

UNIVERSITY OF CAPE COAST

**HUMAN RESOURCE DEVELOPMENT AND ITS CONTRIBUTION
TO TEACHING AND LEARNING IN THE TAMALE
POLYTECHNIC**

AMUDA ABDUL RASHID

2014

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

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FEBRUARY, 2014

DECLARATION

Candidate's Declaration

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

Candidate's Name: Amuda Abdul Rashid

Signature.....

Date.....

Supervisor's Declaration

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

Supervisor's Name: Prof. J. V. Mensah

Signature.....

Date.....

ABSTRACT

Human resource development is a combination of training and education that ensure the continuous improvement and growth of both the individual and the organisation. Human resource development which builds personnel capacities to handle various technical and managerial activities in most institutions in Ghana has been a source of worry. The study examined human resource development and its contribution to teaching and learning in the Tamale Polytechnic.

Primary data were collected from 120 respondents using questionnaires while secondary data were sourced from books, journals and official documents. Purposive sampling and a descriptive research design was employed to get target group of 20 management and 100 teaching staff. Data were analysed using Statistical Product and Service Solutions (SPSS 16.0).

The research revealed that, training needs assessment was virtually non-existent in the Polytechnic. The type of training programmes organised for the teaching staff were not targeted at addressing specific skills gap needs of staff in the performance of their duties. Training needs were not organised regularly. HRD unearth individual potentials and capacity for enhanced performance. Human resource development enriches teaching skills and competencies as well as introduces new ideas into teaching and learning.

It has been recommended that training needs assessment be conducted by management to inform teaching and learning. Secondly, management should develop coherent HRD policies that define a complete presentation of possible training and development activities for all categories of staff.

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DEDICATION

In loving memory of My Parents.

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LIST OF ACRONYMS

ASTD	American Society of Training and Development
GES	Ghana Education Service
GETFUND	Ghana Education Trust Fund
HRD	Human Resource Development
HND	Higher National Diploma
ICT	Information and Communication Technology
KSA's	Knowledge, Skills and Abilities
NAB	National Accreditation Board
NCTE	National Council for Tertiary Education
PNDC	Provisional National Defence Council
TWI	Training Within Industry
T&D	Training and Development

CHAPTER ONE

INTRODUCTION

Background to the study

Resource is an economic or productive factor required to accomplish an activity, or as means to undertake an enterprise and achieve desired outcome. A resource can be any physical or virtual entity of limited availability that needs to be consumed to obtain a benefit from it. Three most basic resources are land, labour, and capital. Other resources include energy, entrepreneurship, information, expertise, management, and time (Business dictionary.com).

The human resource of a nation are more important than all the other resources like gold, coal, iron, bauxite among others in the world. Resources evolved out of the dynamic integration of many factors and the pre-occupation with so-called natural resources at the expense of human and cultural resources precludes the clear comprehension of the true nature of resources and the full grasp of their extent. Thus, the tendency to think of resources in terms of single asset, such as gold or forest rather than interest of the whole complex of substances, forces, conditions, relationships, institutions, policies and so on is unfortunate (Peach & Constantine, 1972).

According to Belcourt and McBey (2000), classical economists describe three types of resources or inputs used in the production of goods and services, land, capital and labour. Labour or human capital can be described as the mental and physical talents of employees. Other terms use to describe these talents include knowledge, skills, abilities, competencies or human assets. Simply put, human resource refers to the knowledge, ability and skills the individuals possess by virtue of their experiences or learning. In other words, human resources are the skills, energies, talents, abilities and knowledge that are used for the production of goods or the rendering of services.

According to Todaro (1977), most economists would probably agree that it is the human resources of a nation not its capital or its material resources that ultimately determine the character and pace of its economic and social development. The importance of human resources affirms the statement by Harbison (1973) that, human resources constitute the ultimate basis for wealth of nations. Capital and natural resources are passive factors of production; human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organisation, and carry forward national development. A country which is unable to develop the skills and knowledge of its people and to utilise them effectively in the national economy will be unable to develop anything else (Todaro, 1977).

Human resource development (HRD) is the medium that drives the process between teaching and learning. It is not a defined object, but a series of organized processes with a specific learning objective (Nadler, 1984). HRD is the structure that allows for individual development, potentially certifying the organization's goals. The development of the individual will benefit both the individual and the organization. The

HRD framework views employees, as an asset to the enterprise whose value will be enhanced by development, “its primary focus is on growth and employee development... it emphasises developing individual potential and skills” (Elwood, Holton and Trott, 1996). Human resource development is therefore a framework for the expansion of human capital within an organisation or in new approaches a municipality, region, or nation. It is a combination of training and education, in a broad context of adequate health and employment policies that ensures the continual improvement and growth of the individual, the organisation, and the national human resourcefulness. According to Adam Smith, the capacities of individuals depended on their access to education (Kelly, 2001).

Human resource development which deals with knowledge, ability and skills of individuals must be developed through education and training. It is a fact that education and training leads to quality life. An enthusiasm for education and the arrival of knowledge information society has increased the demand for continuing education and training. It is of this conception that led to the promulgation of the Polytechnic Law (PNDCL 321 of 1992) to provide a congenial learning, teachings and research environment capable of producing middle level manpower needs of the country.

Tamale Polytechnic popularly known as T-Poly began as a trades training centre in 1951 and then became the Government Training School in 1954. It was converted to a Junior Technical Institute in 1960. The school was elevated to the level of a tertiary institution together with Accra, Kumasi, Ho, Cape Coast and Takoradi Polytechnics as a result of the educational reform programme on August 23, 1992. It is therefore the mission of Tamale Polytechnic to train highly skilled, career focused, professional middle level manpower through the provision of HND programmes in several disciplines

(Tamale Polytechnic, 2007). As at the beginning of 2012/2013 academic year, there existed three schools in the Polytechnic; School of Business, School of Engineering and the School of Applied Sciences.

Tamale Polytechnic has a unique character among all Polytechnics in the country. It is the only Polytechnic which runs Technical Institute alongside a Polytechnic. It has maintained the Technical Institute with the hope that products of the craft and technician programmes will be trained to finally move up to do the HND. As part of their plans to train as many professional as possible, they intend mounting HND programmes in some non-tertiary programmes like Painting and Decorating, Electrical Installation, Carpentry and Joinery, Block Laying and Concreting, Welding and Fabrication, Radio and TV, and Fashion and Designing, with the provision to mount degree programmes in the very near future.

Since the inception of the school as a trade training centre, the catchments area of the school has been mainly the northern regions namely Northern, Upper East and West. In spite of the fact that there are now polytechnics in every region of the country, student population of Tamale Polytechnic has a reasonable level of influence in the regions even beyond to southern Ghana. This is an indication that the Polytechnic continues to maintain a long standing role as the premier training opportunity for middle-level technical or managerial personnel for the three northern regions and beyond.

In 1997, the Polytechnic prepared its first strategic plan since its upgrading into a tertiary status. The purpose of this strategic plan was to develop a shared vision, mission

and a set of objectives that are relevant for the development of the Polytechnic from 2008 to 2012.

The plan focuses on the provision of quality education, staff development, infrastructure development and efficient services that will project the institution as one of the best in the training of skilled manpower. In addition, the strategic plan is to provide the necessary framework for the development of the Polytechnic in the light of its new status and the changing political and socio-economic environment.

The human resource capacity of Tamale-Poly can be broadly categorized into teaching (academic) and non-teaching (administrative, technical and other support) staff. The academic staff is engaged directly in teaching and research and they normally include the lecturers, technicians, instructors and the librarians. The principal administrative staffs of the Polytechnic include the Principal (Rector), the Vice Principal, the Registrar, Librarian and the Finance Officer. Other key officers include the Planning Officer and the Internal Auditor. There are also the security guards and a pool of unskilled and semi-skilled labourers and skilled artisans for menial and maintenance jobs. The Principal is the chief executive officer and the overall authority over the finance and the administrative staff. The Principal is responsible for ensuring efficient administration and management of all physical facilities, financial resource and personnel to achieve the objective of the Polytechnic. He advises the Polytechnic Council on all matters affecting policy, finance, governance and problems of the Polytechnic. He also chairs Academic Board and Convocation meetings. More so, he is the chief disciplinary officer of the Polytechnic.

Statement of the problem

Human resource development (HRD) in Tamale Polytechnic has received the attention of policy makers, successive governments, administrators and the various governing councils of the Polytechnic to make teaching and learning easier and enjoyable.

Tamale Polytechnic since its inception has experienced problems of inadequate human, material and financial resources, which have hampered the Polytechnic's capability to provide a greater number of programmes at the Higher National Diploma (HND) level. The Polytechnic, according to its strategic plan document, has a total teaching staff of 136 with a student enrolment of 4100 for the 2006/2007 academic year. This clearly indicates that the Polytechnic is understaffed. Assuming a student teacher ratio of 30:1, the Polytechnic will need about 75 academic staff to realise a student teacher ratio of 20: 1. The current academic staff situation implies that quality teaching and learning cannot be guaranteed. Most of the academic staff, especially those who were engaged before the upgrading of the Polytechnic to a tertiary institution do not possess the requisite academic qualifications for teaching in tertiary institutions in the country. Only a few of the academic staff have the requisite academic qualification of a second degree. The minimum qualification to teach in tertiary institution, a criterion set by the National Council for Tertiary Education (Nsiah-Gyabaah, 2004).

To enhance the performance of the academic staff, there is the need for support staff to assist them. According to the guidelines of the National Accreditation Board (NAB), the support staff is "indispensable" in the proper running of the administration, laboratories, workshops, and the library. However, as in the case of the academic staff,

their expertise and numbers are not adequate to provide the needed support services. With the current drive by Council and the Rector to improve on the number and quality of human resources through recruitment and staff development of existing staff, most of the departments in the Polytechnic have pursued an aggressive staff development policy over the years which have yielded great results and changed the staff profile of the Polytechnic remarkably (Tamale Polytechnic, 2007).

Despite the good policies made in favour of human resource development, it seems much attention has not been given to their implementation in the Polytechnic. Training programmes are not organized regularly. In the few cases where the teaching staff are given the opportunity of further training, it appears individual skills in assessment are not conducted to select the right calibre of staff that actually need training to bridge specific gaps. Research has been undertaken in Tamale Polytechnic but it seems no detailed scientific study has been carried out to confirm these speculations with regard to HRD and its contribution to teaching and learning. The above situation brings to mind many unanswered questions. It is in the light of this that a research into human resource development and its contribution to teaching and learning in Tamale Polytechnic is both relevant and pertinent.

Objectives of the study

The main objective of the study was to examine human resource development and its contribution to teaching and learning in Tamale Polytechnic.

The specific objectives were to:

- Examine the HRD policies of the Tamale Polytechnic.

- Assess HRD and its contribution to teaching and learning at the Polytechnic.
- Determine the type of training and development programmes being utilised by the teaching staff of the Polytechnic.
- Explore the training and development programmes in the Polytechnic.
- Make recommendations for the purpose of enhancing the formulation and implementation of HRD policies with regards to teaching and learning in Tamale Polytechnic.

Research questions

The research sought to find answers to the following questions:

- What HRD policies exist in the Polytechnic?
- How does HRD contribute to teaching and learning in the Polytechnic?
- What type of training and development programmes are being utilised by the teaching staff in the Polytechnic?
- How does the teaching staff explore training and development programmes in the Polytechnic?
- How can HRD programmes be improved and sustained towards teaching and learning in the Tamale Polytechnic?

Scope of the study

This section sets the parameters within which the study was undertaken. HRD is a very broad area of study with many branches such as training and development, organizational development and career development. This study however confined its scope to training and development and how it contributed to teaching and learning in areas such as teaching techniques / methods, and teaching skills.

Significance of the study

The research serves as a guide to Ghanaians and the outside world in understanding human resource development and its contribution to a nation's development and to teaching and learning in Tamale Polytechnic. Although the study was limited to Tamale Polytechnic, it is hoped that it could be helpful to the government to know the desirability or otherwise of the HRD policies in order to stimulate further planning.

Furthermore, the publication of the findings could be of help to other organisations, policy makers and stakeholders of tertiary education to know the efficacy of HRD and develop policies towards that. This is because human resource development represents an investment in human capital. The human capital is an intellectual property and also very difficult to imitate or replicate but can be utilised for many developmental activities including teaching and learning in Ghanaian Polytechnics. The study will therefore, help all polytechnics in Ghana to put appropriate HRD policies to motivate and retain good quality academic staff to enhance teaching and learning.

Finally, the research work and its findings would also serve as a source of references for further studies. Although, the study is limited to Tamale Polytechnic, its findings will be useful to the other polytechnics in Ghana in their efforts to enhance quality of teaching and make learning much easier for students.

Delimitation of the study

The study should have involved all the ten polytechnics in Ghana because of problems associated with generalisation of result. However, Tamale-Poly was selected as a result of time factor and financial constraint. Furthermore, Tamale-Poly was selected because HRD and its contribution to teaching and learning are not different from the other polytechnics. The polytechnics in Ghana face similar problems. It is believed that, the results of the study present the view of all the other polytechnics in Ghana.

Organisation of the study

The study is organised in five chapters. Chapter One focuses on introduction, which involves background to the study, problem statement, objectives of the study, research questions, scope of the study, significance of the study, delimitation, and the organisation of the study.

Chapter Two reviews relevant literature. This chapter is divided into four sections. The first section dealt with the meaning of human resource development. The second section delves into training and development. The third section focuses on teaching with subdivisions as methods of teaching, importance of teaching methods and the fourth section deals with learning which is divided into conditions for effective learning, learning styles and climate for learning.

The third chapter discusses the methodology used for the study. This include the study organisation, research design, study population, sample size and sampling procedure, sources of data, data collection, pre-test, fieldwork, and data processing and analysis. The results and discussion are presented in Chapter Four. The summary, conclusions and recommendations of the study and suggestions for further research are dealt with in Chapter Five.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter is devoted to a wide range of relevant literature that relate to the study. The main purpose of this section is an attempt to synthesis the important works of other researchers and scholars pertaining to HRD and its contribution to teaching and learning. This chapter is divided into four sections.

