The Status of Provisions Made for Teacher Development under Ghana's 2007 Educational Policy in the Wa Municipality

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Abstract: *The current study is investigating the provisions made for teacher education under the Ghana 2007 educational policy in the Wa Municipality in the Upper West Region of Ghana. There is a gap in terms of evaluating programmes of national interest in the Municipality, including educational policies. Educational goals are very clear, and yet educational institutions are unable to fulfill these goals, leaving lots of gaps in the professionalism of teachers. The gaps created in the education system are because teachers are the pivot around which educational policies revolve. A sample of 350 members was selected using purposive sampling and the lottery sampling methods. Members responded to a questionnaire and an interview session, and this exercise was conducted over an eight-week time frame. The results recorded most of the members acknowledged the provisions made for teacher development in the policy are relevant and are also being implemented in the Wa Municipality. However, a few of the members think teachers are not benefiting from the provisions because of the many challenges facing the implementation process.*
Keywords: Teacher, Education, Policy, Formulation, Evaluation, Supervision

I. Introduction

It is an open fact that teacher development in Ghana has faced several challenges since the start of formal education by European merchants and missionaries through to the pre and post-independence eras (Akyeampong, 2007). The teacher-pupil ratio has always been very high, putting a lot of pressures on teachers and their performance in the classroom. The situation is much worst when there is no adequate infrastructure to support teaching and learning in schools (UNICEF, 2012). Teachers' conditions of service have been a thorny issue between teachers and their employees. People are quick to blame the government for the inadequacies of the education system, and they are partly right because the goals of education are in the domain of the government (Little, 2010). Sometimes the state of affairs in schools is much worse than they appear on official documents (HakiElimu, 2002). According to HakiElimu (2002) statistics given to the Ministry of Education could be very disturbing if they revealed what was taking place in the classrooms. The statement applies in particular because, according to Tyack and Cuban (1995) governments present an underestimation of educational problems and an overestimation of solutions to the problems. These assumptions lead governments to apply little resources to overcome big problems, and that causes the failure to meet educational goals, policies or reforms (Tyack & Cuban, 1995). Nordensvard (2013) may be right in his submission about the two dominant metaphors in neoliberal education discourse: the consumer, and the commodity metaphor. Much emphasis is on the consumer metaphor where school children are beneficiaries of educational products and not contributors to the last products of education. On the other hand, the commodity metaphor is seen as developing human capital that requires investments from all the stakeholders of education (Nordensvard, 2010). From all indications, the commodity metaphor has a favourable and long-lasting impact on education but capital intensive. It explains why many governments neglect beautiful strategies but stick to the current educational discourses on market metaphors.Market metaphors are predominant in education conversations and depend on cost-sharing, deregulation, and privatization of education as a way towards economic growth and poverty reduction. Teacher development is an area that has a direct relation to teacher performance (Inkoom, 2015). Inkoom (2015) stipulated that teacher professionalism is crucial when it comes to policy implementation and, ultimately, sustaining the interest of pupils in schooling. The poor performance rural communities register at the Basic Education Certificate Examination (BECE) is attributed to the lack of teacher professionalism. The lack of quality teachers in schools is a recipe for a disastrous educational system. According to Inkoom (2012) a teacher's level of professionalism can enhance their ability to carry out the task of preparing the pupils to face the BECE and come out with flying colours. Ghana's teacher education policy framework is meant to develop teachers with skills (UNICEF, 2012). What the policy formulators need to do is to design the curriculum to breed cohesion and uniformity in teacher education activities. Little (2010), made some suggestions that reviews

bring clarity and coherence to the complex activities and requirements of broad policy frameworks, and that is what the current study seeks to achieve.

Statement of the Problem

The Wa Municipal needs a development-oriented teacher who can meet the particular needs of educational policies. This can only be achieved through the assessment and evaluation of existing policy programmes about teachers. Therefore, the current research aims to check the views of stakeholders of education on how Ghana's 2007 educational policy has affected teacher development in the Wa Municipality in the Upper West Region of Ghana.

Purpose of the Study

The purpose of the study is to check teacher development programmes in the Wa Municipality vis-à-vis the provisions made in the Ghana 2007 educational policy. Again, the study will make proposals that will offer direction for decision-making on teacher development in the Municipality.

Research Questions

The following three research questions guidedthe collection of data for the study:
1. How have teachers in the Wa Municipality benefited from the provisions made for teacher development in Ghana's 2007 educational policy?
2. Are there factors affecting the implementation of the provisions made for teacher development in Ghana's 2007 educational policy in the Wa Municipality?
3. What strategies can support maximum benefits from the implementation of the provisions made for teacher development in the Municipality?

Significance of the Study

The study is significant because teachers play a central role in the implementation of educational reforms and policies. Knowing whether teachers are fully in charge to deliver their mandate cannot be brushed under the carpet. There is the need to constantly check teachers' development programmes to find out their impact on teacher performance in the classroom. It is against this background that the researcher thinks this study is very significant for the development of education in the Wa Municipality and for the teachers in particular. The study is also significant because it will contribute to knowledge while serving as a guide to future researchers.

Delimitations and Limitation

According to Creswell (2013), it is not against the principles of research to sample a unit from among a lot to study. Therefore, considering the eleven districts in the upper west region the researcher delimited the study to the Wa Municipality for having both rural and urban features. Other minor reasons are for familiarity and cost-effectiveness. The study was also delimited to provisions made for teacher development in the Ghana 2007 educational policy. The only limitation facing the current study is the researcher inability to cover all the fields and provisions made under the policy.

