

UNIVERSITY OF CAPE COAST

HUMAN RESOURCE AND STAFF DEVELOPMENT PRACTICES OF THE
GHANA EDUCATION SERVICE IN THE SUHUM KRABOA COALTAR
DISTRICT OF THE EASTERN REGION OF GHANA

BY

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Administration of the Faculty of Education, University of Cape Coast in
partial fulfillment of the requirements for the award of Master of Education

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DECLARATION

Candidate's Declaration

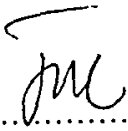
I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

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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.

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ABSTRACT

This study focused attention on how the human resource and staff is developed in the Suhum Kraboa Coaltar District. This is descriptive research of the survey type involving 301 participants, made up of 196 teachers, 67 heads and 38 District Education Officials who were selected for the study. Questionnaire on human resource/staff development was constructed and validated by the researcher and were administered on the 301 participants to answer the research questions raised for the study. Percentages and mean rating were further used to analyze the data collected.

Findings revealed that when enough funds are provided, there is much time and there are personnel to run the programme, there would not be much difficulty in organizing human resource development programmes. Also, if heads are attached to the schools and are not teaching, they can perform their functions effectively. Methods that were considered appropriate for staff development were workshops, seminars, talks, in-service training among others.

Findings also confirmed that staff development was considered important to upgrade the knowledge of staff, equip them with skills, give them orientation to become effective. From the findings, it was recommended that all heads of basic schools be attached for effective work and there was the need for the prompt release of funds by the Government of Ghana for staff development programmes.

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DEDICATION

This project is dedicated to the Glory of the Almighty God.

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CHAPTER ONE

INTRODUCTION

Background to the Study

It is generally accepted that education is a process by which individuals acquire knowledge, skill and attitudes, which enable them to develop their faculties in full. It is also universally accepted that one of the benefits of good education is that it enables individuals to contribute to development and improvement of the quality of life for themselves, community and the nation as a whole.

Education should be able to provide and produce people who would handle the various aspects of the economy. "This means that the kind of training and skill given by education must be those required by the economy. That is the economy makes investment in education with the hope that the educated manpower would in future increase the wealth of the nation" (Arko-Boham & Oduro, 2001, p.4). The economy allocates to the education sector some resources for the training of the required skill, and teachers as human resource are directly in charge of that. Over the years, Ghana has made efforts to achieve the type and level of education that will be relevant for her citizens. This has resulted in a very high proportion of the national budget being spent on education.

According to Noe (1997), "the value of a product or service is determined by its quality and how closely the product fits customer needs"(p3), Teaching effectiveness is determined by whether teachers satisfy stakeholders like chiefs

and elders, parents and community members. The Parent Teacher Association (P.T.A), School Management Committee (SMC) and the like in education wants a high quality teaching and learning and teachers need interesting, reasonable compensation for the services provided. It is therefore important to help build their capacity for them to function effectively and efficiently in the school system.

According to Ivancevich (1998), the cradle of Human Resource Management and Development can be traced to the amalgamation of artisans and craftsmen for betterments in employment leading to formation of trade unions in England. A situation which developed with the advent of the Industrial Revolution in the 18th and 19th Centuries which sought the welfare of workers with a bid to improving production.

The findings of Frederick W. Taylor on production as Scientific Management under harmonious atmosphere comparing targets set by scientific management and industrial psychology and referring to Hugo Muusterberg and his book "Psychology and Industrial Efficiency" in 1913. This triggered off Human Resource Management in the United States of America bringing in its trained personnel departments due to positive changes and organisational technology, as well as cohesion between workers and governments.

Ivancevich (1998) talked about further confirmation of the immense influence of social interactions and workgroups on maximisation of output and satisfaction by the two Harvard researchers – Elton Mayo and Fritz Roelthisberger between 1924 and 1933. This led to the recognition of Human Resource Management and Development as a branch and contributor of organised

labour. A situation which was further enhanced by Peter Drucker's statement on the subject relating to "keeping and working on files, keeping of homes, seeing to workers' social needs and preventing friction between workers and management. This brought into fore the real picture of Human Resource Management and Development.

Ivancevich (1998) opined that Human Resource Management and Development is seen today as a tool for clarification and development of solutions to social problem to achieve and sustain effectiveness and improvement of skills. This enhances profits by employing a number of key concepts by analysing and solving problems. There is also a consideration of accountability as a factor of maximising productivity and recognising the importance of making judicious recruitment, training, and development, periodical motivation and compensation as a prerequisite strategy to organisational efficiency and effectiveness for worldwide departmental competition (Ivancevich 1998, p.7).

Human Resource Development practices contribute to education effectiveness in many ways. For instance, they contribute to the delivery of the organisation's system and services through

1. Selecting employees or teachers who will be innovative, creative and successful in performing their jobs.
2. Preparing employees to work with new manufacturing and services technologies.
3. Rewarding good performance (Noe, 1997, p.3)

4. Effective Human Resource Management and Development practices also contribute to both community and teacher satisfaction and also have a favourable reputation on the society.

Mirage Resort as quoted by Cole (1995) opined that "success illustrates the key role human resource management plays in determining the effectiveness and competitiveness of U.S. businesses"(p5).

According to Ivancevich (1998), Human Resource Management and Development must see the need to make positive strides in managing performance, legal compliance and absenteeism. Human Resource Development should also be seen as a key to effectiveness, careful planning, hardwork and evaluation to enhance superior human resource for competitive ventures (Ivancevich 1998, p.8).

The school head has a prime responsibility for creating an enabling environment to promote effective teaching and learning. Without the necessary skills, many heads are not able to perform such a task. In Suhum Kraboa Coaltar District, experienced teachers who have risen through the ranks are appointed to run schools without adequate preparation and support. Training and professional support programmes are to be organised for them to put them in readiness for the task ahead.

"Better Schools" a 'Resource Material for school heads' tells that "training and support programmes for school heads in Africa was initiated by the Commonwealth Education Programme in 1991. Following a plea from the Inspectorate Division in Uganda to find ways of assisting school heads to do their

job better". This means that such a programme began in Ghana and for that matter Suhum District after the workshop. For the support programme to be introduced in the country and for it to be successful, "Better Schools" reports that there were series of workshops organised for the Inspectorate Division. Directors of Education, teachers, heads of institutions, heads of various associations and representatives of school heads attended the workshop organised in Uganda. A paper was presented to the Commonwealth Education Programme in Botswana in March 1993 for presentation. It is upon this background that support programmes have been running for heads of schools, the Ghana Education Service staff from the GES Headquarters, the regions including the districts of which Suhum is no exception.

The training of teachers and their posting has been the preserve of Teachers Education. In Suhum the District Assembly in collaboration with District Education Office do sponsor candidates to the Teacher Training Colleges. The objective is for them to come back to serve the district for at least three years before going on transfer to other places outside the district. The Assistant Director (AD) Human Resource Development and Management does the posting of teachers in the district. However, the selection of candidates and most training programmes for teachers and other staff in the District Education Office is being done by other personnel.

Statement of the Problem

The main areas which constitute to the growth of the education enterprise are supervision, infrastructure, motivation and teacher preparation or what we call staff development (Amuzu-Kpeglo, 2003).

Dubbin (1990), as cited by Ogundele (2001) argued that the most important variable for staff development is motivation. Low morale that exists in our schools today is in one sense a driving force to staff development activities. Staff development also means sending people on courses, patronage and making of promises that are not accompanied by action. Promotions of teachers were done not by year of graduation as it is the case today but by evaluated performance. (Ogundele, 2001,p115). Teachers were well respected in the community and they were very proud of their profession.

Unlike today, many factors that motivate teachers are absent in schools. Ogundele (2001) went on to say that staff morale is linked to a variety of factors such as

- Working conditions
- Competitive salary levels
- Non – financial job rewards
- Institutional valuing of workforce
- Community valuing of workforce and institution

Nicholls Margaret (1995) also emphasised the need for a clear working brief or orientation for members of the staff so that both group and individual

needs would be identified. This is why there is the need for clear definitive staff development policy in our schools and the entire educational system.

Despite the continuous growth of education in Ghana and the general recognition of the need for even more development, forces exist which endanger expansion. Any improvement in the above mentioned areas in education must take account of the tools required for the purpose. Among these tools may be mentioned the availability of qualified and professional teachers. Since the district is quite large and the supply of teachers is woefully inadequate, there is the need to improve upon the staff development in order to help achieve the goals and targets set for the district. The study therefore seeks to investigate the need for human resource / staff development practices in the Suhum Kraboa Coaltar District.

Purpose of Study

In recognition of the fact that teachers play a vital role in the achievement of quality of education, the Ghana Education Service has policies for the organization of training programmes and the award of many fringe benefits to serve as incentives. Attention would be focused on the purpose of staff development and its job related tasks. There is also the need to look at the methods that are appropriate for staff development. Moreover what could be done to improve the rate of development of staff would be discussed. Finally, problems associated with staff / human resource development would be highlighted.

Research Questions

The following were the researched questions for the study

1. What is the purpose of staff development?
2. Is there any need for staff development?
3. How are human resource / staff development programmes designed?
4. What methods are appropriate for staff development?
5. What are some of the problems associated with human resource development or to what extent is the human resource development challenged?

Significance of the Study

Numerous programmes have emerged over the years in response to the demand for staff improvement in the management and development of education. These include conferences, demonstration lessons, experimentations, workshops, seminars, in-service training and so on.

The significance of this study is viewed from many dimensions. In the first place, this study helps to examine the importance or the need for human resource development in the education enterprise. A clear firm statement of staff development policy is also essential and this should be formally approved for use by the Ministry of Education. It could help to improve service conditions that will make the teaching profession more attractive. It will also serve to remind teachers and all stakeholders of their roots and educational goals. This could go a long way to enhance their performance and professionalism, a situation which will ultimately enhance teaching and learning.

In addition, the study provides heads of schools with the authority needed to establish plans for personnel development. Finally, the study could also be presented as a handbook for teachers, school heads, school administrators, the Ghana Education Service and the Ministry of Education not forgetting addressing the challenges involved.

Delimitation

The study was limited to the heads and teachers of basic schools and the staff of the District Education Office in the Suhum Kraboa Coaltar District of the Eastern Region of Ghana. The choice of this population is informed by limitation of time and resources. This was because the researcher works in the District Education Directorate and it was convenient going round the schools to undertake the study. The population is easily identifiable and located in a convenient geographic area. The area has the characteristics of a typical political district which could therefore represent the situation in most districts of the country.

It is constituted of both urban and rural settings but largely of migrant farming communities while the capital is a growing commercial area. The other parts are largely rural farming communities. It therefore combines in itself a rural and urban districts. For the study, Human Resource/Staff development Practices in the Suhum Kraboa Coaltar District, attention was paid to the extent of the stock of human resource in the Suhum Kraboa Coaltar District, the methods appropriate for staff development, the need for staff development, how staff development programmes are designed and problems of staff development

The study was also concerned with the quantitative analysis of the human resource/staff development practices in the Suhum Kraboa Coaltaar District. However, financial analysis such as income and expenditure patterns for the development of resource do not form part of the study.

Limitation

The techniques of questioning, interviewing, observing and administering questionnaires used in the study must have had some handicaps which could impose some limitations upon the result. One challenge of the technique adopted was that teachers and heads in the schools found it very difficult to disclose some information to the researcher since they thought, as an officer, the responses would be used to penalize them.

Some teachers who lack confidence in themselves also had the fear that the results of study might lead to their being released or transferred to other schools. As such, the researcher had to answer a number of questions from teachers in an attempt to allay the fears of teachers.

Definition of Terms

The following terms and abbreviations are defined as used in the study.

1. Human Resource: The entire personnel who exhibit the skill and expertise in dealing with situations in the district.
2. Development: Any training activity that helps to improve skills.
3. Staff: All personnel who work in the district
4. Attach head: A head teacher or headmaster / headmistress who does not teach but do only administrative work in the school.

Organization of the Study

This is a study of human resource / staff development practices in the Suhum Kraboa Coaltar District. It seeks to research into how human resource / staff could be developed. Chapter One of the study is the introduction which is made up of the background to the study, statement of the problem, research questions, purpose and significance of the study. Other areas treated under the Chapter are delimitation, limitation, operational definition of terms and the organization of the study. Chapter Two is the literature review. This reviews related literature done by previous scholars in the field of study.

