

**UNIVERSITY FOR DEVELOPMENT STUDIES (UDS)**

**ASSESSING THE IMPACT OF TEACHER TRAINING AND  
DEVELOPMENT PROGRAMS ON JUNIOR HIGH SCHOOL  
STUDENTS' PERFORMANCE AT THE FIAPRE CIRCUIT OF THE  
SUNYANI WEST DISTRICT**

**By**

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**A Thesis submitted to the School of Research and Graduate Studies of the  
University for Development Studies, Tamale, in fulfillment of the  
requirement for the award of the Degree of Master of Philosophy in Training  
and Development.**

**UNIVERSITY FOR DEVELOPMENT STUDIES (UDS), TAMALE**



## DECLARATION

### Student's Declaration

I, Augustine Yambare declare that this thesis, with the exception of quotations and references contained in published works which have been identified and acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Name of student: Augustine Yambare

Signature:..... Date:.....

### Supervisor's Certification

I, hereby certify that the preparation and presentation of the thesis was supervised in accordance with guidelines and supervision of thesis laid down by the University for Development Studies, Tamale.

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## **DEDICATION**

This work is dedicated to the Almighty God for my life and knowledge, to my late uncle, Mr. A. B. Dery, my mother and my latefather Mr. and Mrs. Yambare and my beloved wife Mrs. Elizabeth Yambare. I also dedicate it to my beautiful daughters: Prospera Yambare, Rusy Naamwinfang Yambare and Rica Naamwinogme Yambare for their moral support and constant encouragement.



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## ABSTRACT

This research was carried out to assess the impact of teacher training and development programs on students' performance in five schools in the Sunyani West District in the BrongAhafo Region of Ghana. The sample size for the study was 60 participants representing 12.12% of the target population. The necessary data were obtained from primary and secondary sources. Primary data were generated from questionnaires and interview while secondary data were obtained from textbooks, articles, journals internet etc. Quantitative research approach model was used to analyze quantitative data. Statistical Package for Social Service was also used to analyze data and draw tables. Responses from respondents revealed that teacher training and development programs have positive impact on students' performance because they equip teachers with the appropriate teaching skills and methods for effective performance. However, students' test cores indicated no correlation between teacher training programs and students' performance as the regression coefficient ( $r = .0370$ ) is less than .05 at significant level. It is therefore reasonable to suggest that students' good performance may be due to some other factors. Curriculum should therefore be need-based other than concepts.



## CHAPTER ONE

### THE PROBLEM AND ITS CONTEXT

#### 1.0 Introduction

“There is immediate and urgent need for giving scientific and technical education to the people a place to build up their future” (Rao, 2001:45). Despite the undisputable role of education as a prerequisite for national development, the Education for All Global Monitoring Report (2010) showed that 72 million children are not enrolled in schools. In cases where they get enrolled, there is yet a challenge of low pupil retention in schools. Enrolment and low retention of children in schools has remained a global challenge particularly for marginalized groups.

Close to the global commitment to Education for All by 2015, a United Nations Educational Scientific and Cultural Organization Report 2010 recognized that children from marginalized groups had not yet benefited from basic education strategies. Different factors ranging from individual to institutional factors (eg. Cultural and socio-economic) account for poor enrolment and retention (Natriello, 2002, Nicaise, ITonguathai & Fripont, I.2000). The greatest challenge being faced by Ghana today is that, those retained students in schools perform abysmally.

Research has indicated that school leadership, teacher quality, parental support and students are detrimental to students’ high or low academic performance



(MacNeil & Maclin, 2005). Teachers are the driving force and main resource in the development and academic growth of students because they are sources of knowledge and agents of change (Wallace, 2011). Teachers' source of knowledge and change is training (Robbins & DeCenzo, 1998).

In this context, training involves designing and supporting learning activities that result in a desired level of performance. "It is important to train prospective teachers so that they are skilful to the minimization of discipline and learning in a positive manner" (Gabriel, 2005:11). Effective trainings have relevant and useful information that inform teachers and develop their skills and attitudes that can be transferred back to the workplace (Charnov, 2000). In this context, trained teachers are skillful and able to work better on the job and this helps them develop.

Development is a process that strives to build the capacity to achieve and sustain a new desired state that benefits the organization or community and the world around them (Amstrong, 2008). In general, training programs have very specific and quantifiable goals, like understanding a specific process or performing certain procedures with great precision while developmental programs, concentrate on broader skills that are applicable to a wider variety of situations, such as decision making, leadership skills, and goal setting (Jacob & Ronal, 2003). In this context, once teachers are trained and developed, they are supposed to be achieving good results in students learning in schools that they teach. It is against this background that, this study seeks to assess the impact of teacher training and development



programs on students' performance in the Sunyani West District in the BrongAhafo region.

This chapter one focuses on the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, definitions of terms, organization of the study and conclusion.

### **1.1 Background to the Study**

Quality education initiatives have quickly increased in recent decades in international settings. Many of these initiatives involve improving teaching styles and teaching methods to better meet the needs of students and thereby ensure positive educational outcomes (Barrett, 2007). These quality education initiatives include improving the provision of basic education (numeracy and literacy), implementing learning outside the classroom for students, teacher training activities, and effectively assessing learning outcomes.

To ensure a child's long-term educational success, it is important to develop strong foundational skills in reading, writing, and mathematics at the lower primary school level (Brookings Institution, 2011). To meet this priority, two main strategies including prioritizing foundational skills and providing multilingual education based on the native language in the lower primary grades are necessary.

Some of the actions to achieve these strategies include providing teacher training on foundational skills and peer support for teachers, ensuring there are an



adequate number of teachers and materials, developing learning plans with local communities, and maximizing and enforcing the amount of time spent on instructions in the classroom (Brookings Institution, 2011).

Implementing learning activities outside the classroom is one important aspect of improving quality education. Examples of these activities might include hands-on learning in the community, extracurricular school clubs, and peer learning activities (Brookings Institution, 2011). Evidence suggests that quality learning outside the classroom in the areas of general knowledge, problem-solving, and life skills enhances classroom learning and prepares students to apply the knowledge and skills they gain. Learning outside the classroom also fosters creativity and makes learning more enjoyable and challenging for students (Regional Director of Education, 2016).

Many strategies including incentives have been identified to adequately motivate teachers to deliver high-quality education will differ depending on individual teachers' circumstances (Brookings Institution, 2011). One incentive that has been effective is letting teachers have greater ownership over their classrooms.

When teachers are given management over their classrooms, they receive more trust from parents and community members; as a result of gained trust, the teaching profession is given higher status in these communities (Brookings Institution, 2011). Teachers have higher morale and greater job satisfaction when they are trusted to know the appropriate methods to be used for improving student performance in their own classrooms (Brookings Institution, 2011; Organisation for Economic Co-operation and Development, 2011).



Providing better working conditions has also been effective in incentivizing teachers to perform well (Brookings Institution, 2011; Organisation for Economic Co-operation and Development, 2011).

Facilitating collaborations between teachers, head teachers, and school principals is also central to improvement in teaching methodology. Collaborations would enable head teachers to work with other teachers to develop teaching plans, establish standards for teaching quality, and to monitor teachers' ongoing performance (Brookings Institution, 2011).

One of the most important strategies for improving learning quality is to provide teachers with training in child-centred teaching approaches. Child-centred learning methods have grown in popularity as an alternative to teacher-centred instruction because of their ability to encourage student participation and foster creativity, problem-solving skills, and critical thinking skills (Altinyelken, 2010, O'Sullivan, 2004).

There are many assumptions underlying the effectiveness of teachers' utilization of child-centred learning. These assumptions include the following: learners are unique and have different learning needs that must be taken into account in the classroom; learning is optimal when it is relevant and takes into consideration students' existing knowledge; learning occurs best when positive, cooperative relationships are developed between staff and students; students should be involved in the design of courses and learning curricula; learning should occur naturally; and students should have an active role in the learning process (Attard, Di Iorio, Geyen & Santa, 2010; Meece, 2003).





Research has shown that students who are taught using these approaches will develop an ability to think beyond rote memorization of facts (Gallagher, 2003). Child-centred learning encourages a natural interaction between instructor and child, whereby critical thinking and questioning are encouraged (Darling, 1994). While there are numerous benefits of child-centred, quality learning education initiatives, many resources have to be invested in this type of educational reform (Altinyelken, 2010).

Research shows that many teachers in African classrooms face challenges to implementing quality teaching methods. The reasons for educational reform failures are varied, but some of the major challenges identified in implementation include a lack of sufficient teacher training, basic infrastructure challenges, cultural appropriateness, teacher motivation, and compatibility with existing national examination practices (Barrett, et al., 2007; Altinyelken, 2010).

In many learning institutions, the leadership may not support this type of educational reform (Dembele & Miaro, 2003). Additionally, in some cases, funders and program leaders have failed to exercise the necessary flexibility and adaptation, depending on each unique context, to effectively implement new educational initiatives in developing country contexts. For example, in the 1990s, the implementation of Life Science as a subject with a learner-centred curriculum in Namibia was not successful because the instructional methods did not fit with local, existing educational practices (Chisholm & Leyendecker, 2008).



Furthermore, some scholars argue that learner-centred pedagogy is a Western concept and cannot be applied universally in all contexts (Stone, 2002). These scholars argue that student-centred learning was imposed as a top-down measure by foreign aid agencies as a teaching model, initially without a great deal of consideration for context and limitations in the African setting, and was not freely adopted by African countries (Stone, 2002). It is argued by these same scholars that child-centred learning can be effective in developing country settings, but context must always be considered when these measures are introduced (Rago, 2007).

To develop effective child-centred training initiatives a number of needs should be met. More research is necessary to determine the specific requirements of teachers and the approaches that fit various geographic regions. Teachers should be included in this process, as teachers are most familiar with the daily challenges associated with providing education in each unique context (Buckler, 2011). In addition, teachers and their supervisors should have some ownership over the training process, which should include self-reflection and ongoing development exercises in collaboration with other educational professionals (Leau & Price-Rom, 2006; Hardman, Abd-Kadir & Smith, 2008).

The training process should involve a variety of educational stakeholders including Ministry of Education officials, educational policy makers, researchers, and individuals responsible for training teachers to design curriculum and syllabi



and redesign student examinations to better measure the impact of learner-centred teaching (Vavrus, Thomas & Bartlett, 2011).

In order for learner-centred teaching programs to be effective, the educational reform approaches must accommodate limitations inherent in many resource-limited contexts, such as a shortage of learning materials and infrastructure, a lack of qualified teachers and school administrators, high student dropout rates, and insufficient communication between remote schools and Ministry of Education officials (O’Sullivan, 2004).

Adequate support from government officials, as well as the availability of ongoing, uniquely tailored professional development programs for teachers must be in place for teacher training to be effective and sustainable (Attard, Di Iorio, Geyen, & Santa, 2010).

According to Mayer (1960), a teacher’s influence can be unlimited and his/her ideas can affect thousands. He further states that one of the foremost problems of education deals with the recruitment and preparation of teachers. Recognizing this and the fact that pupils’ performance at the basic level cannot be improved without a conscious effort at upgrading the knowledge of teachers at this level of education, the Government of Ghana has initiated certain policies aimed at improving the quality of teachers at the basic level.

The Teacher Training Colleges have been upgraded into Diploma Awarding Institutions (Colleges of Education) and infrastructure upgraded to offer better facilities to teacher-trainees (Regional Director of Education,2016). The Universities have organized Distance and Sandwich Programs to open their doors



to as many teachers as are willing to upgrade themselves (Regional Director of Education, 2016). The Teacher Education Division of the Ghana Education Service has also organized the Untrained Teachers Training Diploma in Basic Education program to enrich the knowledge of pupil teachers and improve their competencies and skills since most of them find themselves teaching in the basic schools (District Director of Education, 2015).

The various District/Municipal/Metropolitan Directorates of the Ghana Education Service have been organizing workshops and in-service training programs periodically for teachers and Circuit Supervisors and other officers with the aim of enhancing effective provision of quality education (District Director of Education, 2015).

## **1.2 Statement of the Problem**

The aim of training the teacher is to equip him or her with the needed skills, values and knowledge for quality performance in schools (Cole, 2002). In the past ten years, over 20% of teachers have enjoyed scholarships and study leaves (District Director of Education, 2015). Private individuals and teachers themselves have financed their training programs.

In view of this, there has been a tremendous and significant increase in trained teachers in the Basic schools particularly in the Junior High Schools in the Sunyani West District, yet students' performance in the district has still not been the best. For example, the 2011 Basic Education Certificate Examination results



for Sunyani West District showed that, 3 schools recorded 0% while 16 schools recorded between 41.9% and 2.6% (District Education Office, 2011).

Despite the huge investment the government of Ghana, the Ghana Education Service, Non-Governmental Organizations and teachers themselves put in training and development programs of teachers for higher productivity, students' academic performance particularly in the Basic schools in recent times has been abysmal (Sunyani West Education Directorate, 2015). No attempt or very little, if any, has been done by way of assessing the impact of these investments on the performance of the students taught by these teachers. It is against this backdrop that, this study seeks to assess the impact of teacher training and development programs on students' performance in five schools in the Sunyani West District.

### **1.3 Main Objective**

The purpose of this study was to assess the impact of teacher training and development programs on junior high school students' performance at the Fiapre Circuit of the Sunyani West District

### **1.4 Specific Objectives**

The following were the objectives of the study:

1. To assess the impact of teacher training and development programs on students' performance.



2. To identify the available training and development programs for teachers in the Sunyani West District.
3. To evaluate teaching methods teachers use in their deliveries.
4. To find out the competency levels of trained teachers.
5. To identify factors that affect teachers' performance after training.

### **1.5 Research Questions**

1. What impact do teacher training and development programs have on students' performance?
2. What training programs are available for teachers in the Sunyani West District?
3. What teaching methods do teachers use to teach in their lessons?
4. How competent are trained teachers?
5. What factors affect teachers' productivity after training?

### **1.6 Significance of the study**

The significance of this study lies in three main areas;

For the government and Ghana Education Service and other organizations who finance training programs for teachers in the district, this study gives an insight into finding out whether or not the investments they put in educating Ghanaian teachers are yielding the needed returns.

For training institutions who run the programs and teachers who participate in them, the findings from the study will indicate if such training institutions are



really making an impact in the programs they organize for students (teachers). The findings will also show which of the participants of the program qualify for the certificate and who does not based on performance assessment.

Finally, for parents whose children are the ultimate beneficiaries of these training programs, the study will reveal whether or not the financial investments parents have made in their children's education, have yielded good returns.

### **1.7 Delimitation of the Study**

This study examined specific training programs and the impact on students' performance only in the Fiapre Circuit of the Sunyani West District. The study covered only 5 Junior High Schools in the Fiapre Circuit in the Sunyani West District. The District has been divided into 4 circuits; Fiapre, Nsoatre, Chiraa and Odumase. However, findings were generalized to cover the other circuits of the entire district.

### **1.8 Definition of terms**

The following terms have been applied in this study:

#### **Teacher training:**

Teacher training involves designing and supporting learning activities that result in a desired level of teacher performance (Gabriel, 2005).



**Teacher development:**

Development is a process that strives to build the capacity of teachers to achieve and sustain a new desired state that benefits the school or community and the world around them (Amstrong, 2008).

**Student performance:**

Martins (2014), defines student performance as a set of standard performances in a given evaluation exercise such as test, examination or series of continuous assessment.

**Secondary school learners:**

According to (Rammala, 2009) secondary school learners are learners in high schools who are in the age group 16-19 years.

**Junior High school students:**

These are students usually in the seventh, eighth, and sometimes ninth grades in the school system (Merriam-Webster, 2016).

**1.9 Organization of Research Work**

The research work was organized into the following five (5) chapters:

**Chapter one**

This chapter discussed the introduction, the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and definitions of terms.





## **Chapter two**

This chapter reviewed the literature on available training and development programs for teachers in the Sunyani West District, teaching methods used by teachers in their lessons, the impact of teacher training programs on students' performance and factors that affect teachers' performance after training.

## **Chapter three**

This chapter looked at the research methodology which consisted of the profile of the study area, the research design, the study population, the sampling technique, sample size determination, data collection procedure, sources of data collection, validity and reliability of the study, pre- testing of research tools and ethical consideration.

## **Chapter four**

This chapter focused on the analysis of data and the findings in relation to the literature review. In other words, this chapter analyzed the data collected and the results obtained.

## **Chapter five**

This chapter dealt with the summary of the study, the conclusion and the recommendations on how to ensure positive impact of teacher training and development programs on junior high school students' performance at the Fiapre Circuit of the Sunyani West District.

### **1.10 Summary**

Chapter one has presented and discussed each of the following: the introduction, the background of the study, statement of the problem, objectives of the study,



research questions, significance of the study, delimitations of the study, definitions of terms and the organization of the research work.

The next chapter is chapter two; this chapter will present and discuss the existing literature on the impact of teacher training and development programs on students' performance in schools.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

The researcher reviewed literature theoretically and empirically. With the theoretical review, the researcher reviewed the works, writings and researches in other fields that form a base on which the work was founded. With the empirical review, the researcher surveyed previous researches on the problem under study and evaluated what the current research has or has not solved.

The research pointed out similarities and differences between previous works and the current research under study. The researcher looked at related literature from books, internet, journal articles and periodicals. Reviewing the literature helped in analyzing issues that might come out of the study and suggested possible strategies or ways of making teacher training and development programs more effective in order to improve students' poor academic performance in the following forms: identify existing training and development programs for teachers, how teacher training programs are applied in teaching students, finding out if training programs are yielding the needed results and discover if there are some factors that affect teachers' performance after training programs.



## 2.1 Theoretical Context of the Study

This study was guided by **Abraham Maslow's Needs theory**. It is a theory of motivation which was applied to the assessment of teacher training and development on academic performance. The researcher believes that teacher training and development programs among other factors serve as a motivation to teachers as they become competent on the job.

According to Cronje, Toit & Motlatla (2006: 222), in the workplace motivation is what makes people work. It is the internal drive that encourages people to achieve a particular goal (Robbins, 1998). Cronje *et al.* (2006) further argue that to be successful in any organisation, employees and managers should understand what causes different motivational levels, because the achievement of both personal and organisational goals is important.

Thompson (2002), quotes from a survey carried out in the United Kingdom in 1996 which showed that the young employee of today values training and development opportunities over pay and perks. According to her the survey further showed that seventy three percent (73%) of those surveyed said they would stay with an organization that invested time and energy in their development rather than move to a rival organization that paid more money but less investment in helping them to progress.

Cronje *et al.* (2006:222) argue that without a well-trained and motivated workforce, organisations cannot be successful.



