

UNIVERSITY OF EDUCATION, WINNEBA

PERCEPTION OF TEACHERS ON THE EFFECTS OF TRAINING AND
DEVELOPMENT ON JOB PERFORMANCE IN SENIOR HIGH SCHOOLS IN THE
SEKYERE CENTRAL DISTRICT OF ASHANTI REGION



**A Project Report in the Department of Educational Leadership, Faculty of
Education and Communication Sciences, submitted to the School of Graduate
Studies, University of Education, Winneba, in partial fulfilment of the requirements
for award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2018

DECLARATION

STUDENT'S DECLARATION

I, NORBERTA KURUGU, declare that this project report, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work and that has not been submitted either in part or whole for another degree elsewhere.

SIGNATURE:.....

DATE:.....

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of project report as laid down by the University of Education, Winneba.

NAME: DR. PHILLIP OTI AGYEN

SIGNATURE:.....

DATE:.....

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DEDICATION

To my entire Tarebo and Caro family.



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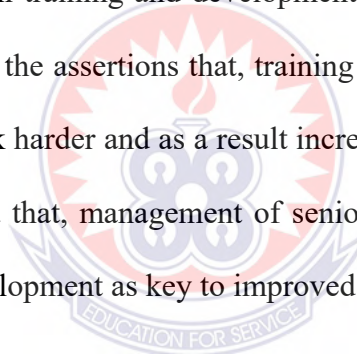
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ABSTRACT

The purpose of the study was the perception of teacher training and development on Senior High School teacher's job performance in the Sekyere Central District of Ashanti Region and to also explore other means of improving the training and development programmes for the Senior High School teachers in the District. Descriptive research design using quantitative approach was used for the study. Purposive and simple random techno specifically the lottery method were used for the study. In all a sample size of 95 were used for the study. The data collected were carefully analyzed using the descriptive statistics such as frequencies and tables. Findings from the study revealed that strong relationship exists between training and development and teacher job performance. The findings therefore support the assertions that, training enhances teacher job performance, motivates teachers to work harder and as a result increases work efficiency and quality. It is therefore recommended that, management of senior high schools should passionately consider training and development as key to improved work performance.



CHAPTER ONE

INTRODUCTION

1.01 Background to the Study

Organizations are facing increased competition due to globalization, changes in technology, political and economic environments (Evans, Pucik & Barsoux 2002) and therefore informing these organizations to train their employees is key to enhancing job performance.

The quality of the human resource of an organization is essential to its success. Thus, every organization must seek to improve the quality of its workforce. This could be achieved through training. The importance of training can only be appreciated with a clear understanding of its direct impact on employee performance.

The strength of any organization comes from its employees. Equipping employees with the right skills and attitudes towards work could lead to strengthening them and thus laying a solid foundation for the organization's future. A manager must therefore continue to develop himself and also help his employees develop their full potentials. The employees depend on their managers, and the organization depends on all of them for its success. It could be said that, for organizations to maintain a competitive advantage they must focus on enhancing performance through a process of continual learning. In support of the above position, Bartel (1994) and D'Arcimoles (1997) suggested that employee training directly enhances firms' performances by raising the general level of skills. According to them, as employees become more highly motivated and highly skilled, their task performance improves and the organisational effectiveness is directly enhanced.

Training therefore, is a crucial aspect of human resource management; it can be said to be the fastest growing segment of personnel activities. Training which has been referred to as a course of diet and exercise for developing employees' affective, cognitive and psychomotor skills, assist organizations in developing their employees towards enhancing productivity (Ezeani & Oladele, 2013). Manpower training and development is one of the most important organisational dynamics. It constitutes the pivot on which organisational survival is run. The training process is one of the most effective methods for enhancing the productivity of individuals and communicating organisational goals to personnel. The concept of training predates history; it is as old as man himself although not initially formal. Most human activities are carried out first by observation and later through practice, especially the skilled works. Training is therefore a learning experience which seeks a relatively permanent change in the individual in order to help improve his/her ability to perform a job well (Duncan et al. 2000). Training and development are very important aspects of human resource management which must be embarked upon either proactively or reactively to meet any change brought about in the course of time. The rationale behind this is to unite the job and the job-holder together to achieve the organisational objectives.

According to Asare-Bediako, (2008), the ergonomics of the work environment, state of the art equipment as well as quality raw materials can make production possible but do not make it happen. It is the human resources that actually make it (production) happen.

In an ever growing competitive world, where organisations are always in competition with one another in terms of goods and services, it requires an urgent need

for training and development of the employee in order to achieve the organisational goals (Wilson, 1999). Recruiting, retaining, training and developing the right and talented people give an organisation a competitive edge over its competitors. It is therefore important for organisations to train their employees well in order to increase their commitment to achieving the best for the organization (Wilson, 1999).

Human resource is very important but expensive ingredient to production. This is so because, in order to get effective and efficient human resource that can deliver, there is the need for an appreciable level of investment in their training. In order to sustain economic and effective performance of employees, it is important to optimize the contributions of these employees to the achievement of the aims and objectives of the organization through training and development (Mullins, 2007).

Training is therefore a necessary instrument that ensures adequate supply of employees that are technically and socially competent for both departmental and management positions (Mullins, 2007). According to Heathfield (2012), the right employee training, development and education at the right time, provides big payoffs for the organization in increasing productivity, knowledge, loyalty and contribution.

Wilson, (1999), states that, a range of organisational changes has contributed to providing circumstances that make the development of Human Resource Management (HRM) both pertinent and possible. The provision of quality goods and services to customers of an organization has necessitated the quality training of employees in order to give out their best. If employees are to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills (Wilson, 1999).

Beardwell and Holden (1998) gave the following reasons for training and development of employees by an organization.

1. That new employees in some respect are like other raw materials that need to be processed to be able to perform their jobs adequately in order to fit into their work-group and the organization as a whole.
2. That new jobs and tasks may be introduced into the organization and be filled by existing employees who need redirection.
3. That people change their interests, skills, confidence, aspirations and circumstances.
4. Some employees may move job within the organization on promotion or to widen their experience and so need further training.
5. The organization itself or its context may change or be changed over time, so the employees have to be updated.
6. The organization may wish to be ready for some future changes and require some employees to develop transferable skills.
7. Management requires training and development. This will involve initial training for new managers, further development and training for managers, management succession and the development of potential managers.

From the above reasons given by Beardwell and Holden (1998), it is therefore obvious that training and development are inevitable for organisations that are very serious about winning the competition or at least being the leader in the industry.

Ivancevich (2010) also averred that, training and development is a process that attempts to provide employees with information, skills and understanding of the

organization and its goals. Additionally training and development aids an employee to continue to make the necessary positive contribution to the success of the organization.

Contributing to the discussion on training and development, Cole (1997) also asserted that, training and development is faced by every organization, even though the quality and intensity of training carried out may vary from one organization to another. He goes on to list the factors that tend to influence the quality and quantity of the training and development activities of various organisations as follows:

1. That the degree of change in the external environment e. g. technology, legislation and so on has influence on training and development.
2. That the degree of internal changes e. g. new processes, new markets, new competitors, have an effect.
3. The availability of suitable skills within the existing workforce.
4. Adaptability of existing workforce.
5. The extent to which the organization supports the idea of internal career development.
6. The commitment of senior management to training as an essential part of economic success.
7. The extent to which management sees training as a motivating factor in work.
8. Knowledge and skills of those responsible for carrying out the training.

While in some organisations there are no plans and systems in respect to training and development, others have training and development policy that are documented and hence go through the cycle of identifying training needs, designing training activities, facilitating training and measuring or evaluating training results.

In the service industries, human resources, skills and expertise are crucial assets that drive productivity and performance. This emanates from the fact that, service industries like educational institutions deliver services through its personnel. The study therefore seeks to investigate the effects of training on staff performance in the three Senior High Schools in the Sekyere Central District of the Ashanti Region in Ghana.

1.2. Statement of the Problem

Employees are the blood stream of any business. The success or failure of the firm depends on its employee performance. It is therefore the responsibility of management to realize the importance of investing in training and development for the sake of improving employee performance. Training enhances employee's skill, knowledge and competency necessary to perform effectively on the job. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organisations (Cole 2002).

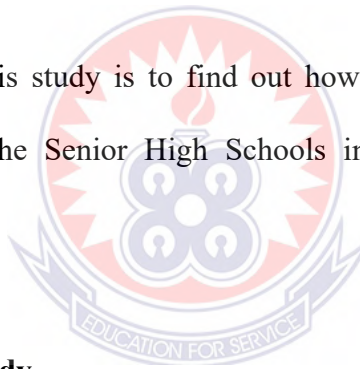
Researches proved a positive link between training and employee performance, as training brings benefits to the employee and the firm by positively impacting employee performance through the enhancement of employee's competencies and behaviour. Imran and Tanveer (2015), in a related research on selected banks in Pakistan established that there is a positive correlation between training and development on employees' performance. Similarly, Degraft-Otoo (2012) in his research work on the effects of training and development on employee performance at Accra Polytechnic also found a positive link between training and employee performance. According to him, all respondents to his question on the impact of training on work performance indicated that,

training and development contributed to achieving effectiveness and efficiency in Accra Polytechnic. In the words of Evans and Lindsay (1999), firms that focus on shareholders and customer satisfaction realize the importance of investing in training, and thus recognize the worth of employee development.

However, it appears, it appears no study has been carried out on the Senior High Schools in the Sekyere Central District on this topic. It is therefore difficult to establish how teachers in the District perceive the effects of training and development on job performance, hence this study.

1.3. Purpose of the Study

The purpose of this study is to find out how training and development impact teacher performance in the Senior High Schools in the Sekyere Central District of Ashanti Region.



1.4. Objectives of the Study

The objectives of the study are:

To find out how training needs assessment is conducted in Senior High Schools in the Sekyere Central District.

1. To discuss the training and development programmes available to staff of the three Senior High Schools in the Sekyere Central District.
2. To discuss the effects of training and development programmes on teachers' job performance.

3. To analyse the training and development programmes mostly provided to the staff of the three Senior High Schools in the Sekyere Central District.
4. To examine means of improving training and development programmes for teachers of the three Senior High Schools in the Sekyere Central District.

1.5. Research Questions

This research discussed the following questions:

1. How is training needs assessment conducted in the three Senior High Schools in the Sekyere Central District?
2. What training and development programmes are available to teachers of the three Senior High Schools in the Sekyere Central District?
3. What are the effects of training and development programmes on teachers' job performance?
4. Which of the training and development programmes is mostly provided to teachers of the three Senior High Schools?
5. In what ways can training and development programmes organised for staff of Sekyere Central Senior High Schools be improved?

1.6 Delimitation of the Study

The scope of the study centres on the perception of teachers on the effects of training and development on job performance in senior high schools in the Sekyere Central District of Ashanti Region. This study was confined to senior high schools in the Sekyere Central District of the Ashanti Region. Atwima Mponua. The reason was that, it

was not possible to cover all teachers and heads in the District because the study was quantitative in nature and since it also required financial and supervisory roles which could not permit the researcher to accomplish the task within the specified time frame. However the findings of this study could be objectively generalized to apply to other training officers, teachers and head teachers in the District and the country at large.

1.6. Limitations of the Study

In as much as this study provides insights into the effect of training and development on job performance, it is not devoid of limitations. The research is based on the study of three educational institutions in only one District from the entire country. This would inhibit the generalization of findings and results to the entire country, so it can only be limited to only the selected District from which the research was conducted. This is so because, Ghana currently has two hundred and sixty (260) Administrative Districts each with an Educational Directorate (Ghana Districts, 2019). It would therefore not be realistic if the result of a research conducted in one out of these numerous districts is generalized for the entire country.

Besides, Senior High School teachers in the Sekyere Central District are not the only teachers in the entire country. They form only a minute part of the total number of teachers (both public and private) in the country. My findings therefore, could not be readily generalized.

Furthermore, some of the respondents either delayed in completing the questionnaires or did not respond to the questionnaires at all upon despite several follow-ups made on them.

Notwithstanding the above mentioned limitations, this research would be of great relevance that would contribute to the ongoing academic debate on the impact of training and development on job performance.



CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter of the thesis reviews the relevant available researches that have been conducted on the topic. The strategic human resource development, career development, nature and meaning of training, benefits of training, human resource training needs, training and development needs, comparison of training techniques, evaluation of training programmes, employee performance and effects of training on performance have been discussed into detail.

2.2. Strategic Human Resource Development

Employees are the most valuable assets of every organization, since it is not easy getting a skillful work without human capital. Training and development play very important role in the effectiveness of organisations and to the experiences of people at work. Training has implications for productivity, health and safety at workplace. Organisations employing people therefore need to train and develop them.

According to Armstrong, (2002), Strategic Human Resource Development is the identification of the needed skills and active management of learning for the long term future, in relation to explicit corporate and business strategy. Armstrong, (2002), citing Walton (1999), states that, Strategic Human Resource Development involves introducing, eliminating, modifying, directing and guiding processes in such a way that all individuals and teams are equipped with the skills, knowledge and competencies they require to undertake current and future tasks required by the organization. It is clear that the

fundamental aim of Strategic Human Resource Development is to enhance human resource capability of the organization. It is the proactive management of people which requires thinking ahead and a good planning of a company to better meet the needs of its employees and the objectives of the company.

According to Mumford, (1987), management development is an attempt to improve managerial effectiveness through a planned and deliberate learning process.

2.3. Career Development

According to Kerka, (1998), Career Development is an organised approach to achieve both employee and organisational needs. Career Development can be said to be a process that strives to build the needed capacity that aids in the achievement and sustenance of a new desired state that benefits the organization. It therefore examines the current environment in order to help people in a team or department who are part of an institution to identify effective strategies for improving performance.

