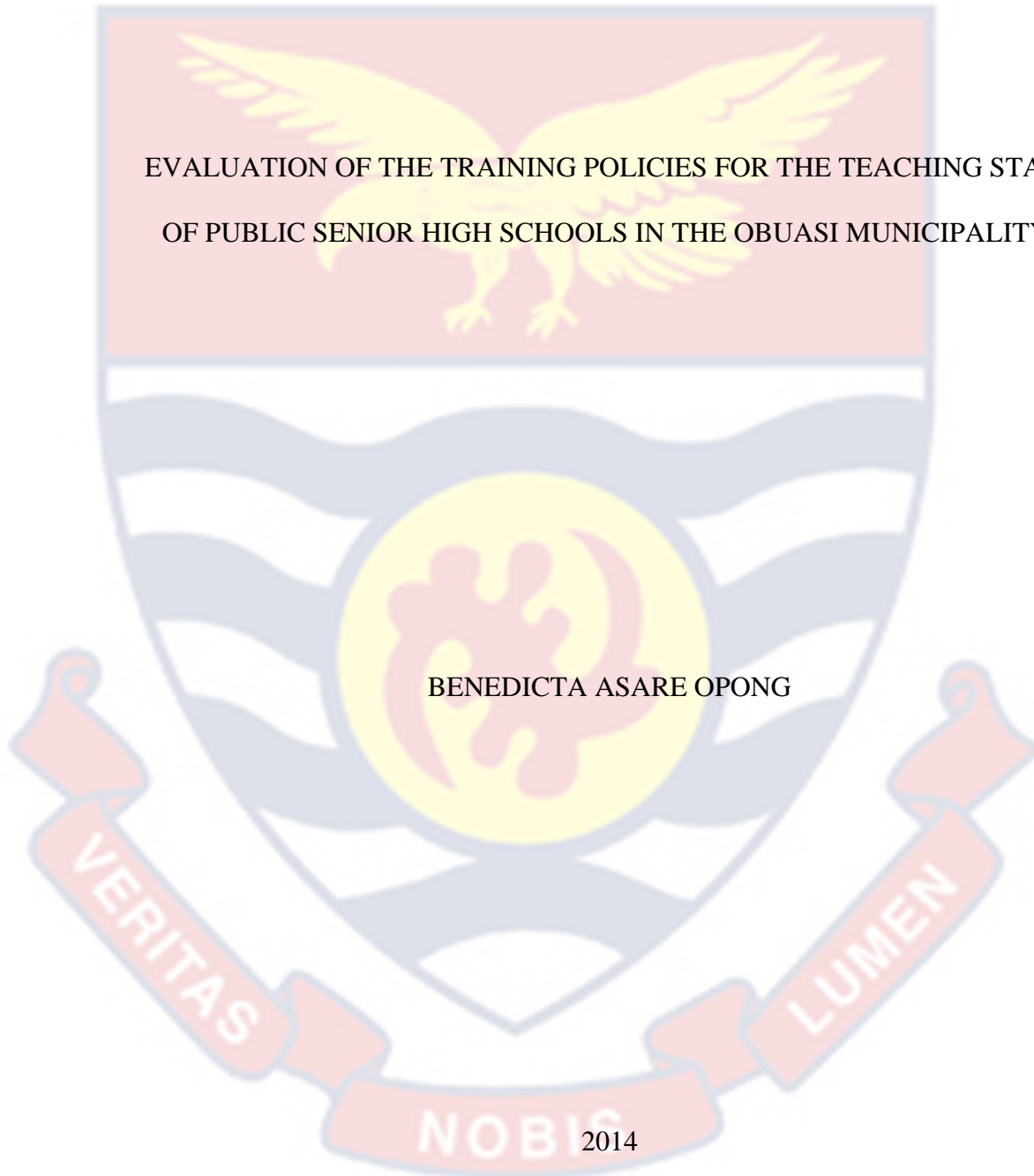


UNIVERSITY OF CAPE COAST

EVALUATION OF THE TRAINING POLICIES FOR THE TEACHING STAFF
OF PUBLIC SENIOR HIGH SCHOOLS IN THE OBUASI MUNICIPALITY.

BENEDICTA ASARE OPONG



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BY

BENEDICTA ASARE OPONG

DISSERTATION SUBMITTED TO THE INSTITUTE FOR DEVELOPMENT
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CAPE COAST, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
AWARD OF MASTER OF ARTS DEGREE IN HUMAN RESOURCE
MANAGEMENT

APRIL 2014

DECLARATION

Candidate's Declaration

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

Candidate's Name:

Signature:..... Date:

Supervisor's Declaration

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

Supervisor's Name:

Signature: Date:

ABSTRACT

The study evaluated the training policies and programmes of the Ghana Education Service (GES) for teachers of senior high schools. It was conducted at the Christ the King Catholic Senior High School and the Obuasi Technical Senior High School in the Obuasi Municipality. The study was a census which covered 55 teachers. Interview schedule and questionnaires were used to gather information. The data collected was analysed with the Statistical Product and Service Solutions (SPSS) (Version 16.0) software. The findings were presented in frequency tables and percentages.

The main findings of the study included the respondents attributing their lack of knowledge of the training policies to lack of accessibility of the training programmes, inadequate information and information reaching respondents later than usual. The great majority of the respondents wished to benefit regularly from the training policies which they suggested could take the form of in-service training, workshops, seminars and further studies. Also, the types of training programmes respondents had benefited from were study leave with pay, occasional short courses and workshops, distance education and sandwich programmes.

The study recommended that the GES should make the training programmes readily accessible to all teachers. Again, there should be easy release of teachers to attend training programmes. Finally, training programmes should be organized at least once every term to help teachers be abreast with the current trends in teaching and learning.

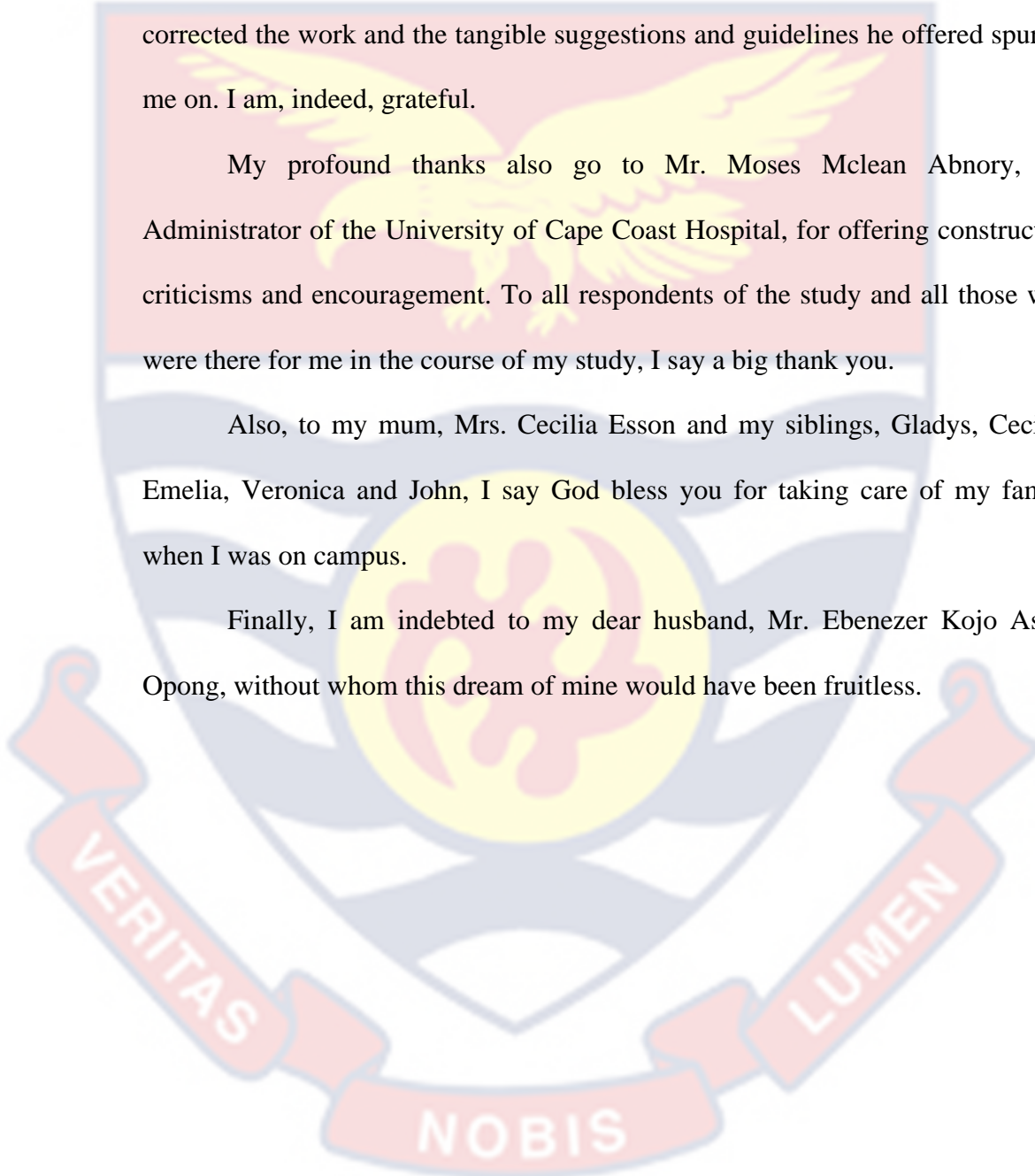
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Finally, I am indebted to my dear husband, Mr. Ebenezer Kojo Asare Opong, without whom this dream of mine would have been fruitless.



DEDICATION

To my wonderful husband, Mr. Ebenezer Asare Opong, and my three sons; Emmanuel, Samuel and Ron.