The first section has to do with the meaning of human resource development with subsections such as evolution of human resource development, aims of human resource development, human resource planning, strategic role of human resource development and human resource development activities. The second section delves into training and development with subheadings like aims and objectives of training and development, functions of training and development, and methods of training and development.

The third section focuses on teaching with subdivisions as methods of teaching, importance of teaching methods and some specific methods of teaching. The fourth section deals with learning which is divided into conditions for effective learning, learning styles and climate for learning.

Meaning of Human Resource Development

The term human resource development is a multifaceted concept whose meaning can be better understood by considering its evolution. This term has only been in

common use during the 1980s, although the concept has been in existence much longer than that. To understand its modern definition, it is necessary to take a cursory look at the evolution of this field.

According to DeSimone and Werner (2006), the origin of HRD can be traced to apprenticeship training programmes in the eighteenth century. During this time, small shops operated by skilled artisans produced virtually all household goods, such as furniture, clothing, and shoes. To meet a growing demand for their products, craft shop owners had to employ additional workers. Without vocational or technical schools, the shopkeepers had to educate and train their own workers. For little or no wages, these trainees, or apprentices, learned the craft of their master, usually working in the shop for several years until they became proficient in their trade. Not limited to the skilled trades, the apprenticeship model was also followed in the training of physicians, educators, and attorneys. Even as late as the 1920s, a person apprenticing in a law office could practice law after passing a state –supervised examinations.

According to Nadler and Nadler (1989), a man named Dewitt Clinton in 1809, founded the first recognised privately funded vocational school referred to as a manual school in New York City. The purpose of the manual school was to provide occupational training to unskilled young people who were unemployed or had criminal records. Manual schools grew in popularity, particularly in the Midwestern states, because they were a public solution to a social problem in the society. That is, what to do with the “misdirected” youth. Regardless of their intent, these early forms of occupational training established a prototype for vocational education.

With the advent of the industrial revolution during the late 1800s, machines began to replace the hand tools of the artisans. “Scientific” management principles recognised the significant role of machines in better and more efficient production systems. Specifically, semi-skilled workers using machines could produce more than the skilled workers in small craft shops. This marked the beginning of factories as we know them today. Factories made it possible to increase production by using machines and unskilled workers, but they also created a significant demand for the engineers, machinists, and skilled mechanics needed to design, build and repair the machines. Fueled by the rapid increase in the number of factories, the demand for skilled workers soon outstripped the supply of vocational school graduates. To meet this demand, factories created mechanical and machinist training programmes, which were referred to as “factory schools” (DeSimone & Werner, 2006)

Although both apprenticeship programmes and factory schools provided training for skilled workers, very few companies during this time offered training programmes for unskilled or semiskilled workers. However, this changed after several significant historical events such as the introduction of the model T by Henry Ford in 1913.

The model T was the first car to be mass-produced using an assembly line, in which production required only the training of semiskilled workers to perform several tasks. The new assembly lines cut production cost significantly and Ford lowered its prices, making the model T affordable to a much larger segment of the public. With the increased demand for the model T, Ford had to design more assembly lines, and this provided more training opportunities.

Another significant historical event was the outbreak of World War I. To meet the huge demand for military equipment, many factories that produced non military goods had to retool their machinery and retrain their workers, including the semi-skilled. However, this system was not without flaws. One of the undesirable by-products of the factory system was the frequent abuse of unskilled workers, including children, who were often subjected to unhealthy working conditions, long hours, and low pay. The appalling conditions spurred a national anti-factory campaign which gave rise to the human relations movement advocating for more humane working conditions. Among other things, the human relations movement provided a more complex and realistic understanding of workers as people instead of merely “cogs” in a factory machine. The human relations movement highlighted the importance of human behaviour on the job (DeSimone & Werner, 2006).

With the outbreak of World War II, the industrial sector was once again asked to retool its factories to support the war effort. As with the World War I, this initiative led to the establishment of new training programmes within larger organizations and unions. The federal government established the Training Within Industry (TWI) service to coordinate training programmes across defense-related industries.

TWI also trained company instructors to teach their programmes at each plant. By the end of the war, the TWI had trained over 23,000 instructors, awarding over 2 million certificates to supervisors from 16,000 plants, unions, and services. In line with this, the American Society for Training Directors (ASTD) was formed in 1942 to define standards in the emerging profession (DeSimone & Werner, 2006).

DeSimone et al., further add that, 1960s and 1970s saw the emergence of HRD. Professional trainers realized that their role extended beyond the training classroom. Employees needed to be more involved in many organizations and required trainers to coach and counsel employees. Training and development (T&D) competencies therefore expanded to include interpersonal skills such as coaching, group process facilitation and problem solving. This additional emphasis on employee development inspired the ASTD to rename itself as the American Society for Training and Development (ASTD). The 1980s saw even greater changes affecting the T & D field. ASTD held several national conferences in the late 1970s and 1980s, which discussions centered on this rapidly expanding profession. As a result, ASTD approved the term human resource development to encompass this growth and change.

Human resource development has been defined by various writers and scholars in various ways. It is a framework for the expansion of human capital within an organisation. It is a combination of training and education that ensures the continual improvement and growth of both the individual and the organisation. HRD is the integrated use of training, organisation, and career development efforts to improve individual, group and organisational effectiveness.

It develops the key competencies that enable individuals in organisations to perform current and future jobs through planned learning activities. Groups within organisations use HRD to initiate, manage change and also ensure a match between individuals and organisational needs.

Human resource development is therefore a framework for the expansion of human capital within an organization or (in new approaches) a municipality, region, or nation. It is a combination of training and education, in a broad context of adequate health and employment policies that ensures the continual improvement and growth of the individual, the organization, and the national human resourcefulness.

In line with this, many organisations including Tamale Polytechnic recognise the crucial role staff development plays in the production of highly qualified graduates. It has therefore included employee education, training, and development as an important and effective part of their strategy (Tamale Polytechnic, 1997).

Human resource development aims at producing a coherent and comprehensive framework for developing people. It means that the organisation has the quality of people it needs to attain its goals for improved performance and growth. The aim is achieved by ensuring that everyone in the organisation or institution has the knowledge and skills and reaches the level of competence required to carry out their jobs to the required and desired standard and that the performance of individuals and teams is subjected to continue improvement. People are developed in a way that maximizes their potential for growth and promotion.

In the view of Swanson and Torracco (1994), HRD has served the needs of organisations to provide employees with up-to-date expertise. Advances in HRD models and processes have kept pace with the increasingly sophisticated information and production technologies that continue to diffuse throughout our nation's most vital industries. In the period of rapid technological development, the HRD function could be

relied upon to support a broad range of business initiatives that required a competent workforce. Today's business environment requires that HRD not only support the business strategies of organisations but that it assumes a pivotal role in the shaping of business strategy. Business success increasingly hinges on an organisation's ability to use employee expertise as a factor in the shaping of business strategy. As a primary means of sustaining an organisation's competitive edge, HRD serves a strategic role by assuring the competence of employees to meet the organisation's present performance demands. Along with meeting present organisational needs, HRD also serves a vital role in shaping strategy and enabling organisations to take full advantage of emergent business strategies.

The human resource strategy is the declaration of intent stating that investing in people will pay off and this is what the organisation is going to do about it. The strategy also defines how the HRD processes, policies and programmes will contribute to the achievement of the corporate goals contain in the business plan. As a factor integral to business success, employee expertise itself has been expanded through effective programmes development. Expertise is defined as the optimal level at which a person is able to and/or expected to perform within a specialised realm of human activity (Swanson, 1994).

Human resource development activities/functions involve learning, education, development and training. These activities enrich knowledge, skills, abilities and competences required to carry out work efficiently and effectively and also maximises potentials for growth and promotion. Learning, as defined by Bass and Vaughan (1966), is a relatively permanent change in behaviour that occurs as a result of practice and

experience. Education is seen as the development of knowledge, values and understanding required in all aspects of life. Training, on the other hand, is the plan and systematic change of behaviour through learning programmes and instructions. It is expected that individuals acquire levels of knowledge, skills, and attitudes to carry out work effectively. Development is simply the growth or the realization of people's ability and potential through the provision of learning and educational experiences.

According to Holton and Trott (1996), new workplaces require broader skills than ever before and place intense pressures on all providers of workforce preparation to enhance the competitiveness of the workforce. HRD is in the forefront in seeking new approaches to preparing the workforce of the future. Organisations have realised that they must have better trained workers if they are to survive. In response, many are increasing their training and demanding higher levels of entry levels skills for all jobs.

According to the American Society for Training and Development (ASTD) models for HRD practice, HRD improves performance through the integrated use of three major activities: training and development, career development, and organisation development. For the purpose of this study, training and development would be considered.

Training and Development

Training and development are planned efforts by organisations to increase employees' competencies (Harris, 2000). According to DeSimone and Harris (1998), training and development focus on the improvement of knowledge, skills and abilities

(KSAs) of the individuals. Training involves a process of providing KSAs specific to a particular task or job. Developmental activities, in contrast, have a long-term focus on preparing for future responsibilities while increasing the capacities of employees to perform their current jobs. Training and development begin when a new employee enters the organisation, usually in the form of employee orientation and skills training. Employee orientation is a formal process in which new employees learn important organisational values and norms, establish working relationships, and learn how to function within their jobs.

In agreeing with DeSimone and Harris (1998) as well as Gilley, Egglund and Gilley (2002) explain individual development as the development of new knowledge, skills, and improved behaviours that result in performance enhancement and improvement related to one's current job (training). Learning may involve formal and informal learning activities which are most often accomplished through informal or on the job training activities. Training enables an employee to contribute in meeting the aims and objectives of a business while development, on the other hand, enables an employee to develop himself/herself as a person.

According to Holton and Trott (1996), training and development focus on development of the individual, primarily through planned learning experiences. In the past, formal classroom training programmes comprised the majority of HRD activities and the terms training and HRD were often used synonymously. Today, HRD has evolved to a broader focus on improving workplace performance by developing human resources. HRD is moving away from a process identity, which defined the field by

single intervention tool and delivery mechanism (training), to an outcome identity employing a broad tool kit of performance enhancing interventions and strategies (Holton & Trott, 1996). Formal classroom training while still an important tool is declining in importance as HRD is pressured to respond to new workplace with more effective and efficient tools. Training and development are important to both employees and organisations because of reasons such as changes in the workplace and the workforce, maintaining competitiveness and improving productivity, and regulatory requirements (Harris, 2000).

Noe, Hollenbeck, Gerhart and Wright (1994) define training as a planned effort by a company to facilitate learning of job-related knowledge, skills or behaviour by employees. The goal of training efforts is for the employees to master the specific knowledge, Skills or ability emphasised in a specific training programme and to apply it in their day-to-day activities. Training can help ensure that employees have the basic skills to work with new technology. It can also help employees understand how to work effectively in teams to contribute to product and service quality. Thirdly, it can prepare employees to accept and work more effectively with each other.

According to Beardwell and Holden (1994), the manpower services commission explains training as a planned process to modify attitude, knowledge, skills, or behaviour through learning experience to achieve effective performance in an activity or range of activities. The purpose of training in the workplace situation is to develop the abilities of individual and satisfy the current and future needs of the organisation.

Cascio (1992) also defines training as consisting of planned programmes designed to improve performance at the individual, group and/or organisational levels. Improved performance implies that there have been measurable changes in knowledge, skills, attitudes, and/or social behaviour. The above definitions of training may be summarized as a systematic modification of behaviour, attitude, and knowledge or skills through learning towards attaining a set of goal.

Training and development can be initiated for a variety of reasons/objectives for an employee or group of employees. To start with, when a performance appraisal indicates that, performance improvement is needed to help an organisation achieve a planned or identifiable purpose. Succession planning is another in order to enable an employee eligible for a planned change in role in the organisation. Also to help employees perform better and to empower them to make the best use of their natural abilities. More so, to help employees grow within the organisation as far as its future needs for human resource can be met from within. Notwithstanding the above, to reduce the learning time for employees starting in new jobs or appointments, transfer or promotion and to ensure that they become fully competent as quickly and economically as possible.

Training and development of workers in an institution or organisation serve the following functions:

- Increase efficiencies in processes, resulting in financial gain.

- Training is an important investment in HRD since it increases productivity in the sense that, the acquisition of new skills and knowledge helps employees to increase both quantity and quality of their output.
- Increase capacity to adopt new technologies and methods.
- Increase innovation in strategies and products.
- Enhanced job satisfaction and motivation among employees. Dissatisfaction leads to tiredness, absenteeism, turnover, and job restriction can greatly be reduced when employees are enabled through training to experience direct job satisfaction associated with the sense of achievement and the knowledge that they are developing their own inherent capabilities.
- Risk management, e.g., training about sexual harassment, diversity training.
- Training and development reduce the problems which are associated with supervision of employees. This is because a well designed training and development enhances employees' abilities to learn new work methods and how to use new equipment and also help employees to adjust to changes in the content of their job.
- Training and development increase employee's commitment by encouraging them to identify with the mission and objectives of the organization.
- It attracts high quality employees by offering them learning and development opportunities, increasing their levels of competence and enhancing their skills for more job satisfaction.

According to Mannford (2000), training workshops, seminars, and other training grounds for teachers in the teaching methodologies greatly improves teachers' teaching

skills and competencies, and the use of instructional media, which includes all devices and materials used in the teaching and learning process. Such programmes introduce the teachers to new methods of teaching as well as inculcating new ideas. Training programmes also increase retention and transfer of knowledge and also provide appropriate marking schemes to make teaching and learning easier.

Training methods are usually selected based on the needs of the employees and the resources available to the trainer. Much of the training in the past has been informal. Informal training is provided without careful planning, management or evaluation. Formal training is carefully planned, managed and evaluated. When an organisation uses formal training methods, training specialist identify needs of the organisation, design training programme and procedures for employees based on the identified needs and carefully evaluate employee's performance after the training to see if it was effective. Formal training is most often conducted by people skilled in delivery instruction. Basically there are two types of training methods. These are on the job and off the job training methods.