It is against this background that, the researcher adopted Abraham Maslow's Needs theory of Motivation as a theoretical framework for the topic under study.

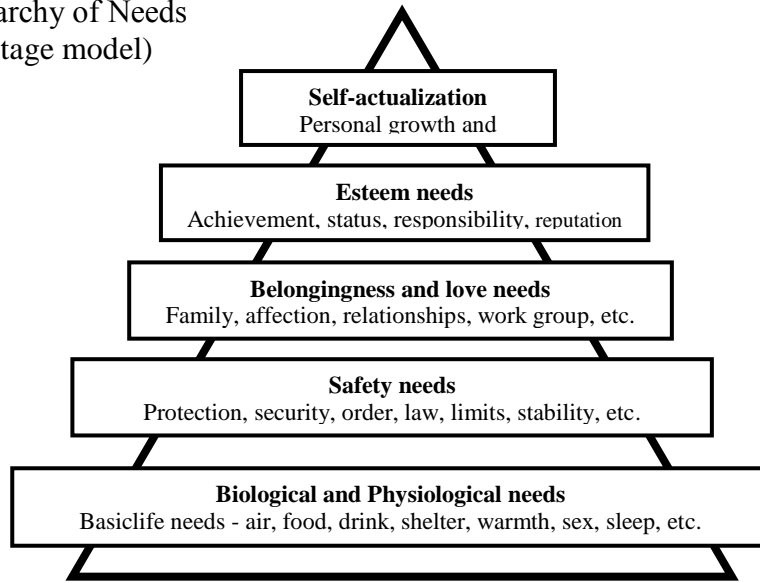
### **2.1.1 The Needs Theory of Abraham Maslow**

Abraham H. Maslow (1954) formulated a needs-based framework of human motivation as based upon his clinical experiences with people. This theory having based on human behaviour states that when the needs of people are not met at work, they tend not to function effectively and efficiently (Hills et al. 2008). According to Maslow, human beings are motivated by insatiable needs and that certain lower needs have to be satisfied before the higher needs can be taken care of (Maslow, 1954).

As depicted in the following hierarchical diagram on page 18, sometimes called 'Maslow's Needs Pyramid' or 'Maslow's Needs Triangle', after a need is satisfied, it stops acting as a motivator and the next tends to be the motivator which is ranked higher thereby making Maslow's Needs Theory hierarchical in nature (Hackman & Oldham, 1976).



Maslow's Hierarchy of Needs  
(Original five-stage model)



©alan chapman 2001-4, based on Maslow's Hierarchy of Needs

**Figure 1: The Needs Theory of Abraham Maslow**

Source: [www.businessballs.com](http://www.businessballs.com)

The theory assumes that there are general types of needs. These are Physiological Needs, Safety Needs, Love, Needs, esteem Needs and Self Actualization. When these needs are met, one can act unselfishly, honourably, and be better able to contribute to the organization's work (Okendu, 2008). As long as people are motivated to satisfy these natural cravings, they are moving towards happiness and growth, or self actualization. In the work place, failure to meet the needs of workers results in poor production, which causes loss to the organization (Asamoah, 2009).



### **Physiological Needs**

Physiological needs are the needs required to sustain life such as air, water, food, sleep, or rest. It is also known as the fundamental and basic life sustaining needs (Maslow, 1954). Once these needs are met, they no longer influence behaviour, otherwise, they remain very strong motivators. In schools, these basic needs of both teachers and students need to be satisfied before better teaching and learning activities can take place.

### **Safety Needs**

After satisfying the physiological needs, one's attention is directed to safety and security needs. In the conviction of Maslow, if a person's survival needs have not been met, he would not be in a state of readiness to seek the next level of personal needs, those of safety (Maslow, 1954). These include job security, insurance and medical aid and the need to feel protected against physical and emotional harm. In educational institutions, fringe benefits (study leave, sick leave, maternity leave etc.), retirement or pension schemes, medical care, among others often meet such needs (Maslow, 1954). All these besides the teachers' salaries motivate them enough to put up their best in their teaching work. When this is done, then, students are expected to perform well in schools.



### **Social Needs**

This is the third level of Maslow's Needs Theory. Social needs are those connected with the human interactions which the person faces in whatever situation he finds himself. Some examples of these needs are love, friendship, acceptance and belongingness. These needs are satisfied when the individual is loved and accepted by colleagues, and socialize in the work environment (Maslow, 1954). In an educational institution, teachers and students fulfill these needs as they are encouraged to interact with one another and with others to share ideas. The implication is that there must be free and easy flow of communication among teachers and between teachers and students. When this is put in place the enabling environment will be created for effective and efficient academic activities

### **Esteem Needs**

This level of needs is the need for social status and recognition, reputation, attention and respect from others (Maslow, 1954). Teachers and students must be part of the decision making process in the school. Teachers, apart from their normal routine teaching work, should be given other roles to play. For example they can be in charge of committees, sports, culture, clubs among others to make them recognized and respected. Teachers should also be praised for good work done. This would encourage them to work laboriously for effective teaching and learning to take place in the school. Circuit supervisors can play this role actively





by showing appreciation for teachers' and students' activity and solicit inputs from teachers on issues concerning teaching and learning.

### **Self – Actualization**

This is at the top of Maslow's hierarchy of needs. At this stage, a person is said to have reached his/her potential in self-actualization (Maslow, 1954). Individual become creative and use their talents well. In education, conditions which permit teachers and students to use their initiatives and potentials fully need to be created in the schools. This would make them have a high sense of achievement when they have been able to use their skills, abilities and potentials profitably.

### **2.2 Maslow's Needs Theory and its Implication to the Study**

This theory is mainly on motivation. When the needs of individuals are met, either through intrinsic or extrinsic motivation, it makes them use their potentials, values, skills and time to improve performance at the work place (Robbins, 2007).The implication of this theory to the study in relation to teaching and learning is that, for teaching and learning to be effective and efficient to improve upon performance, adequate provision of teaching learning materials and other study material need to be considered before self-actualization can be achieved (Maslow, 1954). Teachers after going through training and development programs in which they acquire the needed knowledge, skills and values for teaching in our schools may not perform well if the needed co-factors such as teaching learning materials are not provided. Teachers become demotivated when materials with



which they work are not available and therefore affect the teacher's performance (Etsey, 2005).

Another implication is that, if the social needs of teachers and students are met, absenteeism and lateness as well as the inability to complete the syllabus on the part of teachers would be addressed (Etsey, 2005). This is because both teachers and students see the school environment as their second home and will usually want to be in school because of the enabling environment created. In fact, interaction may encourage team teaching to address the issue of inability to complete the content of the teaching syllabus. More so, these interactions would improve parent – teacher - school relations for enhanced academic performance. Furthermore, it would help improve upon teaching and learning to bring out encouraging final examination results (Etsey, 2005).

Another implication of the theory to the study is that, when the physiological needs, (basic necessities of life) of students are met by parents, it becomes a strong motivator to them (Akey, 2006). This would in turn increase the rate of assimilation of information obtained in the classroom. Again, retention and recall would be effective for improved academic work. When all these things are put in place, the teacher's job become simple and easy and moves the teacher and students towards high performance.

The study is linked to Maslow's Needs theory in an attempt to develop it for the theory. The study also helps identify some factors that may affect academic performance, for instance, provision of Teacher Learner Materials, absenteeism



and lateness, and parental involvement. This would help improve academic performance of students in schools in the Sunyani West District.

Despite the many interventions including capitation grant, school feeding program coupled with the policy of Free Compulsory Universal Basic Education put in place by Ghana government to increase school enrolment, yet there are still many children not in school particularly in the rural areas and this can affect the trained teacher's productivity (UNESCO 2010).

### **2.3 Identifying existing training and development programs for teachers**

Education is a critical tool for the development of every nation as it empowers the human resource with the needed skills to exploit and tap the natural resources of the nation for the growth and development of the nation (Khrais, 2005). Most developed countries such as the United Nations of America, Britain, Japan, and Germany among others, are so, because of strong systems of education (Dilt, 2002). In order to increase productivity and performance, the teacher is given the needed skills and knowledge through training and development programs (Khrais, 2005).

According to District Director of Education (2015), the Sunyani West District, has the following available training and development programs for teachers for effective and efficient performance: (a) workshops: Workshop is a period of discussion and practical work on a particular topic/subject, when groups of people share their knowledge and experiences (Ekpoh, Oswald & Victoria, 2013) The members of the workshop discuss and exchange views on a certain issue. (b) In-



service training: In-service training is a fundamental aspect for the enhancement of teachers professionalism related to the teacher's vision to improve the quality of their work (Ekpoh et al., 2013). Through in-service training, teachers can identify and evaluate critically the culture of the school which can bring changes to the working culture. Studies by Ekpoh, Oswald & Victoria (2013) shows that, teachers who attend in-service training perform effectively in their work concerning knowledge of the subject, classroom management, teaching method and evaluation of students.

#### **2.4 Meaning of training and development**

Training can be defined as a learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task (Armstrong, 2008). The focus of training however is on the job or task to be performed.

This means that, there is the need to improve employee's skills and knowledge so that he or she becomes efficient to work on both present and future jobs and tasks.

Almost all organizations have recognized the importance of training to the development of their organizations. The birth of new technologies has made certain jobs and skills redundant. As a result there is an increasing emphasis on the need for a skilled and highly trained workforce. Many of the jobs and skills that have been replaced by machines, equipment and other technological devices are as a result of their unskilled nature, thus this emphasizes the need for labour to attain more education and skills to be able to secure employment in the future.



For a training program to be successful there is the need for the organization to identify the training needs of the organization. The organization can measure if the training has been successful or not if the trainees do not learn what they are supposed to learn, thus do not perform better than they used to.

However, if trainees return empty from the course designed for them without any substantial contribution, it could also mean that even though the organization might have done all that is necessary to ensure a successful training program, the wrong candidates might have been selected for the training program.

Learning takes place when the behaviour of people changes based on the results from experiences (McGhee, 1996). Thus one can examine if learning has effectively taken place by comparing individual's behaviour before on specific jobs and tasks to after experiences on jobs and tasks. It can, therefore be concluded that there is no learning if there is no evident behavioural change. Since training is generally intended to provide learning experiences that will help employees attain more skills and knowledge, it must follow the learning principle. Training thus can be defined as a learning experience which creates a permanent change in the skills, knowledge, and attitude of individuals on a currently held job and also enables employees to gain knowledge which they can transfer to other job areas.

Employee Development is a process for preparing employees for future job responsibilities. This may include formal and informal training, education, mentoring, coaching etc. (Armstrong, 2008). Although the terms training and



development are often linked, these address slightly different needs. Training focuses on learning the necessary skills and acquiring the knowledge required to perform the job. It deals with the design and delivery of learning to improve organization performance. On the other hand, development focuses on the preparation needed for future jobs; it should be considered investment in the work force since its benefits are long term (Armstrong, 2006).

Training and development can be thought of as processes designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students. Training is an important part of teacher preparation programs, especially for those aspects of teaching that are more skill-like in their conception, but there are many other important aspects of teaching that can only be nurtured through reflective strategies and experiences. Training teachers is more likely to lead to diversity in practice at all levels of instruction. There are several outcome areas that are potentially affected by teacher training programs and these areas include:

1. Teacher knowledge,
2. Teacher attitudes and beliefs,
3. Teaching practice,
4. School-level practice, and
5. Student achievement (Darling-Hammond, 2000).

The purpose of training is to generate the conditions that enable the practice to be selected and used appropriately. There are many critical elements in teacher training that should be given due attention. Hoffman and Pearson (Darling-



Hammond 2000: 3) have summarized the findings from literature on training in terms of the following critical elements of teacher training:

“Trained teachers should establish clear performance goals and communicate them to learners.

They should determine learners' present skill level, and ensure that learners are aware of the requisite skill level of mastery.

Introduce only a few basic rules during early learning stage. Build upon learners' present skill level during early learning stages.

Ensure a basic understanding of the skill to be learned, and when and why it is used.

Provide sufficient, spaced skill practice after understanding has been developed and that practice of the skill is followed by knowledge of the results.

Provide frequent knowledge of the results in the learning process and after incorrect performance.

Provide for transfer of training and provide full support and reinforcement for the use of skills in natural settings. Training of teachers provides them the knowledge, skill, and ability that are relevant to the professional life of a teacher. Teacher training moulds the personality of a teacher such that their attitudes are reshaped, their habits are reformed and their personality is reconstituted through teacher training programs”.



A participatory training is cyclical and is made up of 7 steps. Under each step, there are some corresponding activities as shown in Figure 2:

<b>Stages</b>	<b>Activity</b>
<b>Step 1.</b> Situational analysis	This refers to analysis of the organization's goals and objectives in regard to training as capacity building intervention
<b>Step 2.</b> Target group	Identification and selection of the target group to be trained. If the selection is not adequately done then there is very big likelihood of training packages for the wrong group, hence the impact of training can be negative.
<b>Step 3.</b> Training needs assessment	A Training Needs Assessment should be conducted to determine the training needs/gap.
<b>Step 4.</b> Objectives	SMART (Specific, Measurable, Achievable, Realistic and Time bound) objectives should be set and lesson plans developed.
<b>Step 5.</b> Training methods	Decide on the appropriate participatory training methods and source of training materials and equipment.
<b>Step 6.</b> Training program design and curriculum	The curriculum development and program design is the next step followed by conducting the training.





development	
<b>Step 7.</b> Monitoring and evaluation.	Monitoring and evaluation of the training is a continuous exercise that should be done during the session, day to day and/or periodically at every stage of the training cycle.

**Figure 2: Training cycle**

Source: (Training for Dummies, 2006)

Monitoring and evaluation of training assists in ensuring that the planned activities are being carried out. The training should be evaluated to determine the impact and take necessary corrective measures. After the training, follow-up exercises should be done to verify the impact and/or future training needs (Kirkpatrick, 1998).

**2.5 The following are the main elements of the training program:-**

1. Needs assessment
2. Designing of training curriculum. This includes Setting training objectives, developing the training content and developing the training guidelines.
3. Planning the implementation including scheduling of training activities, identification of training resources, facilitation of training and monitoring and evaluation (Kirkpatrick, 1998).



## **2.6 Suggested Training Methods**

The following training methods can be used singly or in combination: brainstorming, discussions, lecture/talk, question and answer, role-plays, case study, demonstrations and training visits (Government of New Zealand, 2000).

There are two types of teacher training programs such as pre-service training and in-service training.

### **Pre-service training**

It is the training provided before employment of teachers and is generally a prerequisite for equipping teachers with the needed skills for the job (Ansu, 2004). It is aimed at leads to the development in him or her a positive attitude towards education and towards improving his or her own performance in terms of better student learning (Ansu, 2004). Some other types of teacher training programs include diploma in education, Bachelor of Education programs while many universities are providing courses at Master of Philosophy and Doctor of Philosophy level(United Nations Educational Science and Cultural Organisation, 2006).Many institutions and universities are involved in providing these training programs to teachers. Pre-service training is an essential prerequisite for teaching in primary, junior high school, and secondary schools of the country(United Nations Educational Science and Cultural Organisation, 2006).

In pre-service training program, teachers often have to attend compulsory courses according to rules established by curricular to obtain a diploma or first degree.



Such training is provided by formal education institutes, which prepare future professionals for jobs (Carroll, Jobling & Forlin, 2003).

### **In-service training**

It is an on-going process that goes on continuously throughout the educational life of a teacher (Dilt, 2002). As one does not finish learning with graduation, likewise the teacher's training goes on improving with the passage of time by gaining experience and study through-out the life span of a teacher (Dilt, 2002). It is a means to achieve educational change that will persist. In-service education and training refers to all those activities that contribute to professional growth and qualifications of an employee e.g. participating in workshops, seminars, conferences and visits to educational institutions that give the teacher a sense of security and a feeling of self-confidence while discharging his routine duties in the school (Wenglinsky, 2000). It is a continuing education of teachers and other educational workers leading to the improvement of their professional competence. With the rapid increase in human knowledge, new approaches, new methods of teaching, and new avenues for the teachers are being introduced (Wenglinsky, 2000).

Dilts (2002) holds that training programs help teachers: (i) to be better able to handle difficult students, to develop a great understanding of different learning styles; (ii) to enhance learners' self-esteem and therefore their desire for positive reinforcement; and (ii) to become more creative, imaginative and stimulating in their presentation.



**2.7 The following techniques may be used in training programs:**

1. **Refresher courses:** As is evident from the name refresher to give strength or vigour to the efficiency and output of already employed teacher (Government of New Zealand, 2000) these courses are of high value regarding the achievement of the following purposes.

- a. Familiarizing teachers with the tests and techniques of test and measurement.
- b. Familiarizing them with the educational plans and programs (Government of New Zealand, 2000).

2. **Workshops:** Workshop is a period of discussion and practical work on a particular topic/subject (Government of New Zealand, 2000) when groups of people share their knowledge and experiences (Government of New Zealand, 2000). The members of the workshop discuss and exchange views on a certain issue. The duration of the workshop may be from three to ten days depending upon the gravity of the problem.

3. **Seminars:** In seminars small group of people meet to discuss a topic and each participant has the opportunity to gain knowledge and experience (Government of New Zealand, 2000).

4. **Conference:** Conference is a meeting for discussion or exchange of views. Usually the conference of teachers, principals, supervisors, and administrators can broaden their professional horizons and cultivate in the participants a professional team spirit (Government of New Zealand, 2000).



5. **Lectures:** Lecture is an oral activity, the simplest of ways practiced for in-service education and teachers' re-orientation programs (Government of New Zealand, 2000). Lecture is suitable particularly for transmission of knowledge.

6. **Study Circle:** It is one of the desirable techniques of the in-service education. In this method the teachers of a particular subject have a meeting and in this meeting they discuss the ways and means of teaching that particular subject (Government of New Zealand, 2000).

7. **Correspondence courses:** This is very effective method for the in-service education. With these courses a teacher can improve their profession knowledge (Government of New Zealand, 2000).

8. **Science club:** This is a technique of in-service education for the science teachers. The science teachers are given instructions in these science clubs to promote their understanding and the capacity of educating the young (Government of New Zealand, 2000).

9. **Publications:** Teachers may write on a certain topic of general interest for the teachers and with this method they communicate their personal experiences. The school may publish the material or the abstract of certain useful research for the benefit of the teachers (Government of New Zealand, 2000).

10. **Vacation institutes:** These institutions are of high value for the teachers for many reasons firstly because they enrich teachers treasury of knowledge and the teachers return to the school with renewed spirit secondly they make full use of the vacation in a better way and thirdly because the teachers have the opportunity of enjoying the life of studentship (Government of New Zealand, 2000).