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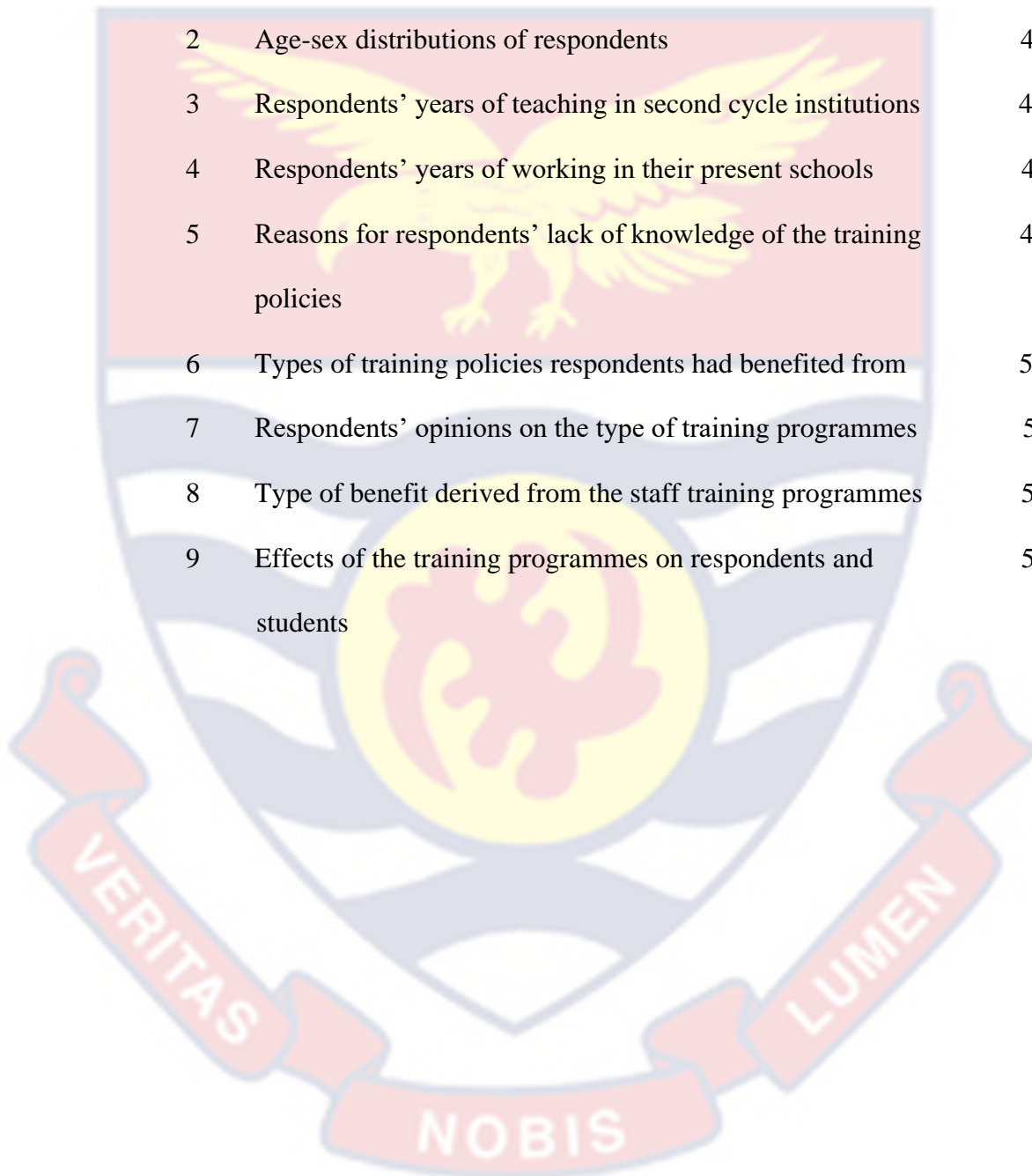
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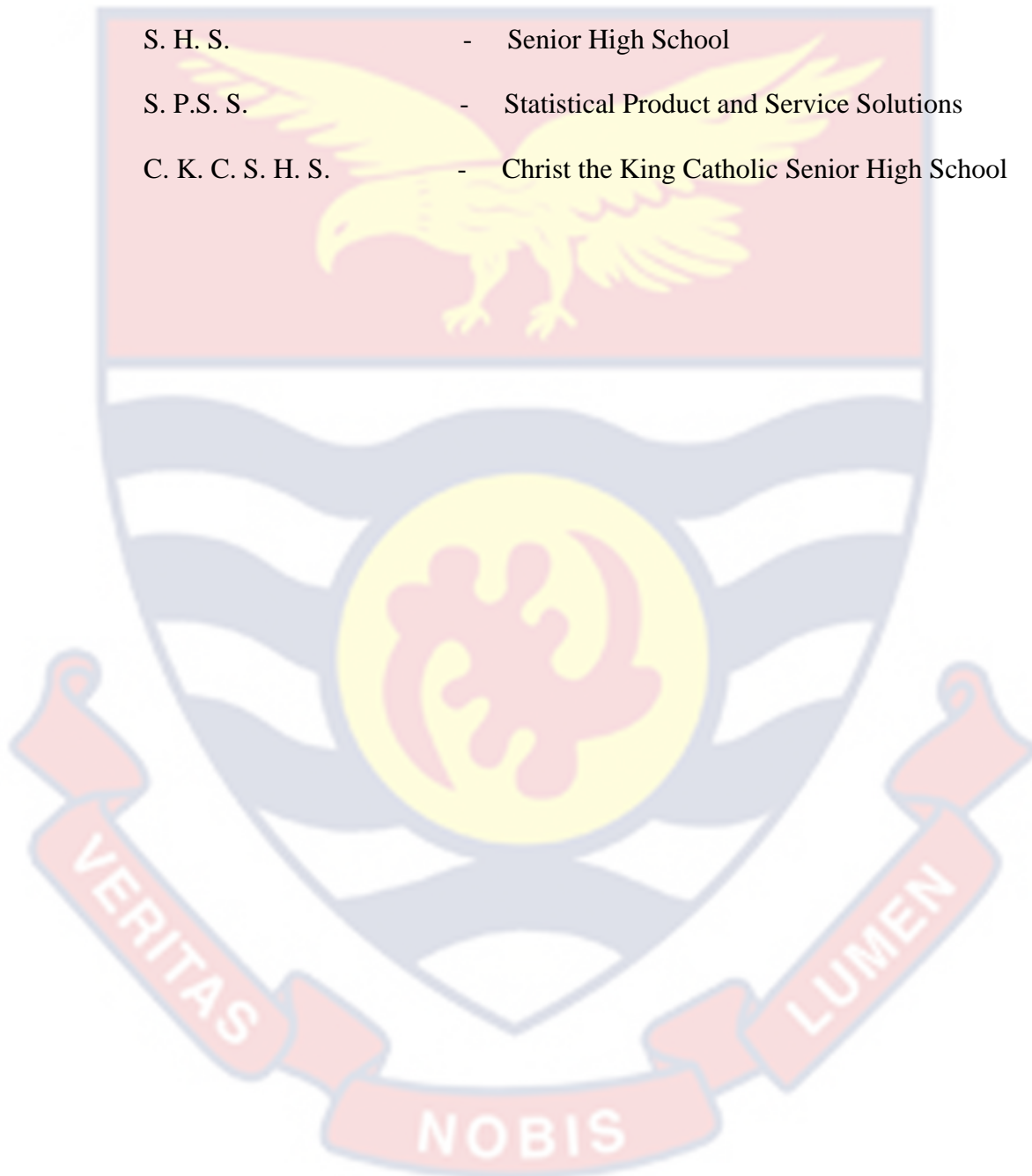
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LIST OF ABBREVIATIONS

- G. E. S. - Ghana Education Service
- M. O. E. - Ministry of Education
- S. H. S. - Senior High School
- S. P.S. S. - Statistical Product and Service Solutions
- C. K. C. S. H. S. - Christ the King Catholic Senior High School



CHAPTER ONE

INTRODUCTION

Background to the study

It is now being increasingly acknowledged that human resources represent the key competitive advantage for many organisations. These days, corporate bodies are more interested in knowledge based - human intellectual capital, and are focusing on creating products and services from ideas. The raw materials are our ideas and the knowledge from which they are generated.

Certainly, the primary purpose of any company or organization is to provide for the needs of the customer or client first. Even though it is not the primary purpose of an organization to provide for the human needs of its workers, the people in the organization still have their needs. If these needs are ignored beyond a certain point, productivity will begin to suffer, regardless of the overall competence of the workforce.

However, the organization's primary mission could be accomplished while creating an environment which allows the organization's human individuals to experience fulfillment. In so doing, the employees can have a sense of belonging and this could boost productivity. Therefore, it is most important for the management of organizations to institute a mechanism for regular updating of the skills and abilities of employees in order for them to be able take up new tasks

and responsibilities. One of the key methods of achieving this is by regular training.

Focusing on education, which could be said to be the key to success, it is believed that every nation, be it developed or underdeveloped, believes in the need to provide education for its people. Thus, it is the duty of teachers to teach and impart the various kinds of knowledge students need to develop.

However, it is sad to say that teachers receive little or no training in their various fields of endeavour. As a result, they are forced to stick to the traditional methods of teaching, thus, not introducing new things and ideas to make teaching and learning interesting. Mostly, teachers in the basic and senior high schools are the worst hit.

Senior high school teachers constitute one of the groups of people who receive low incomes with poor working conditions in the country. Yet, year after year, students pass through their hands, receiving the necessary training and knowledge their teachers have imparted to them. This then forms a basis for them to enter the various tertiary institutions, where they specialize in their various choices of career.

Owing to the fact that teachers in the public sector are said to be sometimes ignored when it comes to employee training, some have really lost the zeal and enthusiasm with which they used to work. The teachers in question no longer go all out to impart knowledge to their pupils and students. Moreover, they keep teaching the old things they learnt while in school. Yet, they are supposed to be in tune with current issues and work accordingly. This leaves some teachers

aggrieved since they believe they are not being properly handled by their employer as they should be, and so relax in the discharge of their duties. As a result, students who happen to be victims of such carefree teachers are left to their fate and so they do whatever they want to do. It is worth noting that these students are adolescents and so need the guidance of their teachers.

It is not surprising that there is an increase in worrying reports of students' involvement in armed robbery, the use of narcotic drugs, deviant behaviours, among others. In some schools, the students have been labeled as deviants, undisciplined and the like all because of the fact that some of their teachers have ignored them. These teachers have the mentality that, no matter what they do to the students, nothing would be done to change their conditions of service and so they leave the work undone.