Kerka, (1998) further posits that, in some situations, there may not be anything wrong at the present time but the group or manager may simply be seeking ways to continue to develop and enhance existing relationships and performance. In other situations, there may be an identifiable issue or problem that needs to be addressed. From the analysis these two processes namely training and organisational development are often closely connected. Training is intertwined with development, they are both used to define continual enhancement of employees in order to reach organisational goals.

Training can be used as a proactive means for developing skills and expertise. It can also be an effective tool for addressing skills or performance gaps among staff.

2.4. Nature and Meaning of Training

Well trained employees are key to a business' success. It has been shown that the most successful and productive employees are those who have received extensive training and development. These groups of employees can be described as the “cream of the crop” that often has the strongest stake in an organization's future (Dessler, 2008).

According to Dessler (2008), even when employees are carefully selected, it does not still guarantee totally acceptable performance from the employees. This is because while the potential of an employee to perform is one thing, performing is another and therefore an employee with a high potential to perform may not still perform his job if he does not go through training and development. This is why training of newly employed starts with organisational orientation.

Cole (2004), postulates that human resources are the most dynamic of all the organization's resources and therefore need considerable attention from the organization's management, if they are to realize their full potential in their work.

Training and development activities, just as most other activities in an organization, depended on the policies and strategies of the organization. An organization with a well organised training would refer to the training and development activities as “systematic training” which is why job descriptions are inevitable during the recruitment and selection process. Furthermore, in establishing training and development needs, an organization must start with a job description and later performance appraisal (Cole, 2004).

The systematic training could therefore be said to be very proactive since it helps to resolve problems before they even arise whiles the unsystematic training which would

be done only and when the need arises allows the problem to happen before a solution found to it. Allowing the problem to occur before initiating measures to solve it could have negative impacts on the total performance of the organisation. It could therefore be correct to conclude that, the systematic training is more appropriate than the unsystematic training.

Training is a learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. Therefore investment in training and development is regarded as good management practice to maintain appropriate expertise on the job now and in the future. Training is therefore necessary to enhance the knowledge, skills and attitude of employees and this make it easier for employees to acquire further knowledge based on the foundation gained from the training and further effect changes in other co-workers (Cole, 2002).

DeCenzo and Robbins (2000), explain training as a learning experience that seeks a relatively permanent change in an individual that turn to improve his ability to perform on the job. This means that training must be designed in such a way that, it will involve either the changing or enhancing of skills, knowledge, attitudes, and social behavior. This change or enhancement of skills, knowledge, attitudes, and social behavior could involve what the employee knows, how he works, his relations and interactions with co-workers and supervisors.

Dessler (2008), defines training as the process of teaching or giving new employees the basic skills they need to perform their jobs. It could also be said to be an educational process through which people learn new information, relearn and reinforce existing knowledge and skills and more importantly have time to think and consider what

new options can help them improve their effectiveness at work. Effective trainings convey relevant and useful information that inform participants and develop skills and behaviours that can be transferred back to the workplace.

Training thus consists of planned programmes designed to improve performance at the individual, group or organisational levels (Cascio, 1992). Gordon (1992), sees training as a type of activity which is systematically planned. It normally results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively.

According to Monappa and Saiyadain (2008), “training is the teaching and learning activities carried on for the primary purpose of helping members of an organization to acquire and apply the knowledge, skills abilities and attitudes needed by that organization. It is the act of increasing the knowledge and skills of an employee for doing a particular job.”

Training is the means of giving new or current employees the skills they need to perform at their various jobs. He sees training as the hall mark of good management and thus when managers ignore training, they are doing so to the great disadvantage of the organisations they are managing. This is because having high potential employees do not still guarantee they will perform on the job. This is why every employee must know what management wants him to do and how he must do it. Training therefore has had a fairly impressive record of influencing organisational effectiveness (Dessler, 2008).

Cole (2004), argued that, human resources are the most dynamic resource of the all the resources at the disposal of the organization and thus, the human resource needs to be given considerable attention from managements to enable this resource realize their

full potential in their work. For this reason managements must address motivation, leadership, communication, work restructuring, payment systems and training and development.

Cole (2004) further provided some definitions that are worth noting:

1. Education – usually intended to mean basic instruction in knowledge and skills designed to enable people to make the most of life in general; it is personal and broadly based.
2. Training – implies preparation for an occupation or specific skills. It is therefore narrower in conception than either education or development; it is job oriented than personal
3. Development – this usually suggests a much broader view of knowledge and skill acquisition than training; it is less job-oriented than career-oriented; it is concerned more with employee potential than immediate skill; it sees employee as adaptable resource.
4. Learning – this is a process of acquiring knowledge, understanding, skills and values in order to be able to adapt to any environment; it underpins all of the above three terms.
5. Competence- this refers primarily to a person's ability to demonstrate to others that they can perform a task, process or function to a predetermined standard; it is all about putting learning into practice.

Ivancevich (2010), says training is an attempt to improve current or future performance of an employee which is important for both new and current employees. He further cited Clifton and Fink (2005), as indicating that, training is a systematic process of altering the behavior of employees in a manner that will lead to the achievement of organisational goals. Ivancevich (2010) further states that, Clifton and Fink (2005) in their work, added that training is related to present job skills and abilities which has current orientation to help employees master specific skills and abilities.

Reviewing the literature on training, it is imperative to state that, training is an integral component in the assessment of job performance of an employee due to its impact on the skills of the employee. It equips the employee with new knowledge and skills while updating him on the already acquired skills. Systematic training of teachers would be very beneficial to both the teachers and students since it updates the teacher of the initial training given them from their training institutions while equipping them with current issues in the field of education.

Human resource practitioners provide three types of learning activities to employees of their organisations namely, education, training and development. Training, education and development programs all aim at promoting learning.

2.5. Benefits of Training

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organisations. There are so many benefits associated with training. Cole (2002) summarizes these benefits as below:

1. High morale – employees who receive training have increased confidence and motivations;
2. Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;

3. Lower turnover – training brings a sense of security at the workplace which in turn reduces the rate at which the employees quit the employment while absenteeism is also avoided;
4. Change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;
5. Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;
6. Help to improve the availability and quality of staff.

2.6. Human Resource Training Needs

According to Wognum (2001), training and development needs may occur at three organisational levels namely;

- (1) *Strategic level* where needs are determined by top management while considering the organization's goals, mission, strategy and problems which need to be resolved or fixed.
- (2) *Tactical level* where needs are determined with middle management while considering the development needs and the coordination and cooperation between the organization's units.
- (3) *Operational level* where needs are determined with lower executive management and other employees while considering problems related to operations such as performance problems of individual workers and departments.

In order to achieve the maximum benefits of training, needs assessment should be determined in consultation with all the three levels as indicated above. This would enable

a holistic consideration of all factors at the various levels to facilitate an informed decision on which training needs to be addressed.

Besides, for an organization to formulate human resource training and development goals that will enable both formal and informal human resource training and development to create effective and competitive workforce, it is worth giving consideration to providing proper coordination and incorporation of the needs within the three levels.

The first issue is to identify the needs relevant to the organisations objectives. According to Wognum (2001) and Torrington et al. (2005), there are three categories of identifying training and development needs. These include *resolving problems* which focus on workers' performance, *improving certain working practices* which also focus on improvement regardless of the performance problems and *changing or renewing* the organization's situation, which may arise because of innovations or changes in strategy. The above are summarized in Table 1 below. It is worth putting in mind that during the identification of training needs, there is the need to create, develop, maintain and improve any systems relevant in contributing to the availability of people with required skills. Moreover, training programmes should be designed to cater for the different needs. Further still, the training programme content and the trainees' chosen depend upon the objectives of the training programme.

A number of approaches have been highlighted in other literatures for identifying needs (Edmond & Noon 2001; Torrington et al. 2005). Some of which include the problem-centered (performance gap) and profile comparison (changes and skills) approaches. Similarly, a number of approaches for analyzing training needs depending on

either new or current employees have been pointed out by earlier studies (Torrington et al. 2005).

The two most traditional approaches being the problem centered approach and the profile comparison approach. The problem centered approach focuses on any performance difficulties and the corporation analyses to be able to develop and solve problems pertaining to insufficient skills. Profile comparison approach on the other hand focuses on matching the competencies with the job filled, whether new position or existing position. Some changes in strategy and technology may also bring the need for new or additional.

Table 1. The training and development needs' types.

NEEDS' CATEGORIES, APPROACHES AND LEVELS	RESEARCHERS		
	Wognum et al. 1999 (Categories)	Wognum 2001 (Levels)	Torrington et al. 2005 (Approaches)
<ul style="list-style-type: none"> ➤ Resolve problems (workers' performance) ➤ Improve practices ➤ Change or renew (company situation) 	<ul style="list-style-type: none"> ➤ Strategic level (top management) ➤ Tactical level (middle management) ➤ Operational level (lower executive management & other employees) 	<ul style="list-style-type: none"> ➤ Problem centred (performance) ➤ Profile comparison (changes & skills) 	

Source: Aidah N. (2013)

2.7.0 Training and Development Methods

Nadler (1984) noted that, all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for

new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives. There are broadly two different methods that organisations may choose from for training and developing skills of its employees. These are *on-the-job training* given to organisational employees while conducting their regular work at the same working venues and *off-the-job training* involves taking employees away from their usual work environments and therefore all concentration is left out to the training. Examples of the *on-the-job training* include but are not limited to job rotations and transfers, coaching and/or mentoring. On the other hand, *off-the-job training* examples include conferences, role playing, and many more as explained below in detail.

2.7.1. On-the-Job Training

Schuler and Huber (1993) argue that on-the-job training occurs where an employee is taught a new job under the direction and supervision of an experienced worker or trainer. The trainee is expected to learn the job by observing the experienced employee and by working with the actual materials, personnel, and machines that comprise the job. The experienced employee/trainer is expected to provide a favourable role model and to take time from regular job responsibilities to provide job-related instructions and guidance.

According to Beardwell and Holden (1994) on-the job training is probably the most common approach to training and can range from relatively unsophisticated "observe and copy" methods to highly structured courses built into workshop or office practice.

Armstrong (1995) states that, on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. Different organisations are motivated to take on different training methods for a number of reasons for example; (1) depending on the organization's strategy, goals and resources available, (2) depending on the needs identified at the time, and (3) the target group to be trained which may include among others individual workers, groups, teams, department or the entire organization.

2.7.1.1. Job Rotation and Transfers

As indicated by Cherrington (1995), job rotations are learning techniques that are usually reserved for managerial and technical occupations. Movement from one position to another provides managers with exposure to a number of different job functions and a broad grasp of the overall purpose of an organization. Job rotation programmes are used to train and expose employees to a variety of jobs and decision-making situations. Job rotation and transfers as a way of developing employee skills within organization involves movements of employees from one official responsibility to another, for example taking on higher rank position within the organization, and one branch of the organization to another (McCourt & Eldridge, 2003).

For transfers, for example, it could involve movement of employees from one country to another. These rotations and transfers facilitate employee's acquisition of knowledge of the different operations within the organization together with the differences existing in different countries where the organization operates. The knowledge acquired by the selected employees for this method is beneficial to the organization as it may increase the competitive advantage of the organization. Although

job rotation provides employee exposure, the extent of training and long-run benefits it provides may be over-stated (Schuler & Huber, 1993).

2.7.1.2 Coaching and/or Mentoring

This involves having the more experienced employees to coach the less experienced ones (Devanna, Fombrun & Tichy 1984; McCourt & Eldridge 2003; Torrington et al. 2005). It is argued that mentoring offers a wide range of advantages for development of the responsibility and relationship building (Torrington et al. 2005). The practice is often applied to newly recruited graduates in the organization by being attached to mentor who might be their immediate managers or another senior manager.

To Anthony et al (1993), mentoring is a technique that assigns a guide or knowledgeable person high up in the organization to help a new employee “learn the ropes” of the organization and to provide other advice. In line with that, Beardwell and Holdern (1994), state that, this is another version of the system whereby a senior or experienced employee takes charge of the training and development of a new employee.

Schuler and Huber (1993) say mentoring, as a method of training, is regular part of the supervisor’s job. It includes day-to-day coaching, counseling, and mentoring of workers on how to do the job and how to get along in the organization. The effectiveness of coaching, counseling and monitoring as a technique for training and development depends in part on whether the supervisor creates feelings mutual confidence, provides opportunities for growth tom employees and effectively delegates’ tasks. Mentoring programmes, in which an established employee guides the development of a less-

experienced worker or ‘protégé’ can increase employees’ skills, achievement, and understanding of the organization.

This however does not imply that older employees are excluded from this training and development method but it is mainly emphasized for the newly employed persons within the organization. Although this practice might be seen to be very effective on the surface just because new employees learn from old and experienced employees, it could also have some flaws if the old employee does not have the desired skills and knowledge in his field of work.

2.7.1.3 Orientation

This is yet another training and development method. This involves getting new employees familiarized and trained on the new job within an organization. During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organization. They are further given a general overview of the organisational working environment including for example working systems, technology, and office layout, briefed about the existing organisational culture, health and safety issues, working conditions, processes and procedures (Nassazi, 2013).

2.7.1.4 Special Assignment

Special assignment on the other hand gives the employee firsthand experience and opportunity to work on actual problems, finding solutions to those problems. It also helps the individual to acquire the desired skill and knowledge. Special assignment is essential especially when specialists need to know the practices that go on in other department in

order to manage “hand-offs” without any difficulty as well as when middle or staff managers need insight on how other departments operate (Laird et al, 2003). This is normally seen with lower level executives. In some of the multinational organisations, employees are given the opportunity to work on an actual problem by moving them from one region to the other for a period of time normally five or six months and this enables the employee to exhibit his or her talent and skill and serves as a source of motivation to them since they believe their employers know they are able to execute any assignment given to them.

However, this practice could not be the best if the assignment involves certain categories of job that needs specialist attention. In such situations, mentoring could be used for some time until the employee gains some level of experience.

