report: Women and Men in Ghana.

Hunzicker, J. (2011). Effective professional development for teachers: A checklist. *Professional Development in Education*, *37*, 177-179. Retrieved from *http://www.eric.ed.gov/ERICWebPortal/recordDetail?accno=EJ919321*

Heanley F. J (2012) Statistic; A Tool for Social Research (9th ed.), Christopher Newport: University ,UK.

ILO report (2003) *Global employment agenda,* Geneva

Isangedighi, A. J. (1996). *Child: The Learning Organism.* Calabar: BON Universal.

Jones, E., & Lowe, J. (1990). Changing teacher behavior: effective staff development. *Adult Learning*, 1, 7-10.

Kirkpatrick, D. L. (1994). *Evaluation training programs: The four levels.* San Francisco: Barret-Koehler.

Kumer, R. (1999). Research methodology; A step-by-step guide for beginners, London; SAGE; Publications LTD.

Lee, Susan E. (2013). Professional Development and Teacher Perception of Efficacy for Inclusion..*Electronic Theses and Dissertations.* Paper 1131.http://dc.etsu.edu/etd/1131

MehediHasan Md. Hefzur Rahman[1*] Md. Arifur Rahman (2013),Employee Perception Banks towards effective Training Program: A Study on Some Selective Private Commercial . European Journal of Business and Management www.iiste.org

McLeskey, J., & Waldron, N. (2002). Professional development and inclusive schools: Reflections on effective practice. *Teacher Educator*, *37*, 159-172.

Mullins, L. J. (1996). *Management and organizational behavior,* London: Pitman.

Ministry of Education (2010). *Head teacher's handbook* (2nd ed.), Find Print (ND) Gh.

    Ltd Accra Ghana.

Nwesigwa, A. (2011). The impact of training on employee work performance behavior.

    International Institute of Social Studies, Uganda.

    Obi, F. B. (2000), Recruitment, training and retention of teachers as basic tools to success

    of Universal Basic Education, *International Journal of Basic and Life Long Education,* (1

    & 2), 270 273.

Oguntimehin, A. (2005). *Teacher effectiveness: Some practical Strategies for Successful*

    *implementation of Universal B*asic *Education in Nigeria*" *African Journal of Educational*

    Management , 9(1), 151-161

Petrecca, L. (2000). Agencies teach skill building. *Advertising Age, 71* (19), 12.

Pool S., and, Pool B.(*2007*). A management development model. *Journal of Management*

    Development, 26, 353-369

Rebora, A. (2008). Empowering teachers. *Teacher Professional Development*

    Sourcebook. 2, 30-39.

Sekaran, U. (2003), Research Methods for Business. A skill building approach. New

    York: John Wesley and sons.

Sibthorpe, R. (1994).*The benefits of training and development. In J. Prior (Ed.). Gower*

    handbook of training and development (2nd ed.). Hampshire, England: Gower

    Publishing Ltd.

Starnes, S. (2011). Professional development for teachers: Perceptions of northeast

Tennessee principals. (Doctoral Dissertation). Retrieved from ProQuest issertations

and Theses. (3476285)

Tassanee H. (2014). *Training effectiveness of skill certification system; The case of

Automobile Industry in Thailand.* Hiroshima University, Japan.

Truit D. L. (2011),The effect of training and development on employee attitude as it

relates to training and work proficiency. SAGE Publications, 2014.

Tharenou, P. (1997). Organisational, Job, and Personal Predictors of Employee

Participation in Training and Development. *Applied Psychology: An International

Review*, 111-134.

Vogel, C. (2006). Training day, with the right technology on board, teachers

can learn just about anything. *District Administration*. Retrieved from

http://www.districtadministration.com/article/training-day

Walker, S. (2010) Professional growth of special educational personnel through the use

of a collaborative process. (Doctoral dissertation), Retrieved from ProQuest

Dissertations and Theses (3424343).

Werner, J. M., & DeSimone, R. L. (2009).*Human Resource Development* (5th ed.) Mason:

South-WesternCengage Learning.

Zikmund, W. G. (2003). *Business research methods.* USA.: Thompson South Western.

APPENDIX A

Questionnaire for Teachers Perception on Training

Section A

Background Information

1. Name of present school……………………………………………………………..

2. Sex: Male [ ]   Female [ ]

3. How many years have you worked as a teacher?

(a) Between 0 and-4 years (b) 5-8 years (c) 9-12 years (d) 13 years and above.

4. What is your rank? (a) Senior Sup. II [ ] (b) Senior Sup. I [ ] (c) P/S [ ] (d) AD

II[ ] (E) AD I [ ].

Section B

Training

Tick the appropriate option that best described your perception of training.

1. Have you attended a training programme organized for teachers before?

(a) Yes [ ] (b) No [ ].