In Ghana, the Ghana Education Service (GES) which is under the Ministry of Education is the main governmental body charged with this task of delivering quality education to the general public. The people who are to help this organization to realize its objectives are the teachers who teach under the GES. Thus, it is of essential value if they are encouraged to undergo training in the form of upgrading themselves to attain higher qualifications as well as being abreast with current trends in teaching. It is considered a motivational measure for teachers if they are given the necessary support for them to upgrade themselves. The policies the Ghana Education Service has for the training of its staff include: granting teachers study leave with pay or official sponsorship; distance education and sandwich courses, which are undertaken during leave periods and long

vacations; and occasional short courses for teachers at post, both in classrooms and offices. Today, many prominent people in the society are beneficiaries of some of these policies (MOE, 2000).

Statement of the problem

It is believed that the most valued assets of every organization are its human resource. Hence, it is expected that the training of teachers of the Ghana Education Service would be a priority, in that these teachers impart knowledge to students on a daily basis. Students in day senior high schools spend between eight to ten hours with their teachers on school days.

Those in boarding schools are with their teachers throughout the term till they vacate. It is in the light of this that teachers need training to be able to impart new ideas to students rather than the old things both the teachers and students are used to.

It was in the light of this that the Ministry of Education (MOE) and the Ghana Education Service (GES) since independence have institutionalized the granting of study leave with pay to serving teachers who satisfy the laid down criteria with respect to length of service and acceptance by recognized training institutions. That is to say, there was no quota to that regard. However, this policy came to a halt in 2000, when the GES modified its policies to place limitations on courses, institutions of choice and length of service. New stringent policy guidelines were then instituted, the rationale for which was that the service was

losing a lot of staff because most beneficiaries did not return to the classrooms to teach.

In addition to that, the Ghana Education Service was spending a greater part of its finances on paying allowances to teachers on study leave who later chose not to return to the classrooms to teach. Now, with the introduction of the quota system, teachers who are ready to benefit from the policies are given the chance to (MOE, 2000).

As a result of this limitation, not all teachers get to be beneficiaries of the policies concerning their training although they may be in dire need of them. This study, thus, sought to evaluate the teaching staff training policies the GES has for its employees and its impact on the teachers and students as a whole in the public senior high schools in the Obuasi Municipality.

Objectives of the study

The main objective of the study was to evaluate the training policies on teachers of public senior high schools in the Obuasi Municipality of the Ashanti Region.

The specific objectives of the study were to:

1. explore the level of knowledge of teachers on the training policies of the GES in the Obuasi Municipality of the Ashanti Region;
2. determine teachers' level of satisfaction with the policies;
3. determine the impact of the GES policies on students;

4. examine the effects of the training policies on the performance of teachers; and
5. make recommendations for reinforcing GES staff training policies.

Research questions

The study was guided by the following research questions:

1. To what extent do teachers know of the training policies of the GES?
2. What is the level of satisfaction of teachers with these policies?
3. What impact have the policies made on students?
4. What are the potential effects of the training policies on the performance of teachers?

Scope of the study

The study focused on the staff training policies that the GES had for its employees. It covered only teachers in the two public senior high schools in the Obuasi Municipality.

Significance of the study

The study would help improve the staff training programmes of the Ghana Education Service. Also, it would create the training awareness of the teachers and furthermore, improve teaching and learning.

Limitations of the study

The study did not cover all the teachers of the senior high schools in the study area because of limited resources, such as time, funds and logistics.

Operational definition of terms

Motivation – the act of giving teachers an incentive to teach.

Policy – a program of actions adopted by a group or government, or the set of principles on which they are based.

Programme – a system of procedures or activities that has a specific purpose.

Senior High School – a new name for Senior Secondary School in Ghana.

Staff – a particular group of employees within an institution or organization.

Teacher – someone who imparts knowledge unto others, especially as a profession.

Training – the process of learning a skill.

Upgrade – increase the status of teachers' jobs or positions.

Organisation of the dissertation

The dissertation is divided into five chapters. Chapter One begins the dissertation with an introduction to the study, the background to the study, statement of the problem, objectives of the study, research questions, scope of the

study, significance of the study, limitations of the study, operational definition of terms and the organization of the study.

A review of the relevant literature is done in Chapter Two. This is followed by the methodology in Chapter Three. The results and discussion are presented in Chapter Four. Chapter Five focuses on the summary, conclusions and recommendations on the study as well as suggestions for further research.



CHAPTER TWO

REVIEW OF LITERATURE

Introduction

This chapter reviews the related literature which pertains to this study. The review of the literature is carried out under the following sub-divisions: concept of policy; employee training and development; stages of training; types of training; methods of training; individual training methods; need for training; reasons for training; typical topics of employee training; general benefits of training; the importance of training; and the Ghana Education Service.

Concept of policy

Cole (2002) is of the view that a policy is a statement of intended conduct, or a rule of behaviour which is intended to apply across the organization. It is an expression of an organisation's values and beliefs concerning all the major functions of the enterprise. A policy has to be distinguished from a strategy, which is essentially a statement of long-term objectives to be achieved, and the principal mechanisms intended to enable this.

Mullins (2005) states that a policy is a course of action or inaction intended to accomplish some ends rather than specific decisions or actions. They note the following:

- A policy is a goal-oriented behavior;

- A policy consists of a course of action – not independent decisions made by government official;
- Policies are actions of governments, which may be different from what governments say they do; and
- Policies are directional (positive or negative). Positive policy indicates that a government has decided to solve a problem, while negative policy means that government does nothing to resolve the issue.

Furthermore, Mullins (2005) is of the view that, when the term policy is used, it may also refer to:

- Official government policy (legislation or guidelines that govern how laws should be put into operation);
- Broad ideas and goals in political manifestos and pamphlets; and
- A company or organization's policy on a particular topic. For example, the equal opportunity policy of a company shows that the company aims to treat its entire staff equally.

Mathis & Jackson (2000) go on to state that the goals of policy may vary widely according to the organization and the context in which they are made. Broadly, policies are typically instituted in order to avoid some negative effect that has been noticed in the organization, or to seek some positive benefit. Policies are dynamic; they are not just static lists of goals or laws. Policy blueprints have to be implemented, often with unexpected results. Social policies are what happens 'on the ground' when they are implemented, as well as what happens at the decision making or legislative stage.

Furthermore, Mathis & Jackson (2000) are of the view that there is often a gulf between stated policy (that is, which actions the organization intends to take) and the actions the organization actually takes. This difference is sometimes caused by political compromise over policy, while in other situations it is caused by lack of policy implementation and enforcement. Implementing policy may have unexpected results, stemming from a policy whose reach extends further than the problem it was originally crafted to address. Additionally, unpredictable results may arise from selective or idiosyncratic enforcement of policy.

Another school of thought is that the overall purpose of training and development policy is to set out guidelines and purpose for the training and development of employees that have a skill need or career path. The policy emphasises the importance of maintaining a continuous learning programme to develop a core of well-trained individuals whose performance will enhance the company's abilities to perform at a level that is consistent with growth and profitability objectives.

The training and development policy of a company ensures that all personnel are trained and become sufficiently experienced to the extent necessary to competently and effectively undertake their assigned activities and responsibilities. Companies aim to encourage their employees to make the most of learning opportunities to realise their own personal potential and enjoyment of their job (Burrow & Everard, 1998).

Employee training and development

In the field of human resource management, training and development is the field which is concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. According to the Chartered Institute of Personnel and Development, during its review of professional standards in 1999/2000, the term, employee development, was seen as too evocative of the master-slave relationship between employer and employee. This was meant for those who refer to their employees as “partners” or “associates” to be more comfortable with (Nookierookie, 2009).

As a concept, human resource development was rejected by academics, who objected to the idea that people were “resources” – an idea that they felt to be demeaning to the individual. Eventually, the Chartered Institute of Personnel and Development settled upon learning and development, although that was itself not free from problems. Moreover, the field is still widely known by other names.

Training and development encompasses three main activities: training, education and development. Under training, the activity is both focused upon and evaluated against the job that an individual currently holds. In education, the activity focuses upon the jobs that an individual may potentially hold in the future, and is evaluated against those jobs. Concerning development, the activity focuses upon the activities that the organization, which is employing the individual, or that the individual is part of, may partake in the future.

Broadly speaking, training needs arise from four sources, namely: the requirements of newcomers; shortfalls in employee performance; organizational

change; and the individual's expressed need. After employees (for that matter, teachers) have been recruited and placed in the organization, they need continual education and development so that both their needs and the objectives of the Ghana Education Service as an organization could be achieved.

Boachie-Mensah (2006, p.294) is of the view that training is "any process to improve employees' current job performance". To be effective, a training programme should involve a learning experience, be a planned organizational activity, and be designed in response to identified needs. In an ideal situation, a training programme should be designed to meet the goals of the organization, while, at the same time, meeting the goals of individual employees.

Boachie-Mensah goes on to say that, to be effective, a training programme should accomplish several objectives;

- it should be based on both organizational and individual needs;
- the objective of training should spell out what problems would be solved;
- all training should be based on sound theories of learning; and
- a training programme must be evaluated to determine whether it is working.

Dessler (2000) sees training to refer to the methods used to give new or present employees the skills they need to perform their jobs. That is to say, it shows a machinist how to operate his new machine, a new salesperson how to sell her firm's product, or a new supervisor how to interview and appraise employees.

Furthermore, before a training programme could be developed, training needs must be identified. Once the training needs have been identified, objectives must be stated in writing. The objectives provide a framework for the programme.

They must be concise, accurate, meaningful and challenging. Most training programmes use a variety of training approaches, since no one technique is best suited for every purpose (Boachie-Mensah, 2006).

Wexley and Latham (1981) also define training as planned efforts by organizations to increase employee competencies. Mathis and Jackson (2000) also argue that in a limited sense, training provides employees with specific identifiable knowledge and skills for use on their present job.

Stages of training

In a study of 100 organisations in the United Kingdom, Fill and Mullins (1990) report that training can be seen to pass through four main stages, namely: output training; task training; performance training; and strategic training.

Output training

This type of training is generally associated with small organizations, which, on employing an individual or investing in a new equipment, will endeavour to generate output as quickly as possible. This type of training is centred around the individual, is performed in-house and is only initiated when new equipment, products or persons are introduced into the organization. Output training is valid for all organizations, such as the Ghana Education Service, which introduce new employees on a continuous basis.

Task training

Task training involves selected individuals being sent on short training or college-based courses, such as health and safety regulations, manufacturers' familiarization courses and the financing of vocational evening classes. This type of training sees the first orientation (for a new staff) to the joint needs of the individual and the organization.

Performance training

Performance training arises when the organization has grown substantially and become well established. Training is viewed positively with a single person for the first time formally designated as responsible for training.