II. Literature Review

Three topics were identified and reviewed by the researcher to guide the study and they include:
1. Highlights of teacher development programmes under the Ghana's 2007 educational policy and other policies
2. The standards of teacher development programmes
3. The issues of political influence and top-down policy formulation

Highlights of Teacher Development Programmesunder Ghana's 2007 Educational Policy and other policies

The 2007 educational policy has been unique in its objectives, and that has made it a reference point for many other educational policies and reviews that come after it. Teacher education received lots of attention under the Ghana 2007 educational policy. According to the Ministry of Education (2013), the policy among other things suggested that the National Teaching Council (NTC) was to be established to undertake the supervision and regulation of teacher education and training. Also, the policy proposed that educational institutions that were established to train teachers shall be the sole agents responsible for training and certifying teachers. It also made provision for untrained teachers to upgrade their skills and become professional teachers through remedial courses organized by distance learning institutions. Provisions were also made to give special attention to student-teachers who were willing to specialize in Special Education, Guidance and Counselling,

Information and Communication Technology (ICT), Vocational, French and technical education (Ministry of Education. 2013). This was an attempt to attract qualified students to these fields of study. Kindergarten teachers were not left out in the policy. They were to receive special training to develop their skills on how to handle Kindergarten pupils. Again, Fresh open universities were to be established to train and retrain teachers for the new task established in the 2007 educational policy. By the policy, teachers were to be trained to be able to identify children living with disabilities and manage them to accomplish their goals (Ministry of Education. 2013).

It is common knowledge that Ghanaians had forms of education before the coming of western education or formal education as we have it today. According to Adu-Gyamfi, Donkoh and Addo (2016), we can trace back the beginning of formal education in Ghana to the coming of the European merchants by the middle of the eighteenth century. Their main purpose was to trade but later the Christian missionaries established schools to eradicate what they call illiteracy. Then came the colonial period whereby formal education was introduced as an upgrade to what the English, the Danes and the Dutch brought on-board (Adu-Gyamfi, Donkoh & Addo, 2016). Literature has proven that before the introduction of formal education the African continent and most specifically sub-Saharan African countries were engaged in informal education such as training and teaching their children how to farm, weave cloth, trade or rear cattle (Lavoie, 2008). Parents' train their children in the trade that they were involved in and this resulted in no unemployment issues. On the other hand, mothers taught their girls' household chores and their role in society. With the influx of formal education, the mode of training changed. Children were able to exploit opportunities outside what their fathers and mothers could offer them. Thus, we have farmers' children becoming medical Doctors and Engineers. Women have risen to become Lawyers, Engineers and Teachers. Formal education came with its challenges. Challenges that generation after generation have sought solutions for. Counties have engaged in several reviews and re-structuring but still, the grammar of school continue to prevail (Tyack & Cuban, 1995). Ghana is no exception to formal education challenges before and after independence.

The next educational plan we cannot over-emphasized was Sir Gordon Guggisberg educational development plan. Sir Gordon Guggisberg was particular about primary education and therefore, ensures that primary education was strengthened with the provision of quality teachers (Adu-Gyamfi, Donkoh & Addo, 2016). Also, is the popular educational reform known as the accelerated Development Plans that was instituted by Dr Kwame Nkrumah in 1951which later assumed a legislative status by the 1961 Education Act (Akyeampong, 2007). According to Akyeampong (2007) and Antwi (1992), Dr Kwame Nkrumah also wanted technical education to be prominent to enhance the growth of the economy so he invested in the training of quality teachers. The next policy of interest is 1968 educational policy.The overthrow of Dr Kwame Nkrumah by Major A.A. Afrifa and General E.K. Kotoka brought in a new regime known as the National Liberation Council (NLC). According to Adu-Gyamfi, Donkoh and Addo (2016), the NLC made frantic efforts to develop the education sector by maintaining quality and expanding teacher education institutions. Several educational policies and reforms have been initiated by different governments till now, notable among them are the 1974 educational policy under the leadership of Ignatius Kutu Acheampong, the 1987 educational policy by the Provisional National Defense Council under the leadership of Flt. Lieutenant J. J. Rawlings, the 2000 and 2007 educational policy by the New Patriotic Party under the leadership of Mr John Agyekum Kuffour. Others are the 2008 educational policy by the National Democratic Congress (NDC). Another policy worth noting is the 2017 educational policy by the New Patriotic Party under the leadership of Nana Addo Dankwa Akufo-Addo. The Government of Ghana has formulated a new educational policy dubbed the 2017 educational policy. The famous goal of the policy is the Free Senior High School Policy introduced in August 2017 (Opoku, 2018). All the policies mentioned so far were all aimed at doing the same thing in different ways. For example, they all aim at finding solutions to the challenges facing the Ghana education sector. Challenges ranging from teacher education and development related issues, access, participation, infrastructure and curriculum.

The Standards of Teacher Development Programmes

Colleges of Education in Ghana are charged with the responsibility of training teachers for the classroom. Currently, there are thirty-eight public and three private colleges of Education in the country. Before now, the colleges of Education were awarding teacher certificate 'A'. Currently, they are diploma-awarding institutions soon to be upgraded to degree-awarding institutions. All the colleges of Education soon to be joined by three others are affiliated to five universities in the country. The universities include; the University of Cape Coast, University of Ghana, University of Education Winneba, University for Development Studies and Kwame Nkrumah University of Science and Technology. The Colleges of Education offer a three-year duration course, and upon completion, the newly trained are awarded a diploma in basic education (Abudu & Donkor, 2014). The new degree programme, however, offers four-year degree programmes for applicants. The five Universities collaborate, conduct and supervise final examinations for student-teachers across the country. Before now it was mainly the responsibility of the University of Cape Coast: Institute of Education. The holder of the certificate is

then qualified to teach in any primary or Junior High School across the country. The Wa Municipality is fortunate to have two Colleges of Education with a third one almost established. It is expected that the number of new teacher trainees will increase.

