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EFFECTS OF STAFF TRAINING PROGRAMMES ON THE PERFORMANCE OF SCHOOL IMPROVEMENT SUPPORT OFFICERS IN TAMALE METROPOLIS

SAADA FUSEINI

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BY

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THESIS SUBMITTED TO THE DEPARTMENT OF MANAGEMENT AND POLICY STUDIES, FACULTY OF EDUCATION, UNIVERSITY FOR DEVELOPMENT STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF PHILOSOPHY (DEGREE) IN TRAINING AND DEVELOPMENT

JULY, 2024

DECLARATION

Candidate's Declaration

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

Signature of Candidate: ....

Date: 25 – 01 – 2025

Name: Saada Fuseini

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Supervisor's Declaration

I hereby declare that the preparation and presentation of this thesis were supervised in accordance with the guidelines on supervision of theses laid down by the University for Development Studies (UDS)

Supervisor's Signature: ....

Date: 25 – 01 – 2025

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ABSTRACT

This study investigates the impact of staff training programs on the performance of School Improvement Support Officers (SISOs) in the Tamale Metropolis, focusing on the effectiveness of training, its frequency and quality, challenges in design and delivery, and strategies for improvement. Guided by the interpretivist philosophy and employing a case study research design, qualitative data were collected from a census of all 15 SISOs through semi-structured interviews and focus group discussions. Thematic analysis was used to uncover critical insights into SISOs' experiences and perceptions. Key findings indicate that existing training programs are insufficiently tailored to meet SISOs' diverse needs, with a lack of differentiation in content and inadequate duration of sessions. Respondents emphasized the need for extended training periods, residential formats for immersive learning, and context-specific training. Practical issues, such as logistical support and motivational incentives, emerged as critical factors affecting participation and engagement. The study underscores the importance of addressing these gaps to enhance training effectiveness and, by extension, SISOs' performance. The findings provide recommendations for policymakers and stakeholders, including the adoption of longer, tailored training programs, provision of logistical support, and implementation of motivational strategies. These measures aim to improve SISOs' capacity to effectively carry out their roles, contributing to the broader goal of enhancing school outcomes. Future research could explore the long-term impacts of such improvements on educational performance in similar contexts.

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DEDICATION

I dedicate this work to my beloved husband and children, and my mother.

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CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

"Staff Training Programmes" refer to structured initiatives designed to enhance the knowledge, skills, and competencies of employees within an organization (Kanapathipillai & Azam, 2020). These programs encompass various learning activities, such as workshops, seminars, on-the-job training, and professional development courses, aimed at improving job performance and effectiveness. "Employees' Performance" pertains to the extent to which individuals fulfil their job responsibilities and achieve desired outcomes within their roles (Elnaga & Imran, 2013). It encompasses factors such as productivity, quality of work, adherence to standards, problem-solving abilities, and contribution to organizational goals. "School Improvement Support Officers (SISOs)" are educational professionals responsible for providing support, guidance, and supervision to schools and educators to enhance teaching and learning outcomes (Nkonkonya, Dick-Sagoe, Adu & Ennim, 2022). SISOs play a crucial role in monitoring school performance, implementing educational policies, and facilitating continuous improvement initiatives within the educational system.

Investing in employee development through well-designed staff training programs is a common strategy for organizations seeking to enhance employee performance. A growing body of research across the globe supports this notion, highlighting the positive influence of training on various performance aspects (Wozniak, 2020; Taylor, 2022; Rivaldo & Nabella, 2023). Two large-scale studies provide compelling evidence. Rivaldo and Nabella (2023) global research underline the role of training in improving employee

competencies. Their findings suggest that effective training programs not only enhance the ability to perform current tasks effectively but also equip employees with the knowledge, skills, and attitudes necessary for future roles, ultimately contributing to superior organizational performance. Similarly, Khan et al. (2011) conducted a global study demonstrating a significant positive relationship between training and employee performance.

Research delving deeper into specific regions further strengthens the case for staff training programs. A case study by Afroz (2018) at Bahir Dar University, Ethiopia, found that training programs significantly improved employee performance within academic institutions. Likewise, an American study by Nda and Fard (2013) yielded similar results, highlighting the positive influence of employee training and development on employee productivity. The importance of staff training programs is echoed in research conducted within the African continent. A case study in Ghana by Garavan et al. (2020) underscores how training enables employees to carry out their roles and responsibilities efficiently while preparing them for future advancements. Similarly, Elnaga and Imran (2013) emphasize, in their study, that employee training is crucial for building an organization's reputation and profitability.

In today's dynamic educational landscape, the role of School Improvement Support Officers (SISOs) in supervising teaching and learning is paramount for ensuring the quality of education delivery. Across the globe, educational systems recognize the significance of investing in the professional development of SISOs through staff training programs to enhance their effectiveness in supporting schools and educators. However, the effectiveness of these training programs in improving SISOs' performance and, subsequently, the quality of education varies depending on various contextual factors.

From a global perspective, research by Elnaga and Imran (2013) underscores the importance of staff training programs in enhancing employees' knowledge and skills, which directly contributes to improved performance and organizational effectiveness. In the educational sector, Paul and Audu (2019) emphasize the critical role of training in empowering educational professionals, including SISOs, to navigate the complexities of modern education systems and address emerging challenges effectively.

Within the African context, including Ghana, challenges related to the design, delivery, and impact of staff training programs on SISOs' performance are particularly salient. Kanapathipillai and Azam (2020) note that African countries often face constraints such as limited resources, inadequate infrastructure, and cultural barriers, which can hinder the effectiveness of training initiatives. Furthermore, Ibrahim, Boerhannoeddin, and Bakare (2017) highlight the importance of aligning training programs with the specific needs and contexts of SISOs to maximize their impact on job performance and educational outcomes.

In contemporary organizational settings, the strategic role of staff training, development, and education in enhancing workforce productivity, knowledge, loyalty, and contribution has been widely acknowledged (Esha, 2019). The efficient management and maintenance of a trained workforce are paramount for organizational growth and success, making human capital development and training indispensable (Esha, 2019; Obeng, 2018). Training and development are recognized as foundational elements for successful plan execution and contribute significantly to an organization's overall effectiveness (Esha, 2019; Obeng, 2018).

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The recognition of training programs as crucial to organizational success is not a subject of debate today, as organizations strive to enhance the contributions of their limited yet invaluable resource—employees (Obeng, 2018). Managerial contributions go beyond mere oversight; they involve providing motivation and tools necessary for employees to succeed (Obeng, 2018). Training plays a pivotal role in developing technically and socially competent employees, facilitating career advancement to specialized departments or management positions (Obeng, 2018).

In recent years, the significance of training has been underscored by the increased competitiveness of businesses prioritizing employee development (Van et al., 2011). The current study focuses on the specific context of School Improvement Support Officers (SISOs) in the Tamale Metropolis, exploring how training and development programs impact the performance of these education professionals.

The significance of training and development programs extends beyond individual skill acquisition; it influences overall organizational productivity, revolution, and competitiveness (Van et al., 2011). In a rapidly evolving technological and organizational landscape, employers recognize the imperative of continually investing in personnel skills and talents to ensure success (Van et al., 2011).

Training, as a systematic process fostering individuality, group dynamics, and organizational effectiveness, is viewed as a means for organizations to enable the growth of a more qualified workforce (Jashari & Kutllovci, 2020).

While the concept of performance can be multifaceted, encompassing procedural accomplishment, feasibility, and success (Herbert, John & Lee, 2000), employee performance is a tangible outcome or engagement of workers toward achieving

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organizational goals. Afshan et al. (2012) highlight the interconnected elements of cost, speed, and employee motivation that collectively determine the performance of specific tasks.

In the specific context of the Tamale Metropolis in Ghana, efforts have been made to provide training opportunities for SISOs, there is a need to critically evaluate the effectiveness of existing training programs in meeting the knowledge and skill development needs of SISOs in the local context. Additionally, the frequency and quality of training provided to SISOs play a crucial role in shaping their ability to effectively support schools and educators in improving educational outcomes.

1.1 Statement of the Problem

The dynamic and evolving nature of the educational landscape, coupled with advancements in technology, necessitates a workforce equipped with the knowledge and skills to navigate the complexities of their roles effectively (Ahmadi, 2019). Within the Ghana Education Service, School Improvement Support Officers (SISOs) play a pivotal role in facilitating educational enhancement and development (Donkoh, Lee, Ahoto, Donkor, Twerefoo, Akotey & Ntim, 2023). However, despite their crucial responsibilities, the extent to which existing staff training programs impact the performance of SISOs in the Tamale Metropolis remains a pressing concern (Jashari & Kutllovci, 2020).

The evaluation of training and development initiatives available to SISOs presents an initial challenge, highlighting concerns about the adequacy and relevance of the existing training programs (Donkoh et al., 2023). Additionally, the frequency of training activities for SISOs requires scrutiny to determine whether the existing schedule aligns with the

dynamic demands of their roles and the evolving educational landscape (Noor & Sofyaningrum, 2020).

While the importance of staff training is widely acknowledged (Jashari & Kutllovci, 2020). The uncertainty surrounding the tangible outcomes of training and development initiatives impedes the development of targeted and effective strategies to improve the contribution of SISOs to the educational system in the Tamale Metropolis (Ahmadi, 2019). Additionally, the lack of tailored recommendations for enhancing SISO training further complicates the issue (Donkoh et al., 2023).The deficiency in specific, actionable recommendations could hampers the ability of educational authorities in optimizing training programs, potentially hindering the professional growth and effectiveness of SISOs (Ahmadi, 2019).

Within the Ghana Education Service, an institution vital to the nation's educational development, donor partners have consistently invested substantial funds in staff training programs to enhance the capacity of personnel, particularly School Improvement Support Officers (SISOs), in carrying out their duties efficiently and effectively (Jashari & Kutllovci, 2020). Despite these investments, the Ghana Education Service grapples with persistent performance challenges, particularly in the areas of supervision and quality control (Ahmadi, 2019). As the public sector transitions from manual to computerized methods, this research aims to assess the impact of training on the job performance of School Improvement Support Officers.

The School Improvement Support Officer (SISO), as a critical component of oversight and monitoring in the education system, holds a pivotal role in ensuring the delivery of quality instruction and learning outcomes in schools. SISOs, serving as Circuit

Administrators in the Metropolitan/Municipal/District Education Directorates, play a central role in the successful execution of educational policies and programs (Jashari & Kutllovci, 2020). The significance of their contributions cannot be overstated, as their responsibilities encompass overseeing and monitoring schools, gathering and submitting accurate data, providing reports to directors, addressing vacancies, and ensuring the general welfare of teachers and students (Jashari & Kutllovci, 2020). However, the effectiveness of SISOs in fulfilling these crucial duties is contingent upon their motivation and training, making it imperative to explore how training programs impact their job performance within the Ghana Education Service.

School Improvement Support Officers are key contributors to the advancement of Ghana's educational system. They play a vital role in enhancing the quality of teaching and learning by offering essential support and supervision to teachers. Properly trained and well-equipped SISOs are crucial for fostering effective instructional practices, which lead to improved student performance. The context of SISOs, effective training programs can empower them with the expertise needed to effectively supervise teachers, identify areas for improvement, and implement strategies to enhance the overall learning environment.

While existing research underscores the positive impact of training on employee performance in general, a critical gap exists in understanding the specific needs of SISOs operating within the Tamale Metropolis. Although studies like Ashun (2022) and Soma and Kissiedu (2023) provide valuable insights into the training needs of Ghanaian educators, they don't offer a targeted analysis specific to the unique challenges and opportunities faced by SISOs in Tamale. Research by Paul an Audu (2019) and Kanapathipillai & Azam (2020) sheds light on the challenges associated with designing

and delivering effective training programs. However, their focus may not be specific to the unique needs and contexts of SISOs in Tamale. Generic training programs may not adequately address the specific supervisory skills and knowledge required by SISOs in this particular region.

Studies by Ibrahim et al. (2017) and Asim et al. (2024) contribute valuable insights into evaluation methods for training programs. However, it remains unclear if these studies examined programs designed specifically for SISOs or if they considered the unique context of the Ghana Education Service within the Tamale Metropolis. Evaluating training programs within a broader national context may not capture the specific challenges and opportunities faced by SISOs in Tamale.

By conducting a focused study, we can gain valuable insights into the effectiveness of current training programs, identify challenges in design and delivery, and propose strategies for improvement. Ultimately, this research aims to contribute to the development of targeted training programs that empower SISOs in Tamale with the necessary skills and knowledge to be even more effective in their crucial role of improving the quality of education for all students.

1.3 Main Objective

The main objective of the study is to examine the impact of staff training programmes on the performance of school improvement support officers (SISOs) in the Tamale Metropolis.

1.3.1 Specific Objectives

The specific objectives of the study are to:

1. Evaluate the effectiveness of current staff training programmes in enhancing the knowledge of SISOs in the Tamale Metropolis.

2. Examine the frequency of staff training of SISOs in supervising teaching and learning in their circuits.

3. Unpack the challenges associated with the design of staff training programmes to meet the needs of SISOs.

4. Propose strategies to improve the training of SISOs in the Tamale Metropolis.

1.2 Main question

What is the impact of staff training programmes on the performance of school improvement support officers (SISOs) in the Tamale Metropolis?

1.2.1 Specific Research Questions

The following specific research questions would be addressed.

1. How effective are current staff training programs in enhancing the knowledge of SISOs in the Tamale Metropolis?

2. What is the frequency of staff training for SISOs in supervising teaching and learning within their circuits?

3. What are the challenges associated with the design of staff training programmes to meet the needs of SISOs?

4. What strategies can be proposed to improve the training of SISOs in the Tamale Metropolis?

1.4 Purpose of the study

This study investigates the impact of staff training programs on School Improvement Support Officers (SISOs) in the Tamale Metropolis, Ghana. The primary concern is to

ensure that SISOs are equipped with the necessary knowledge, skills, and attitudes to effectively supervise and support teachers, ultimately leading to improved teaching and learning outcomes for students.

1.5 Significance of the Study

Staff training has become indispensable in today's dynamic professional landscape, characterized by increasing complexity and technological advancement. This study holds particular significance within the educational sector, as it focuses on the training of SISOs in the Tamale Metropolis under the Ghana Education Service (GES). By examining the relationship between staff training and the performance of SISOs in supervising teaching and learning, this research contributes to the growing body of knowledge on educational supervision and workforce development. The study emphasizes the importance of addressing the unique training needs of SISOs, whose roles are crucial in enhancing the quality of teaching and learning. Through an exploration of gaps and challenges in existing training programs, it offers evidence-based insights for developing tailored strategies to equip SISOs with the skills and knowledge required for their evolving responsibilities. This contribution is vital for empowering SISOs to drive improvements in educational quality and school performance.

Key beneficiaries of this research include policymakers, educational administrators, and training program developers. For policymakers, the findings will guide the formulation of policies and resource allocation strategies that prioritize effective and targeted training initiatives. Educational administrators can leverage these insights to design and implement training programs that align with the operational realities and challenges faced by SISOs. Additionally, training program developers will benefit from a framework for

creating impactful training modules that address specific competency gaps and enhance supervisory efficiency.

Beyond addressing current deficiencies, this study has broader implications for the Ghana Education Service. By aligning training programs with the practical needs of SISOs, the research fosters a more robust educational support system, contributing to improved teaching outcomes and student achievement. Moreover, the findings provide a replicable framework that can be adapted to other districts and regions in Ghana and potentially to similar contexts globally.

Ultimately, this study not only informs the continuous development of SISOs but also supports the advancement of education systems, ensuring they remain responsive to contemporary demands and challenges. Through its focus on enhancing the effectiveness of educational supervision, the research contributes to the achievement of better educational outcomes and the overall development of the education sector.

1.6 Delimitation

The study focuses exclusively on SISOs within the Tamale Metropolis under the Ghana Education Service. Findings may not be generalizable to other educational contexts or regions. The research is delimited to the context of educational support officers, specifically SISOs. It does not extend to other roles within the education service, potentially limiting the generalization of findings to different professional categories. The study is conducted within a specific time frame and may not capture long-term trends or changes. The dynamic nature of educational systems implies that findings may be context-specific to the time of the study. The investigation is delimited to the existing training programs available to SISOs in the Tamale Metropolis. The study does not

comprehensively explore external training initiatives or interventions beyond those provided by the Ghana Education Service.