Strategic training

This type of training is reached when the organization recognizes and practises training as an integral part of the management of human resource. Human resource managers prepare organizational strategy and plans training in the light of both individual and organizational needs.

Fill and Mullins (1990) stress that these four stages need to be related to the concerns of the external environment in which the organization is operating, and different stages will be most appropriate at different times. Several factors may impinge upon organizations to make the need for change inevitable. Training for change is vital for the long term survival of an organization, and increasing

emphasis must be placed both on the need for continuous training to support change and on training as a vital investment for the future.

Types of training

Cascio (1992) is of the opinion that there are two types of training, namely: informal training and formal training.

Informal training

Informal training is rather casual and incidental. That is to say that there are no specified training goals as such, nor are there ways to evaluate if the training actually accomplished these goals or not. This type of training occurs so naturally that many people are not aware that training is taking place. A typical form of this type of training is learning from experience on the job. Some examples include: group discussions on a particular topic, informal discussions, reading on some topics from newspapers and journal articles.

Informal training is less effective than formal training, if one should intentionally be learning a specific area of knowledge or skill in a timely fashion. Hardly any thought is put into what learning is to occur and whether that learning occurred or not. However, this form of training often provides the deepest and richest learning because this form is what occurs naturally in life (Cascio, 1992).

Formal training

According to Cascio (1992), formal training is based on some standard form. Formal training might include: declaring certain learning objectives (or an

extent of knowledge, skills or abilities that will be reached by learners at the end of the training), using a variety of learning methods to reach the objectives, and then applying some kind(s) of evaluation activities at the end of the training.

The methods and means of evaluation might closely associate with the learning objectives, or might not. For example, courses, seminars and workshops often have a form. However, it is arguable whether or not their training and evaluation methods actually assess whether the objectives have been met or not.

Formal training, as a form of learning, is probably the most recognized because it includes the approach to learning as used in universities, colleges and training centres and it typically grants diplomas and certificates. Notably, this form of training, although readily available in teaching and learning institutions, is usually somewhat generic, that is, the programme is geared to accommodate the needs of most learners and not customized to any one learner. Therefore, a learner may pay tuition fees to learn knowledge and skills that he or she may not really need.

Another form of formal training is employee development plans. The plans identify performance goals, how the goals will be reached, by what time and who will verify their accomplishment. Formal training can be highly effective for helping learners gain desired areas of knowledge and skills in a timely fashion. A drawback is that learners can become somewhat passive, counting on the expert to show them what they should be doing and when.

Methods of training

According to Mathis and Jackson (2000), there are many different ways to train. The method by which training is delivered often varies, based on the needs of the company, the trainee, and on the task being performed. The method should suit the audience, the content, the business environment, and the learning objective. Ideally, the method chosen will motivate employees to learn, help employees prepare themselves for learning, enable the trainees to apply and practise what they have been taught, help trainees retain and transfer what they have learned, and integrate performance with other skills and knowledge.

Other factors affecting the choice of a training method include: age, gender, level of education of the trainees, learning styles of the trainees, number of trainees, budget and trainer's skills and training style.

Mathis and Jackson (2000) are of the view that some common group training methods include: lecture; demonstration; seminar; conference; panel; role playing; case studies; simulations and projects.

Lecture

A lecture is the method learners often most commonly associate with college and secondary education. Yet, it is also considered one of the least effective methods to use for adult learners. In this method, one person (the trainer) does all of the talking. He or she may use handouts, visual aids, question/answer, or posters to support the lecture. Communication is primarily one-way: from the instructor to the learner. Here, less time is needed for the trainer to prepare than other methods. It provides a lot of information quickly

when it is less important that the trainees retain a lot of details. However, it does not actively involve trainees in training process. The trainees forget much information if it is presented only orally (Mathis & Jackson, 2000).

Demonstration

Demonstration is very effective for basic skills training. The trainer shows trainees how to do something. The trainer may provide an opportunity for trainees to perform the task being demonstrated. This method emphasizes the trainee involvement. It engages several senses: seeing, hearing, feeling, touching. It, however, requires a great deal of trainer preparation and planning. There also needs to be an adequate space for the training to take place. If the trainer is not skilled in the task being taught, poor work habits can be learned by the trainee (Mathis & Jackson, 2000).

Seminar

Seminars often combine several group methods: lectures, discussions, conferences, demonstrations. Group members are involved in the training. The trainer can use many group methods as part of the seminar activity. Planning is time-consuming. The trainer must have skill in conducting a seminar. Moreover, more time is needed to conduct a seminar than is needed for many other methods (Mathis & Jackson, 2000).

Conference

The conference training method is a good problem-solving approach. A

group considers a specific problem or issue and they work to reach agreement on statements or solutions. There is a lot of trainee participation. The trainees build consensus and the trainer can use several methods (lecture, panel, and seminar) to keep sessions interesting. It can be difficult to control a group. Opinions generated at the conference may differ from the manager's ideas, thus, causing conflict (Mathis & Jackson, 2000).

Panel

A panel provides several points of view on a topic to seek alternatives to a situation. Panel members may have differing views but they must also have objective concerns for the purpose of the training. This is an excellent method for using outside resource people. Trainees often find it interesting to hear different points of view. The process invites employees to share their opinions and they are challenged to consider alternatives. It requires a great deal of preparation and the results of the method can be difficult to evaluate (Mathis & Jackson, 2000).

Role playing

During a role play, the trainees assume roles and act out situations connected to the learning concepts. It is good for customer service and sales training. Here, trainees can learn possible results of certain behaviors in a classroom situation. They get an opportunity to practice people skills. It is possible to experiment with many different approaches to a situation without alienating any actual customers. However, a lot of time is spent making a single

point. Trainers must be skilled and creative in helping the class learn from the situation. In some role play situations, only a few people get to practise while others watch (Mathis & Jackson, 2000).

Case studies

A case study is a description of a real or imagined situation which contains information that trainees can use to analyze what has occurred and why. The trainees recommend solutions based on the content provided. A case study can present a real-life situation which lets trainees consider what they would do. It can present a wide variety of skills in which applying knowledge is important. Cases can be difficult to write and time-consuming to discuss. The trainer must be creative and very skilled at leading discussions, making points, and keeping trainees on track (Mathis & Jackson, 2000).

Simulations

Trainees participate in a reality-based, interactive activity where they imitate actions required on the job. It is a useful technique for skills development. Training becomes more reality-based, as trainees are actively involved in the learning process. It directly applies to jobs performed after training. Simulations involve yet another learning style, increasing the chance that trainees will retain what they have learned. Simulations are time-consuming. The trainer must be very skilled and make sure that trainees practise the skills correctly. Only perfect practice makes one perfect (Mathis & Jackson, 2000).

Projects

Projects require the trainees to do something on the job which improves the business as well as helps them learn about the topic of training. It might involve participation on a team, the creation of a database, or the forming of a new process. The type of project will vary by business and the skill level of the trainee. This is a good training activity for experienced employees. Projects can be chosen which help solve problems or otherwise improve the operation. Trainees get first-hand experience in the topic of the training.

Little time is needed to prepare the training experience. Without proper introduction to the project and its purpose, trainees may think they are doing somebody else's work. Also, if they do not have an interest in the project or there is no immediate impact on their own jobs, it will be difficult to obtain and maintain their interest (Mathis & Jackson, 2000).

Individual training methods

Some common individual training methods include: self-discovery; movies/videos/computer-based training, mentoring; coaching; delegation; on-the-job training; and off-the-job training.

Self-discovery

Trainees discover the competencies on their own using such techniques as guided exercises, books, and research. Trainees are able to choose the learning style that works best for them. They are able to move at their own pace

and have a great deal of ownership over their learning. Trainees can easily get side-tracked and may move slower than the trainer desires. It is also more difficult to measure the employee's progress (Dessler, 2000).

Movies/videos/computer-based training

Content for the training experience comes primarily from a videotape or computer-based program. It is easy to provide this training and the trainer can follow-up with questions and discussion. It is also easy to assure that the same information is presented to each trainee. However, it is expensive to develop. Most trainers, choosing this option, must purchase the training from an outside vendor, making the content less specific to their needs (Dessler, 2000).

Mentoring

Cole (2002) sees mentoring as a learning relationship which is broader than that involved in coaching. It is skills or competency-focused. A mentor can tutor others in their learning. Mentors help employees solve problems both through training them in skills and through modeling effective attitudes and behaviors. This system is sometimes known as a buddy system. It can take place before, during, or after a shift. It gives the trainee individual attention and immediate feedback. It also helps the trainee get information regarding the business culture and organizational structure. Training can be interrupted if the mentor moves on. If a properly trained mentor is not chosen, the trainee can pick up bad habits.

Coaching

This refers to intensive training of one or more persons by another who uses instruction, demonstration and practice as his or her prime methods. Unlike other forms of instruction, which are often concerned with passing on facts or theoretical knowledge, coaching is about helping others to learn how to do things. Not surprisingly coaching is most often associated with sports and other practical skills, such as playing a musical instrument. It is centred around a skilled individual who passes on his or her skills in a fairly intimate way to an individual or small group. Coaches, by implication, have to be people who are already skilled to a high level; people who have already proven themselves to their peers and their public (Cole, 2002).

Delegation

Rees (1991) sees it to be a person conferring authority on a subordinate to act on his behalf. According to Cole (2002), this is essentially a power-sharing process in which a superior transfers part of his or her authority to another, more junior person. The amount of power which is shared will depend on such factors as the urgency of the situation, the assessment by the senior person of the other's readiness of power, and the willingness of the senior person to share in the first place.

Delegation usually takes place within an operational context and may well be dominated by considerations of urgency or sheer convenience. However, it could be used as a developmental tool for giving junior workers the chance to

practise or apply new skills in a planned way (Rees, 1991).

Cole (2002) is of the view that when choosing from among these methods, the trainer must decide which one best suits the trainees, the environment, and the investments available. Many trainers will choose to combine methods or vary them. Others will select a single method that works best for them and never vary. With so many options, a trainer is limited only by his or her creativity.

On-the-job training

Rees (1991) is of the view that this is the most common method of training. The trainee is placed on the job and the manager or mentor shows the trainee how to do the job. To be successful, the training should be done according to a structured program that uses task lists, job breakdowns, and performance standards as a lesson plan.