On the job training, employees learn new procedures or improve their skills while performing their normal job duties. It is the most frequent used method of employee training in organisations. It is widely acknowledge that most training activities take place on the job and it tends to be the most effective method of training. It is the simplest training to organise and a least cost approach. Some of the on-the-job training methods include apprenticeship, one on one instruction, coaching, job rotation, mentorship, and understudy (Rebore, 1882).

One-on-one instruction is a popular approach to training and development which involves the following steps:

- Preparing trainees by telling them about the job.
- Presenting information essential for the performing of the job.
- Allowing them to demonstrate their understanding of the job.
- Setting the trainees on their own, and assigning a resource person to assist them if help is needed.

This method is flexible in the sense that as the equipment or job changes, modifications are easily made in the training and also trainees will get immediate feedback on their performance.

Coaching is informal, unplanned training and development activities provided by supervisors and peers. While coaching may provide valuable help for employees, it should be viewed strictly as supplement to, rather than a substitute for formal training and development programmes. There are many occasions for which the coaching method is most usually applied:

- When an employee demonstrates a new competency.
- When an employee expresses interest in a different job within the organisation.
- When an employee seeks feedback.
- When an employee is expressing low morale, violating company policies, practices, or having performance problems.
- When an employee needs help with a new skills following a formal training

programme.

Job rotation is a formal, planned programme that involves the lateral transfer of employees to work on different job assignments. This helps in broadening the background of workers and helps them to see the interrelatedness among the various aspects of a firm or an organisation. The purpose of job rotation is to provide trainees with a larger organisational perspective and greater understanding of different functional areas, as well as a better sense of their own career objectives and interest (Harris, 2000).

Mentoring is another version of the system whereby senior or experienced employee takes charge of the training and development of a new employee. This suggests a much closer association than master/apprentice and elements of a father/son, mother/daughter relationship can exist whereby the mentor acts as an advisor and protector to the trainee, (Beardwell & Holden, 1994). In other words, a senior member of staff assumes responsibility for the career development of his/her subordinate. It is a close and long term relationship.

Apprenticeship and Internship: In apprenticeship a worker learns wide variety of skills under the guidance of an experience worker. It is a formal programme that involves a combination of classroom instruction and hands-on practice and training, primary in the skilled crafts. Internship on the other hand, is a programme that provides work experience to students prior to graduation from an academic programme (Harris, 2000).

Off-the-job training. These are training methods use to train workers outside their work environments. These includes various kind of programmes such as lecture or classroom training, role play, videotape training, distance learning, internet/intranet-based

training, and equipment simulators. According to Beardwell and Holden (1994), off-the-job training is sometimes necessary to get employees away from the work environment to a place where the frustrations and bustle of work are eliminated. This enables the trainees to study theoretical information or be exposed to new and innovative ideas.

Classroom Training/ Lecture involves an instructor verbally presenting material to a group of trainees. The expert may encourage discussion and questions, but the majority of the information is delivered through one-way communication (Harris, 2000). The lecture or classroom method of training is best suited for conveying information such as production methods, rules and regulations.

Role-play is a training technique whereby trainees act out an assigned role in a hypothetical situation. In other words, employees are trained to perform specific worker roles, like that of a supervisor. In many instances, the trainee is given feedback regarding his or her performance. The basic advantage of a role-play is that, it enables trainees to practice new behaviours in a safe environment (Harris, 2000).

Videotape training is one of the most popular training techniques used today. There are many mail-order companies that market and sell training videotapes on every conceivable topic including managing diversity, customer relations, and communication skills. Videotapes, usually present information which is generally interesting and motivating to viewers. Videotapes also allow for a range of content, such as experts demonstrating complex skills and behaviours. Videotapes are useful for showing skills and behaviours that might be difficult or impossible to observe otherwise. In this method

of training, cost may be quite reasonable, particularly since most of the expense is in development and videotape can be reused.

Distance learning represents an approach that focuses on education and training, freeing learners from constraints of time and space and offers flexible learning opportunities to individuals and groups of learners. It provides additional means to reach trainees in different geographical locations. The distance education programme is the acquisition of knowledge and skills through mediated information and instruction.

Internet/Intranet-based training: There are several different ways to conduct Internet/Intranet-based training. For instance, training can be conducted so that all participants are on-line at the same time with the instructor. Alternatively, the training can be conducted such that people are not on-line at the same time. According to Harris (2000), there are many advantages to using Internet/Intranet-based training. Some of these include the following:

- Reduced travel expenses, because people do not travel anywhere.
- Easy access to training.
- Reduced cost due to absence of print materials and CD-ROMs.
- Control by the trainer of revision and updates.
- Training can make use of many different resources, including reference materials, database and technical experts on-line.
- Participants can have such control over time and pace in learning.

After the training exercises, transfer of training is very essential for both the employer and the employee of an organisation or institution. Inferences can be deduced

from the above discussions that, training and development of employees is vital and very instrumental for both the individual and the organisation. Lack of training and development could therefore result in Career Plateau and Skills obsolescence.

According to Noe, Hollenbeck, Gerhart and Wright (1994), an employee is considered plateau if the likelihood of receiving future job assignments with increased responsibility is low. A plateau employee may not desire increased job responsibilities. Plateau, is not necessarily a bad thing for the employee or the company but it becomes dysfunctional when the employee feels stuck in a job that offers no potential for personal growth. Such frustrations results in poor job attitude, increased absenteeism, and poor job performance. Several reasons such as these account for employees plateau: Lack of training, low need of achievement, unfair pay decisions or dissatisfaction with pay rises, confusion about job responsibilities, and slow company growth resulting in reduced development opportunities.

According to Noe et al, (1994), skills obsolescence is a reduction in an employee's competence resulting from lack of knowledge, of new techniques, and technologies that have developed since the employee completed his/her education. Skills obsolescence can be avoided through: Providing employees with the opportunity to exchange information and ideas; given employees challenging job assignments that challenge them and require them to "stretch" their skills; providing rewards for upgrading behaviours such as taking courses in customer-service and innovations; and allowing employees to attend professional conferences, subscribe to professional journals and magazines, or enroll in university, technical schools or community centre's at low or no cost.

The most valuable resource in the world is not gold, oil, or any unique mineral, but the people and the development of their human competencies. These are of great commercial value to the organisation and must be enhanced through training and development. However, human resource, like any other, can deteriorate or become obsolete unless there are persistent efforts for upgrade and advancement.

Teaching

Generally speaking, teaching is the transmission of knowledge, ideas, beliefs, attitudes and among others to someone with the aim of bringing about change in that person. Such changes must lead to different behaviours specifically when it provides the necessary amount and kind of practice to enable one become worthwhile individual. In whatever endeavour that one finds him/herself, some form of teaching takes place. Specifically, it functions as imparting knowledge, development, and understanding skills.

Curson (1994) defines teaching as a system of activities intended to induce learning, comprising the deliberate and methodical creation and control of those conditions in which learning does. Teaching can also be defined as the function of developing, establishing and imparting knowledge, giving instruction and understanding the learning process for the benefit of students. Teaching can be categorized into formal and informal.

With the formal, teacher takes full control of what to teach and the method to use. The teacher/instructor may decide to use lecture method, discussion, question and answer as the medium of teaching. Formal teaching requires the direct administration of reward and punishment to control learning. Informal teaching is the approach in which the

teacher is more of a facilitator of learning rather than a director of it. He/she acts as a guide, counselor and a motivator who organises the learning activities in such a way that learners are brought into contact with learning the way they like.

According to Tamakloe et al, (1996), teaching involves situations to facilitate learning and motivating learners to have interest in what is being transmitted to them. Teaching does not occur without a supposed learner. It is not simply a matter of encouraging and developing the mental and physical powers, but it is also encouraging and training the emotional aspects of the student's life. Effective teaching should enable the learner to develop emotional stability through the creation of a friendly atmosphere in the teaching and learning process. This atmosphere encourages frankness and sincerity on the part of the learner. It also helps to minimise the feeling of inferiority and makes the learner feel he is of some importance. Friendly relationship between the teacher and the learner is the foundation of all time teaching, whether it is imparting information or inspiring the learner to develop all-time wholesome personality.

The term method of teaching is often used as a general term to cover everything a teacher does. It is the approach to instruction on concepts, facts, and generalizations. It is the systematic way teachers generally approach their teaching. Many teaching methods exists which teachers need to know and use as occasion demands. A thorough knowledge and mastering of some of these methods will help the practitioner to know in which situation he/she will employ a particular method or combination of methods in order to deliver an effective lesson.

Method of teaching can also be explained as the systematic way of presenting information in the classroom to the learner. Thus, the process through which learning are effected are the methods used. In the teaching profession, whether one is experienced or not, there is a strong agreement that using the right methods is important. In the view of Mannford (2002), teaching methods can be put simply as the way information is transmitted to the learner. He believes that teaching methods are important because they; aim at aiding the learning of individual students; offer systems of activity, which can affect individual human development; are based on knowledge of how people learn; and take into account, the essential conditions for further learning.

Not only is teaching important but it is becoming increasingly complex due to the many variables and constraints that affect choice. These include the; type and level of learning; time available; facilities and size of class; and resources available. The methods presented here are among current thought teachers in tertiary institutions based on the need to effect successful instruction by means of techniques underpinned by theory.

Mannford (2002) asserted that, there are two main teaching strategies. These are direct teaching or instruction which emphasizes the transfer of information to students to memorise and reproduce: and indirect instruction where teacher helps the learner to find out by posing questions, guiding, indicating sources of information and sharing ideas, problems and solutions.

Indirect instruction approach refers to the study which is learner-centered. This is considered most because the former approach is familiar to most Polytechnic teachers. According to Mannford (2002), it has been proved that teachers or lecturers who use one

method or strategy for teaching all the time are ineffective. This is because students become bored and lose interest in the subject being taught. It is to be recalled that students' needs, interest, and their individual learning styles are satisfied when teachers use a variety of strategies for teaching and this can be done through training. Some students learn through listening, others through reading and yet others through discussion. The following are some of the teaching methods or strategies:

The lecture method is one of the oldest methods of teaching. With this method, the practitioner/teacher tries to give learners knowledge that he/she possesses. These are mostly large classes where a lecturer talks about a subject and the student listen and take notes. The lecturers often use films, slides, and computer presentations to illustrate their points. Lectures are usually intended to:

- Guide students through the course material by explaining the main topics of a course.
- Introduce new topics for further study or debate.
- Give the most up-to-date information.

According to McCarthy (1992), lectures have the following advantages: lectures present factual material in direct and logical manner; lectures contain experience, which inspires; lectures stimulate thinking to open discussion; and lectures are useful for large groups.

Considering brainstorming, the lecturer presents a topic and asks students to generate many ideas related to the topic without commenting at the initial stages. However, after all ideas on the topics have been exhausted, the lecturer and the students can arrange the ideas according to the order of importance in relation to the topic.

Brainstorming encourages creativity and free association of ideas. McCarthy (1992), state the following as the strengths of brainstorming: is a listening exercise that allows creative thinking for new ideas; brainstorming encourages full participation because all ideas are equally recorded; it also draws on group's knowledge and experience; in brainstorming spirit of congeniality is created; and more so, one idea can spark off other ideas in brainstorming.

With practical work, students are provided with supervised activities and opportunities for trial and error work in a controlled environment. Sometimes students may go on field trips away from the Polytechnic. Students may work individually or as part of a group during practical classes. Practical classes provide students with practical experience of the theories presented in practical classes. During laboratory or practical work, students develop several skills and attitudes such as problem solving, manipulative skills, skills in gathering and interpreting data, skills in communicating experimental results and skills in blending theory with practice (Mannford, 2002).

The case study strategy is a teaching method, which requires a student or a group of students to do an in-depth study of a real or hypothetical problem, and report to the teacher or the class. The study may include field studies, Observations and interviews. This method of teaching gives work via data collection, data analysing, drawing conclusions and making recommendations or suggestions. Case study has many strengths such as develops analytical and problem solving skills. It allows for exploration of solutions for complex issues and also allows students to apply new knowledge and skills.

Role play as a method of teaching involves students being asked to act or dramatise a situation, condition, or circumstances, and later discuss the tasks and their feelings to the rest of the class. The students study the case material on their own and in a groups share their knowledge, perceptions and opinions. McCarthy (1992) enumerates the following as the advantages of the role play method of teaching: role-play introduces situations dramatically; it provides opportunity for people to assume roles of others and it also allows for exploration of solutions and provides opportunity to practice skills.

Class discussion is the situation whereby the lecturer presents a topic and tasks the whole class to discuss it. As the students discuss the topic one after the other, the lecturer asks questions, clarifies students' comments when necessary, and makes tentative summary. McCarthy (1992) identifies the following as the merits of class discussion: class discussion pools ideas and experiences from groups; class discussion is effective after a presentation, film or experience that needs to be analysed; and finally, it allows everyone to participate in an active process.

Tutorials are held for small groups of students to discuss selected topics, concepts and ideas with a member of the teaching staff. The discussion may be based on topic, which has already been covered in the lecture or on a piece of written work. Sometimes there are students' presentations, problem-solving activities, and various small group activities like debates and discussions. The students are expected to participate actively in tutorials by asking and answering questions and getting involved in small group's activities.

Learning

Learning and teaching are natural activities for people whether they are young or old. Learning and teaching are difficult to separate from each other. They can be seen as forming an endless cycle. This idea is summed up in the proverb “whoever teaches learns as well.”

Learning is the process by which we acquire and retain attitudes, knowledge, understanding, and capabilities that cannot be attributed to inherited behaviour patterns or physical growth. According to Gagne (1985:2) “learning is a change in human disposition or capacity that persists over a period of time...”