Chapter Three is the methodology. It looks at the research design used, the population, sampling techniques, instrument used and pre-testing. Other areas include data collection procedures and data analysis. Chapter Four describes how the data were analysed while Chapter Five is the summary of findings, conclusions and recommendation of the studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter focuses attention on the review of related studies on human resource/ staff development practices. The following relevant areas have been identified: an overview of human resource / staff development, designing and planning staff development programmes, purpose of staff development, the need for staff development, problems of staff development and finally summary of the review.

Overview of Human Resource and Staff Development

Resource is a thing that can be turned to for help, support or consolation when needed. Resource is also termed as “a person or thing that is used or gone to for help or protection”. This implies that resource in the school situation (for the purpose of this paper) are all the things in the education system which helps in promoting the smooth running of an institution in order to achieve its objectives. Thus we talk of human, material and financial resources. (Procter,1995).

Human resource refers to the entire personnel who exhibit the skill and expertise in dealing with situations in the district. This includes the teaching staff such as the headmaster or mistress and the assistants, senior housemaster and mistress, class teachers and all. At the District Education Office level, they are the District Director of Education, all the front line Assistant Directors: Guidance and Counselling Co-ordinator, Officers in charge of training, Peripatetic, Girls

education and many others. At the tertiary level, the Vice Chancellor, Professors, Senior lecturers, Lecturers, Teaching Assistants constitute the human resource.

Under the non-teaching staff are the Accountant, Bursars, the Account Clerks, Office Clerks, Domestic Bursar/Matron, Typist, Registrars and so on. Among the auxiliary or supporting staff are the Security Personnel/Watchmen, Porters, Electricians, Plumbers, Labourers or Cleaners, Kitchen Staff and those at the pantry. The next groups under the human resource are the students or learners, parents who form the Parent Teacher Association (PTA), Board of Governors and School Management Committee (SMC) and other persons from the community. Development is the gradual growth or formation of something especially a process in which a person or thing matures, changes, or advances to another. (English Dictionary for Advance Learners, 2003)

Wideen and Andrew (1989) as cited by Sparks (1984) defined development as any training activity that helps to improve skills. Casio (1991) shares the view of others when he mentioned that training and development will bring changes in skills, knowledge, attitude or social behaviour. It could be seen as all activities coming together to make up a programme of education. The aim here may mean the improvement, from a previous state to a stronger or better state.

Most authors use the term "training" and "development" interchangeably while others use them separately. Cole (1993) for instance combines the two terms but tries to show the differences. While training involves preparing for an occupation or for specific skills, development is more concerned with the

potential of the employee than the immediate skills. For the purpose of the review, the two terms will be used interchangeably.

The day to day administration of the GES is headed by the Director General who is the Chief Executive of the service. The overall function of the service falls on the onus of the Director General and this involve. (Asare, 2005)

- (a) Management, supervision and inspection of pre-university educational institutions
- (b) Provision of teacher education, general education, special education, technical and business education
- (c) Registration of teachers
- (d) Registration, supervision and inspection of private schools
- (e) Development and publication of textbooks
- (f) Promoting and efficiency and the full development of talents among members of the service
- (g) Maintaining a code of ethics and good conduct among members of the service
- (h) Formulating educational policies and programmes
- (i) The Director General is assisted by two Deputy Directors-General and a number of directors at the headquarters of the GES. These directors are assigned various responsibilities, some of them being
 - (1) Director Basic Education
 - (2) Director Secondary Education
 - (3) Director Teacher Education

- (4) Director Human Resource Development and Management
- (5) Director Planning and Statistics
- (6) Director Finance and Administration. Just to mention a few.

There are also Regional Directors manning all the regions. Under the directors are a number of Assistance Directors, Principal Superintendents at both the regional and district levels. To strengthen district level administration and in line with the decentralisation policy, District Directors are now in charge of all District Education Offices. Hitherto, the districts have been administered by Assistant Directors.

In Suhum Kraboa Coaltar District Education Office, the head, and for that matter the chief executive of the district is the District Director. There are four Assistant Directors known as frontline Assistant Directors and a number of Principal Superintendents, Senior Superintendents, Superintendents and Certificate 'A' Teachers. The non-teaching personnel include the accountants, typists, auditors, the account clerks, watchmen and other ancillary staff. All these category of people in the district contribute immensely to achieve the goals of the district in one way or the other. That is why it is necessary to organise development programmes for them.

One of the earliest views on the importance of the teacher is reported to have been expressed by the famous historian-philosopher, Henry Adams. According to Ryans (1960), Henry Adams asserted that the goodness of an educational programme is determined to a large extent by the teaching. As a result of this, the identification of qualified and able teaching personnel constitutes one

of the most importance of all educational concerns. If competent teachers can be obtained, the likelihood of attaining desirable educational outcome is substantial, emphasizes Henry Adams.

Lee Hanson (1965) notes that teachers represent a key input of a highly skilled labour resource which, combined with the educational plant and its allied services, produces educated or at least schooled individuals. Teachers therefore represent a stock of highly valued human capital whose input into the educational process is most significant. Hansen emphasizes that the quantity and quality of the educational output will be greater or smaller depending on the quality and quantity of the teacher supply or the stock of available teaching capital.

Lee Hansen's views on the importance of the teacher were corroborated by later writers. Ann Davies (1969) for example, writing on "The Need for Quality Teacher" also contends that an educational programme of excellence inherent in the plan depend largely on the quality of the teacher. She sees the teacher as the instrument for educational excellence, responsible for translating the educational design into actuality. For this reason, it is the teacher who enables the child to build his/her potentials. Byrne (1974) also explains that this unique role of the teacher in the educational process may be the reason for which most executives will retrench in any other sector than in the establishment of full-time teaching staff when such executives are faced with the problem of choosing priorities in allocating limited budget.

Windham (1988) however, modified the views of these earlier writers by insisting that the quality of an educational institution may be judged in terms of

the quantity and quality of its inputs including the teachers, the facilities, equipment, educational materials and administrative capacity, and not in terms of the teachers alone as earlier writers postulated. Windham (1988) then cautions that in using indicators to evaluate a school, utilization measures will always be superior to availability measures as measures of educational effect.

The fact that teaching involves a number of complex activities is attested to by a number of writers. Fielden et al (1973) for example, points out that the role of teaching embraces a wide range of related functions which can usefully be distinguished since each of them requires particular skills and independent commitment to time and effort. These inter-related functions include lecturing, tutoring, seminar leadership, curriculum design and development, personal and educational counselling of students and pupils, marking, assessing and examining, coupled with administrative tasks. These different teaching functions, Fielden et al point out are not coarse discreet activities; they can and do overlap and complement each other. For that reason, they postulate that information on teaching and learning should include administrative support units. On the actual teaching activities it is suggested that information should be obtained on the teaching load of each member of staff in contact hours over the year or academic year, the size of the class taught and the work load over the year.

In addition, Fielden and his associates note the information on teaching activities if an educational institution should include the class taught or subject taught and the number of periods each member of staff teaches. On support units, they posit that there should be information on the number of qualified ancillary

staff, the quality and of the services provided to achieve the goals of the institution. Other support units that need to be included in any comprehensive study on teaching and learning in any of the schools or institutions include the quantity and quality of teaching as well as other resources available.

Since teaching programmes consists of a wide range of different component activities, Liba (1960) contends that one important means of measuring the performance of staff is through the teaching load. The teaching load, in his view should generally be understood to include all the time and energy a teacher must expend in fulfilling duties and responsibilities resulting to the task of teaching. Liba's definition seems to embrace all the teaching functions enumerated by Fielden and his associates(1973).

Cresswell (1990) provides enough evidence to prove that work-load issues have for sometimes been the source of bargaining between teachers' union and their employees in the United States. Issues that have often been the bone of contention include class size, contact hours and definition of duties. According to Cresswell(1990), these negotiations have often, resulted in changes in one or the area of teachers' work-load. Citing studies undertaken by Perry in 1979 and Mitchell and his associates in 1981, Cresswell (1990) concludes that most of the changes that have taken place in the limitation of duties and responsibilities of teachers, with the result that co-curricular and supervision duties are now excluded from the teaching duties. The teaching function embraces a number of activities, all of which can be measured by the teacher's workload. Teachers on

their part should be able to bring about good performance and also raise the standard of education.

Purpose of Staff Development

The basis of a system:

Since people are the most valuable of the resources available to organisations and for that matter the school; they need to be employed as effectively as possible. The treatment of people at work emphasizes how crucially important it is that employers should understand the psychological needs of their employees and should treat them humanely and sensitively.

Although work organisations has as its first priority the achievement of its operational objectives, Tyson and York (1996) emphasize that at the same time opportunities must be created for the use of development of knowledge and skills of the employees to the advantage of both the employer and the employee. Tyson and York (1996) identify two objectives in which the objectives of an organisation could be achieved.

1. By planning work experience so that knowledge, skills and attitudes needed for effective performance of work may be developed through a variety of situations.
2. By training whereby learning situations are structured so that job-related skills, knowledge and attitudes are developed.

The human resource development and management department or unit has the main responsibility for the day-to-day effective operations in the system

(Tyson and York,1996). The training of the staff and employees also have important roles to play.

If there are wide divergent practices between various units of the organisation or the service, a system for the employment and development of an organisation's human resource cannot be effective or fair. The control of the systems' central administration is therefore important to function. The organisation of personnel development of various organisations vary from organisation to organisation because of the work and functions performed by each of them but they must provide the supervision and this have been put into two broad areas identified by Cole (1995) these are

1. The specialist functions that fall within the province of human resource are planning, job analysis, recruitment and selection, induction, performance appraisal, career development, promotion, discipline and efficiency, health and safety, welfare, and many others.
2. The employment and career development of all individual employees in the organisation. Every employee will then be allocated to a particular manager to whom he or she may refer and be responsible for supervision. In the GES however the Assistant Director in charge of human resource will be responsible for this position.

Personnel Department

1	2	3	4	5	6
Manpower Planning, Job analysis	Recruitment and selection	Performance and potential appraisal, career development, promotion	Discipline and efficiency	Industrial relations, employment law, health and safety and welfare	Job evaluation, pay and conditions, retirement and redundancy

Figure 1: Organisation of the Personnel Department

Source: (Human resource management (Tyson and York, 1996)

Afful (2000) supports this by saying that human resource ensures that organisations employ the right people with the right skills and motivation. This requires a range of skills and knowledge of people to work, and that is why there is a training and staff development programmes. The interest here is on

- (a) Recruitment and selection
- (b) Appointment
- (c) Appraising
- (d) Training
- (e) Development
- (f) Retention

Job Related Tasks

Recruitment and Selection

Before an organisation can fill a vacancy, it must find people who are qualified and also want a job. Recruitment therefore refers to activities that

influence the number and types of applicants who apply for a job and accepts jobs that are offered (Ivancevich, 1998). A detailed job description and job specification is published. This helps them to know how an applicant is fit for the job. The recruiting process begins with an attempt to find employees with the abilities and attitudes desired by the organization and to match them with the tasks to be performed.

Ivancevich continue to explain selection, as the process by which an organisation chooses from a list of applicants, the person or persons who best meet the selection criteria for the position available, considering current environmental conditions. The selection programmes identify the applicants who have the chance of meeting or exceeding the requirements into the Training College.

Where there is the need for untrained teachers, or "pupil teachers" as it is popularly called, the Human Resource Management and Development Unit of the District Education Office is responsible for the recruiting and selecting of employees who fit into the teaching service through interviews. The human resource practice unit of the GES is responsible for the recruiting and selecting of employees who fit into any teaching service. The regional office posts teachers who complete training college or newly trained teachers to the district. The Assistant Director, Human Resource Management and Development and his staff do the posting of these teachers to areas where there are vacancies.

Afful (2000) emphasises that the HR manager must cope with the standard of the nations while ensuring that the selection procedures conform and contribute to the organisations goal.