The training can be made extremely specific to the employee's needs. It is highly practical and reality-based. It also helps the employee establish important relationships with his or her supervisor or mentor. Training is not standardized for employees. There is often a tendency to have a person learn by doing the job, providing no real training.

Off-the-job training

The training takes place outside the workplace but attempts to simulate actual working conditions. The employee is sent to another location outside the business to learn a skill or acquire important knowledge. The advantages of off-the-job training include the following: specialists can be used to instruct the

employees; training can be more concentrated; it is more suitable for theoretical instruction; and it can be less stressful.

The disadvantages of off-the-job training include the following: there may be no direct link between the training and the job; it can be artificial; trainers may not know the specific conditions of the employment; it is usually more expensive; and employees cannot work whilst they are being trained (Rees, 1991).

Need for training

A few people who are hired for a particular job may have the necessary knowledge and skills needed to do that work. That is to say that most people in organizations need training from time to time. All employees, both old and new alike, require some form of training. Employees who are experienced could change from being average workers to expert workers with additional training.

Employee training and development allows employees to improve upon methods and procedures of doing things, learn to operate equipment among others. When training and development programmes are organized for employees, they are reminded of forgotten information that they may require to do their jobs effectively and efficiently.

Burrow & Everard (1998) are of the opinion that most businesses recognize the need for training and use training regularly for employees. On the average, employees participate in about two days of formal training each year. Companies invest billions of dollars in both formal and informal training.

According to their research, far more money is spent in the United States of America by private businesses on employee training than is spent on public education.

Cole (2002) is also of the view that there is the need for training when there is any shortfall in employee performance, or potential performance, which can be remedied by appropriate training.

Reasons for training

According to Harris (2000), training and development could be initiated for a number of reasons for an employee or a group of employees. These may include:

- When a performance appraisal indicates that an improvement in the employee's performance is needed;
- As part of succession planning to enable an employee to be eligible for a change in the role performed by the employee in the organization;
- To test the operation of a new performance management system;
- As part of an overall professional development program;
- To train and equip employees on a specific topic; and
- To "benchmark" the status of improvement so far in a performance improvement effort.

General benefits of training

Harris (2000) goes on to give some of the reasons why employers conduct training among employees. These may include:

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- The background of the page features a large, semi-transparent watermark of the University of Cape Coast logo. The logo is a shield-shaped crest with a yellow eagle with outstretched wings at the top. Below the eagle is a yellow sun with a red and white pattern inside. The shield is flanked by two red banners with white text. The left banner says 'VERITAS' and the right banner says 'LUMEN'. At the bottom of the shield is a red banner with white text that says 'NOBIS'.
- Increased job satisfaction and morale among employees;
 - Increased employee motivation;
 - Increased efficiencies in processes, resulting in financial gain;
 - Increased capacity to adopt new technologies and methods;
 - Increased innovation in strategies and products;
 - Reduced employee turnover and increases staff retention which saves money;
 - Enhanced company image, for instance, conducting ethics training;
 - Risk management, for example, training about sexual harassment, diversity training;
 - Employee's personal development;
 - Employee's career development;
 - Successful employee training delivers improvements in employee performance which, in turn, creates a better performing business and an improved bottom line;
 - Improved quality and productivity; and
 - Remaining competitive.

Typical topics of employee training

Wexley and Latham (1981) also outlined some topics which are typical of employee training. The topics include:

- **Communications:** The increasing diversity of today's workforce brings a wide variety of languages and customs;
- **Computer Skills:** Computer skills are becoming a necessity for conducting administrative and office tasks;
- **Customer Service:** Increased competition in today's global marketplace makes it critical that employees understand and meet the needs of customers;
- **Diversity:** Diversity training usually includes explanation about how people have different perspectives and views, and includes techniques to value diversity;
- **Ethics:** Today's society has increasing expectations about corporate social responsibility. Also, today's diverse workforce brings a wide variety of values and morals to the workplace;
- **Human relations:** The increased stresses of today's workplace can include misunderstandings and conflicts. Training can help people to get along at the workplace;
- **Quality initiatives:** Initiatives, such as Total Quality Management, Quality Circles and benchmarking require basic training about quality concepts, guidelines and standards for quality;

- Safety: Safety training is critical where working with heavy equipment, hazardous chemicals and repetitive activities, but can also be useful with practical advice for avoiding assaults; and
- Sexual harassment: Sexual harassment training usually includes careful description of the organisation's policies about sexual harassment, especially about what are inappropriate behaviours.

Employee training initiatives can transform organizations with providing extra skills to their employees to not only increase safety and productivity but training leads to higher job satisfaction, which shows up in better corporate performance. Valuable training also includes situational training that provides personnel the skill sets that allow them to make timely, knowledgeable decisions that benefit both the customer and the company.

Coffey and Atkinson (1994) point out that when employees have been trained properly, a major source of stress is eliminated. In general, education is the preparation of the mind and it is carried out remote from the actual work area, training is the systematic development of the attitude, knowledge, skill pattern required by a person to perform a given task or job adequately and development is the growth of the individual in terms of ability, understanding and awareness. Within an organization, all three are necessary in order to:

- Develop workers to undertake higher-grade tasks;
- Provide the conventional training of new and young workers (for example, as apprentices and clerks);
- Raise efficiency and standards of performance;

- Meet legislative requirements (for example, health and safety); and
- Inform people (induction training and pre-retirement courses).

Coffey and Atkinson (1994) go on to give the following as some of the

benefits of employee training:

- New skills and knowledge can be acquired;
- Existing skills and knowledge can be enhanced or updated, enabling people to further improve proven strengths;
- Weaknesses can be addressed or mechanisms put in place to compensate for shortfalls;
- Improvements in confidence, capability and competence;
- Employees feel supported and enabled in their work;
- Learning is progressed to practice in the workplace;
- Learning is used to improve performance at work;
- Learning is shared, enhancing team performance; and
- Wider impact in the organization through performance improvements and the dissemination of information, ideas and networking.

Cole (2002) is of the view that a systematic approach to training and development will generally follow a logical sequence of activities, commencing with the establishment of a policy and the resources to sustain it, followed by an assessment of training needs, for which appropriate training is provided, and, ending with some form of evaluation and feedback.

The importance of training

Nookierookie (2009) outlines some important areas of staff training in organisations. They include the following:

- Optimum Utilization of Human Resources - Training helps in optimizing the utilization of human resource that further helps the employee to achieve the organizational goals as well as their individual goals;
- Development of Human Resources - Training helps to provide an opportunity and broad structure for the development of human resources' technical and behavioral skills in an organization. It also helps the employees in attaining personal growth;
- Development of skills of employees - Training helps in increasing the job knowledge and skills of employees at each level. It helps to expand the horizons of human intellect and an overall personality of the employees;
- Productivity - Training helps in increasing the productivity of the employees that helps the organization further to achieve its long-term goals;
- Team spirit - Training helps in inculcating the sense of team work, team spirit, and inter-team collaborations. It helps in inculcating the zeal to learn within the employees;

- Organization Culture - Training helps to develop and improve the organizational health culture and effectiveness. It helps in creating the learning culture within the organization;
- Organization Climate - Training helps building the positive perception and feeling about the organization. The employees get these feelings from leaders, subordinates, and peers;
- Quality - Training helps in improving upon the quality of work and work-life;
- Healthy work-environment - Training helps in creating the healthy working environment. It helps to build good employee, relationship so that individual goals align with organizational goals;
- Health and Safety - Training helps in improving the health and safety of the organization, thus, preventing obsolescence;
- Morale - Training helps in improving the morale of the work force;
- Image - Training helps in creating a better corporate image;
- Profitability - Training leads to improved profitability and more positive attitudes towards profit orientation;
- Training aids in organizational development. It helps in understanding and carrying out organisational policies; and
- Training helps in developing leadership skills, motivation, loyalty, better attitudes, and other aspects that successful workers and managers usually display.

Rees (1991) also thinks that the reason why training is often considered optional at many organisations is that it is thought of as an expense rather than an investment. However, if you hire good employees, a wise policy to adopt would be to invest in the development of their skills. Not only does a training investment provide your employees with the necessary professional or technical skills needed to increase productivity, it also shows your commitment to them. In addition, it shows that you are interested in bringing them along into the future of the organization.

Most commonly, training is only offered to new employees. However, on-going training for current employees not only helps them adjust to rapidly changing job requirements and technologies, but it also builds a more efficient, effective and highly motivated team. This enhances the organisation's competitive position and improves employee morale. Employees generally develop a greater sense of self-worth, dignity and well-being as they become more valuable to the organization. A well-conceived training programme can help an organization to succeed. Although most organisations want to succeed, many still do not engage in training programmes for either lack of time and/or finances (Rees, 1991).

However, if a company would like to further the success of its business, it should work towards developing the skills of all employees through training to reduce the shortage in that industry. Conducting a solid approach to training, an organization is sure to guarantee itself a return on investment and ensure employee loyalty (Rees, 1991).

The Ghana Education Service

The GES is the main body in Ghana charged solely with the delivery of quality education to Ghanaians and anybody else who wishes to study in Ghana. It was established in 1974 as the sole agency charged with implementing the pre-university education policies of the Ministry of Education (MOE). The overall goal of the Ministry is to provide relevant and quality education for all Ghanaians, especially the disadvantaged, to enable them acquire skills which will make them functionally literate and productive to facilitate poverty alleviation and promote the rapid socio-economic growth of the country.

According to the MOE (2001), a Director-General heads the GES with a National Directorate, ten regional directorates and Municipal and District Offices. The Regional Directors are assisted in their duties by a number of Assistant Directors and Principal and Senior Superintendents. There has been the need for the recruitment of more qualified teachers into the service, since, over the years, most experienced teachers have been absorbed into the administrative functions of the service. The GES emphasizes the following:

- Improving the quality of teaching and learning.
- Improving the management of efficiency of the educational sector.
- Improving the access to and participation in basic education (MOE 2001).

In addition, the GES controls the Colleges of Education in the country and these are affiliated to the Institute of Education, University of Cape Coast in the Central Region. In collaboration with the colleges of education, the Institute trains

and issues the Diploma Certificate which is the entry point requirement for teaching at the basic level.

The training policy of the GES has always been a means of motivation to the beneficiaries. The study leave with pay, the occasional short courses and workshops for teachers, the distance education and sandwich programmes are to keep teachers in the classrooms in the wider interest of the service. The policies also aim at equipping the teachers to provide quality education for Ghanaians and other nationals who study in Ghana.