Currently, the Wa Municipality is experiencing a shortage of teachers and schools in rural communities are worse. What goes into the training of teachers has gone through some reviews since the start of the Colleges of Education. The areas that are affected include what is taught, who is taught, how it is taught, where, and by whom. Now that the Colleges of Education are offering degree programmes, it is expected that all facilitators at the Colleges of Education hold a master's degree. Aside from the colleges of Education, other universities in the country also train teachers. Today, teachers are also trained in the distance education model by the Universities. The Upper West Region can boast of at least two Universities offering distance education for teachers. Ghana teacher education has gone through some processes of change and development (Abudu & Donkor, 2014; Akyeampong, Furlong, & Lewin, 2000). From Gülbahar's (2015) perspective, the level of commitment to the organizational goals ensures success. Unfortunately, organizational commitment is weak between the Ghana Education Service and teachers. This is manifested in the many strike actions taken by teachers in recent times (Ghana Web, 2016) which, according to Asikhia (2010), can lead to massive failures among students. Meanwhile, the Ministry of Education (2013) and Newman (2013) reported teachers were to have access to further studies and good working conditions, but it never materialized. According to Eyiah (2006), the unfair distribution of trained teachers to schools was going to be tackled, but it persists. Ghana Statistical Service (2003) reported that many teachers left the shores of the country to seek greener pastures in neighbouring countries, including Nigeria. Adu-Agyem and Osei-Poku (2012) identified a number of some factors accounting for the failing educational system.

- Lack of adequate teaching and learning facilities.
- Inadequate infrastructural facilities
- The low number of well-motivated and committed teachers due to unattractive salaries and conditions of service.
- An insufficient number of trained and well-motivated teachers to promote quality education.
- The absence of proper guidance and counseling services particularly in the Junior High School level.
- The lack of performance standards for each subject.
- Overloaded curriculum particularly in the Senior High School level.
- High pupil/teacher ratio, especially in cities and suburban areas.
- Mass or wholesale promotion at the basic level.
- Ineffective use of contact hours.
- Too much pressure on the few endowed schools in the urban areas.
- Poor management and supervision in schools by heads and education officers.
- Lack of funding for educational institutions (pp. 170-171)

Apple (2005) and Owen (2016) share in most of the concerns raised by Adu-Agyem and Osei-Poku (2012). Kocabas (2009) and Wagner (2010) insisted on the importance of teacher motivation as a way of encouraging teachers to work diligently. Opoku-Asare (2006) suggested the re-introduction of payment by results as a way to push teachers to work harder. Farooq and Shahzadi (2006) and Moore (2004) noted the role of building confidence among teachers to boost their moral.

The issues of political influence and top-down policy formulation

According to Eyiah (2013), the fate of Ghana's educational system calls for a national agenda. These changes have been happening under the official watch of various political administrations. The Ministry of Education is a primary stakeholder of education in Ghana. Among other functions of the Ministry is the responsibility to initiate and formulate policies on education for consideration by the government and also advise the government on educational plans. The situation gives the impression that the Ministry of Education works for the government of the day. That explains why Little (2010) stated that political regimes have a direct relationship with educational policies. According to Bawa (2012), the fact remains that most of the challenges confronting the poor implementation of educational policies are bureaucracies, and non-performing unions like the Ghana National Association of Teachers (GNAT), Teachers and Education Workers Union (TEWU), and National Association of Graduate Teachers (NAGRAT) (Bawa, 2012).

The article on the constructive controversy by Johnson and Johnson (2014) stipulated that constructive political discourse is the core of democracy. Political discourse or controversy results in quality and creativity decision-making. The assessment of teaching institutions is conducted by authorities who are distant from what happens in the classroom. The approach has affected the development of education systems negatively (Méndez, 2014). It goes to confirm what Dewey (1938) said about handing down educational policies from top to bottom. According to Dewey (1938) and supported by Villines (2014) and Méndez (2014) the top to the bottom process

of generating education policy is the leading cause of failure of educational systems in countries. In this regard, Mr Boadi suggested a comprehensive approach to developing education in Ghana devoid of political colours (Ghana News Agency, 2015). Bawa (2012) also suggested there can be a way forward for the development of the education sector if politicians desist from tinkering around educational issues and think outside the box. While people may seek to revisit the payment by results policy, scholars like Aissat and Djafri (2011) noted that the payment by results has its challenges and was not able to address the issues concerning teacher education and development.

III. Methodology

The Research Design
The case study design was used for the current study. The design was used because it can provide information that justifies the significance and validity of the study (Creswell, 2013; Patton, 2002; Kothari, 2004). Again, it provided the researcher with the opportunity to employ inductive reasoning which is good for empirical research (Creswell, 2009; Janesick, 2011). However, the ability to generalize the results beyond the sphere of operation is absent.