Appraising

Oduro (1998) explains that appraisal is used interchangeably with the words "assessment, supervision and evaluation" to mean the process by which the value or quality of personal performance is estimated. Teachers in the classroom constantly assess how pupils are doing, what they have learned and where their difficulties lie to find remedies to them. Assessment therefore makes judgement bases on valid and appropriate evidence for the purpose of well informed decisions. Cameron-Jones (1991) on his part, asserts that "the appraisal of teaching performance is the evaluation of its quality". Bollington et al (1991) as cited by Oduro (1998) on their part define appraisal as "a continuous and systematic process intended to help individual teachers with their professional development and career planning, and to help ensure that the in-service training and development of teachers matches the complementary need of individual teachers and the school (p.7)". "Appraisal is seen as a move towards professionalism for teachers and this promote autonomy, independent thinking and assumption of responsibility by individual teachers" (Fullan & Hargreaves 1992).

Training and Development

If schools today are to do the job required of them at this computer age with the attendant technological development, the schools through those involved

in running them must play a large role in the areas of staff development. The development of human resources is the key to the success of the education enterprise. Ogundele (2001) emphasized that educators should know that meaningful change takes place in individual human beings who are involved in the management of the educational system; hence staff development efforts should be devoted to the goal of assisting each individual in his/her own growth process. Individuals in the enterprise of education is perceived as unique human beings who have different strengths and weaknesses. These strengths and weaknesses are to be built upon and transformed respectively to achieve success.

According to Casio (1992), traditionally, new employees were 'trained', while those in the system were 'developed'. This distinction, that is focussing on learning of skills and interpersonal and decision-making skills have become confusing in practice. Training consists of planned programmes designed to improve performance at the individual, group, and / or organisational levels Casio (1992). When performance improves, it implies that there has been changes in knowledge and skills, attitudes and / or social behaviour.

Cascio (1992) observed that too much emphasis is often placed on the techniques and methods of training to be used and not enough on first defining what the employee should learn in relation to desired job behaviours. There is therefore the need for staff development which is sometimes seen solely in terms of the provision of in-service training (INSET). But Bayne – Jardine (1986) has argued that INSET is not a synonym for staff-development. Staff development is regarded as the overarching concept and INSET is the main-way in which

development can be encouraged (Ogundele 2001). Staff development is a process which includes all developmental functions, directed at maintaining, updating and enhancing professional competence. Currently, updating is continual, lifelong process that addresses such goals and objectives as the acquisition of new and up-to-date information, skill development and techniques to elevate one's self esteem. This would therefore include the formal and informal experiences acquired by the individual throughout his/her career from the start of training to retirement.

This means that improving quality of teaching and learning in schools requires the support of all. Personnel in management and the classroom therefore need the support of all agents of education to reach the highest achievement levels of education. It is upon this background that most donor agencies, the communities and all are supporting district education staff and teachers to realise this goal. "The teacher is the pivot in the classroom instructional activity" (Fullan & Hargreaves, 1996).

Antwi (1992) has a similar view by saying that the solution to the problem of quality in Ghanaian education lies in the training and re-training of qualified and dedicated teachers. Human Resource Management and Development writers also share this view and so call for the need to give adequate training and appropriate management and logistic support for teachers to perform well. The professional development activity that teachers engage in or that are given to enhance their knowledge and skills is known as In-Service Training. Rebore (1980), Farrant (1980) and Hoyle (1982) support this assertion when this remark

was made” the best way of improving the quality of education in schools is through INSET”. Today most donor agencies like Quality Improvements In Primary Schools (QUIPS), Department for International Development (DFID), German Technical Co-operation (GTZ), World Vision International, just to mention a few are all supporting the organisation of INSET to develop teacher management.

Designing Staff Development Programme

Change is a constant occurrence in society. Change occurs in the individual, the organization and the nation. Change may be seen in technological advancement made in communication, political, economic as well as social life. Education must therefore arm its products with the relevant knowledge, skills and attitudes with which to face the challenges that these changes may bring. (Rebore, 2001)

In order for the school to do this and cope with new trends, its staff must undergo changes as well. This is done through staff development programmes. These programmes focus on personal growth and development of the individual through both formal and informal learning. Staff development aims at improving employee’s “...knowledge, competencies, skills and appropriate behaviours for current jobs...” (Gilley, England & Culley 2002 p.27).

In planning staff development programmes, the following phases must be considered.

- (a) The School District goals and objectives.
- (b) Commitment to staff development.

- (c) Needs assessment.
- (d) Programme design: a consideration of resources.
- (e) Implementation and delivery plan / content.
- (f) Programme evaluation.

A. School District Goals and Objectives

Rebore (2001) submits that the mandate of the school is to educate children, adolescents and young adults in order to help them meet challenges in the future. However, in an attempt to do this, a school district needs well qualified administrators, teachers and support personnel". Any staff development programme must reflect the goals and objectives of the school district, which are derived from national goals and objectives.

In Ghana, the school district could be seen as the District Directorate of the G E S. Therefore, when national goals and objectives are formulated into policies of the Ministry of Education (MOE), they form the framework within which the GES operates deriving its goals and objectives from these policies.

These are further broken down to the components of the GES district level. Staff development programmes are designed bearing in mind the steps to be taken to attain these national goals. Until the year 2000, for instance, teachers in GES who want to update themselves by going for further studies (on study leave with pay), could apply to the university of their choice and for the course they wish to pursue. However, the need to prioritise certain areas of learning for teachers was recognized and the GES came out with a new policy on study leave with pay. Courses have been categorized, a higher percentage of applicants are

granted leave. For others, the percentage is low. Science subjects for example fall within a greater percentage category and are in line with the Ministry's attempt to improve science education and harness it for national development. (Education Policy Objective)

B. Commitment to Staff Development

For staff development programmes to be effective, Rebores (2001) asserts that the administrator must demonstrate a strong commitment to them. This must be done through

- i. Needs assessment
- ii. Budgetary allocation
- iii. Time allocation
- iv. Choice of facilitators / instructors
- v. Choice of methods.

A successful staff development programme is one that is well planned for. In assessing the needs, the administrator would have to determine the needs of the organization, and the staffing needs. That is, who needs the training and what they need to learn. Knowing this, and the duration of the programme, the materials and the facilitators to use, budgetary allocation and time is made for the training.

C. Needs Assessment

The central role as a school head, he has to be clear in mind and about factors that are most likely to bring success in the administration. One key factor is to assess the various needs and requirements that will help develop the staff, school, students as well as the community in which the school is situated. As

such, the primary purpose of a staff development programme is to increase the knowledge and skills of the employees thereby increase the potential of the school district to attain its goals and objectives.

Needs assessment is a process of assessing employee needs and determining the discrepancy between the existing and the needed competencies of the staff. This analysis must be concerned not only with the abilities of individuals currently occupying position but also with the abilities individuals need to qualify for promotion to positions of more responsibility. Four sources of information have been identified when assessing the needs of teachers. These are the teacher needs assessment survey, community survey, certification information coupled with the human resources master plan and research and curricular studies (Rebore, 2001).

The Teacher Needs Assessment Survey

The school head must fully appreciate that the educational goals and mission of the school can only be accomplished by working with and through others, especially the staff. Thus, the staff's needs, both as individuals and as a group must be understood. Some of the needs may include:

1. A clear job description
2. Provision of professional development and growth for all staff, including teachers, heads and the district office staff.
3. Adequate supervision of their teaching.
4. Adequate support of materials and infrastructure

Community Survey

According to Rebore (2001), there is the need for the head of the school to survey the community in which the school is situated. Parents and community members have the 'right' to demand. That is, the school, staff and pupils alike must be made aware that they are accountable for the content and the process of the curriculum, and for the standards and achievements of the pupils. This is usually administered through the Parent Teacher Associations, where parents concern may be revealed through grading, grouping, discipline and drugs used by students.

Certification Information Coupled with the Human Resources Master Plan

In every organization, there is the need to know the qualified persons at post and the number of such persons needed. There must be a plan that takes into consideration these factors, in addition to training needs, budgetary and time allocations.

Research and Curricular Studies

It is a crucial role of the staff in the delivery of the curriculum. For the staff to perform their function effectively, professional guidance is needed. Meaningful support should be given to establish strategies to identify the needs of each and everyone.

Staff Development Goals and Objectives Continuously Changing

Staff development refers to processes through which staff members are re-trained, through in-service, seminar, workshop, induction, among others, to acquaint the staff members with latest developmental issues of that field. For example, with the introduction of the JSS / SSS system, teachers had to be re-

trained into the JSS / SSS policies and principles. The essence of staff development is to enhance the quality of teacher performance in all the areas of competence. That is knowledge, skills and attitudes.

Staff development goals and objectives, as postulated by Rebores (1982), will continuously change to meet the continually changing needs of individual staff members and the school community and G.E.S. as a whole. Using the example above with the inception of the JSS / SSS system, M.O.E. and G.E.S. to create a new programme for the administrative, teaching and supervisors on the difference and relationships between the old system and this new one including the changes that has been incorporated into the curricula.

These examples of changes that affect the operation of the school and G.E.S. are more broadly formulated into goals and objectives. For example, the objectives specifying the goals of the JSS / SSS could be formulated as follows:

1. To develop sense of appreciation for the need for change / reform in education in Ghana
2. To develop strategies through which the content of the new curricula could be delivered the next phase /level in creating a staff development programme-namely-designing the program.

D. Programme Design: A Consideration of Resources

This refers to the type of or form of training activity. It is not sufficient to invite a resource person to come and deliver a lecture. A thorough homework is necessary here. It would entail assessing the needs of those who are to benefit from the programme and matching the needs with available resources. This

means that the needs of the staff and the resources available as against organizational goals would determine the kind of training programme design to be selected. Heller (1999) identified seven types of training: technical, quality, skills, professional, functional, activity and managerial.

Rebore (2001) indicates that there are several methods of delivery for staff development programmes. He cites 19 programmes from United States National Education Association's Research Division.

These are:

1. Classes and Courses
2. Institutes
3. Conference
4. Workshop
5. Staff meeting
6. Committee work
7. Professional reading
8. Individual conferences
9. Field trip
10. Travel
11. Camping
12. Work experience
13. Teacher exchanges
14. Research
15. Professional writing

16. Professional Association work
17. Cultural Experiences
18. Visits and Demonstrations and
19. Community Organization work (P. 177)

The methods or design of training can be chosen depending on the type of training at stake. It is important to note that, no one method may satisfy all needs and people. The choice of programme design should therefore not be rigid. The choice can be a mix. To illustrate this The method or design of training can be chosen depending on the type of training at stake. Let us take an illustration. A school head assesses the needs of his staff and these are the findings; lack of good interpersonal relations, need for recreation and need for team building for teamwork. The form of training here might appropriately be skills and activity based. The school head can plan with the staff and visit an institute on a field trip. At the institute, various working committees can be set, and at the committee meetings, the members would hold workshops where they would share their work experiences to enrich one another. One need to plan with his teachers what resources may be needed to make each design or a combination of work. For instance, there would be the need for a vehicle for a field trip, the need for snack or pack lunch, the supply of handouts and a drawn up line of activities for orderliness. Then the choice of venue, date and time to match the programme design.

Again there would be the need to look at the financial commitments involved in providing all the material and human resources (by way of

facilitation, transport, catering and so on). There may also be the need to fuel the school vehicle or hire a vehicle. The facilitator would deserve an honorarium and travel and transport (T & T) allowance.

Another consideration may be choice of facilitator or facilitators. Rebores (2001) mentions the following among available and knowledgeable resource person, teachers, senior staff members, college and university professors, professional consultants, journal authors, teacher organization representatives and administrators. It might not be appropriate to choose an Economics master to be the resource person at an English Teachers Skill Development clinic. Again, it might be inappropriate (costwise) to invite a university professor to chair a staff recreation programme at the SSS level (except there are special interests at stake).

Levels of Programme Design

Rebores (2001) identifies two levels of programme design. These are group and individualized programmes.

1. Group Oriented Programme

Rebores (2001) indicates that a programme design which has proven to be effective is the group oriented one. The whole group first meets and identifies areas of study. Participants are then made to work in teams and the findings are shared. An illustration of the above can be seen at a school level. For instance, citing the publication of the SSSCE 2003 results league table, the school head meets the staff and puts before them the problem of a low position on the ladder. The staff agrees there is the need for improvement. Together, they agree to plan out strategies at the departmental level. After planning, they come together and

share them. They identify their strengths and weaknesses and plan for improvement. They may agree to have a refresher course on teaching methods and skills in new ways of lesson planning, students' assessment among others.