According to Nyaogbe (1993), the observation of some researchers and educationalists led to the policy measures which addressed the large number of basic and high school teachers who qualify for the facility at any given period. However, owing to the increasing budgetary constraints and budget cuts by the government of Ghana, the GES has had to place restrictions on access to the facility which was previously unrestrictive.

The mission of the MOE is to carry out the Government's vision of using quality education delivery to accelerate the nation's socio- economic development through the following action plan:

- Expanding access to education at all levels of education;
- Providing and improving infrastructural facilities;
- Raising the quality of teaching and learning for effective outcomes;
- Making education more relevant to national goals and aspirations by focusing on vocational and technical education; and

- Making tertiary education more cost effective (MOE, 2001).

Raising the quality of teaching and learning for effective outcomes requires that teachers be effectively trained and developed to be able to achieve this. Again, there are some other intervention programmes which have helped effective teaching and learning. These programmes were aimed at quality improvement in all levels of the educational structure. Some of the programmes include:

- Child school community processing education;
- Performance monitoring test/school performance appraisal;
- School health education programme;
- Upgrading of one Senior High School in each district;
- Promoting science technology and mathematics education;
- Strengthening information and communication technology;
- Teacher training programmes;
- Provision of incentives to teachers;
- Accelerating promotions when they are due;
- Promotion of distance education; and
- Provision of new infrastructure in the tertiary institutions to increase their intake capacities (MOE, 2001).

CHAPTER THREE

METHODOLOGY

Introduction

This chapter discusses the various aspects of the methodology used in the study. It covers: the type of design used in the study, the study area, the study population, the sampling procedures, the sources of data, the data collection instruments, the fieldwork as well as the processing and analysis of the data used in the evaluation of the policies of the G. E. S. with regard to the training of teachers of senior high schools.

Research design

The study used an evaluative survey research design, with the Obuasi Municipality as a case study. It was based on the perceptions of teachers in the Obuasi Municipality of the various training policies the Ghana Education Service had and how teachers perceived them. It also looked at how far teachers were motivated by the training policies and how they affected their performance as teachers.

Study area

The study was carried out at Obuasi, the capital of the Adansi West District. It is one of the 166 Districts of Ghana, created in March, 2007 as part of

government's effort to further decentralize governance. It is located in the southern part of the Ashanti Region of Ghana between latitude 5.35N and 5.65N and longitude 6.35N and 6.90N. It covers a land area of 162.4sq km and has 53 communities. It is about 70kms away from the Ashanti regional capital of Kumasi. Politically and administratively, Obuasi is now a municipality with an estimated population of 205,000 and an annual population growth rate of 4 percent (www.obuasicity.com).

Obuasi has hilly and undulating topography and the climate is of the semi-equatorial type with a double rainfall regime. The mean annual rainfall ranges between 125mm and 175mm. The mean average annual temperature is 25.5 degrees and relative humidity is 75 percent – 80 percent in the wet season. Since its birth, Obuasi has been known globally for its gold deposits. The name Obuasi literally means “under the rock”, referring to the rich gold deposits in the rocks of Obuasi (www.obuasicity.com).

The presence of the famous, rich and biggest gold mine in Ghana (AngloGold Ashanti Ltd, Obuasi Mine) and its allied industries and companies make the town a very fast moving one during both day and night. With the influx of expatriate workers mostly from South Africa, a number of businesses are being set up to meet the needs of the expatriates. Apart from the expatriates, there are people from other parts of Ghana who are also working with AngloGold Ashanti Ltd (Obuasi Mine), the banks and the other organizations in the Obuasi Municipality. The indigenous people are mostly traders and farmers.

Concerning education, Obuasi is home to two public senior high schools, that is the Obuasi Senior High Technical School and the Christ the King Catholic Senior High School. Apart from these, there are 51 Primary Schools and 28 Junior High Schools (owned by the government and private individuals) as well as five senior high, vocational and technical schools also owned by some private individuals.

Because education is considered a priority in the town, the Member of Parliament for the area has instituted a scholarship scheme for some selected students who are brilliant but needy. He also organizes free vacation classes for senior high school students anytime they are on the long vacation. Some students also enjoy scholarship from other organizations in the Municipality.

Study population

The study population was made up of the entire teaching staff of the two public Senior High Schools in the Obuasi Municipality (Obuasi Senior High Technical School and the Christ the King Catholic Senior High School) and the staff of the Ghana Education Service, Obuasi Municipal Office.

Sampling procedures

Purposive sampling was used to select the two public senior high schools in the Obuasi Municipality. The two were the Christ the King Senior High and the Obuasi Senior High Technical Schools. A census of the two schools was used because they were the only public senior high schools in the Obuasi Municipality. The total number of permanent teachers at the Christ the King Catholic Senior

High School was 25, whereas the total number of teachers at the Obuasi Senior High Technical School was 30, making a total of 55. As a result of the smallness of the population size, all the permanent teachers of the two schools were used in the study. Thus, a census of all the teachers, rather than a sample, was used for the study.

Purposive sampling was used to select a member of staff each from the GES Headquarters and the Obuasi Municipal Office. The two were made up of the Director in charge of human resource development and an Assistant Director in charge of human resource development respectively. The two officers in charge of human resource development were purposively selected because they were the right people from whom relevant information on GES staff development could be obtained. The total number of respondents for the study was 57. Table 1 shows the sampling distribution of the respondents.

Table 1: Sampling distribution of respondents

Respondents	Number	Percentage
Obuasi Tech. S.H.S	30	52.7
C.K.C.S.H.S	25	43.9
Director	1	1.7
Assistant Director	1	1.7
Total	57	100.0

Source: Field Data, 2010.

Sources of data

The study used both primary and secondary sources of data. The primary sources of data involved information from interview sessions and discussions with key informants who were well-versed in the subject matter. Information was also gained from all teachers from the two public senior high schools. In addition, secondary data were collected from policy documents available at the Ministry of Education and the GES headquarters in Accra.

Data collection instruments

The questionnaires and the interview schedules were the main instruments used for the study. Questionnaires (Appendix II) were administered to the teachers. They were designed to capture information on the accessibility of the training and development policies of the GES and the perception of teachers about them. The interview schedule (Appendix I) was used for the key informants who were staff of the Municipal Education Office and the GES headquarters. They were interviewed to determine their views on the issues arising out of the staff training policies.

Items in the instruments included characteristics of respondents; professional status; and the staff training policies. The content validity of both the interview schedules and the questionnaires was ensured by the research supervisor and the necessary corrections made before they were finally administered.

Fieldwork

The fieldwork began in November, 2010 and lasted for one month. Before that, the researcher had gone on a familiarization visit to the two public senior high schools to enquire about their staff strength and also make her intentions known to them.

The researcher employed the services of some teachers in the two public senior high schools in the Obuasi Municipality to help distribute the questionnaires to the permanent teachers there and collect them afterwards. In all, 55 questionnaires were administered to all the teachers.

Interview schedules were also used for the key informants who were staff of the Municipal Education Office and the GES headquarters. Within the one month, the researcher tried on a number of occasions before getting the staff of the Municipal Education Office and the GES headquarters to book appointments for the interviews. On the appointment days, the researcher went and conducted the interviews.

In all, although the fieldwork was full of challenges, the researcher was satisfied at the end of it since all the relevant information needed for the study was collected.

Data processing and analysis

The assembled interview schedules and questionnaires were scrutinized for completeness and accuracy. This was done one by one to verify and look out for omissions and mistakes. The data was then organized and subjected to

statistical analysis, using the Statistical Product and Service Solutions (SPSS) (Version 16.0) computer software. The results were presented in frequency tables and percentages.



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The results of the study, which are based on its objectives, are presented and discussed in this chapter. The discussion is done under the following sub-headings:

- Background characteristics of teachers;
- Respondents' knowledge of the training policies;
- Respondents' opinions on the form of their training programmes;
- Type of benefit derived from the staff training programmes;
- Effects of the training programmes on respondents and their students; and
- Suggestions given by respondents to the GES concerning the training programmes for its staff.

Background characteristics of respondents

The findings of the study showed that the teachers were made up of 67.3 percent males and 32.7 percent females. The study also looked at the ages of the teachers in the two senior high schools in the municipality. The mean age of all the teachers was 37 with 37.5 for the male teachers and 35.8 for the female teachers, as shown in Table 2.

Table 2: Age-sex distribution of respondents

Age Group	Males		Females		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
25-29	6	16.2	3	16.7	9	16.4
30-34	7	18.9	7	38.9	14	25.5
35-39	12	32.4	1	5.5	13	23.6
40-44	1	2.7	5	27.8	6	10.9
45 and above	11	29.8	2	11.1	13	23.6
Total	37	100.0	18	100.0	55	100.0
	$\bar{x} = 37.5$		$\bar{x} = 35.8$		$\bar{x} = 37$	

Source: Field Data, 2010.

The study also took a look at the marital status of the respondents. It came out that 69.1 percent of the respondents were married, while 30.9 percent were single.

A look into the positions occupied by the respondents revealed that 70.9 percent were Principal Superintendents, while the highest position occupied by the respondents was the position of Assistant Director, which was represented by 18.2 percent of the respondents. In addition to that, 10.9 percent were Senior Superintendents.

An investigation into the respondents' academic qualifications revealed that 85.5 percent held the first degree. The highest qualification of the respondents was the Post Graduate or Masters degree, which had been obtained

by 10.9 percent of the respondents. Again, 3.6 percent had obtained the Diploma certificate.

Concerning the number of years respondents had been teaching in second cycle institutions, 36.4 percent had taught for a period of 4 to 6 years in second cycle institutions. Also, 34.5 percent responded that they had taught in second cycle institutions for a period of 1 to 3 years. Again, 10.9 percent had taught from 10 to 12 years. The respondents who had taught for 7 to 9 years were 9.1 percent, whereas another 9.1 percent had taught for 13 years and beyond, as presented in Table 3.

Table 3: Respondents' years of teaching in second cycle institutions

Years	Number	Percentage
1-3	19	34.5
4-6	20	36.4
7-9	5	9.1
10-12	6	10.9
13 and above	5	9.1
Total	55	100.0

Source: Field Data, 2010.

The study also took a look at the number of years the respondents had taught in their present schools. It came out that 47.3 percent had taught between 4 to 6 years, 38.3 percent had taught for 1 to 3 years, 5.4 percent had taught for 7 to

9, another 5.4 percent had taught from 10 to 12 years and 3.6 percent had taught for 13 to 15 years, as shown in Table 4.