1.7 Limitations of the Study

The study involves a relatively small sample size, consisting of fifteen SISOs. While this sample is appropriate for an in-depth exploration, it may limit the generalizability of findings to a larger population of educational support officers. Qualitative data analysis is inherently subjective, and interpretations may be influenced by the researchers' perspectives. Efforts will be made to minimize bias through rigorous coding procedures and triangulation. The research adopts a descriptive design, providing a snapshot of the current state of staff training and its impact on SISOs' performance. A longitudinal study would offer a more comprehensive understanding of how these dynamics evolve over time.

Participants' responses may be influenced by social desirability bias or the desire to present themselves in a favourable light. Steps will be taken to encourage candid responses, including assurances of anonymity, but some level of bias may persist. External factors such as organizational changes, policy shifts, or socio-economic conditions may impact the effectiveness of training programs and SISOs' performance. These external variables are not extensively controlled in this study. Findings may not be universally applicable to other educational settings with different organizational structures, cultural contexts, or resource allocations. The specific nature of the Ghana Education Service may limit the generalization of results. Acknowledging these limitations is essential for a transparent and nuanced interpretation of the study's findings.

1.8 Organization of the Study

The report of this work was organized into five chapters. The first chapter included an introduction comprising the background of the study, statement of the problem, objectives, research questions, justifications for the study, and research limits. Chapter two was a literature review. The research methodology was covered in Chapter three. It included the study's design, sample size, data collection instrument, data gathering techniques, data collection limitations. Chapter four presented and analysed that data. The summary of findings, conclusions, and suggestions were covered in the final chapter (Chapter five).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The literature review serves as a critical foundation for understanding the theoretical and empirical landscape surrounding the impact of staff training programs on employee performance, specifically within the context of School Improvement Support Officers (SISOs) in the Tamale Metropolis. This section is meticulously organized into four sections; conceptual review, theoretical review and empirical review.

2.1 The Concept of Training and Development

Training and Development (T&D) constitute a multifaceted concept aimed at enhancing employee knowledge, skills, and attitudes to improve individual and organizational performance. Within this domain, four key perspectives shed light on different aspects of T&D, each with its own emphasis and objectives (Kanapathipillai & Azam, 2020). The Skill-Based Development perspective perceives T&D as a means of providing employees with the specific skills necessary to effectively execute their job roles. According to McKay et al. (2019), training programs under this perspective focus on imparting practical knowledge and technical competencies essential for immediate task completion. This approach is particularly relevant during onboarding processes for new hires or when introducing novel technologies or procedures within an organization, as highlighted by Baldwin and Ford (1988).

The Knowledge Acquisition perspective prioritizes the acquisition and application of theoretical knowledge relevant to employees' roles. Gery (2015) suggests that training programs in this regard concentrate on building a robust foundation in pertinent areas,

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empowering employees to adapt and problem-solve effectively within their specific work context. This perspective holds particular significance for knowledge workers who rely on a profound understanding of intricate concepts, as underscored by Armstrong (2014).

The Behavioral Change perspective underscores the importance of shaping employee attitudes and behaviors to align with organizational goals and values. According to Noe et al. (2019), training programs in this perspective focus on developing soft skills such as communication, teamwork, and critical thinking, which are indispensable for fostering effective collaboration and performance. Burke and Longenecker (2004) assert that this approach is pivotal for cultivating a positive work environment and instilling a culture of continuous learning and improvement.

The Holistic Development perspective provides a comprehensive view of T&D as a continuous process that fosters not only job-specific skills and knowledge but also personal and professional growth. Garavan et al. (2020) suggest that training programs under this perspective encompass both technical and behavioral dimensions, aiming to cultivate well-rounded individuals who are adaptable, motivated, and capable of contributing to organizational success across various levels. Dey and Winterton (2016) highlight the holistic nature of this approach, emphasizing its focus on nurturing individuals' development in both professional and personal capacities.

In essence, these four perspectives offer distinct lenses through which to understand and approach T&D initiatives, each contributing uniquely to the overarching goal of enhancing employee performance and organizational effectiveness. By recognizing the diverse needs and objectives inherent in these perspectives, organizations can tailor their

T&D efforts to address specific challenges and opportunities, thereby maximizing their impact on individual and collective success.

2.2 The Ghana Education Service

The Ghana Education Service (GES) plays a pivotal role in shaping the educational landscape of Ghana. Policy implementation in the Ghanaian education context is a critical function carried out by the Ghana Education Service (GES) under the guidance of the Ministry of Education. Anarfi et al. (2017) highlight the GES as the primary agent responsible for translating national education policies into action. This involves various tasks, including curriculum development, teacher deployment, and ensuring adherence to standardized testing procedures, as noted by Agyemang et al. (2019). The effectiveness of the GES in this role is measured by its capacity to bridge the gap between policy formulation and practical implementation, ultimately striving to achieve desired educational outcomes.

Another significant perspective on the role of the GES is its responsibility for ensuring quality education across all levels of the Ghanaian education system. Appiah (2008) emphasizes the GES's role in establishing and maintaining quality standards for teaching and learning. This includes monitoring school performance, providing support and resources to improve educational outcomes, and ensuring equitable access to quality education for all Ghanaian students, as outlined by the Ghana Education Service (2023). The success of the GES in this regard is contingent upon its ability to promote continuous improvement and uphold high standards of educational excellence.

Viewed through the lens of human resource management, the GES emerges as a significant employer tasked with recruiting, training, deploying, and managing teachers

across the country. Benneh et al. (2013) underscore the importance of the GES in developing a competent and motivated teaching workforce, which is crucial for achieving quality education. The effectiveness of the GES in this area is evaluated based on its ability to attract, retain, and support qualified teachers while ensuring fair and efficient personnel management practices.

An evolving perspective on the role of the GES centers on its engagement in decentralization efforts within Ghana's education system. Woode (2014) notes the shift toward delegating authority and resources to regional and district education offices, aiming to foster collaboration with local communities and stakeholder groups such as parents and teachers' unions. This decentralization strategy, supported by the World Bank (2018), seeks to empower local actors and promote community ownership of education initiatives. Evaluating the effectiveness of the GES from this angle considers its capacity to facilitate collaboration, empower local stakeholders, and promote effective community engagement in education.

The Ghana Education Service plays a multifaceted role in shaping the Ghanaian education system, encompassing policy implementation, quality assurance, human resource management, and decentralization efforts. By examining these diverse perspectives, we gain insight into the complexities of its responsibilities and the challenges it faces in fulfilling its mandate. Through ongoing efforts to improve policy implementation, ensure quality education, manage human resources effectively, and promote successful decentralization, the GES strives to advance the educational opportunities and outcomes for all Ghanaian students.

2.3 Ghana Education Service and School Supervision

School supervision within the Ghana Education Service (GES) has undergone substantial transformations over the course of its history, reflecting changes in educational priorities, policies, and practices. By examining these historical perspectives, the work offers some valuable insights into the evolving role and importance of supervision in Ghanaian education.

During the Colonial Era, school supervision was primarily focused on inspection and ensuring compliance with prescribed curricula. Agyepong and Grosh (2011) note that supervisors, often expatriates, wielded significant power and used inspections to maintain control over educational content and practices. This approach prioritized uniformity and adherence to colonial standards, rather than fostering teacher development or supporting contextualized learning experiences.

In the Early Post-Independence period (1957-1970s), the focus shifted towards building a national education system that reflected Ghanaian values and aspirations. Benneh et al. (2013) highlight efforts to support newly qualified Ghanaian teachers and promote standardized teaching methods across the country. However, resource constraints and a rapidly growing teacher population limited the effectiveness of supervision in reaching all schools and ensuring consistent quality of instruction.

The Educational Reform Act of 1987 marked a significant shift in supervisory practices within the GES. Anarfi et al. (2017) point out that this legislation introduced a new approach emphasizing formative evaluation and collaborative support for teachers. The creation of School Improvement Officers (SISOs) mandated by the act aimed to provide

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ongoing guidance and professional development opportunities for teachers, with the goal of improving teacher effectiveness and enhancing student learning outcomes.

Subsequent decades have seen ongoing efforts towards decentralization within the Ghanaian education system. Woode (2014) notes that decentralization policies have gradually devolved some supervisory responsibilities to regional and district education offices, allowing for greater focus on context-specific needs and closer collaboration between supervisors and teachers at the school level. However, challenges persist in ensuring consistent quality and adequate resources for effective school supervision across all districts.

In parallel, technological advancements in the 2000s and beyond are introducing new possibilities for school supervision. Agyemang et al. (2019) highlight the exploration of online platforms for sharing best practices, facilitating communication between supervisors and teachers, and providing access to professional development resources. Nevertheless, ensuring equitable access to technology and effectively integrating it into existing supervisory practices present ongoing challenges for the GES.

The history of school supervision within the GES reflects a continuous quest for improvement and adaptation to changing educational contexts. From a focus on inspection to a more collaborative and supportive approach, the role of supervision has evolved significantly over time. Understanding these historical perspectives allows for a more nuanced appreciation of the current challenges and opportunities faced by the GES in ensuring effective school supervision. Moving forward, the continued development of the SISO role, combined with the effective use of technology, holds promise for further enhancing the quality of education in Ghanaian schools.

2.4 Theoretical Review

This section provides a comprehensive examination of renowned adult learning theories, particularly Andragogy, provides a conceptual foundation for understanding how adults, including SISOs, engage in learning and development activities. The exploration of relevant organizational and performance theories enhances the theoretical framework, elucidating the mechanisms through which effective training programs contribute to improved professional performance. The theoretical review delves into the broader educational literature, examining concepts such as continuous learning, skill acquisition, and knowledge transfer. By synthesizing these theoretical underpinnings, the literature review seeks to establish a theoretical framework that informs the subsequent analysis of empirical findings, guiding the interpretation of how training initiatives influence the performance of SISOs.

2.4.1 Human Capital Theory

Human Capital Theory, conceptualized by Gary Becker in 1964, is rooted in economic principles and posits that investments in education, training, and health can enhance an individual's productive capacity (Carlbäck, Nygren & Hägglund, 2023). In the context of the present study, Human Capital Theory serves as a robust theoretical framework to comprehend how the training and development initiatives targeted at School Improvement Support Officers (SISOs) contribute to the accumulation of human capital, subsequently influencing their job performance.

Human Capital Theory asserts that individuals are akin to assets or capital investments for an organization, and the development of their skills and knowledge is akin to capital formation. The theory emphasizes that the investment in education and training enhances an individual's skills, making them more productive contributors to the organization's

objectives (Carlbäck, Nygren & Hägglund, 2023). SISOs, as integral components of the educational system, are subject to this theory, implying that their training and development can be viewed as an investment in their human capital.

Carlbäck, Nygren, and Hägglund (2023) emphasize the foundational principles of Human Capital Theory, reinforcing the idea that investments in education and training play a pivotal role in augmenting an individual's productive capacity. This source supports the assertion that the theory provides a lens through which the impact of training and development on SISOs' knowledge and skills can be comprehended. Nadezhina and Avduevskaia (2021) further corroborate the key tenets of Human Capital Theory, underlining the significance of investments in education and training in shaping an individual's capabilities. Their work supports the notion that the development of human capital through training is a crucial factor in enhancing job performance.

Kang and Mok (2022) contribute to the discussion by illustrating how Human Capital Theory is applicable in various organizational contexts. Their research reinforces the idea that the theory can serve as a guiding framework for understanding the relationship between training, the accumulation of human capital, and subsequent improvements in job performance.

By integrating Human Capital Theory into the study's theoretical framework, the research aims to elucidate how the training and development initiatives tailored for SISOs contribute to the enhancement of their human capital, thereby influencing their effectiveness and productivity in fulfilling their responsibilities within the educational system.

2.4.2 Social Learning Theory

Developed by Albert Bandura, Social Learning Theory places a strong emphasis on observational learning, imitation, and modeling as crucial mechanisms in the learning process (Koutroubas & Galanakis, 2022). In the context of staff training programs, this theory offers valuable insights into how School Improvement Support Officers (SISOs) acquire new skills and behaviors through observing others, participating in training sessions, and interacting with colleagues.

Observational learning, a key component of Social Learning Theory, involves individuals acquiring knowledge and skills by observing the actions and outcomes of others (Nadezhina & Avduevskaia, 2021). In the training context, SISOs may observe successful implementation of certain strategies, effective communication techniques, or innovative problem-solving approaches during training sessions.

Imitation and modeling refer to the process by which individuals replicate observed behaviors. SISOs, through the social learning process, may imitate the actions of trainers or colleagues who exhibit exemplary skills and competencies showcased during training. This can lead to the internalization of new practices and the incorporation of these behaviors into their own professional repertoire. Koutroubas and Galanakis (2022) delve into the dynamics of observational learning, emphasizing its relevance in organizational settings. Their research highlights how individuals, when exposed to effective role models and learning opportunities, can adopt new skills and behaviors. This source supports the assertion that Social Learning Theory is applicable to the context of staff training programs.

Nadezhina and Avduevskaia (2021) contribute to the understanding of Social Learning Theory, emphasizing its role in shaping behaviors and skills. Their work supports the notion that individuals, including SISOs, can acquire new capabilities through observation and imitation, especially in the context of professional development. Proctor and Niemeyer (2020) explore the practical implications of Social Learning Theory in organizational settings. Their research highlights how learning from others within a social context can contribute to skill development. This source reinforces the idea that SISOs can acquire new skills and behaviors through the social learning process.

Kang and Mok (2022) provide additional insights into Social Learning Theory, discussing its application in diverse organizational contexts. Their research supports the understanding that SISOs, through interaction and observation, can absorb valuable knowledge and skills during training sessions and interactions with colleagues. Incorporating Social Learning Theory into the study's theoretical framework will enable a nuanced exploration of how SISOs, as adult learners, leverage observational learning, imitation, and modeling to enhance their skill set and job performance within the educational context.

2.4.3 Adult Learning Theory (Andragogy)

Adult Learning Theory, commonly known as Andragogy, is a framework that explores the unique characteristics and needs of adult learners. Developed by Malcolm Knowles in the 1970s, Andragogy has become a foundational concept in the field of adult education. This review will delve into the origins, meanings, main ideas, scholars who contributed to the theory, and its applications. The sources used for this review include works by Ngozwana (2020), El-Amin (2020), Lewis, and Bryan (2021), and Wozniak (2020). Andragogy originated from the work of Malcolm Knowles, who emphasized the

importance of recognizing the distinct characteristics of adult learners compared to children. Andragogy, as opposed to pedagogy, is characterized by self-directed learning, practical and relevant content, and a learner-centric approach. It acknowledges that adults bring their life experiences and knowledge into the learning environment, making their educational needs unique.

Key principles of Andragogy include self-concept, experience, readiness to learn, orientation to learning, and motivation. Adults are assumed to be self-directed, drawing on their life experiences to enhance learning. They are also considered ready to learn when the material is perceived as immediately applicable to their lives, and motivation is fuelled by internal factors. Apart from Knowles, other scholars have expanded on the concept of Andragogy. El-Amin (2020) examined the intersection of Andragogy and transformative learning, highlighting the potential for personal and societal transformation through adult education. Lewis and Bryan (2021) explored the cultural dimensions of Andragogy, emphasizing the importance of considering cultural diversity in adult learning environments. Wozniak (2020) contributed insights into technology integration in adult learning, aligning Andragogy with the evolving digital landscape.

Andragogy has found applications in various fields, including corporate training, professional development, and higher education. It is particularly relevant in designing staff training programs, as it aligns with the characteristics of adult learners. Ngozwana (2020) emphasized the practical application of Andragogy in the workplace, arguing that tailored training programs can enhance employee performance and job satisfaction.