11. **Demonstrations:** This is an activity pre-arranged for the observation of the group (Government of New Zealand, 2000). The demonstrator is usually a skilful expert of the field being demonstrated. Efforts should be made to make the demonstration genuine and natural so that artificiality could be avoided. Demonstration may be used for workshop or any other course of study where knowledge and skill is being improved. After the demonstration, a follow up should be made.

12. **Project group:** Project group is used in those occasions where the accomplishment of a specific project is to be carried out. The project group usually makes survey of the project assignment and develops a course of study.

13. **Field trip:** Field trips are used to provide an opportunity to the in-service teacher to see the activities of his field. Field trips may be carried out inland and abroad.

14. **Panel's presentation:** A panel is a technique in which two persons speak on a single topic. Panel presentation can be of any of the following types.

15. **Debate, symposium, informal panel:** Debate is an organized form of the panel in which stress is laid on the facts and ideas and the group observes the same may be large in number. Symposium is a series of brief presentations made by a series of persons to the group, while spontaneity is the conspicuous feature of informal panel. A number of speakers speak on the topic in informal panel.

16. **Film:** Presentation of film is also a very useful technique of in-service education and training. An ideal film presentation is when associated with discussion.



The quality of education system of a country depends upon the academic and professional qualification of teachers of that country. Main purpose of this training is to produce qualitative manpower, which becomes reliable source of effective teaching learning process (Armstrong,2008). Teachers, therefore, need various tools to become successful in effective teaching. According to Mcber (2000 :7) there are ‘three main factors within teachers' control that significantly influence pupils' Progress’. These are:

**Teaching skills:** These are those behaviours that the effective teacher constantly exhibits when teaching a class. These include involving all pupils in the lesson, using a variety of activities or learning methods, applying appropriate teaching methods, and using a variety of questioning techniques to probe pupils' knowledge and understanding.

**Professional characteristics:** These refer to teachers’ personality, character, qualification, training, knowledge and skills etc. Teacher's personality is central to learning how to teach better. Qualifications and training alone do not make a good teacher. Personality, character and commitment are as importantas the specific knowledge and skills that are used in the daily tasks of teaching.

**Classroom climate:** It is a measure of the collective perceptions of pupils regarding those dimensions of the classroom environment that have a direct impact on their capacity and motivation to learn.



## 2.8 Importance of training

Training is a tool which helps organizations to gain a competitive edge. It offers the added advantage of networking and drawing from others' experiences, therefore, it is not uncommon to hear excuses regarding why someone has not received training (Krais, 2005).

Training is a key element for improved organizational performance through the increasing level of individual competences. This means that training will help employees to master knowledge, skills, behaviours, sense of self-worth and confidence upon which they are able to perform efficiently to improve on the performance of the organization (Krais, 2005).

Among the many benefits of training, training can also eliminate risks in organizations because the trained personnel will be efficient, thus will be able to make better use of the organizations property thereby reducing and avoiding waste (Wright & Greory, 2010). Training will also make the employees feel competent and a sense of security thus labour turnover can be avoided (Ismail H, Al-Zoubi S, Bani Abdel Rahman M, Al-Shabatat A., 2009).

Training can achieve lower cost of production, lower turnover and change management avoided (Ismail H, Al-Zoubi S, Bani Abdel Rahman M, Al-Shabatat A., 2009).

There exists a gap between desired targets or standards and actual levels of work performance in every organizational setting. This means that there can be both a negative and positive relationship between what should happen and what actually happens in terms of the work performance in any organization (Darling-





Hammond, 2000). There is therefore the need for every organization to adopt strategies in order to achieve the desired targets or standards set by the company. Training can be one tool that organizations can use to reach their targets or standards (Armstrong, 2008).

Although many organizations continue to have doubts about the cost of training, the development of skills, knowledge and attitude of employees towards their jobs or tasks, training will be one of the greatest tools through which organizations can make employees work more efficiently and beat competition to reach the desired targets and standards of the company (David, 2001). The economic and technological trends, the pace of innovation, change and development have been growing faster year-by-year and as a result, these are clear signals that training and development are very important that both organizations and individual stakeholders must consider as very serious (David, 2001).

## **2.9 Determining training Needs**

Training needs analysis answers the questions, who if there is, needs training? And what training should be given? There is therefore the need for any organization to first identify the training needs of the organization (Bartram, Sharon & Gibson, Brenda 1997). The need for training should be identified in accordance with a well organized procedure looking at the training needs from the organizational and employee perspective (Bartram, Sharon & Gibson, Brenda, 1997). Based on the organizational analysis, the organization can assess the level of growth over a defined period of time and then determine the shortfalls



and problems in order to help determine the required training programs (Bartram, Sharon & Gibson, Brenda,1997). Also in identifying the training needs from the employees' perspective, the organization can measure the performances of individual employees. This can be measured by analyzing the efficiency of the individual employees against the required standards set by the organization through frequent performance appraisals (Bartram, Sharon & Gibson, Brenda, 1997).

The difference in the organization and employees' actual results expected as well as feedback from customers (students) and shareholders of the organization all can help identify training needs (Bartram, Sharon & Gibson, Brenda,1997). .However, this will depend on the circumstances in which the organization may find itself.

Training need arises where there is the need to improve or adapt/adjust to changes and solve problems in order to improve on both employee and organizational performance. The purpose of a training needs identification program therefore is to identify the gap that exists between the required and the actual competencies expected of organizations and employees so as to determine the kinds of training that can help bridge the gap (Bartram, Sharon & Gibson, Brenda,1997).

#### **2.10Evaluating Training Programs.**

In measuring the overall effectiveness of the training program there is the need to also consider the cost and benefits of the training program Kirkpatrick (1998). This will help the organization know whether there has been effectiveness in terms of benefits.



Evaluation should take place before, during and after the training programs.

According to Kirkpatrick (1998) review of the training program should be done during and after its completion and should be done by a training officer, the line manager, and the trainees themselves. Training can be evaluated in so many ways. Some of these are through questionnaires which will serve as the feedback from the participants; case studies where the participants will have to apply the learned skills to practical situations and many others (Kirkpatrick,1998). In the case of students' learning outcome, the teacher's efficiency and productivity levels may be evaluated so as to assess the impact of training and development programs for teachers.

### **2.11 How Teacher Training Programs are Applied in Teaching Students in the Basic Schools**

In the researcher's view, quantity of educators is nowadays paired with quality of educators. The reasons for this are many but in brief, research has found that investing in teacher training improves the quality of education (Organisation for Economic Co-operation and Development, 2005). In the last decades high quality education has become a priority for many countries because it is seen as the means of achieving high social and economic expectations (Organisation for Economic Co-operation and Development, 2005).

Teacher policy, therefore, become a priority in nations' agendas: "teachers need to be capable of preparing students for a society and an economy in which they will be expected to be self-directed learners, able and motivated to keep learning over a lifetime" (Organisation for Economic Co-operation and Development,



2005:7). Braslavsky (2002:8) assumes that there is a common view of dissatisfaction with the education quality “because the programs, buildings, and teaching materials are inadequate; teachers lack the appropriate skills; there is excessive bureaucracy; and a number of other factors need to be improved”.

Teacher training is an imperative matter that needs to be studied because first, the current number of teachers is insufficient, and second, there is a growing need for more and better qualified teachers around the world (O’ Sullivan, 2006). In Sub-Saharan Africa, according to Kirk and Dembele (2007), 1.6 million additional primary teachers are needed in order to reach established international goals such as Millennium Development Goal 2, by 2015. Short-term teacher training measures sometimes used, are good responses to cover teacher shortages but in many cases their poor quality can impact the teaching-learning process (Kirk & Dembele, 2007). To avoid this, unqualified, untrained and poorly trained teachers, then, teachers need to receive training “to enable them view themselves as producers, as well as recipients of knowledge” (O’Sullivan 2006 : 525). At the same time, the training offered could enhance teachers’ abilities to deal with the learner-centered philosophy (O’Sullivan, 2006).

In the researcher’s view again, for the teacher to be successful in his profession, then, he needs to apply the appropriate teaching skills and methods particularly in the Basic schools where the students/ pupils are under aged.

To start with, pedagogy is a concept born in the early twentieth century that has to do with teaching’s relationship to learning (Stone, 2002). This term was born as an alternative to the 1800’s authoritarian education system. The idea was to get



rid of dictatorial teachers and, instead, trained teachers in progressive methods to become cooperative and caring tutors and not just experts in their subject matter (Stone, 2002). Basically, this teaching consists of providing skills to educators so as to enhance their guiding and facilitators capacities (Stone, 2002). For example, some of the pedagogical training skills are: how to handle kids, how to use textbooks, how to discipline children, usage of democratic means, peace education, writing skills and speaking skills, communication skills (Stone, 2002). Kilpatrick (2006:81), however, has a discouraging stand on pedagogical approaches. He claims that such constructive methods, where discovery learning takes place, are the least effective processes and that “the most important thing a teacher can give to a student is not self-esteem, or learning skills, or enthusiasm but knowledge”. Nevertheless, pedagogical teaching, in most cases, is considered to be the best practice in the education world. Many educators consider that pedagogical training is more significant than receiving a master’s level in the field of education (Kilpatrick, 2006). The reason for this is that teachers believe that “optimal educational outcomes are possible only when the right kind of teaching is used” (Stone 2002:39). This kind of teaching can only be attained with the formation received in pedagogical teacher training practices. Learner-centered instruction is the key element in pedagogical training; the interests of the learners are placed first allowing the students to grow, maximize their talents, and receive practical, relevant, and integrated understanding (Kilpatrick (2006). The idea is to provide thinking abilities and not merely knowledge.



Training is very important because it helps teachers become aware of their teaching approaches and the methods they implement in their classrooms. Those teachers that receive more pedagogical training seemed to use more student-centered approaches and have higher self-efficacy results than those teachers with less pedagogical training (PostareffL, Lindblom-Ylanne & NevgiA., 2007). Educators believe that teachers, after being trained, can become self-conscious of the approach they use and its shortcomings (Dilts,2002).That is, “training makes teachers more aware of the problems they have in their teaching, and after a longer training process they become more aware of an ideal way to teach” (PostareffL, Lindblom-Ylanne & Nevgi A.,2007 : 569).

Teachers choose their teaching approach according to their personal conception of teaching; if they believe that teaching is about transmitting knowledge they are more likely to use the teacher-centred approach, whereas, those believing that teaching is about facilitating knowledge, often prefer the student-centered approach (Dilts, 2002).The teacher-centered approach is one in which transmitted knowledge is constructed by the teacher, students are seen as passive actors, memorization of facts is enforced, and outcomes are measured with quantitative indicators (Dilts, 2002).

Dembele & Miaro II (2003) also present the concept of pedagogical renewal which they refer to a pre-meditated, qualitative change in the educational system consisting of desirable teaching practices. These practices envision student learning and are mainly consisted of participatory, interactive, child-centered, adventurous pedagogy, cooperative learning and inquiry, critical thinking, and



problem solving skills (Dembele & Miaro II (2003). In other words, pedagogical renewal is all about teachers and classroom processes.

The student-centered approach, also described by Stone (2002) is an interactive way of learning where teachers shift the focus to the students and their learning, taking into account their existing knowledge and their different needs. Children are motivated to explore and build their own knowledge by becoming independent learners. The student-centered approach has many effects on the learning process. Studies have shown that students, for example, focus more on the subject of learning and show greater interest (USAID, 2010). What is more, the student-centered approach uses more qualitative indicators to measure its outcomes such as thinking processes, and competencies (Attard, Di Iorio, Geyen & Santa, 2010). Apart from the application of appropriate teaching methods in teaching, the teacher is able to prepare a comprehensive lesson notes such that respond to the individual student's learning ability. The teacher is also able to manage and control the class very well so as to have a fruitful lesson.

### **2.12 Finding out if Training Programs are yielding the desired Results:**

In my view, through training a person does not only acquire the experience but also becomes competent all of which enable the person to perform well on the job. In the view of the researcher, it is therefore important to suggest that there is direct correlation between performance and training, experience and competence. The performance of the teacher is therefore dependent on training, his experience and competence as depicted below.



Teacher experience is the number of years a teacher has taught. Teacher experience is a topic of potential concern to policymakers as experienced teachers have more opportunities to teach higher level or advanced classes, and thus have higher achieving students in their classrooms (Darling-Hammond, 2000). Thus, it is possible that students with poor performance are more likely to have a double disadvantage because they are more likely to be taught by less experienced teachers (Darling-Hammond, 2000). Jacob & Lefgren (2004) find that marginal increases in in-service training have no statistically or academically significant effect on either reading or math achievement, suggesting that modest investments in staff development may not be sufficient to increase the achievement of elementary school children in high poverty schools. Harris & Sass (2006) studied the effects of various types of education and training on the ability of teachers to promote student achievement. They found that there is no evidence that either pre-service (undergraduate)

training or the scholastic aptitude of teachers influences their ability to increase student achievement. This suggests that though teacher training may have some impact on students' performance, it is however important to note that, training if combined with experience is key.

Trained teachers may not be able to teach effectively in abstract for the students to comprehend when teaching and learning materials are absent or inadequate particularly students in primary and junior high schools (Ausubel, 1973).

A committed teacher without experience may not produce quality results unless the two are combined. It is therefore imperative to say that the teacher





performance quality is directly dependent on his level of training, experience and competence. Performance is therefore the dependent variable while training, experience and competence are the independent variables (Bromnell, Ross, Colon & McCallum 2005).

There is direct correlation between teacher training, teacher experience, teacher competence and teacher performance and students' performance. There are several studies providing evidence that the students of certified teachers perform better than students of uncertified teachers (Goldhaber & Brewer, 2000).

Alexander's (2000) analysis identified students who were taught by certified Texas math teachers scored better on the state math achievement test than those taught by uncertified teachers. A study that examined the math achievement of elementary students also found that students taught by new, uncertified teachers did significantly worse on achievement tests than those taught by new and certified teachers (Darling-Hammond, 1999). The factor that sets certified teachers apart from other teachers is usually their training in teaching methods and in child and adolescent development, in addition to content knowledge (Darling-Hammond, 1999). Recently, studies have sought to evaluate the effects of teacher training by comparing teachers who take alternative routes to teaching with those who complete a traditional teacher preparation program. Alternative routes, which can take a number of different forms and which are growing in popularity, offer opportunities for people with an undergraduate degree in an area other than education to enter teaching and work toward certification while



bypassing some of the education coursework that is required of college students getting their certification through a school of education (Ingersoll, 2003).

Criticisms of teacher training and licensing procedures stem largely from a belief that the requirements for certification do not encompass all the characteristics that should be sought in teachers and thus should be reformed to require more content knowledge and displays of teaching competency (Harris & Sass, 2006). While different certification requirements in different states make generalizing about the research difficult (Harris & Sass, 2000), most research does show a positive connection between training for certification and student achievement.

In my view, the correlation between training and achievement cannot be overstated. However, the distribution of trained teachers to schools in Ghana has always been unequal with schools in the rural areas being the most affected ones (District Director of Education, 2015). The few trained teachers in the rural schools are overburdened with school activities and therefore are not able to perform well. For example, schools in most rural areas have one or two trained or untrained teachers teaching from Basic one to Basic 6 with the same situation being applied to the Junior High Schools in the rural areas (District Director of Education, 2015). Teachers and pupils/students under such circumstances may not be able to perform very well in schools. Again, the teacher's work habit may affect his output and thereby ultimately affect the investments made on teacher training programs.



### 2.13 Teacher Experience

Teacher experience is the number of years a teacher has taught. Experienced teachers have more opportunities to teach higher level or advanced classes, and thus have higher achieving students in their classrooms.

Studies on the effect of teacher experience on student learning have found a positive relationship between teacher effectiveness and their years of experience, but not always a significant or an entirely linear one (Harris and Sass (2007). The evidence currently available suggests that while inexperienced teachers are less effective than more senior teachers, the benefits of experience appear to level off after a few years (Rivkin, Hanushek & Kain, 2000). The relationship between teacher experience and student achievement is difficult to interpret since this variable is highly affected by market conditions or motivation to work during child rearing period (Harris & Sass, 2007). Harris and Sass (2007) point to a selection bias that can affect the validity of drawing conclusions about the effect of teacher's years of experience. If less effective teachers are more likely to leave the professions, this may give the mistaken appearance that experience raises teacher effectiveness. Selection bias could, however, also work in the opposite way as more able teachers with better opportunities to earn may be more likely to leave the profession (Murnane, 1996).



## 2.14 Teacher Competence

In fact, the importance of teacher preparation has generally emerged because it prepares teachers and provides them with the competencies necessary for achieving success in their work; and this leads to the emergence of the concept of Competency-Based Teacher Education in the field of Special Education (Wendel, 1982). Competence-Based Teacher Education aims at providing teachers with the knowledge, skills, and attitudes to enable them to recognize and solve complex problems in their domain of study or future work (Hoogveld, Pass & Jochems, 2005). The Competence-Based Teacher Education movement came as a response to traditional educational methodologies used in teacher education. This movement arose as a result of criticism directed towards traditional teacher educational methodologies where outputs depended on the amount of knowledge and the ability to retrieve it (Huizen, Oers & Wubbels, 2005).

Consequently, the program of enhancing teacher competency level has become the key issue for teacher preparation during in-service training. The Competence-Based Teacher Education depends on analyzing the learning/teaching process into a group of competencies that every teacher must acquire, in order to increase his/her chances of successful achievement of objectives (King & King, 2001).

Houston (cited in Saeed and Mahmood, 2002) categorize Competence-Based Teacher Education into five stages: (i) cognitive competencies, which are related to knowledge and intellectual skills and abilities that are expected of the learners; (ii) performance competencies, in which the learner demonstrates that he or she can do something; (iii) consequence competencies, to bring change to others; (iv)



affective competencies, which are expected attitude and values that tend to resist the specificity and are more difficult to assess than the first three stages; (v) exploratory competencies, which includes activities that provide opportunities for teachers to learn about teaching. Furthermore, for Lerner (2003), the teachers in the resource room are in need of two kinds of competencies: (i) competencies in knowledge and skills, which include the professional knowledge base that learning disabilities educators want, and (ii) competencies in human relationship abilities, such as cooperation, which requires teachers to be helpful, deferential, empathic, and open. The first, scientific job requires competencies in assessment and diagnosis, curriculum, teaching practices, managing student behaviors, planning the teaching and learning environment, as well as monitoring and evaluation.