Table 4: Respondents' years of teaching in their present schools

Years	Number	Percentage
1-3	21	38.3
4-6	26	47.3
7-9	3	5.4
10-12	3	5.4
13-15	2	3.6
Total	55	100.0

Source: Field Data, 2010.

Respondents' knowledge of the training policies

With regard to the respondents' knowledge of the training policies the Ghana Education Service had for its staff, it was realized that 54.5 percent of the respondents had knowledge of the policies, whereas 45.5 percent had no knowledge of the staff training policies.

Concerning the reasons given by the respondents for their lack of knowledge of the training policies, Table 5 clearly shows that 41.3 percent attributed it to lack of accessibility of the training policies. 38.2 percent were of the view that inadequate information led to the lack of knowledge, whereas the

remaining 20.5 percentage attributed it to the information reaching them late on most occasions.

Table 5: Reasons for respondents' lack of knowledge of the training policies

Reasons	Number	Percentage
Inadequate information	21	38.2
Inaccessibility of training policies	23	41.3
Information reaching respondents late	11	20.5
Total	55	100.0

Source: Field Data, 2010.

With regard to the opportunity for benefiting from the policy, 54.5 percent of the respondents had had the chance of benefiting from the staff training policies, with the remaining 45.5 percent not having had that opportunity. This shows that there are still quite a sizeable number of teachers of public senior high schools who are yet to have the opportunity of enjoying these training programmes of the Ghana Education Service.

The study then looked at the type of policy that the respondents had benefited from. As shown in Table 6, 47 percent of those who had benefited from the policies had obtained study leave with pay; Concerning occasional short courses and workshops 26.5 percent had benefited from that. Again, 11.8 percent, had also benefited from other training programmes, with 8.8 percent having

benefited from sandwich programmes, and 5.9 percent had also benefited from distance education programmes, as shown in Table 6.

Table 6: Types of training policies respondents had benefited from

Policy	Number	Percentage
Study leave with pay	16	47.0
Occasional short courses and workshops	9	26.5
Distance Education	2	5.9
Sandwich Programmes	3	8.8
Others	4	11.8
Total	34*	100.0

*Less than the number of respondents because of non-response.

Source: Field Data, 2010.

Furthermore, the study looked at the number of times the respondents had benefited from the policies. Here, 23.5 percent had had the opportunity of benefiting once, 29.4 percent had had the chance of benefiting twice, with 14.1 percent having had the opportunity of benefiting three times. Also, 9.5 percent of the respondents had benefited four times, while 23.5 percent had benefited five times or more.

With regard to the number of times the respondents wished to benefit from the policies, 43.6 percent were of the view that they had to be given the opportunity of benefiting once a year, 25.5 percent thought that in a year, they

should have two chances of benefiting from the policies. Furthermore, 14.5 percent suggested that four times a year would be the best. Again, 12.7 percent thought that three times a year, which implied once a term, would do. However, 3.7 percent of the respondents opted for none of the options but suggested that any number of times in the academic year would be okay so long as there would be a training programme for them.

Respondents' opinions on the form of their training programmes

The respondents were asked to give their opinion on the form they wanted their training to take. With regard to the form their training should take, 40.0 percent said they were in support of any form of training programmes that would be beneficial to them and their students.

Again, 18.2 percent went for in-service training and 16.4 percent opted for workshops. Furthermore, 14.5 percent of the respondents responded that they wanted it in the form of seminars, with the remaining 10.9 percent opting for further studies, as shown in Table 7.

Type of benefit derived from the staff training programmes

The respondents indicated the benefits they had derived from the staff training programmes. As shown in Table 8, 54.5 percent responded that staff training had helped them to be abreast with new methods of teaching, while 25.5 percent were of the view that it was for their personal development. Again, 20.0 percent responded that it had helped them to be current in the field of teaching.

Table 7: Respondents' opinions on the type of training programmes

Opinion	Number	Percentage
Seminars	8	14.5
Workshops	9	16.4
Further Studies	6	10.9
In-Service Training	10	18.2
Other forms of training that would be beneficial to them and their students	22	40.0
Total	55	100.0

Source: Field Data, 2010.

Table 8: Type of benefit derived from the staff training programmes

Benefit	Number	Percentage
To be abreast with new methods of teaching.	30	54.5
To be current in the field of teaching.	11	20.0
For personal development	14	25.5
Total	55	100.0

Source: Field Data, 2010.

Effects of the training programmes on respondents and their students.

The respondents were asked to rate the effects of the training programmes on themselves and on their students. Rating the effects of the staff training programmes on students, 67.3 percent were of the view that the effect on the students was very high. Again, 23.6 percent rated it as high. Those who were of the view that it was average represented 5.5 percent. Respondents who thought that its effect on the students was low were 3.6 percent.

Furthermore, rating the effects of the staff training on themselves, 47.3 percent of the respondents rated the effects of the training on themselves as very high whereas 32.7 percent rated it as high. Those who were of the view that it was average were 16.4 percent, whereas 3.6 percent thought that its effect on them was low. Table 9 presents the effects of the training programmes on the respondents and their students.

Table 9: Effects of the training programmes on respondents and students (In percentages)

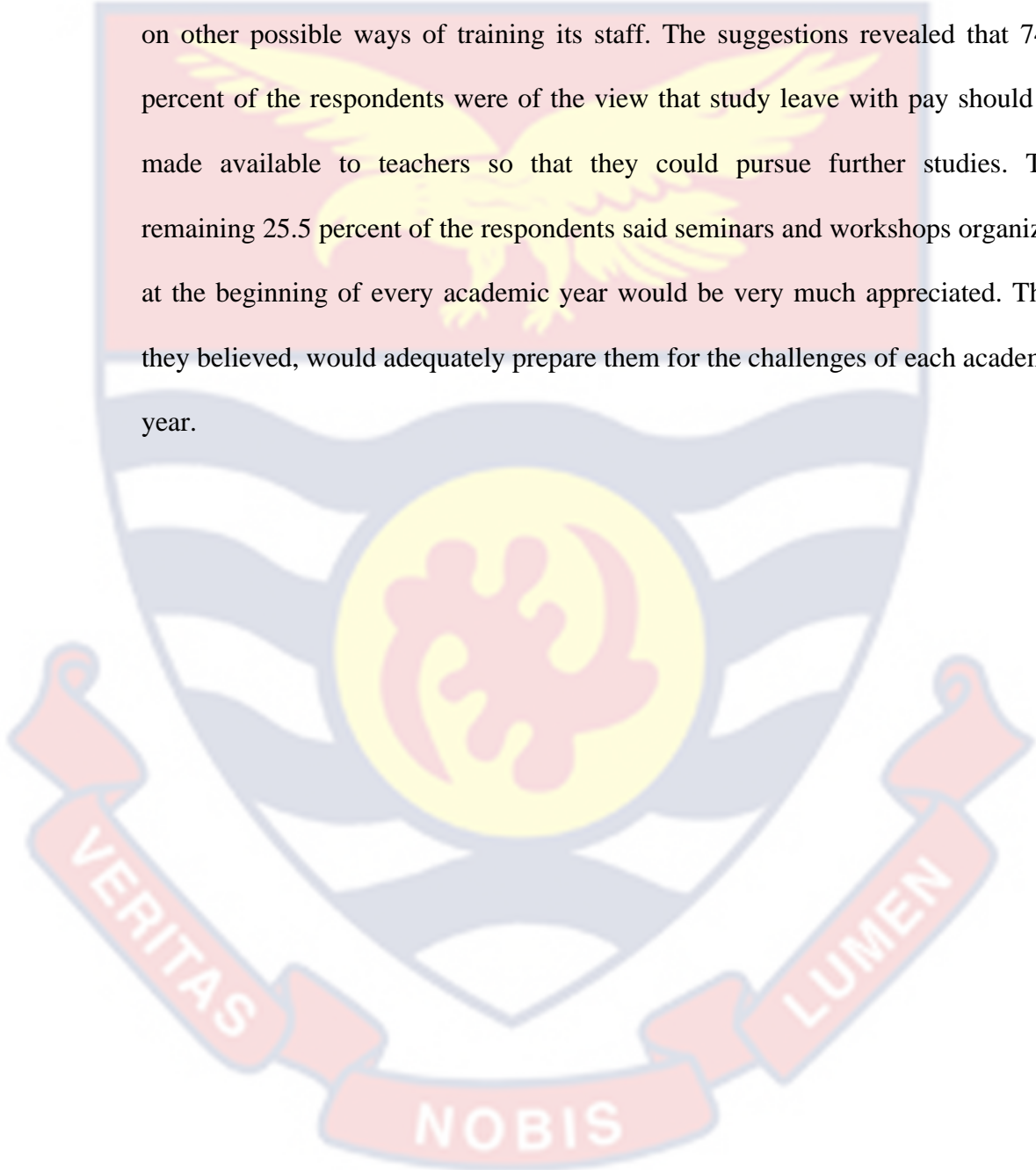
Rate	Effect on	
	Respondents	Students
Very High	47.3	67.3
High	32.7	23.6
Average	16.4	5.5
Low	3.6	3.6
Total	100.0	100.0

n=55

Source: Field Data, 2010.

Suggestions given by respondents to the GES concerning the training programmes for its staff

The respondents further gave suggestions to the Ghana Education Service on other possible ways of training its staff. The suggestions revealed that 74.5 percent of the respondents were of the view that study leave with pay should be made available to teachers so that they could pursue further studies. The remaining 25.5 percent of the respondents said seminars and workshops organized at the beginning of every academic year would be very much appreciated. This, they believed, would adequately prepare them for the challenges of each academic year.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter contains a summary of the whole dissertation. The conclusions that were reached are also presented. The last part deals with the recommendations aimed at making training programmes easily accessible to teachers of public senior high schools in the Obuasi Municipality of the Ashanti Region of Ghana.

Summary

The main objective of the study was to evaluate the impact of the training policies on teachers of public senior high schools in the Obuasi Municipality of the Ashanti Region.

The study used an evaluative survey research design. The sample consisted of 25 teachers from the Christ the King Catholic Senior High School, 30 teachers from the Obuasi Technical Senior High School, the Director of human resource development of the GES Headquarters and the Assistant Director of the GES Obuasi Municipal Office. The Statistical Product and Service Solutions (SPSS) (Version 16.0) computer software was used to analyse the data collected from the field. The results were presented in frequency tables and percentages.