In the context of this study, Andragogy can serve as a guiding framework. By recognizing the self-directed nature of adult learners and tailoring training programs to their

experiences and readiness, you can potentially enhance the effectiveness of the staff training initiatives. Considering the cultural dimensions, as suggested by Lewis and Bryan (2021), may also be crucial in ensuring that the training programs are inclusive and culturally sensitive.

Andragogy provides a valuable lens through which to design and implement effective staff training programs (Ngozwana, 2020). By aligning the training initiatives with the principles of Andragogy, you may optimize the impact of these programs on the performance and satisfaction of School Improvement Support Officers in the Tamale Metropolis.

2.5 Empirical Review

The empirical review section concentrates on analysing existing studies, research findings, and practical experiences related to staff training programs and employee performance. A comprehensive survey of empirical studies conducted within educational settings, especially those involving SISOs or similar roles, provides insights into the real-world impact of training initiatives. This exploration encompasses diverse methodologies, including surveys, case studies, and longitudinal analyses, to capture the breadth of empirical evidence available. Key themes arising from empirical studies, such as the effectiveness of specific training interventions, the role of organizational culture in shaping training outcomes, and the long-term impact of continuous professional development, are critically examined. Additionally, the review considers studies that highlight challenges and success factors in implementing training programs, offering a nuanced understanding of the practical implications for SISOs in the Tamale Metropolis. Through this dual approach of theoretical and empirical reviews, the literature review aims to establish a comprehensive and nuanced understanding of the interplay between

staff training programs and employee performance, with a specific focus on SISOs. This foundational knowledge not only informs the current research but also contributes to the broader academic discourse on the optimization of training initiatives within educational contexts.

2.5.1 Effectiveness of staff training programmes in GES

Research suggests that well-designed training programs can positively impact various aspects of education services. For example, studies have shown that programs focused on differentiated instruction (Tailor, 2022) and technology integration (Mishra & Koehler, 2006) can lead to improved learning outcomes. Similarly, programs targeting social-emotional learning for educators have demonstrated positive effects on classroom climate and student behaviour (Elias et al., 2019).

Effective training programs are tailored to the specific needs of educators and the context of their schools. Research emphasizes the importance of conducting thorough needs assessments to identify the most pressing challenges and desired outcomes (Blume & Seashore Louis, 2018). Training programs that promote active learning, collaboration, and reflection are more likely to have a lasting impact on educators' practices (Guskey, 2002). This aligns with the principles of adult learning theory, which suggests that adults learn best when they are actively engaged in the learning process and have opportunities to apply their new knowledge in real-world situations.

The success of training programs hinges on strong leadership commitment and ongoing support for educators. Studies indicate that schools with effective professional development systems have dedicated resources, structures for ongoing coaching and feedback, and opportunities for collaboration among educators (Desimone et al., 2011).

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Much of the existing research focuses on specific training programs or interventions, making it difficult to draw broader conclusions about the overall effectiveness of training and development in education services. Additionally, studies often involve small samples or specific contexts, limiting the generalizability of findings to other settings (Guskey, 2002).

Measuring the impact of training programs on student learning outcomes is complex due to the multitude of factors influencing student achievement. Research often relies on self-reported data or pre- and post-test measures, which can be susceptible to bias and confounding variables (Kennedy, 2008). While research suggests short-term positive impacts of training programs, evidence on their long-term sustainability is limited. More research is needed to understand how to effectively integrate training into ongoing professional development practices and ensure its lasting impact on educator behavior and student learning (Guskey, 2002).

A critical gap in the research is the insufficient attention to how training programs address issues of equity and inclusion in education services. Research is needed to explore how training can effectively support educators in meeting the diverse needs of schools and students, particularly those from marginalized backgrounds (Darling-Hammond, 2010). While the research on training and development programs in education services offers promising insights, it's important to acknowledge the limitations and areas for further investigation (Darling-Hammond, 2010). By addressing these limitations and focusing on research that is robust, context-specific, and equity-oriented, we can develop more effective training programs that ultimately lead to improved outcomes for schools and education departments.

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2.5.2 Frequency of staff training

Studies reveal a wide range in the frequency of training programs offered across different educational contexts (Darling-Hammond, 2010; Desimone et al., 2011). Some districts mandate annual professional development days, while others offer more sporadic or individualized training opportunities. This variation makes it difficult to establish a definitive "ideal" frequency.

Research suggests that the impact of training programs may be influenced by their frequency. More frequent training opportunities, when well-designed and delivered, can lead to greater knowledge retention, improved skills application, and ultimately, better student outcomes (Guskey, 2002; Taylor, 2022).

The effectiveness of any training frequency depends heavily on the context. Factors like school resources, leadership support, and educator needs all play a role in determining the optimal frequency of training (Desimone et al., 2011). Rigid, one-size-fits-all approaches are unlikely to be successful. Research in adult learning suggests that spaced repetition, or revisiting key concepts at increasing intervals, can enhance knowledge retention and skill development (Bjork & Bjork, 2014). This suggests that even with less frequent training sessions, incorporating spaced repetition strategies can improve learning outcomes.

While research highlights the potential importance of training frequency, dedicated studies specifically exploring this aspect are scarce. More research is needed to understand the optimal frequency for different types of training programs and in diverse educational contexts. Isolating the impact of training frequency from other factors influencing teacher learning and student outcomes is challenging. Research often relies

on self-reported data or indirect measures, making it difficult to definitively attribute improvements to specific training frequencies.

Some studies suggest that frequent training programs can lead to fatigue or burnout among educators, particularly when poorly designed or delivered (Guskey, 2002). More research is needed to understand the potential drawbacks of high training frequencies and how to mitigate them. Existing research primarily focuses on the immediate effects of training programs, neglecting the crucial issue of long-term sustainability. Understanding how to maintain and build upon learning gains through optimal frequency and follow-up support is essential for lasting impact.

While the existing research sheds light on the potential importance of training frequency in Education Services, significant gaps remain. Further research needs to focus on rigorously examining the optimal frequency for different types of training, considering contextual factors, and exploring effective strategies for sustaining learning gains over time. By addressing these limitations, Education services can develop more effective training programs and optimize their frequency to ultimately improve teacher practice and student outcomes.

Research suggests that well-designed training programs can positively impact various aspects of school monitoring officers (SMOs) performance. Studies have shown that training on data analysis, communication skills, and conflict resolution can lead to more effective school monitoring, improved relationships with stakeholders, and better identification of areas for school improvement (Mungai et al., 2018; Muwanguzi, 2016). The effectiveness of training depends on its alignment with the specific needs and challenges of SMOs in their particular context. Generic training programs may not be as

effective as those tailored to address local issues and equip SMOs with the skills and knowledge relevant to their specific roles and responsibilities (Mungai et al., 2018).

Training programs that employ active learning strategies, such as role-playing, simulations, and case studies, can be more effective than traditional lecture-based approaches. These methods encourage active engagement, critical thinking, and skill development, which can better prepare SMOs for real-world situations (Muwanguzi, 2016). The long-term impact of training depends on ongoing support and opportunities for applying new skills. Providing SMOs with regular feedback, coaching, and mentorship can help them retain knowledge, apply their learning, and overcome challenges in their daily work (Mungai et al., 2018).

Research on the effectiveness of training programs for SMOs is relatively scarce compared to other education sectors. This makes it difficult to draw definitive conclusions about the overall impact of training and identify the most effective approaches. Measuring the impact of training on SMO performance is complex, as it is often influenced by various factors beyond their control, such as school resources, leadership support, and policy frameworks. Research often relies on self-reported data or indirect measures, making it challenging to isolate the specific effects of training (Muwanguzi, 2016). Existing research primarily focuses on the individual performance of SMOs, neglecting the broader context and collaborative nature of school monitoring. More research is needed to understand how training can enhance the effectiveness of SMO teams and their interactions with other stakeholders within the education system.

Most studies on SMO training focus on short-term outcomes, such as knowledge acquisition or skill development. More research is needed to explore the long-term impact

of training on SMO performance, career satisfaction, and ultimately, the quality of school monitoring and improvement efforts. While the existing research offers promising insights into the potential benefits of training and development programs for SMOs, significant gaps remain.

2.5.3 Challenges associated with the design of staff training programmes

Staff training programs serve as invaluable tools for enhancing employee performance, knowledge, and skills within organizations. However, the process of designing and delivering effective training initiatives is riddled with complexities and hurdles. This review delves into several key challenges encountered by organizations in this domain.

Identifying and addressing the specific training needs of employees is fundamental for the success of training programs. Garavan et al. (2020) stress the importance of conducting comprehensive needs assessments to pinpoint skill gaps accurately. Challenges arise in gathering precise data on these gaps, balancing individual and organizational needs, and ensuring training relevance across diverse employee roles and experience levels, as noted by Anderson et al. (2009).

The development of engaging and well-structured training content is pivotal for fostering knowledge retention and skill development among participants. Baldwin and Ford (1988) emphasize the significance of aligning content with learning objectives and employing diverse teaching methods to cater to various learning styles. Challenges in this realm include keeping content updated with evolving technologies and industry practices, as highlighted by Dey and Winterton (2016).

Effective trainers play a crucial role in guiding learners through the training process and facilitating meaningful learning experiences. Burke and Longenecker (2004) stress the

importance of selecting trainers with subject matter expertise and strong pedagogical skills. Challenges involve identifying trainers who can engage participants effectively and providing ongoing training and development opportunities to maintain their effectiveness, as pointed out by McKay et al. (2019).

A significant challenge lies in ensuring that employees can effectively apply the knowledge and skills acquired during training to their daily work tasks. Baldwin and Ford (1988) underscore the importance of creating opportunities for practice and feedback, aligning training with actual work processes, and providing ongoing support post-training. Challenges also include aligning training with work environments and processes, as discussed by Noe et al. (2019).

Limitations in terms of cost, time, and logistical considerations can pose significant barriers to the effectiveness of training programs. Armstrong (2014) highlights challenges such as securing adequate funding for training development and delivery, scheduling sessions that minimize disruptions to work schedules, and ensuring equitable access to training for all employees across different locations and departments.

Measuring the impact of training programs on employee performance is crucial for demonstrating return on investment (ROI) and refining future initiatives. Gery (2015) emphasizes challenges such as selecting appropriate evaluation methods and isolating the impact of training from other influencing factors. Additionally, translating qualitative data into meaningful metrics poses its own set of challenges.

Designing staff training programs necessitates meticulous planning and consideration of numerous potential challenges. By comprehensively understanding these obstacles, organizations can develop a more strategic approach to staff training, ensuring programs

are well-designed, engaging, and ultimately lead to improved employee performance and organizational success.

2.5.4 Strategies to improve staff training

Studies suggest that well-designed training programs can equip SISOs with the necessary skills and knowledge to effectively support school improvement efforts (Agyemang & Adu-Gyemfi, 2021; Mupinga et al., 2019). Training on instructional leadership, data analysis, feedback delivery, and collaboration strategies can lead to more targeted interventions, improved school-based decision making, and ultimately, better student outcomes. The effectiveness of training hinges on its alignment with the specific needs and challenges faced by SISOs and their schools (Agyemang & Adu-Gyemfi, 2021; Muwanguzi, 2016). Generic programs may not address the unique challenges of different contexts, such as rural schools, low-resource settings, or diverse student populations. Tailoring training to specific needs and contexts is crucial for maximizing its impact.

Training programs that employ interactive methods like case studies, simulations, and role-playing can be more effective than traditional lecture-based approaches (Adu-Gyamfi & Agyemang, 2021; Mupinga et al., 2019). These methods allow SISOs to actively engage with the material, develop critical thinking skills, and practice applying their knowledge in real-world scenarios. The impact of training can be sustained through ongoing support and professional development opportunities (Adu-Gyamfi & Agyemang, 2021; Muwanguzi, 2016). Providing ongoing coaching, mentoring, and opportunities for collaboration among SISOs can help them retain knowledge, address challenges, and continuously improve their practice.

Dedicated research on SISO training programs is relatively scarce compared to other education sectors. This makes it difficult to draw definitive conclusions about the overall effectiveness of different training approaches and identify best practices. Measuring the impact of training on SISO performance and school improvement is complex due to the multitude of factors influencing these outcomes. Research often relies on self-reported data or indirect measures, making it challenging to isolate the specific effects of training (Mupinga et al., 2019).

Existing research primarily focuses on equipping individual SISOs with skills and knowledge. More research is needed to understand how training can enhance the effectiveness of SISO teams and their interactions with other stakeholders within the school system. Most studies on SISO training focus on short-term outcomes like knowledge acquisition or skill development. More research is needed to explore the long-term impact of training on SISO performance, career satisfaction, and ultimately, the effectiveness of school improvement efforts.

While existing research offers promising insights into the potential benefits of training for SISOs, significant gaps remain. Addressing these limitations can inform the development of more effective training programs that equip SISOs with the skills, knowledge, and support they need to play a crucial role in improving school outcomes for all students.

2.6 Chapter Summary

This chapter provides a detailed review of the theoretical and empirical literature surrounding the impact of staff training programs on employee performance, with a particular focus on School Improvement Support Officers (SISOs) in the Tamale

Metropolis. The review is structured into four key sections: the conceptual review, theoretical review, empirical review, and the conceptual framework, each of which explores different aspects of the subject matter.

Training and Development (T&D) is a multifaceted concept aimed at enhancing the knowledge, skills, and attitudes of employees to improve both individual and organizational performance. The chapter begins by discussing four key perspectives on T&D, each offering a unique approach to employee development. The Skill-Based Development perspective focuses on providing employees with specific skills necessary to effectively perform their job roles. This approach is particularly relevant during onboarding or when new technologies or procedures are introduced. The Knowledge Acquisition perspective, on the other hand, prioritizes the acquisition and application of theoretical knowledge, which empowers employees to adapt and problem-solve within their specific work context. The Behavioral Change perspective emphasizes the development of soft skills such as communication, teamwork, and critical thinking, which are crucial for aligning employee behavior with organizational goals. Lastly, the Holistic Development perspective offers a comprehensive approach to T&D, aiming to foster both technical and behavioral growth in employees, ensuring their adaptability and motivation. Each of these perspectives contributes uniquely to enhancing employee performance, allowing organizations to tailor their T&D efforts according to specific needs and challenges.

The Ghana Education Service (GES) plays a pivotal role in shaping the educational landscape of Ghana, and its policies significantly impact the training and development of educational staff, including SISOs. The GES is primarily responsible for implementing national education policies, such as curriculum development, teacher deployment, and

adherence to standardized testing procedures. A key responsibility of the GES is to bridge the gap between policy formulation and practical implementation, ensuring that educational reforms lead to improved outcomes. The effectiveness of the GES in fulfilling this role is critical to the success of the broader educational system, including the training programs that SISOs undergo to perform their duties.

The theoretical review section introduces several key theories that provide a foundation for understanding the relationship between staff training and employee performance. Human Capital Theory, developed by Gary Becker in 1964, posits that investments in education, training, and health can enhance an individual's productivity and contribute to organizational success. Social Learning Theory, proposed by Albert Bandura, emphasizes the role of observational learning, imitation, and modelling in the learning process, suggesting that employees can learn effectively by observing others in the workplace. The theory of Adult Learning (Andragogy), developed by Malcolm Knowles, focuses on the unique characteristics and learning needs of adult learners, which are crucial for designing effective training programs for SISOs. These theoretical frameworks offer valuable insights into how training programs can be designed to maximize their effectiveness and impact on employee performance.

In the empirical review, the chapter examines existing research on the effectiveness of staff training programs and their impact on employee performance, particularly within educational settings. Numerous studies have highlighted the importance of continuous professional development and its influence on employee effectiveness. Key themes emerging from the empirical literature include the effectiveness of specific training interventions, the role of organizational culture in shaping training outcomes, and the long-term benefits of professional development. Studies have also identified challenges

in the design of training programs, such as logistical issues, lack of motivation, and insufficient resources. The review of these studies offers valuable insights into the real-world impact of staff training programs on SISOs and helps identify strategies for improving training interventions to better meet their needs and improve their performance.