Ismail, Al-zoubi, Bani & Al-shabata (2009) measured the effect of a training module in improving knowledge competencies for special education teachers in Jordan. The module consisted of 10 training sessions, covered three domains, namely, planning, instruction and classroom management, and evaluation competencies. The sample of the study consisted of 50 teachers. The participants of the sample were distributed into two equal groups, with 25 teachers in each group. The teachers in the experimental group were attached with the training module for five weeks; whereas the teachers in the control group were exposed for the same period to the conventional training adopted by the Ministry of Education in Jordan. The results revealed that there were statistically significant differences between the means of the two groups' means on the post-achievement test,



favoring to the experimental group. Bataineh, Dababneh & Baniabdelrahman (2010) identified the core competencies belonging to general education teachers who teach students with learning disabilities in Jordan. The sample of study consisted of 320 male and female teachers. The results revealed that teachers' competencies of classroom management on a subscale ranked first, and that teacher's competencies of definitions, characteristics, assessing, and rights of students with learning disabilities came in the last rank.

The criticism of the above theoretical framework is that in the Sunyani West District, about 95% of teachers who are professionally trained, have the experiences and the competencies yet their performances are abysmal as have been reflecting in the Basic Education Certificate Examination results in some Junior High Schools. This, in the researcher's humble opinion is due to some negative attitudes and what the researcher calls "hard to die habit" of teachers.

### **2.15 The effect of teacher education on student achievement**

Hanushek, Kain & Rivkin (1998), like many other researchers, for example (Darling-Hammond, 1999), have concluded that the school effect on achievement derives mainly from variations in teacher quality. On the basis of longitudinal data from more than one-half million Texas students in grades 3 to 6, they concluded that school quality is an important determinant of academic performance and an important tool for raising the achievement of low-income students. Furthermore, variations among teachers dominated school quality differences, while school leadership or the organization of schools did not have any measurable effect.



Another result was that there were important gains in teaching ability over the first few years of teaching, but that these effects declined after the first several years (Hanushek, Kain & Rivkin, 1998). A master's degree was not found to be associated with improved teacher skills. The estimates in this study suggested that differences in teacher quality explained at least 7.5 percent of the variation in measured achievement. However, measured factors captured just a small proportion of the differences among teachers (Darling-Hammond, 2000). From these results the authors drew the conclusion that teacher education is a small component of variation in school quality. That a master's degree had no influence on achievement, at least in lower grades, is not a new result add space (Monk, 1994; Darling-Hammond, 1999).

According to Darling-Hammond (2000), subject-matter knowledge has often been found to be an important factor in teacher effectiveness. However, its relationship to teaching performance is curvilinear: it exerts a positive effect up to a threshold level and then tapers off in influence. Measures of pedagogical knowledge including knowledge of learning, teaching methods and curriculum have more often been found to influence teaching performance, and frequently these factors exert even stronger effects than subject matter knowledge. Doubts may, however, be raised concerning the interpretation of the results from the Hanushek *et al.*, (1998) study as they may be biased due to omitted variables. With information on teaching experience and highest degree earned alone it is not possible to link the length and content of teacher education to students' achievement (Hanushek, 2002) argued that government policies targeting school resources, including



raising qualifications of teachers do not effectively improve quality. Added requirements for teacher certification, for example, show no strong relation to teacher quality and student achievement. In addition, some good teachers may not want to take specific courses; thus, the group of people who might enter teaching is reduced. Darling-Hammond, Berry & Thoreson (2001) on the other hand, stressed the difficulty of generalizations about teachers' qualifications based on certification status only, since both regular certification and short-term certification operate under widely different standards in different states in the United States. There are three short-term licensing categories; temporary, emergency and provisional. These are handled differently in various states. Generally, temporary and emergency credentials are valid for at most two years and are non-renewable (Darling-Hammond, Berry & Thoreson, 2001). These credentials are frequently developed to authorize individuals to teach when they have entered with credentials from other states or are in the process of completing minor coursework and test requirements. Emergency licenses are often granted to those with teaching licenses in another category and who have a bachelor's degree, upon request by the school district due to a shortage of licensed applicants (Darling-Hammond, Berry & Thoreson, 2001). Some states provide provisional nine-months certificates for those who meet the requirements for a regular teaching, school service, or administrative certificate in another state and who hold bachelor's degree (Darling-Hammond, Berry & Thoreson, 2001). During the nine months, some basic skills and subject matter knowledge tests must be taken. In other states non-standard credentials are good for one year during the training





process, after which successful candidates receive a full standard license (Ferguson, 1991).

Goldhaber & Brewer (2000) found no differences in efficiency between teachers with standard certifications and teachers with temporary certification. Their study investigated 12th grade students' achievement in mathematics and science and they concluded that there is little rigorous evidence that teacher certification is systematically related to student achievement. This result has been strongly criticized by Darling-Hammond et al. (2001). The sub-sample of teachers with short-term certification was very small and they were likely to vary substantially in preparation, some being fully qualified from another state and some having just a few weeks of summer courses.

Ferguson (1991) studied teachers' results on a license test measuring pedagogical skills as well as subject knowledge. They related the result to student achievement and found these variables to be more powerful than class size and school size.

Teacher competence could, after controlling for students' social background, explain the difference in level of achievement between black and white students.

Elliot (1998) noted in a longitudinal study that well-qualified teachers had a significant influence on high school students' achievement in mathematics and science. In this study teacher qualification was measured by education, experience and teaching methods. Evertson, Hawley & Zlotnik (1985) compared well educated teachers with less educated teachers. The results showed achievement gains for students with well-educated teachers. They also showed that achievement was related to teachers' knowledge of the subjects taught.



In a study involving 7000 students, Wenglinsky (2000) found that the quality of the teaching force has a comparable impact on students' test scores as socioeconomic status.

Darling-Hammond (1999) investigated students' test results in reading and mathematics. In the study 44 states with 65 000 teachers were included. The data comprised several variables indicating teacher competence, such as certification and experience. A number of other variables were included in the study such as education policy, demographics, student characteristics and school characteristics.

Controlling for student background, teacher certificate and subject matter

Knowledge was shown to correlate with students' test results and to have great explanatory power. Teacher salaries or class size did not show any significant

In a review, Wayne and Youngs (2003) examined the evidence on teacher

characteristics and student test scores in a U.S. sample, controlling for students' prior achievement and socioeconomic status. Wayne and Youngs could not draw any conclusions about the importance of teacher degrees and coursework for elementary students since too few studies were available. Results showed, however, that highschool students' mathematical achievement improved when their teachers had standard certification.

As mentioned earlier, for a given subject most states in the United States offer a variety of types of certification and there is uncertainty about the comparative effectiveness of teachers whose certification is of non-standard type (Wayne and Youngs, 2003). Darling-Hammond (2000) found that teachers from short-term programs have high attrition.



Even more, these short-term programs tend to focus on generic teacher skills rather than on subject-specific pedagogy, on singular techniques rather than a range of methods and on specific immediate advice rather than on research or theory (Darling-Hammond, 2000). Individuals who have had no strong teacher education intervention often maintain a single cognitive and cultural perspective that makes it difficult to understand experiences, perspectives and knowledge bases of students who are different from themselves (Darling-Hammond, 2000). Teachers from extended programs (typically 5-year programs) are more satisfied with their preparation, colleagues and principals view them as better prepared, they are as effective with students as are more experienced teachers and they are more likely to stay in their profession (Darling-Hammond, 2000). These teachers come to understand teaching as an inherently non-routine endeavour where they develop pedagogies that can reach different learners.

In their meta-analysis, Wayne and Youngs (2003) concluded that they would like to see studies that explicitly distinguish between degrees in subjects and degrees in the teaching of particular subjects, as well as studies that distinguish between degrees in the teaching of particular subjects, and general degrees in teaching or education.

### **2.16 Other measures of teacher competence**

One common indicator of teacher competence is teaching experience. However, according to Wayne & Youngs (2003), the findings regarding experience are difficult to interpret for several reasons. First, experience captures the effect of whether teachers were hired during a shortage or a surplus. Cohorts will have



experienced similar competition, and selection effects are likely to confound effects of experience. Secondly, experience measures capture differences in teacher motivation resulting from time constraints on parents during years when their own children require more attention. Finally, if there are differences in effectiveness between those who leave the profession and those who stay, experience measures would capture those as well. Such differences are probably dynamic, changing with labour markets and cultural trends.

Several studies have found a positive relationship between teacher experience and student achievement (e.g., Murnane & Philips, 1981; Klitgaard & Hall, 1974). According to Darling-Hammond (1999), teachers with less than three years' experience are less efficient than are colleagues with more experience. After five years the additional contribution weakens. Andrew and Schwab (1995) noted that inexperienced teachers from lengthy teacher education programs can be as efficient as experienced teachers. Teachers' age may also be of importance for effectiveness but this variable is of course highly correlated with experience.

Postlethwaite & Ross (1992) observed in analyses of data from the Institute of Economic Affairs Reading

Literacy study, that female teachers were more efficient than male teachers. In these analyses, though, no control for teacher education was made, there is some evidence indicating that teacher in-service training may be positively related to student achievement. Angrist and Lavy (1998) have reported considerable gains. The program they studied in Israel was quite lengthy and included pedagogical instruction for teachers once a week and during the last year of the program the



training comprised 12 hours a week. Results from this high quality program may be difficult to generalize to more modest efforts of in-service training but Angrist and Lavy found the benefit to be higher than the cost. It would thus be more expensive to achieve corresponding student achievement gains with a reduction in class size or increased lesson time. Wiley and Yoon (1995) also found positive effects of in-service training in California. Wenglinsky (2000) observed certain types of in-service training, such as working with different student populations and higher order thinking, to be related to students' test results.

Research on teacher co-operation in efficient schools has been shown to correlate with student achievement (Rutter et al., 1979; Mortimer et al., 1988). In this type of research, the importance of school climate for students' results has often been stressed. However, research on efficient schools lack theoretical constructs that can explain the processes involved. The studies are primarily descriptive and, according to Levin (1995), effective schools research has not led to any improvement in student achievement when attempts have been made to implement the characteristics of efficient schools.

### **2.17 Voucher systems**

Since Friedman (1962) introduced the idea of competition among schools as a method for improving educational quality, many have argued that the best way to raise the quality of education is to encourage competition among schools and to introduce voucher systems (Goldhaber, 1999). With a larger proportion of independent schools in a region, the quality of both independent and public schools is supposed to be improved (Bergstrom & Sandstrom, 2001; Bjorklund,



Edin, Fredriksson & Kreuger, 2003). An increase in pedagogical variation is expected and this should inspire and develop educational practice (Skolverket, 2003). When discussing the advantage of private schools, it has been argued that the quality of instruction is enhanced by fewer bureaucratic constraints, small schools, clearer goals, more fruitful cooperation with parents and a better school climate (Rees, 1999; Chubb & Moe, 1988).

Private schools are also supposed to put greater stress on academic excellence (Chubb & Moe, 1988). While the importance of enthusiasm among teachers and school leaders is emphasized, formal teacher education is not considered of particular significance for student achievement. Johansson (2003), the president of the Swedish association for independent schools, claimed that with a freer pedagogy, dedicated teachers and focus on the task, independent schools have great opportunities to succeed where others fail. In my view as a researcher of this work, formal teacher background is found to be unimportant to the fulfillment of duties. This is because quality in education is measured by student results and not by teacher's certification (Johansson, 2003).

In Sweden a voucher system was adopted in 1992. It is one of the most common systems: "the funding follows the children", also adopted in, for example, the Netherlands, New Zealand and Chile (West, 1997). The share of students in independent schools is 6 percent on a compulsory level and the proportion is increasing. Teacher certification is less common in independent schools than in public schools. Research on effects of the fast growing independent schools is so far sparse, and in Sweden as well as internationally it has focused mainly on



effects of competition or social selection and cream-skimming (Belfield and Levin, 2002; McEwan, 2000; Myrberg & Rosen 2003). As can be concluded from this overview, findings on the influence of teacher education on student achievement are ambiguous. Research in the United States has come to contradictory conclusions, likely related to the extensive variety in teacher education and certification requirements (Murnane, 1996). Studies finding that teacher education does not matter appear to be afflicted with methodological problems such as omitted variables (Murnane, 1996). A number of studies have found that teacher education is related to students' test results in different subjects (Murnane, 1996). Teacher competence is likely to be a mix of subject-specific knowledge and pedagogical skills where a crucial skill is the ability to use different teaching approaches adapted to individuals and groups (Murnane, 1996). There is some evidence that lengthy teacher education programs can provide teachers as efficient as more experienced ones. The effects of experience have been proven difficult to measure, even though some studies have found positive effects of experience (Al Khatib, 2007). In-service training, at least if it is high quality, may be positively related to student achievement (Al Khatib, 2007). Though several studies have identified effects of teacher education on achievement, one hypothesis frequently expressed among advocates for voucher systems, is that formal teacher education is not as significant in private / independent schools (Myrberg & Rosen, 2003).

Instead, the importance of other teacher characteristics that are supposed to characterize these schools are highlighted, including: greater enthusiasm and



motivation amongst teachers, a more homogeneous teaching force working in the same direction with clearer goals, greater stress on students' academic performance and in general, better co-operation among colleagues, parents, teachers and headmasters.

Previous research thus leads to the hypothesis that although teacher certification most certainly influences student achievement in public schools, this influence is likely to be less or nonexistent in independent schools.

### **2.18 Participation in Professional Development Activities**

Professional development activities can be conducted by many different organizations, inschools and out of school, on the job or on sabbatical leave. On these occasions, practicing teachers update their content knowledge and teaching skills to adjust to the introduction of new curricula, new research findings on teaching and learning, changes in the needs of the student population (Wenglinsky, 2000). Critique has been leveled against the episodic nature of these activities and the fact that very little is known about what they really consist of (Harris and Sass, 2007).

There is mixed evidence on the effect of teachers' participation in professional development activities on student outcomes. On one hand there are some studies on in-service professional development, which found no effect (Angrist & Lavy, 2001, Jacob & Lefgren, 2004), while other studies found that higher levels of student achievement were linked to mathematics teacher participation in content-specific pedagogy activities related to the curriculum (Brown et al., 1995; Cohen & Hill, 1977; Wiley & Yoon, 1995). Wenglinsky (2000) found a positive effect of





professional development activities that focused on the needs of special education students, on higher-order skills, and on laboratory skills in science.

More recently Harris and Sass (2007) identified what they call the "lagged effect of professional development", i.e., the larger effect of professional development three years after taking place.

The correlation between student achievement and teacher professional development activities does not allow us to draw conclusions about a causal link, as this variable is confounded with other attributes of teachers, i.e., participating teachers are likely to also be more motivated and, usually, more specialized in the subjects they teach.

### **2.19 Factors that affect Teachers' Performance after Training**

It is generally acknowledged that promoting teacher quality is a key element in improving education in Ghana and the world at large. Indeed, one of the primary goals of the *No Child Left Behind* law may be to have a "highly qualified teacher" in every classroom (Cortiella, 2005). In the researcher's opinion, it is difficult to determine teacher quality since some variables such as economic, environmental, socio-cultural factors among others can affect the quality of the teacher after training. This is because studies have shown that the effects of teacher training have suffered from one of three methodological challenges in estimating the effects of training on teacher quality (Jacob & Lefgren, 2004).

First, it is difficult to measure productivity, especially in teaching where a student's own ability, the influences of a student's peers and other characteristics of schools also affect measured outcomes (Goldhaber & Brewer, 2000). The



problem is exacerbated by the fact that assignment of students and teachers to classrooms is usually not random, leading to possible correlations between observed teacher attributes and unobserved student characteristics (Goldhaber & Anthony, 2007). Second, it is difficult to obtain data that link the education and training of teachers to the achievement of the students they teach (Goldhaber & Anthony, 2007). Although, there is an inherent selection problem in evaluating the effects of education and training on teacher productivity, the following factors may help.

There are some factors that are likely to affect not only teachers' output after going through teacher training and development programs but students' academic performance as well. These are:

1. Teacher related factors
2. Learners' attitudinal and behavioural factors
3. Factors outside school (Asu, 2004).

## **2.20 Teacher related factors that affect academic Performance of Teachers and Students**

Most Ghanaians express great concern about the academic performance of students at the basic level of education in the country. The academic performance at the basic school level has not been encouraging (Flolu, Dzansi-McPalm & Awoyemi, 2007). Many factors have generally been identified as factors affecting academic performance at the basic school level of education in Ghana. One of the causes that is worth considering is teacher attitude and behaviour towards teaching and learning in the school (Flolu, Dzansi-McPalm & Awoyemi, 2007).



### **2.20.1 Teacher Commitment to Teaching and Work Habit**

According to Ikonta (2008), teachers should be made to realize that they are the backbone of any educational system and should therefore show more responsibility and commitment to their work. Many teachers lack commitment to their work. A good number of them are highly deficient in their subject areas and thus fail to teach what they are supposed to teach (Durotoye 1993; Akinboye 1981; Balogun 1986; Baikie 1996). The completion of the syllabi for each subject in each class provides the foundation for the next class to be built upon. When the syllabus is not completed, content that should have been taught in the next class which is based on the previous class could not be taught (Durotoye 1993; Akinboye 1981; Balogun 1986; Baikie 1996). According to Etsey (2005), as this continued there would be a backlog of content not taught and this would affect the performance of the students. Since the subject matter syllabuses tend to be spiral, the non-completion of a syllabus tends to have negative cumulative effect on the students such that as they move from grade to grade, they encounter materials they do not have the foundation to study. In the final analysis this results in poor performance in students' academic performance.

In the view of Mayer (1960), a teacher's influence can be unlimited and his/her ideas can affect thousands. As a result of this, a research conducted by Etsey (2005), on the causes of low academic performance of primary school pupils in the Shama- Ahanta East Metropolitan area in Ghana highlighted poor teacher



habit and commitment as some of the main factors that affect teachers' performance. Teacher commitment and work habits were low in that area as they lacked enthusiasm and were unable to teach effectively. According to the researcher, this attitude made the pupils not to be able to learn well and acquire much classroom content and knowledge resulting in the poor performance in the Basic Education Certificate Examination. This supports Lockheed's (1991) assertion that, lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards students which in turn affect their performance academically.

A well committed teacher may consider the assigning and marking of homework to students to augment their efforts at completing the content for a particular year. Etsey (2005) citing Butler (1987) found homework to be a correlation of academic performance. He stated that homework bore a positive relationship with learning outcomes when it is relevant to learning objectives, assigned regularly in reasonable amounts, well explained, motivational and collected and reviewed during class time and used as an occasion for feedback to students (Etsey, 2005) .