Slavin (1991: 98) sees learning as “a change in an individual that results from experience.” According to Cole (2002), the study of how people learn has fascinated mankind from the ancient Greeks to the present. He states that influential names such as Plato, Aristotle, Rousseau, Thorndike and Skinner have all left their mark on the way learning is managed in modern organisations. Learning is an important part of all human resource development efforts. Whether you are training a carpenter’s apprentice to use a power saw, conducting a workshop to teach managers to use discipline more effectively or trying to get meatpackers to understand and follow new safety procedures, your goal is to change behaviour, knowledge, or attitudes through learning (DeSimone & Harris, 1998).

It can be deduce from the above discussions that, one word which is “change” stands out clearly when we are looking at learning. This change is brought about through perception, observation, and experiences of the individual which makes him/her behave in a way which otherwise would not have been possible.

DeSimone and Harris (1998), argues that learning is a relatively permanent change in behaviour, cognition, or effect that occurs as a result of one's interaction with the environment. According to the authors, several aspects of this definition are important. First, the focus of learning is change, either by acquiring something new or modifying something that already exists. Secondly, the change must be long lasting before one can say learning has really occurred. Thirdly, the focus of learning can include behaviour, affect, or cognitions, or all three. Learning can be skill based, Cognitive or affective. Learning results from an individual's interaction with the environment. It does not include behaviour change attributable to maturation or a temporary condition such as fatigue or drugs.

Conditions for effective Learning are very vital in any institution. Kolb's (1984) experiential Learning theory suggests that some conditions are required for learning to be effective:

- Individuals must be motivated to learn. They should be aware that their present level of knowledge, skills or competence, or their existing attitude or behaviour, needs to be improved if they are to perform.
- Learners should have guidance. They need a sense of direction and feedback on how they are doing.
- Learners must gain satisfaction from learning.
- Learning is an active, not a passive process. Learners need to be actively involved with their trainer, their fellow trainees/students and the subject matter of the training programme.

- Appropriate techniques should be used. That is, the appropriate tools and materials should be used.
- Learning methods should be varied. The use of a variety of techniques, as long as they are equally appropriate, helps learning by maintaining the interest of trainee/students.
- The learner must receive reinforcement of correct behaviour. Learners usually need to know quickly that they are doing well.
- Learning environment should be appropriate.
- Changing the media or delivery methods frequently.
- Utilising multimedia presentations that engage the learners (see, hear, and do or visual)

For the usefulness of learning to be realised, the said change in life (learning) must last for sometime. It has been found by researchers that students learn and retain at different rates according to the degree that they are involved in the lesson (Kolb, 1984). Therefore, lecturers/trainers should develop their skills, knowledge, capabilities, and competencies to enable them identify trainee's needs and aspirations and to better impact on them.

Learning Styles

The learning theory presents a way of structuring and sequencing the curriculum and indicates, in particular how a session, or a whole course, may be taught to improve student learning. It suggests that leaning is cyclical involving four stages, sometimes referred to as sensing/feeling, watching/reflecting, thinking, and doing (Fielding, 1994). An important feature of the theory is that the different stages are associated with distinct

learning styles. Individuals differ in their preferred learning styles and recognising this is the first stage in raising students' awareness of the alternatives approaches possible and helping them to become more flexible in meeting the varied demands of learning situations (Gibbs, 1988). Teachers also need to recognise their own learning styles as a basis and learning strategies.

Learning may suffer where there is marked mismatch between the style of the learner and the approach of the teachers (Fielding, 1994). Kolb (1984) suggests that students develop a preference for learning in a particular way. The preferred style reflects a tendency rather than an absolute and students may adopt different learning styles in different situations, but they tend to favour some learning behaviours in preference to others. He identifies four learning styles each of which is associated with a different way of solving problems:

- Diverges- this learning style view situations from many perspectives and rely heavily upon brainstorming and generation of ideas. Diverges learn better when they are allowed to observe and gather a wide range of information.
- Assimilator- Is a learner who use inductive reasoning and have the ability to create theoretical models. Assimilators also learn better when they are presented with sound logical theories to consider.
- Converges- They are learners who rely heavily on hypothetical deductive reasoning. They also learn better when provided with practical application of concepts and theories.
- Accommodator- Is a learner who carries out plans and experiments and adapt to immediate circumstances. Accommodators learn better when they are allowed to

gain ‘hands on’ experience. According to Kolb (1984), learners learn better when the subject matter is presented in a style consistent with their preferred learning style.

Healey and Jenkins (2000) highlighted the strengths of Kolb’s theory as follows:

- Provides ready pointers to application.
- Directs us to ensure that a range of teaching methods are used in a course; provides a theoretical rationale for what many of us already do as teachers and then points to us as to how to improve on that practices.
- Makes explicit the importance of encouraging students to reflect and providing item with feedback to reinforce their learning
- Makes us aware of the way in which different learning styles have to be combined for effective learning.
- Can be applied widely from a single classroom session to a whole degree programme.

Climate for Learning

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one’s ideas and responding to others improves thinking and deepens understanding (Chickering & Gamson, 1987). Many roads lead to learning and different students bring different talents and styles to college. It is argue that brilliant students in a seminar might be all thumbs in a lab or studio; students rich in hands-on experience may not do well with theory.

Students therefore, need to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily. In the views of the authors, learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, and spitting out answers. They must talk about what they are learning, write reflectively about it, and relate it to past lives. They must also make what they learn part of themselves. Chickering and Gamson (1987) add that students learn best when they are actively involved in the process. They also assert that, regardless of the subject matter, students working in small groups tend to learn more of what is taught and retain it higher than when the same content is presented in other instructional formats. It is stated that students who work in collaborative groups also appear more satisfied with their classes.

Achieving a climate for learning can be accomplished by:

- Breaking the class into small groups.
- Keeping people moving around from group to group/person to person.
- Having activities and projects outside the classroom for a group's participation.
- Developing teams.
- Peer tutoring.
- Encouraging the learners to study together.
- Being a model by asking questions and displaying good listening behaviours.
- Encouraging the learners to answer each other's questions instead of answering them by oneself.

In conclusion, learning is a complex process of acquiring knowledge, understanding, Skills and values in order to be able to adapt to the environment. According to Cole (2002), the process of learning depends on a combination of the following factors: our innate (inherited) characteristics, such as intelligence and temperament; our readiness to respond to learning opportunities (motivation); the teaching skills of those attempting to assists our learning; and the conditions under which learning takes place.

CHAPTER THREE

METHODOLOGY

Introduction

The issues discussed in this chapter include the study organisation, research design, study population, sample size and sampling procedure, sources of data, data collection, pre-test, fieldwork, and data processing and analysis.

Study organisation

Tamale Polytechnic was established in 1951 as a Trade School. The Trade School was later converted into a Technical Institute in 1960, and in 1984, it was upgraded to the status of a non-tertiary Polytechnic with a responsibility to offer advanced/craft, technician and diploma programmes.

In 1993, the Polytechnic was further upgraded to the level of a tertiary institution with five others in the country, namely, Accra, Cape Coast, Kumasi, Ho, and Takoradi as part of the educational reforms which the PNDC Government pursued. This necessitated the promulgation of the Polytechnic Law 1992; (PNDCL 321) which authorised the polytechnics to offer Higher National Diploma (HND) programmes. It is therefore the mission of Tamale Polytechnic to train highly skilled, career focused, professional middle level manpower through the provision of HND programmes in several disciplines.

As at the beginning of 2012/2013 academic year, there existed three schools in the Polytechnic namely; School of Business, School of Engineering and the School of Applied Sciences. Tamale Polytechnic has a unique character among all polytechnics in the country. It is the only polytechnic which runs Technical Institute alongside a Polytechnic. It has maintained the Technical Institute with the hope that products of the craft and technician programmes will be trained to finally move up to do the HND.

Research Design

The research needed to be formally designed and data source carefully identified. Such a design used was a descriptive survey with the purpose of examining HRD and its contribution to teaching and learning in the Tamale Polytechnic. The design was selected because it provided a meaningful and accurate picture of events and helped to explain people's perception and behaviour on the basis of data collected at a point in time (Cooper & Emory, 1995).

Descriptive survey was appropriate because the research ought to describe some aspect of population by the selection of unbiased samples that completed questionnaires. According to Osuala (1987), descriptive survey interprets, synthesises, and integrates data by pointing out implications and relationship. The greater advantage of the descriptive survey design is its potential to provide a lot of information from quite a large number of individuals.

Study Population

The target population for the study was made up of 120 respondents from two categories of staff namely; teaching (academic) and non teaching (administrative,

technical and other supporting staff). This target population forms the core group and responsible for formulation and implementation of management programmes and policies in the Tamale Polytechnic.

The study population comprised the principal administrative staff of the Polytechnic namely the Rector, the Vice Rector, the Registrar, assistant Registrar, Librarian, and the Finance Officer. Other key officers include the Planning Officer, the Internal Auditor, the Deans of the School, the Heads of Department, and members of the convocation. These categories of staff play a key role in formulating HRD programmes in the Polytechnic and are better placed and positioned to provide important information for the study.

Sample size and Sampling procedure

The sample size of 120 was made up of 20 respondents from management team and 100 from teaching staff. Factors such as accessibility and time constraints were taken into consideration. For instance, the census of the management board of 22 and 136 teaching staff respectively would have ensured unbiased selection of elements for the study.

However, many of the staffs were unavailable thereby warranting sampling. Purposive sampling was employed to get the target group of management team and teaching staff. It was ensured that the constituent structure of the sample was as representative of the population as possible. Sampling is a procedure for selecting part of a population on which research can be conducted, which ensures that conclusion drawn from the study can be generalised to the entire population. In other words, sampling

refers to the systematic selection of a limited number of elements (persons, objects or events) out of a theoretically specified population of elements, from which information is collected (Sarantakos, 1998).

Sources of Data

To obtain an accurate and reliable data from the study, both primary and secondary data were sourced. The primary source was the data collected from the fieldwork and the secondary sources were works of other researchers from books, journals, reports, and the Internet. The secondary data gave a quick and easy accessibility to information and also enabled the researcher to study past events and issues. It was also more economical than the primary data source. It gives high quality of information with a possibility of retesting (Sarantakos, 1998).

Data collection

Questionnaires were administered to the management and teaching staff of the Polytechnic because the respondents could read and understand and respond to the questions in English without any difficulty. Also, using questionnaire hinged on the fact that, the target groups for the study sometimes combined other activities with their managerial/teaching roles and therefore, have little time at their disposal.

The questionnaire for the management staff was made up of 30 items. The items were made up of three sections. Section A solicited background information on the staff. Section B focused on staff development policy in the polytechnic, Section C dealt on training and development programmes in the Polytechnic (Appendix A).

The questionnaire for the teaching staff consisted of 32 items in four sections (see Appendix B). Section A sought for the background information on the teaching staff, while Section B dwelt on staff development policy in the Polytechnic. Section C solicited information on training and development programmes in the Polytechnic and Section D comprised teaching and learning processes. The items were structured along the lines of the Likert scale because it has been found to be the most suitable type of instrument for the measurement of people's attitudes, views and perceptions. The statements on the Likert scale were expressed on a five-point scale which asked respondents to indicate the extent of their agreement ranging from Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (DA).

Pre-test

The data collection instruments (questionnaires) were pre-tested at Bolgatanga Polytechnic with a sample of 40 respondents. Upon arrival at the Polytechnic, the first point of call was the Rector's office that received my introductory letter and referred me to the Assistant Registrar for Administration for any assistance and information.

The pre-test was successful because the respondents provided the needed information. The purpose for the pre-test was to check for reliability and validity of the instruments. It also helped to check for consistency of responses from respondents. After the analysis, it was realised that the instruments could give the required responses to questions posed.

However, it was difficult getting some of the key officers to respond to the questionnaires because they were always busy with their office activities and had little

time for other activities. In addition, the timing was unfavourable because this was done immediately after the polytechnics had resumed from strike action and had impending end of semester examinations to conduct. It therefore, took three weeks (9th - 28th July, 2012) instead of two weeks (9th - 21st July, 2012) earmarked for pretesting.

Fieldwork

The edited copies of both questionnaires for the management and teaching staff were administered to all the respondents. Copies of the questionnaires were given serial numbers according to management and teaching staff. This was to make easy sorting before, during and after administering the questionnaire. After that 20 copies were made for the management staff and 100 copies for the teaching staff.

The researcher presented a formal introductory letter to the Rector of the Polytechnic before the administration of the questionnaire. The Rector then directed the Assistant Registrar in-charge of personnel to make available the staff list to help in the administration of the questionnaire. To obtain the appropriate responses and easy retrieval of the completed questionnaires, the questionnaires were administered when the teaching staff were having meeting. The respondents who could not attend the meeting were traced to their departments before given them their copies of the questionnaire to fill. With regard to the management staff, they were contacted in their offices and the questionnaires delivered to them. The administration and collection of the questionnaires took six weeks (6th August, 2012 - 15th September, 2012) instead of a month (6th August, 2012 - 1st September, 2012) to complete.

Notwithstanding the success chalked, some challenges were encountered during the administration of the questionnaires. Some of the respondents had to be given new sets of questionnaires when it became clear that they had misplaced their original copies. Some of them felt reluctant to fill the questionnaires. Thirdly, the fieldwork involved great amount of time and money.

Data Processing and Analysis

The completed questionnaires were first edited for consistency. For the open-ended items, a short list was prepared from the original responses in order to get the key responses given by the respondents. The data were then coded, entered and subsequently analysed in the computer using the Statistical Product and Service Solutions (SPSS 16.0) programme. The data was put into graphs, tables of frequencies and percentages and interpreted to answer the research questions.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The chapter presents the results and discussion based on the data of the study. The process of analysis involves background characteristics of respondents, information about staff development policy, and training and development programmes in the polytechnic. The findings are also linked to the appropriate and related literature.

Background characteristics of respondents

Among the respondents' characteristics used in the study were sex, age, Academic qualification, designation, and number of years served by respondents in the Polytechnic.