The main findings were:

1. With regard to the respondents' knowledge of the training policies, 54.5 percent of them were in the know, whereas 45.5 percent were unaware of the training policies.
2. On the reasons for the lack of knowledge of the training programmes, 41.3 percent attributed it to lack of accessibility of the training policies, 38.2 percent of the respondents attributed their lack of knowledge of the training policies on lack of adequate information, whereas the remaining 20.5 percent attributed it to the information reaching them late on most occasions.
3. The great majority (96.4%) wished to benefit regularly from the training policies of the GES.
4. With regard to the form their training programmes should take, 40.0 percent said they were in support of any form of training that would be beneficial to them and their students. Again, 18.2 percent opted for in-service training, whereas 16.4 percent opted for workshops. Furthermore, 14.5 percent of the respondents responded that they wanted it in the form of seminars, with the remaining 10.9 percent opting for further studies.
5. The types of training programmes respondents had benefited from were: study leave with pay (47%); occasional short courses and workshops (26.5%); other T and D programmes (11.8%); sandwich programmes (8.8%); and distance education in their various fields of study (5.9%).

6. On giving suggestions to the GES on the form they would like their training programmes to take, 74.5 percent of the respondents were of the view that study leave with pay should be made available to teachers so that they could pursue further studies. The remaining 25.5 percent said seminars and workshops organized at the beginning of every academic year would be good for them.

Conclusions

The following are some of the conclusions drawn from the findings:

It was observed that a little over a half of the respondents were aware of the training policies of the GES and this suggests that there should be more publicity so that the staff will know and also benefit from them.

Again, the majority of the respondents wished that they would benefit regularly from the policies, implying that a number of teachers are yearning to go through some form of training to enable them upgrade their teaching skills.

Finally, the respondents suggested that their training programmes should take the form of seminars, workshops, in-service training and further studies. They were of the view that the training programmes would help them to be abreast with the current trends in teaching and learning.

Recommendations

The following recommendations are made to improve the staff training policies of the Ghana Education Service:

1. The Ghana Education Service should readily make available to all teachers the training policies, but not to only a selected few.
2. Workshops and seminars should be organized at least once every term to help teachers to be abreast with the current trends in teaching and learning. This is because teachers are stuck to the old methods of teaching and it is high time old teaching methods are improved upon.
3. Since teachers constitute one of the groups of people who have direct influence on children and the world is fast turning into a global village, modern trends in teaching should constantly be made available to teachers for them to be current in their various fields of endeavour.
4. The bureaucratic structure of the Ghana Education Service does not allow its staff to go through the ranks with ease. Getting things done for its members of staff is highly cumbersome and tedious. So, the GES should put certain structures in place to help reduce the stress associated with the planning of workshops and seminars as well as the processing of documents for the staff of the organization. When this is done, training programmes would be easier to organize for the staff to benefit from.
5. Teachers of Senior High Schools should be motivated to obtain further studies so as to be highly equipped to impart knowledge to students who pass through their hands year after year. This is because Senior High School education forms the basis of tertiary education and so students should be properly prepared for the challenges at the tertiary level. That is

one of the reasons why teachers have to be trained to be able to meet the needs of their students.

6. Heads of second cycle institutions should take it upon themselves and be mandated to motivate their staff to go for further studies to help upgrade them. When this is done, they can easily release their staff to be part of the training programmes.



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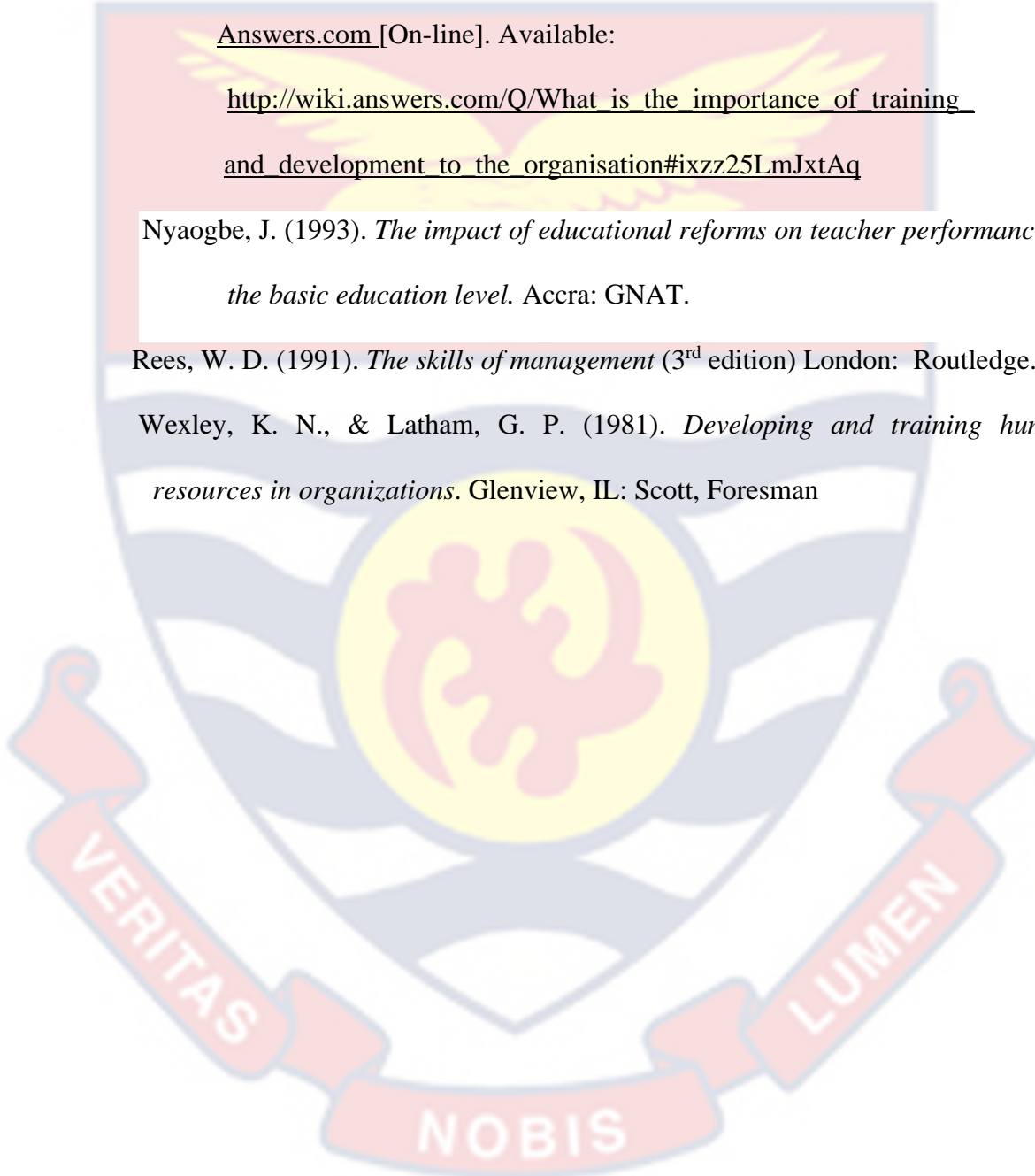
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APPENDICES

APPENDIX I

INTERVIEW SCHEDULE FOR THE STAFF OF THE GHANA

EDUCATION SERVICE

1. Position:.....
.....
2. What training policies does the Ghana Education Service have for teachers?.....
.....
3. Is there a specific policy on training for teachers of SHS?.....
.....
4. How often do teachers undergo training in an academic year?.....
.....
5. Who qualifies to undergo training?.....
.....
.....
6. Would you say that teachers appreciate what they benefit from the training policies?
.....
.....
.....
7. Briefly comment on GES's training policies.

.....
.....
.....

8. Give any recommendations on GES's training policies.....

.....
.....



APPENDIX II
QUESTIONNAIRE FOR TEACHERS OF PUBLIC SENIOR HIGH
SCHOOLS

This questionnaire seeks to gather data on the training policies of the GES for teachers of public senior high schools for scientific analysis and recommendations. Any information given will be treated as confidential. Thank you for being a part of this study.

Note You are kindly requested to tick in the space provided or beside the number of the options provided, or write briefly to explain in the space provided where necessary.

Section I: Characteristics of Respondents

1. Sex

- (i) Male ()
- (ii) Female ()

2. Age:.....

3. Marital Status

- (i) Married ()
- (ii) Single ()
- (iii) Divorced ()
- (iv) Separated ()

4. School:

5. Rank:

Section II: Professional Status

6. What is your highest professional qualification?

(i) Masters or post-graduate ()

(ii) First Degree ()

(iii) Diploma ()

(iv) Other (please specify).....

7. For how many years (this year inclusive) have you been teaching in a second cycle institution?.....

8. For how many years (this year inclusive) have you taught in your present school?.....
.....

Section III: Staff Training

9. Do you know of the training policies the GES has for teachers?

(i) Yes ()

(ii) No ()

10. (Please answer this if you answered No to question 9). What accounts for your lack of knowledge on the policies?

.....

.....
.....
11. Have you benefitted from any policy concerning teacher training?

(i) Yes ()

(ii) No ()

12. (If you answered yes to question 11, please answer questions 12 and 13.)

How many times?

(i) Once ()

(ii) Twice ()

(iii) Thrice ()

(iv) Four times ()

(v) Five times and above ()

13. Which of the policies did you benefit from?

(i) Study leave with pay ()

(ii) Occasional short courses and workshops ()

(iii) Distance education ()

(iv) Sandwich programmes ()

(v) Others (please specify).....

14. Do you wish that you benefit from the above mentioned training policies regularly?

(i) Yes ()

(ii) No ()

15. How often?

- (i) Once a year ()
- (ii) Twice a year ()
- (iii) Thrice a year ()
- (iv) Others (please specify).....

16. Why is staff training necessary for teachers?.....

.....
.....

17. How would you rate the effects of teacher training on students?

- (i) Very high ()
- (ii) High ()
- (iii) Average ()
- (iv) Low ()
- (v) Very Low ()

18. How would you rate the effects of teacher training on teachers themselves?

- a. Very High ()
- b. High ()
- c. Average ()
- d. Low ()
- e. Very Low ()

19. In your opinion, which form should teacher training take?

.....

.....
.....

20. Give suggestions to the GES on what you think about teacher training.

.....
.....