By synthesizing theoretical and empirical insights, this literature review provides a comprehensive understanding of the complex relationship between staff training programs and employee performance, with a particular focus on SISOs in the Tamale Metropolis. The theories discussed—Human Capital Theory, Social Learning Theory, and Adult Learning Theory—provide a solid theoretical foundation for understanding how training can enhance employee performance. Additionally, the empirical studies reviewed offer practical insights into the challenges and successes associated with staff training programs, highlighting the importance of context-specific training that addresses the needs of SISOs. This foundational knowledge not only informs the current research but also contributes to the broader academic discourse on optimizing training initiatives within educational contexts, offering valuable guidance for future training programs aimed at improving the performance of SISOs and similar educational staff.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter outlines the methodological structure of the study, providing a comprehensive overview of the research design, target population, sampling procedures, data collection methods, and data analysis and presentation. By delineating the methodological framework, this chapter elucidates the systematic approach adopted to investigate the impact of staff training programmes on the performance of (SISOs) in the Tamale Metropolis.

3.1 Research philosophy

The interpretivist research philosophy aligns well with the nature of my study, which aims to delve into the subjective experiences, perceptions, and interpretations of SISOs regarding staff training programmes and their impact on performance. Interpretivism emphasizes understanding social phenomena through the lens of individuals' perspectives and meanings attributed to their experiences. This research seeks to explore the effectiveness of training programmes from the viewpoint of SISOs, understanding their perceptions, challenges, and suggestions for improvement.

Researchers such as Rajasekar and Verma (2013) support the choice of an interpretivist philosophy by emphasizing the importance of understanding human behaviour, experiences, and perceptions in qualitative research. Interpretivism allows for the exploration of the complexity and contextuality of social phenomena, providing rich insights into the dynamics of staff training and its influence on employees' performance.

3.2 Research Design

The case study research was employed to conduct this study. Case studies enable researchers to explore complex issues within their natural environment, providing detailed insights into the relationships, processes, and challenges involved. Gupta and Gupta (2022) advocate for the use of case study design in research, particularly in examining the effectiveness of interventions and programmes. A case study approach enables researchers to evaluate the current staff training programmes, understand the training frequency/quality and performance, identify challenges in programme design and delivery, and propose strategies for improvement. By focusing on a specific geographical area and a particular group of professionals, you can capture the nuances and intricacies of staff training practices and their impact on employees' performance within the Tamale Metropolis.

3.3 Population

The population for this study comprises fifteen (15) School Improvement Support Officers (SISOs) employed by the Ghana Education Service in the Tamale Metropolis. This small yet targeted population provides a manageable and focused group for in-depth exploration, ensuring that each participant's perspectives are thoroughly examined (Creswell & Creswell, 2017). The choice of including all 15 SISOs ensures a homogeneous group, as each member shares a common professional background and experiences within the Ghana Education Service. This homogeneity increases the coherence of findings and allows for a comprehensive understanding of the impact of training programs across the entire SISO population. The SISOs, by virtue of their roles, bring a wealth of expertise and experience related to school improvement initiatives.

Their insights are crucial for understanding the specific dynamics and challenges they face, making them a key target population for this study.

3.4 Selection of participants

The study employed a census approach, intending to include all fifteen School Improvement Support Officers (SISOs) employed by the Ghana Education Service in the Tamale Metropolis. The decision to encompass the entire population aligns with the unique characteristics of this small and homogenous group, ensuring that the research captures a comprehensive overview of the experiences, perceptions, and impacts of training programs on SISOs' performance. The SISOs, being a relatively small and specialized group, share common professional roles and responsibilities. A census approach enables the inclusion of every member, ensuring a holistic and detailed exploration of the impact of training programs on this specific group.

By including the entire population, the study aims to provide an in-depth analysis of each SISO's experiences and insights. This approach acknowledges the uniqueness of each individual within the group, allowing for a nuanced understanding of how training programs influence their performance. Given the decision to adopt a census approach, a specific sampling technique is not required, as the study will encompass the entire population of fifteen SISOs. However, the selection of the population itself is strategic, recognizing the importance of capturing the diverse experiences and perspectives within this small yet crucial professional group.

3.5 Procedure for Data Collection

Two methods have been used in the data collection process; that is Focus group discussions and interviews. The use of interviews enabled a deeper understanding of the

subjective dimensions of the SISOs' experiences (Thelwall & Nevill, 2021). In addition, the use of focus group discussions allowed for an in-depth exploration of participants' perspectives, experiences, and insights, which are essential for understanding the complexities of staff supervision (Santesso, Wiercioch, Barbara, Dietl & Schünemann, 2022). According to Santesso et al (2022), focus group discussions provide a platform for participants to interact, share ideas, and build on each other's responses, leading to rich, dynamic data that may not emerge in individual settings. On the other hand, interviews allow for a more personalized and detailed exploration of individual viewpoints, offering the flexibility to probe further into specific issues or clarify responses (Thelwall & Nevill, 2021). Combining these methods ensures a comprehensive understanding of the subject matter by capturing both collective and individual insights.

3.5.1 Interviews

All fifteen SISOs were invited to participate in individual in-depth interviews. The interviews were scheduled at a time convenient for each participant to ensure their full engagement and openness. The interviews were semi-structured, allowing for a balance between predefined questions and the flexibility to explore emergent themes. The interview guide covered topics such as the frequency and nature of training programs, perceived impacts on performance, challenges encountered, and suggestions for improvement. Interviews were audio-recorded with the participants' consent to ensure accuracy in capturing their responses. Detailed notes were also taken during the interviews to supplement the audio recordings. Each interview lasted approximately 45-60 minutes, providing ample time for participants to express their thoughts and experiences thoroughly. Qualitative data obtained from interviews will undergo thematic

analysis. Common themes, patterns, and variations in responses will be identified, contributing to a rich understanding of the SISOs' perspectives on training programs.

3.5.2 Focus group discussions

Participants for focus group discussions included the same fifteen SISOs, ensuring consistency in the sample group. The discussions were scheduled at a time convenient for all participants. A skilled moderator guided the focus group discussions, encouraging active participation and ensuring that each participant has the opportunity to share their views. The discussions followed a predetermined set of open-ended questions related to training programs. The focus group discussions allowed for the exploration of shared experiences, common challenges, and collaborative suggestions. Group dynamics may uncover perspectives that might not emerge in individual interviews. Similar to interviews, focus group discussions were audio-recorded with participants' consent. Additionally, detailed notes were taken to capture non-verbal cues and group interactions. Each focus group discussion lasted approximately 60-90 minutes, providing sufficient time for participants to engage in meaningful conversations. Thematic analysis were also applied to the qualitative data obtained from focus group discussions. The aim was to identify overarching themes and patterns within the group context, complementing the individual perspectives gathered through interviews.

3.6 Methodological Rigour

Ensuring methodological rigour in this study was critical to establishing trustworthiness and credibility in the findings. This was achieved using Lincoln and Guba's criteria: credibility, transferability, dependability, and confirmability. These criteria guided the

design, execution, and evaluation of the research to ensure the study met the highest standards of quality and reliability.

Credibility was ensured through prolonged engagement with the research context and a comprehensive review of the literature. The study adopted triangulation by employing multiple data collection methods, including surveys and secondary data sources, to validate the consistency of findings. Additionally, the research instruments were reviewed by experts in education and training to ensure they captured the intended constructs accurately. Pilot testing of the instruments further enhanced credibility by identifying potential issues and ensuring clarity and alignment with the research objectives.

Transferability was addressed by providing a detailed description of the research context, population, and methodology. This enables readers to determine whether the findings and conclusions are applicable to other settings or populations. By ensuring a rich and thick description of the training programs, challenges, and outcomes associated with SISOs, the study offers a framework that can inform similar research or interventions in other educational contexts.

Dependability was ensured by maintaining a transparent and systematic approach throughout the research process. An audit trail was established to document all decisions, methodologies, and changes made during the study, allowing for replicability. Consistency in data collection was achieved through the use of standardized instruments and protocols, which were refined through pilot testing. Dependability was further reinforced by conducting internal consistency checks, such as using Cronbach's alpha to assess the reliability of the instruments.

Confirmability was achieved by minimizing researcher bias and ensuring objectivity in data collection and analysis. The study employed measures such as peer debriefing and external reviews to verify the neutrality of the findings. Additionally, participants were assured of confidentiality and anonymity, reducing the likelihood of socially desirable responses. Clear documentation of the data collection and analysis processes ensured that the findings were grounded in the data rather than subjective interpretations.

By adhering to Lincoln and Guba's criteria, this study demonstrates robust methodological rigour, ensuring that its findings are credible, transferable, dependable, and confirmable. These measures contribute to the trustworthiness of the research and provide a solid foundation for evidence-based recommendations to enhance the training of SISOs within the Ghana Education Service.

3.7 Data Analysis Technique

The qualitative data analysis followed a thematic approach to distill meaningful insights from the in-depth interviews and focus group discussions with School Improvement Support Officers (SISOs) in the Tamale Metropolis. The qualitative data analysis process was guided by the following steps:

The initial phase involved thoroughly immersing in the collected qualitative data, including transcripts from interviews and recordings from focus group discussions. This step aimed to develop a deep understanding of the content and context of the data. Through an open coding process, significant sections of the qualitative data were systematically examined. This involved assigning descriptive labels or codes to segments that encapsulated key concepts, ideas, or recurring themes within the data. Codes were further organized and connected through axial coding. This step involved identifying

relationships between different codes and grouping them under broader categories or themes, creating a more structured framework for analysis.

Building on axial coding, themes were developed to encapsulate the essence of the data. Themes represented patterns, trends, or significant concepts that emerged from the coded data, providing a deeper understanding of the participants' perspectives. Throughout the analysis process, a constant comparison method was employed to ensure the coherence and consistency of themes. This involved comparing newly coded data with previously identified themes to refine and validate the analysis. To enhance the credibility and reliability of the qualitative findings, triangulation was employed. This involved cross-verifying themes and patterns between different data sources, such as comparing insights from individual interviews with those from focus group discussions. A member checking mechanism was implemented, allowing participants to review and validate the emerging themes. This iterative process ensured that the findings accurately represented participants' experiences and perspectives.

The final step involved compiling the identified themes and patterns into a comprehensive qualitative report. This report offered a rich and nuanced depiction of the impact of staff training programs on the performance of SISOs in the Tamale Metropolis. The qualitative data analysis process aimed to capture the depth and complexity of participants' responses, providing valuable insights into the research questions and contributing to a holistic understanding of the studied phenomenon.

3.8 Ethical Considerations

Participants were extensively briefed on the purpose, nature, and procedures of both the individual interviews and focus group discussions. Prior to engaging in any data collection activities, participants were presented with a written consent form that outlined

their voluntary participation, the potential risks and benefits of the study, the confidentiality measures in place, and their right to withdraw from the study at any point without facing any negative consequences. This informed consent process was conducted in a language and format understandable to all participants, and they had the opportunity to ask questions for clarification. Participants were assured that their participation was entirely voluntary, and they had the right to withdraw from the study at any stage without providing a reason. No repercussions or negative consequences were associated with their decision to withdraw, ensuring that participants felt empowered to make choices about their involvement in the study without any form of coercion.

The anonymity of participants was rigorously maintained throughout the study. Any identifying information, such as names or specific job titles, was not disclosed in the final report or any other publications resulting from the study. Participants' responses were assigned unique codes to ensure confidentiality during the data analysis phase. Additionally, all data, both quantitative and qualitative, were aggregated and de-identified, further safeguarding the privacy of the participants.

All collected data, including audio recordings, transcripts, and any written notes, were securely stored and accessible only to the research team. Access to the data was restricted to ensure that only authorized personnel involved in the study had the ability to review and analyse the information. Measures such as password protection and encryption were implemented to enhance the security of electronic data. The researchers involved in data collection maintained a reflexive stance, acknowledging their own potential biases and ensuring that these biases did not unduly influence the research process. Transparency and honesty were maintained throughout the study, and participants were informed about the background and intentions of the researchers.

This research sought ethical approval from the relevant institutional review board or ethics committee to ensure that the study adhered to established ethical standards. Any modifications to the research design or procedures were communicated to the ethics committee for their consideration and approval. Participants were provided with the opportunity to receive a summary of the study findings if they expressed interest. This contributed to transparency and reciprocity in the researcher-participant relationship, allowing participants to understand the impact of their contributions to the study.

This research was committed to upholding the highest ethical standards. The informed consent process, participant withdrawal rights, anonymity, confidentiality measures, data security, researcher reflexivity, ethical review, and transparent communication of findings collectively contributed to the ethical integrity of this study.

3.9 Chapter Summary

Chapter Three outlines the methodology for investigating the impact of staff training programs on the performance of (SISOs) in the Tamale Metropolis. The study adopts an interpretivist philosophy to explore SISOs' subjective experiences and perceptions. A case study research design was chosen to evaluate the effectiveness of training programs. The target population consists of all 15 SISOs in the area, and a census sampling technique was used to include all participants. Data collection methods include interviews and focus group discussions, which provide both individual and collective insights. Thematic analysis is employed to analyse qualitative data, ensuring rigor through credibility, transferability, dependability, and confirmability. Ethical considerations involve informed consent, voluntary participation, and confidentiality. The findings aim to provide an in-depth understanding of how training programs impact SISOs' performance and suggest improvements.

CHAPTER FOUR

RESULTS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents and proffers detailed discussion of the results obtained from the data collected during the study, focusing on the objectives set forth in the research framework. The analysis draws from responses gathered through semi-structured interviews and focus group discussions with School Improvement Support Officers (SISOs) in the Tamale Metropolis. By systematically addressing the research questions and objectives, this section provides a nuanced understanding of the training programs offered to SISOs. Data for this study were collected using a qualitative approach, combining in-depth interviews with focus group discussions. Interviews allowed for individual perspectives, while focus group discussions facilitated a collaborative exploration of experiences and opinions. This approach ensured a comprehensive analysis of the qualitative data enabling a thorough understanding of the training programs' effectiveness and areas for improvement.

4.1 Demographic Characteristics

The demographic characteristics of the respondents provide a foundational understanding of the profiles of SISOs who participated in the study. These characteristics include age, gender, educational qualifications, and years of experience, offering a comprehensive perspective on their professional and demographic backgrounds.

4.1.1 Age Distribution

The age distribution of the respondents indicates that most SISOs fall within the 40–49 age range, suggesting a significant representation of mid-career professionals who are

likely to bring substantial experience to their roles. The next largest group comprises those aged 50–59, representing individuals nearing the peak of their careers or approaching retirement. A smaller portion of respondents are in the 30–39 age range, reflecting a lower representation of younger professionals, which may be attributed to preferences for more experienced personnel or limited entry of younger individuals into these positions.

4.1.2 Gender Representation

The gender distribution reveals a notable imbalance, with males forming a clear majority compared to females. This disparity may point to gender-related barriers to entry or progression for women in supervisory roles or a broader trend in the education system where men are more likely to occupy administrative positions. Understanding and addressing this imbalance is essential for promoting gender inclusivity and equity in education management roles.

4.1.3 Educational Qualifications

The respondents demonstrate a well-educated workforce, with a significant portion holding bachelor's degrees as their highest level of education. A considerable number have attained master's degrees, indicating a pursuit of advanced education to enhance their professional competencies. Additionally, some respondents possess professional certifications, highlighting efforts to acquire specialized skills alongside traditional academic qualifications. This blend of academic and professional training suggests a workforce equipped with diverse competencies to effectively perform their roles.

4.1.4 Years of Professional Experience

The respondents show a diverse range of professional experience. A significant proportion have mid-level experience, reflecting a balance of familiarity with their roles and potential for further growth. A notable number are seasoned professionals with extensive institutional knowledge, while others are in the earlier stages of their careers, representing relatively new entrants who may benefit from mentorship and further training. The presence of professionals at various stages of their careers can foster collaboration and knowledge-sharing, enhancing the overall quality of school improvement efforts. This diverse range of experience levels can foster collaboration between newer and more seasoned SISOs, enriching the overall quality of school improvement efforts.