2.7.1.5 Apprentice Training

According to (Dessler, 2008), apprenticeship is a structured process by which people become skilled workers through a combination of classroom instruction and on-the-job training. This is usually under the tutelage of a master craftsman. This method of training is usually done in crafts, trades and in technical areas.

It is the oldest and most commonly used method, if the training is relatively for a longer period. Here a major part of training is spent on the job productive work as each apprentice is given a program of assignments according to a pre-determined schedule, which provide for efficient training in trade skills. Most companies have adopted an apprenticeship approach to training which involves giving the employee the opportunity

to understanding and identify problems as well as providing efficient and effective solutions for the problems.

With the apprenticeship, the principle of “I hear and I forget; I see and I remember; but I do and I understand” really stands true. Nonetheless, this method of training and development also has its own disadvantages since it cannot be effectively practiced across all fields of work.

2.7.1.6 Internship

Internship provides training similar to apprenticeship training. However, internship typically refers to occupations that require a higher level or formal education than that required by the skilled trades (Cherrington, 1995).

As stated by Schuler and Huber (1993), internships are often part of an agreement between schools and colleges and local organisations. Internship programmes, jointly sponsored by colleges and universities and a variety of organisations, offer students the chance to general world experience while finding out how they will perform in work organisations (Sherman & Bohlander, 1992).

Internships thus offer precious, real-life job experience and the organisations often get skilled, good services from the highly dedicated interns. The dedicated interns sometimes get hired by these organisations.

Considering the benefits educational institutions derive from interns who are later employed to teach in their schools, it is important for school managements to accept interns in their schools for practical training. It is evident that, students from teacher

training institutions who did not take their internship programmes serious struggle to perform well when later employed to teach.

2.7.1.7 Distance and Internet-Based Training

This involves various forms of training which includes teletraining, video conferencing and internet-based classes. (Landale, 2000), states that, with access to Web-based communication over company intranets or via the internet, training is now being made available to staff at their own workstations. With this specific programs are designed for the employee to shape up his or her expertise in a chosen career. The programs are designed in such a way that you can learn at their own pace and time and take control of their development. Employees are also given the opportunity to branch into professional qualifications as time goes on and they are able to develop their leadership capabilities. According to (Dessler, 2005), many organizations allow their employees take online courses offered by online course providers and others use their proprietary internal intranets to facilitate computer-based training. This helps the employees to keep in touch of everything going on in the business.

2.7.1.8 Formal Training Courses and Development Programmes

There are a number of methods which may be used to develop the skills required within an organization. These courses and programmes are usually a set of defined and known programmes where the contents, durations and all the details about the training are clear to both the organization and the personnel to be trained. Unlike informal trainings and programmes, formal training and programmes can be planned earlier and also plan

for their evaluation. Employees may undertake these courses and programmes while completely off work for a certain duration of time or alternatively be present for work on a part-time basis. These programmes can be held within the organization (in-house) or off the job. Off the job is argued to be more effective since employees are away from work place and their concentration is fully on the training. Depending on the knowledge needed, organization's structure and policies, the trainers too may be coming from within the corporation or outside the organization.

2.7.2. Off-the-Job Training

Off-the-job training is also appropriate when complex skills need to be mastered or when there is the need to focus on specific interpersonal skills that might not be apparent in normal work environment (Schuler & Huber, 1993). Similarly, Cherrington (1995) state that most off-the-job training programmes are viewed as supplementary rather than as central to learning of the job. Off-the-job training generally focuses more on long-term development and general education than on the skills and information needed to perform a specific job. Beardwell and Holden (1994), argue that off-the-job training is sometimes necessary to get people away from the work environment to a place where the frustrations and bustle of work are eliminated. This enables the trainee to study theoretical information or new and innovative ideas.

2.7.2.1 Conferences/Discussion

A method of individualized instruction frequently used where the training involves primarily the communication of ideas, procedures, and standards is the

conference or discussion method. This method allows for considerable flexibility in the number of employee participation (Sherman & Bohlander 1992). Again, Anthony et al (1993) argue that all training programmes, particularly outside programmes, utilize this technique.

Cherrington (1995) on his part states that conference and group discussions, used extensively for making decisions, can also be used as a form of training because they provide forums where individuals are able to learn from one another. According to him, individuals are much more inclined to change their attitudes if they participate in a group discussion and at a group consensus regarding a topic than if they listen to lecture.

It has the advantage of being spontaneous and allows the participant to become involved in exploring concepts and in seeking clarification. As a training and development method, it involves presentations by more than one person to a wide audience. It is more cost effective as a group of employees are trained on a particular topic all at the same time in large audiences.

This method is however disadvantageous because it is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees follow at the same pace during the training sessions; focus may go to particular trainees who may seem to understand faster than others and thus leading to under training other individuals.

2.7.2.2 Simulation/Role-Playing

According to Decenzo and Robbins (2002), training in an artificial environment that closely mirrors actual working conditions can be considered a simulation. Simulation activities include case exercise, experiential exercise, complex computer modeling and

vestibule training. It is a Training and development technique that presents participants with situations that are similar to actual job conditions and used for both managers and non managers (Schuler and Huber, 1993).

It involves training and development techniques that attempt to capture and bring forth decision making situations to the employee being trained. In other words, the method allows employees to act out work scenarios. It involves the presentation of problems and their solutions.

Trainees are provided with some information related to the description of the roles, concerns, objectives, responsibilities, emotions, and many more. Following is provision of a general description of the situation and the problem they face. The trainees are thereafter required to act out their roles. This method is more effective when carried out under stress-free or alternatively minimal-stress environments so as to facilitate easier learning. It is a very effective training method for a wide range of employees for example those in sales or customer service area, management and support employees.

In accordance with the above, Anthony et al (1993), state that this technique gives participants actual practice in applying concepts in an artificial situation. An opportunity to solve a problem is provided, and the participants actually act out the solution. Cherrington (1995) argued that simulation refers to creating an artificial environment that approximates actual job conditions as much as possible. In this regard, simulation is very similar to vestibule training. According to Cherrington (1995), simulation has been used extensively for learning technical and motor skills. The essence of role-playing is to create a realistic situation as in the case of discussion method, and then have trainees assume the parts of specific personalities in situation.

2.7.2.3 Case Studies

Cherrington (1995) declares that case studies are used extensively in many business classes. They are designed to promote trainee discovery of underlying principles. Most cases do not have single correct solution. Instead a trainee is expected to analyse the problem and consider alternative solutions.

According to Cherrington (1995), even though trainees may not agree on the best solutions, a fair agreement about the relevant issue should exist. The success of the case method as a training technique depends largely on the skill of the discussion leader. Effective case discussions require skilled trainers when to focus the group discussion on particular topics and when to allow free floating ideas and exploration into alternative issues. The case studies analysis approach to management development was popularized at the Harvard Graduate School of Business. Taken from the actual experiences of organisations, these cases represent attempts to describe, as accurately as possible, real problems that managers faced. Trainees study the case to determine problems, analyse causes, develop alternative solutions, select what they believe to be the best solution and implement those solutions (Dcenzo and Robbins, 2002).

Sherman and Bohlander (1992) argue that case study is particular useful in classroom learning situations. According to them, these documented examples, which may have been developed from actual experiences within their organisations, can help trainees to learn how to gather and interpret facts, to become conscious of the many variables on which a management decision may be based and in general, to improve their decision-making skills.

2.7.2.4 Lecture

Lecture is an efficient means of transmitting large amount of factual information to a relatively large number of people at the same time. It is the traditional method of teaching and is used in many training programmes. A skilled lecturer can organise material and present it in a clear and understanding way. If the trainees are ready to receive it, a well prepared lecture may succeed in transferring conceptual knowledge. However, a lecture does not allow active participation by the learners. It provides no practice, no feedback, no knowledge of results, and it may inhibit the transfer of learning (Cherrington, 1995).

Anthony et al (1993) state that lecture method is very useful for large groups. It requires a training leader who is dynamic and who can organise and present materials in an effective fashion. For best use, it should be supplement with additional types of training techniques.

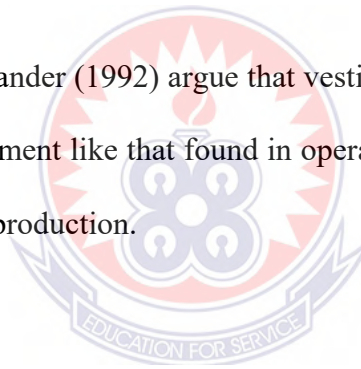
According to Decenzo and Robbins (2002), the lecture approach is well adopted to conveying specific information, rules, procedures, or methods. The use of audio visual can often make a formal classroom presentation more interesting while increasing retention and offering a vehicle for clarifying more difficult points.

2.7.2.5 Vestibule Training

According to Cherrington (1995), vestibule training is similar to on-the-job training except that it occurs in separate training area equipped like the actual production area. The training that occurs in a vestibule is usually some form of job-instruction training. In vestibule training, however, the emphasis is on learning as opposed to the

emphasis on production in job-instruction training. Vestibule training is typically used for teaching specific job skills. In being consistent with the above, Decenzo and Robbins (2002), state that vestibule training helps employees learn their job on the equipment they will be using, but the training is conducted away from the actual work floor. Vestibule training allows employees to get full feel for doing task without “real-world” pressures. Additionally, it minimizes the problem of transferring learning to the job, since its training uses the same equipment the trainee will use on the job. In effect, this method though do not allow the employee to feel the real-life situation, it still equips the employee with all the necessary skills and knowledge needed to work in the real work place.

Sherman and Bohlander (1992) argue that vestibule trainees are given instructions on the operations of equipment like that found in operating departments. The emphasis is on instruction rather than production.



2.7.2.6 Self-Study

A considerable amount of training and development consists of independent learning by people trying to train themselves. The most frequent kinds of self-study activities are reading books and professional magazines; take special courses through a local university and attending professional meetings (Cherrington, 1995). The tremendous increase in new technology has increased the need for employees to train themselves using owners’ manuals and other handbooks. For individuals who are highly motivated, individual study and special training are excellent ways to increase job knowledge and skills.

Anthony et al (1993) assert that self study learning techniques use programmed test and exercises to guide student through a step-by-step series of learning experiences. It is learner-centered method of instruction and seldom, if ever, requires the service of an instructor at the time the training occurs. The technique presents subject matter in small steps, which require them to respond and immediately inform them of appropriateness of their responses.

2.7.2.7 Sensitivity Training

As stated by Decenzo and Robbins (2002), sensitivity training in “encounter group” becomes quite popular during the 1950s as a method of changing behaviour through group processes. Often referred to as laboratory training, it influences the participants through unstructured group interaction. Members are brought together in a free and open environment in which participants discuss themselves and their interactive process, loosely facilitated by a professional behaviour scientist. This professional then creates the opportunity for the participant to express their ideas, beliefs, and attitudes. In the same instance, this type of training consists of unstructured group discussions in which the participants talk about their personal feelings and reactions towards each other. The length of a laboratory training session may vary from as little as a couple of hours to as much as two or three weeks of all day sessions. The training is designed to create greater self-awareness and increased sensitivity to the attitudes and emotions of others and to group processes (Cherrington, 1995). In the same way, Schuler and Huber (1993), stated that individuals in an unstructured group exchange thought and feelings on the “here and now” rather than the “there and then”. The experience of being in sensitivity

group often gives individuals insight into how and why they and others feel and act the way they do.

In consistent with the above, Bernardin and Russel (1993), express that in sensitivity training, which was very popular for management training in previous decades, a small group of about eight to fourteen individuals work together to develop interpersonal or team-building skills. According to them, trainees focus on the “here and now” and describe issues of interest or concern in an unstructured setting where the trainer generally does not structure the discussion yet may intervene if the comments become harmful to participants.

2.8. Cost-Benefit Analysis of Training

According to Bernardin and Russel (1993), to conduct a thorough evaluation of training programme, it is important to assess the cost and benefits associated with the programme. This is difficult to do but may be important for showing top management the value of training for the organization. Some of the cost that should be measured for training programme include needs assessment costs, salaries of training designers, purchase of equipment (computers, videos, handouts), programme development costs, evaluation costs, trainers’ cost (salaries, travel, lodging, meals), facilities rental and other training costs.

In line with the above, it is important to compare the benefits of the training programme with its cost. One benefit that should be estimated is the benefit to be enjoyed as a result of the improvement in trainees’ performance after receiving training.

Another factor that should be considered when estimating the benefits of training is the duration of training's impact, that is, the length of time during which the improved performance will be maintained.

Equally, Noe et al. (1996) asserts that cost benefit analysis in the processes determine the economic benefits of a training programme using accounting methods. Determining the economic benefits of training involves determining training cost and benefits. Training cost information is important for several reasons: to understand the total expenditures for training including direct and indirect cost; to compare the cost of alternative training programme; to evaluate the proportion of money spent on training and development, administration, and evaluation as well as to compare monies spent on training for different groups of employees in order to control cost.

Besides, Noe et al. (1996) further state that, a number of methods may also be helpful in identifying the benefits of training: Technical, academic, and practitioner literature summarizes the benefits that have been shown to relate to specific training programmes. Pilot training programmes assess the benefits on a small group of trainees before a company commits more resources, and observance of successful job performers can help a company determine what successful job performers can do differently from unsuccessful job performers.

2.9. Comparison of Training Techniques/Methods

With so many different techniques available, a training specialist must carefully evaluate the advantage and disadvantage of each method to determine which is

appropriate for a given situation. The selection of a training method should be determined primarily by the objective of the training (Cherrington, 1995).