The teacher who may be seen as the pivot of the transmission of knowledge can be effective if he/she learns and applies all of the teaching principles and methods that make a teacher professional and competent enough to impart knowledge in any given field of discipline (Numale & Yelkper, 2008). Teachers who are seen by students as supportive and who set clear objectives and expectations about behavior help create an atmosphere in which students feel in control and confident about their ability to succeed in future educational endeavors (Akey, 2006). It is



well for the professional teacher to remember this in relation to the use of teaching aids and methods (Farrant, 1968). Das (1985), agrees with Eshun and Osei-Anto (2000) that there are several methods of teaching but a teacher's choice of a method depends on a variety of factors: the teacher's experiences, interests and availability of textbooks and extra- reading materials, class size, and students' learning preferences (Etsey, 2005).

### **2.20.2 Factors of motivation and Job satisfaction**

Another factor is motivation. People who are highly motivated will want to put in their maximum efforts in their job. According to Farrant (1968:125), 'today the relationship between teachers and pupils is often up-side down; Pupils come because they must and teachers teach because they are paid to. Teachers mourn that their profession is not respected and complain that they are inadequately paid for the duties they are required to do. They look over their shoulders at other professions and conditions of service and sigh for a better life'.

This assertion by Farrant (1968), exhibited lack of motivation both on the part of teachers and students and thus would have wished otherwise. More so, it may contribute to ineffectiveness and inefficiency in academic work and its rippling effect is poor performance in schools. Several other identified factors can be considered to produce motivation and job satisfaction for teachers to put up their best to improve academic performance in schools. For example, paying teachers very good salaries, provision of accommodation facilities, well equipped libraries,



teaching and learning materials etc. could help motivate teachers to perform very well in schools (Farrant, 1968).

In the national educational system, the academic performance of students may be to a very large extent dependent on the quality of the teacher, his teaching methods, the facilities available and class size. These in turn depend on both the educational system and how the teacher is motivated (Okendu, 2008). A teacher whose needs are not met may be psychologically unstable and consequently not productive (Asamoah, 2009). On the other hand, a satisfied teacher is stable and thus, efficient and effective. In this regard, Cook (1980) observed that the key to improving performance is motivation and for this reason employers need to understand what motivates their employees. Young (1989) examined the job satisfaction of Californian public school teachers in the United States of America and found that one of the overall job predictors was the salary one earned from it. Maslow (1968) observed that gratification of one's needs is essential for one's psychological health, which is related to one's performance on the job. When one's needs are gratified, psychological health is enhanced. In the colonial times, some teachers of the then Gold Coast had to stopped teaching and made cocoa farms because they were dissatisfied with their salaries (Mac William and KwamenaPoh, 1975). Studies by Lockheed (1991) cited in Etsey (2005) revealed that, lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards students which in turn affect the performance of students academically.



### 2.20.3 Class sizes and academic performance

Class sizes have also been identified as another determinant and a motivating factor for a better academic performance (Kraft, 1994). A teacher, whether trained or untrained who has to teach at too large class size of students/pupils would definitely have his performance thwarted. This is because it is difficult to control the students/pupils, supervise the class and mark their exercises and this will have a negative effect on students. Too large class sizes might be one of the unfavorable conditions that might affect the performance of teachers in most Ghanaian schools. With the inception of the (Ghana School Feeding Program, 2005), school enrolment has increased tremendously – in some cases over 89 pupils in a class handled by one teacher. This increase in class size brings in its trail problems of ineffective class management, poor supervision of assignment and ineffective teaching and personal pupil – teacher contacts (Kraft, 1994).

Kraft (1994) in his study of the ideal class size and its effects on effective teaching and learning in Ghana concluded that, class sizes above 40 have negative effects on teachers and students' achievement. Asiedu-Akrofi (1978) indicated that since children and teachers have differences in motivation, interests and abilities and also differ in health, personal and social adjustment and creativity, good teaching is generally best done in classes with smaller numbers that allow for individual attention.



#### **2.20.4 Lateness and Absenteeism**

In the view of Etsey (2005), lateness and absenteeism reduce the amount of instructional time and these results in the syllabi not being completed. According to this author, the completion of the syllabus for each subject in each class provides the foundation for the next class to be built upon. When the syllabus is not completed, content that should have been taught in the next class which is based on the previous class could not be taught. As these continue, there would be a backlog of content not taught and this would affect the performance of the students. Moreover, since the subject matter syllabi tend to be spiral, the uncompleted syllabus tends to have enormous effect on the pupils such that as they move from grade to grade, they encounter materials they do not have the foundation to study. In the final analysis, poor performance is the result.

#### **2.20.5 The Attitudes and Behaviours of Students towards Learning:**

Research in recent years has focused on identifying the key factors that promote academic success among learners. One of such factors is engagement and learning. Student engagement according to Akey (2006) can be defined as the level of participation and intrinsic interest that students show in school. The author further posits that, engagement in schoolwork involves both behaviours such as persistence, effort, attention and attitudes such as motivation, positive learning values, enthusiasm, interest, and pride in success. Thus, engaged students seek out activities, inside and outside the classroom, that lead to success of





learning. They also show curiosity and have the desire to know more and positive emotional responses to learning.

Following the National Research Council (2000) as cited in Akey (2006), Students' beliefs about their competence and their expectations for success in school have been directly linked to their levels of engagement, as well as to emotional states that promote or interfere with their ability to be academically successful. Akey (2006) is of the view that students who believe that they are academically incompetent tend to be more anxious in the classroom and more fearful of revealing their ignorance. They fear that educational interactions would result in embarrassment and humiliation, and this in turn, inhibits them from behaving in ways that might help them, such as asking questions when they are confused or engaging in trial-and-error problem solving. In addition, such students are more likely to avoid putting much effort into a task so that they can offer a plausible alternative to low ability or lack of knowledge as an explanation for failure. Again evidence from an exploratory analysis on School Context, Student Attitudes and Behaviour and Academic Achievement (Akey, 2006), also suggests that when classroom instruction draws on students' pre-existing knowledge, culture, and real-world experiences, it becomes more meaningful. Students enjoy learning more and learn better when they are learning what is of personal interest and relates to their lives.

Students are most likely to perform better if schools and teachers build students' confidence in their ability to do well in schools. Students' perception about their capacity for success is key to their engagement in learning in schools. Schools



should be designed to enhance students' feelings of accomplishment (Akey, 2006).

## **2.21 Outside School factors that affect Teachers' Productivity after Training:**

### **2.21.1 Parental Involvement in School**

Ability to give quality education to students to produce encouraging academic performance does not largely depend on teachers alone but parents and other educational stakeholders. In my view, the child's education needs collaborative efforts. Collaboration among these groups has a great impact on the quality of education.

Collaboration as a term is defined as a process in which problems or goals are addressed by a team of individuals each of whom contributes his or her skills and knowledge and are viewed as having equal status' (Rainforth & York-Barr, 1997 cited in Amoako- Gyimah, 2007). This group of people has a common objective, sense of direction and purpose. Therefore, parental attitude cannot be underestimated. From a survey conducted by Asiedu-Addo (2009) on why many pupils in the Central Region failed in the Basic Education Certificate Examination, it was revealed that, many pupils from poor background, just refused to learn or prepare adequately for the examination.

According to the pupils in that study, they had been told several times at home by their parents that they could not get sponsorships to the next level of education. This negative attitude and evident parental discouragement were precarious



conditions for school children to learn. This is because their academic performances and perceptions about the value of education were influenced by these thoughts. This invariably made the pupils show passive attitudes towards learning and academic excellence. Parental involvement makes an enormous impact on the student's attitude, attendance, and academic achievement and promotes better cooperation between parents and school (Epstein & Dauber, 1991). It also allows parents and teachers to combine efforts to help the children succeed in school.

Conditions and experiences in students' families are of paramount importance to their academic performance. Traditionally, parental involvement in education included contribution to their children's home-based activities (helping with home-work, encouraging children to read, and promoting school attendance) and school-based activities (attending Parent-Teachers' Association meetings, parent-teacher conferences, and participating in fund raising activities) (Epstein & Dauber, 1991). According to Dampson & Dominic (2010), the unrelenting parental courage and determination to persevere despite all odds has a ripple effect on children's attitudes toward education and challenge. According to Lareau (1996), the involvement of parents and families in decision making is often cited as one of the most important ways to improve public schools.

Epstein & Dauber (1991) identified six areas of parental involvement in their children's academic activities: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. It may be perceived that if parents are actively involved in these areas, there is the



likelihood that it will stimulate children's interest in school and positively influence academic achievement. Families and schools have worked together since the beginning of formalized schooling. In the view of Epstein and Sanders (2002), the nature of the collaboration however has evolved over the years. Initially, families maintained a high degree of control over schooling by controlling, hiring of teachers and apprenticeships in family businesses. By the middle of the 20th century, there was strict role separation between families and schools. Schools were responsible for academic topics, and families were responsible for moral, cultural, and religious education (Epstein and Sanders, 2002). In addition, family and school responsibilities for education were sequential. That is, families were responsible for preparing their children with the necessary skills in the early years, and schools took over from there with little input from families (Epstein and Sanders, 2002). However, today, in the context of greater accountability and demands for children's achievement, schools and families have formed partnerships and share the responsibilities for children's education (Christie, 2005).

According to Epstein & Sanders, (2002), parental school involvement could be largely defined as consisting of the following activities: volunteering at school, communicating with teachers and other school personnel, assisting in academic activities at home, and attending school events, meetings of parent-teacher associations, and parent-teacher conferences. The inability of parents to provide the basic needs of students, attend Parent Teacher Association meetings and limited interaction with children's teachers among others are the findings from a

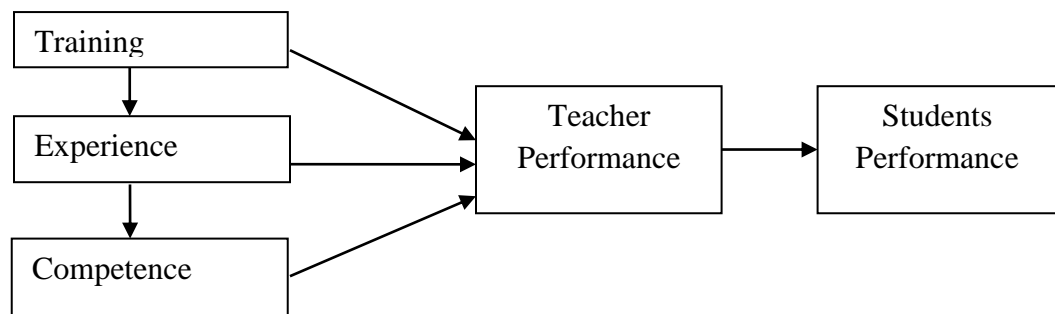


study conducted by Etsey (2005) as some of the causes of low academic performance of some public schools in Ghana. Inability to provide basic school needs like textbooks, supplementary readers, food to eat when coming to school, motivation, and school uniforms among others, may have rippling effects on the child's performance (Tella, 2007).

## 2.22 Summary of Literature Review

The Literature highlighted on the impact of teacher training and development on students' performance in schools. Areas of concern were available training and development programs for teachers in the Sunyani West District in the Brong/Ahafo Region, teaching methods used by teachers in their lessons, competency of teachers and some factors that affect teacher productivity after training.

In departing from this chapter, it is important to admit that teachers' efficiency and performance is dependent on teacher training, teacher experience and teacher competencies all of which are translated into students' academic performance as shown diagrammatically below:



**Figure 3: Conceptual diagram about relationship between teacher training and teacher performance**

Source: Author, 2016

The diagram above, seeks to suggest that for a worker to perform excellently on the job, then, that worker needs to have some prerequisite amount of skills, knowledge, values and attitudes or social behaviour. This is possible through training programs. As workers attend more training programs like workshops and in-service training they gather a lot of experiences and as the adage goes, that “experienced teacher is the best teacher” they acquire the capabilities and the competencies (Darling- Hammond, 2000). When teachers are trained they do not only become experienced and competent but effective and efficient on the job. Once they become effective and efficient, this will reflect in students’ performance.

When all these factors are critically assessed, they may help improve academic performance of teachers and students in schools in the District and thereby yield some positive returns on the investments people and stakeholders make in teacher training programs.

The next chapter is chapter three; this chapter will present and discuss the research methodology.



## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

This chapter three will present the research methodology used in this study. This methodology will comprise the profile of the study area, the research design, the study population, sampling technique, sample size determination, the research instrument, data collection procedure, sources of data collection, validity and reliability of the study, pre- testing of research tools, data analysis, limitations of the study, ethical consideration, results and summary.

#### 3.1 Profile of the Study Area

Fiapre is one of the major towns in the Sunyani West District located West to Berekum, East to Sunyani, South to Bakuniaba and North to Odumase as its district capital. It has a total population of about 32,298 people representing about 40.76% of the district total population of 79,241 with a growth rate of 3.0%. About 70.8% of the population are Christians, 16.4% being Muslims and 12.8% of the population are traditionalists (Sunyani West District Assembly, 2010).

It has two tertiary institutions; these are the Catholic University College of Ghana and University of Energy and Natural Resources. It has two senior high schools including female secondary schools in the region known as, Notre Dame Senior High School and Sunday Adventist Senior High School (mixed). It also has one



hospital known as the Sunday Adventist Hospital, one clinic and a chip compound (Sunyani West District Assembly, 2010).

. On economy, agriculture is the main occupation for the people in the town, while teaching, civil service and private businesses also play a very important role (Sunyani West District Assembly, 2010).

### **3.2 Research Approach**

In this study, the researcher used the quantitative research approach. This approach was used in order to produce results that would be generalized regarding the impact of teacher training and development programs on junior high school students' performance at the Fiapre Circuit of the Sunyani West District.

In quantitative research the researcher's aim is to determine the relationship between one thing (an independent variable) and another (a dependent or outcome variable) in a population (Maree, 2010). Quantitative research designs are either descriptive (subjects usually measured once) or experimental (subjects measured before and after a treatment), (Hopkins, 2008). A descriptive study establishes only associations between variables and an experiment establishes causality (Hopkins, 2008:1).

White (2005:85) states that quantitative research is usually based on what is called a positivist philosophy, which assumes that there are social facts with a single objective reality, which is separated from the feelings and beliefs of individuals. This objective reality can be explained, controlled and predicted by natural (cause/effect) laws (Fink, 2002).





This is supported by McMillan and Schumacher (2010:21) who state that quantitative research designs put emphasis on objectivity in measuring and describing phenomena. As a result, the research designs maximize the objective by using numbers, statistics, structure, and control.

According to Maree (2010), quantitative research is a process that is systematic and objective in its way of using numerical data from only a selected sub-group of a universe to generalize the findings to the universe that is being studied. Maree (2010 :257) again states that in quantitative research, an investigator relies on numerical data to test the relationships between the variables. A quantitative researcher tests theories about reality, looks for cause and effect, and uses quantitative measures to gather data to test the hypothesis or questions (Maree, 2010 :145).

Quantitative research is useful in answering questions about relationships among variables with the purpose of explaining, predicting and controlling phenomena usually with one or more specific hypothesis to be tested under which variables for the study are isolated and extraneous variables are controlled (Leedy and Ormrod, 2005).

Doordon (1998) claims that quantitative research is a standard procedure which is been used to collect numerical data, and statistical procedures have been used to analyze and draw conclusions from the data. Quantitative (positivist) approach employs natural-science inquiry paradigm to shows reality that allows the researcher to observe and experiment on a large number of participants resulting



in the finding that can be analyzed statistically and pruned for the purpose of generalization (Cohen, Manion & Morris, 2007).

This ideology corroborates the idea that human beings inhabit a relatively stable, uniform, and coherent world that can be measured, understood and generalized (Gay & Airasian, 2000). This suggests that in order to understand the impact of teacher training on students' academic performance, the existing information can be sourced not only basing on the feelings and opinions of the researched; but as well as using other methods such as observation, measurement and numeric data.

### **3.3 Research Design**

The quantitative research design that was used in this research was survey. This design was suitable for this study in the sense that it helped the researcher to gather data at the junior high schools with the intention of describing the nature and impact of teacher training and development programs on junior high school students' performance at the Fiapre Circuit of the Sunyani West District.

Furthermore, it was thought appropriate to use the survey method because it is the dominant form of collecting data in education and other social sciences (Fink, 2002). The descriptive survey was further considered the most appropriate design for conducting this study since it is the one that deals with things as they currently are (Creswell, 2003).

Avoke (2005) citing Blaxter, Hughes and Tight (1996), indicated that survey research in education involves collection of information from members of a group



of students, teachers or other persons associated with educational issues. Descriptive approach was used for the study because the study is about relationships between non-manipulated variables in natural setting rather than artificial setting.

McMillan and Schumacher (2010:22) state that in a survey research design, the investigator selects a sample of subjects and administers a questionnaire or conducts interviews to collect data. Surveys are used to describe attitudes, beliefs, opinions and other types of information (Avoke, 2002). According to Louis, Lawrence and Keith (2002:169), surveys typically gather data at a particular point in time with the intention of describing the nature of the existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events.

Descriptive research involves field survey where the researcher goes to the population of interest and asks certain issues about the problem under the study. Descriptive research aims to gather data without any manipulation of the research context and deals with naturally occurring phenomena where the researcher has no control over the variables (Crewell, 2002).

Most surveys are based on samples of a specified target population – the group of persons in whom interest is expressed. They are designed to provide a ‘snapshot of how things are at a specific time (Kelley, Clark, Brown & Sitzia, 2003). There is no attempt to control conditions or manipulate variables (Kelley, Clark, Brown & Sitzia, 2003).



Creswell (2002) also noted that a survey study can be done in a short time in which investigators administer a survey to a sample or to the entire population of people in order to describe the attitudes, opinions, behaviours or characteristics of the population.

Creswell (2002), however noted that, survey data is self-reported information, reporting only what people think rather than what they do. Survey is also deemed appropriate for the study as the current views, attitudes and opinions of students and teachers will therefore be sampled. It also has the potentiality of providing a lot of information that will be gathered from the respondents.

The study was basically aimed at gathering useful data on those conditions and variables that cannot be manipulated and which would help in assessing the impact of teacher training and development programs on junior high school students' performance at the Fiapre Circuit of the Sunyani West District

The descriptive survey however is not without difficulties. Kelley, Clark, Brown and Sitzia (2003), pointed out some demerits associated with its use. These include the danger that, the significance of the data can become neglected if there searcher focuses too much on the range of coverage to the exclusion of an adequate account of the implications of those data for relevant issues, problems, or theories.

Also, the private affairs of respondents may be pried into and there is therefore the likelihood of generating unreliable responses and difficulty in assessing the



clarity and precision of questions that elicit the desired responses (Fraenkel and Wallen, 2000).