Group oriented designs can also be used for behaviour modification in the instructional / learning environment, where a group of teachers analyse students behaviour in specified environments and present their results and observations.

Individualized Programme

Individualized programme design affords the individual teacher maximum opportunity to match his creative skills with his personal needs, goals and objectives of the school. Harrington and Harrington (1995) have this to say, "we cannot overemphasize the importance of creativity, training and development. Surviving organizations train their people to understand and conform to the procedures. Winning organizations train their people to be creative causing the procedures to be continuously challenged and upgraded" (p.257). According to Rebore (2001), "teachers who engage in personalized activities usually improve upon their teaching skills"(p.177).

Individualized activities give the teacher the opportunity to contract in writing self selected activities. For example, in drawing the plan of work for a particular form, the teachers can come together and come out with one plan and with the same objectives. The approach to delivery can however be left with the individual teacher to use his creativity to teach and attain the set goals.

In summary, programme design need not be rigid. Choice of programme design for staff development will continue to change depending on the need, the purpose and resources available.

E. The Implementation and Delivery Plan

The goals and objectives of the GES, needs assessment and programme design need to be carefully implemented in order to organize a successful staff development programme otherwise there would be a failure. Unless attention is paid to providing employees or teachers with appropriate incentives to participate or satisfactory time arrangements are made or ordinary organizational problems are properly handled.

A good delivery plan must indicate what should be implemented; when, how and why it should be implemented in order to bring about effective implementation of staff development. According to Rebores (2002), "although direct payments in the form of salary increments is a proven incentive, study indicates that, indirect financial aid is more influential in promoting participation in staff development programmes"(p.178).

Time is a valuable commodity to all employees and thus, a key factor in organizing and encouraging employee participation in development programmes. To enhance this, it must be well timed so that it does not affect workers. For instance, a workshop organized after normal teaching will not enable teachers to assimilate new ideas when they are fatigued. Rebores (2001) again states that "in providence, Rhode Island, every school has thirty days of early dismissal each year for staff development programming. A variation of this approach is to release

students by subject area so that the teachers in a given discipline can meet for an active day “. This practice of not leaving the students unattended to, has ever taken place in Ghana. In the 1960s and early 1970s for instance, when teachers went on course or maternity leave, “supply teachers” were provided to teach in order not to leave the pupils idle.

A final consideration in administering staff development programmes is providing the supervisory mechanism to handle the ordinary problems that occur in all human interactions. Some specific problems that tend to hinder employee participation in programmes include:

1. When participants are unclear as to what they hope to achieve.
2. When past programmes were a waste of time.
3. When the best individuals are not employed to conduct a given programme.
4. When there is no orderly plan for a given programme.
5. When the group involved with a specific programme is so large that participation is hindered.
6. When there is no acceptance method of evaluation being used for the programme.

In conclusion, when administrators do their best to deal with such problems effectively, employees more readily participate and will be more satisfied with the development programme.

F. Programme Evaluation

This is the assessment of whether the programme has had the intended impact on the individual. Tyson and York (1996) identify two stages when assessment or evaluation is carried out. These include:

1. On completion of training – to determine whether training objectives have been achieved.
2. After a lapse of time following the completion training to assess effects on work performance (p.151)

In evaluating in – service programme for may be class 1 teachers on the preparation of teaching aids for teaching of English language, the short – term evaluation would be to ask the teachers to prepare aids for a specific topic. The training objectives would have been assessed. After using the newly –acquired skills in the classroom for a period of time, the teachers performance will be assessed through observation of lessons and through pupils' performance.

Methods that could be used for evaluation include questionnaire, open forum and report writing.

1. Questionnaire – Participants are issued with questionnaire at the end of the session. The resource person(s) may also have theirs to fill. Thus, both trainers and trainees may be assessed in addition to assessing the programme itself.
2. Open Forum – This is mostly done during the closing session where participants are encouraged to share their impressions frankly with the others.

3. Reports – The course / programme prefect gives a report at the end of the course. In this, observations made during the programme, occurrences and impression of the leader are all written in detailed report.

The importance of evaluation cannot be over-emphasised. As mentioned earlier, it helps the administrator determine to what extent development programme goals have been achieved. This will help the restructuring of future programmes. In addition to that, mistakes that might have been made in design and implementation of the programme are corrected. Evaluation will also determine if the development programme actually reflected the goals and objectives of the school or district. Finally, it helps show up other areas of need that had not been included in the programme.

I would however like to raise a caution here. For evaluation to be truly effective, an atmosphere of trust, devoid of fear of victimisation and intimidation must exist to enable people voice what their true impressions. If that is not the case, participants may only say what they think the administrator wants to hear. I would also like to add that results of evaluations must be acted upon otherwise the whole process will be an exercise in futility – a waste of time and resources.

Finally, I would add that, "Life, unexamined is not worth living." The Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis can be used as a check mark for every teacher who desires to improve upon his / her lot.

Methods Appropriate for Staff Development

Any staff development programme is for the improvement of teaching and learning, methods to be selected should therefore be geared towards enhancing

education. Murray and Holmes (1997) provide a useful guide on the appropriate methods of approach to staff development. They claim that the roles of teachers, defined in a number of ways will be a great determinant. These roles are professional, pastoral or career line with a variety of roles at any stage, or as an individualistic subject specialist (Kennedy 2002). Murray and Holmes 1997) identify the following forms of staff development.

- a) Developing technical skills like voice project and audiovisual use
- b) Developing professional skills such as teaching research and administration
- c) Developing skills related to teaching, for example, curriculum development and
- d) subject specialist upgrading.

Ogundele (2001) also opined that numerous programmes that have emerged in the demand for staff development could be grouped as follows:

- a) Programmes that aim at correcting certain deficiencies which were known at the time of appointment
- b) Programmes which enable the teaching staff to face the challenges resulting from innovation in the school curriculum exemplified by the introduction of new courses.
- c) Programmes which enable staff to acquire higher qualifications for greater responsibilities and status with the school system.
- d) Programmes that make professional of non-professional teachers.

In reviewing some of these programmes a cursory look at some specific

objectives of staff development in the entire education enterprise is necessary. Some of these objectives identified by Cassetter (1979) as quoted by Ogundele (2001) include:

- (i) Developing skills in individual classroom instructions
- (ii) Acquiring a mastery of the subject matter
- (iii) Providing instructional leadership and to maintain control of the classroom
- (iv) Helping the school system to develop meaningful educational objectives
- (v) Participating in the solution of problems which are of common concern for the staff
- (vi) Recognizing the weakness in the education programme and participating with others in studying for effective improvement.

The school focuses approach appears to have a potential for the development of schools and for teacher involvement in staff development programmes. This is targeted on the needs of the staff within the school. The staff members are requested to identify their needs, they are then collated and analysed and with the help of resource persons and support agencies, these needs would be met through In-Service Training (INSET). The programmes could involve classroom consultancy, work with experts, talks to staff at the school by visitors, formation of teacher cooperative work groups supported by people from the community, demonstration lessons and so on. (Ogundele, 2001).

Again, there should be programmes which will enable the staff to face the challenges resulting from innovation in the school curriculum. There should be an update of the knowledge of staff in their subject areas. Teachers should be encouraged to acquire higher qualifications so that they can take greater responsibilities and status within the school system.

It would therefore be suggested that there should be a commission for Teacher Preparation. The commission will primarily be responsible for the approval of teacher preparation programmes and the awarding of appropriate certificate to teachers and other specialists. Furthermore, there is the need for restructuring in the entire educational system. Policies aimed at promoting school based management, parental involvement in decision making, new conceptions of quality teaching and learning, accountability etc. are to be made. Dimmock (1999) posits that principals are positioned strategically both as the head of the school organizations which are assuming more responsibility; and at the linkage points between their schools, the community and the system with which they are expected to interface.

Many heads of schools are not prepared or encouraged to be educational leaders. They are also not trained to be school administrators so their academic training does not always match responsibilities of job. Again their roles and tasks are seldom clearly defined. Staff development programme should be put in place for heads on instructional skills, management skills, human relations, leadership skills and self understanding. To pursue these; schools in the district which have already been divided into circuits could meet periodically to exchange ideas and

sometimes invite guest lecturers to speak on management skills. The Association of Heads of Basic Schools when they meet should not only discuss conditions of service but also things that will help improve teaching and learning to improve the academic standard of the district.

The Need for Staff Development

The need for staff development cannot be overemphasized. An employee potential can be realised by giving him the chance to develop him or herself. In any set up, the human resources are the most dynamic of all the resources which need to be nurtured to get the maximum benefit. Casio (1991) argues that no matter how accurate the decision in the selection and placement, the changes in the technological, economic, legal, social or political environments, inside and outside the organization often create the need to improve the person, job or organization further. He further argues that this may require the acquisition of information, skills, attitudes or patterns of social behaviour through training and development.

This assertion is more relevant in the school situation where as a result of the new education reform and the Free Compulsory Universal Basic Education (FCUBE) programme, there have been a lot of changes in teaching and learning. In looking at the need for staff development and for that matter human resource development in the teaching service, West (1989) mentioned a number of reasons. Firstly, staff development may be needed by individual staff who are becoming ineffective. He further revealed from citing authors like Cameron and McLaughlin

that, some research indicated that teaching became ineffective after five to seven years.

Secondly, because of the education reform, the FCUBE programme and the introduction of certain subjects which may be unfamiliar and new, it becomes imperative for staff to upgrade their knowledge and skills in such areas. Thirdly, new government policies usually required staff to familiarize themselves with the new directions, new programmes and new issues. One could not agree with West(1989) the more when he suggests that technical colleges are sensitive to changes, this is relevant in the school situation. For these reasons, one could conveniently argue that staff development should be a priority for any educational institution which "wants to remain lively and adaptable" (West ,1989).

Rebore (2001) on his part says staff development programmes create many avenues for teachers to update their skills and give knowledge in a subject area. The knowledge explosion has created the need to re-interpret and re-structure former precious knowledge. It also helps to keep abreast with societal demands. With the advent of technological and scientific advancement in our society today, the teacher has to understand and interpret the new demands society is placing on all its institutions and on the school in particular. In order to fit properly in to society's changing demands, the teacher has to continuously be trained and developed.

Again the teacher needs to become current on matters of curricular and pedagogy (teaching methods). Most at times teachers are so handicapped by time that they find it difficult to access research findings on the instructional process

and new methods of teaching. Staff development programmes like workshops, seminars, conferences among others will solve this problem.

Furthermore they will become abreast with the use of current instructional material equipment, such as cables, video, televisions and computers. As stated earlier, staff development is an area of great importance in all sectors of education, many initiatives that have been taken by the district concentrate on teachers who are already trained to the neglect of "pupils" teachers. Yet, it is strongly believed that any development aimed at raising the morale and standard of this group could clearly benefit the schools and the district in general since the district will for a long time, if not ever, depend on the services of this group of teachers.

However, there is the likelihood that their training needs may not be the same as professional teachers. What makes their training most pressing is that, even though some of them may be professionals in primary field of study like Polytechnic students, they lack the needed skills for imparting knowledge to students. Furthermore, they are just appointed without going through any orientation programme. What do the communities expect from them if they do not know anything about the organization within which they work. Hopkins (1989) as cited by Kennedy (2002) expresses and press home the need for staff development for non-professional teachers when he observed that "... the many pupil teachers should have opportunities to take suitable part-time courses in education and training".

Induction training is very important. This is emphasized by McDonald cited in Ashcraft (1995) with the suggestion that quality induction of new staff could be the beginning and a central part of staff development. This, to him welds the teaching and support staff into a team. The contents of induction as proposed by Ashcraft (1995) makes his assertion acceptable. These are

- a. The names and duties of staff
- b. The management structure within the institution and departments
- c. Routes for dealing with problems, progress and welfare
- d. Policies of staff development, probationary period and appraisal, appointments and promotions.

Of course, if these were extended to the teaching staff, and specifically the 'pupil' teachers or non-professionals, it would go a long way to enhance the teaching profession.

The available literature agrees to the need for training and development, the main purpose being raised of competence and therefore performance standard. To Art et al (1996) as cited by Kennedy (2002) effective training programmes help the organisation achieve its overall objectives and at the same time helps trainees to satisfy their own personal goals. Its purpose is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organisation. Also Dessler (1984) argues that "it helps to socialise management by developing in them the right values and attitudes for working in the firm"(p.87). In education, it will mean the department, school and the entire district.