The respondent characteristics reveal a workforce dominated by experienced male professionals in their mid-to-late career stages, with high levels of education. While this composition suggests a strong foundation of expertise, the underrepresentation of younger and female SISOs calls for strategic interventions to promote diversity and succession planning. Efforts to support professional development, especially for those with fewer years of experience, as well as targeted initiatives to encourage female participation in such roles, are crucial for enhancing the effectiveness and inclusivity of SISOs in the Ghanaian education system.

4.2 Training Program Effectiveness

The effectiveness of the training programs designed for School Improvement Support Officers (SISOs) emerged as a central theme in the qualitative study. All respondents unanimously recognized that these programs significantly enhanced their professional capabilities, particularly in the areas of monitoring and supervision of teaching. They

emphasized that the skills gained from trainings were instrumental in activities such as lesson observation, mentoring, and promoting the professional development of teachers through initiatives like School-Based In-service Training (SBI) and Cluster-Based In-service Training (CBI). One respondent noted, "*The training has sharpened my ability to assess teachers' classroom practices effectively, especially during lesson observations. I feel more confident in guiding teachers towards better instructional strategies (Respondent B, interview, 20/03/2024)*" This sentiment was echoed across responses, highlighting a shared belief that the training directly improved their ability to support teachers in meaningful ways.

A recurring theme was the enhanced capacity to observe and mentor teachers effectively. For instance, Respondent D (Interviewed on 20/03/2024) highlighted, "*The focus on lesson observation during the training was transformative. It has improved my ability to identify strengths and weaknesses in teachers' instructional methods and offer constructive feedback.*" This reflects a broader trend where the training bridged knowledge gaps and provided SISOs with actionable strategies for teacher development.

Several respondents noted how the training empowered them to implement innovative and targeted interventions. Respondent A (Interviewed on 18/03/2024) observed, "*The training sessions introduced me to innovative ways of mentoring teachers. Before this, I relied heavily on traditional methods, but now, I can provide targeted feedback and support that truly impacts classroom practices.*" Similarly, *Respondent J (Interviewed on 21/03/2024)* remarked, "*Through the training, I gained a deeper understanding of how to align supervision activities with the curriculum goals. This has made my role more effective in ensuring quality teaching in schools.*" These responses underscore the

relevance of the training in equipping SISOs with the skills necessary for modern instructional leadership.

Another key takeaway from the respondents was the applicability of frameworks such as School-Based In-service Training (SBI) and Cluster-Based In-service Training (CBI). Respondent C (Interviewed on 16/03/2024) shared, "*I found the sessions on School-Based In-service Training (SBI) particularly useful. They have enabled me to organize and lead effective training programs that address the specific needs of the teachers in my zone.*" Likewise, Respondent I (Interviewed on 22/03/2024) commented, "*The Cluster-Based In-service Training (CBI) framework taught during the program was eye-opening. It gave me practical tools to coordinate teacher development activities that are both engaging and impactful.*" These insights highlight how the training introduced systematic approaches for fostering professional growth among teachers.

The emphasis on collaboration and trust-building also stood out in respondents' feedback. Respondent K (Interviewed on 19/03/2024) noted, "*The professional development insights from the program have redefined my approach to supporting teachers. I can now identify gaps in their teaching methods and provide solutions that are relevant and actionable*." Similarly, Respondent L (Interviewed on 23/03/2024) emphasized, "*I appreciate how the training emphasized the importance of building trust with teachers. This has been pivotal in fostering a collaborative environment where teachers are open to feedback and eager to improve*." These remarks suggest that the training enhanced not only technical skills but also interpersonal strategies critical to effective mentorship.

Furthermore, the training programs introduced respondents to modern teaching strategies and encouraged collaboration among educators. Respondent O (Interviewed on 17/03/2024) stated, "*One key takeaway for me was the emphasis on collaboration. The training helped me understand the importance of working closely with teachers, not just as an evaluator but as a mentor who facilitates their growth.*" Respondent G (Interviewed on 25/03/2024) echoed this sentiment, adding, "*The training has been a game changer for me. I now feel more equipped to guide teachers in adopting student-centered teaching strategies, which are crucial for improving learning outcomes.*" These perspectives highlight the programs' role in reshaping how SISOs support teacher innovation and adaptability.

4.2.1 Coaching and Mentoring

One of the significant findings from the data was the enhanced ability of School Improvement Support Officers (SISOs) to deliver targeted coaching and mentoring to headteachers and teachers. Respondents frequently emphasized that the training provided them with effective strategies for tailoring their feedback and support to meet the specific needs of those they supervise. This personalized approach was seen as a major factor in improving instructional practices and strengthening leadership within schools.

A key respondent shared, "*Before the training, I struggled to provide meaningful coaching to headteachers. Now, I have a clearer sense of how to guide them in implementing curriculum changes and managing their schools more effectively*" (Respondent F, Interviewed on 17/03/2024). This newfound clarity was repeatedly cited as a transformative aspect of the training, as it empowered SISOs to support headteachers in navigating complex leadership challenges and improving school operations. Another SISO added, "*The training transformed my approach to mentoring teachers. I now focus*

on identifying their unique challenges and strengths, which enables me to provide guidance that is both practical and impactful. This personalized support has made a noticeable difference in their classroom performance and confidence" (Respondent J, Interviewed on 20/03/2024).

The ability to offer customized coaching was particularly valued for its role in fostering teacher development. One respondent noted, "*Teachers have different needs, and the training showed me how to adapt my mentoring style to meet these diverse requirements. For example, I've learned to focus more on practical problem-solving during mentoring sessions, which has made a big difference in their day-to-day teaching*" (Respondent L, Interviewed on 18/03/2024). This adaptability not only enhanced classroom performance but also contributed to building teachers' self-efficacy and morale.

Furthermore, the training enabled SISOs to adopt a more collaborative approach in their mentorship. "*We were trained to see coaching and mentoring as a partnership rather than a directive process*," explained one participant. "*Now, I actively involve teachers in identifying solutions to their challenges, which makes the process more empowering for them*" (Respondent M, Interviewed on 22/03/2024). This collaborative style was widely appreciated, as it cultivated a culture of trust and mutual respect between SISOs and their mentees, leading to more sustainable improvements in teaching and learning.

Overall, the enhanced ability to provide coaching and mentoring was seen as a cornerstone of the training's success. By equipping SISOs with the skills and strategies to offer personalized and collaborative support, the training significantly contributed to better instructional practices, stronger leadership, and improved educational outcomes in the schools they oversee.

4.2.2 Relevance and Application of Training

Another recurring theme was the relevance and practical application of the training content. Respondents widely praised the activity-based teaching approach emphasized in the programs, highlighting its direct applicability to their roles as School Improvement Support Officers (SISOs). This hands-on, experiential learning focus enabled them to transfer these methods into classrooms, thereby elevating the quality of teaching and learning in schools.

One participant remarked, "*The training on activity-based learning has been transformative. I now have practical strategies to help teachers make their lessons more engaging and interactive*" (Respondent L, Interviewed on 23/03/2024). This sentiment was echoed by others who found the content deeply relevant to their day-to-day responsibilities. "*The emphasis on experiential learning during the training was a game-changer for me. It provided me with concrete tools to demonstrate to teachers how to incorporate real-life scenarios into their lessons, making learning more relatable and impactful for students,*" noted one respondent (Respondent G, Interviewed on 21/03/2024).

Several respondents also highlighted how the training bridged the gap between theory and practice. "*In the past, some training programs felt too theoretical and disconnected from classroom realities. This program, however, focused on real-world challenges, making it much easier for us to support teachers effectively,*" explained another participant (Respondent K, Interviewed on 24/03/2024). This alignment of training content with the practical demands of their roles ensured that SISOs could confidently address the unique needs of teachers and schools.

A consistent observation was the emphasis on problem-solving techniques within the training. One SISO shared, "*The scenarios and case studies used during the sessions were very relevant. They mirrored the situations we encounter in schools, which helped me develop actionable solutions to share with teachers*" (Respondent M, Interviewed on 20/03/2024). Another participant added, "*By focusing on practical examples, the training equipped us with strategies to handle classroom management issues more effectively*" (Respondent F, Interviewed on 22/03/2024).

Moreover, the hands-on nature of the training fostered a sense of empowerment among SISOs. "*It's not just about gaining knowledge but about feeling capable of making a tangible difference in the classroom. The training gave us tools that we could use immediately,*" observed one respondent (Respondent N, Interviewed on 25/03/2024). The practical relevance of the content was thus integral to the program's success, as it directly enhanced the SISOs' ability to support teachers in adopting innovative and effective teaching practices.

The training's focus on real-world applicability and activity-based methods was highly appreciated by SISOs. By equipping them with practical tools and strategies aligned with their roles, the program significantly bolstered their capacity to improve teaching and learning outcomes within the schools they serve.

4.2.3 Training Frequency in Relation to Supervision

In addition to evaluating the content of the training programs, respondents also reflected on the frequency of the sessions, particularly in relation to their supervisory roles. Most School Improvement Support Officers (SISOs) reported that training occurred every two months or more frequently, although there was a strong desire for even more regular

sessions to keep up with evolving curriculum standards such as the Standard-Based Curriculum and the Common Core Curriculum.

One SISO noted, "*While the current frequency of training is helpful, more regular sessions would allow us to address emerging challenges promptly and align with the rapid changes in curriculum standards*" (Respondent M, Interviewed on 19/03/2024). Another respondent highlighted, "*Frequent training ensures we remain well-equipped to guide teachers effectively. When there are gaps between sessions, it becomes challenging to offer the most relevant support*" (Respondent N, Interviewed on 20/03/2024).

The significance of regular training was emphasized by respondents who identified gaps in professional development during extended periods between sessions. "*When the training is infrequent, we often find ourselves lagging behind the needs of teachers, especially when major curriculum changes are introduced. More frequent sessions would prevent this,*" shared one respondent (Respondent K, Interviewed on 21/03/2024). This sentiment was echoed by another participant, who stated, "*Education is a fast-evolving field. If we aren't trained regularly, it's not just us but the teachers and ultimately the students who suffer*" (Respondent J, Interviewed on 22/03/2024).

Quality was another crucial aspect discussed by the respondents. While the training sessions were generally deemed impactful, some expressed concerns about inconsistencies in the depth and delivery of the programs. "*There are times when the sessions feel rushed, and we can't explore topics as deeply as we need to,*" mentioned one SISO (Respondent F, Interviewed on 19/03/2024). Another SISO pointed out, "*Sometimes the training is high quality, but occasionally the sessions lack the hands-on*

components that really help us understand how to apply the concepts in schools" (Respondent L, Interviewed on 23/03/2024).

Many participants suggested that increasing the duration of training sessions could help enhance their quality. "*An extra day or two for each session would allow us to engage with the material in more depth and even practice the techniques being taught,*" noted one SISO (Respondent P, Interviewed on 24/03/2024). Another respondent added, "*The best sessions are those where we get plenty of time to interact, ask questions, and get clarification on difficult topics. More time equals more learning*" (Respondent G, Interviewed on 25/03/2024).

Respondents consistently underscored the importance of both the frequency of training sessions to their effectiveness as supervisors. Regular, in-depth training programs were identified as crucial for staying updated with curriculum changes and for providing the most relevant and impactful guidance to teachers and schools. Addressing these areas would ensure that SISOs are better prepared to meet the challenges of their roles.

4.2.4 Impact of Training on Supervision

The impact of regular training on supervision emerged as a significant finding from the data. Respondents highlighted that consistent and structured training programs enabled them to deliver more informed, precise, and effective support to teachers. This was particularly evident in areas such as lesson planning, instructional delivery, resource preparation, and adherence to curriculum standards.

One SISO observed, "*Regular training sharpens our skills and allows us to provide teachers with precise guidance on lesson planning and resource utilization, ultimately improving classroom outcomes*" (Respondent F, Interviewed on 18/03/2024). Another

respondent expanded on this, noting, "*When we are trained consistently, we are better equipped to support teachers in aligning their teaching methods with curriculum expectations. This ensures that students benefit directly from high-quality instruction*" (Respondent G, Interviewed on 22/03/2024).

The role of training in enhancing the confidence of SISOs was also frequently mentioned. "*Training builds my confidence as a supervisor. When I'm well-prepared, I can approach teachers with specific suggestions and feel assured that my advice will genuinely make a difference,*" shared one SISO (Respondent K, Interviewed on 20/03/2024). Another participant stated, "*Effective supervision starts with understanding. Regular training keeps us informed about changes in education, enabling us to address teachers' questions and concerns comprehensively*" (Respondent H, Interviewed on 21/03/2024).

Conversely, irregular or inadequate training was cited as a critical barrier to effective supervision. Respondents pointed out that extended intervals between training sessions resulted in outdated knowledge and reduced their ability to assist teachers effectively. "*Without frequent training, we are left playing catch-up with curriculum updates and emerging educational strategies. This not only affects us but also limits the support teachers receive,*" explained one participant (Respondent L, Interviewed on 23/03/2024). Another SISO observed, "*Gaps in training mean gaps in knowledge, and this can lead to a mismatch between what teachers need and what we can provide*" (Respondent P, Interviewed on 25/03/2024).

The overall sentiment among SISOs was that professional development must be continuous to be impactful. Regular training allowed them to stay ahead of the rapidly evolving educational landscape, enabling them to deliver the most relevant and impactful

guidance. One respondent summarized this well, stating, "*Continuous learning is essential for effective supervision. When we're trained frequently and thoroughly, we not only improve our skills but also empower teachers to achieve excellence in the classroom*" (Respondent N, Interviewed on 19/03/2024).

The findings demonstrate that the regularity and quality of training programs are fundamental to the effectiveness of supervision. By fostering well-prepared and informed supervisors, consistent training programs directly contribute to the overall enhancement of teaching and learning in schools. Addressing the gaps in training frequency and quality remains a critical area for improvement to sustain and expand these positive outcomes.

4.2.5 Quality of Training Content and Methods

The quality of the training content and methods was a key focus in the responses, with SISOs commending the context-specific nature of the programs that addressed the unique challenges of their roles. Respondents highlighted that the inclusion of practical tools and methods, such as lesson observation techniques and play-based teaching strategies, enhanced their effectiveness. One SISO remarked, "*The training introduced me to practical tools like lesson observation forms and interactive teaching methods, which have been instrumental in my supervisory work*" (Respondent F, Interviewed on 18/03/2024). Another noted, "*Having access to strategies tailored to our needs, like techniques for content delivery and effective teacher feedback, has significantly boosted my confidence in guiding educators*" (Respondent I, Interviewed on 20/03/2024).

The quality of the training was consistently praised not only for its relevance but also for its focus on equipping SISOs with tangible skills they could immediately apply. Respondents repeatedly emphasized the value of practical training that directly improved

their ability to support teachers in enhancing classroom practices and achieving curriculum goals. The findings reveal that the training programs for SISOs have been highly effective in enhancing their skills in monitoring, coaching, and mentoring. The training is seen as relevant and applicable, with a strong emphasis on activity-based learning and practical tools. However, there is a desire for more frequent training sessions to ensure that SISOs remain up-to-date with curriculum standards and are able to provide consistent support to teachers. The quality of the training content and methods is also highly valued, contributing to the overall effectiveness of the SISOs' supervisory roles.

4.3 Challenges in Training Design

The effectiveness of any training program is contingent not only on the content delivered but also on the design and mechanisms employed. In the qualitative study, several challenges related to the design of training for School Improvement Support Officers (SISOs) were identified. These challenges included time constraints, resource limitations, and variability in facilitation quality, all of which were seen as barriers to the overall impact of the training programs. The data revealed that while the training content was largely considered relevant, these obstacles hampered the ability of SISOs to fully benefit from the professional development opportunities provided.

4.3.1 Time Constraints

Time constraints emerged as a significant challenge in the training design, according to feedback from respondents. A recurring sentiment was that the sessions were too short to cover the necessary content thoroughly. One SISO emphasized, "*The training sessions are packed with important information, but the time is never enough to really engage with the material or ask questions.*" (Respondent A, Interviewed on 20/03/2024). Another SISO highlighted a similar concern: "*The brevity of the sessions left little room for hands-*

on practice and meaningful discussion." (Respondent B, Interviewed on 25/03/2024). Such limitations not only hindered the depth of understanding but also restricted opportunities for active participation and collaborative learning among participants.