The Population
The accessible population for the current research includes; the Regional Minister (1), the Municipal Chief Executive (1), the Regional Director of Education (1), the Municipal Director of Education (1), the staff of Regional Education Office (62) and Municipal Offices (69). Others are head teachers (205), teachers (1774). Statistics for the accessible population in the Wa Municipality stood at 2,112 members (Upper West Regional Education Office EMIS, 2015). Fifty parents were selected, making the total accessible population to be 2,164 members. The accessible population was chosen because they have rich and in-depth information on the policy under investigation.

Sample Size and Sampling Procedure
The use of Tables from Sarantakos (1998, p. 163) was useful in selecting the sample size for the study. According to the figures from the Tables, out of a population size of 2,164, an approximate 564 sample size is required. However, for using a lesser sample size as accepted in empirical research Creswell (2009) a sample size of 356 was utilized. The main reason for using a smaller sample size was to ensure that history does not affect the sample size. Moreover, it is best to analyze sample data when they are still fresh (Kothari, 2004). Purposive and simple random samplings were used to select the sample. The lottery method was used in selecting 32 and 30 members from both the Municipal and Regional Education Office respectively. The Municipal Director, Regional Director, the Municipal Chief Executive and the Regional Minister were selected using a purposive sampling method since their offices were occupied by single individuals. The other members were selected using purposive sampling strategy include 80 head teachers, 160 teachers and 50 parents. The reason for using this method was to ensure that every participant has valuable information to provide for the study (Patton, 2002). The pilot study discovered that some of the population had no knowledge about the Ghana 2007 education policy and, for that matter, could not speak to it. The sample size is presented in Figure 1.
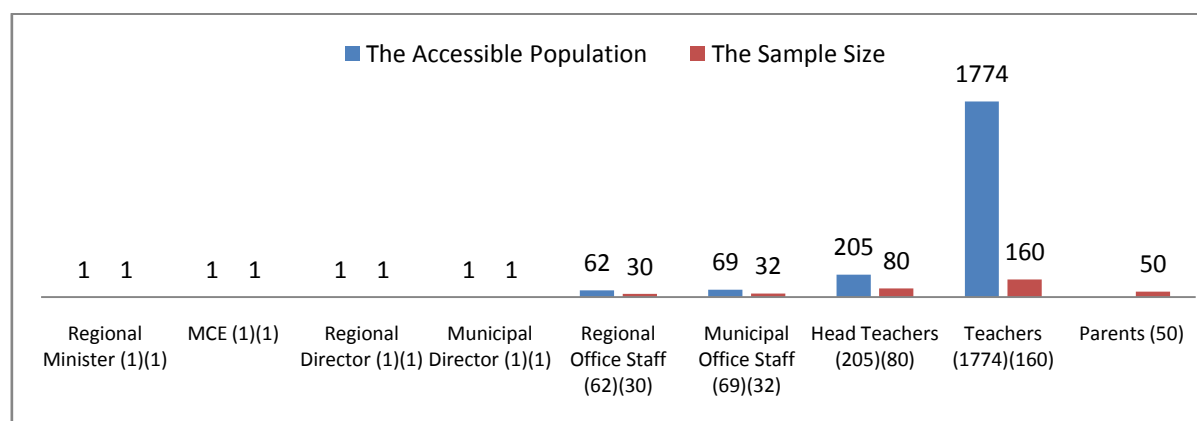

Figure 1: **Accessible Population and Sample Size**

Data Collection Instruments and Procedure
Two data collection instruments were used to collect data, and they include; an interview guide and a questionnaire. According to Creswell (2013) and Patton (2002), both have proven to be worthy tools in

gathering data for empirical research. Content validity was used to test the validity of the instrument by measuring the items against the relevant content domain for the construct. The research questions became the domain of the construct. The questionnaire and interview guide contained Fourteen (14) items distributed over four sections. Both open and close-ended questions were stated. The instruments yielded a 98% and 100% return rate for the questionnaire and interview guide respectively. Data were collected mainly by face-to-face and through correspondence over eight weeks. A pilot test was conducted to test the validity of the instruments. This proved useful as some corrections were made and that, strengthen the validity of the instrument.

Data Analysis Plan

The strategy used for the analysis of data was mainly thematic analysis of data with a little descriptive statistics (Creswell, 2009; Frankfort-Nachmias & Nachmias, 2008). A blend of the two was useful in analyzing the open and closed-ended questions respectively. This method is supported by what Creswell (2009); Kothari (2004); Paton (2002); and Kallet (2004) mentioned that no single method is enough to satisfy the demands of analyzing research data. Thematic analysis ensured that open ideas were presented in themes for easy discussion (Gibbs, 2002).

IV. Results And Discussion

The presentation, analysis and discussion of results will focus on the four sections under which data were gathered with the objective of answering the research questions. The reader should note that the results from both the interview guide and the questionnaire are merged where necessary as this is accepted in qualitative research (Creswell, 2013; Frankfort-Nachmias & Nachmias, 2008). The chapter will also discuss the current findings against previous related studies.