The organization stands to benefit immensely from training. According to Art et al (1996), as cited by Kennedy (2002, p.29) "staff development increases productivity and efficiency, reduces cost, reduces supervisory problems and grievances, reduces accidents, improve quality and improves motivation and morale among employees". In fact, an organisation which is committed to the training and staff development of its employees encourage the culture of learning.

For the staff it could be a sign that the individual is valued. It enhances job security, motivates, enhances one's skills and the ability to take responsibility and finally creating the opportunity to mix freely with other people, thereby developing networks and contacts. The million dollar question that could be asked is whether these are applicable in the classroom situation, if not more, because of imparting knowledge to other pupils and students who will also go out in future to apply whatever is acquired. There is the need to have teachers who can impart the knowledge and skills with commitment and in a way that will help greatly to achieve the aims and objectives of education in the district.

Problems of Staff Development

Staff development involves change - change from the old to a new outlook to situations. It will definitely involve the use of material and financial resources as well as time. What is more important is the commitment on both sides - the trainer and the trainee. Art et al (1996) observed for instance that training is not provided for its entertainment value. What to them is crucial is whether the training in effect could translate "to improve behaviour and job performance". This supports the idea of expected change. Again, there is the need for trainees to

be tested before and after training to ensure that the expected change has taken place. This change could be effective if there is commitment and willingness of trainees to take part in the training for "successful, lasting change. Successful lasting change takes place when people in the workplace take responsibility for it" (West 1989, p.12). The implication is that staff development needs have to be identified and accepted by the rank and file of the staff.

West (1989) identifies some principles for any sound development. Among others he contended that the human resource development must be supported by the organisation's leader(s) if it is to operate successfully. Leaders must put resources behind staff development to demonstrate their conviction that programmes are important. Also human resource development needs should be rooted in an organisational culture which supports the idea that staff development is desirable and beneficial. In addition, the programme should be based on assessment of need and careful evaluation.

In looking critically at West's proposal, it could be conveniently assumed that if authorities are not prepared to support training with both material and financial resources, and the organisational structure does not encourage development, their aspirations would not be realised. If teachers could face such a problem then the pupil teachers could be exacerbated because in the real sense of the word, they do not come into the priority list when it comes to selecting people to undergo in-service training. Secondly, if financial resources are scarce, then the pupil teachers would be the second to be considered.

Another area of concern which is seen as a possible problem for human resource development of pupil teachers and is also shared by Hopkins (1989) is that because of their limited involvement with the activities of the institution, their commitment and interest may be less since they are not permanent members of staff. Thus their desire for training may to a great extent be voluntary and welcomed. The issue therefore would be the ability to whip up their interest and get their desire to participate in staff development after identifying their needs which might be different from professional teachers. One could also ask the question whether the human resource development could benefit staff whether they are in the classroom or at the district office.

Summary of the Review

In this chapter, a review of both conceptual and empirical literature was presented. The review covers the overview of human resource and staff development, purpose of staff development, job related tasks of human resource, designing development programmes, the need of staff development, problems of staff development and the appropriate methods of staff development.

Scholars and academia's like Nichol (1995), Skitt and Jenings (1989), Eiles (1989) have pointed out that the success of any educational system depends upon the quality of both teaching and non-teaching personnel engaged in the educational system and how effectively they discharge their responsibilities (Ogundele; 2001).

Staff development programmes offer the teacher the opportunity to upgrade higher skills and knowledge, keep abreast with societal demands, get

exposed to new methods of teaching and learning materials. Its success is dependent upon the design and implementation. It is therefore imperative that the administrator himself/ herself undergoes a development programme to be committed to staff development programmes.

Every staff member of the Ghana Education Service, from the newly qualified teacher to the most senior member of staff must be supported for self development. Presently, there are some ongoing human resource development programme in place in our basic schools due to the intervention by development partners like Department For International Development (DFID), Quality Improvement in Primary Schools (QUIPS) and others.

Not many schools and teachers organize formal staff development activities and as such in-service activities in the Secondary Schools, if any, are generally in the form of workshops organised on adhoc-basis. However, a number of ways could be planned to develop staff for effective school management. To conclude, it will be very much helpful to provide adequate staff development policies and programmes for teachers, administrators and all stakeholders in the educational system.

CHAPTER THREE

METHODOLOGY

This chapter presents the research design, population, sample, and sampling procedure, research instruments, data collection procedures and pilot testing.

Research Design

This is a descriptive survey design. It is descriptive because the study intends to investigate the state of human resource/ staff development in the Suhum Kraboa District. This method deals with questions concerning what exist with respect to variables or conditions in a situation (Karweit, 1982).

Santosh (1993) cited Best (1981) that the descriptive research method makes the researcher to obtain the opinion of the representative sample of the target population so that he or she can infer the perception of the entire population.

Population

The target population comprised three groups of people, namely teachers, heads and staff of the District Education Office at Suhum. Three circuits out of 10 were used as accessible population. There were 75 schools in the three circuits with 398 teachers while the heads were 67, the District Education Office staff were 38 in number.

Sampling and Sampling Techniques

One hundred and ninety-six teachers were selected from the total number of 398. According to Krejcie and Morgan (1970), in determining a size for research activities the sample size required of a given population of 400 should be 196. All the 67 heads and the 38 DEO staff were used for the study.

The breakdown of the sample were as follows

Table 1

Composition of Sample

Category	Total
Teacher	196
Heads	67
DEO Staff	38
Total	301

Simple random sampling method was used to select 196 out of the 398 teachers. Three out of the 10 circuits were selected using the lottery method. Names of the circuits were written on pieces of papers of which three were picked. The three circuits were Suhum West, Akorabo and Nankese. They had 40 primary schools and 35 JSS. Three teachers were randomly selected from each of the primary schools using the lottery method to get 120 people, while two teachers were also randomly selected from each of the JSS Schools to total 70.

For the process of random sampling in each case pieces of papers each with one number on it were placed in an empty container. The numbers were

selected one at a time, with the container being shaken between each selection until the required sample size of 196 was reached. This sampling procedure was employed so as to give all the teachers equal chances of selection.

In the case of heads of schools, all 67 of them were used for the sample by using the purposive sampling procedure for the selection. The sample method that is the purposive sampling procedure was also used to select the DEO Staff which means all members were selected.

The number of head masters/ head teachers were 67 while the DEO staffs were 38. Purposive sampling was used to select the three category of population. This is a non-random sample which is selected on the basic assumption that with judgement, one can handpick element of cases in a population and develop samples which are satisfactory in relation to one's needs (Osei Agyemang, 2000). In this case, the population were identified and defined, the sample size which responds to the population were determined and handpicked.

Instrument

The instrument used for collecting data for this study was the questionnaire which was designed by the researcher. This instrument was designed after an intensive review of literature. The review helped in the identification of the most important variables in the study. In all there were three sets of questionnaires, one for teachers, one for the heads and one for the District Education Office Staff.

The questionnaire for each group of respondents consisted of both close and open ended items. Close ended items make the processing of data easy. The

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researcher took precautions as much as possible to minimise the disadvantages associated with close ended questions. Among these were the making of answer categories to include all the possible responses that might be expected and the selection of more than one answer except where it was specified. This also gave the respondents the chance to give any other answer of their choice apart from the categories given. The items were also constructed in such a way that frequency counts were easy, and would avoid blank and ambiguous answers as 'yes' and 'no'. Where such answers were unavoidable, they were followed by contingency questions to demand explanations. For the open ended questions, respondents were given the option to come out freely to express themselves and also to bring a wide range of ideas.

The questionnaire for teachers was in four parts with 31 items.

Section A : solicited information on personal data of the participants.

Sections B: asked questions on how teachers are given instructional support.

Section C and D: focused on the need for staff development and methods appropriate for staff development and the problems associated with it respectively.

The questionnaire for head teachers/ headmasters and the District Education Office Staff were in four parts. The first section comprised items on personal data. The second section demanded response on methods appropriate for instructional support and the purpose of staff development. In the third section, the respondents were asked to answer questions on the need for staff development,

how staff development programmes are designed and finally the fourth section had items on the challenges of staff development.

Pre-Testing

The instrument was pre-tested to find out whether it was reliable and valid. The pre-testing was done at the Koforidua Municipality and 60 respondents were involved. To this effect 20 teachers, 20 heads and 20 District Education Office Staff of the Koforidua Municipality were picked up as the sample. Both the procedures and the samples used were identical to those applied to the main study. Those selected were chosen randomly, that is through simple random sampling. With this sampling procedure, all the teachers in two cluster schools were given numbers. Pieces of paper each with one number on it were placed in an empty container. The numbers were selected one at a time with the container being shaken between each selection until the required sample size was reached.

The researcher personally administered that of the District Education Office Staff. They were given one week to respond to the questionnaire. This was given because of their heavy and tight schedule. The questionnaire for the teachers and heads were left for the school heads to distribute and collect them. They were also given one week to respond to the questionnaire. The result of the pre-testing showed that the manner in which the questionnaire was administered was appropriated. It also showed the reliability of the instrument and more importantly that the items were clear and unambiguous.

The face, content and construct validity of the instrument were ascertained by the supervisor at the Institute of Educational Planning and Administration of

the University. To further establish the reliability of the subjects who were not part of the original sample on two occasions and their responses were correlated using Pearson Correlation formula. The reliability co-efficient obtained for the two instruments were 0.74 and 0.68 for teachers and heads respectively. The co-efficients actually justified the acceptability of the instrument for administration purposes.

Data Collection Procedure

The distribution and collection of the questionnaire was done personally. The Institute for Educational Planning and Administration (IEPA) issued the researcher with an introductory letter to help establish her identity and seek co-operation of all respondents (See Appendix).

The duration of distribution and collection of questionnaire was about two months - from the beginning of May to the end of June, 2005. The researcher had to travel to all schools in the three circuits for the distribution and collection. Respondents agreed to complete the questionnaire within two weeks. However, the researcher had to make several trips to the schools before completed questionnaires were retrieved. Sometimes missing questionnaires had to be replaced. Absence of respondents in their schools also became a problem. All these made the process very slow. Notwithstanding the problems encountered, 98% of the questionnaires distributed were eventually retrieved.

Data Analysis

When the completed questionnaires were received they were first serially numbered to facilitate easy identification. This precaution was taken to ensure

quick detection of any source of error when they occurred in the tabulation of the data. The questionnaires were then edited. This editing was intended to identify and eliminate such errors as incomplete and inaccurate responses and to ensure uniformity of responses. The responses to the various items were coded, tabulated and analysed, since the study adopts a descriptive survey approach. Statistical analysis consisted mainly of the determination of frequencies, percentages and graphs.

CHAPTER FOUR

RESULTS AND DISCUSSION

The study examined the human resource / staff development practices in the Suhum Kraboa-Coaltar District. Respondents used for the study were District Education Office Staff, Teachers and Heads in the District. The main instrument used for the study was the questionnaire. Respondents who could not have the time to answer the questionnaire were interviewed using the questionnaire as an interview guide.

The areas of analysis were

1. The purpose of staff development
2. The need for staff development
3. Designed of human resource/ staff development programmes.
4. The methods appropriate for staff development
5. The problems associated with human resource development

The data was analysed through tabular representations of frequencies showing percentages and graphs for the variables using the SPSS.

Biographical Data

Status

Teachers, Heads and DEO staff were the three category of people who responded to the questionnaire. This is depicted in Table 2.

Table 2**Status of Respondents**

Status	Frequency	Percentage
Teachers	190	64.84
Heads	65	22.18
DEO Staff	38	12.96
Total	293	100

One hundred and ninety teachers, 65 heads and 38 District Education Office staff representing 64.84%, 22.20% and 12.96% respectively were used for the study. This shows that teachers formed the majority of respondents for the study, followed by school heads and the DEO staff is the least.