2. What i s your perception about how you or the participants were selected to attend

   the training programme?

   (a) it was ad hoc [ ] (b) based on training needs identified [ ] (c) based on

   favouritism [ ] .

3. What is your perception about how participants were invited to the training

   programme?. (a) Invitation notice came late [ ] (b) invitation notice came early [ ]

   (c) there was no invitation notice [ ] (d) invitation was informal [ ].

4. What is your perception about the training materials provided during the training?

90

(a) They were adequate [ ] (b) they were inadequate [ ] (c) they were provided late [ ] (d) no materials were provided [] .

5. What is your perception about the knowledge of the resource persons on the areas they taught? (a) they had adequate knowledge and skills [   ] (b)they had little knowledge and skills [ ] (c) they had no knowledge[ ]

6. What is your perception about the instructional methods used by the resource persons?..
....

7. What is your perception about the content taught during the training in relation to your class room work?

   …………………………...
   ....
   .

8. What is your perception of the impact of training on your professional development?. (a) it is positive[ ] (b)it is negative [ ] (c) there is no impact [ ]

   For question 9 only; on a scale of 1-5, with 1 being the highest and 5 being the lowest, indicate your level of agreement or disagreement with the statement below.

9. Training has positively improved your professional development as a teacher. 1. Strongly agree [ ] 2.Agree [ ] 3. Don't know [ ] 4. Disagree [ ]   5. Strongly disagree [ ]

10. In general, what is your perception about how training impacted your work as a teacher?...

91

....

....

11. In your opinion, are you able to transfer knowledge gained through training to your work? Yes [ ] No [ ]

12. If no give reason.

………………………………………………………………………………………

………………………………………………………………………………………

13. What would you advise could be done to improve training of teachers in the district?

………………………………………………………………………………………

………………………………………………………………………………………

APPENDIX B

Interview Guide for Head teachers Perception on Training

Background Information

1. Name of school……………………………………………………………..

2. Sex: Male [ ] Female [ ]

3. Number of years as head teacher. (a) 1-4 years [ ] (b) 5-8 years [ ]

 (c) 9-12 years [ ] (d)13 years and above [ ]

 Section Two: Training

1. Are there training guidelines /policies and procedures documented and known to

   teachers?..

2. Are there teachers who have undergone training in this school?

   ………………………………………………………………………………

3. What criteria were used in selecting teachers' for training?

   …………………………………………………………………………………

   …………………………………………………………………………………

4. In your opinion, do you think the criteria used in selecting teachers for training is

   appropriate?

   …………………………………………………………………………………

   …………………………………………………………………………………..

5. What is your perception on the effect of training on teacher's delivery in class.?

   …………………………………………………………………………………

   …………………………………………………………………………………

93

6. What could be the impact of training on teachers' professional development?

    …………………………………………………………………………………

    …………………………………………………………………………………

7. In your opinion, are teachers able to transfer knowledge gained through training to

    their work?

    …………………………………………………………………………………

    ………………………………………………………………………………..

8. What is your perception about transfer of knowledge through training to the work

    by your teacher?

    …………………………………………………………………………………

    …………………………………………………………………………………

9. What are the perceptions of teachers towards training in your school?

    …………………………………………………………………………………

    …………………………………………………………………………………

10. What challenges do you meet in implementing training policies in your school?

    …………………………………………………………………………………

    …………………………………………………………………………………

11. What do you think could be done to improve training of basic school teachers in the

    district?

    …………………………………………………………………………………

APPENDIX C

Interview guide for district training officer on perception of training

1. Are there training guidelines /policies and procedures documented and known to teachers? ………………………………………………………………………………….

2. Are there teachers who have undergone training in the district?

……………………………………………………………………………………………

……………………………………………………………………………………………

3. What criteria are used in selecting teachers for training?

……………………………………………………………………………………………

……………………………………………………………………………………………

4. .Do you think the criteria for selecting teachers, if any, for training is appropriate?

…………………………………………………………………………………………

5. Are participants given notice of invitation before the day of training?

……………………………………………………………………………………………

……………………………………………………………………………………………

6. Are participants provided training materials during the training?

……………………………………………………………………………………………

……………………………………………………………………………………………

7. How will you describe the competence of resource persons selected for training?

…………………………………………………………………………….….

8. In your candid opinion, WAS evaluation done during and after the training

session?..

…………………………………………………………………………………

9. What could be the impact of training on teacher's professional

development?..

…………………………………………………………………………………

10. In your opinion do you think teachers are able to transfer knowledge gained

through training to their work?

....

…………………………………………………………………………………

11. In general, what are the perceptions of teachers towards training in the

district?...

....

12. What challenges do you meet in implementing training programs?

…………………………………………………………………………………

…………………………………………………………………………………

13 What do you think could be done to improve training of basic school teachers in

the

district?..…