Data Analysis on Gender and Category of Work

Figure 2and Figure 3presentresult for gender and the category of work of members.
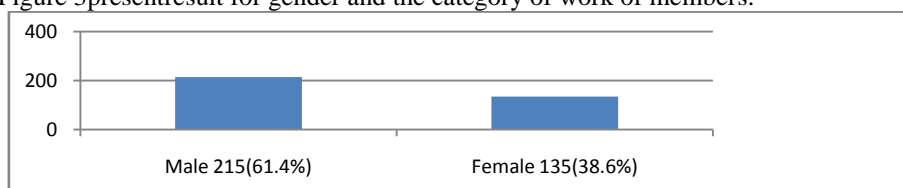

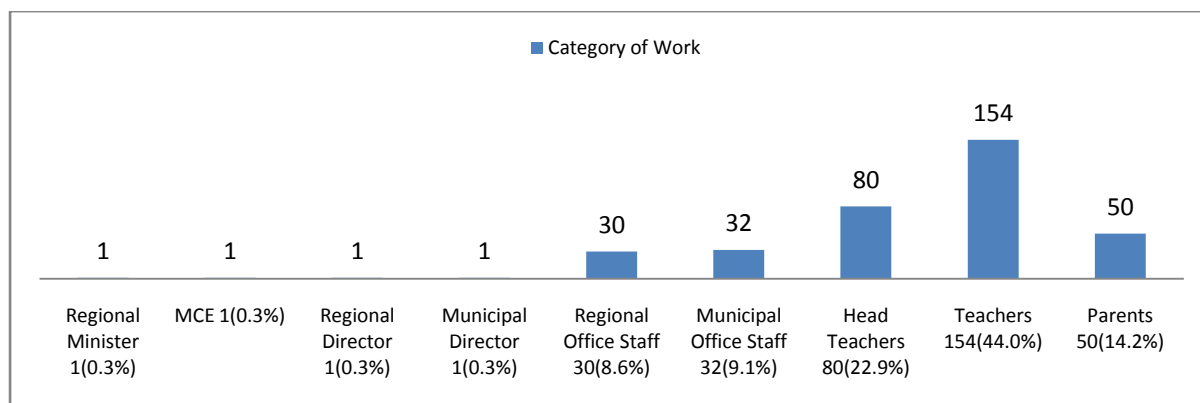*Figure 2*: **Graphical Presentation of Number of Male and Female that Participated in the Research**

Figure 3: **Graphical Presentation of Members Category of Work**

Of the 350 members who participated in the research, 215 (61.4%) were males while 135 (38.6%) were females. The distribution of the statistics in Figure 2 suggests that all the identified groups took part in the research. The findings and discussion from the remaining sections are presented below:

How have Teachers in the Wa Municipality Benefited from the Provisions Made for Teacher Development in Ghana's 2007 Educational Policy?

Nine items were set, and each of the items represents a provision made for teacher development in the 2007 educational policy. Members were asked to choose from strongly agree to undecided to demonstrate their level of acceptance of the statements. The results are presented in Table 1.

Table 1: Has Teachers benefited from the Provisions made for Teacher development in the Wa Municipality?

Ratings	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
Frequencies and Percentages					
Items	f.(%)	f.(%)	f.(%)	f.(%)	f.(%)

Q3. The national teaching council has been coordinating and regulating teacher education and training programs in

the Municipality.

36(12.9) 149(53.2) 50(17.9) 24(8.6) 21(7.5)

Q4. Teachers in the Municipality are certificated by the country's education oriented universities.

117(41.8) 137(48.9) 16(5.7) 7(2.5) 3(1.1)

Q5. Untrained teachers in the Municipality are given the opportunity to grade themselves

138(49.3) 130(46.4) 04(1.4) 07(2.5) 01(0.4)

Q6. Qualified teachers in the Municipality are given the opportunity to upgrade themselves.

107(38.2) 152(54.3) 12(4.3) 09(3.2) 00(00)

Q7. Students pursuing training in Technical areas are given special attention during training.

18(6.4) 78(27.9) 90(32.1) 64(22.9) 30(10.7)

Q8. Kindergarten teachers in the Municipality have received teacher training programs in the colleges of Education.

52(18.6) 141(50.4) 56(20.0) 17(6.1) 14(5.0)

Q9. Conditions of service for teachers have improved in the Municipality.

18(6.4) 70(25.0) 104(37.1) 77(27.5) 11(3.9)

Q10. The government has established open universities and distance learning colleges to train and retrain teachers for

the education sector.

82(29.3) 162(57.9) 23(8.2) 08(2.9) 05(1.8)

Q11. Teachers in the Municipality are trained to identify pupils who need special attention in class.

54(19.3) 145(51.8) 53(18.9) 16(5.7) 12(4.3)

To have a three-way perception of members' views strongly agree and agree are merged and interpreted as agreeing while strongly disagree and disagree are merge and interpreted as disagree (Creswell, 2013; Frankfort-Nachmias, & Nachmias, 2008). The first item in Table 2 attracted a vast majority of members, representing 185 (66%) who indicated they agree with the statement. A small minority of members representing 74 (26.5%) disagree with the statement while 21 (7.5%) of members were undecided about the statement. For the interview session, a small minority of members—28 (40%) supported the statement, whereas the majority of members—42 (60%) did not support the statement that the national teaching council coordinates teacher training programs in the Municipality. The next item had a large majority of members representing 254 (90.7%) indicated they agree with the statement, whereas a small minority of members 23 (8.2%) disagree. Only 3 (1.1%) members were undecided about the statement. Responses from the interview session presented a contrary view. A little minority of members representing 28 (40%) agree with the statement. The majority of members representing 42 (60%) disagree with the statement.