Sex of respondents

The sex distribution of the staff was analysed in order to find out whether both sexes were aware of the opportunities in the Polytechnic. The study revealed that, out of the total staff who responded, 116 were males while only 4 were females, which clearly implied female representation in Tamale-Poly was very low. This did not mean the survey was targeted at males but it is an indication of the high rate of male employees at the Polytechnic and also that a lot of men are at the forefront of leadership and decision making process.

Age of respondents

Table 1 represents the age distribution of the Tamale Polytechnic staff. The studies revealed that the majority of the staff were in their primes. About 29.2 percent of the total respondents were within the age brackets of 41 and 45 and 20 percent were found within the age bracket 30 and 35 while only 5 percent were within the age bracket of 56 and 60.

Table 1: Age of respondents in Tamale -Poly

Age (Years)	Management staff		Teaching staff		Total	
	F	%	F	%	F	%
30-35	1	5.0	23	23.0	24	20.00
36-40	5	25.0	17	17.0	22	18.33
41-45	6	30.0	29	29.0	35	29.17
46-50	2	10.0	5	5.0	7	5.83
51-55	3	15.0	23	23.0	26	21.67
56-60	3	15.0	3	3.0	6	5.00
Total	20	100.0	100	100.0	120	100.00

Source: Survey data, 2012

The results indicate that 30 percent of the sampled management staff was between the ages of 41 and 45 while 25 percent were between the ages of 36 and 40. The age

group of 51 and 55 and 56 and 60 both had 15 percent. This implies that, the majority of the management staff was in their primes of 36 and 45 years where the organisation stands to gain tremendously from their long working years ahead. This is because an institution that is short of required human resources has little chances of survival, either in the short-run or long-run perspective.

With regard to age, 23 percent had their ages between 30 and 35, 17 percent had their age between 36 and 40 and 29 percent had theirs between 41 and 45. Cumulatively about 70 percent of the staff fell within the age bracket of 30 to 45, an indication that teaching sample were within their productive years having the potentials and more years ahead for advancement.

However, 5 percent were aged between 46 and 50 while 23 percent were between 51 and 55 age bracket leaving the remaining 3 percent around 56 and 60. About 30 percent of teaching sample were aged between 46 and 60 which implies that, the Polytechnic had matured (experienced) teaching staff, and if coupled with the required knowledge, skills and positive attitude towards teaching it could contribute immensely to teaching and learning.

Academic qualification and designation

In an attempt to ascertain whether the respondents met the required minimum qualification to teach or effectively manage a tertiary institution as set by the National Council for Tertiary Education (NCTE) in Ghana, The respondents were asked to indicate their highest academic qualification which is an important pre-requisite for effective management of tertiary institutions in Ghana. Management staff therefore requires not only managerial experience but also a postgraduate qualification.

Respondents were asked to indicate their academic qualification as a way of finding out their educational background. The results are shown in Table 2.

Table 2: Academic qualification of respondents in Tamale-Poly

Qualification	Management staff		Teaching staff		Total	
	F	%	F	%	F	%
Diploma	0	0	2	2.0	2	1.67
Graduate	4	20.0	38	38.0	42	35.00
Postgraduate	16	80.0	60	60.0	76	63.33
Total	20	100.0	100	100.0	120.0	100.00

Source: Survey data, 2012

The data obtained shows that 35 percent of total respondents were graduates and approximately 63 percent were postgraduates with less than 2 percent having diploma. This implied that, the academic qualifications of Tamale-Poly generally were appreciable. Narrowing this, 20 percent of management sample were graduates while 80 percent were postgraduates. This shows that the managers of Tamale-Poly had some appreciable level of education and would therefore have good understanding of the issues.

The academic qualifications of the sampled teaching staff in Table 2 reveals that, 2 percent had diploma certificates, 38 percent had first degrees and 60 percent had masters' degrees. The results as compared with the NCTE requirement suggest that most of the teaching staff had lower qualifications and as such require training and development to ensure their retention. In line with this, the teaching staff were required to answer the question whether they hold any professional qualification in addition to the

above mention. It showed that 56 percent answered in the affirmative meaning they had some qualifications. The researcher further probe and it was realised that it was short professional courses which did not directly relate to teaching and learning and 44 percent answered in the negative. The various ranks of teaching staff sampled for the study is illustrated in Figure 1. From the study, 59 percent were lecturers, both assistant lecturers and senior instructors were represented by 18 percent and 5 percent of the teaching sample were instructors. Inferences from the preceding discussions revealed that most of the teaching staff have diplomas and first degrees and yet are lecturers or assistant lecturers suggesting that, majority of the teaching staff falls short of the minimum rank to teach in a tertiary institution. Hence it is imperative for training and development of the teaching staff of the Polytechnic.

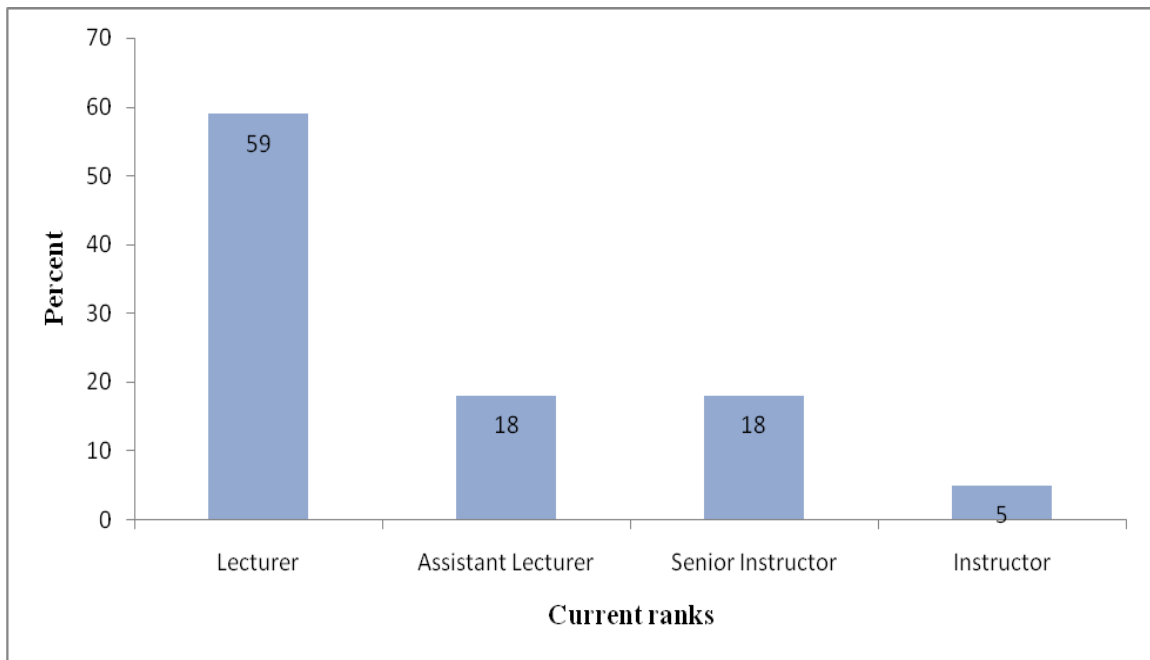


Figure 1: Ranks of teaching staff in the polytechnic

Source: Survey data, 2012

Attempt to find out the designations and current ranks of the management sample revealed the following; Vice-Rector (tertiary), Registrar, Assistant Registrar for both academic and public relations, dean of students and other officers as illustrated in Table 3.

Table 3: Positions held by management staff in the polytechnic

Position held	F	%
Vice Rector	1	5
Registrar	1	5
Assistant Registrar	2	10
Dean of students	1	5
Dean of school	2	10
Head of department	4	20
Member of convocation	2	10
Librarian	1	5
Finance officer	1	5
Planning officer	1	5
Internal auditor	1	5
Procurement officer	1	5
Chief administrative officer	1	5
Exam officer	1	5
Total	20	100.00

Source: Survey data, 2012

Number of years served by management staff in the Polytechnic

According to Fleishman (1972), skills acquired are perfected overtime on the job therefore the longer a person serves on the job, the more efficient he/she becomes. The study showed that majority of the management staff had worked in the Polytechnic between 11 and 15 years as shown in Figure 2.

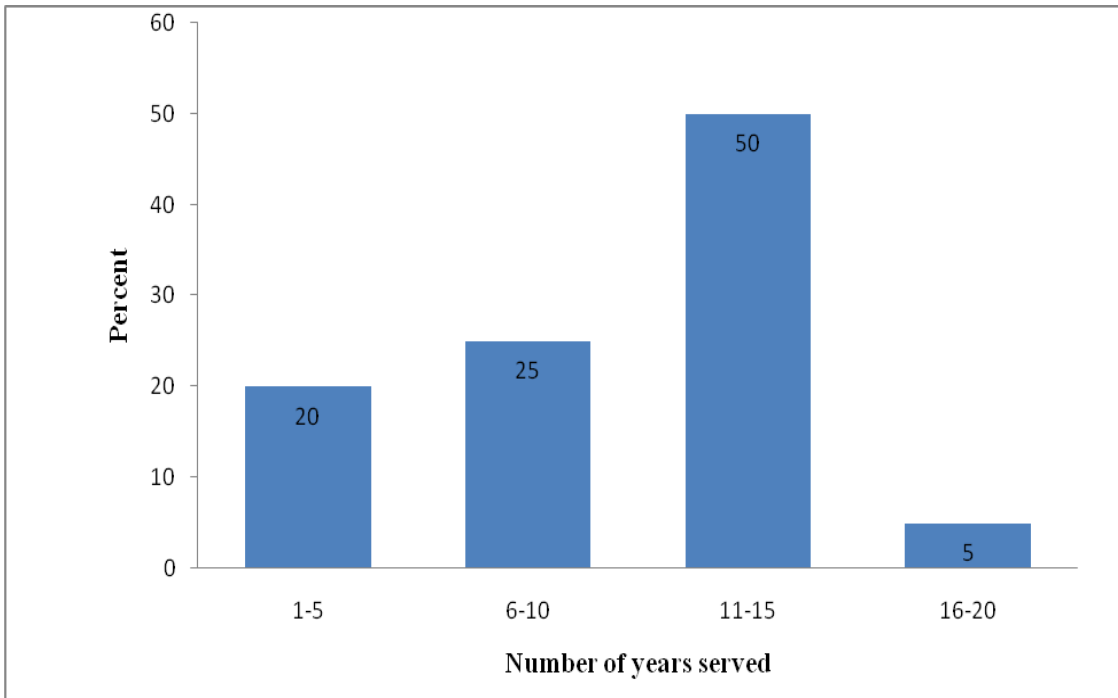


Figure 2: Work experience of management staff in the Polytechnic

Source: Survey data, 2012

The data obtained in relation to the work experience of management sample show that, 20 percent had worked between 1 and 5 years, 25 percent had worked between 6 and 10 years and 50 percent had worked in the Polytechnic between 11 and 15 years while 5 percent worked between 16 and 20 years. However, the number of years served at the Polytechnic might not necessarily be the same as the number of years served as a management member so in order to clarify this, respondents were asked to state their

years of experience as members of management and their responses are presented in Figure 3.

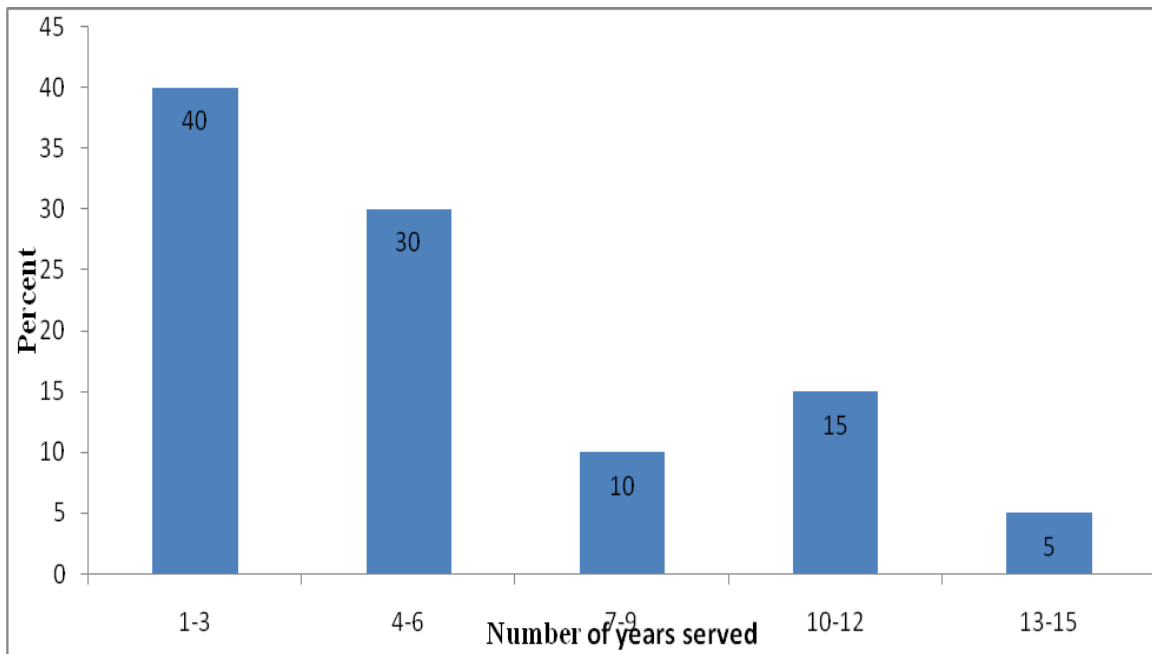


Figure 3: Number of years served as a member of management

Source: Survey data, 2012

As shown in Figure 3, only 40 percent had between 1 and 3 years experience as management team members and 30 percent had 4 to 6 years but they had longer previous experience in the organisation. This suggests that, if the Polytechnic relies on management experience in terms of long service alone, rather than training and development to better equip them to meet challenging and changing trends of management, teaching and learning process, then the Polytechnic managers and lecturers might not perform as expected and likely to result in skills obsolescence. According to Noe et al, (1994), skills obsolescence is a reduction in an employee's competence resulting from lack of knowledge of new techniques, and technologies that have developed since the employee completed his/her education.