A lecture is ideal for disseminating a large amount of information to learners who are already motivated to receive it, but the lecture is not useful for changing attitudes or teaching new motor skills. The major principles of learning are motivation, feedback, meaningful stimulus, practice, and transfer of training. An ideal training programme should be consistent with each of these principles; however, all five principles may not be equally important, depending on the particular training activity. The various training methods are used in variety of different training programmes.

2.10. Evaluation of Training Programme

It is important to evaluate training, in order to assess its effectiveness in producing the learning outcomes specified when the training intervention was planned, and to indicate where improvement or changes are required to make the training even more effective (Armstrong, 2003). The process of evaluating training has been defined by Hamblin (1974) as: 'Any attempt to obtain information (feedback) on the effect of a training programme and to assess the value of the training in light of that information'.

Berardin and Russel (1993) claim that evaluation involves the collection of information on whether trainees were satisfied with the programme, learned the material, and were able to apply the skills back on the job. Evaluation ensures that programmes are accountable and are meeting the particular needs of employees in cost effective manner. This is especially important today, as organisations attempt to cut cost and improve

quality in their firms. While most companies recognize the importance of evaluation, few actually evaluate their training programmes.

Asare-Bediako (2008) states that planning and organizing training programmes represent an investment by the organization and therefore just as returns are expected on investments in other areas of business, training must also yield results to the organization.

According to Kirpatrick et al, (2006) behaviour change brought about by the training function can be change of skill, change of knowledge and change of attitude. Therefore; evaluation is the way of measuring the effectiveness of a training program. Kenney et al, (1992), state that the first stage of evaluation is done during and at the end of the training. The purpose of evaluation is to ensure the training achieves its objective. It identifies what effect training has on the individual.

According to Beardwell et al, (1993), training evaluation can be done in several ways. This is aimed at longer term and wider impact of the training. It gives the answer of how much of the training has been retained and used by the trainee at the work place after a period of time. The period of time could be a few weeks, some months or even longer. Some of the ways stated by Beardwell et al, (1993) are as follows;

2.10.1 Interviewing

After the completion of a training program, the trainees can be interviewed. If the training event was an external event, the departmental manager can conduct the interview. The interview could be either structured or unstructured. In a structured interview, the manager should have a list of prepared questions that he may ask to the staff that were part of the training program.

2.10.2 Observation

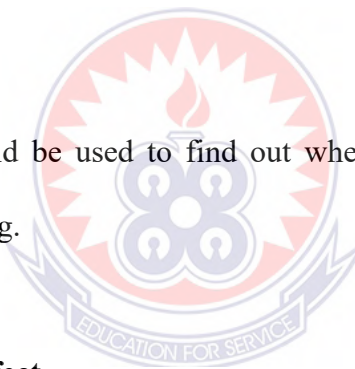
The departmental manager may observe the member of staff whether there is a change in his or her performance. For example, a member has attended a time management training program, the manager may observe the way he or she priorities the work, to see if there is a change.

2.10.3 Questionnaires

Comprehensive questionnaires could be used to obtain opinion reactions, views of trainees.

2.10.4 Tests

Standard tests could be used to find out whether trainees have learnt anything during and after the training.



2.10.5 Calculating the Effect

This is done in significant areas like employees' turnover, absenteeism and performance can be examined to see if there has been any improvement after training.

2.10.6 The Cost Benefit Analysis

It should be carried out at two separate times. During the development of training program, the cost and benefits of the training should be estimated and actual cost and benefits are analysed at the end of the course.

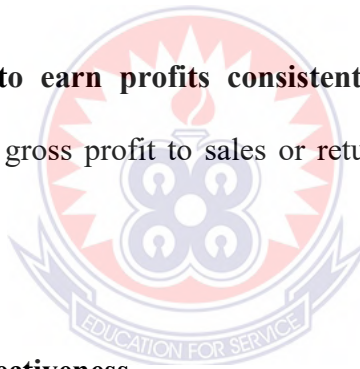
2.11. Employee Performance

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior. Kenney et al. (1992) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance.

It could be done by using productivity, efficiency, effectiveness, quality and profitability measures (Ahuja 1992).

2.11.1 Profitability

It is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood & Stangster 2002).



2.11.2 Efficiency and Effectiveness

Efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner 1996).

2.11.3 Productivity

It is expressed as a ratio of output to that of input (Stoner, Freeman and Gilbert Jr., 1995). It is a measure of how the individual, organization and industry converts input

resources into goods and services. The measure of how much output is produced per unit of resources employed (Lipsey 1989).

2.11.4 Quality

It is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong 2002). According to Stoner (1996), it is the ability to increasingly achieve better products and services at a progressively more competitive price.

As noted by Draft (1988), it is the responsibility of the company managers to ensure that the organisations strive to and thus achieve high performance levels. This therefore implies that managers have to set the desired levels of performance for any periods in question. This they can do by setting goals and standards against which individual performance can be measured. Companies ensure that their employees are contributing to producing high quality products and/or services through the process of employee performance management. This management process encourages employees to get involved in planning for the company, and therefore participates by having a role in the entire process thus creating motivation for high performance levels. It is important to note that performance management includes activities that ensure that organisational goals are being consistently met in an effective and efficient manner. Performance management can focus on performance of the employees, a department, processes to build a product or service, etc. Earlier research on productivity of workers has showed that employees who are satisfied with their job will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs (Landy 1985).

Further still, Kinicki & Kreitner (2007) document that employee performance is higher in happy and satisfied workers and the management find it easy to motivate high performers to attain firm targets.

2.12 Effects of Training on Performance

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organisations.

Training leads to placing schools in better positions to face competition and stay at the top especially at the era where schools are ranked by the Ghana Education Service in terms of students' performance in their final West African Senior School Certificate Examination. This therefore implies an existence of a significant difference between the schools that train their teachers and those that do not. Existing literature presents evidence of an existence of obvious effects of training and development on employee performance. Some studies proceeded by looking at performance in terms of employee performance in particular (Purcell, Kinnie & Hutchinson 2003; Harrison 2000) while others have extended to a general outlook of organisational performance (Guest 1997; Swart et al. 2005). In one way or the other, the two are related in the sense that employee performance is a function of organisational performance since employee performance influences general organisational performance. In relation to the above, Wright & Geroy (2001) noted that employee competencies change through effective training programs. It therefore not only improves the overall performance of the employees to effectively

perform their current jobs but also enhances the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organisational performance.

Several researches on training and employee performance have discovered interesting findings regarding this relationship. Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Harrison 2000; Guest 1997). Moreover, other studies for example the one conducted by Swart et al. (2005) elaborate on training as a means of dealing with skill deficits and performance gaps as a way of improving employee performance. According to Swart et al., (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance. They further elaborate the concept by stating that, training facilitates organization to recognize that its workers are not performing well and thus, their knowledge, skills and attitudes need to be molded according to the firm's needs. It is always good that employees possess a certain level of knowledge related to different jobs.

However, it is important to note that this is not enough and employees need to constantly adapt to new requirements of job performance. In other words, organisations such as schools need to have continuous policies of training and retaining of teachers and thus not to wait for occurrences of skill and performance gaps.

Through training, teachers' competencies are developed and it enables them to implement the job related work efficiently in order to achieve the school's objectives in a

competitive manner. According to Pigors & Myers (1989), dissatisfaction, complaints, absenteeism and labour turnover can be greatly reduced when employees are well trained. This gives the employees certain degree of direct satisfaction in relation to their knowledge acquired and the development of their inherent capabilities.

Training and teacher performance are therefore inseparable since there is enough evidence from the literature to positively link training and performance.

Cole (2002) identified and summarized training benefits to both the individual employee and the organization as indicated below:

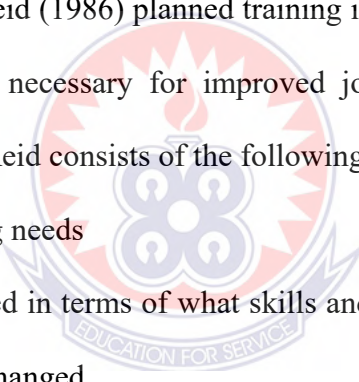
- a.** Training helps in the individuals' development and growth as well as creating positive attitudes and behaviours in them. Organisations instill in their employees the attitudes and behaviour expected from them which in the long run boost the company's image.
- b.** The training given to employees keep staff highly motivated as new skills and knowledge gained helps reduce boredom and keeps the employees right on their toes as they know they are valuable enough for the employer to invest in their training. When the employee is motivated, there is increased morale, job satisfaction and less employee turnover. Organisations also awards certificates to trainees for completion of the training program and also awards certificates to the trainers for carrying out the training effectively and efficiently.
- c.** Training of employees gives the company a competitive edge over its competitors and to stay ahead of the competition in this continuously changing world as there is increase in innovation which is exhibited in their strategies and products. Employees gain confidence and find direction which reflects in the way they work.

d. Training helps save the organization money as the training helps the employees to be more efficient and effective, working diligently to increase the company's productivity resulting in financial gain. It also helps to increase the capacity to adopt new technologies.

e. Training gives a feeling of personal satisfaction and achievement, and also broadens opportunities for career progression.

Most of the benefits derived from training are easily attained when training is planned. This means that the organization such the school, trainers and trainees who are the teachers are all prepared for the training well in advance.

According to Kenney & Reid (1986) planned training is the deliberate intervention aimed at achieving the learning necessary for improved job performance. Planned training according to Kenney and Reid consists of the following steps:

- 
- Identify and define training needs
 - Define the learning required in terms of what skills and knowledge have to be learnt and what attitudes need to be changed.
 - Define the objectives of the training
 - Plan training programs to meet the needs and objectives by using the right combination for training techniques and locations.
 - Decide who provides the training
 - Evaluate training.
 - Amend and extend training as necessary.

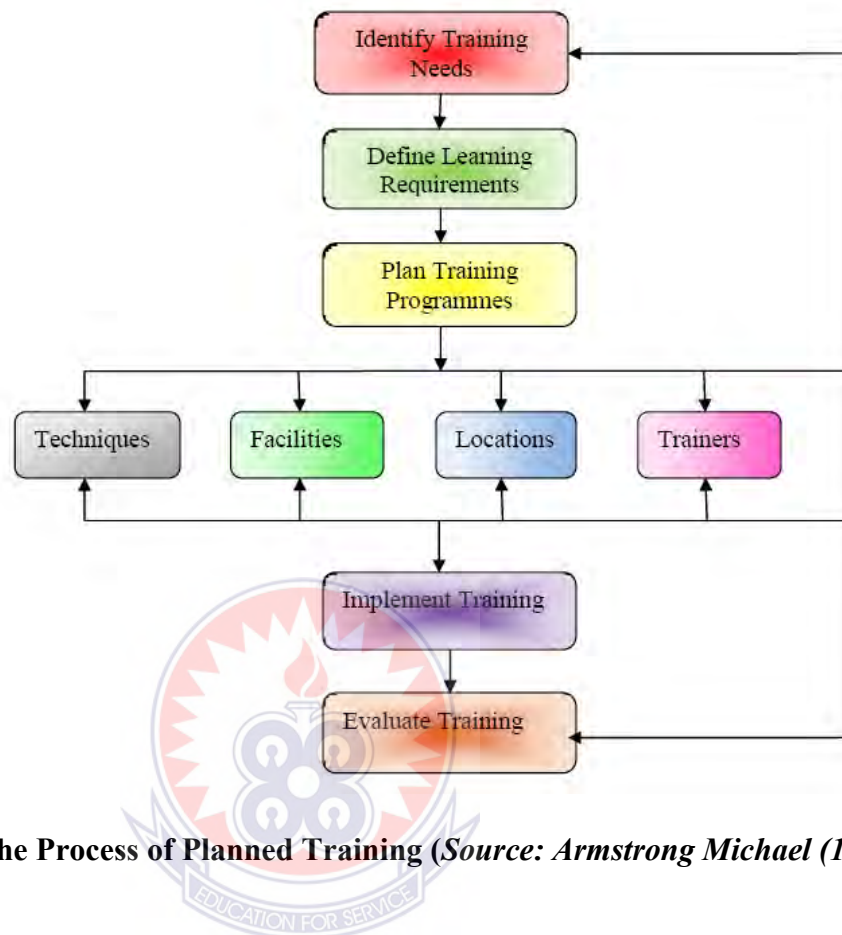


Figure 1. The Process of Planned Training (Source: Armstrong Michael (1995)).

It has become quite clear that, training and development are key to individual employee and organisational performance. Training bridges the gap between what should happen and what is happening.

Schools for that matter must take training seriously since the future of any society lies in the hands of the youth. The youth in the schools must be given appropriate education in order to assist them perform better in the society. This can be achieved through equipping the teacher with the right training to be able him transmit the required knowledge, attitudes and skills to the future generations.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents a description of research methods used in the study. It discusses research design, data collection, population, sampling technique, sample size, respondents, and ethical issues. The chapter is very essential since it is the guide used in collecting the required information needed to answer the research questions.

3.1. The Research Design

To conduct an effective and successful research, there is the need to design a structure that guides the way the various research methods are applied and how data is collected. According to Bryman and Bell (2007), a research design is the framework for the collection and analysis of data. Considering the nature of this study, the researcher adopted the descriptive survey by using quantitative approach. Descriptive survey attempts to establish the range and distribution of some social characteristics, such as education or training, occupation and location and to discover how these characteristics may be related to certain behaviour patterns or attitudes (Moser & Kalton, 1971).

Descriptive survey according to Creswell (2010) is a plan or strategy which moves from the underlying philosophy assumptions to specifying the selection of respondents, the data gathering technique to be used and data analysis to be done. Further, quantitative research strategy emphasizes quantification in the collection and analysis of data and also incorporates a natural science model of the research process particularly, one influenced by positivism (Bryman & Bell, 2007). They mention that quantitative research is deductive and has an objectivist conception of social reality. By deductive, Bryman and

Bell (2007) explain that it is an approach to the relationship between theory and research where the research is carried out with particular reference to hypotheses and ideas inferred from the theory.