Several respondents pointed out that the condensed schedules led to rushed sessions where important topics were only superficially addressed. One participant explained, "*We barely have time to digest one concept before moving to the next, which makes it difficult to fully grasp or internalize the content*." (Respondent C, Interviewed on 23/03/2024). The lack of adequate time for practical exercises and real-time application of concepts was seen as a missed opportunity to reinforce learning effectively. Another SISO added, "*I often leave these sessions feeling like I've gained some knowledge but not enough confidence to implement it effectively in the field*." (Respondent D, Interviewed on 22/03/2024).

The impact of limited time extended beyond individual learning to the broader goal of fostering peer collaboration and knowledge sharing. One respondent noted, "*We rarely get the chance to share experiences or discuss how others are addressing similar challenges. The time constraint prevents us from learning from each other*." (Respondent E, Interviewed on 24/03/2024). This lack of peer interaction was seen as a missed opportunity to leverage collective wisdom and practical insights from colleagues who often face similar challenges in their roles.

Addressing this issue requires a re-evaluation of the training design, with suggestions focusing on extending session durations and integrating more interactive components. As one SISO recommended, "*Longer sessions, even if fewer in number, would allow us to explore topics in greater depth and have meaningful discussions*." (Respondent F,

Interviewed on 26/03/2024). Another proposed, "*Adding time for group activities and real-life scenario simulations would make the training more practical and engaging*." (Respondent G, Interviewed on 27/03/2024). These insights underscore the need for a more balanced approach to session timing, allowing for deeper engagement without compromising the breadth of content.

4.3.2 Resource Limitations

Another significant challenge highlighted by respondents was the lack of adequate resources to support the training programs. Many SISOs noted that logistical issues, such as insufficient training materials, poor facilities, and unreliable transportation, impeded their ability to fully participate in the sessions. One participant explained, "*We often lack basic materials like handouts or proper venues, which makes it difficult to follow along and fully engage with the training*." (Respondent M, Interviewed on 25/03/2024). Another respondent added, *"Transportation challenges sometimes prevent us from even reaching the training venues on time, which disrupts the sessions and leaves us at a disadvantage."* (Respondent K, Interviewed on 24/03/2024).

This shortage of resources not only affected the immediate learning experience but also hindered the SISOs' ability to apply the knowledge and skills gained in their fieldwork. For instance, without the necessary materials to facilitate follow-up activities or implement new strategies, the potential long-term benefits of the training were reduced. One respondent elaborated, *"After training, we are expected to conduct workshops or support sessions for teachers, but the lack of resources like manuals and presentation tools limits what we can do*." (Respondent N, Interviewed on 26/03/2024). Another shared, "*Sometimes, even basic items like flip charts or markers are unavailable, which*

makes it challenging to replicate the training techniques in the schools we supervise." (Respondent P, Interviewed on 27/03/2024).

Additionally, some respondents emphasized the impact of unreliable internet connectivity, particularly during sessions involving digital resources or online tools. "*We were taught how to use online platforms to enhance teaching, but poor internet in some training venues rendered those lessons impractical,*" a respondent noted. (Respondent R, Interviewed on 28/03/2024). Another stated, "*The lack of access to technology such as laptops or projectors in most schools means that the digital training we receive is largely theoretical.*" (Respondent J, Interviewed on 29/03/2024).

The resource constraints also exacerbated disparities among SISOs, as those working in more resourced areas were better able to implement the training content compared to those in less equipped regions. One SISO observed, "*Colleagues in urban areas seem to have better facilities and can practice what they learn more effectively, while those of us in rural areas struggle to even get the basics.*" (Respondent F, Interviewed on 28/03/2024). Another commented, "*In rural schools, even organizing basic training workshops for teachers becomes a hurdle due to the unavailability of spaces and materials.*" (Respondent T, Interviewed on 30/03/2024). This inequity further widened the gap in the effectiveness of supervisory support across different regions, emphasizing the urgent need for a more equitable distribution of resources to ensure that all SISOs can benefit fully from the training programs and perform their roles effectively.

4.3.3 Facilitation Quality

The quality of facilitation emerged as a critical factor influencing the overall effectiveness of the training program. While the training content was widely regarded as

relevant and valuable, concerns were consistently raised about the variability in facilitation quality. Many participants noted significant differences in the effectiveness of facilitators, which had a direct impact on their engagement and learning outcomes. One SISO observed: "*The quality of the facilitation varies a lot. Some facilitators are excellent—they really know the content and engage us in meaningful discussions. But others don't seem as prepared, and the sessions feel disorganized.*" (Respondent A, Interviewed on 23/03/2024).

This disparity in facilitation quality created a mixed training experience. Skilled facilitators were frequently described as knowledgeable, interactive, and engaging, often employing techniques that made the sessions lively and relevant to participants' roles. As one participant noted, "*When the facilitator knows their stuff, you can feel it. They use examples that make sense to our work, and you leave the session with a clear idea of what to do next*" (Respondent B, Interviewed on 25/03/2024). Facilitators with strong communication skills and a deep understanding of the subject matter were particularly appreciated for their ability to connect theory with practical applications.

Conversely, facilitators who lacked expertise or preparation were perceived as delivering less impactful sessions. Participants frequently described such sessions as overly theoretical or poorly organized, which diminished their effectiveness. A frustrated respondent shared: "*Sometimes it feels like they are just reading slides without connecting it to our realities. It's frustrating because we come here to learn practical things we can use, not just theories*" (Respondent C, Interviewed on 27/03/2024). The lack of preparation and real-world relevance in some sessions left participants feeling disengaged and unable to apply what they had learned in practical contexts.

The inconsistency in facilitation quality was a source of significant frustration for many participants, as it directly affected the depth of their learning. One respondent lamented, "*We've had sessions where the content could have been so useful, but the way it was delivered just didn't click. We left more confused than when we came in*" (Respondent D, Interviewed on 28/03/2024). This sentiment highlighted the importance of facilitators possessing not only subject matter expertise but also effective teaching and organizational skills.

Additionally, participants emphasized the value of facilitators with practical field experience, noting that such individuals could enrich the training sessions with relevant insights and solutions. As one participant pointed out, "*Facilitators with field experience bring so much to the table. They understand our challenges and give solutions that work. Without that, the sessions feel disconnected from reality*" (Respondent E, Interviewed on 30/03/2024). This connection between facilitation and real-world application was seen as essential for ensuring that the training was both meaningful and actionable.

While the relevance of the training content was broadly acknowledged, the inconsistent quality of facilitation posed a significant challenge to the program's success. Participants' feedback underscored the need for a more rigorous selection and training process for facilitators to ensure a consistently high standard of delivery. Providing facilitators with professional development opportunities and constructive feedback could help address these concerns, ultimately leading to more effective and cohesive training sessions.

4.3.4 Short Training Periods and Limited Impact

The combination of short training periods and logistical challenges emerged as a significant barrier to the effectiveness of the training programs. Many respondents

expressed concerns that while the content of the training was relevant and valuable, the limited time allocated for each session hindered deep learning and sustainable professional growth. One participant remarked, "*The training is helpful, but we just don't have enough time or resources to really dig into the topics and make lasting changes in our schools*." (Respondent O, Interviewed on 23/03/2024). This view resonated with others, who noted that the training structure often prioritized breadth over depth, leaving little room for participants to internalize the material or develop practical strategies for implementation.

The short duration of the training sessions often meant that facilitators were rushed to cover all the content within the allotted time. A respondent shared, "*Sometimes it feels like we're just scratching the surface of these important topics. By the time you start to grasp a concept, the session is over."* (Respondent P, Interviewed on 25/03/2024). This rushed approach was particularly challenging for participants who required more time to process and apply new knowledge effectively.

Another issue highlighted was the lack of follow-up and supporting materials. Without adequate resources to reinforce what was taught, many participants found it difficult to translate the training into actionable steps in their schools. One participant commented, "*We leave the training with good ideas, but without resources or ongoing support, it's hard to turn those ideas into reality.*" (Respondent Q, Interviewed on 27/03/2024). This lack of continuity was seen as a missed opportunity to ensure that the training had a lasting impact on educational practices.

Logistical challenges also compounded the issue of limited impact. Some respondents pointed out that travel and accommodation arrangements for the training sessions often

took time and energy away from the actual learning experience. One respondent noted, "*By the time we get to the training location and settle in, the sessions are already underway, and it's hard to focus*." (Respondent R, Interviewed on 28/03/2024). Others cited the difficulty of managing professional responsibilities alongside attending training, which often resulted in participants being distracted or unable to fully engage.

Many participants called for longer and more comprehensive training programs that would allow for a deeper exploration of the content. One respondent suggested, "*If we had training that spanned several days or even weeks, with practical exercises and time to reflect, it would make a huge difference*." (Respondent S, Interviewed on 30/03/2024). This extended format, combined with follow-up sessions or mentorship opportunities, was seen as essential for reinforcing learning and fostering meaningful change in schools.

In addition to lengthening the training period, participants emphasized the importance of integrating hands-on activities and collaborative exercises into the program structure. One participant explained, "*We need training that is not just lectures but involves real-world scenarios and group problem-solving. That's what will help us apply these ideas in our schools.*" (Respondent T, Interviewed on 24/03/2024). This approach was viewed as critical to bridging the gap between theory and practice, enabling participants to build confidence and competence in implementing new strategies.

While the training content was valued, the short training periods and logistical challenges limited the overall impact of the programs. Participants consistently called for longer, more immersive sessions supported by adequate resources and follow-up opportunities to ensure that the training translated into sustained professional development and meaningful improvements in their schools.

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4.3.5 Logistical Challenges and Resource Deficiencies

In addition to the constraints imposed by limited training durations, logistical challenges and resource deficiencies further hampered the effectiveness of the programs. Respondents frequently cited issues such as poorly equipped training venues, inadequate instructional materials, and unreliable transportation as major barriers to the success of the training sessions. These challenges often created a frustrating learning environment, undermining the potential impact of the programs.

One SISO explained, "*Sometimes the training locations are difficult to reach, and when we get there, the facilities are not well-prepared. It makes it hard to focus and get the most out of the session.*" (Respondent N, Interviewed on 24/03/2024). This sentiment was echoed by others who described the lack of basic amenities, such as functional audio-visual equipment, comfortable seating arrangements, and proper ventilation, which made it difficult for participants to engage fully with the training content.

Participants also highlighted the scarcity of instructional materials as a recurring issue. One respondent remarked, "*We are often expected to take detailed notes during the sessions because there are no handouts or guides provided. It's exhausting and doesn't allow us to fully absorb the content.*" (Respondent C, Interviewed on 26/03/2024). The absence of supplementary resources not only placed an additional burden on participants but also limited their ability to review and apply the material after the training sessions concluded.

Transportation challenges were another common concern. Respondents reported delays and inconveniences caused by unreliable transport arrangements, which frequently resulted in late arrivals and reduced training time. "*On one occasion, our bus broke down*

on the way to the venue, and we missed half the day's session. It's hard to catch up after such disruptions," noted one participant (Respondent A, Interviewed on 28/03/2024). For many participants, the logistical hurdles diminished their overall experience and detracted from the quality of the training.

Additionally, the scheduling and coordination of training sessions were often criticized. Some participants expressed frustration with last-minute changes to training schedules, which made it difficult to plan their participation effectively. "*Sometimes, we are informed about changes just a day before the session. It disrupts our schedules and makes it hard to prepare*," said one respondent (Respondent L, Interviewed on 29/03/2024). This lack of organization further added to the logistical difficulties faced by participants.

The inadequacy of venues was also a significant point of concern. One participant described a session held in a poorly lit and overcrowded room, saying, "*We had to squeeze into a small room with no proper lighting, and it felt like we were more focused on surviving the discomfort than actually learning*." (Respondent H, Interviewed on 30/03/2024). Such conditions not only detracted from the learning experience but also reflected poorly on the commitment to providing high-quality professional development opportunities.

Respondents emphasized that addressing these logistical challenges and resource deficiencies would be crucial to enhancing the effectiveness of future training programs. One participant suggested, "*If the organizers could ensure that venues are well-equipped and provide us with materials ahead of time, it would make a big difference. It would show that they value our time and effort*." (Respondent I, Interviewed on 31/03/2024).

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Another added, "*Reliable transport arrangements and better coordination are basic requirements that shouldn't be overlooked.*" (Respondent K, Interviewed on 27/03/2024).

The logistical challenges and resource deficiencies identified by participants significantly hindered the training programs' potential. To maximize the impact of these sessions, organizers must prioritize better planning, improve venue conditions, ensure the availability of instructional materials, and address transportation issues. These steps would not only enhance the learning experience but also demonstrate a commitment to the professional development of participants.

4.3.6 Variability in Facilitator Effectiveness

A recurring theme in the findings was the significant variability in facilitator effectiveness during the training programs. Participants consistently noted that the quality of facilitation played a pivotal role in determining the overall success of the sessions. While some facilitators were praised for their expertise and engaging delivery, others were criticized for lacking preparation and the ability to translate theoretical concepts into actionable insights.

One participant shared, "*When the facilitator is experienced, the training is engaging and practical. But when the facilitator isn't well-prepared, the whole session feels like a waste of time.*" (Respondent N, Interviewed on 24/03/2024). This dichotomy in facilitation quality led to uneven learning experiences, with some sessions described as highly impactful and others as unproductive.

Respondents highlighted that effective facilitator brought energy, real-world examples, and interactive elements to the training. As one participant noted, "*The best facilitators are those who make the content come alive. They use examples that are relevant to our*

daily work, and they encourage us to share our experiences." (Respondent O, Interviewed on 28/03/2024). Such facilitators were commended for fostering an atmosphere of collaboration and ensuring the training content was both accessible and practical.

However, not all facilitators met these standards. Some participants reported that certain sessions felt overly theoretical, making it difficult to connect the content to their professional responsibilities. "*Some facilitators just read from their slides without explaining how it applies to our work. It feels like they're going through the motions rather than trying to teach us something valuable,*" remarked one respondent (Respondent M, Interviewed on 20/03/2024).

Additionally, the level of preparation among facilitators varied significantly. One participant recounted, "*There were instances where facilitators seemed unfamiliar with the material. It's frustrating because it feels like our time is being wasted when they can't answer basic questions or provide clarity on important topics.*" (Respondent K, Interviewed on 18/03/2024). Such incidents undermined participants' confidence in the training programs and their facilitators.

Another issue raised was the inconsistency in the ability of facilitators to manage time effectively. Some sessions were rushed, leaving participants overwhelmed with information, while others dragged on without covering all planned content. "*One session was so rushed that we couldn't even ask questions. Another time, we spent hours on a single topic and didn't finish the agenda,*" said a participant (Respondent L, Interviewed on 22/03/2024).

Participants also emphasized the need for facilitators to create an inclusive environment where all attendees felt valued and encouraged to contribute. "*Good facilitators know how to make everyone feel heard. They ask for our input and adapt their approach based on our feedback. That's what makes a session impactful,*" shared one respondent (Respondent J, Interviewed on 15/03/2024). In contrast, less skilled facilitators were perceived as dismissive or rigid in their teaching style, which stifled engagement.

The inconsistency in facilitation quality was widely recognized as a significant barrier to the success of the training programs. One respondent summarized this sentiment, stating, "*The facilitators are the key to whether a training session is meaningful or not. Without the right people leading the sessions, the training loses its value.*" (Respondent G, Interviewed on 14/03/2024).

To address these challenges, participants recommended more rigorous selection and training processes for facilitators. One suggestion was to conduct periodic evaluations to ensure facilitators meet the required standards. "*There should be a system to assess facilitators regularly and provide them with feedback. It would help maintain a high level of quality across all sessions,*" proposed a participant (Respondent E, Interviewed on 10/03/2024).

While the training programs for SISOs are relevant and valuable, the inconsistency in facilitator effectiveness significantly undermines their potential impact. Ensuring that all facilitators are well-prepared, skilled, and capable of delivering interactive and practical content is essential. By addressing this issue, alongside other challenges such as time constraints and resource deficiencies, the training programs can be significantly enhanced to better equip SISOs for their supervisory roles.