For the next item, a large majority of members 268 (95.7%) agreed to the statement with a little minority of 11 (3.9%) members disagree with the statement. Only a single member 1 (0.4%) was undecided about the statement. Results from the interview show a vast majority of members— 62 (88.6%) agree with the statement, whereas only a little minority of members—8 (11.4%) disagree with the statement. The next item has a large majority of members— 259 (92.5%) agree with the statement, while a little minority of members—21 (7.5%) disagree with the statement. No member was undecided on the issue. The interview witnessed a large majority of members 64 (91.4%) saying they agree with the statement with a little minority of members 6 (8.6%) disagree with the statement. Members believe there are learning institutions that provide sandwich and distance education programmes for trained and untrained teachers to upgrade their skills and knowledge. Meanwhile, the minority argued that there are no opportunities for teachers to further their education. Perhaps it is a policy on paper, but practically it does not exist. The next item on the list had a minority of members—96 (34.3%) agree with the statement, whereas a large majority of members representing 154 (55%) disagree with the statement. As many as 30 (10.7%) members were undecided on the issues. Results from the interview

supported the data from the questionnaire when a little minority of members representing 15 (21.4%) said there was a support service for teachers pursuing technical programs. Whereby, a vast majority of members representing 55 (78.6%) disagree with the statement. A few members said there is support for teachers studying technical programs, but the majority thinks otherwise.

Next on the list, a large majority of members representing 193 (69%) agree to the statement while a little minority of members 73 (26%) disagree with the statement. Only 14 (5%) were undecided. Data collected from the interview shows 39 (55.7%) of members support the statement while 31 (44.3%) of the members disagree. The majority think that Kindergarten teachers have received teacher training, and a few members noted that there had not been any program designed for Kindergarten teachers to receive professional training at the Colleges of Education. The next item which seeks information about service conditions of teachers saw a little minority of members—88 (31.4%) agreed with the statement, a whole lot of 181 (64.6%) of members disagree with the statement. 11 (4%) of members could not decide on the issue. The interview session recorded similar results. A little minority of members 17 (24.3%) supported the statement while a vast majority of members 53 (75.7%) disagree with the statement. A little minority of members said there had been an improvement of service conditions of teachers under the policy while a very large number of them thought otherwise. This perception is supported by Eyiah (2006), who thinks that financial pressure on teachers leads them to engage in extra activities. This negatively affects their performance.

The next item had a large majority of members representing 244 (87.2%) agree with the statement, whereas a little minority of members 31 (11%) disagree with the statement. Only 5 (1.8%) of members were undecided. Results from the interview session supported this opinion because a large majority of members 54 (77.1%) also agree with the statement, whereas a little minority of members 16 (22.9%) disagree with the statement. The majority of members think there have been new Universities and Colleges of Education to train and retrain teachers, but a little minority believe there have not been any new educational institutions established to train teachers. The last on the list of items saw a large majority of members, 199 (71.1%) agree with the statement, with a little minority of members 69 (24.6%) disagree with the statement. Members 12 (4.3%) were undecided on the statement. Results from the interview session supported these views when 63 (90%) of members agree with the statement with only a little minority of members 7 (10%) disagree with the statement. The majority of members believe that the learning of special education at the Universities and Colleges of Education was to help teachers to be able to identify children with special needs. However, the minority of members thought the training they received at the educational institutions was not effective to give them the skill and knowledge to handle special children.

Are there Factors affecting the Implementation of the Provisions Made for Teacher Development in Ghana's 2007 Educational Policy in the WA Municipality?
The findings are presented in Figure 4.
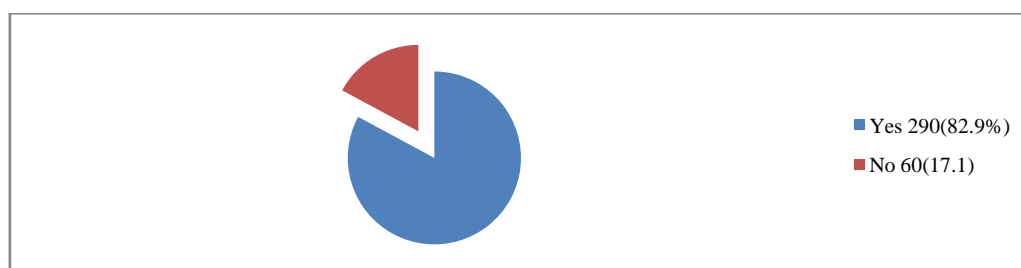
Figure 4: **Graphical Presentation of Factors affecting the Implementation of the Provisions made for Teacher Development**

A vast majority of members representing 290 (82.9%) said there are factors affecting teacher development, whereas a little minority of members representing 60 (17.1%) think there are no factors affecting teacher development in the Wa Municipality. The reasons mentioned to support the statement are grouped under seven (7) common themes presented in Figure 5.
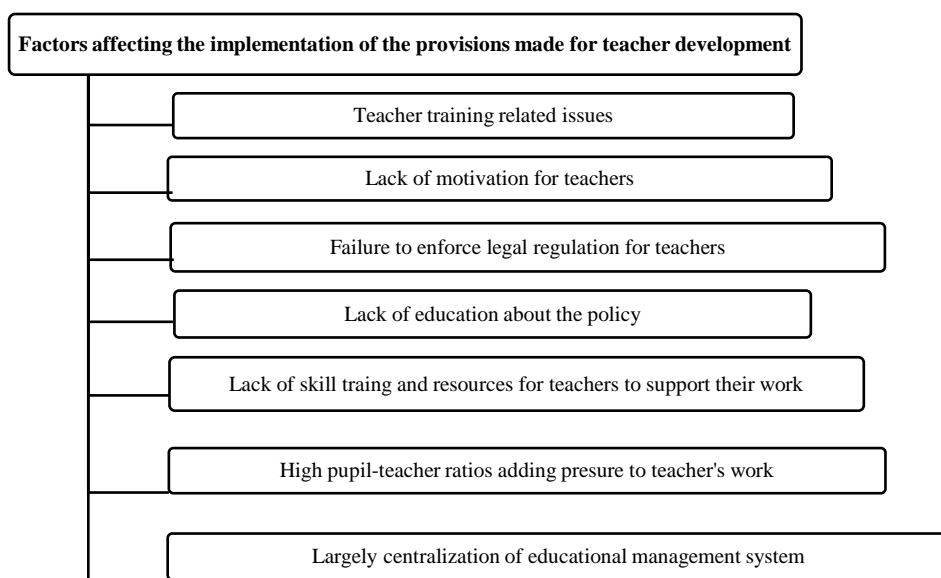
Factors affecting the implementation of the provisions made for teacher development