3.2. Data Collection

Data collection is basically concerned with the means and sources from which relevant information are gathered for the purpose of a study. It is an important factor in research since the information collected helps in addressing the research questions. Data for research is normally collected from either primary or secondary sources (Bryman & Bell, 2007). Both primary and secondary data were used for the collection of data for this study.

3.2.1 Primary Data

According to Zikmund (1997), primary data are data collected and assembled specifically for the purpose of the research work at hand. Primary data sources include observations, experiments, surveys (questionnaires) and interviews. The main source of primary data to this study was through the use of questionnaires. Open-ended questions that create an atmosphere for respondents to freely express their views were sent to the selected schools.

Notwithstanding, closed-ended questions were equally included in the questionnaire designed. The questionnaires administered took about 20 to 35 minutes on average to answer. Follow ups were made through the electronic mail and telephone calls.

3.2.2 Secondary Data

Secondary data are data collected previously for a purpose other than the research work at hand. It comprises internal and external sources that include reports, invoices, books and articles, research reports, panel research, etc. (Ghauri & Gronhaug, 2010).

To gain more insight into the study, the University's Library (University of Education, Winneba – Kumasi Campus) was used for accessing relevant literatures on the topic. The internet (Google Scholar) was also used to search for further information for this research.

3.3. Population

Population is a group of people or objects from which a sample size of a statistical measurement is taken. Fraenkel and Wallen (2006), assert that, population is a group to which the results of a study are intended to apply. The population of the study focused on the teaching staff and management of the three Senior High Schools in the Sekyere Central District of Ashanti Region with a total population of one hundred and eighty six (186). The composition of the population is as shown in the table 3.1 below.

Table 3.1: Tabular Representation of the Total Population

SCHOOL	NUMBER IN EACH CATEGORY				
	HEAD OF SCHOOL	ASST. HEAD	HEAD OF DEPT.	TEACHING STAFF	TOTAL
NSUTAMAN CATHOLIC SHS	1	3	6	73	83
KWAMANG PRESBY SHS	1	1	5	38	45
BEPOSO GHANA MUSLIM SHS	1	1	5	51	58
TOTAL	3	5	16	162	186

Source: School Records – Staff List, Office of the Administrative Officer (2017).

3.4. Sampling Technique

Sampling is the process of selecting a portion of the population as the representation of the entire population. According to Krejcie and Morgan (1970), the ever increasing demand for research has created a need for an efficient method of determining the sample size needed as a representation of a given population.

The choice for selecting the sample size of the teachers was influenced by the table for selecting sample size by Krejcie and Morgan (1970).

3.5. Sample Size

As indicated above, the total population was 186, and based on the criteria given by Krejcie and Morgan (1970), 127 teachers were selected as the sample size for the

study. The purposive sampling was used to identify the individual teachers to respond to the questionnaires. Purposive sampling is a non-probability sampling in which the decision concerning the individuals to be included in the sample size is taken by the researcher based on his or her personal judgment. All the heads of the three schools, all Assistant Headmasters/mistresses and all Heads of Department were purposively selected while the rest of the teaching staff were randomly selected using the lottery method. Fifty-seven (57) respondents were selected from Nsutaman Catholic Senior High School, thirty-one (31) from Kwamang Presby SHS and thirty-nine (39) from Beposo Ghana Muslim SHS. Considering the small nature of the sample size, the researcher used the random sampling technique to select the rest of the teachers from the various schools for the study.

Table 3.2: Tabular Representation of the Sample Size

SCHOOL	NUMBER SUMPLED					TOTAL
	HEAD OF SCHOOL	ASST. HEAD	HEAD OF DEPT.	TEACHING STAFF		
NSUTAMAN CATHOLIC SHS	1	1	6	49	57	
KWAMANG PRESBY SHS	1	1	5	24	31	
BEPOSOL GHANA MUSLIM SHS	1	1	5	32	39	
TOTAL	3	3	16	105	127	

Source: Field reports (2017)

3.6. Respondents

Although, one hundred and twenty-seven Headmasters/mistresses, Assistant Headmasters/mistresses, Departmental Heads and teachers were sampled for the study, only ninety-five of them responded to the questionnaires. All efforts to get the remaining thirty-two teachers sampled to respond to the questionnaires proved futile.

Table 3.3: Tabular Representation of Respondents

SCHOOL	NUMBER OF RESPONDENTS				
	HEAD OF SCHOOL	ASST. HEAD	HEAD OF DEPT.	TEACHING STAFF	TOTAL
NSUTAMAN CATHOLIC SHS	1	1	6	40	48
KWAMANG PRESBY SHS	1	1	5	13	20
BEPOSO GHANA MUSLIM SHS	1	1	5	20	27
TOTAL	3	3	16	73	95

Source: Field reports (2017)

3.7 Data Collection Instrument

A research tool is a specific mechanism or strategy the researcher uses to collect, manipulate, or interpret data (Leedy & Ormrod, 2005). The researcher used closed ended questionnaire to collect data for the study.

Questionnaires are instruments that are designed to collect data for decision making in research. A questionnaire can also be described as a systematic compilation of

questions that are administered to a sample of a population in research (White, 2005). Questionnaire relates to a form or document containing a number of questions on a particular theme, problem, issue or opinion to be investigated (Kumekpor, 2002). Questionnaires provide easier and accurate analysis of the data to obtain precise interpretation of the responses. Questionnaires are cost effective and less time consuming as compared to other instruments.

The questionnaire was a self-administered tool designed by the researcher. It was a 5-point Likert scale (1= Strongly Disagree, 2 = Disagree, 3 = Unsure 4= Agree, and 5 = Strongly Agree) in which higher score indicate more perceived positive responses. Out of the 127 questionnaires distributed to the respondents, the researcher received 95 questionnaires that were fully filled from the respondents. Therefore the analysis of the data was done on the 95 questionnaires that the researcher collected.

3.8 Validity and Reliability of the Instrument

Efforts were made in this study to ensure credibility in terms of validity and reliability which are important at every stage of research work.

3.8.1 Validity

Validity is the degree to which a research instrument measures what it is supposed to measure. (Leedy & Ormrod, 2005). For content and face validity of the instrument, to be ensured, the draft questionnaire was given to my supervisor and some experts (lecturers) in research to read through and offer suggestion for possible modifications and

corrections. Consequently, items that were ambiguous were modified for easy understanding.

3.8.2 Reliability

Reliability of an instrument is the degree to which a research instrument yields consistency in its results after repeated trials. To obtain the reliability of the instrument, the questionnaire was pilot-tested on 20 teachers selected through simple random sampling at Nsutaman Senior High School. The pilot-testing helped the researcher to make necessary changes to items which were inappropriate, and also ascertain the level of ambiguity of the questions and the necessary corrections made. The instrument yielded a reliability coefficient of 0.78 using Cronbach alpha reliability coefficient, which indicated that the instrument was highly reliable for the study.

3.9 Data Analysis

According to Dixon and Bouma (1984), data analysis involve reducing accumulated data to a manageable amount, developing summaries, looking for patterns and applying accumulated data to a manageable amount. Statistical Package for Social Science (SPSS) version 24, specifically descriptive statistics such frequency distribution, tables and percentages were used to analyse the data.

3.10 Data Collection Procedure

The researcher presented an introductory letter approving the research work from the Department of Educational Leadership, University of Education-Winneba, Kumasi

Campus to seek permission from the Sekyere Central District Education office to conduct the study. The researcher was given the permission to conduct the study. The researcher then visited the schools involved to brief the sampled population about the study after which the questionnaires were administered. The questionnaires were administered to the teachers during break time at the teachers' common room of each of the basic schools. The questionnaires were collected from the respondents after a one weeks grace period

3.11 Ethical Issues

Ethical issues are very important in research work. Cohen, Manion, and Morison (2000) assert that, researchers probing into private aspects of individual lives should make it clear to those involved and also seek their consent. In order to satisfy this ethical requirement, all respondents to the questionnaires were given prior information and the intention of the research work duly explained to them. All respondents were therefore provided with all the confidentiality and their identities kept were secret for the purpose of this research.

CHAPTER FOUR

ANALYSIS AND PRESENTATION OF RESULTS

4.1. Introduction

This section deals with the respondents' profile such as their gender, age, marital status, educational level, job position, rank, number of years at present school, training needs assessment, training and development policies, impact of training and development, evaluation of training and development and methods of training and development.

4.2. Respondents' Profile

The profile of respondents such as their gender, age, marital status, educational level, job position and number of years spent in their current schools are presented below.

4.2.1 Gender of Respondents

Table 4.1. Gender of Respondents

Sex	Frequency	Percentage(%)
Male	68	71.6
Female	27	28.4
Total	95	100

Source: *Field Survey, 2018.*

The table above shows the information about the gender of respondents. From the table, total respondents were 95, out of which 68 of them representing 71.60% were males whiles the rest twenty-seven representing 28.40% were females. This information

will help in determining the gender disparity and job performance of staff of the various schools.

4.2.2. Age Distribution of Respondents

Table 4.2. Age Distribution of Respondents

Age in years	Frequency	Percentage (%)
21 – 30	11	11.6
31 – 40	43	45.3
41 – 50	33	34.7
51 – 60	8	8.4
Total	95	100

Source: *Field Survey, 2018.*

The table above illustrates the age distribution of respondents. From the table, 11 respondents representing 11.60% of the total respondents were between the ages of 21 and 30, while 43 of them representing 45.30% of the respondents were also between the ages of 31 and 40. Besides, 33 other respondents also fell between the ages of 41 and 50 representing 34.70% of the total respondents while the rest 8 respondents representing 8.40% of the respondents were between the ages of 51 and 60. The average age of the respondents was 39 years. This implies that, majority of the respondents were in their youthful ages who could work hard to contribute positively to the success of the schools.

4.2.3. Marital Status of Respondents

Table 4.3. Marital Status of Respondents

Marital Status	Frequency	Percentage (%)
Single	26	27.4
Married	63	66.3
Widowed	0	0
Divorced	2	2.1
Separated	4	4.2
Total	95	100

Source: *Field Survey, 2018.*

According to the table on the marital status of respondents, 26 of them representing 27.40% of the total respondents were single while 63 of them representing 66.30% of the entire respondents were married. This high number of respondents being married is an indication of the fact that, these respondents who understand the importance of training their children in the home would transfer this knowledge of the benefits of training to the work place. None of the respondents was widowed but 2 of them representing 2.10% of the total respondents were divorced while the rest 4, representing 4.20% were separated.

4.2.4. Educational Level of Respondents

Table 4.4. Educational Level of Respondents

Highest Educational Level	Frequency	Percentage (%)
Post Graduate	20	21.0
Graduate	72	75.8
Higher National Diploma	3	3.2
Advanced Level	0	0
Ordinary Level	0	0
Senior High School	0	0
Total	95	100

Source: *Field Survey, 2018.*

In table 4.4 above which represents the educational levels of respondents, 20 of them representing 21% of the total respondents were post graduate degree holders. 72 respondents representing 75.80% of the total respondents also were first degree holders, while the remaining 3 respondents representing 3.20% of all respondents were holders of Higher National Diploma (HND). This is an indication that, all the respondents have attained higher levels of education which is relevant to their job delivery as teachers and also a prerequisite for teaching in the Senior High Schools in Ghana. Fortunately, none of these respondents were holders of Advanced Level Certificate, Ordinary Level Certificate or West African Senior School Certificate.

4.2.5. Job Position

Table 4.5. Job Position

Job Position	Frequency	Percentage (%)
Headmaster/Headmistress	3	3.2
Assistant Headmaster/Headmistress	3	3.2
Head of Department	16	16.8
Form Master/Mistress	36	37.9
Subject Tutor	37	38.9
Total	95	100

Source: Field Survey, 2018.

On the issue of Job Positions held by the respondents, 3 of them representing 3.20% were Headmasters/Headmistresses while Assistant Headmasters/Headmistresses were also 3 which represent 3.20% of the total respondents. 36 of the respondents representing 37.90% of the total respondents were also Form Masters/Mistresses whereas 37 respondents representing 38.90% of all respondents were also Subject Tutors. The inclusion of the Headmasters/mistresses, Assistant Headmasters/mistresses and Heads of Departments in the survey is very important to this study since these respondents play crucial roles in the appraisal of teachers. Besides, the rest of the teachers that responded to the questionnaires also assess the performance of students which in effect also mirrors their own performance.

4.2.6. Number of Years at Current School

Table 4.6. Number of Years at Current School

No. of years at current School	Frequency	Percentage (%)
1 – 5	26	27.4
6 – 10	38	40
11 – 15	28	29.5
16 – 20	3	3.1
21 and above	0	0
Total	95	100

Source: *Field Survey, 2018.*

Table 4.7 shows information on the number of years respondents served at their present schools. According to the table, 26 respondents served between 1 to 5 years in their present schools representing 27.40% of the total respondents. 38 respondents constituting 40% of all the respondents also served between 6 to 10 years in their current schools while 28 respondents representing 29.50% of the total respondents served between 11 to 15 years. 3 respondents representing 3.10% of the total respondents served their respective schools between 16 to 20 years while none of the respondents served for 21 years and above in their current schools.

From the table above on the number of years respondents served in their current schools, sixty-nine respondents served above five years at their current school. This in effect is an indication that these people have served in the school for a considerable number of years good enough to be able to give true account on issues of training and job performance.

SECTION A:**4.3 Training Needs Assessment**

Research Question 1: How is training needs assessment conducted in the three Senior High Schools in the Sekyere Central District?