The questionnaire sought to find out whether respondents were male or female. The analysis is shown in Table 3

Table 3**Distribution of Respondents According to Gender**

Gender	Teachers		Heads		DEO Staff	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Male	116	61.1	48	73.8	33	86.8
Female	74	33.9	17	26.2	5	13.2
Total	190	100	65	100	38	100

From Table 3, it could be seen that 61.1% of the teachers were male while females were 38.9%. Male heads were 73.8% and 26.2% were female. Again 86.8% of the DEO Staff were male while females were only 13.2%. This shows that most of the teachers used for the study were men since males dominate the teaching profession in the Suhum Kraboa Coaltar district. The number of male Staff at the District Education Office also dominate that of the female staff. This could be attributed to the fact that males are willing to take responsibility when it comes to leadership positions, as it was confirmed by Carter (1988)

Age

Respondents were asked to indicate their age as at the last birthday. The ages ranged between 26 and 56 years and above. This is depicted in Table 4.

Table 4

Distribution of Respondents According to Age

Age	Teachers		Heads		DEO Staff	
	Frequency	%	Frequency	%	Frequency	%
26 – 35 years	75	39.6	2	3.1	1	2.6
36 – 45 years	39	20.5	3	4.6	10	26.3
46 – 55 years	45	23.6	44	67.7	16	42.2
56 years and above	31	16.3	16	24.6	11	28.9
Total	190	100	65	100	38	100

A cursory look at Table 4 shows that majority 60.1% of the teachers fall within the age group of 26 to 45 years which depicts that a large proportion of

teachers in the district are relatively young. Again the Table shows that only 2.6% out of the DEO Staff are between the ages of 26 to 35 years while the majority that is 97.4% are above 36 years. As it has already been indicated one has to be a classroom teacher for some time to gain enough experience, skill and maturity to work at the District Education Office. Afful (2002) supports this by saying that human resource ensures that organizations employ the right people with the right skills and knowledge.

Furthermore, as depicted in Table 3, out of the 65 head teachers and headmasters only 7.7% fell within the ages of 26 to 45 years. The rests were between 46 and above representing 92.3%. This shows that in this country one has to teach for a considerable number of years before that person qualifies as a head. Which also means that headship is not given as soon as a person enters the teaching profession.

Level Taught

A question was asked on the level teachers teach, be it at the Primary or Junior Secondary School (J.S.S.) Figure 2 illustrates the responses.

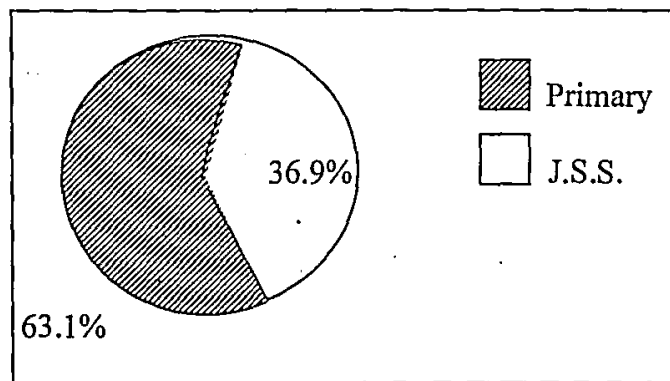


Figure 2: Levels at which Teachers Taught

Figure 2 indicates that majority of respondents, that is 63.1% teach in the Primary school while 36.9% teach in the JSS. This is so, because in Ghana there are more Primary Schools than JSS and Suhum Kraboa Coaltar is not exceptional.

Class Taught

On the class they teach, Heads and teachers alike were asked to provide information. Table 5 shows the analysis.

Table 5

Distribution of Heads According to Classes Taught

Class Taught	Frequency	Percentage
None	20	30.8
1 - 3	26	40
4 - 6	10	15.4
7 - 9	9	13.8
Total	65	100

An examination of Table 5 shows that majority of heads taught, that is 69.2%. This brings to light the fact that in addition to their administrative work, some heads also had classes to teach, making the work too cumbersome. Only 30.8% of Heads are detached and do not teach. Attached is the word being used for hands who do not teach because if you use detached, it means the person is being isolated from the school.

Table 6**Distribution of Teachers According to Subject Taught**

Subject	Frequency	Percentage
One subject	37	19.48
Two subjects	27	14.22
Three subjects	6	1.15
General/ All subjects	120	63.15
Total	190	100.00

As shown in Table 6, 70 respondents, representing 36.05% teach one up to three subjects. The majority of the teachers, that is 120 representing 63.15%, teach all subjects. This means those who teach all subjects are those who teach in the primary schools, that is classes 1-6 while the others teach in the JSS. In Suhum Kraboa Coaltar primary teachers teach all subjects while at JSS level, that is classes 7 – 9, teachers do subject teaching.

Table 7**Distribution of Heads According to Subjects Taught**

Subject	Frequency	Percentage
None	20	30.8
One subject	7	10.8
Two subjects	0	0.8
Three subjects	1	1.15
General / All subjects	37	56.9
Total	65	100.0

A look at Table 7 indicated that 30.8% heads do not teach. However, 56.9% heads who teach all subjects were those who teach at the primary school and at the same time do administrative work. This makes it difficult to do efficient work since they have to take charge of a class.

Professional Qualification

Professional qualification is important as far as teaching is concerned. It could be used to determine a teacher's position in the school. Respondents were asked to indicate their highest professional qualification. Their responses are indicated in Table 8.

Table 8

Distribution of Respondents According to Professional Qualification

Qualification	Teachers		Heads		DEO Staff	
	Frequency	%	Frequency	%	Frequency	%
M.Ed	0	0	0	0	2	2
B.Ed	34	18.7	18	27.7	24	63.2
Diploma	-	-	-	-	11	28.9
Cert. A. 3 year	80	42.1	21	32.3	1	2.6
Post Sec.						
Cert. A 2 years	-	-	2	3.1	-	-
Post Sec.						
Cert. A 4 yr.	70	36.4	24	36.9	-	-
Post Middle						
Cert. In Education	3	1.4	-	-	-	-
City and Guilds	3	1.4	-	-	-	-
Total	190	100	65	100	38	100

It can be realised from Table 8 that most DEO Staff (68.5%) are 1st and 2nd degree holders while 28.9% have the Diploma Certificate. Even though to qualify to work at the DEO Office one has to be at least a first degree holder, there are a few who are Diploma Certificate holders whose roles and position do not demand that higher qualification. People also have to rise through the ranks to gain experience and qualify them naturally for a position. Although the policy states that one has to be a first degree holder before working at the DEO, some staff members with Diploma were already there before the policy and it is only when they have gone on retirement or transferred that they could be replaced.

All heads in both the Primary and Junior Secondary Schools are qualified professionals. One cannot head a public school without the requisite certificate. Majority (69.2%) have the 3yr. Post Sec. or 4year Post Middle qualification which is the minimum requirement. Again, almost all the teachers are qualified to teach. Only 1.4% of them are not professional teachers and have the City and Guilds Certificate. Majority of the teachers with B.Ed and 3 years Post Sec. Certificate are to teach in the JSS while those with Cert A 4years teach in the primary schools.

Table 9, brings out the answer to the question to find out whether heads teach and do administrative work or do administrative work alone (attached).

Table 9

Heads who are Attached or Teach

Item	Frequency	%
1 teach	45	69.2
1 am detached	20	30.8
Total	65	100

Table .9, indicates that 69.2% of heads teach in addition to doing administrative work whilst 30.8% are those who do only administrative work, that is those who are attached. Those who teach and combine the teaching with administration have a dual role, which makes it difficult for them to organize staff development programmes.

Research Question 1: The purpose of Staff Development

In answer research question one, the researcher sought to identify the purpose of staff development from the organizers (Heads & DEO Staff) point of view. Five items were considered. Both the views of DEO Staff and heads were sought on the areas listed in Table 10.

Table 10**Perception of DEO Staff on the Purpose of Staff Development**

Item	Yes	No.
To equip individuals with knowledge	38(100%)	0(0%)
To perform tasks effectively	32(84.2%)	6(15.8%)
To be abreast with time	34(89.4%)	4(10.6%)
To meet technological advancement	6(15.8%)	32(84.2%)
To meet aspirations of the nation	26(68.4%)	12(31.5%)

A look at Table 10 indicates that the DEO Staff confirmed that the purpose of staff development is to equip individuals with knowledge, to perform tasks effectively and also to be abreast with time. Just few of the respondents (15.8%) accepted that the purpose of staff development is to meet technological advancement. Tyson and York (1996) emphasize that although work organization have as its first priority the achievement of its operational objectives, at the same time opportunities must be created for the use of development of knowledge and skills of the employees to the advantage of both the employer and the employee.

Table 11**Heads' Perception on the Purpose of Staff Development**

Item	Yes	No.
To equip individuals with knowledge	60(92.3)	5(7.6)
To perform tasks effectively	48 (73.8)	17(26.1)
To be abreast with time	54(85)	9(13.8)
To meet technological advancement	38(58.4)	27(41.5)
To meet aspirations of the nation	26(68.4%)	23(35.4%)

Majority of heads (92.3%) confirmed that the purpose of staff development is to equip individuals with knowledge, skills and abilities in order to perform their tasks effectively so that they will also be abreast with time. Concerning the purpose of staff develop being used to meet technological advancement, the heads had divergent views, while 58.4% sampled concluded the position was true, 41.5% said it was not true. Meanwhile, in developing the staff of the Komenda Edina Eguafu Abirem (KEEA) District Assembly it was mentioned that, things in the present socio-political dispensation in the society keep on changing. Policies, goals and objectives are also changing to meet the present technological advancement and aspirations of nations. (A handbook on Staff Development for KEEA).

In summing up, both the DEO Staff and headmasters/ headmistresses agreed that the purpose of staff development is to equip individuals with knowledge and also to be abreast with time. The heads also had divergent views on the purpose of staff development being used to meet technological advancement. While some supported it, others did not. The DEO Staff did not also support the idea that it was to meet technological advancement.

Research Question 2.-The need for Staff Development

As stated in research question 2, it was necessary to examine the need for staff development. Their responses are shown in Table 12.

Table 12**The Need for Staff Development**

Category	Yes	No.
Heads	64(98.47%)	1(1.1.53%)
Teachers	185(97.36)	5(2.64%)

Table 12 above indicates that heads and teachers responded in the affirmative that there was the need for staff development. Ninety-eight percent of heads and 97.4% of teachers confirmed that there was the need for staff development respectively. Only 1.53% heads and 2.64% teachers responded in the negative that there was no need for staff development.

Table 13**Teachers' Perception on the Need for Staff Development**

Item	Yes	No.
To upgrade the knowledge of teachers	162(85.2%)	28(14.73)
To equip teachers with skills	185 (97.36)	5(2.64)
For teachers to be effective	165(86.84)	25(13.16)
Introduction of new subjects	153(80.52)	37(19.48)
For induction	162(85.27)	28(14.73)

Table 14

Heads' Perception on the Need for Staff Development

Item	Yes	No
To upgrade the knowledge of teachers	55(84.61)	10(15.39)
To equip teachers with skills	64(98.6)	1(1.54)
For heads to be effective	45(83.07)	20(16.93)
Introduction of new subjects	58(90.76)	6(9.24)
For induction	63(96.92)	2(3.08)

From Tables 13 and 14 it can be detected that both teachers and heads see the need of staff development programmes. They agreed on the items indicated that staff development was to upgrade them with knowledge. Staff development is very necessary to officials of education due to the ever changing conditions in the educational system. It is therefore necessary that teachers and heads alike must continue to be trained to improve upon their knowledge and methods in order to enhance their performance in their various fields.

Again, 97.3% of teachers and 98.6% of heads endorsed that staff development was to equip them with skills. Since there are different subjects on the curricular, there are different methods of teaching and handling them. There is therefore the need to organize staff development programmes for teachers and heads to know the skills used in treating and teaching the subjects concerned and also know the use of the teaching learning materials.

For teachers and heads to be effective to face tasks ahead, there is the need for staff development programmes. Individuals become ineffective after they have

worked for a certain number of years. West (1989) mentioned a number of reasons. Firstly, it may be needed by individual staff who are becoming ineffective after five to seven years. Rebore (2001) on his part said staff development programmes create many avenues for teachers to upgrade their skills and knowledge in a subject area.

In 1987 when the New Educational Reforms was introduced, all 3-Year Post Sec. teachers and teachers teaching in the second cycle schools were summoned to a workshop to introduce them to the new reforms. Eighty-seven percent teachers and 83% heads confirmed that. Thus when new subjects are being introduced on the curriculum there is the need for development programmes, since it is necessary for teachers and heads to learn so that they would be able to impart them to the children they teach.