Existence and content of staff development policy

Regarding the existence of staff development policy in the Polytechnic, all management sampled scored 100 percent in the affirmative to the awareness of staff development policy in the Polytechnic whereas 88 percent of teaching staff said they were aware of the existence of staff development policy and 12 percent said they were not aware. On the content of staff development policy, the total respondents gave multiple responses from options such as sponsoring staff on the sandwich/distance programmes, study leave with pay, organising workshops for staff, and organising in-service training for staff. As illustrated in Table 4, 80 percent of management respondents said they were aware that the staff development policy entails sponsoring staff on sandwich/distance programmes while the remaining 20 percent said the policy entails granting study leave with pay to staff. This implied that there was full awareness of staff development policy among management staff but to what extent was the content comprehensive and targeted towards contributing to teaching and learning in the Polytechnic.

The views of teaching staff as to what the staff development policy entailed reveals that, 32 percent said organising in-service training for staff was available for staff to upgrade themselves while 10 percent were of the view that the policy entailed organising workshops/seminars for teaching staff. Similarly, 46 percent of teaching sample indicated that sponsoring staff on sandwich/distance learning programmes was part of the staff development policy and 12 percent said they were not aware of the existence of the policy hence did not respond. However, considering the total respondents, about 52 percent agreed to sponsoring staff on sandwich programmes which

stand tall among all their views and about 27 percent agreed to organise in-service training as the staff development policy.

Table 4: Content of staff development policy in Tamale Poly

Staff development policy	Management staff		Teaching staff		Total	
	F	%	F	%	F	%
Organising in-service training for staff	0	0.0	32	32.0	32	26.67
Organising workshops/seminars for staff	0	0.0	10	10.0	10	8.33
Sponsoring staff on sandwich programmes	16	80.0	46	46.0	62	51.67
No response	0	0.0	12	12.0	12	10.00
Study leave with pay.	4	20.0	0	0.0	4	3.33
Total	20	100.0	100	100.0	120	100.00

Source: Survey data, 2012

The existence of staff development policy with its contents spelt out was a good idea as Gilley et al (2002) state that organisational development provides opportunities for each organisational member and the organisation itself to develop to their fullest potential and creates an environment in which employees can find exciting and challenging work. The Polytechnic and its teaching staff would therefore be better off if a comprehensive staff development policy exist and carefully implemented to the fullest.

Ambitions of teaching staff

Following the awareness of the staff development policy in the Polytechnic, teaching staff were asked to indicate their personal ambitions in terms of growth and

development and whether they thought the staff development policy of the Polytechnic could help them achieve their ambitions. Table 5 shows the academic ambitions of the teaching sample.

Table 5: Ambitions of teaching staff

Staff ambition	F	%
To rise to the level of professor	47	47.0
To become a PhD holder	45	45.0
No response	8	8.0
Total	100	100.0

Source: Survey data, 2012

Table 5 revealed that out of 100 sampled teaching staff, 47 percent aspired to rise to professorship level and acquire more advanced professional certificates (technical staff) while 45 percent had the ambition to climb to PhD level but 8 percent did not respond at all. The fact that majority of the teaching staff aspired to study further suggest that training and development was crucial for their advancement, also make them better qualified to teach in the tertiary institution and keep them abreast of new teaching methods.

Expectations of teaching staff on development policy in the Polytechnic

To probe further for more information, the teaching sample was asked whether the staff development policy could help them achieve their ambitions. It was discovered that 68 percent responded positively while 32 percent responded negatively. In an attempt to find out the reasons for their answers, those who answered in the negative outlined that the policy could not help them achieve their ambitions due to the subjective and

unorganised way of granting scholarships to staff. They also contended that the Polytechnic had no staff development policy in place except GETFund sponsored scholarships and also only few teaching staff were given the chance for further studies.

However, those who answered in the affirmative agreed that their ambitions could be attained through the staff development policy because the Polytechnic granted study leave to qualified staff for further studies. They added that the Polytechnic organised workshops/seminars and professional courses for teaching staff. In a similar vain, management staff were further requested to outline what they sought to achieve by having in place staff development policy in the Polytechnic. Multiple responses were produce from the question. It showed that 80 percent of management sample were of the view that, staff development policy was aimed at upgrading the knowledge and skills of staff while 20 percent said was to facilitate transfer of technology between the Polytechnic and industry as shown in Table 6.

Table 6: Why staff development policy in the polytechnic

Staff development policy	F	%
Upgrading the knowledge and skills of staff	16	80.0
Facilitate transfer of technology between the poly and industry	4	20.0
Total	20	100.0

Source: Survey data, 2012

Management satisfaction with staff current qualifications

A followed up question was whether the management staff of the Polytechnic were satisfied with the current qualifications of the teaching staff. Varied responses were obtained as illustrated in Table 7.

Table 7: Perception of management on the current qualification of teaching staff

Perception	F	%
Very satisfied	1	5.0
Satisfied	11	55.0
Neutral	2	10.0
Not satisfied	3	15.0
Not very satisfied	3	15.0
Total	20	100.0

Source: Survey data, 2012

From the study, 55 percent were satisfied with the academic qualifications of teaching staff and only 5 percent was very satisfied. Also 15 percent of management sample were not very satisfied and an equal number of 15 percent were also not satisfied leaving 10 percent being neutral about their perception. This revelation suggests that much needed to be desired from the teaching staff of the Polytechnic in terms of upgrading their qualifications.

Type of training and development programmes in the Polytechnic

Total sampled staff was asked to state the training and development programmes they had ever benefitted from or existed and their responses revealed that approximately 34 percent chose full time courses outside campus as summarised in Table 8. From the foregoing discussions of respondents' dissatisfaction with the current qualification levels and aspirations of the teaching staff, this brought the question on what type of training and development programmes were utilised by the teaching staff and could be done to improve staff qualifications. There were several responses as to what could be done to improve staff qualification levels. Out of the management sample, 35 percent chose full time courses in campus, 40 percent preferred full time courses outside campus while 20 percent preferred sandwich/distance learning and only 5 percent chose seminars and workshops as shown in Table 8.

Responses from teaching staff also revealed that, 21 percent had ever benefitted from full time courses on campus while 33 percent stated that they had benefitted from fulltime courses outside campus. Also 22 percent had enjoyed training in the Polytechnic through sandwich courses outside campus. The data revealed that 80 percent of the respondents had benefitted from some form of training and development programmes whereas 20 percent maintained no response meaning had not benefitted.

Table 8: Types of training and development programmes enjoyed in the polytechnic

Training programmes	Management staff		Teaching staff		Totals	
	F	%	F	%	F	%
Fulltime course in campus	7	35.0	21	21.0	28	23.33
Fulltime course outside campus	8	40.0	33	33.0	41	34.17
Sandwich/distance learning	4	20.0	22	22.0	26	21.67
Seminars and workshops	1	5.0	0	0.0	1	0.83
No response	0	0.0	24	24.0	24	20.00
Total	20	100.0	100	100.0	120	100.00

Source: Survey data, 2012

Inferences could be drawn from the results that, teaching staff skills and qualifications could be improved through HRD activities such as learning, education, training and development as elaborated in literature review. These activities enrich knowledge, skills, abilities and competencies required in carrying out work efficiently and effectively as postulated by the respondents as well. The performance of individuals and teams is subject to continues improvement and that workers are developed in a way that maximases their potentials for growth and promotion (Armstrong, 1999).

Reasons for Further Training and Development while on the Job

In order to evaluate why teaching staff should have further training while on the job, the teaching sample were asked to provide reasons. It was revealed that 50 percent agreed to further training and development while on the job increased and updated staff skills and knowledge base. Examining the reasons for further training and development while on the job, 37 percent of them agreed with Gilley et al (2002) that training and

development enhanced performance on one's current job. Also, 7 percent said to acquire new methods /techniques of teaching. Another reason cited by 6 percent of teaching sample why staff should have further training and development while on the job was to avoid career plateau and skills obsolescence. According to Noe et al (1994), lack of further training after school results in career plateau and therefore for the employee not to become dysfunctional must have further training and development regularly. Skills obsolescence is a reduction in an employee's competence resulting from lack of knowledge of new techniques and technologies and this can be avoided by allowing employees to attend professional conferences, workshops and seminars or enrolling in universities for further training.

The researcher in his quest to gather more information for the study requested the management staff to explain why a member of teaching staff should have further training and development while on the job. It was discovered that, 65 percent indicated that the teaching staff should have further training and development to increase and update their skills and knowledge base, 30 percent of respondents said they agreed that the teaching staff needed to have training to enable them enhanced their performance on the job. Avoidance of career plateau and skills obsolescence (Noe et al, 1994) was cited by one respondent as a salient point why teaching staff should have further training while still on the job.

How teaching staff explored training and development programmes

The sampled Management staff was further tasked to indicate how the teaching staff explored the training and development programmes in the Polytechnic. About 55 percent of them indicated that teaching staff explored training and development

programmes through scholarships while 40 percent said that the teaching staff explored the programmes through study leave with pay as shown in Figure 4.

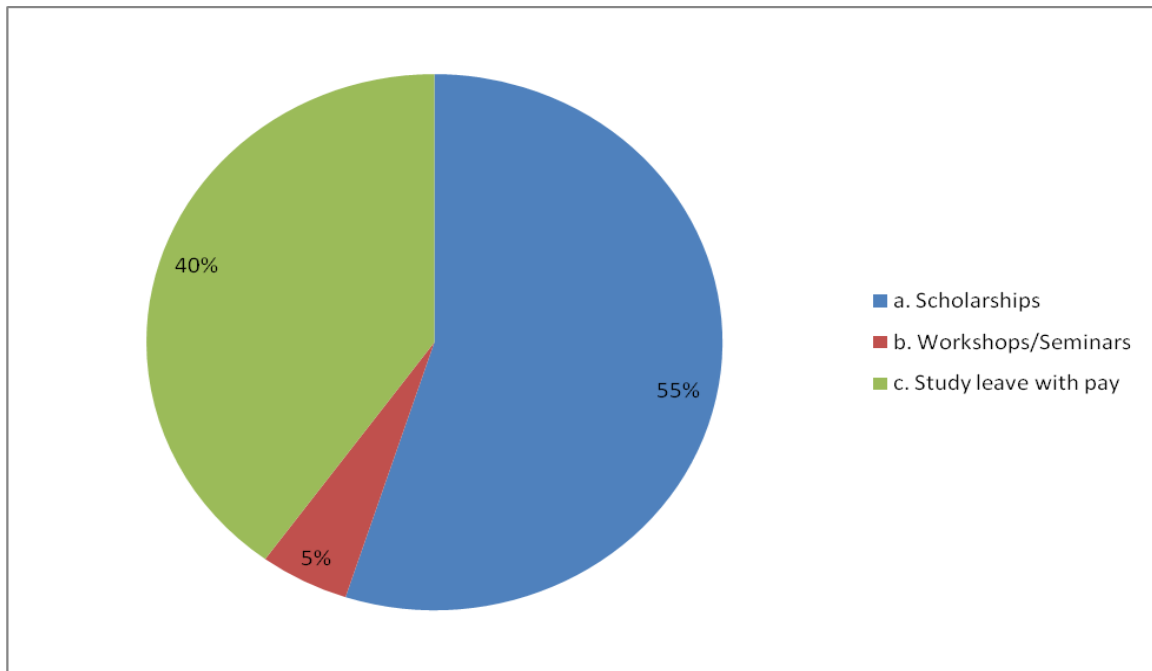


Figure: 4 Teaching staff exploration of training programmes in the Polytechnic

Source: Survey data, 2012

Closely related to the preceding discussion was the criterion for selecting teaching staff for further training and development. Some conditions and criteria must be satisfied before a teaching staff qualifies for further training and development in the Polytechnic. The number of years served in the Polytechnic was observed as an important condition that must be satisfied. The majority, about 85 percent of the sampled management staff indicated that a teaching staff might have served the Polytechnic for at least three years before he/she qualified for selection. Also 5 percent cited the availability of qualified staff on the ground applying for further training as a factor to consider and the rest pointed out that the relevance of the training programme to the needs of the Polytechnic

was another criterion used in selecting the teaching staff for further training and development as depicted in Figure 5.