- Teacher training related issues
- Lack of motivation for teachers
- Failure to enforce legal regulation for teachers
- Lack of education about the policy
- Lack of skill traing and resources for teachers to support their work
- High pupil-teacher ratios adding presure to teacher's work
- Largely centralization of educational management system

***Figure 5:* List of Themes Identifiedthat indicated that there are Factors affecting the Implementation of Provisions made for Teacher Development in the Municipality. Source: Author.**

First to be submitted in Figure 5 is the lack of sufficient training for teachers at the Universities and Colleges of Education. Their reasons are that educational institutions admit many applicants based on protocols, tribalism, religious affiliation, political party affiliations with poor grades and therefore, turn out poor quality teachers. Others are outmoded facts and teaching methodologies used by some lecturers at educational institutions, and the three-year allocated for the training of diploma teachers is very short. Again, the Assembly has neglected sponsoring prospective teachers. Findings by Newman (2013) support the views of members that the lack of adequate training of teachers is a factor affecting the implementation of educational policies. Asikhia (2010) also noted that whatever training is given to teachers, it is reflected in the teacher during the instructions in class. The lack of good salaries, lack of in-service training, frequent transfer of teachers and lack of opportunities to upgrade all affect teacher development in the Municipality. Members think that the provisions made for teacher development are shelved documents and nothing more.

The failure to enforce legal regulation for teachers was also a factor. With bye-laws, teachers who refuse postings to villages, educational authorities engaging in nepotism, and favouritism can be reduced. Gülbahar (2015) supports this perception by stating that the existence of effective sanctions through legal regulations can prevent teachers from demonstrating disloyalty while boosting their confidence in the teaching profession. Members also identified the lack of education about the policy to all stakeholders of education, including teachers, as a factor to consider. Very few teachers know the objectives and content of education policies. Members' views are supported by what Adu-Agyem and Osei-Poku (2012) noted that education is not a one-man affair. It is the responsibility of all the stakeholders of education to improve and sustain the education system. Under the provisions for teacher development, teachers were to receive skills and knowledge training to effectively teach Science, Information and Communication Technology, Mathematics, and other related practical subjects. However, the lack of funds affected the implementation of these provisions. Members also think there is a high pupil-teacher ratio which puts a lot of pressures on teachers. They work for a long time with no associated reward. According to members, the system affects teachers' development negatively. The few trained teachers with a teaming number of pupil-teachers are a recipe for disaster for both teachers and pupils. Even with the support of many untrained teachers, the number of pupils to a teacher is very high in the Municipality. Moore (2004) submitted that training enhances professionalism and must not be overlooked. Thus, many untrained teachers need to be trained to assume professional status. According to members, decisions concerning policy implementation are largely centralized. Teachers need to be part of the decision-making process to be able to contribute meaningfully to the implementation process. Villines (2014) emphasized the role of involving all stakeholders from the bottom to the top-level management in the formulation of policies. The decentralization of decision-making will increase satisfaction among school administrators, teachers, parents and pupils. A little minority of members-60 (17.1%) indicated that there are no factors that affect the implementation process. Their views are presented in figure 6.
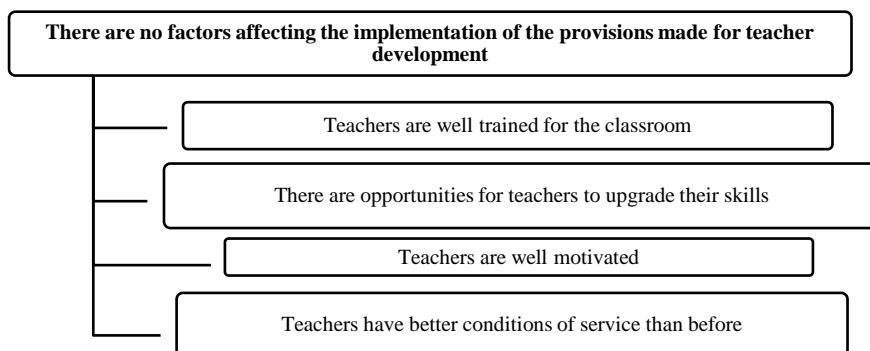
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┌────────────────────────────────────────────────────────────────┐
│  There are no factors affecting the implementation of the       │
│           provisions made for teacher development                │
└────────────────────────────────────────────────────────────────┘
        ┌────────────────────────────────────────────────────┐
    ────│        Teachers are well trained for the classroom  │
        └────────────────────────────────────────────────────┘
        ┌────────────────────────────────────────────────────┐
    ────│ There are opportunities for teachers to upgrade their skills │
        └────────────────────────────────────────────────────┘
        ┌────────────────────────────────────────────────────┐
    ────│              Teachers are well motivated             │
        └────────────────────────────────────────────────────┘
        ┌────────────────────────────────────────────────────┐
    ────│  Teachers have better conditions of service than before │
        └────────────────────────────────────────────────────┘
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Figure 6: **List of Themes Identified that stated that no Factors are affecting the Implementation of the Provisions made for Teacher Development in the Wa Municipality. Source: Author**.