Table 4.7: Training Needs Assessment

Training Programmes	Strongly Agree		Agree		Unsure		Disagree		Strongly Disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Training is compulsory in the school	41	43.1	36	37.9	5	5.3	11	11.6	2	2.1
I have attended a training programme organised by my school before	40	42.1	51	53.7	0	0	4	4.2	0	0
My training needs are determined through annual appraisal process	7	7.4	42	44.2	25	26.3	12	12.6	9	9.5
Training needs are directly related to the school's objectives	30	31.6	49	51.6	11	11.6	4	4.2	1	1.0
Basic skills and capabilities are identified for different staff during training needs assessment	32	33.7	44	46.3	13	13.7	5	5.3	1	1.0
Training needs assessment are determined by management	17	17.9	60	63.2	10	10.5	6	6.3	2	2.1
Training needs are identified by the staff concerned	30	31.7	37	38.9	12	12.6	15	15.8	1	1.0
Training needs are also identified by the immediate supervisors	17	17.9	42	44.2	14	14.7	15	15.8	7	7.4
Training needs are conducted by the immediate supervisor in consultation with the staff concerned	26	27.4	31	32.6	14	14.7	19	20	5	5.3

Source: Field Survey, 2018.

Table 4.8 displays the responses from respondents on training needs assessment. When asked whether training is compulsory in the school, 41 respondents representing 43.10% strongly agree to the statement, 36 respondents representing 37.90% also agree while 5 respondents that represent 5.30% of the total respondents were unsure. 11 respondents representing 11.60% of the respondents disagree that training is compulsory in their respective schools while 2 respondents which represent 2.10% of the total respondents strongly disagree to the statement.

Responding to the question whether they have ever attended training programme organised by the school before, 40 respondents representing 42.10% of the total respondents strongly agree to the statement while 51 respondents representing 53.70% of all the respondents agree to the statement. 4 respondents representing 4.20% of the total respondents disagree to the statement while none of the respondents were either unsure or strongly disagree.

Answering the question whether the respondents training needs are determined through annual appraisal process, only 7 respondents representing 7.40% of the total respondents strongly agree to the statement. 42 respondents representing 44.20% of the total respondents agree to the statement while 25 respondents representing 26.30% of the total respondents were unsure whether the statement is true. 12 respondents that represent 12.60% of the respondents disagree to the statement while 9 respondents representing 9.50% strongly disagree to the statement.

When quizzed whether training needs are directly related to the school's objectives, 30 respondents representing 31.60% of the total respondents strongly responded in the affirmative and 49 others representing 51.60% also agree to the

statement. 11 respondents which represent 11.60% of the respondents were unsure, 4 other respondents with a percentage of 4.20% disagree to the statement while 1 respondent representing 1% of the total respondents strongly disagree to the statement.

Answering the question whether basic skills and capabilities are identified for different staff during training needs assessment, 32 respondents representing 33.70% of the respondents strongly agree to the statement while 44 respondents representing 46.30% of the total respondents agree to the statement. 13 respondents that represent 13.70% of all the respondents were unsure while 5 respondents representing 5.30% of the respondents disagree to the statement. Only 1 respondent representing 1% of the total respondents strongly disagree to the assertion.

In response to the question whether training needs assessment are determined by management, 17 respondents representing 17.90% of the total respondents strongly agree to the statement whereas 60 respondents representing 63.20% of the total respondents also agree to the statement. 10 respondents representing 10.50% of the respondents were rather unsure and 6 other respondents which represent 6.30% of the respondents disagree to the statement. 2 respondents representing 2.10% of the total respondents strongly disagree to the statement.

As to whether training needs are identified by the staff concerned, 30 respondents representing 31.70% of the total respondents strongly agree while 37 respondents representing 38.90% of the respondents agree to the statement. 12 respondents covering 12.60% of all respondents were rather unsure whereas 15 respondents that represent 15.80% of the total respondents disagree to the statement. Only 1 respondent representing 1% of the total respondents strongly disagree to this statement.

On the issue of whether training needs are also identified by the immediate supervisors, 17 respondents representing 17.90% of the total respondents strongly agree to the statement while 42 respondents representing 44.20% of the entire respondents agree to the statement. 14 respondents that represent 14.70% of all the respondents were unsure whereas 15 respondents representing 15.80% of the total respondents disagree to the statement. 7 respondents which represent 7.40% of the respondents strongly disagree to the statement.

Responding to the question as to whether training needs are conducted by the immediate supervisor in consultation with the staff concerned, 26 respondents representing 27.40% of the total respondents strongly agree while 31 respondents covering 32.60% of the total respondents agree to the statement. On the other hand, 19 respondents representing 20% of the total respondents rather disagree to the statement with another 5 respondents representing 5.30% of the respondents strongly disagreeing to it. 14 respondents which represent 14.70% of the total respondents were rather unsure as to whether the statement is true or not.

The various responses from the respondents have confirmed Wognum (2001), which states that training and development needs may occur at three organisational levels namely;

- (1) *Strategic level* where needs are determined by top management while considering the organization's goals, mission, strategy and problems which need to be resolved or fixed.
- (2) *Tactical level* where needs are determined with middle management while considering the development needs and the coordination and cooperation between the organization's units.
- (3) *Operational level* where needs are determined with lower

executive management and other employees while considering problems related to operations such as performance problems of individual workers and departments.

Analyzing the responses, majority of the respondents confirmed that, training needs are identified at these three organisational levels.

This is therefore is an indication that, the various schools properly coordinate to include staff at all levels to enable a holistic consideration of all factors to facilitate an informed decision on which training needs to be addressed.



SECTION B:**4.4 Training and Development Policies and Procedure**

Research Question 2: What training and development programmes/methods are available to teachers of the three Senior High Schools in the Sekyere Central District?

Table 4.8: Training and Development Policies and Procedure

Training Policies	Strongly Agree		Agree		Unsure		Disagree		Strongly Disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
The school has training and development policies and procedures	15	15.8	38	40	23	24.2	11	11.6	8	8.4
The training and development policy document is available to staff members	12	12.6	25	26.3	19	20	24	25.3	15	15.8
The provisions in the training and development policy and procedure document allow workers to rise through the ranks	13	13.7	42	44.2	24	25.3	15	15.8	1	1.0
Training in the school is planned and systematic	21	22.2	33	34.7	16	16.8	14	14.7	11	11.6

Training organised by the school is motivational	31	32.7	40	42.1	10	10.5	10	10.5	4	4.2
Every staff member has the opportunity to be trained in the school	39	41.1	37	38.9	10	10.5	6	6.3	3	3.2
I have been sponsored for further studies by the school before	16	5.3	13	13.7	9	9.5	18	18.9	50	52.6
I have self sponsored myself for further studies since I joined the school	42	44.2	27	28.4	9	9.5	12	12.6	5	5.3
The school grants study leave to staff to develop themselves	10	10.5	13	13.7	23	24.2	21	22.1	28	29.5
I have been sponsored to attend training and development programme abroad before	2	2.1	5	5.3	5	5.3	36	37.9	47	49.4

Source: *Field Survey, 2018*

Table 4.9 shows how respondents answered questions on training and development policies and procedures. Responding to the question whether the school has training and development policies and procedures, 15 respondents representing 15.80% of the total respondents strongly agree to the statement and 38 other respondents which represent 40% of the total respondents also agree to the statement. 23 respondents representing 24.20% of the respondents were unsure while 11 respondents representing 11.60% of the respondents disagree with this assertion. 8 respondents representing 8.40% also strongly disagree to the statement.

On the issue whether training and development policy document is available to staff members, 12 respondents representing 12.60% of all respondents strongly agree to the statement while 25 other respondents representing 26.30% of the total respondents also agree to the statement but 19 respondents which represent 20% of the total respondents were rather unsure. 24 respondents which represent 25.30% of the total respondents disagree to this statement while 15 other respondents representing 15.80% also strongly disagree to this claim.

Answering the question whether the provisions in the training and development policy and procedure document allow workers to rise through the ranks, 13 respondents representing 13.70% of the total respondents strongly agree to the statement with another 42 respondents representing 44.20% agreeing to the statement but 24 respondents which represent 25.30% of all respondents were unsure. 15 respondents representing 15.80% of respondents disagree to the statement with only one respondent which represent 1% of respondents strongly disagreeing to the claim.

In response to the question whether training in the school is planned and systematic, 21 respondents representing 22.20% of all respondents strongly agree to this position with another 33 respondents representing 34.70% of the respondents agreeing to the statement but 16 respondents representing 16.80% of all the respondents were unsure. 14 respondents which represent 14.70% of total respondents disagree to the statement while 11 respondents representing 11.60% strongly disagreeing to this assertion.

As to whether training organised by the school is motivational, 31 respondents representing 32.70% of total respondents strongly agree to the statement and 40 respondents representing 42.10% of the entire respondents also agreeing to the claim while 10 respondents which represent 10.50% of the respondents were unsure. 10 respondents which represent 10.50% of the respondents also disagree to the statement with another 4 respondents representing 4.20% of the total respondents strongly disagreeing to the statement.

When quizzed whether every staff member has the opportunity to be trained in the school, 39 respondents representing 41.10% strongly agree to the statement and another 37 respondents representing 38.90% also agreeing. However, 10 respondents representing 10.50% of the total respondents were unsure. 6 respondents which represent 6.30% of the total respondents on the other hand disagree to the statement while 3 respondents representing 3.20% of the entire respondents strongly disagreeing to the statement.

In reaction to the question whether the respondents had been sponsored for further studies by the school before, 5 of them representing 5.30% strongly agree and another 13 representing 13.70% of the total respondents also agree to the statement. However, 9

respondents representing 9.50% of the respondents were unsure. 18 of them which represent 18.90% of the total respondents disagree with this statement with the rest 50 respondents representing 52.60% of the respondents strongly disagreeing to this assertion.

When the respondents were questioned whether they have self sponsored themselves for further studies since joining the school, 42 of them which represent 44.20% of the total respondents strongly agree to this claim with another 27 of them representing 28.40% of the respondents also agreeing to this assertion. On the other hand, 9 respondents representing 9.50% of the total respondents were unsure of the claim. In contrast, 12 respondents which represent 12.60% of all respondents disagree to the statement with another 5 of them representing 5.30% of the respondents in a strong disagreement to the statement.

As to whether the school grants study leave to staff to develop themselves or not, 10 respondents representing 10.50% of respondents strongly agree to the claim while another 13 respondents which represent 13.70% of all respondents also agreeing to the claim. 23 respondents representing 24.20% of the entire respondents were however unsure. 21 of the respondents which represent 22.10% of the all respondents on the other hand disagree to the statement with the rest 28 respondents representing 29.50% of the respondents in a strong disagreement to the claim.

In answering the question whether the respondents have been sponsored to attend training and development programmes abroad before, 2 of them representing 2.10% of the total respondents strongly agree to the assertion and another 5 respondents representing 5.30% of all respondents also agreeing the claim. Another 5 respondents

which represent 5.30% of the entire respondents were however unsure. In contrast, 36 respondents representing 37.90% of all respondents disagree to the statement with another 47 respondents which represent 49.40% of the total respondents also in a strong disagreement to the assertion.

Careful analysis of the responses indicates that the schools mostly adopt the on-the-job training for staff as compared to the off-the-job training. This is so because responses to the questions whether the respondents have been sponsored for further studies before, whether their schools granted them study leave to develop themselves or whether they attended training and development programmes abroad before were all not confirmed by the respondents.

On the other hand when asked whether the training programmes organised by the school is motivational, majority of the respondents confirmed this which then is the confirmation for on-the-job training.

This therefore substantiates the position of Nadler (1984), which states that, there are two broad methods that organisations may choose for training their employees. This he stated as the *on-the-job training* given to organisational employees while conducting their regular work at the same working venues and *off-the-job training* which involves taking employees away from their usual work environments and therefore all concentration is left out to the training.

SECTION C (PART I):**4.5 Impact of Training and Development****Research Question 3: What are the effects of training and development programmes/methods on teachers' job performance?****Table 4.9: Impact of Training and Development**

Impact of Training and Development	Strongly Agree		Agree		Unsure		Disagree		Strongly Disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Training enhances the performance of staff	62	65.2	31	32.7	2	2.1	0	0	0	0
Training motivates staff to work harder in the school	49	51.6	40	42.1	5	5.3	1	1.0	0	0
Training increases work efficiency and quality of work	66	69.6	27	28.4	1	1.0	1	1.0	0	0
Training and development increase job satisfaction and morale among staff	45	47.4	37	38.9	6	6.3	7	7.4	0	0
Training can reduce the rate at which employees leave the school	14	14.7	39	41.0	20	21.1	9	9.5	13	13.7
Training helps promote organisational image	36	37.9	54	56.8	5	5.3	0	0	0	0
Training helps promote the working relationship among staff	47	49.5	37	38.9	8	8.4	3	3.2	0	0

Training helps improve staff knowledge and skills at all levels	57	60.0	35	36.8	3	3.2	0	0	0	0
Training leads to effective management by students' complaints	17	17.9	62	65.2	5	5.3	11	11.6	0	0
Training leads to a better understanding of the school's mandate	29	30.5	56	58.9	7	7.4	3	3.2	0	0

Source: *Field Survey, 2018.*



Table 4.10 summarizes responses from the entire respondents on questions pertaining to the impact of training and development on staff.

According to the table, 62 respondents representing 65.20% of all respondents strongly agree to the assertion that training enhances performance of staff, with another 31 respondents representing 32.70% also agreeing to the assertion. 2 respondents representing 2.10% of the respondent were however not sure of the claim. None of the respondents disagree to this claim.

In response to the question, training motivates staff to work harder in the school, 49 respondents representing 51.60% of the total respondents strongly agree to this statement while another 40 respondents representing 42.10% of the respondents also agreeing to this assertion. 5 respondents representing 5.30% of the entire respondents were however unsure. 1 respondent representing 1% of all respondents disagree to the statement while none of the respondents strongly disagree to the claim.