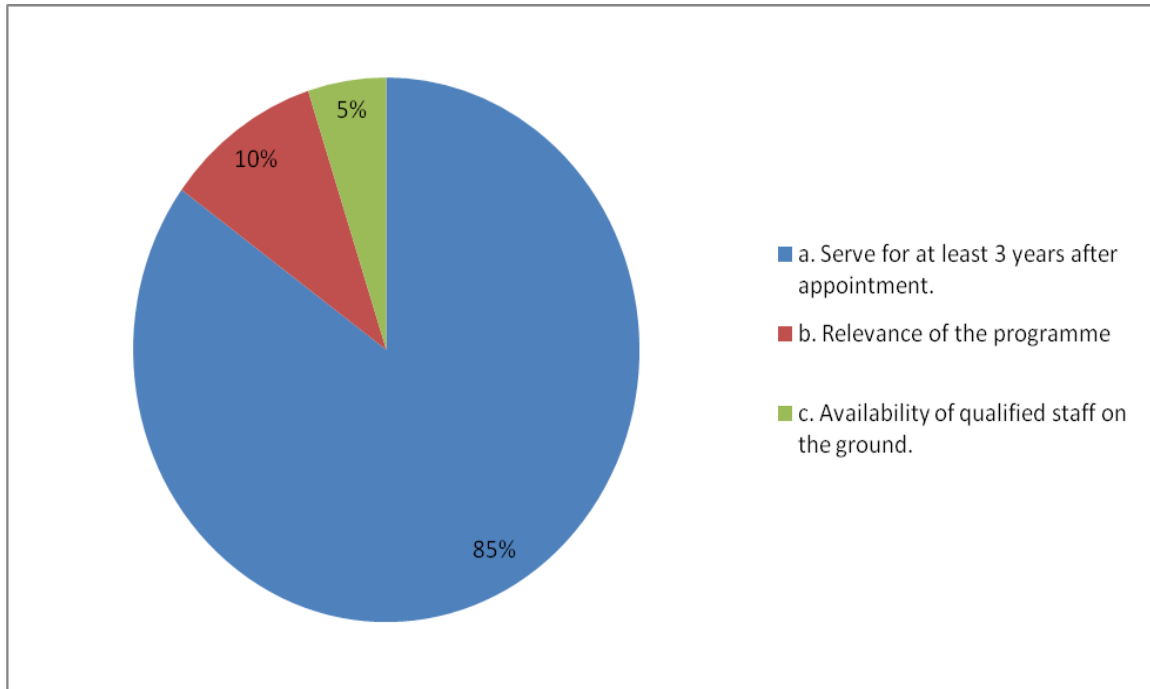


Figure 5: Criteria for selecting teaching staff

Source:, Survey data 2012

The study tried to find out the average number of teaching staff who pursued further training and development in a year in Tamale Polytechnic. As indicated in Figure 6, 20 percent of sampled management staff stated that between 1 and 5 teaching staff received training and development programmes every year and 35 percent alleged that between 6 and 10 staff went for further training and development every year while 20 percent maintained that they did not know the number of average teaching staff that went for further training and development. The revelation aboved calls for the need to streamline the number of staff to be trained in a year from the various departments of the

Polytechnic to ensure equity, fairness and awareness in the system. This will enable more staff take up the opportunity to upgrade themselves in the Polytechnic.

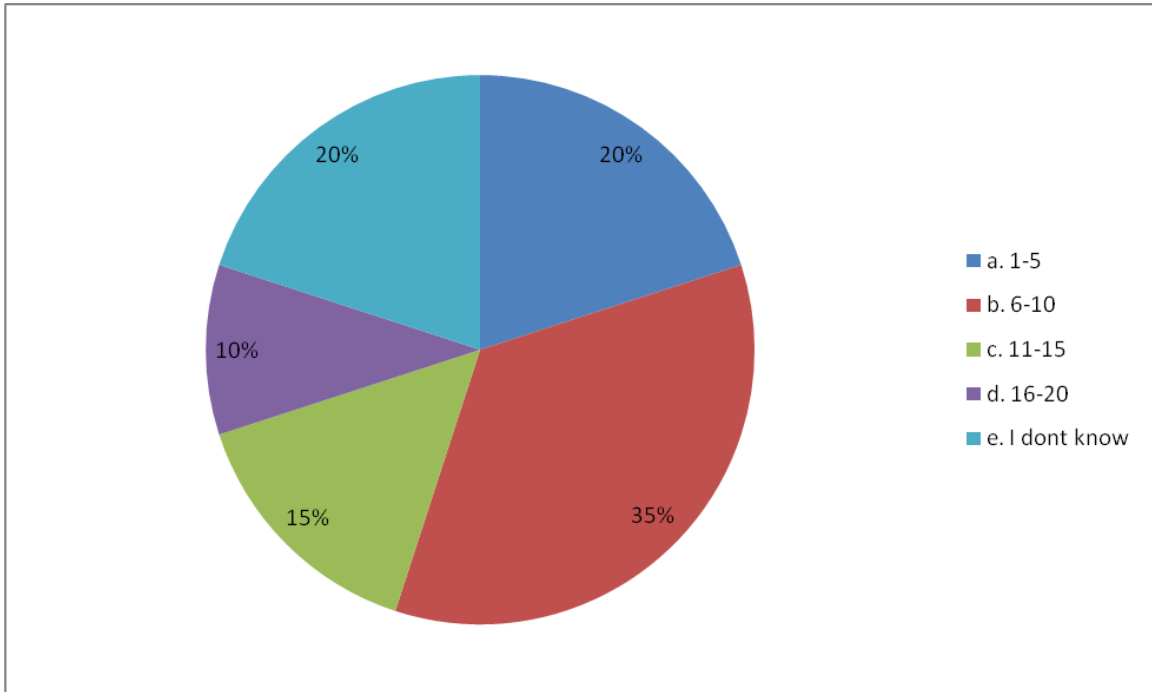


Figure 6: Average number of teaching staff for further training and development in the Polytechnic

Source: Survey data, 2012

Means and forms of on-the-job training in the Polytechnic

Sampled management staff were asked whether they had in placed any means of training for their teaching staff to acquire skills on the job. In response, 80 percent answered in the affirmative while 20 percent responded in the negative. Those who responded in the negative held that, there was nothing like on the job training once employed into the Polytechnic. They also contended that the workshops and seminars organised were administrative biased. When sampled teaching staff were posed the

question whether they had any means of acquiring skills through on-the-job training, it revealed that 94 percent said yes while 6 percent said “No”. The respondents said “No” because there were no proper human resource planning and control, no means of acquiring skills on the job in relation to teaching and learning opportunities.

A followed up question was to indicate the means of training on the job that was available in the Polytechnic. Their responses are illustrated in Table 9. It showed that 20 percent of the management staff gave no responses but 45 percent said workshops were organised as on the job training for the teaching staff. Also 25 percent said on-the-job training was provided through mentoring and coaching was observed by 5 percent.

The teaching staff were asked to state the means through which they acquired skills through on-the-job training which revealed that, 86 percent of the respondents indicated they had on-the-job training through seminars/workshops and 5 percent said through coaching whereas 6 percent gave no response. To sum it up, about 79 percent of the total respondents chose workshops and less than one percent chose apprenticeship with considerable number of 8 percent gave no response. This implies that, the on the job training was skewed towards workshops.

Table: 9. Forms of on the job training in the polytechnic

Forms of on the job training	Management staff		Teaching staff		Total	
	F	%	F	%	F	%
Mentoring	5	25.0	3	3.0	8	6.67
Coaching	1	5.0	5	5.0	6	5.00
Workshops	9	45.0	86	86.0	95	79.17
Apprenticeship	1	5.0	0	0.0	1	0.83
No response	4	20.0	6	6.0	10	8.33
Total	20	100.0	100	100.0	120	100.00

Source: Survey data, 2012

Satisfaction and regularity of training programmes

Attempt to examine how satisfied or otherwise of respondents of the Polytechnic revealed that only 48.33 percent were satisfied with the training programmes or said it was helpful and 43.33 percent were very satisfied or said it was very helpful with the remaining 8.33 percent undecided/neutral about the training programmes. From Table 10, sampled management staff ranking of on-the-job training programmes showed that 10 percent were very satisfied and 70 percent were just satisfied. The responses clearly suggest that staff of the Polytechnic were not very satisfied with the on-the-job training programmes. The teaching sample views on how helpful on-the-job training programmes in the Polytechnic did indicated that, 50 percent said on-the-job training programmes

were very helpful and 44 percent said they were helpful but 6 percent in the Polytechnic produced no response.

Table: 10. Respondents’ satisfaction with the on-the-job training

Ranking	Management staff		Teaching staff		Total	
	F	%	F	%	F	%
Very satisfied /Very helpful	2	10.0	50	50.0	52	43.33
Satisfied/Helpful	14	70.0	44	44.0	58	48.33
Neutral/No response	4	20.0	6	6.0	10	8.33
Total	20	100.0	100	100.0		100.00

Source: Survey data, 2012

To further ascertain the regularity of the on-the-job training programmes in the Polytechnic, the total sampled staff were asked to indicate how regular the programmes were organised in the Polytechnic and several views were solicited. Views from management sample representing 20 percent said training programmes were organised regularly while 55 percent maintained it was not regular with very regular being only 5 percent. The responses by the management staff suggested that training programmes were not regularly organised in the Polytechnic.

The teaching staffs sampled were requested to indicate whether they had ever benefited from any further training and development programme since they were employed in the Polytechnic and 76 percent answered in the affirmative while 24 percent responded negatively. This revelation calls for stakeholders to put hands on deck in order to expand the training programmes and facilitate regular organisation of training and development programmes so that all teaching staff could benefit from them.

Human resource development and its contribution to teaching and learning

When the sampled management staff were asked to give their accounts of human resource development and its contribution to teaching and learning in the Polytechnic, a wide range of responses was given. Views from 30 percent said human resource development enhanced efficiency and effectiveness in teaching and learning processes and subsequently ensuring production of well trained graduates for the job market. Another 15 percent indicated that HRD upgraded skills and competencies of staff and that eventually motivated them to give up their best in teaching. This in the long run, gives credence to the certificates awarded.

Also, 25 percent of sampled management staff contended that human resource development promoted capacity building through knowledge and career development and brought the best out of the teaching staff. It was the views of 15 percent sampled management staff that human resource development enriched the quality of knowledge imparted to students. Notwithstanding the above contributions advance, 15 percent gave no response as illustrated in Table 11.

Table: 11. HRD and its contribution to teaching and learning by management staff

Ranking	F	%
It upgrade skills and competencies of staff	3	15.0
It enhances efficiency and effectiveness in teaching and learning	6	30.0
It enriches the quality of knowledge imparted to students	3	15.0
It promotes capacity building through knowledge and career dev't	5	25.0
No response	3	15.0
Total	20	100.0

Source: Survey data, 2012

As to whether HRD programmes enhanced teaching skills and competencies, 55 percent of management sampled indicated that they strongly agreed to the assertion and 35 percent said they agreed. About 5 percent disagreed and another 5 percent was undecided. These opinions confirm Mannford's (2002) assertion that training workshops, seminars, apprenticeship, mentoring and off-the-job training for teachers in the teaching methodologies go a long way to improve teaching skills and competencies.

Another perception examined was whether HRD programmes helped to create a friendly atmosphere in teaching and learning processes in the Polytechnic. With this, 25 percent of management sampled held the view that, they strongly agreed, 55 percent said they agreed and 10 percent were undecided and 10 percent respondents disagreed. Again in supporting Mannford's (2002) findings 55 percent of management sampled indicated that they agreed HRD introduced new methods/techniques in teaching and learning processes though 15 percent were undecided and only 10 percent disagreed to the perception. The perception of management on whether HRD programmes increase retention and transfer of knowledge, 20 percent indicated that they strongly agreed, 60

percent said they agreed, 10 percent were undecided and about 10 percent respondents disagreed.

Regarding the opinion that HRD programmes helped use formal language and correct grammar in teaching (Mannford, 2002) only 10 percent sampled management staff strongly agreed and 45 percent indicated that they agreed. Also 30 percent were undecided and another 15 percent disagreed. As to whether HRD programmes inculcated new ideas and technology in teaching and learning processes, 20 percent management sampled said they strongly agreed while 55 percent indicated that they agreed but 20 percent were undecided and 5 percent disagreed.

Managements' opinion on how HRD programmes can be improved and sustained

To enable the researcher make some recommendations to policy makers of the Polytechnic in relation to HRD activities, management staff were asked to suggest how HRD programmes in the Polytechnic could be improved and sustained and the following responses were indicated. Training and development (HRD) programmes should be on regular basis in the Polytechnic to keep staff abreast with new techniques/methods of teaching. They also suggested that HRD programmes should be tailored to suit the current needs of the Polytechnic. Management also added that, trainer of trainee programmes should be stepped up and made regular to create a reservoir of skilled manpower that could organise and impart up-to-date skills to staff. Another salient suggestion was that needs assessment should be vigorously carried out before given sponsorship to the teaching staff.

To solicit the opinions on the way forward for HRD programmes, teaching staff were requested to state what could be done to improve and sustain HRD programmes in

the Polytechnic. They suggested that HRD programmes could be improved if needs assessment was conducted before implementing HRD programmes and policies in the Polytechnic. In other words, proper staff auditing should be conducted to identify the gaps 24 percent said this. Also 19 percent held that HRD policy should be devoid of discrimination and 22 percent of teaching sample said HRD programmes should be regular, monitored and evaluated to enable the teaching staff to upgrade their skills and knowledge base. The HRD programmes could be improved and sustained if sufficient funds were allocated to the HRD department to enable them organise relevant workshops/seminars for teaching staff of the Polytechnic were the views expressed by 19 percent and finally 16 percent of respondents were of the view that, there was the need to create staff awareness of the content and opportunities of HRD programmes.

A follow up question was on participants' perception on how human resource development contributed to teaching and learning in the Polytechnic which yielded the following responses. It revealed that 18 percent of teaching staff said HRD helped to upgrade lecturers' knowledge base and competence, 23 percent attested to the fact that human resource development enhanced the competencies of staff which improved teaching and learning in the Polytechnic and 22 percent were of the view that it enriched the capabilities and sharpen the skills of lecturers.

Methods/Techniques of Teaching

The responses were solicited to find out the types of methods/techniques often employed in teaching and why those techniques. They indicated that the lecture, class discussion, brainstorming, case study, role play, tutorials were used. Various reasons

were given for the use of those methods/techniques employed. Those who used class discussion indicated that the techniques were conventional and effective methods of teaching and motivated students to take active part in class. This supports McCarthy's (1992) assertion that class discussion allows all class members to participate in an active process.

Those who used brainstorming as a teaching technique stated that it helped brought out students views and opinions on the topic being discussed and made them active participants. This response also supports McCarthy (1992) that brainstorming encourages full participation because all ideas are equally recorded and also allows creative thinking for new ideas from participants. A number of the respondents also said they used lecture as a method in teaching because it was easy to handle with large student numbers. With case study respondents said it made teaching and learning student centered and tutorial as a method/ technique helped to elaborate and clarify more on aspects not well understood earlier.

Other respondents also indicated that based on their subject areas, they used more than one technique or method in teaching at a time. They outlined that because of individual differences, these methods were used to satisfy all categories of students as they learn better on different wavelengths. This attests to Mannford's (2002) assertion that students needs, interests and their individual learning styles are satisfied when teachers use a variety of strategies for teaching and this can be done through training. He contends that some students learn through listening, others through reading and yet others through discussion.