Induction is very important. This is also emphasized by McDonald (1993) cited in Ashcraft (1995) with the suggestion that quality induction of new staff could be the beginning and a central part of staff development. Rebore (1986) defined induction as the process designed to acquaint newly employed individual with the community, the school, district and with their colleagues. Heads and teachers need to be familiar with their new school, programme and colleagues. Orientation courses are given to staff for them to be aware of demands and facilities of a school or college, it helps them to feel emotionally secure and welcome in a new setting, to adjust to the work environment and also provide information needed to be successful in that setting. (Shelter & Stone 1986). Eighty-Five percent of teachers and 96.9% heads endorsed its need.

In a nutshell, almost all the teachers and heads endorsed that staff development is needed to upgrade their knowledge, equip them with skills, to introduce to them to new subjects and for induction. However, a few of them did not agree to the fact that staff development helps teachers and heads to be effective.

Analysis of Research Question 3: How Staff Development Programmes are Designed

The perception of heads and DEO Staff were sought to answer research question 3 on how human resource/ staff development programmes are designed. Five items were considered in these areas. Tables 15 and 16 show the response.

Table 15

Heads' Perception on How Human Resource/Staff Development Programmes are Designed

Item	Frequency	%	Rank
1. The schools districts goal and objectives are considered.	12	18.4	2
2. The needs of the staff are considered	28	43.3	1
3. Consideration of the commitment of staff	9	13.8	4
4. Consideration of resources for the programme	6	9.2	5
5. Consider action of the goals and objectives of the staff	10	15.3	3

Examining the items in Table 15, one can conclude that this is how staff development programme are designed. Item 2 which considers the needs of staff ranked the highest with a percentage of 43.3%. This is because needs assessment is done to determine the needs of teachers which warrant what type of staff development programme to be organised for them. This was followed by the schools districts goals & objectives and consideration of the goals and objectives of the staff respectively in that order. Even though resources plays a vital role in staff development programmes the heads, did not see it in that way.

Heller (1999) confirmed this by mentioning that the needs of the staff and the resources available as against organizational goals would determine the kind of training programme design to be selected.

Table 16

DEO Staff's Perception on How Human Resource /Staff Development Programmes are Designed

Item	Frequency	%	Rank
1. The school district goal and objectives are considered.	10	26.3	2
2. The needs of the staff are considered	16	42.1	1
3. Consider the commitment of staff	4	10.5	4
4. Consideration of resources for the programme	2	5.3	5
5. Consider the goals and objectives of the staff	6	15.8	3

Considering the variables in Table 16, respondents marked the second item that is considering the needs of staff as the most important with 42.1%. Other variables like the school districts goals and objectives and the goals and objectives of the staff were followed respectively with 26.3% and 15.8 %. The DEO Staff also did not attach much importance to resources which form a major aspect of staff development programmes.

As already mentioned in the review, in planning staff development programmes the following phases must be considered. The school district goals and objectives, commitment to staff development, needs assessment, consideration of resources, the content – goals and objectives of the staff and programme evaluation.

“Better schools” submits that one key factor is to assess the various needs and requirements that will help develop the staff, school, students as well as the community in which the school is situated. Since the primary purpose of a staff development programme is to increase the knowledge and skills of the employees, it also helps to increase the potential of the school district to attain its goals and objectives.

Research Question 4: Method Appropriate for Staff Development

Items were developed to find out what methods were appropriate for staff development. The responses of the respondent are indicated in Table 17.

Table 17**Perception of Respondents on Methods Appropriate for Staff Development**

Item	Teachers		Heads		DEO Staff	
	Frequency	%	Frequency	%	Frequency	%
Workshop	159	83.70	53	81.53	16	42.2
Seminar	18	9.48	4	6.15	14	29.0
Talk	1	0.52	3	4.61	1	2.6
Lecture	0	0	0	0	8	11.2
In-service training	11	5.52	5	7.69	14	29.0
Conference	1	0.52	-	-	1	2.6
	190	100	65	100	38	100

It is evident from Table 17 that workshop ranked first as the most appropriate method used for staff development programmes, 83.70% of teachers endorsed its use. From the submission of headmasters/ headmistresses, workshop was ranked high as the most appropriate method used for staff development. Whilst 7.69% and 6.15% of the heads mentioned in-service training and seminar respectively as also being appropriate for the programme, 9.48% and 5.79 teachers also endorsed seminar and in-service training as being used in that order.

Even though DEO Staff selected workshop as the most appropriate method for staff development, seminar and in-service training were equally suggested as appropriate for development programmes. Teachers and heads are

very familiar with workshop than all the other methods of staff development. This is so because most development programmes are in the form of workshop where buzz groups and small groups are used and also plenary presentation of discussions are made. There is also a time to share jokes and "break the ice" with "tools". Participants therefore feel at home and take active part in it.

All the three categories of respondents did not endorse lecture and conference as appropriate methods for staff development programmes. Rebores (2001) also indicated that there are several methods of delivery for staff development programmes. He cited 19 from the U.S. National Education Association Research Division as already discussed in the review.

It could be summarised therefore that, almost all the teachers and heads agreed that workshop was the most appropriate method used for Staff development programmes. Concerning the use of 'talk' and conference all the three respondents were not familiar with them. No teacher and head agreed that lecture was an appropriate method for staff development.

Research Question 5: Problems Associated with Human Resource

Management and Development

Research question five was designed to find out the problems associated with human resource development or extent to which human resource development is challenged. The perceptions of teachers, headmasters/headmistresses and DEO Staff were sought.

Table 18**Perception of Respondents on the Challenges of Staff Development**

Item	Teachers		Heads		DEO staff	
	Frequency	%	Frequency	%	Frequency	%
Lack of funds	153	80.52	49	75.39	28	73.6
Lack of time	13	6.84	11	16.92	7	18.5
Lack of personnel	24	12.64	5	7.69	3	7.9
Total	190	100	65	100	38	100

Prominent among the problems associated with human resource development are lack of funds, lack of time and lack of personnel. Out of the three problems identified, lack of funds seems to be most prominent and the one affecting human resource development most which was confirmed by 80.5% of teachers. This is so because in the organisation of programmes like workshops, seminars and in-service training, the Government of Ghana (GOG) has to provide funds for them but the GOG grants seldom come to the office for use. Monies again are also not released for teachers to attend conferences. Teachers themselves have to bear their own expenditure in such situations.

In granting of study leave, the quota has been cut down drastically making teachers not able to go on study leave with pay because of lack of funds. Presently most development programmes are organised by donor partners like the Department for International Development (DFID), Government Accountability Improves Trust II (GAIT II) Education Quality for All (EQUALL) programme and World Vision Ghana just to mention a few.

Teachers mentioned that lack of personnel to organise programmes was a challenge because, the heads who were the organisers for such programmes had a heavy schedule since they have to teach and at the same time do administrative work and hardly get time to organise in-service training. An examination of the table 17 indicates that the problem of lack of personnel does affect 7.69% of heads. Majority of them (75.39%) however endorsed lack of funds as a problem of human resource development.

Lack of time was also seen as a challenge since teachers would have to stay in after the normal class hours to have an in-service training. But they are not ready to sacrifice that time because of lack of motivation. Others have other things to do like setting exercises, marking, assessing and examining as already pointed out by Fielden et al (1973). Teachers have additional duties to perform, for instance, some are in charge of sports, music, culture and so on.

Lack of funds can also be realised from the Table 18 that 73.6% and 18.5% of the DEO Staff have confirmed that lack of funds and time are a problem when it comes to human resource development. Only 7.9% said lack of personnel was a problem. West (1989) critically proposed that authorities are not prepared to support training with both material and financial resources, and if the organizational structure does not encourage development, their aspirations would not be realised. Again, the District Education Office Staff have to organise programmes for heads and teachers on the field and since the GOG grants are not enough to do that, it has been seen as a challenge. Also time was a problem because they have to organise so many activities by different interventions in

addition to their normal duties. West (1989) identified some principles of any sound development. Among others, he contended that the human resource development must be supported by the organisation's leaders if it is to operate successfully.

All the three categories of respondents, namely, teachers, heads and DEO Staff confirmed that funds to organise staff development programmes was a big challenge. A few teachers identified lack of personnel to organise the programme as a problem but heads and DEO Staff on their part had different views. The respondents did not see that time was a problem. Concerning the problem of heads who teach and who are attached; it was found out that it was a challenge for heads who teach to perform their roles effectively and efficiently since one of them would have to be shelved.

CHAPTER FIVE

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

If schools today are going to do the job required of them at this computer age with the attendant technological development, there is the dire need for staff development. The development of human resources is the key to the success of the education enterprise. Educators should know that meaningful change takes place in individual human beings who are involved in the management of the educational system; hence staff development efforts should be devoted to the goal of assisting those involved in their own growth process.

This study focused attention on how the human resource/staff is developed in the Suhum Kraboa Coaltar District.

The study examined five main issues in the area of staff development.

1. The purpose of staff development
2. The need for staff development
3. How human resource / staff development programmes are designed.
4. The methods appropriate for staff development
5. The problems associated with human resource development or the extent to which human resource development is challenged

The major findings of the study have to do with the purpose of staff development; where the views of the DEO staff and the heads perception were

compared. All the DEO staff and most of the heads supported the need for staff development. Again looking at the need for staff development, teachers' and heads' perception were sought. The teachers and heads considered the upgrading of knowledge, equipping staff with skills, giving orientation or induction, for them to be effective, and giving staff development when new subjects are introduced as being the major factors that must be considered when talking about the need for staff development. This therefore means that for staff in any field to be developed all the above mentioned are paramount.

Both heads of schools and the DEO staff perceived that a lot of factors that is the school district goals and objective, the needs of the staff, the commitment of staff, the resources available and the goals and objective of the staff had a strong influence on designing staff development programmes. Moreover, one could see from the data analysis that the methods mainly used for staff development were workshop, seminar, in-service training and conference.

Finally, the study showed that lack of funds, lack of time and lack of personnel were the main problems associated with human resource development. Heads who teach had a dual role which created a problem since they might not have enough time for one of their roles. The population comprised three groups of people, namely, teachers, heads and DEO staff. In all, 75 schools in three circuits with 398 teachers were used together with 67 heads and 38 DEO Staff. A sample size of 190 teachers and 67 heads were randomly selected in addition to all the 67 heads and 38 DEO Staff who were purposively selected.

The research design adopted for the study was the descriptive survey which was deemed as appropriate. The questionnaire was the main instrument used in the study. There were different sets of questionnaires for the different category of respondents. The sections were on biographical data, the purpose and need of staff development and methods appropriate for staff development, how staff development programmes were designed, and the challenges of human resource development.

Pre-testing of the instrument was done to do away with ambiguities, inconsistencies and other inaccuracies in the questionnaire. The New Juaben Municipality was used for that purpose. The S.P.S.S was used in analyzing the data. Descriptive statistics was used to obtain frequencies and percentages.

Summary of Findings

The results of the survey were analysed and discussed in relation to the research questions. A number of findings were realized from the study with some supported from studies already made on human resource/staff development by authors like Rebore (2001), Tyson and York (1996), West (1989), Kennedy (2002) and Heller (1999).

The main findings were that

1. Majority of the respondents agreed that the purpose of staff development was to equip individuals with knowledge, to perform tasks effectively and also to be abreast with time. The headmasters/mistresses and the DEO staff had divergent views on staff development being used to meet the aspirations of the nations. While some of them were in support of that,

others were against it. The two groups of respondents did also agree that the purpose of staff development was to meet technological advancement.