In spite of these demerits, the survey seemed appropriate, this is because the breadth of coverage of many people means that it is more likely than some other approaches to obtain data based on a representative sample size, and can therefore be generalizable to a population (Kelley, Clark, Brown & Sitzia, 2003).

### **3.4 Study Population**

According to Ary, Jacobs and Rezavieh (2002), population is used to refer to the entire group of individuals to whom the findings of a study apply. It is whatever group the investigator wishes to make inferences about.

A population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the study. This group is also referred to as the target population or universe (McMillan & Schumacher, 2010:129).

The target population for the study was 495 participants. This population consisted of 45 teachers and 450 JHS students of five JHS in the Fiapre circuit in the Sunyani West District of the BrongAhafo Region of Ghana.

According to Ary, Jacobs and Rezavieh (2002), population is referred to the entire group of individuals to whom the findings of a study apply. Students and teachers of Junior High Schools in the Fiapre circuit was the population the investigator wished to make inferences about.



### 3.5 Sampling Techniques

Both simple random sampling technique and purposive sampling technique were used to sample the students and the teachers respectively.

Students were sampled using simple random sampling technique in order to avoid biasness. This was because all participants had equal chance or probability of being selected (Sidhu, 2002). In each school of the five junior high schools, 3 students were randomly selected making a total of 15 students. Random sampling was used here because the researcher wanted the sample method to be free from preconception and unfairness (Sidhu, 2002).

Louis, Lawrence and Keith (2002 :100) state that in simple random sampling, each member of the population under study has an equal chance of being selected and the probability of a member of the population being selected is unaffected by the selection of other members of the population.

Maree (2010:172) states that to draw a simple random sample, it is necessary to draw a complete and up-to-date sample frame available. On this list, each population element has to be numbered sequentially such that each element can uniquely be identified. The actual drawing of the sample involves the generation of a predetermined number-the sample size-of random numbers.

The teachers were purposively sampled because they have gone through some training and development programs for purposes of quality performance and productivity in our schools. In view of this, all the 9 teachers of each of the five schools giving a total of 45 teachers were participants in the study.



Teachers were selected because they teach or impart knowledge onto the students. Creswell (2002) stated that, in purposive sampling, researchers intentionally select individuals to learn or understand a phenomenon. Cohen, Manion and Morrison (2003) cited in Avoke (2005) also assert that purposive sampling enables researchers to handpick the cases to be included in the sample on the basis of their judgment and typicality. In this way, the researcher builds up a sample that is satisfactory.

### **3.6 Sample Size Determination**

The sample size for the study was 60 consisting of 45 teachers and 15 students of Junior High School. This was determined using simple random sampling and purposive methods so as to achieve reliable results.

This sample size was considered in order to allow the researcher work within the limited time coupled with financial and other resource constraints.

### **3.7 Research Instrumentation**

The research instrument used in this study was the questionnaire. The questionnaire was used to collect data from the participants. The questionnaire consisted of both closed-ended and open-ended questions. And which addressed the research questions directly. Two questionnaires were developed for the study. One questionnaire was for teachers and the other one was for students.



According to Godwin and Harry (2009:1), a questionnaire is a set of systematically- structured questions used by a researcher to get needed information from respondents.

A questionnaire is any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers (Godwin and Harry, 2009:1). The questionnaire may be self-administered, posted or presented in an interview format. A questionnaire may include check lists, attitude scales, projective techniques, rating scales and a variety of other research methods (Godwin and Harry, 2009:1). As an important research instrument and a tool for data collection, a questionnaire has its main function as measurement (Godwin & Harry, 2009:1).

McMillan and Schumacher (2010:195) highlight the point that for many good reasons, the questionnaire is the most-widely used technique for obtaining information from subjects.

According to Bird (2009:1), the questionnaire is a well-established tool within social science research for acquiring information on participant social characteristics, present and past behaviour, standards of behaviour or attitudes and their beliefs and reasons for action. The questionnaire is a popular and fundamental tool for acquiring information on knowledge and perception (Bird 2009:1).





These questionnaire were submitted to the supervisors for consideration before they were administered to the respondents. The first one was administered to 45 teachers while the second one was administered to the 15 students.

Questions 1-5 were about the demographic features of the respondents. Questions 6-10 of the questionnaire gathered information on training and development programs that are available to teachers at Fiapre Circuit of the Sunyani West District. Questions 11-15 sought to provide information on teaching methods that teachers use in their lessons delivery. Questions 16-19 were to obtain information on the competence levels of trained teachers and lastly question 20 was to find out if there are some factors that militate against teachers' productivity after training.

With the second questionnaire, questions 6-15 sought to obtain information from students about the performance levels of the trained teacher and the untrained teacher. For question 16, it sought to provide information on how to improve students' academic performance.

### **3.8 Administration of research Instruments**

The questionnaires were administered to teachers and students of Fiapre ST. Thomas Roman Catholic Junior High School, Dumasua Saint Joseph Roman Catholic Junior High School, Fiapre Methodist Junior High School, Fiapre Presbyterian Junior High School and Fiapre African Methodist Episcopal Zion Junior High School. Twenty questions were administered to teachers and sixteen questions to students giving a total of 36 questions.

According to Creswell (2002), in respect of the site where the research takes place and gaining permission before entering a site is paramount in research.



An introductory letter was obtained from the Department of Training and Development Department, University for Development Studies, stating the aims and purpose of the study and the need for the participants to give their consent and co-operation.

This was sent to the Education Directorate in order to gain access to the schools, participants, and other documents that would facilitate the study. The researcher visited places where he wished to collect the data to seek permission from the authorities before administering the questionnaire to the school children. For the teachers and the circuit supervisor, the questionnaire was mailed to them with self-addressed envelopes so that answered questionnaire could be posted back to the researcher. Students were visited personally by the researcher to administered the questionnaire properly. The questionnaire was read for students who were also assisted to understand it where possible.

Birds (2009 :3) states that during the first contact, researchers should introduce themselves and present their credentials, explain the study and why it is being conducted, reveal why the person was selected for the study, indicate how long the questionnaire will take to complete and the intended use of the results. Due to ethical considerations, participants should be assured that no harm will come to them as a result of their participation and they have the right to anonymity, the right to refuse to answer certain questions and the right to refuse to be interviewed.



Questionnaire format and graphic layout is especially significant with self-administered modes as it helps promote response rates (Birds, 2009:3). Eliciting reliable and valid data relies on developing an attractive and professional design. Self-administered questionnaires may also be delivered to participants by someone in an official position. The questionnaire is then left for the participants to complete at their own leisure (Birds, 2009:3).

### **3.9 Source of Data Collection**

Data for this study was obtained from primary and secondary sources. The primary data was gathered from questionnaires given to the respondents etc. Secondary data was generated from books, the internet, journals, and periodicals from educational directorates.

### **3.10 Validity and Reliability of Instrument**

The mechanisms put in place by the researcher to ensure validity and reliability are presented below:

#### **3.10.1 Validity**

Validity is the most important consideration in developing and evaluation of measuring instruments (Ary et al, 2002). It is used to determine if an instrument measures what it is intended to measure (Ary et al, 2002).

Therefore, to ensure the validity of the questionnaire and the interview guides, draft copies were given to two lecturers from the Training and Development department, University for Development Studies to read through and make



necessary corrections to ensure face validity. After this review, the questionnaires were sent to the researcher's supervisor for further review in order to make the research instruments reliable.

Also, the researcher minimized threat to validity by choosing an appropriate time scale and by ensuring that adequate resources for the required research to be undertaken were available. The researcher also selected an appropriate methodology for answering the research questions and the use of an appropriate instrument for gathering the type of data required and an appropriate sample size.

According to Louis, Lawrence and Keith (2002:105), validity is a demonstration that a particular instrument measures what it purports to measure. In quantitative research validity might be improved through careful sampling, appropriate instrumentation and appropriate statistical treatments of the data.

White (2005:193) states that by validity it is understood that the researcher's conclusion-true or correct-correspond to the actual state in reality.

### **3.10.2 Reliability**

According to Louis, Lawrence and Keith (2002:117), reliability is a measure of consistency over time and over similar samples.

The researcher ensured that the questionnaire developed and used to collect the data yield similar data from similar respondents over time. White (2005:197) defines reliability as the accuracy or precision of an instrument; as the degree of consistency or agreement between two independent derived sets of scores; and as the extent to which independent administrations of the same instrument yield the same, or similar, results under comparable conditions.



### **3.10.3 Pre-testing of Research Tools**

To also ensure reliability and validity in the study, the research questionnaire was pre-tested twice in Saint Peter's Junior High School in Odumase on March 11<sup>th</sup> 2016 and in Fiapre Urban Council Junior High School on March 18<sup>th</sup>, 2016 in the course of its development. The first test helped find out the suitability of the questions and the instructions provided and also to test the adequacy and completeness of the responses and how respondents understand the questions. The second pre- test also helped examine the sequence of the questions, test the new questions and address any misunderstandings and improve the final research questionnaire. In effect, the pilot study helped to remove ambiguous statements and makes the findings reliable.

### **3.11 Data Analysis**

The researcher analyzed collected data using appropriate descriptive statistics which allowed the researcher to use numerical values to represent scores in the sample. According to Borg and Gall (1983) descriptive statistics not only allows the researcher to use numbers but also provides the researcher with data that allow for inferences on the population and directions for answering the research questions.

The returned questionnaires were scored and coded for analysis and answering of the research questions. An item-by-item analysis of data was conducted. The percentage of the total sample responding to each question was given. The researcher presented the data according to the responses and or the views of the respondents. The researcher assigned numerical scores to the responses to indicate



possible relationship in responses of the respondents and then drew frequency lists.

The two outside categories were combined in the analysis. For instance, the researcher combined responses that were similar in order to project a unique response. This combination according to Best and Khan (1995) is good for reporting percentages. The scores assigned to the responses were easily analyzed using frequency counts and the results were presented in the form of a summary using tables and percentages to ensure easy understanding of the analyses. The findings were also discussed in relation to the literature review.

These easily allowed the researcher to access data and interpret the results for statistical analysis provided. Different statistical tools such as Statistical Product for Service Solution including tables and percentages were applied in interpreting the results. A summary of conclusion and findings were provided, based on the findings and supported with literature.

### **3.12 Limitation of the Study**

The method that was used may have some potential weaknesses. Simple random sampling method that was used, may suffer some biases and sampling errors respectively. The randomness of the selection may result in a sample that doesn't reflect the make-up of the population. The sample size as is not large enough may not produce true information for generalization.



Respondents gave different answers to the same questionnaires as they interpreted them differently and this affected data collection, data analysis and interpretations and therefore further affected the validity of the study.

### **3.13 Ethical Considerations**

The ethical issues that were considered in this study are presented below:

#### **3.13.1 Ethics**

According to Hobson and Townsend (2012:2) ‘ethic’ is a moral principle or a code of conduct which governs what people do. It is concerned with the way people act or behave. The term, ‘ethics’ usually refers to the moral principles and guiding conduct, which are held by a group or even a profession (Hobson and Townsend, 2012:2). Ethical concerns should be at the forefront of any research project and should continue through to the write-up and dissemination stages.

In the course of this study the researcher ensured that the rights and welfare of all human subjects (respondents) involved in this research were adequately protected and also an informed consent was obtained. By this, the researcher provided an introductory letter to the schools in the study area seeking permission to use their schools as a case study. Assurance was given to the respondents that the research was intended for academic purposes and that information given out would be treated with outmost confidentiality. Respondents were therefore asked to omit their names and other personal information on the forms.



Maree (2010 :41) highlights that, essential ethical aspects may include: issues of confidentiality of the results and findings of the study, the protection of the participants' identities, obtaining letters of consent and obtaining permission to be interviewed.

### **3.13.2 Informed consent:**

Participants were given written forms that described the research and were also made to sign the forms to document their consents to participate in the study. The researcher considered the needs and concerns of the study participants, and ensured that appropriate oversight for the conducting of research took place; a basis for trust was established between the researcher and the study participants. The well-being of the participants was also a top priority. The researcher also assured the participants that, the research would be sacrificed if there would be a choice between doing harm to the research and doing harm to the participants.

### **3.13.3 Anonymity:**

The researcher promised not to identify a given response with a given respondent. He strived to ensure that the autonomy of the research participants was protected and also strived to ensure that participants were free from any exploitation.

### **3.13.4 Confidentiality:**

The researcher explained to participants that if a given participant's response could be identified it would not be made public. Participants were also assured





that information that would embarrass them or endanger their friendships and jobs would not be revealed.

### **3.14 Expected Results**

The study was expected to identify the relationship between teacher training programs and students' performance in schools. By so doing, it was expected to bring tremendous improvement to teacher productivity and students' academic performance. This would provide a guarantee for the needed human resource for socio-economic development of our country Ghana and also put smiles on the faces of parents, government and all stakeholders for the huge investments they put in educating our young men and women.

Teachers' professional and academic competencies are seen in their ability to make use of the learning opportunities available in the environment (Creemers, 1994).

Competent teachers are expected to have a good command on their academic subjects and should be prepared adequately to understand the needs of the child and help him to learn through a well-integrated general education, professional training and academic orientation (Ololube, 2005).

Khan (2008) conducted a study to examine the impact of training of teachers through science education project. The study was aimed to evaluate the effectiveness of in-service teacher training program in science education project for science teachers and found that this training resulted in an improvement in the content knowledge, delivery skills, laboratory management skills and professional



attitude of in-service science teachers. Yet many trained teachers are not able to achieve better results than untrained teachers.

Another study conducted in this regard was by Mehmood (1998) who evaluated the effectiveness of in-service teacher training programs arranged by teacher training project in Punjab. The researcher found out that although there was no significant difference in the attitude of trained and untrained teachers, yet there was a higher achievement level of the students who were taught by trained teachers. It is therefore expected that this study will expose the strengths and weaknesses of both trained and untrained teachers and indicate the possible interventions or strategies to convert teachers' weaknesses to strengths. For example, teachers will also be introduced to classroom management skills and the appropriate use of teaching and learning materials.

Supervision of teachers will have to be intensified by headteachers and district officers in order to make teachers more effective and efficient.

Eagles and Evans (1970) cited in Etsey (2005) were also of the view that effective supervision of instruction can improve the quality of teaching and learning in the classroom. Eagles and Evans (1970) cited in Etsey (2005) added that supervision is the process of bringing about improvement in an institution by working with people who work with students. It is a process of stimulating growth and a means of helping teachers and students to help themselves. Etsey (2005) reports that, effective supervision is necessary for efficient work.

Another intervention to improve school performance is teacher motivation and job satisfaction including job security of teachers, providing friendly working



environment, teaching and learning materials and basic needs of teachers among others. To achieve the above interventions, there is the need for the commitment of resources such as funds, humans, transportation and materials which may be difficult to come by and this may impede the success of these interventions.

### **3.15 Summary**

This chapter three has presented and discussed the research methodology used in this study. The research instruments were pre-tested in similar schools and also read by the researcher's supervisor and other Lecturers to make the necessary corrections. This made the research instruments valid and reliable.

The next chapter is chapter four; this chapter will present results and discussion of the findings based on the objectives of the study.



## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

#### 4.0 Introduction

This chapter four will make a presentation of the results from the data collected and analyzed, it will also present the discussions of the results, key findings of the study based on the objectives set to achieve in the study and the summary.

These presentations are based on the demographic related issues and the four main research questions raised to guide the study.

#### 4.1 Questions relating to Demographic issues

Table 4.1 (a) and (b) present teachers' responses to their educational attainment, position they hold in their school.

**Table 4.1 (a): Teachers Educational attainment**

Statement	Responses	Percentage (%)
SSS/WASSCE	1	2.2
Diploma/HND	18	40
1 <sup>ST</sup> Degree	23	51.1
2 <sup>ND</sup> Degree	3	6.7
TOTAL	45	100



**Table 4.1 (a) continued**

Source: Fieldwork, 2016

Table 4.1(b) illustrates the responses of teachers on positions they hold in their schools.

**Table 4.1 (b): Positions of teachers in their schools:**

Statement	Response	percentage(%)
<b>Positions:</b>		
Head teacher	5	11.1
Assistant head teacher	5	11.1
Classroom teacher	35	77.8
TOTAL	45	100

Source: Fieldwork, 2016

The educational attainment of the teachers ranged from Senior Secondary School/West African Senior School Certificate Examination (SSS/WASSCE) to 2<sup>nd</sup> Degree. It can be observed from Table 4.1(a) on page 97 that, 1(2.2%) of the teachers had obtained SSS/WASSCE, 18(40%) of teachers had obtained Diploma/ Higher National Diploma (HND). It can also be seen that 23(51.1%) of the teachers were first degree holders whilst 3(6.7%) of the teachers were 2<sup>nd</sup> degree holders. Generally, most of the teachers had obtained high educational



qualifications with teachers holding 1<sup>st</sup> degree certificates being the majority. This showed that majority of the teachers in the district had obtained high academic credentials. It was revealed that the District had 97.8% of its teachers who had gone through some kind of training in the higher educational institutions where they had acquired the needed knowledge, skills, values and attitudes to be effective and efficient enough in order to improve upon their performances in their schools.

The positions of the teachers were arranged from head teacher to others. It was revealed from table 4.1 (b) on page 98 that, 5(11.1%) were head teachers with the same number of respondents being assistant head teachers whilst 35(77.8%) were classroom teachers. Indeed, majority of the respondents were classroom teachers who taught the pupils/students in the schools. It is therefore believed that if these teachers teach the students very well, then, the students are likely to perform better in their examinations in the District.

#### **4.2 Research question 1:**

**What effect do training and development programs have on student's performance?**

**The effect of training programs on students' performance**

#### **Model Summary<sup>b</sup>**

Table 4.2a



**Table 4.2a continued: Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.249 <sup>a</sup>	.062	-.010	80.29701	2.169

b. Dependent Variable: students' performance

Source: Fieldwork, 2016

**ANOVA<sup>a</sup>**

Table 4.2b

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	5562.408	1	5562.408	.863	.370 <sup>b</sup>
1 Residual	83818.925	13	6447.610		
Total	89381.333	14			

a. Dependent Variable: students' performance

b. Predictors: (Constant), training programs



**Table 4.2b continued**

Source: Fieldwork, 2016

Table 4.2c

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations	Collinearity Statistics							
	B	Std. Error	Beta				Zero-order	Partial	Part	Tolerance	VIF			
(Constant)	456.375	42.108		10.838	.000									
1 Training programs	-20.425	21.990	-.249	-.929	.370	-.249	-.249	-.249	1.000	1.000				

a. Dependent Variable: Students performance

Source: Fieldwork, 2016

A regression analysis was performed to establish the link between training and development programs and students performance. From the results of the regression analysis, there is no positive correlation between student





performance and training programs ( $r = 0.370$ ) which implies that there is a no strong relationship between the predictor variable (training programmes) and students' performance. The coefficient table (Table 4.2c) on page 102 shows that training program as the predictor variable identified in the study is not statistically significant and has no influence on students' performance and it explained about 24.9% of the variation in Students performance (Table 4.2b). This means that 75.1% of students' performance at the basic level can be attributed to other factors like supervision, motivation etc. other than training programs. In the view of Mehmood (1998), there is no significant difference in performance between trained and untrained teachers. Kane, Jonah & Douglas (2006) found no significant relationship between students' performance and teacher training and development programs. They added that the impact of teacher training programs still have to be investigated.