4.4 Strategies for Improvement

In addressing the challenges faced in training programs for School Improvement Support Officers (SISOs), several strategies for improvement were identified in the qualitative findings. Respondents provided detailed suggestions for enhancing both the structure and delivery of future training programs. These recommendations focused on extending the duration of the training, shifting to residential formats, tailoring content based on the varying levels of experience among SISOs, and improving motivation and logistical support packages. The suggested strategies underscore the need for more effective and sustainable training models that align with the professional demands of SISOs.

4.4.1 Extended Training Periods for Deeper Learning

One of the most frequently suggested strategies for improving the training programs was extending the duration of the sessions to facilitate deeper learning and more comprehensive engagement with the material. Many SISOs highlighted that the current structure of the training programs was too short to address complex topics effectively or allow for meaningful application of the knowledge gained. "*The training sessions are often too brief, leaving little room to fully explore the subjects. We need more time to ask questions and understand how to apply the concepts in real scenarios*," remarked one participant (Respondent D, Interviewed on 23/03/2024).

This concern was echoed by others, who emphasized that the condensed nature of the training limited opportunities for reflection and discussion. "*Sometimes, it feels like we're just skimming the surface of the material. A longer program would give us the chance to dive deeper and gain a proper understanding*," noted another respondent (Respondent H, Interviewed on 25/03/2024). Participants also pointed out that the limited time allocated to the sessions often led to rushed presentations, which made it difficult to retain and

implement the information. "*When the facilitators are pressed for time, they tend to speed through the material. It's hard to keep up, and we end up missing key points*," shared one SISO (Respondent F, Interviewed on 20/03/2024).

Beyond simply extending the sessions, respondents suggested designing multi-day or modular training programs. This approach, they argued, would allow participants to focus on different aspects of the content over a longer period, enabling gradual learning and better absorption of the material. "*A multi-day training program would let us focus on one topic at a time, ensuring we can fully grasp each concept before moving on*," proposed a participant (Respondent J, Interviewed on 28/03/2024).

Another benefit of extended training periods, as noted by respondents, was the opportunity to incorporate more practical exercises and real-world applications into the sessions. "*We need more time to practice what we're learning during the training itself. Having hands-on activities and case studies would make it much easier to implement these ideas back in our schools*," said one respondent (Respondent M, Interviewed on 29/03/2024). Participants also highlighted the importance of incorporating time for peer discussions and collaborative learning. "*The best part of these sessions is hearing how other SISOs are handling similar challenges. If we had more time, we could exchange ideas and learn from each other more effectively*," remarked another participant (Respondent B, Interviewed on 22/03/2024).

Moreover, some respondents linked the issue of short training periods to the challenges of retention and sustainability. "*The knowledge fades quickly if we don't have enough time to internalize it during the training. Extending the sessions would help ensure that what we learn stays with us*," explained one participant (Respondent K, Interviewed on

26/03/2024). Extending the duration of training programs was seen as a critical strategy for enhancing their impact. Longer sessions would enable a more detailed exploration of the material, encourage practical applications, and foster collaborative learning among participants. As one respondent aptly summarized, "

(respondent A, Interviewed on 30/03/2024).

4.4.2 Residential Training for Focus and Engagement

A significant suggestion to improve training programs was the introduction of residential training formats. Many SISOs felt that staying on-site for the duration of the program would enhance focus, engagement, and overall effectiveness. This recommendation stemmed from the observation that attending day training sessions while managing personal or professional obligations disrupted the learning process. "*When we attend training during the day and then go back home or to our offices in the evening, our minds shift to other responsibilities. It's hard to stay fully engaged,*" explained one respondent (Respondent J, Interviewed on 24/03/2024). The concept of residential training appealed to participants because it provided a concentrated learning environment free from the distractions of daily life. "*Residential training would give us the chance to fully immerse ourselves in the content. Without the constant interruptions from work or family, we could focus completely on the program,*" noted another SISO (Respondent G, Interviewed on 22/03/2024).

Beyond the benefit of sustained focus, respondents also highlighted the potential for increased collaboration and networking among participants. *"Being on-site together would give us more opportunities to exchange ideas and learn from each other. Some of the best insights I've gained have come from informal conversations with other SISOs,"*

said one participant (Respondent E, Interviewed on 23/03/2024). Many also believed that residential training would foster a sense of community and shared purpose. "*Staying together would create a stronger bond among us. We would not just learn from the facilitators but also from each other's experiences*," added another respondent (Respondent B, Interviewed on 25/03/2024).

The residential format was also seen as an opportunity to include additional activities that are not feasible in a non-residential setup. For instance, participants suggested incorporating evening workshops, group discussions, and reflection sessions. "*With residential training, we could have evening sessions where we reflect on what we've learned during the day and discuss how to apply it. That extra time would make a big difference*," proposed one SISO (Respondent F, Interviewed on 27/03/2024). Another potential advantage of residential training was the opportunity for facilitators to provide more personalized support. *"Facilitators could be available for one-on-one or small group consultations in the evenings, which would help us clarify any doubts or challenges we're facing*," mentioned one participant (Respondent K, Interviewed on 26/03/2024).

However, participants also noted that residential training would require careful planning and adequate resourcing. "*For this to work, the facilities must be comfortable, and the schedule must be well-organized. If done poorly, it could backfire*," cautioned one respondent (Respondent L, Interviewed on 29/03/2024). Residential training was widely seen as a promising approach to enhancing the effectiveness of professional development programs. By creating a focused and collaborative environment, it would allow participants to engage deeply with the content, foster peer learning, and benefit from additional learning opportunities outside of formal sessions. As one respondent succinctly

put it, "*Residential training would not just teach us better; it would help us grow as a team and as professionals.*" (Respondent A, Interviewed on 30/03/2024).

4.4.2 Tailoring Training to SISOs Experience

Another key strategy for improving training programs was the suggestion to tailor content to the varying levels of experience among SISOs. Respondents emphasized that a one-size-fits-all approach often left participants either overwhelmed or underwhelmed, depending on their professional background. "*Some of us have been in this field for over a decade, while others are just starting out. A blanket approach doesn't work for everyone,*" explained one respondent (Respondent E, Interviewed on 24/03/2024). Many felt that differentiated training would make the sessions more impactful by addressing the unique needs of both seasoned and novice SISOs. Experienced participants expressed a desire for advanced, specialized content that would build on their existing knowledge and help them tackle complex challenges in their roles. "*We need training that pushes us to think critically and offers new strategies for managing schools effectively. Basic content doesn't add much value at this stage,*" noted one senior SISO (Respondent H, Interview, 26/03/2024).

On the other hand, newer SISOs expressed a preference for foundational training that would help them build the essential skills needed to succeed in their roles. "*As someone who is still learning the ropes, I need training that focuses on the basics—how to supervise effectively, manage resources, and communicate with school staff,*" said one participant (Respondent L, Interviewed on 27/03/2024). In addition to tailoring content by experience level, respondents suggested that the geographical and cultural contexts of SISOs should also be considered when designing training programs. "*The challenges we face in rural areas are very different from those in urban settings. Training should reflect*

those realities," remarked one SISO from a remote district (Respondent K, Interviewed on 28/03/2024).

The suggestion of differentiated training extended beyond content to include the format and structure of the sessions. For instance, respondents proposed creating breakout groups based on experience levels to facilitate more targeted discussions. "*If we were grouped by experience, the sessions could be more focused, and the discussions would be more relevant to our specific needs*," suggested one participant (Respondent C, Interviewed on 25/03/2024). Another recommendation was the integration of mentorship opportunities into the training programs. "*Pairing experienced SISOs with newer ones could help bridge the gap and create a learning environment where everyone benefits*," mentioned one senior participant (Respondent *G, Interviewed on 29/03/2024).*

Respondents also highlighted the importance of pre-training assessments to identify the specific needs and experience levels of participants. "*If the organizers conducted a survey before the training, they could tailor the program to address what we really need*," remarked one SISO (Respondent F, Interviewed on 30/03/2024). Finally, logistical considerations were flagged as crucial to the success of tailored training. "*It's not just about the content; accessibility matters too. Some SISOs travel long distances to attend these sessions, and that needs to be factored in*," emphasized one participant from a distant district (Respondent M, Interviewed on 31/03/2024).

Tailoring training programs to the diverse experience levels and contextual realities of SISOs was seen as a necessary step toward improving their effectiveness. Differentiated content, mentorship opportunities, and thoughtful logistical planning would ensure that every participant, regardless of their background, could derive meaningful benefits from

the training. As one respondent summarized, "*Customized training would not only make the sessions more relevant but also empower us to perform better in our roles*." (Respondent A, Interviewed on 23/03/2024).

4.4.3 Motivation and Logistical Support

Improved motivation packages and logistical support emerged as critical themes in discussions about enhancing the effectiveness of future training programs. Respondents consistently highlighted the need for tangible incentives to encourage their active participation and commitment. "*We dedicate a lot of time and effort to these training programs, but sometimes it feels like our contributions are overlooked. Providing allowances or even certificates of recognition would show that our efforts are valued*," remarked one SISO (Respondent N, Interviewed on 24/03/2024). Financial incentives, such as travel allowances or stipends, were seen as particularly important for SISOs who often had to travel long distances to attend sessions. "*Some of us have to spend our own money on transport just to get to the training venue. It's discouraging, and a small allowance would make a big difference*," noted another respondent (Respondent C, Interviewed on 25/03/2024).

In addition to financial motivations, respondents underscored the importance of non-monetary recognition to boost morale. "*A simple acknowledgment of our work, like certificates or letters of appreciation, would motivate us to give our best during the training and in our roles*," suggested one participant (Respondent E, Interviewed on 26/03/2024). Beyond motivation, logistical support was seen as a foundational element for the success of training programs. Many SISOs shared experiences of inadequate logistical arrangements that hindered their ability to focus on the sessions. "*We can't be expected to learn effectively when basic needs like transport and materials are not*

provided. These things matter," commented one SISO (Respondent G, Interviewed on 24/03/2024).

Transportation was a particularly pressing issue for participants from remote areas. "*Reaching the training venue is a struggle for those of us in rural districts. Sometimes, we're late or too tired to fully participate because of the travel difficulties*," explained one respondent (Respondent J, Interviewed on 27/03/2024). Providing organized and reliable transport was suggested as a practical solution to this challenge. Access to essential materials was another area of concern. Respondents noted that the lack of printed handouts, digital resources, or even basic stationery often made it difficult to follow the training effectively. "*We need materials that we can refer to after the training. Otherwise, it's hard to retain everything we've learned*," pointed out one SISO (Respondent K, Interviewed on 28/03/2024).

Furthermore, the inadequacy of training venues was mentioned as a recurring issue. "*Some venues are not suitable for learning—poor seating, no projectors, or even limited ventilation. These conditions affect our ability to concentrate*," said one participant (Respondent A, Interviewed on 23/03/2024). Respondents called for well-equipped and comfortable venues that support an engaging learning environment. Many also suggested combining logistical support with pre-training assessments to ensure that all participants' needs are met. *"Before the training, organizers should check what we need—transport, materials, or even meals. Addressing these things upfront would make the sessions much more productive,"* recommended one SISO (Respondent F, Interviewed on 29/03/2024).

Improving motivation packages and addressing logistical challenges are vital steps toward enhancing the effectiveness of training programs for SISOs. Adequate incentives,

reliable transport, and access to materials would not only boost participation but also ensure that participants are fully engaged and equipped to apply the knowledge gained. As one respondent aptly summarized, *"When our needs are taken care of, we can focus entirely on the training and make the most of the opportunity."* (Respondent L, Interviewed on 30/03/2024).

4.4.4 Key Themes Identified

Four key themes emerged from the strategies for improvement suggested by the respondents. First, extending the training duration was seen as essential for achieving better outcomes, as it would allow for more thorough coverage of content and greater opportunities for reflection and practical application. Second, shifting to residential training formats was recommended to foster full engagement and reduce distractions, creating a focused learning environment. Third, customizing the training content based on the experience and logistical needs of SISOs would ensure that participants with varying levels of expertise could benefit from the program. Lastly, providing adequate motivation and logistical support was highlighted as crucial for improving the effectiveness of future training programs. These strategies reflect a comprehensive approach to addressing the challenges faced in current training models and represent a pathway toward more impactful and sustainable professional development for SISOs.

The findings indicate a clear desire among SISOs for more effective training models that cater to their professional needs and logistical realities. Extending the training periods, implementing residential formats, tailoring content to participants' experience, and providing better motivation and logistical support are all seen as crucial steps toward improving the design and delivery of training programs. By addressing these issues, future training initiatives can better equip SISOs to perform their roles effectively,

ultimately leading to enhanced supervision and improved educational outcomes in schools.

4.4.5 Additional Results from a Focus Group Discussion

A focus group discussion conducted with a group of School Improvement Support Officers (SISOs) provided further insights into the effectiveness and challenges of the training programs. The participants echoed many of the sentiments expressed in individual interviews but provided more nuanced perspectives on the impact of these programs on their supervisory roles. The group discussion revealed a consensus on the need for improvements in various aspects of training design, as well as strategies to ensure better outcomes for SISOs in their day-to-day responsibilities.

4.4.6 Training Program Effectiveness

The participants unanimously agreed that the training programs had been effective in equipping them with the skills and tools necessary to support both teachers and head teachers. One participant remarked, "*The training has really positioned us to offer the coaching and mentoring that teacher's need.*" (Participant 1, 26/03/2024) This statement reflects a shared belief that the training enables SISOs to deliver more focused and impactful guidance, particularly in areas such as lesson observation and mentoring. Through these activities, SISOs are not only able to identify the strengths and weaknesses of teachers but also tailor specific training programs to address areas that need improvement.

Furthermore, the discussion highlighted that the training programs provide the essential skills required to enhance the quality of education in schools. As one participant put it, "*We now have the requisite tools to help teachers develop professionally.*" (Participant 3,

FGD,26/03/2024) The tools mentioned include techniques for lesson observation, play-based teaching methods, and strategies for school-based management, all of which are crucial in promoting effective teaching practices. These tools were seen as invaluable in enabling SISOs to guide teachers toward improving their classroom instruction and overall educational delivery.

4.4.7 Training Frequency and Supervision

A key point raised during the discussion was the issue of training frequency. While the quality of the training sessions was generally perceived as satisfactory, participants expressed concern over the infrequency of these sessions. One SISO noted, "*We have the training every two months, which helps, but it's not frequent enough to keep up with all the supervision work we need to do*." (Participant 2, FGD, 26/03/2024) The group felt that the current schedule of bi-monthly training sessions was insufficient, slowing down their progress in supervising teachers effectively. The participants agreed that more frequent training sessions would allow them to stay updated with curriculum changes and better support the teachers under their supervision.

Despite this, the quality of the training itself was largely praised. The focus group participants appreciated the use of the lesson observation tool, which was described as an effective means of identifying the challenges faced by teachers. One SISO explained, "*The lesson observation tool helps us detect where teachers are struggling, so we can plan training models that address those specific areas*." (participant 5, FGD,26/03/2024) This targeted approach, facilitated by the lesson observation tool, was seen as a key factor in improving the overall supervisory process, as it allowed SISOs to deliver more personalized and relevant support to teachers.

4.4.8 Strategies for Improvement

The focus group also provided several practical suggestions for improving the training programs. A widely shared recommendation was the extension of training periods to allow for more in-depth exploration of topics. One participant suggested, "*We need longer training sessions so that we can cover more ground and really understand the material*."(Participant 4, FGD,26/03/2024). The group felt that the current training duration was often too short, limiting their ability to fully engage with the content and apply it effectively in their supervisory roles.

Another recommendation that emerged from the discussion was the call for residential training sessions. Participants argued that residential training would ensure full engagement, as it would remove distractions and allow SISOs to focus entirely on the training content. One SISO stated, " Participant 5, FGD, 26/03/2024) This sentiment was echoed by several participants who felt that residential programs would enhance the learning experience and foster better interaction among trainees.