2. The need of staff development was to upgrade the knowledge of teachers and heads due to the everchanging conditions in the educational system. This will help them to improve upon their performance. Staff development was also needed to equip them with skills so that they will be able to handle the various subjects on the curriculum. Again there was also the need for heads and teachers who were becoming ineffective after five to seven years to be effective when development programmes are organized for them as stated by West (2001) that staff development may be needed for staff who are becoming ineffective after five to seven years. It was also realized that induction is done to acquaint newly employed individuals with the school, the community and with their colleagues. It was also for them to feel emotionally secure in their new work environment. Majority of the respondents substantiated to those facts.
3. The study further revealed that the most appropriate method used for staff development programmes was workshop; this was followed by seminars and in-service training. The respondents were familiar with workshop that is why they endorsed its use. Since talk, lectures and conferences were not used much by all the three categories of respondents, they did not agree to their use for staff development programmes. Rebores (2001) had earlier on cited nineteen (19) staff development programmes from the U.S National Education Association Research Division. When designing staff

development programmes respondents endorsed the following areas to be considered

- (a) The School district goals and objectives
- (b) The needs of the staff
- (c) Commitment of staff
- (d) Resources for the programme
- (e) The goals and objectives of the staff.

Heller (1999) had confirmed that by mentioning that the needs of the staff and the resources available as against the goals of the organization determined the kind of training programmes design to be selected, "Better Schools" also submitted that one key factor was to assess the various needs and requirements that will help develop the staff, school, students and the entire community members.

4. It was evident from the study that there were some challenges associated with human resource/staff development programmes. Prominent among the problems were lack of funds, lack of time and lack of personnel. All the three respondents agreed that funds to organize programmes was a big challenge because the Government of Ghana (GOG) is not able to release the grants for such programmes. When it comes to the attendance of conferences monies were not given to teachers to do that and they have to bear their own expenses. The quota for granting of study leave has also been cut drastically by the former Minister for Education so most teachers are not able to upgrade themselves. A few of the respondents agreed that

time was a problem. However a few teachers identified that lack of personnel to organize the programme was a problem eventhough the heads and DEO staff did not see it that way. Heads on their part also mentioned that those who teach have a dual role to play and since they might not be able to have enough time for one of their roles it creates a problem for them.

Conclusions

The research confirmed that the purpose of staff development was to ensure that individuals were equipped with the necessary knowledge, skills and abilities in order to perform their job and tasks effectively and efficiently so that they will be abreast with time. The concept of staff development is recognized that all people may improve their capabilities and become more efficient at what they are doing. The programme therefore, offers the teacher the opportunity to upgrade his/her skills and knowledge, keep abreast with societal demands and get exposed to new methods of teaching. It, however came to light that even though there were various methods appropriate for staff development programmes, only workshop seminar and in-service training were familiar to the respondents.

These not withstanding, staff development has its attendant problems. The study revealed that funding, time and personnel to do staff development programmes were some challenges confronting human resource development. Staff development therefore is not only desirable but also an activity to which the GES must commit its human and physical resource if it is to maintain a viable and

knowledgeable staff. Recommendations will therefore be made which if effectively implemented will minimize the problem if not eradicated completely.

Like any other research, the study had limitations. A comprehensive study, using all teachers, heads and DEO Staff in the region or the country could have been possible if time limitation had not been as imposition. However, the findings can be used to make a generalization for all teachers, heads and DEO Staff in the District being considering the following the school district goals and objectives, the need of the staff, commitment of staff, resources for the programme and actions of the goals and objectives of the staff.

Recommendations

On the basis of the findings of this study, the following remedial measures are suggested for improving the human resource/staff development programmes.

1. All heads are to be attached for them to do the administrative work effectively and efficiently.
2. Funds for staff development programmes should be increased and should be released by the Government of Ghana (GOG) on time so that it would be used for the intended purpose.
3. The GES should set aside time for in-service training every year for teachers to be provided with skills and knowledge.
4. Heads should not be used as organizers of in-service training so that they can concentrate on their administrative work.

Further Research

Further research work can be conducted into the relationship between staff development and teacher effectiveness

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APPENDICES

Appendix A

Questionnaire for Teachers

Please tick the correct response or write your answers in the spaces provided. Any information given would be treated as confidential. Names of respondents are not required.

Personal Data

Section A

1. Gender/Sex [F] [M]

2. Age:
 [] 21- 30yrs
 [] 31-40yrs
 [] 41 - 50yrs
 [] 51 yrs and above

3. Level of school taught
 [A] Primary
 [B] J.S.S

4. Subject taught.....

5. Teaching experience.....
 [A] 1-10 years
 [B] 11- 20 years
 [C] 21-30 years
 [D] 31 years and above

6. Rank

[A] Cert. A

[B] Supt.

[C] Senior Supt.

[D] Principal Supt.

[E] Assistant Director

7. Total number of years in present school

[A] 1-5 years

[B] 6-10 years

[C] 11-15 years

[D] 16-30 years

[F] 31 years and above

8. Please state the highest professional qualification e.g. A 3 year Post Sec

.....

9. Please state the highest academic qualification e.g. MSLC

.....

Section B

10. Are you given any instructional support?

Yes [] No []

11. If yes, who gives it?

[A] Head

[B] DEO Staff

[C] GNAT

[D] Any Other

12. Do you write notes?

Yes [] No []

13. Do you submit notes for vetting?

Yes [] No []

14. Do you use TLMS in teaching?

Yes [] No []

If Yes how do you get them?

[] Given by the school;

[] Given by PTA

[] Given by GES

[] Any other

15. How many times a week are your notes vetted?

[] once a week

[] Two times a week

[] Any other

16. Does the school head observe you when teaching?

Yes [] No []

17. How often is that done?

[] once a week

[] twice a week

[] any other

18. Do you give enough output of work?

[A] Two

[B] Four

[C] Five

[D] Eight

[F] Any other

Section C

Please supply the following information

19. How many periods do you teach a week?

[A] 25 – 30 periods

[B] 31 – 35 periods

[C] 36 – 40 periods

[D] 41 and above

20. State the number of hours you use to prepare your lesson notes

.....

21. How long does it take to assess pupils' work?

.....

22. Do you have additional duties?

Yes [] No []

23. What are they? |

.....

24. How many hours go into the performance of these duties

[A] 1 hours

[B] 2 hours

[C] 3 hours

[D] Any other

Section D

Please tick where applicable

ITEMS	Most of the Time	Never	Sometimes	Often
25. Do you meet the deadline for submission of lesson notes?				
26. How often do you give exercises?				
27. How regularly do you vet your lessons notes?				
28. How often do you mark pupil's exercise?				
29. To what extent is/are your work appraised?				
30. How regular are you given instructional support?				

31. Do you need any staff development?

Yes [] No []

31 b). What is the need

[] to upgrade the knowledge of teachers

[] to equip teachers with skills

[] for heads to be effective

[] introduction of new subjects

[] for induction

32. If Yes what method is used?

[A] Workshop

[B] Seminar

[C] Conference

[D] Lecture

[F] Any other

33. What do you think are some of the challenges of staff development?

.....
.....

34. What are some of the problems in Human Resource Development

[A] Lack of fund

[B] Lack of Time

[C] Lack of personnel

[D] Any other.

APPENDIX B

Questionnaire for Headteachers/Headmasters

Please tick the correct response or write your answers in the spaces provided. Any information given would be treated as confidential. Names of respondents are not required.

Personal Data

Background Data

Section A

1. Gender/Sex [F] [M]

2. Age:
 - [] 26-35yrs
 - [] 36-45yrs
 - [] 46 – 55yrs
 - [] 56 yrs and above

3. Class taught.....

4. Subject taught.....

5. Teaching experience.....
 - [A] 1-10 years
 - [B] 11- 20 years
 - [C] 21-30 years
 - [D] 31 years and above

6. Rank

- [A] Cert. A
- [B] Supt.
- [C] Senior Supt.
- [D] Principal Supt.
- [E] Assistant Director

7. Total number of years in present school

- [A] 1-5 years
- [B] 6-10 years
- [C] 11-15 years
- [D] 16-30 years
- [F] 31 years and above

8. Please state the highest professional qualification e.g. A 3 year Post Sec

.....

9. Please state the highest academic qualification e.g. MSLC

.....

Section B

10. How many teachers do you have on your staff?

[] number of teachers

11. Do you have any untrained teacher on your staff?

Yes [] No []

If yes give the number of

12. Do you give the untrained teachers any instructional support?

Yes [] No []

13. How often do you give instruction support

[] number of times

14. Do your teachers submit their lesson notes on time?

Yes [] No [] Sometimes []

Do you ask teachers needs before given them instructional support?

If yes, how is it done?

Do you provide TLMS for teaching?

15. Do you vet teachers' lesson notes? YES NO

16. How many times are the notes vetted?

- Once a week
- Twice a week
- Any other

17. Do you observe teachers' teaching?

YES NO

18. How often is that done?

- Once a week
- Twice a week
- Any other

19. If YES, what are the methods to be used for staff development?

- A Workshop
- B Seminar
- C Talks
- D Symposium
- E Lecture
- Any other

20. What is the purpose of staff development?

- To equip individuals with skills
- To perform tasks effectively
- To be abreast with time
- To meet technological advancement
- To meet aspirations of the nation

Section C

21. Are you attached or you teach?

- I teach
- I am attached

22. How long do you use to vet teachers lesson notes

- 30 minutes
- 1 hour
- 1 ½ hours
- 2 hours

23. Do you perform any other duties in addition to your normal work?

YES NO

24. What are the additional duties?

.....

25. How many hours go into the performance of these duties?

- 1 hour
- 2 hour
- Any other

Section D

Could you please rate each item by using the following mode of response.

- A - Excellent
- B - Very Good
- C - Good
- D - Fair
- C - Poor

26. To what extent do teachers give exercises to pupils?

27. To what extent do teachers meet the deadline for submission of lesson notes?
.....

28. To what extent do teachers mark pupils' exercises?

29. To what extent are teachers' performance appraised?

Tick where appropriate

30. Are there any need of staff development? YES NO

What is the Need?

- To upgrade the knowledge of teachers
- To equip teachers with skills
- For heads to be effective
- Introduction of new subjects
- For induction

31. What are some of the challenges in staff development?

- Lack of funds
- Lack of time
- Lack of personnel
- Any other

32. How are staff development programmes designed?

- The school districts goal and objectives must be considered
- The needs of the staff are considered
- Consider the commitment of staff
- Consideration of resources for the programme
- Consider the goals and objectives of the staff

Appendix C

Questionnaire For District Office (DEO) Staff

Please tick the correct response or write your answer in the spaces provided. Any information given would be treated as confidential. Names of respondents are not required.

PERSONAL DATA

SECTION A

- 1. Gender / Sex F M

- 2. Age
 - 26yrs. – 35yrs.
 - 36yrs. – 45yrs.
 - 46yrs. – 55yrs.
 - 56yrs and above

- 3. Schedule in the office
- 4. Rank
- 5. Total number of years in the office.....
- 6. Please state the highest academic qualification. Eg. 'O' level, B.A.
.....
- 7. Please state the highest professional qualification. Eg. Cert, M. ED.
.....
- 8. Total number of years in present position

Section B

- 9. Do you have any untrained teacher in the district?
 YES NO

- 10. Do you give any orientation / induction regarding what is expected of them in any form?
 YES NO

- 11. Do you give any support to the trained teachers in the field of work?
 YES NO

12. Are you also given any support in the field of your work?

YES NO

13. What are some of the support that you give to teachers?

- Workshop
- Seminars
- Talk
- Demonstration lessons
- Conferences
- Lecture

14. What are some of the support given to you?

SECTION C

15. What form of training do you recommend?

- Workshop
- Seminars
- Talk
- Course
- Demonstration lessons
- Conferences

16. What is the purpose of staff development?

- To equip individuals with knowledge
- To perform tasks effectively
- To be abreast with time
- To meet technological advancement
- To meet aspirations of the nation

17. Are you happy with the academic performance of teachers?

YES NO

18. Do you feel that some form of training is needed to support your outfit?

YES NO

19. What constraints make it difficult to organize programmes in your outfit?

- Lack of funds
- Lack of time
- Lack of personnel
- An other

20. How are teachers posted to the district?

- Interview
- Transfer
- Posting of newly trained teachers

Section D

Please tick where applicable

Item	Often	Never	Sometimes	Always
21. How regularly do you visit schools?				
22. How often do you observe teachers Teach?				
23. How regularly do you give support to teachers?				
24. How often do you organize programmes for your teachers?				
25. How often are courses organized for You?				
26. How often do you get money to organize programmes				

27. Do you design development programmes? YES NO

28. How are they designed?

- The school districts goal and objectives must be considered
- The needs of the staff are considered
- Consider the commitment of staff
- Consideration of resources for the programme
- Consider the goals and objectives of the staff