#### 4.3 Research question 2

**What kind of training and development programs are available for teachers in the Sunyani West District?**

Table 4.3a below is an illustration of teachers responses on training and development programs available to teachers in the District.

**Table 4.3 (a): Available training and development programs for teachers in Sunyani West District**

Statement	Responses	Percentage (%)
<b>Kind of training programs</b>		



**Table 4.3 (a) continued**

**organized for teachers**

**in the District:**

Workshops	24	53.3
In-service training	3	6.7
Conventional course	2	4.4
Distance learning	8	17.8
Workshops and distance	3	6.7
Workshops, In-service training	1	2.2
Conventional courses and Distance	4	8.9
<b>TOTAL</b>	<b>45</b>	<b>100</b>

Table 4.3b below shows teachers' responses on the objectives for which teacher training programs are organized in the District

**Table 4.3(b): The objectives for organizing training programs for teachers:**

<b>Statement</b>	<b>Response</b>	<b>percentage (%)</b>
<b>Training objectives:</b>		
To effect change in teachers	35	77.8
For teachers to learn	5	11.1
I don't know	5	11.1



**Table 4.3b continued**

TOTAL	45	100
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Source: Fieldwork, 2016

Table 4.3c below shows teachers' responses on their recommendations for organizing training programs for teachers.

**Table 4.3 (c): Recommendation for teachers training programs:**

Statement	response	percentage(%)
<b>Recommendations:</b>		
Yes	45	100
No	0	0
TOTAL	45	100

Source: Fieldwork, 2016

Table 4.3(a) on page 102 revealed that 24(53.3%) of the respondents said it was workshops that were available for training and development programs for teachers in the Sunyani West District. Three respondents representing 6.7% said in-service training, two respondents said conventional courses, eight respondents said distance, three respondents said workshops and distance and four respondents said all the four mentioned programs were available while only one respondent said workshops and in-service training programs were being organized for teachers.



Generally, majority of the respondents said teachers attend workshops more than any other training program in the District. As teachers attend workshops, they are given some kind of training to be equipped with the necessary knowledge and skills in order to withstand the changes and dynamics of the work so that quality results could be achieved. Those teachers who went to the universities and other higher learning institutions increased their knowledge base on modern teaching techniques and approaches and are better able to deliver on the job.

It was also revealed from table 4.3 (b) on page 103 that, 35(77.8%) of the teachers said that the purpose of training is to effect changes in teachers, five respondents representing 11.1% said training objective is to make teachers learn but 5 respondents said they did not know the purpose of training programs.

Majority of the respondents said training objective is to effect change in teachers. To effect changes in teachers means that after going through training, teachers now have the needed knowledge and skills to teach their pupils/students very well and this must reflect in students' academic performance in schools and in their Basic Education Certificate Examination at the end. In view of this all the respondents unanimously said that, training programs should be recommended for teachers since they will update the teachers' knowledge. In table 4.3 (c) on page 104, all the 45 respondents recommended for teacher training programs for teachers.



#### 4.4 Research question 3:

##### What kind of teaching methods are used by teachers in their schools?

Table 4.4a below illustrates teachers' responses on their delivery methods in their lessons.

**Table 4.4 (a) Teachers' responses on methods they use in their teaching**

Statement	Responses	Percentage (%)
<b>Teaching methods</b>		
<b>Available for teachers to use:</b>		
Group discussing	10	22.2
Role play	3	6.7
Lecture	3	6.7
Demonstration	19	42.2
Role play & demonstration	3	6.7
Lecture and demonstration	1	2.2
Lecture, group discussing & Demonstration	1	2.2
Group discussing, Role play, Lecture & Demonstration	5	11.1



**Table 4.4 (a) continued**

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TOTAL	45	100
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Source: Fieldwork, 2016

Table 4.4b below shows whether or not teachers use teaching learning materials in their deliveries.

**Table 4.4 (b) Use of Teaching and Learning Materials (TL/Ms) by teachers:**

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<b>Statement</b>	<b>Response</b>	<b>percentage (%)</b>
<b>Do teachers use TL/Ms</b>		
<b>to teach?:</b>		
YES	40	88.9
NO	5	11.1
TOTAL	45	100

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Source: Fieldwork, 2016

Table 4.4c below shows teachers' responses on the rate at which Teaching and Learning Materials are used by teachers in their lessons.

**Table 4.4 (c) below shows how often Teaching and Learning Materials are used by teachers and their impact on teaching:**

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<b>Statement</b>	<b>response</b>	<b>percentage (%)</b>
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**Table 4.4 (c) continued**

**TL/M usage rate:**

Regularly	40	88.9
Sometimes	5	11.1
I don't know	0	0
<hr/>		
TOTAL	45	100
<hr/>		

Source: Fieldwork, 2016

Table 4.4(d) below illustrates teachers' responses on the impact TL/Ms have on teaching and learning

**4.4 (d) Teaching and Learning Materials impact on teaching and learning:**

<b>Statement</b>	<b>Response</b>	<b>percentage (%)</b>
Students understand better	27	60
Teachers become satisfied	1	2.2
Good results are achieved	17	37.8
<hr/>		
TOTAL	45	100
<hr/>		

Source: Fieldwork, 2016

From Table 4.4(a) on page 106, it can be observed that 10(22.2%) of the respondents said the teaching method used by teachers is group discussion,



3(6.7%) of the respondents said role play, three respondents also said lecture method, 19 respondents said demonstration method, 3 respondents said role play and demonstration methods, 1 respondent said lecture and demonstration, 1 respondent also said group discussion, lecture and demonstration methods while 5 respondents said teachers used group discussion, role play, lecture and demonstration methods in their teaching. Majority of the respondents said that, generally demonstration method was used by teachers. When teachers become demonstrative in their lessons, they are able to move with the students during the lessons. This is because as students observe the things teachers do and how they do it, the students comprehend it and are able to carefully imitate the teacher.

Table 4.4(b) on page 107 also revealed that 88.9% of the respondents admitted that teachers use teaching and learning materials to teach regularly while 11.1% said teachers sometimes used teaching and learning materials but not regularly. However, the majority of the respondents said teaching and learning materials are regularly used by teachers to teach.

Again Table 4.4(c) on page 107 shows that 27(60%) of the respondents agreed that students comprehend what the teacher teaches better when teaching and learning materials are used. One respondent said when teaching and learning materials are used, the teacher becomes satisfied while 17(37.8%) of the respondents said good results are obtained when teaching and learning materials are used. Majority of the respondents agreed that the use of teaching and learning materials help students understand the lessons better.





Lack of teaching and learning materials, textbooks and other facilities may cause delay in teaching and teachers may at times ignore the teaching of some of the relevant topics in some subjects altogether. In a study conducted by Etsey (2005) about academic performance of students it was found out that, the availability and use of teaching learning materials affect teachers' motivation and the effectiveness of their lessons as well. He further stated that, it makes a teacher's lessons more practical and well connected to the students' environment. Wiles, Bondi and Wiles (2006) are of the view that, the Basic school classrooms should look slightly congested because there should be an effort to provide materials for many kinds of learners. This assertion of Wiles et al., (2006) is relevant because students in the Basic schools learn in diverse ways; some learn by seeing, touching, tasting, doing or a combination of more methods. According to Ausbel (1973), young children are capable of understanding abstract ideas better if they are provided with sufficient materials and concrete experiences with the phenomenon they are to understand. For this reason, Broom (1973) pointed out that, the creative use of a variety of medium for learning increases the probability that students would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop. This would make lessons become more alive and understanding and grasping of the major concepts become easier (Broom, 1973).

The Needs theory of Maslow states that when the needs of individuals are met, either through intrinsic or extrinsic motivation, it makes them use their potentials, values, skills and time to improve performance at the work place (Maslow, 1968).



The implication of this theory to the study in relation to teaching and learning is that for effective and efficient teaching and learning to improve upon academic performance, the provision of adequate teaching and learning materials and facilities and textbooks need to be considered before relevant results can be achieved. Teaching practical lessons without teaching materials is a disaster to academic achievement. The fact that the schools had facilities for teaching had some implication for both teachers and students' performance in the schools. Therefore, the availability and use of teaching and learning materials motivate and affect the effectiveness of teacher's lessons as well as enhance the retentive memory of students for improving academic performance (Etsey, 2005).

#### **4.5 Research question 4:**

##### **Do teachers become competent when trained?**

Table 4.5a below illustrates the responses of teachers on whether or not teachers become competent after going through training programs.

**Table 4.5 (a) Teachers response to competency level of teachers after training**

<b>Statement</b>	<b>Responses</b>	<b>Percentage(%)</b>
<b>Teachers become competent</b>		
<b>When trained:</b>		
Yes	44	97.8
No	1	2.2



**Table 4.5 (a) continued**

TOTAL	45	100
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Source: Fieldwork, 2016

Table 4.5b below shows the responses of teachers on the performance of competent teachers.

**Table 4.5 (b) The nature of competent teachers' Performance:**

Statement	response	percentage (%)
<b>Competent teacher performance:</b>		
Excellent	28	62.2
Very good	12	26.7
Good	5	11.1
Poor	0	0
TOTAL	45	100

Source: Fieldwork, 2016

Table 4.5c below shows the responses of teachers on the category of teacher preferred for good performance.



**Table 4.5 (c) Preference of the following:**

<b>Statement</b>	<b>responses</b>	<b>percentage (%)</b>
<b>Table 4.5 (c) continued</b>		
<b>The category of</b>		
<b>Teachers preferred:</b>		
Competent teacher	26	57.8
Experienced teacher	11	24.4
Trained teacher	7	15.6
Untrained teacher	1	2.2
<b>TOTAL</b>	<b>45</b>	<b>100</b>

Source: Fieldwork, 2016

It can be observed from table 4.5(a) on page 111 that, 44(97.8%) of the respondents said that training programs make teachers competent enough to deliver but 1(2.2%) of the respondents disagreed. However, the majority agreed.

Table 4.5(b) on page 112 also revealed that 28(62.2%) of the respondents said competent teachers perform excellently, 12(26.7%) of the respondents said competent teachers perform very good while 5 respondents representing 11.1% said they perform good. Majority of the respondents admitted that teachers perform excellently when they become competent.



In table 4.5(c) on page 113,26 (57.8%) of the respondents preferred teachers who are competent, 11(24.4%) of the respondents said they preferred experienced teachers, 7(15.6%) said they preferred trained teachers and 1(2.2%) said he or she preferred untrained teachers. It was generally accepted that most of the respondents said that it is the competent teacher who produces quality results.

In fact, the importance of teacher preparation has generally emerged because it prepares teachers and provides them with the competencies necessary for achieving success in their work; and this leads to the emergence of the concept of Competency-Based Teacher Education in the field of Special Education (Hoogveld et al., 2005). This movement has had an enormous effect in preparing teachers for teaching children with special needs (Wendel, 1982). Competency-Based Teacher Education aims at providing teachers with the knowledge, skills, and attitudes to enable them to recognize and solve complex problems in their domain of study or future work (Hoogveld et al.,2005).

#### **RESEARCH QUESTION 5:**

#### **4.6 What factors affect teachers' productivity after training programs?**

Table 4.6 below illustrates teachers' responses on factors that affect the teacher performance after training programs.

**Table 4.6 Teachers responses to factors affecting teachers' productivity after training**

<b>Statement</b>	<b>Response</b>	<b>Percentage (%)</b>
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**Table 4.6 continued**

**Factors affecting teachers’  
performance after attending  
training programs:**

Poor school environment	2	4.4
Inadequate learning materials	0	0
Low salaries for teachers	3	6.7
Teacher and student absenteeism	21	46.7
Poor supervision of teachers	8	17.8
All the five factors above	6	13.3
Poor environment & inadequate Supply of TL/Ms	1	2.2
No answer given	4	8.9
<b>TOTAL</b>	<b>45</b>	<b>100</b>

Source: Fieldwork, 2016

From table 4.6 on page 114, 3(6.7%) of the respondents said that, low salaries for teachers affected the teachers’ performance, 21(46.7%) of the respondents said teacher and student absenteeism affect teachers’ performance, 8(17.8%) of them said poor supervision affected performance of the teacher. It was also revealed



that, 2(4.4%) showed that poor school environment affect teachers' output while 6(13.3%) of the respondents agreed that low teacher salaries, absenteeism, poor supervision, unfriendly school environment and lack of teaching learning materials all contribute to the poor performance of the teacher. However, 4(8.9%) of the respondents did not say anything. It was generally accepted by the majority that teacher absenteeism contributed immensely to the poor performance of both the teachers and the students in our schools.

In a study conducted by Etsey (2005) in the Shama sub-metro schools of the Shama–Ahanta East Municipality in Ghana, he found out that, absenteeism and lateness reduced the amount of instructional time and these results in the syllabi not being completed. That study pointed out that, most of the teachers who go to school late and or absent themselves from school and lose a lot of school contact hours, which may affect their performance and students 'performance in the final examination. In view of the effects of absenteeism on learning, it is necessary that lost periods are made up, should teachers and students anticipate good results. The evidence of teachers absenting themselves from school is a contributing factor to poor academic performance of students. Teachers may absent themselves from school due to low commitment to work.

Low teacher commitment to teaching and work habit may have adverse effect on the academic performance of students. Mayer (1960) posits that, a teacher's influence can be unlimited and his/her ideas can affect thousands. A study conducted by Etsey (2005) on causes of low academic performance in Ghana revealed poor teacher habit and commitment as one of the main causes of poor



academic performance of students. A good number of them are highly deficient in their subject areas and thus fail to teach what they are supposed to teach. This supports Lockheed's (1991) assertion that, lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards students which in turn affect their performance academically. The Needs theory draws on human behaviour that, when the needs of people are not met at work, they tend out not to function effectively and efficiently. According to the theory, human beings are motivated by insatiable needs. In view of this, the quest for teachers to satisfy their higher educational needs may have contributed to the fact that they show low commitment to teaching and this adversely affects the pupil, leading to their poor academic performance in examinations.

The implication is that if teachers who have gone through training programs and have acquired the knowledge, skills, attitudes values and the competencies but refuse to be regular and punctual in school will contribute to students' poor performance.

## **STUDENTS' CONTRIBUTIONS TO THE STUDY**

### **RESEARCH QUESTION 7**

#### **4.7 How many teachers are trained teachers?**

Table 4.7 (a) below shows students' responses on the number of trained teachers in their schools





**Table 4.7 (a) Students response to issues concerning teachers in their schools**

<b>Statement</b>	<b>Response</b>	<b>Percentage(%)</b>
<b>The number of trained Teachers in Students schools:</b>		
Four trained teachers	4	26.7
Six trained teachers	5	33.3
Seven trained teachers	1	6.7
More than seven trained teachers	5	33.3
<b>TOTAL</b>	<b>15</b>	<b>100</b>

Source: Fieldwork, 2016

## **RESEARCH QUESTION 8**

### **4.8 How many teachers are untrained?**

Table 4.8b below shows the responses of students on the number of untrained teachers their schools have.

**Table 4.8 (b) The number of untrained**

<b>Statement</b>	<b>response</b>	<b>percentage (%)</b>
<b>Teachers in Students schools:</b>		
One untrained teacher	6	40
Two untrained teachers	6	40



**Table 4.8 (b) continued**

Five untrained teachers	1	6.7
No untrained teachers	2	13.3
<hr/>		
TOTAL	15	100
<hr/>		

Source: Fieldwork, 2016

## RESEARCH QUESTION 9

### 4.9 Which category of teachers do you think teach better?

Table 4.9 (c) below shows students' responses on the category of teachers that teach better.

**Table 4.9 (c) Category of teachers who teach better:**

Statement	Response	percentage (%)
<hr/>		
<b>Teachers who teach better:</b>		
Trained teachers	11	73.3
Untrained teachers	2	13.3
I don't know	2	13.3
<hr/>		
TOTAL	15	100
<hr/>		

Source: Fieldwork, 2016



## RESEARCH QUESTION 10

### 4.10 Do you (students) understand what they are taught?

Table 4.10(d) below shows the responses of students' understanding of their teachers' lessons.

**Table 4.10 (d) Students understanding of whattheir teachers teach them:**

Statement	response	percentage (%)
<b>Students level of Understanding:</b>		
Very well	4	26.7
Excellent	9	60
Very little	1	6.7
Not at all	0	0
<b>TOTAL</b>	<b>15</b>	<b>100</b>

Source: Fieldwork, 2016



**RESEARCH QUESTION 11:**

**4.11 Do students in your school often pass in their exams?**

Table 4.11(e) below illustrates students' responses on students' ability to pass in their exams.

**Table 4.11 (e) Students passing in their exams:**

Statement	response	percentage (%)
<b>Students' performance:</b>		
Yes	14	93.3
No	1	6.7
<b>TOTAL</b>	<b>15</b>	<b>100</b>

Source: Fieldwork, 2016

From table 4.7 (a) on page 118, 4 respondents (students) representing 26.7% said their schools have four trained teachers, 5(33.3%) of the respondents have six trained teachers, 1(6.7%) of the respondents said there is only one trained teacher in his /her school and 5(33.3%) Of the respondents said they have more than seven trained teachers in their schools. Majority of the respondents said they have many trained teachers.

In table 4.8 (b) on page 118, 6(40%) of the respondents said their school has only one untrained teacher and the same number of respondents they have two untrained teachers. One respondent said there are five untrained teachers in the



school while 2(13.3%) of the respondents reported they have no untrained teachers in their schools. For one and two untrained teachers have equal numbers as the majority of the respondents.

In table 4.9 (c) on page 119, 11(73.3%) of the respondents said it is trained teachers who teach students better in schools, 2(13.3%) said it is rather untrained teachers who can do better teaching while 2(13.3%) of the respondents said they don't know. However, the majority representing 73.3% admitted that trained teachers perform better than the untrained professionals

It can be seen from table 4.10 (d) on page 120 that, 4(26.7%) of the respondents said they comprehend very well the teachings of their teachers, 9 of the respondents representing 60% said they understand their teachers' teaching excellently but 1 respondent said he/she understands the teacher very little. Majority of the respondents understand their teachers their teachers excellently.