This conformity with what Cole (2002), states that, one of the benefits of training to employees is that, it keeps them highly motivated as new skills and knowledge gained helps reduce boredom and keeps the employees right on their toes as they know they are valuable enough for the employer to invest in their training.

Answering the question whether training increases work efficiency and quality of work, 66 respondents representing 69.60% of respondents strongly agree to this statement with another 27 respondents representing 28.40% of the entire respondents agreeing to the claim. 1 respondent representing 1% of the respondents was unsure while another 1 respondents representing 1% also disagreeing to the statement. No respondent however strongly disagree to the statement.

As to whether training and development increase job satisfaction and morale among staff, 45 respondents representing 47.40% of the respondents strongly agree to this claim while another 37 respondents representing 38.90% of all the respondents also agreeing to the statement. 6 respondents representing 6.30% of the respondents on the other hand were unsure. 7 respondents representing 7.40% of the entire respondents however disagree to the statement with no respondent strongly disagreeing to it.

The respondents agreeing to the positive relationship between training and development and increase in job satisfaction and morale confirms Kinicki & Kreitner (2007) who posit that employee performance is higher in happy and satisfied workers and the management finds it easy to motivate high performers to attain firm targets.

It also confirms Cole (2002), position that, training gives personal satisfaction and achievement and also broadens opportunities for career progression.

Responding to the question whether training can reduce the rate at which employees leave the school, 14 respondents representing 14.70% of the entire respondents strongly agree to this assertion with another 39 respondents representing 41% of the respondents also agreeing to the statement. However, 20 respondents representing 21.10% of all respondents were unsure. 9 respondents which represent 9.50% of the respondents disagree to the statement with the rest 13 respondents representing 13.70% of the entire respondents strongly disagreeing to the statement.

The agreement by the majority of the respondents that training can reduce the rate at which employees leave the school is confirmed by the position of Pigors & Myers (1989) which states that, dissatisfaction, complaints, absenteeism and labour turnover can be greatly reduced when employees are so well trained.

When quizzed whether training helps promote organisational image, 36 respondents representing 37.90% of the respondents strongly agree to the statement with another 54 of them representing 56.80% of the respondents also agreeing to the assertion. 5 respondents representing 5.30% of the respondents however were unsure. None of the respondents however disagree or strongly disagree to the statement.

In response to the question whether training helps promote the working relationship among staff, 47 respondents representing 49.50% of the total respondents strongly agree to the assertion with 37 others representing 38.90% agreeing to it. 8 respondents representing 8.40% of respondents on the other hand were unsure. 3 respondents representing 3.20% of all respondents rather disagree to the statement with none of the respondents strongly disagreeing to it.

On the issue of whether training helps improve staff knowledge and skills at all levels, 57 respondents representing 60% of the entire respondents strongly agree to this statement with 35 other respondents which represent 36.80% of all respondents also agreeing to the claim. In spite of almost all respondents alluding to the statement, 3 respondents which represent 3.20% of the total respondents were unsure with none of the respondents disagreeing or strongly disagreeing to the statement.

96.80% of respondents agree that, training helps to improve staff knowledge and skills at all levels. This is therefore the authentication of Wright and Geroy (2001) position which states that employee competencies change through effective training programs. They further state that it therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the

knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organisational performance.

As to whether training leads to effective management by students' complaints, 17 respondents representing 17.90% of the total respondents strongly agree to the statement with another 62 others representing 65.20% of the respondents also agreeing to this assertion. 5 respondents representing 5.30% of the entire respondents were however unsure while 11 respondents representing 11.60% of the respondents disagreeing to the statement. None of the respondents strongly disagree to this claim.

When asked whether training leads to a better understanding of the school's mandate, 29 respondents representing 30.50% of the total respondents strongly agree to this statement and 56 others representing 58.90% also agreeing to it. On the other hand, 7 respondents which represent 7.40% of the entire respondents were rather unsure. 3 other respondents representing 3.20% of the respondents disagree to the statement with none of them strongly disagreeing.

In summary, there is enough evidence from the existing literature to support the idea that training improves the job performance of teachers. According to Pigors & Myers (1989), through training, the employee competencies are developed and it enables them to implement the job related work efficiently in order to achieve the firm's objectives in a competitive manner.

SECTION C (PART II):**4.5.1. Evaluation of Training and Development****Research Question 3: What are the effects of training and development programmes on teachers' job performance?****Table 4.10: Evaluation of Training and Development**

Evaluation of Training and Development programmes	Strongly Agree		Agree		Unsure		Disagree		Strongly Disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
I use most of the things I learn during training in the course of my work	38	40	52	54.7	1	1	4	4.3	0	0
I see clear improvement in my work performance after every training programme	38	40	52	54.7	2	2.1	3	3.2	0	0
I receive feedback from other staff on how I am performing my roles	12	12.6	53	55.8	19	20	11	11.6	0	0
Most programmes encourage staff to pursue further learning on the job	27	28.4	58	61	3	3.2	7	7.4	0	0
Training courses are evaluated in terms of improved work performance	25	26.3	53	55.8	9	9.5	7	7.4	1	1
My supervisors evaluate my performance before each training programme	11	11.6	28	29.5	31	32.6	21	22.1	4	4.2
My supervisors evaluate my work performance after every training and development programme	13	13.7	53	55.8	22	23.2	6	6.3	1	1

Training programmes are evaluated in terms of improved work performance	18	19	61	64.2	8	8.4	7	7.4	1	1
The school has performance appraisal system in place	8	8.4	31	32.6	38	40	9	9.5	9	9.5
Training & development programmes are arranged in terms of the school's objectives	13	13.7	49	51.6	25	26.3	7	7.4	1	1

Source: *Field Survey, 2018.*



Table 4.11 shows how respondents reacted to questions on the evaluation of training and development. According to 38 respondents which represent 40% of the total respondents, they strongly agree that they use most of the things they learn during training in the course of their work. 52 other respondents representing 54.70% of the total respondents also agree to this position. Only 1 respondent which represents 1% of all respondents was unsure while 4 respondents representing 4.30% of the respondents disagree to the statement. None of the respondents strongly disagree to this claim.

When respondents were asked whether they have seen clear improvement in their work performance after every training programme, 38 of them representing 40% strongly agree to the statement while 52 others representing 54.70% also agreeing to it. 2 respondents representing 2.10% were unsure while 3 others representing 3.20% of the respondents disagreeing to the statement. No respondent however strongly disagree to the statement.

On the question of whether the respondents receive feedback from other staff on how they were performing their roles, 12 of them representing 12.60% of the total respondents strongly agree to the statement while 53 others representing 55.80% of the entire respondents also agree to the statement. However, 19 respondents which represent 20% of the total respondents were unsure. 11 other respondents that represent 11.60% of the entire respondents disagree to the assertion while none of the respondents strongly disagree to the claim.

In response to whether most programmes encourage staff to pursue further learning on the job, 27 respondents representing 28.40% of the total respondents agree strongly to this statement while 58 others representing 61% of the entire respondents

also agreeing to the statement. 3 respondents representing 3.20% of the total respondents were unsure but 7 others which represent 7.40% of the respondents disagree to the statement with none of them strongly disagreeing to it.

Concerning the question whether training courses are evaluated in terms of improved work performance, 25 respondents representing 26.30% of the respondents strongly agree to the statement as 53 others representing 55.80% of the entire respondents also agreeing to the claim. 9 respondents which represent 9.50% of all respondents were unsure. 7 respondents which represent 7.40% of the entire respondents rather disagree to the statement with another one respondent representing 1% of the total respondents strongly disagreeing to the statement.

In response to the question whether supervisors evaluate the performance of respondents before each training programme, 11 respondents which represent 11.60% of the total respondents strongly agree to the statement while 28 others representing 29.50% of the entire respondents also agreeing to this claim. 31 respondents which represent 32.60% of the respondents were however unsure. 21 other respondents, representing 22.10% were rather in disagreement to the statement while the rest 4 representing 4.20% of the total respondents strongly disagreeing that supervisors evaluate performance of respondents before the commencement of each training programme.

Responding to the question whether supervisors evaluate the work performance of staff after every training and development programme, respondents numbering 13 which represents 13.70% of the total respondents strongly agree to this statement while 53 others representing 55.80% of the entire respondents also agreeing to it. 22 respondents which represent 23.20% of all the respondents were unsure. On the other hand, 6

respondents representing 6.30% of respondents disagree to the statement with only one respondent representing 1% of the total respondents strongly disagreeing to the statement.

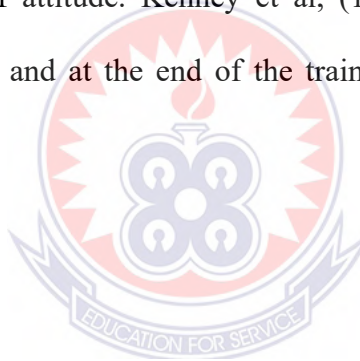
As to whether training programmes are evaluated in terms of improved work performance, 18 respondents representing 19% of all respondents strongly agree to the statement while another 61 respondents which represent 64.20% of the total respondents agree to the statement. 8 respondents representing 8.40% of the entire respondents were unsure while 7 respondents which represent 7.40% of respondents disagreeing to the statement. 1 respondent which represent 1% of the total respondents however strongly disagree to the statement.

When asked whether the school has performance appraisal system in place, 8 respondents representing 8.40% of the entire respondents strongly agree to the statement while 31 others representing 32.60% of the respondents also agreeing to the statement. 38 respondents which represent 40% of all respondents were rather unsure of the statement. 9 respondents which represent 9.50% of the total respondents disagree to the statement while the rest 9 respondents representing 9.50% of the entire respondents strongly disagree to the statement.

In answering the question on whether training & development programmes are arranged in terms of the school's objectives, 13 respondents which represent 13.70% of the total respondents strongly agree to the assertion while 49 others that represent 51.60% of the respondents also agreeing to the statement. 25 respondents representing 26.30% of the entire respondents were rather unsure. 7 respondents which represent 7.40% of the respondents disagree to the statement while only 1 respondent representing 1% of the respondents strongly disagreeing to the statement.

All the questions under Section 'C' (Part II) in relation to the evaluation of training and development programmes were affirmed by the majority of the respondents except for the question as to whether supervisors evaluate teachers' job performance before each training programme. Most of these questions ranging from whether teachers use the knowledge and skills acquired through training, whether they identify any improvement in their performance after training or whether they receive feedback from other staff members in relation to their performance are all behavioural in nature.

To confirm this position, Kirpatrick et al, (2006) state that, behaviour change brought about by the training function can be change of skill, change of knowledge and change of attitude. Kenney et al, (1992) state that, the first stage of evaluation is done during and at the end of the training which was also confirmed by respondents.



SECTION D (PART I):**4.6 Methods of Training and Development**

Research Question 4: Which of the training and development programmes/methods is mostly provided to teachers of the three Senior High Schools?

Table 4.11: Methods of Training and Development

Evaluation of training and development	Yes %	No %	Lecture %	Discussion %	Brain- storming %	Role Play %	Mentoring/Coac hing %	Others %
Have you received any form of training from the school within the past two years?	70.5	29.5	-	-	-	-	-	-
If yes, what type of training method was used?	-	-	29.9	47.8	14.9	1.5	5.9	-
Which training method do you consider most effective and efficient?	-	-	2.5	54.3	25.9	11.1	6.2	-
Could the organisers have used a better training method than the ones stated above?	20	80	-	-	-	-	-	Eclectic, Participatory , Group Work.

Source: *Field Survey, 2018.*

Table 4.12 illustrates how respondents answer questions on the various methods of training and development. When asked whether respondents had received any form of training from the school for the past two years, 70.50% of them answered in the affirmative while 29.50% responded in the negative.

On the issue of the type of training method used, 29.90% of the respondents mention the lecture method, 47.80% of them mentioning the discussion method while 14.90% of them also stating the brainstorming method. 1.50% of the respondents stated the role play method and 5.90% of them also mentioning the mentoring/coaching method.

As to which training method they consider most effective and efficient, 2.50% of the respondents stated the lecture method while 54.30% of them mentioned the discussion method. 25.90% of the respondents stated the brainstorming method, 11.10% of them were also for the role play method while the rest 6.20% stated the mentoring/coaching method.

In response to the question whether the organisers could have used better training methods than those stated in the questionnaire, 20% of the respondents answered in the affirmative while the rest 80% answered in the negative. Those who were of the view that, other alternative methods could be used also mentioned the eclectic method of teaching.

In response to the type of training methods used during their previous training sessions and also the type of training method respondents consider most effective, majority of them mentioned the discussion method. Besides this response, 80% of the respondents perceive the discussion method to be the most effective method for training.

Their position is in line with the assertion made by Cherrington (1995) who stated that, individuals are much more inclined to change their attitudes if they participate in a group discussion and at a group consensus regarding a topic than if they listen to lecture. According to him, the discussion method has the advantage of being spontaneous and allows the participant to become involved in exploring concepts and in seeking clarification.

SECTION D (PART II):

Research Question 4: Which of the training and development programmes/methods is mostly provided to teachers of the three Senior High Schools?

Table 4.11.1: Methods of Training and Development

Rank the various training methods in order of effectiveness from the most effective to the least effective	Lecture		Discussion		Brain-storming		Role Play		Mentoring /Coaching		Others	
	Ran	Fre	Ran	Fre	Ran	Fre	Ran	Fre	Ran	Fre	Ran	Fre
	k	q	k	q	k	q	k	q	k	q	k	q
	1	3	1	50	1	15	1	11	1	2	1	0
	2	6	2	19	2	22	2	25	2	9	2	0
	3	8	3	7	3	33	3	23	3	10	3	0
	4	3	4	10	4	10	4	19	4	43	4	0
	5	61	5	0	5	1	5	3	5	17	5	0

NOTE: '1' is rated the most effective whiles '5' is the least effective.

Source: Field Survey, 2018.