Contrary to the submissions made by the majority of members, the little minority 60 (17.1%) think we have enough well-trained teachers in the classrooms. They also mentioned the availability of opportunities for teachers to upgrade their skills, and teachers are well motivated under the policy with better service conditions. These service conditions include improved salaries, improved infrastructure, the supply of teaching and learning materials. Thus, amid all these interventions, a few members think teachers are on the right track to develop in their profession. Scholars like Newman (2013) noted the country can enhance teacher development when the right plans are put in place.

What Strategies can Support Maximum benefits from the Implementation of the Provisions Made for Teacher Development in the Wa Municipality?
The following seven common views were submitted and presented in Figure 7
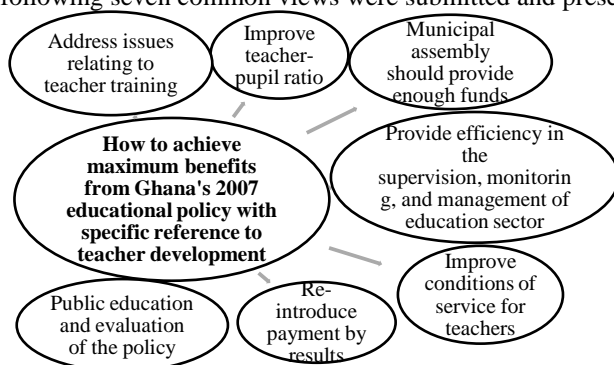

Figure 7: **List of themes identified that suggest how to achieve maximum benefits from implementing the provisions made for teacher development. Source: Author.**

According to Adu-Agyem and Osei-Poku (2012), one of the factors responsible for training qualified teachers is the quality of pre-service and in-service training programmes. In-service training is one sure way of developing quality teachers. These services must be enhanced for members to benefit. Members have indicated that the provision of allowances to purchase learning materials and take care of health needs will positively impact on pre-service training for teachers. Wagner (2010) shared an opinion that motivation plays a crucial role in teacher work output. Here, motivation will be tempered by some environmental factors like supervision, the task level of the teacher, provision of accommodation for teachers in rural communities, sponsorship for teachers to update and upgrade themselves, increase in the quota for study leave with pay for teachers, and the abolition of deliberate refusal to promote teachers to higher ranks.

The promotion of teachers should be based on merit to instill quality and hard work. Teachers on their part must develop a positive attitude towards work and support promotions that are based on exceptional qualities exhibited by teachers. Accommodation for teachers in rural communities is necessary since that will place teachers closer to the pupils where the teachers can serve as role models. If the report by Opoku-Asare (2006) is anything to go by, then the suggestion by members to go back to payment by results is a step in the right direction because it will push teachers to work harder, develop their skills and knowledge and produce good results. Members think there is more inefficiency in today's educational system, and payment by results can help to solve those challenges. Perhaps members forgot the payment by results came with its challenges as

indicated by Aissat and Djafri (2011). Newman (2013) noted that the Colleges of Education Act 847 that was passed in 2012 aims at giving legal backing to the Colleges of Education to be able to train quality teachers. What the government must note is that without quality teachers, educational reforms no matter how good they will never achieve the desired success.

V. Conclusions

Educational reforms and policies, indeed, face challenges when it comes to their implementation, especially when there is a fault with the mechanisms put in place to spearhead their implementation. Members believe that the provisions made for teacher development in the policy are relevant. They gave a massive indication that all is well with the provisions made for teacher development. Except for service conditions for teachers, all the other provisions were said to be implemented in the municipality. However, members made a contrary indication about how well the provisions were being implemented by submitting massively to the fact that there are factors negatively affecting the implementation of the provisions. Conversely, the minority of members indicated that the provisions made for teacher development in the 2007 educational policy were not implemented adequately. Various reasons were submitted to support their choice of responses, and these have been already presented and will not be duplicated. Among all the factors discussed, one issue stands out tall, which is the inability of government to fund programmes recommended by educational policies. By way of recommendation, the researcher suggests that the monitoring and supervision of teachers must be strengthened in the Municipality. It will also be prudent if the morale of teachers is raised by rolling out modalities to motivate deserving teachers.Also, the already existing motivation plans such vehicle, and medical allowances must be paid when due to deserving teachers.

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APPENDIX

The Number of Schools in Wa Municipal

Level	Total Number of Schools
Kindergarten (K-G)	86
Primary	106
Junior High School (JSS)	84
Total	**276**

The Number of Head teachers in Wa Municipal

Gender	Total Number of Head teachers
Male	98
Female	107
Total	**205**

The Number of Teachers in Wa Municipal

	Trained			Untrained			
Level	Male	Female	Total	Male	Female	Total	Grand Total
Kindergarten (K-G)	16	216	232	24	78	102	334
Primary	252	379	631	93	43	136	767
Junior High School	397	182	579	69	25	94	673
Total	665	777	1442	186	146	332	**1774**

The Number of Wa Municipal Education Office Staff

Category	Number
Teaching Staff	37
Non-Teaching Staff	32
Total	**69**

The Number of Wa Regional Education Office Staff

Category	Number
Teaching Staff	27
Non-Teaching Staff	35
Total	**62**

Source: Upper West Regional Education Office: Education Management Information System (EMIS) (2015)