It can also be observed from table 4.11 (e) on page 121 that, 14(93.3%) of the respondents said they pass well in their examinations while 1(6.7%) of the respondents said no they do not pass or do well in their examinations. However, the majority of the respondents admitted that they do well. This is a true reflection of a positive impact of training and developing the teacher. The reason is that the study has revealed that majority of the teachers have attended high academic institutions where they have acquired the necessary knowledge, skills and values to improve performance. Again it was revealed that workshops have regularly been organized for teachers in the District to update teachers with modern



teaching methods and techniques. All these coupled with the teaching experiences the teachers have gathered over the years have made teachers competent enough to produce quality results.

#### **4.12 Presentation of the key findings**

The findings of this study are examined in order to arrive at conclusion with reference to the research objectives and questions of the study. The objectives set to achieve in this study were:

1. To assess the impact of teacher training and development programs on students' performance.
2. To identify the available training and development programs for teachers in the Sunyani West District.
3. To evaluate teaching methods teachers use in their deliveries.
4. To find out the competency levels of trained teachers.
5. To identify factors that affect teachers' performance after training.

**OBJECTIVE ONE: To assess the impact of teacher training and development programs on students' performance.**

With reference to this objective, it was found that there was no positive correlation between student performance and training programs. It was found that training program as the predictor variable identified in the study is not statistically significant and has no influence on students' performance. This means that



students' performance at the basic level can be attributed to other factors like supervision and motivation other than training programs.

**OBJECTIVE TWO: To identify the available training and development programs for teachers in the Sunyani West District.**

In relations to this objective, the available training and development programs for the teachers were workshops, in-service training, conventional courses and distance courses. It was revealed that teachers attended workshops to equip themselves with the necessary knowledge and skills in order to withstand the changes and dynamics of the work so that quality results could be achieved. It was also found that those teachers who went to the universities and other higher learning institutions increased their knowledge base on modern teaching techniques and approaches are better able to deliver on the job.

**OBJECTIVE THREE: To evaluate teaching methods teachers use in their deliveries.**

With reference to this objective three, this study found that group discussion, role play, lecture method and demonstration method were the major teachings methods used by the teachers to deliver in class. It was revealed that demonstration method was the best teaching method used by teachers. When teachers become demonstrative in their lessons, they are able to move with the students during the lessons.



It was also found that most teachers used teaching and learning materials to teach regularly in class. Students comprehended better what the teachers taught when teaching and learning materials were used and in turn also made the teachers to be satisfied with the work.

**OBJECTIVE FOUR: To find out the competency levels of trained teachers**

The findings based on this objective were that training programs made teachers competent enough to deliver and perform excellently in class. The findings revealed that students preferred teachers who are competent and experienced.

**OBJECTIVE FIVE: To identify factors that affect teachers' performance after training.**

With reference to this objective, it was found that low salaries for teachers, student absenteeism, poor supervision, poor school environment, unfriendly school environment and lack of teaching learning materials all contribute to the poor performance of the teachers.

It was also revealed that teacher absenteeism contributed immensely to the poor performance of both the teachers and the students at large in the schools.

**4.13 Summary**

This chapter four has presented the results from the data collected and analyzed, it has also presented the discussions of the results, the key findings of the study based on the objectives set to achieve in the study and the summary. The presentations were based on the demographic related issues and the four main research questions raised to guide the study.





The next chapter is chapter five; this chapter will present the summary, conclusion and recommendations of the study.



**SUMMARY, CONCLUSION AND RECOMMENDATIONS**

**5.0 Introduction**

This chapter five will present a summary of the findings from the respondents' points of views concerning the impact of teacher training and development programs on junior high school students' performance at the Fiapre Circuit of the Sunyani West District. Opinions, beliefs, understanding of the situation participants expressed would be highlighted for proper intervention. This summary will be followed by the researcher's conclusions as well as recommendations.

**5.1 Summary**

The purpose of the study was to assess the impact of teacher training and development programs on junior high school students' performance at the Fiapre Circuit of the Sunyani West District. The aim of training the teacher is to equip him or her with the needed skills, values and knowledge for quality performance in schools (Cole, 2002). In the past ten years, over 20% of teachers have enjoyed scholarships and study leaves (District Director of Education, 2015). Private individuals and teachers themselves have financed their training programs. In view of this, there has been a tremendous and significant increase in trained teachers in the Basic schools particularly in the Junior High Schools in the Sunyani West District yet students' performance in the district has still not been the best. For example, the 2011 BECE results for Sunyani West District showed that, 3 schools recorded 0% while 16 schools recorded between 41.9% and 2.6% (District



Education Office, 2011).

The main research objective of this study was: To assess the impact of teacher training and development programs on junior high school students' performance at the Fiapre Circuit of the Sunyani West District. The theoretical framework that guided this study is Abraham Maslow's Needs theory.

The aim of the literature review literature was to analyse existing knowledge based on the assessment of the impact of teacher training and development programs on junior high school students' performance at the Fiapre Circuit of the Sunyani West District. The researcher, in order to attain the goals and objectives of the study used the quantitative research approach in collecting and analyzing of the data. This approach was used for this investigation because quantitative research designs put emphasis on objectivity in measuring and describing phenomena. As a result, the research designs maximize the objective by using numbers, statistics, structure, and control.

The researcher also used the survey study design to describe and to study the impact of teacher training and development programs on junior high school students' performance at the Fiapre Circuit of the Sunyani West District. It was thought appropriate to use the survey method because it is the dominant form of collecting data in education and other social sciences and it is the one that deals with phenomena as they currently are.

Simple random sampling technique was used to select 3 students from each of the five junior high schools making a total of 15 students. Random sampling was used



here because the researcher wanted the sample method to be free from preconception. The teachers were purposively sampled technique was used to select all the 9 teachers of each of the five schools giving a total of 45 teachers.

The research instrument used in this study was the questionnaire. The questionnaire consisted of both closed-ended and open-ended questions.

The data collected were analyzed using appropriate descriptive statistics which allowed the researcher to use numerical values to represent scores in the sample. Different statistical tools such as SPSS including tables and percentages were applied in interpreting the results.

Participants used in the study had understanding of the purpose of the research. They were frank and honest in answering the questionnaires. The main findings were:

- Training programs have no influence on students' performance.
- It was revealed that teachers attended workshops to equip themselves with the necessary knowledge and skills in order to withstand the changes and dynamics of the work so that quality results could be achieved.
- Group discussion, role play, lecture method and demonstration method were the major teachings methods used by the teachers to deliver in class.
- Training programs made teachers competent enough to deliver and perform excellently in class.
- Low salaries for teachers, student absenteeism, poor supervision, poor



school environment, unfriendly school environment and lack of teaching learning materials all contributed to the poor performance of the teachers.

- Students did very well in examinations because their teachers taught them very well.
- All teachers should be professionally trained and that untrained teachers should not be allowed to teach.

## 5.2 Conclusion

The researcher is of the opinion that this research study had investigated the impact of teacher training and development programs on junior high school students' performance at the Fiapre Circuit of the Sunyani West District. In Chapter 1, an outline was given of the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, definitions of terms and organization of the study. In Chapter 2, the researcher gave a literature review of what other authors have said about the problem under study. Chapter 3 gave an outline of the research methodology and design used in the study. Chapter 4 presented the results of the data analyzed and the discussions. Based on the objectives and the research question certain inferences were drawn.

Some the findings were as follows:

Training program for teachers had no influence on students' performance. Students' performance at the basic level could be attributed to other factors like supervision and motivation of teachers other than training programs.



The available training and development programs that equipped teachers with the necessary knowledge and skills were workshops, in-service training, conventional courses and distance courses. Teachers who went to universities and other higher learning institutions increased their knowledge base on modern teaching techniques and approaches and are better able to deliver in class.

Group discussion, role play, lecture method and demonstration method were the major teachings methods used by the teachers to deliver in class. Surprisingly, demonstration method was the best teaching method used by teachers. Students comprehended better what the teachers taught when T/LMs were used and in lessons.

Training programs made teachers competent enough to deliver and perform excellently in class and as such students preferred teachers who were competent and experienced. Regarding training and development programs that are available for teachers to acquire the needed skills, experiences and competencies were workshops, in-service training, conventional and distance learning programs. It was discovered that, workshops were highly patronized by teachers followed by distance learning and in-service training.

Low salaries for teachers, student absenteeism, poor supervision, poor school environment, unfriendly school environment and lack of teaching learning materials all contribute to the poor performance of the teachers at schools. Among these unfavourable factors, teacher absenteeism and student absenteeism contributed immensely to the poor performance of both the teachers and the students at large in



the schools.

It was discovered from the study that, for training to yield positive returns, then, adequate supply of logistics and teaching learning materials should be regular and that the teacher should well motivated. This will increase teachers' effectiveness and efficiency and thereby improve students' performance.

Students did very well in examinations because their teachers taught them very well. All teachers should be professionally trained and untrained teachers should not be allowed to teach in schools.

### **5.3 Recommendations**

This study has highlighted the findings on the impact of teacher training and development programs on junior high school students' performance at the Fiapre Circuit of the Sunyani West District. On the basis of these findings the researcher wishes to present the following recommendations:

Regular workshops and in-service training programs should be organized by the District Education Directorate and the teacher unions for teachers to upgrade and update their teaching methodological skills to meet the changing needs of education. The District Education Directorate should encourage all qualified teachers to pursue higher training programs in the universities while untrained teachers pursue some professional training courses.

Teacher training needs assessment should be conducted by the Human Resources Sections in each school or by the District Education Directorate before carrying out training programs. Training of teachers should be tailored to each teacher's



specialization or teaching areas.

The Ministry of Education and the Ghana Education Service should make conscious effort to address the challenges identified by teachers as inhibiting the development of teachers after going through training programs such as inadequate teaching learning materials, uncongenial learning environment and unattractive remunerations to improve teachers' performance.

The teacher unions in conjunction with the Ghana Education Service must organize workshops and awareness training to enhance teachers' professionalism and to educate them on the effects of absenteeism on their individual performances and the performances of the students.

The Ghana Education Service must pay teachers competitive salaries and must ensure all teachers who go for further studies are paid higher salaries to motivate other teachers enrol to further their studies there by bringing in knowledge into the education system.

The District Education Directorate must ensure that leadership, management and supervision of teachers should be done in a democratic way so as to ensure favourable school environment for all teachers and students, and as to ensure effective teaching and learning in schools.

#### **5.4 Suggestions for further Study**

It was evident in this research study that there is a need for further research regarding the impact of teacher training and development programs on junior high school students' performance at the Fiapre Circuit of the Sunyani West District.





It is such a vital issue that if we do not give the necessary attention to the impact that teacher training and development programs have on junior high school students' performance at the Fiapre Circuit of the Sunyani West District the whole aims, goals and objectives of education would not be realized. This is therefore a challenge to other researchers to do some further research as the researcher only focused on five junior high schools at the Fiapre Circuit of the Sunyani West District. Therefore, other researchers could go beyond this five schools as the findings highlighted by this study do not only affect junior high school students' performance at the Fiapre Circuit of the Sunyani West District, but all communities in Ghana.

It is therefore suggested that researchers could look into issues such as: reasons why there are untrained teachers in the education system, or the impact of teacher motivation on the academic performance of students, factors that may be responsible for ineffective teacher training and development in schools and the assessment of training needs analysis of teachers in schools. A further study would be necessary to cover other schools in the District so as to establish a holistic trend regarding the impact of teacher training and development programs on students' performance.



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**YAMBARE AUGUSTINE**

**UNIVERSITY FOR DEVELOPMENT STUDIES**

**QUESTIONNAIRE FOR TEACHERS OF FIAPRE ST. THOMAS R/C  
JHS, DUMASUA ST. JOSEPH R/C JHS, FIAPRE METHODIST JHS,  
FIAPRE PRESBYTERIAN JHS AND FIAPRE A.M.E. ZION FIAPRE.**

Dear Respondent,

I am a student of UDS offering an M. phil. Program in Training and Development in education. As part of the program, I am conducting a research on the 'impact of teacher training and development programs on students' performance in five JHS in the Sunyani West District in the BrongAhafo region' as a partial fulfilment of the requirements for the award of Master of Philosophy Degree. I would be grateful if you could assist me by answering this questionnaire. Your confidentiality is respected and assured.

Thank you.

Please read through the correspondence below and kindly tick (✓) where appropriate.

**SECTION A: PERSONAL INFORMATION**

1. Gender a) Male ( ) b) Female ( )
2. Age a) 25 – 30 years ( ) b) 31 – 36 years ( ) c) 37 – 42 years ( )  
d) 43 – 48 years ( ) (e) 49 and above years ( )



3. Highest Educational Attainment: a. SSSCE/WASSCE ( ) b. Diploma/HND ( ) c. 1ST Degree ( ) d. 2ND Degree ( ) e) Other ( )

(Specify Please).....

4. What is your position? a) Head teacher ( ) b) Assistant head teacher ( )  
C) classroom teacher ( ) d) Other (Specify).....

5. How long have you been teaching?

- a) 1 – 5 years ( ) b) 6 – 10 years ( ) c) 11 – 15 years ( ) d) above 16 years ( )

**SECTION B: AVAILABLE TRAINING AND DEVELOPMENT PROGRAMS FOR TEACHERS IN SUNYANI WEST DISTRICT.**

6. What kind of training and development programs are available for teachers in sunyani west district? a. workshops ( ) b. in-service training ( ) c. conventional courses ( ) d. distance learning

7. Which answer to **question 6** is mostly patronized by teachers?

- a. workshops ( ) b. in-service training ( ) c. conventional courses ( ) d. distance learning

8. Male teachers attend training programs more than female teachers

- a. yes ( ) b. No ( ) c. I don't know ( )

9. What are the objectives for organizing training programs for teachers?

- a. to effect change in teachers ( ) b. for teachers to learn ( ) c. I don't know ( )

10. Do you recommend training programs for teachers? A. yes ( ) b. No ( )

**SECTION C: METHODS USED BY TEACHERS IN THEIR LESSONS**





11. What teaching methods are available for teachers to use in their delivery?  
a. Group discussion () b. Role play () c. Lecture () d. demonstrations ()
12. Which one of the answers to **question 11** is mostly used by teachers?  
a. Group discussion () b. Role play () c. Lecture () d. demonstrations ()
13. Do teachers teach using teaching and learning materials TL/Ms? A. Yes ()  
b. No ()
14. If yes, how often do teachers use T/LMs in teaching?  
a. Regularly () b. sometimes () c. I don't know ()
15. How do you feel when T/LMs are used during delivery?  
a. students comprehend better () b. teachers become satisfied () c. good results are achieved ()

#### **SECTION D: COMPETENCE LEVELS OF TEACHERS**

16. Do teachers become competent when trained?  
a. yes () b. No ()
17. How is the performance of competent teachers?  
a. Excellent () b. Very good () c. Good () d. Poor ()
18. Which one of the following do you prefer?  
a. competent teacher () b. experienced teacher () c. trained teacher () d. untrained teacher ()
19. Are you satisfied with teaching as your job?  
a. Very satisfied () b. Satisfied () c. Not satisfied () d. Little satisfied ()

#### **SECTION E: FACTORS AFFECTING TEACHERS' PRODUCTIVITY**



**AFTER TRAINING**

20. Which of the following factors do you think affect teachers' performance after attending teacher training program? A. poor school environment ( ) b. inadequate learning materials ( ) c. low salaries for teachers ( ) d. teacher and student absenteeism ( ) e. poor supervision of teachers ( )

Thank you.

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**YAMBARE AUGUSTINE**

**UNIVERSITY FOR DEVELOPMENT STUDIES**

**QUESTIONNAIRE FOR STUDENTS OF FIAPRE ST. THOMAS R/C  
JHS, DUMASUA ST. JOSEPH R/C JHS, FIAPRE METHODIST JHS,  
FIAPRE PRESBYTERIAN JHS AND FIAPRE A.M.E. ZION FIAPRE.**

Dear Respondent,

I am a student of UDS offering Training and Development Master's program in education. As part of my master's program, I am conducting a research on the 'impact of teacher training and development programs on students' performance in five JHS in the Sunyani West District in the BrongAhafo region' as a partial fulfilment of the requirements for the award of Master of Philosophy Degree. I would be grateful if you could assist me by answering this questionnaire. Your confidentiality is respected and assured.

Thank you.

Please read through the correspondence below and kindly tick (√) where appropriate.

**SECTION A: PERSONAL INFORMATION**



1. Gender a) Male ( ) b) Female ( )
2. Age a) 10 – 13 years ( ) b) 14 – 17 years ( ) c) 17 – 20 years ( )
3. CLASS: a) JHS ONE ( ) b) JHS TWO ( ) c) JHS THREE ( )

Please Specify.....

4. What position do you hold in your school? a) Senior prefect ( ) b) assistant senior prefect ( )  
c) Girls prefect ( ) d) Other (Specify).....

5. How long have you been in this school?  
a) 1 year ( ) b) 2 years ( ) c) 3 years ( ) d) above 3 years ( )

SECTION B

6. How many teachers are there in your school?  
a. 3 ( ) b. 5 ( ) c. 8 ( ) d. more than 8 ( )

Please specify -----

7. How many of the teachers are trained teachers? A. 4 ( ) b. 6 ( ) c. 7 ( ) d.  
more than 7 ( )

Please specify -----

8. How many teachers are untrained teachers? A. 1 ( ) b. 2 ( ) c. 5 ( ) d.  
nil ( )

Please specify -----

9. How many male teachers does your school have? A. 2 ( ) b. 3 ( ) c. 4 ( ) d.



5 ( )

Please specify -----

10. How many female teachers are there in your school? A. 2 ( ) b. 3 ( ) c.4 ( )

d. 5 ( )

Please specify -----

11. Which category of teachers do you think teach better?

a. Trained teachers ( ) b. Untrained teachers ( ) c. I don't know ( )

12. Does your school have enough trained teachers? A. Yes ( ) b. No ( ) c. I don't know ( )

13. If yes, do you understand what they teach you?

a. Very well ( ) b. excellent ( ) c. very little ( ) d. Not at all ( )

14. Do students in your school often pass in their exams? A. Yes ( ) b. No ( )

15. Give three reasons for your answer.

a.-----

b.-----

c.-----

16. Suggest two (2) ways of improving students' academic performance.



a. -----

b.-----

c.-----

Thank you.

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