The sampled teaching staff were further asked to indicate how their methods or techniques of teaching impacted on the response on their students. About 70 percent of the respondents said their students' responses had been very positive while 30 percent stated that it had been positive.

Teachers' perceptions on HRD and its contribution to teaching and learning

Having dwelt so much on training and development as a component of human resource development and how those programmes impacted on the teaching skills of teachers in the Polytechnic. The researcher wanted to further know how HRD contributed to teaching and learning process. Therefore the researcher used Likert's scale to test the respondent perception and attitudes on how HRD contributed to teaching and learning processes in the Polytechnic.

As to whether HRD enhanced teaching skills and competences, 62 percent of respondents said they strongly agreed while 38 percent stated that they agreed. This support Mannford (2002), that training workshops, seminars and other training ground for teachers in the teaching methodologies go a long way to improve teaching skills and competencies and the use of instructional media, which includes all devices and materials used in the teaching and learning processes. They were also requested to indicate whether HRD introduced new methods or techniques in teaching and learning processes, 33 percent said they strongly agreed and 61 percent said they agreed whereas 4 percent were undecided and 2 percent disagreed.

With regard to their views on whether HRD introduced new technology and new ideas in teaching and learning processes, 43 percent indicated that they strongly agreed, another 36 percent indicated they agreed and 17 percent were undecided while the

remaining 4 percent stated they disagreed .To test the perception of the teaching sample further, they were asked whether HRD increased retention and transfer of knowledge, 39 percent indicated that they strongly agreed while 43 percent stated they agreed but 10 percent were undecided.

Another perception examined was whether HRD helped the usage of formal language and correct grammar in teaching, 45 percent said they agreed and 34 percent were undecided, while 7 percent held that they strongly disagreed and 6 percent equally strongly agreed. The researcher also wanted know whether HRD created a friendly atmosphere in teaching and learning processes, 28 percent said they strongly agreed and 42 percent said they agreed. However, 13 percent said they disagreed and 2 percent said they strongly disagreed. These findings from the study above revealed numerous issues that could be pursued in HRD programmes for effective and efficient teaching and learning in Tamale Polytechnic. The next chapter presents a summary of the findings and conclusions and outlines the policy implications and recommendations of the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents summary of the study, conclusions, and recommendations.

Summary

The study examined human resource development and its contribution to teaching and learning in the Tamale Polytechnic. Primary data were collected from 120 respondents using questionnaires while secondary data were sourced from books, journals and official documents. Purposive sampling was employed to get target group of 20 management and 100 teaching staff. Data were analysed using Statistical Product and Service Solutions (SPSS 16.0).

The main findings of the study are:

- Tamale Polytechnic had a strategic development plan that encapsulated staff development policy sponsored through GETFund scholarship. Management and teaching staff attested to the awareness of staff development policy in the Polytechnic but varied opinions on the content and how comprehensive and targeted it was towards contributing to teaching and learning.
- The majority, about 92 percent of the respondents had means of acquiring skills on-the-job training and those training programmes were very helpful but were not very regular. This suggests the need for regular training and development to enhance teaching and learning in the Polytechnic.

- The training and development programmes being utilized by the teaching staff in the Polytechnic included full-time courses on campus, full-time courses outside campus, sandwich programmes and as well as workshops and seminars. Training and development programmes increased and updated teaching staff skills and knowledge base. Reduced skill obsolescence and avoid career plateau.
- HRD enhanced teaching skills, competencies and inculcated new ideas into teaching and learning.
- HRD increased retention, transfer of knowledge and helped create a friendly atmosphere in teaching and learning process.
- HRD programmes could be improved and sustained when needs assessment were conducted before implementation and should be tailored to suit the current needs on the Polytechnic.
- The Polytechnic had not spelt out any specific number of teaching staff to receive further training and development within a year and that could result in denying some needy but essential skills acquisition opportunities by the teaching staff.

Conclusions

The teaching staff explored the training and development programmes through scholarships, study leave with pay and study leave without pay. The programmes were explored through workshops and seminars. Even though the teaching staff received some training and development programmes, they were not regular to help the staff upgrade their skills as expected and needs assessment was not done before embarking on training

and development programmes and therefore minimal success was achieved from the programmes.

Management staff were not satisfied with the current academic qualifications of the teaching staff. This calls for proactive training and development programmes in the Polytechnic to enable them to acquire the required academic qualifications.

Recommendations

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

- Transfer and application of knowledge and skills acquired by teaching staff should be put in place in the Polytechnic to make it possible for beneficiaries of training and development programmes to transfer the knowledge and skills they had acquired to their students. In order to produce a cascading effect of the knowledge, abilities and skills acquired from the training, staff who attended the programmes should be tasked to produce reports containing training handout and put them at departmental libraries as reference materials.
- Regular in-service/on-the-job training programmes should be organised for the teaching staff to upgrade their skills in new methods of teaching that would prevent career plateau and skills obsolescence. Opportunity for self-improvement should be provided in the Polytechnic. This is because apart from making such teaching staff competent enough to discharge their duties as expected of them as teachers, it also boosts their confidence levels. Such improvement also gives them some sort of inner satisfaction for them to contribute their quota by teaching well.

- Stakeholders of Tamale Polytechnic should provide more funds for the purpose of investing in the human capital of the teaching staff. This will enable them to acquire knowledge and ability and also transfer the acquired knowledge to the Polytechnic students who will become the middle level manpower of the country.
- The selection of staff for further training and development should be made known to all staff, transparent and based on merit. The training programmes should also be tailored to suit the current needs of management, teachers and students of the Polytechnic.
- Plan HRD programmes should be drawn to streamline the number of teaching staff to be trained in a year from the various departments. This will ensure equity and fairness to all the departments.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR MANAGEMENT STAFF

Dear Sir/Madam

This questionnaire seeks to solicit your responses in gathering relevant information on the topic: Human Resource Development and its contribution to teaching and learning in Tamale Polytechnic. The questionnaire is part of research work, which is in partial fulfillment of requirements for the award of Master of Arts Degree in Human Resource Development. Your candid responses and views shall be treated confidentially and anonymously. Thank you for your co-operation.

Code:

Date:

Section A: Background information

1. Sex. Male { } Female { }

2. Age (years).....

3. Academic qualification. Post-secondary { } Graduate { } Postgraduate { }

4. Position held.....

5. How long have you been working in the polytechnic?

6. How long have you been a member of management?

Specify (years).....

7. Tick the appropriate reason(s) for being nominated as a member of management.

- a. Being the most senior in terms of rank among colleagues { }
- b. Due to my professional competence { }
- c. Due to my managerial skills { }
- d. Other (Specify).....

Section B: Staff development policy

8. Do you have staff development policy in the polytechnic?

- a. Yes { } b. No { }

9. If no, why not?

10. If yes, what does it entail? You can select more than one option if necessary.

- a. Sponsoring staff on sandwich/distance programmes { }
- b. Study leave with pay { }
- c. Organising in-service training for staff { }
- d. Organising workshops for staff { }
- e. Other(s), specify.....

11. What does your outfit seek to achieve?

- a. Upgrading the knowledge and skills of staff { }
- b. Upgrading staff qualifications { }
- c. Facilitate transfer of technology between the Polytechnic and industry { }
- d. Other(s) specify.....

Section C: Training and development programmes

12. Are you satisfied with the current qualifications of the academic staff in the

Polytechnic? a. Very satisfied { } b. Satisfied { } c. Neutral { }

d. Not satisfied { } d. Not very satisfied { }

13. What measure(s) can be taken to improve on the staff qualification?

a. Full time courses in campus { } b. Full time courses outside campus { }

c. Sandwich/distance learning { } d. Seminars and workshops { }

e. Others specify.....

14. What criteria(s) must be met before a teaching staff qualifies for further training and

development?

.....

15. What criteria are used in selecting teaching staff for further training?

a. Number of years served. { }

b. Priority subject area of the polytechnic { }

c. Availability of funds { }

d. Relevance of the training programme { }

e. Other(s) specify.....

16. On the average, how many members of teaching staff go for further training and

development in a year from the polytechnic?

17. Do you have any means of training your teaching staff to acquire skills on the job?

- a. Yes { } b. No { }

18. If yes, please indicate the means of training on the job.

- a. Mentoring { } b. Coaching { } c. Workshops { } d. Apprenticeship { }
e. One-on-one instruction { } f. Others specify.....

19. How do you rank the training programmes you have selected in item 17 above?

- a. Very satisfied { } b. Satisfied { } c. Not very satisfied { }
d. Not satisfied { } e. I don't know { }

20. How regular do you have the training programme (s) selected in 17 above?

- a. Very regular { } b. Regular { } c. Not regular { } d. Not very regular { }

21. In your opinion, why should a teaching staff have further training and development while on the job?

- a. To increase and update skills and knowledge base. { }
b. To enhance performance on the job. { }
c. To acquire new methods/techniques of teaching. { }
d. To avoid career plateau and skills obsolescence { }
e. Other(s) specify.....

22. How does the teaching staff explore the training programmes in the polytechnic?

Through. a. Scholarships { } b. Workshops/Seminars { } c. Study leave with pay { }
 d. In service training { } e. Study leave without pay.

Other(s) specify.....

23. In your own opinion, how does Human Resource Development contribute to teaching and learning in the polytechnic?

Respond to the following items based on your perception by using strongly agree (SA) agree (A), undecided (U), disagree (D), and strongly disagree (SD). Please, tick in the spaces provided.

NO	STATEMENT	SA	A	U	D	SD
24	HRD enhances teaching skills and competencies.					
25	HRD helps create a friendly atmosphere in teaching and learning processes					
26	HRD introduces new methods/techniques in teaching and learning processes.					
27	HRD increase retention and transfer of knowledge.					
28	HRD helps use formal language and correct grammar in teaching.					
29	HRD inculcates new ideas and technology.					

30. In your opinion, how can Human Resource Development programmes in the Polytechnic be improved and sustained?

APPENDIX B

QUESTIONNAIRE FOR TEACHING STAFF

Dear Sir/Madam

This questionnaire seeks to solicit your responses in gathering relevant information on the topic: Human Resource Development and its contribution to teaching and learning in Tamale Polytechnic. The questionnaire is part of research work, which is in partial fulfillment of requirements for the award of Master of Arts Degree in Human Resource Development. Your candid responses and views shall be treated confidentially and anonymously. Thank you for your co-operation.

Code:

Date:

Section A: Background information

1. Sex. Male { } Female { }

2. Age (years).....

3. Academic qualification. Diploma { } Graduate { } Postgraduate { } Specialist { }

4. Do you hold any professional qualification in addition to the one mentioned in item 3 above? (a) Yes { } (b) No { }

5. What is your current rank? (a) Lecturer { } (b) Assistant Lecturer { } (c) Senior Instructor { } (d) Instructor { } (e) other(s) specify

6. How long have you been teaching in the polytechnic?

7. What course(s) do you teach?

.....

Section B: Staff development policy

8. Are you aware of the existence and content of the staff development policy of the Polytechnic? (a) Yes { } (b) No { }

9. If yes, what does it entail? (You can select more than one option where applicable)

(a) Organising in-service training for staff { }

(b) Organising workshops/seminars for staff { }

(c) Sponsoring staff on sandwich/distance programmes { }

(d) Other (s) specify

10. What is your personal ambition in terms of growth and development?

.....

11. Do you think the staff development policy of the polytechnic can help you achieve the ambition given in item 10 above? (a) Yes { } (b) { }

12. What are your reasons for the answer in item 11 above?

.....

.....

.....

Section C: Training and development programmes

13. Do you have any means of acquiring skills through on-the-job training?

- (a) Yes { } (b) No { }

14. If yes, Please, indicate the means (a) Seminars/workshops { } (b) Coaching { }

(c) Mentoring { } (d) other(s) specify { }.....

15. How do you rank the training programme(s) you have selected in 14 above?

- (a) Very helpful { } (b) Helpful { } (c) Not helpful { } (d) Not very helpful { }

(e) Don't know { }

16. If no to item 13 above, state reason(s).....

17. How often do you have the training programme(s) selected in item 14 above?

- (a) Very regular { } (b) Regular { } (c) Not regular { } (d) Not very regular { }

Others (s) specify

18. Have you ever benefited from any further training and development programme

since you were employed in the polytechnic? (a) Yes { } (b) No { }

19. If yes, what form did it take?

(a) Full-time course on campus { }

(b) Full time course outside campus { }

(c) Sandwich course outside campus { }

(d) Distance learning { } Other(s) specify.....

20. If your answer to item 18 is no, why?

21. Why should you have further training while on the job?

(a) To increase and update skills and knowledge base { }

(b) To enhance performance on the job. { }

(c) To acquire new methods/techniques of teaching. { }

(d) To avoid career plateau and skills obsolescence { }

Other(s) specify.....

22. In your opinion, how does Human Resource Development contribute to teaching and learning in your polytechnic?

.....
.....

23. In your opinion how can Human Resource Development programmes in the Polytechnic be improved and sustained?

.....
.....

Section D: Teaching and learning processes

24. What methods/ techniques do you employ in teaching your students?

(a) Lecture { } (b) Class discussion { } (c) Brainstorming { } (d) Case study { }

(e) Role play { } (f) Tutorials { } other(s) Specify.....

25. Why do you employ the methods/techniques stated above?

.....

26. By employing the methods/techniques above, how do your students respond?

(a) Very positively { } (b) Positively { } (c) Negatively (d) Very negatively

(e) Don't know { }

Respond to the following items based on your perception by using Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). Please, tick in the spaces provided below.

NO	STATEMENT	SA	A	U	D	SD
27	HRD enhances teaching skills and competencies.					
28	HRD introduces new methods/techniques in teaching and learning processes.					
29	HRD introduces new technology and new ideas.					
30	HRD increases retention and transfer of knowledge.					
31	HRD helps use formal language and correct grammar in teaching					
32	HRD helps create a friendly atmosphere in teaching and learning processes.					