When ranking the various methods in the order of most effective to the least effective (on the scale of 1 – 5 with 1 being the most effective while 5 is the least effective), the Discussion Method was ranked the best with a frequency of 50 out of a total of 81.

The Role Play Method was ranked the second best with a frequency of 25 out of a total frequency of 81.

Brainstorming was ranked next to the Role Play Method with a frequency of 33 out of a total frequency of 81.

Mentoring/Coaching Method followed with a total frequency of 43 out of 81 while the Lecture method was ranked the least (rank of 5) with a total frequency of 61 out of 81.

This then means that, the Discussion Method is the preferred choice with the lecture method as the least preferred. According to Sherman and Bohlander (1992), a method of individualized instruction frequently used where the training involves primarily the communication of ideas, procedures and standards is the conference or discussion method. They further assert that, the method allows for considerable flexibility in the number of employee participation.

SECTION ‘E’:

Research Question 5: In what ways can training and development programmes organised for teaching staff of Sekyere Central Senior High Schools be improved?

4.6.1. Recommendations on how Training and Development Programmes/Methods can be improved

This section discusses the responses to the open-ended questions in the questionnaire administered. These responses could not be presented in a tabular form since varied responses were collected from respondents.

Respondents recommended the following with regards to policies and procedures, identification of training needs, design and implementation of programmes and evaluation of training programmes.

4.6.1.1 Policies and Programmes

According to most of the respondents, policies and procedures drawn by the individual schools should be well defined, very specific and made available to all employees. They further stressed on the need for these policies to be in conformity with the laid down policies of the Ghana Education Service.

4.6.1.2. Identification of Training Needs

Most of the respondents recommended that, training needs should be identified by both the employee and the immediate supervisor through monitoring and assessment of the employee. One common response from the respondents as to how training needs should

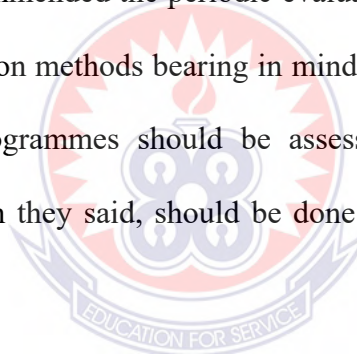
be identified was that *'training needs should be identified by management in consultation with staff concerned at all levels'*.

4.6.1.3. Design and Implementation of Programmes

Respondents also recommended that, training programmes should be specific, timely, regular and strictly followed in order to achieve the organisational goals. Besides, they indicated that, the design should be holistic and annually reviewed.

4.6.1.4. Evaluation of Training Programmes

Respondents recommended the periodic evaluation of all training programmes by using appropriate evaluation methods bearing in mind the schools' objectives. According to them, all training programmes should be assessed before and after it has been organised. This evaluation they said, should be done by both the trainees, management and the resource persons.



CHAPTER FIVE

SUMMARY, DISCUSSION OF RESULTS AND RECOMMENDATIONS

5.1. Introduction

The purpose of this study is to find out the impact of training and development on teachers' performance in the Senior High Schools in the Sekyere Central District of Ashanti Region.

This chapter presents the summary of the findings, discussion of the results, recommendations, conclusion of the study and finally suggests areas for further study.

5.2. Summary of Findings

After a detailed and careful analysis of the results of the study, the following key findings were noted.

1. Majority of the teachers in the three Senior High Schools were in their youthful age with a higher rate of them being males. This implies that, giving good training to the young and very energetic teachers, would subsequently affect their performance at the work place. All things being equal, the increased positive performance would positively translate into the good work culture of the teaching staff since most of them have longer years to work in the school and the Ghana Education Service at large.
2. A higher percentage of teachers under study were married with almost all of them acquiring at least university first degree. This implies that, the acquisition of higher education, training received at the work place their rich experience in training their children at home would have a positive impact on their job delivery.

3. None of the respondents were below the rank of Principal Superintendent. Majority of them were on the rank of Deputy Director II which is an indication of a good number of years of teaching and also the acquisition of rich experience. Longer period of teaching implies considerable level of experience at the teaching field.
4. Most teachers have served their respective schools between 6 and 10 years with none of them serving beyond 20 years. Continuous training given to these teachers for this number of years affects their output positively.
5. 81% of the respondents agree on the assertion that, training was compulsory in their respective schools while 95.8% of them agree, they have ever attended training workshops organised by their respective schools.
6. Although 60% of the respondents agree that, their training needs are identified by their immediate supervisors in consultation with them, 81.1% of them were of the view that, management determines their training needs.
7. Even though 55.8% of the respondents accepted that, their schools have training and development policies and procedures available, only 38.9% agree that these documents were available to staff.
8. 80% of the respondents agree that, there is an equal opportunity for all staff to be trained by their schools but for further studies, majority of them self sponsored themselves while only a few of them had the opportunity to be sponsored by their schools. 7.4% of them also had the chance to be sponsored abroad for training and development programmes.
9. Almost all respondents agree that, training enhances the performance of staff, motivates staff to work harder and also increases work efficiency and quality of work.

10. Majority of the respondents were also of the view that, training and development increases job satisfaction and morale among staff, reduces the rate of staff turnover and also helps in the promotion of the organization image.
11. Besides, most of the respondents further agree to the assertion that, training and development helps in the promotion of good working relationship among staff and also improves staff knowledge and skills at all levels.
12. Most of the respondents also agree that, training leads to effective management of students' complains and a better understanding of the school's mandate.
13. Almost all the respondents indicated that, they use most of the things learnt during training in the course of their work and subsequently, they see clear improvement in their work performance after every training programme.
14. Majority of the respondents confirm that, training courses are evaluated in terms of work performance and these programmes encourage staff to pursue further learning on the job.
15. Most of the respondents agree that, supervisors evaluate their performance after each training programme but not before the training programmes.
16. Whiles most of the respondents agree to the assertion that, training and development programmes are arranged in terms of the schools' objectives, a few others disagree to the statement that, the schools have performance appraisal systems in place.
17. It was also established that, majority of staff received training within the immediate past two years whiles the most method used during these training programmes was the discussion method.

18. Respondents also considered the discussion method to be the most effective and efficient method of training. They also recommended the use of the eclectic approach during training programmes.

5.3. Conclusion

It has been established through this study that, training and development are key to improved work performance and must therefore be passionately considered in order to improve performance at the work place. The study supports the assertion that, training and development has a positive impact on job performance in the schools studied.

For quality education to be realized especially in an era where the government's Free Senior High School is being implemented, it is my fervent hope that, all stakeholders in education should support and contribute their quota to the training of staff of the Service. We cannot afford to ignore training and development of our staff if we are committed to improving the quality of education in the country.

There must be continuous training and retraining of our staff in order to achieve the dream of quality education for our teaming youth.

5.4. Recommendations

It has been observed from this study that, in the current era of incessant technological advancement, one's potentials also need constant review through constant training programmes, if work performance is to be improved. It will therefore be in the best interest of all stakeholders in the world of work to uphold the policy of organizing

continuous training and development programmes for their staff. Upon carefully studying the analysis of the study, the following recommendations have been made:

- a. That, school managements must clearly outline and define the mission and vision of the school.
- b. That, all institutions must have training and development policies which must be made available to all staff.
- c. That, the Ghana Education Service (G.E.S) in collaboration with the Ministry of Education must provide continuous training for all staff of the service annually, to enhance staff performance.
- d. That, all school heads must outline their annual internal training programmes in line with the school's objectives and forward this to the Ghana Education Service for study and monitoring.
- e. That needs assessments must be conducted with the involvement of staff concerned at all levels.
- f. Every training programme organised must be evaluated.
- g. That each school must establish a staff award scheme to motivate and encourage staff to work harder.

5.5. Areas for Further Study

In spite of the success of this study, I strongly suggest that, further studies should be conducted into the cost implications of training and development on both the institutions and staff. Also, the study should further be conducted on a larger sample size in order to test the generality of the findings of this study.

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5. Job position: Headmaster/Headmistress [] Assistant Headmaster/Headmistress []

Head of Department [] Form Master/Mistress []

Subject tutor []

6. How long have you worked with your current school? [years]

1 – 5 [] 6 – 10 [] 11 -15 [] 16 – 20 [] 25 and above []

SECTION A: TRAINING NEEDS ASSESSMENT

Please indicate the extent to which you agree with each statement by putting an ‘X’ in the appropriate column

Training Programmes	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Training is compulsory in the school					
I have attended a training programme organised by my school before					
My training needs are determined through annual appraisal process					
Training needs are directly related to the school’s objectives					
Basic skills and capabilities are identified for different staff during training needs assessment					
Training needs assessment are					

determined by management					
Training needs are identified by the staff concerned					
Training needs are also identified by the immediate supervisors					
Training needs are conducted by the immediate supervisor in consultation with the staff concerned					

SECTION B: TRAINING AND DEVELOPMENT POLICIES AND PROCEDURE

Please indicate the extent to which you agree with each statement by putting an ‘X’ in the appropriate column

Training Policies	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
The school has training and development policies and procedures					
The training and development policy document is available to staff members					

<p>The provisions in the training and development policy and procedure document allow workers to rise through the ranks</p>					
<p>Training in the school is planned and systematic</p>					
<p>Training organized by the school is motivational</p>					
<p>Every staff member has the opportunity to be trained in the school</p>					
<p>I have been sponsored for further studies by the school before</p>					
<p>I have self sponsored myself for further studies since I joined the school</p>					
<p>The school grants study leave to staff to develop themselves</p>					

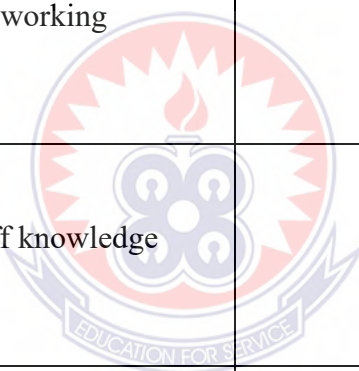
I have been sponsored to attend training and development programme abroad before					
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SECTION C (PART I): IMPACT OF TRAINING AND DEVELOPMENT

Please indicate the extent to which you agree with each statement by putting an ‘X’ in the appropriate column

Impact of Training and Development	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Training enhances the performance of staff					
Training motivates staff to work harder in the school					
Training increases work efficiency and quality of work					
Training and development increase job					

satisfaction and morale among staff					
Training can reduce the rate at which employees leave the school					
Training helps promote organizational image					
Training helps promote the working relationship among staff					
Training helps improve staff knowledge and skills at all levels					
Training leads to effective management by students' complaints					
Training leads to a better understanding of the school's mandate					

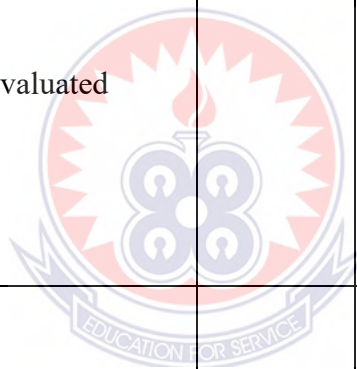


SECTION C (PART II): EVALUATION OF TRAINING AND DEVELOPMENT

Please indicate the extent to which you agree with each statement by putting an ‘X’ in the appropriate column

Evaluation of Training and Development programmes	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
I use most of the things I learn during training in the course of my work					
I see clear improvement in my work performance after every training programme					
I receive feedback from other staff on how I am performing my roles					
Most programmes encourage staff to pursue further learning on the job					
Training courses are evaluated in terms of improved work					

performance					
My supervisors evaluate my performance before each training programme					
My supervisors evaluate my work performance after every training and development programme					
Training programmes are evaluated in terms of improved work performance					
The school has performance appraisal system in place					
Training & development programmes are arranged in terms of the school's objectives					



SECTION D: METHODS OF TRAINING AND DEVELOPMENT

[i] Have you received any form of training from the school within the past two years?

Yes [] No []

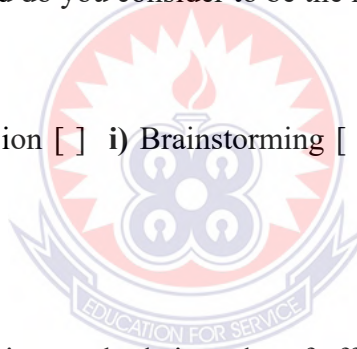
[ii] If yes, what type of training method was used?

a) Lecture [] **b)** Discussion [] **c)** Brainstorming [] **d)** Role play [] **e)** Mentoring/
Coaching []

f) Others; please specify.....

[iii] Which training method do you consider to be the most effective and efficient?

g) Lecture [] **h)** Discussion [] **i)** Brainstorming [] **j)** Role play [] **k)** Mentoring/
Coaching []



[iv] Rank the various training methods in order of effectiveness, from the most effective to the least effective. [Use 1 as the most effective and 5 as the least effective]

l) Lecture [] m) Discussion [] n) Brainstorming [] o) Role play [] p) Mentoring/
Coaching []

SECTION E: RECOMMENDATIONS

[i] Could the organizers have used a better training method than those stated in Section D

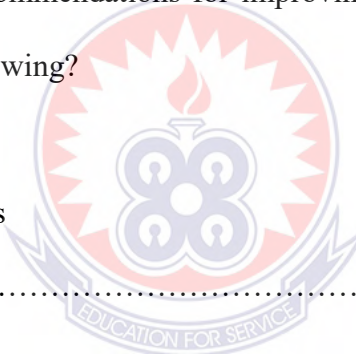
(ii)? Yes [] No []

[ii] If yes, what training method in your opinion will be the most appropriate?

.....

[iii] Do you have any recommendations for improving training and development in the school in terms of the following?

[1] Policies and Procedures



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

[2] How training needs are identified

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

[3] Design and Implementation of programmes

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.....

.....

[4] Evaluation of training programmes

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