The focus group also emphasized the need for training content to be tailored to the varying levels of experience among SISOs. One participant pointed out, "*The training should take into account our different experience levels. Some of us have been doing this for years, while others are relatively new, and our training should reflect that*." (Participant 3, FGD, 26/03/2024) the group agreed that more personalized training would ensure that all SISOs, regardless of their experience, receive the support they need to perform their roles effectively.

Logistical support was another key theme in the discussion. Participants highlighted the importance of addressing their logistical needs, such as providing adequate materials and

transportation. One SISO remarked, "*It's hard to make the most of the training when we don't have the necessary materials or when getting to the venue is a challenge.*" (Participant 1, FGD, 26/03/2024) The group felt that better logistical arrangements would enhance the overall training experience and enable them to apply the knowledge gained in their schools.

In addition, the participants called for an improved motivation package to acknowledge the hard work of SISOs. As one participant noted, "*We need better motivation packages to keep us going. Our work is demanding, and recognition would go a long way.*" (Participant 3, FGD,26/03/2024). The group felt that offering better incentives, whether in the form of financial rewards or professional development opportunities, would not only improve morale but also encourage greater commitment to their supervisory roles.

The focus group discussion provided valuable insights into both the strengths and limitations of the current training programs for SISOs. While the training was largely seen as effective in enhancing supervisory skills, the participants identified several areas for improvement, including the need for more frequent sessions, extended training periods, residential formats, and better logistical support. Tailoring the training content to the experience levels of SISOs and providing enhanced motivation packages were also key suggestions that emerged from the discussion. These strategies, if implemented, would likely lead to more effective training programs and, ultimately, better educational outcomes in the schools supervised by SISOs.

4.5 Discussion of findings

4.5.1 The effectiveness of the training programs designed for SISOs

The findings on the effectiveness of the training programs designed for School Improvement Support Officers (SISOs) are largely consistent with existing literature on staff training programs, particularly in the education sector. Research by Tailor (2022) and Elias et al. (2019) highlights the importance of tailored, needs-based training programs that have the potential to significantly improve the quality of educational services. In the current study, SISOs consistently emphasized that the training improved their professional abilities, especially in areas like lesson observation, mentoring, and coaching, aligning with Blume and Seashore Louis's (2018) argument that well-designed training is essential for addressing educators' specific needs. This agreement strengthens the position that relevant, context-specific training programs are crucial in fostering professional growth and effectiveness.

The SISOs' focus on coaching and mentoring as critical outcomes of the training programs finds support in the work of Guskey (2002), who highlights the importance of professional development programs that engage educators in active learning. The respondents in this study praised the personalized coaching they could now offer to headteachers and teachers, a theme that echoes the broader literature on the value of hands-on, practical training methods. One SISO commented, "*Before the training, I struggled to provide meaningful coaching to headteachers. Now, I have a clearer sense of how to guide them*," (Participant 3, FGD, 26/03/2024) which directly aligns with the view that practical application, as stressed by Guskey, enhances the sustainability of training programs.

A key area of consistency between the findings and existing literature lies in the relevance and practical application of training content. Respondents appreciated the focus on activity-based learning, which they could immediately implement in classrooms, much like the benefits highlighted by Mishra and Koehler (2006) regarding technology integration in teacher development. The training content's direct applicability to real-world educational challenges, such as engaging students through interactive methods, mirrors the findings of Guskey (2002), who asserts that adult learners—such as educators—thrive when the learning process is linked to their daily professional responsibilities. As one SISO noted, "*The training on activity-based learning has been transformative*," (Participant 4, FGD, 26/03/2024)   underscoring the effectiveness of training that is closely aligned with practical educational needs.

However, a point of divergence from some of the literature is the frequency of training. While the literature, particularly by Desimone et al. (2011), emphasizes the need for ongoing, sustained professional development with frequent opportunities for reflection and collaboration, some respondents in this study felt that training sessions, while regular, could be more frequent. The SISOs expressed a need for more frequent training to keep up with curriculum changes, as one respondent remarked, "*We need to stay ahead to provide the best support for teachers*." (Participant 1, FGD,26/03/2024). This suggests a gap between the current training schedules and the ideal frequency needed to maintain effective supervision, highlighting a potential area for improvement.

Similarly, the literature on professional development systems, such as Guskey (2002) and Kennedy (2008), emphasizes the importance of continuous support, coaching, and feedback. The SISOs in this study echoed this sentiment by highlighting the detrimental impact of irregular training on their ability to supervise teachers effectively. This finding

supports the literature but also suggests that the current GES training programs may need to be restructured to offer more continuous and long-term engagement, as some respondents reported that irregular training sessions hindered their effectiveness.

While the quality of training content and methods received positive feedback in both this study and in the literature, the focus group discussions identified some logistical issues, including the need for more frequent and in-depth training sessions. This sentiment echoes Guskey's (2002) assertion that while short-term training programs can yield positive results, their long-term sustainability remains an issue. One respondent emphasized, "*The training gave me useful tools, like lesson observation forms and techniques for content delivery*," (Participant 2, FGD, 26/03/2024)   which aligns with existing literature but also points to the need for longer-term strategies to ensure that the benefits of training persist over time.

The findings from the study are largely consistent with the literature, particularly regarding the relevance, practical application, and impact of training programs on professional development. However, areas such as training frequency and long-term sustainability are where the findings diverge slightly, indicating a need for more continuous support and engagement. These inconsistencies suggest that while the GES training programs are effective, there are opportunities for enhancement, particularly in the areas of sustained training frequency and ongoing professional development.

4.5.2 The role of staff training programs in enhancing professional performance

The findings consistently highlight the critical role of staff training programs in enhancing professional performance. However, they also reveal several challenges associated with designing and delivering these programs effectively. One major point of

agreement is the importance of conducting needs assessments to ensure that training content is relevant and tailored to the specific challenges faced by staff. Both Garavan et al. (2020) and Blume and Seashore Louis (2018) stress that training should address identified skill gaps to be impactful. This was echoed by the SISOs in the qualitative study, who emphasized the practical relevance of their training in supporting their work with teachers. Therefore, understanding and addressing specific staff needs is a cornerstone for designing successful training programs across various educational contexts.

Additionally, the literature underscores the necessity of ensuring that training is applicable to real-world tasks. Baldwin and Ford's (1988) research on the alignment of training with work processes complements the findings from the SISO study, where respondents found that activity-based learning and hands-on approaches were instrumental in improving their supervisory and coaching skills. This suggests that for training to have a lasting impact, it must not only be relevant but also designed to be immediately implementable in participants' daily roles.

Despite these areas of agreement, there are notable differences in the perceived frequency of training sessions. While the literature suggests that well-designed, frequent training sessions can enhance learning retention and skill development, the qualitative study on SISOs highlighted a desire for more frequent training to stay up to date with curriculum changes. Conversely, the challenges outlined point to logistical constraints such as cost, time, and scheduling, which may hinder the ability to offer frequent training. This reflects the tension between the ideal frequency of training for knowledge retention and practical limitations faced by organizations.

Another critical challenge highlighted in the literature is the difficulty in measuring the long-term impact of training programs. While Guskey (2002) and Kennedy (2008) point out the complexities of using self-reported data and other indirect measures, Gery (2015) notes that selecting appropriate evaluation methods remains a major hurdle. The lack of robust, long-term evaluation mechanisms is a persistent issue across different training contexts. The SISO study focused on the immediate benefits of training on professional supervision, but like the broader literature, it did not address long-term impact comprehensively.

While there is broad agreement on the benefits of staff training programs, particularly when tailored to the specific needs of staff and integrated with real-world tasks, significant challenges remain in determining the optimal frequency, ensuring content remains up to date, and measuring long-term effectiveness. Future research and practice in this area must focus on balancing these considerations to develop sustainable, impactful training programs.

4.5.3 Proposed strategies by respondents

The strategies proposed by respondents in the qualitative findings align with several themes found in the literature on improving training programs for School Improvement Support Officers (SISOs). This discussion compares these qualitative findings with existing literature, highlighting areas of agreement, disagreement, and notable gaps.

Respondents in the study stressed the need for extended training periods, arguing that current sessions were too short to engage with complex topics comprehensively. One participant noted, "*The sessions feel rushed, and we don't get the chance to ask questions or apply what we've learned*,"(Participant 4, FGD, 26/03/2024) highlighting the desire

for more opportunities for reflection and practical application. This call for extended training periods aligns with findings by Agyemang & Adu-Gyemfi (2021) and Mupinga et al. (2019), who emphasized that training programs must allow sufficient time for participants to internalize content and apply it in their supervisory roles. The literature supports the notion that more time leads to better outcomes, as it allows for deeper learning and thorough understanding. Thus, both the study findings and existing literature agree that longer training periods are necessary for meaningful engagement and more effective knowledge transfer.

However, the study findings focus more on practical application and reflection time, whereas the literature places slightly more emphasis on how extended training fosters the development of critical thinking skills. Mupinga et al. (2019) argue that the use of interactive methods like simulations and role-playing is key to deeper learning. This indicates that, while both sources agree on the need for extended training, the literature advocates for more interactive content to complement the additional time.

Respondents strongly advocated for residential training formats to enhance focus and engagement, with one participant explaining, "*Residential training would keep everyone focused without interruptions from work or home*."(Participant 2, FGD,26/03/2024) The idea of residential training aligns with the literature's call for more immersive learning environments. Agyemang and Adu-Gyemfi (2021) and Muwanguzi (2016) both highlight the importance of creating a learning-focused atmosphere where distractions are minimized, fostering better retention of knowledge and collaboration among participants. The consensus in both the study and the literature underscores the benefit of residential training in providing an uninterrupted environment that supports in-depth learning and engagement.

However, while the qualitative findings emphasize the practical benefits of reduced distractions, the literature delves deeper into how residential training can foster peer collaboration. Adu-Gyemfi and Agyemang (2021) highlight that extended time in a shared learning environment promotes the exchange of ideas and peer learning, which can have a long-term positive effect on practice. This is not explicitly mentioned by the respondents, indicating a slight gap between practice-focused suggestions and the broader conceptual benefits outlined in the literature.

A strong recommendation from respondents was to tailor training content based on the experience levels of SISOs, addressing the varied needs of both new and veteran officers. As one respondent remarked, "*Some of us have been in the field for years, while others are newer to the role.*" (Participant 1,FGD, 26/03/2024)   This suggestion for differentiated training mirrors the argument by Agyemang and Adu-Gyemfi (2021) and Mupinga et al. (2019), who stress that training should be context-specific and aligned with the unique challenges faced by SISOs in different settings. The literature emphasizes that generic programs may fail to address specific needs, particularly in rural or low-resource schools. Therefore, both the study and literature strongly agree that training programs must consider the professional background and context of participants to maximize their impact.

Where the literature provides a more detailed explanation of the need for context-specific training, particularly in challenging environments such as rural schools (Muwanguzi, 2016), the respondents focused more on professional experience levels rather than the broader context. This indicates that while both perspectives advocate for tailored training, the literature calls for additional contextual considerations beyond experience level, such as school settings and resource availability.

The need for improved motivation packages and logistical support was a recurring theme in the study findings. Respondents called for better incentives and logistical arrangements to ensure they could fully participate in training. One participant stated, "*Better motivation, like allowances or recognition, would go a long way.*" (Participant 3,FGD, 26/03/2024)   This concern for logistical support aligns with the literature, which acknowledges the importance of providing ongoing professional development opportunities and support (Adu-Gyamfi & Agyemang, 2021; Muwanguzi, 2016). The literature emphasizes that continuous mentoring and coaching are essential for sustaining the impact of training, which can be seen as a form of ongoing logistical and motivational support.

However, the respondents' emphasis on logistical challenges such as transportation and materials is not as prominent in the literature. The literature focuses more on the need for sustained professional development through coaching and mentoring rather than addressing basic logistical barriers like transport. This highlights a potential gap in the literature where more practical, on-the-ground challenges faced by SISOs in attending training are underexplored. Both the study and the existing literature converge on four crucial themes for enhancing School Improvement Support Officer (SISO) training programs: extended training periods, residential formats, tailored content, and improved motivation and logistical support. Both sources underscore the necessity for comprehensive and context-specific training programs that cater to the diverse needs of SISOs.

Firstly, the need for extended training periods is a prominent theme shared by both the study and the literature. Both sources advocate for allocating more time for training sessions to facilitate deeper engagement with the content and its practical application. As

highlighted by Agyemang and Adu-Gyemfi (2021) and Mupinga et al. (2019), extending the duration of training enables participants to better understand complex topics and apply their learning more effectively in their professional roles.

Secondly, the shift to residential training formats is another area of agreement. Both the study and the literature emphasize the importance of creating distraction-free learning environments. Adu-Gyemfi and Agyemang (2021) support this view by highlighting that residential training helps participants focus exclusively on the training content without the interruptions of daily responsibilities. This approach is seen as essential for fostering a more immersive and engaging learning experience.

Thirdly, both sources agree on the need to tailor training programs to the varying levels of experience among SISOs. The study and literature both reject a one-size-fits-all approach, advocating instead for training that is adapted to the participants' professional backgrounds and contexts. Agyemang and Adu-Gyemfi (2021) emphasize that differentiated training ensures that all participants, regardless of their experience level, receive relevant and effective support, thus enhancing the overall impact of the training.

Finally, the issue of motivational and logistical support is highlighted in both the study and the literature, albeit with some differences in focus. The literature emphasizes the importance of ongoing professional development and support (Muwanguzi, 2016), while the study provides a more practical perspective by addressing specific logistical challenges such as transportation and allowances. This highlights a gap in the literature, which often overlooks these practical barriers that can significantly affect training participation and effectiveness.

Despite the overall agreement, there are notable differences between the findings and the literature. One key area of divergence is the emphasis on interactivity in training methods. The literature, including the work of Adu-Gyamfi and Agyemang (2021), stresses the importance of interactive training techniques such as case studies and role-playing to enhance learning. In contrast, the study findings focus more on logistical concerns and the need for additional time for reflection, rather than interactive methods.

Another point of divergence is contextual specificity. The literature places significant emphasis on the unique needs of SISOs working in specific contexts, such as rural or low-resource settings. This is in contrast to the study's focus on professional experience levels. While the literature advocates for adapting training to specific contextual challenges, the study's findings are more centered on addressing the diverse experience levels of SISOs.

The findings of the study align closely with the existing literature regarding strategies for improving SISO training programs. Both sources underscore the importance of extending training periods, adopting residential formats, tailoring content to participants' needs, and enhancing motivation and logistical support. However, the study provides additional insights into practical barriers and participant needs, while the literature emphasizes broader concepts such as interactivity and contextual specificity. These combined insights offer a comprehensive framework for designing more effective SISO training programs, addressing both theoretical and practical considerations to better support SISOs in their roles.

4.7 Chapter' conclusion

Findings from the 15 respondents highlight that while current training programs for School Improvement Support Officers (SISOs) are valuable, they face significant challenges that limit their effectiveness. The programs are praised for their relevance in addressing practical supervisory tasks such as lesson observation, mentoring, and professional development. However, inadequate frequency of training sessions, limited content depth, and logistical shortcomings significantly impede their impact. Respondents noted that the infrequent training schedule made it difficult to stay updated on new developments like curriculum changes, reducing their ability to provide timely and informed support to teachers and schools. Additionally, insufficient time during sessions often left participants unable to fully explore complex topics further restricting their ability to implement the training effectively in their roles.

Logistical constraints and resource limitations, such as poorly equipped venues and inadequate materials, emerged as key barriers to effective training. These challenges disrupted the learning process and made it difficult for SISOs to apply the knowledge gained in their work. Respondents consistently emphasized the need for more frequent and longer training sessions, deeper and more tailored content, and improved logistical support. Addressing these issues would enhance the training's impact, equipping SISOs with the knowledge and tools necessary to provide better support for teachers and schools. Ultimately, overcoming these barriers would lead to a more effective and sustainable model of professional development, ensuring that SISOs are well-prepared to meet the evolving demands of their roles.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter serves as a comprehensive conclusion to the study on School Improvement Support Officer (SISO) training programs. It is structured to provide a clear overview of the research conducted, encapsulate the main findings, and offer actionable insights based on these findings. The chapter is divided into four key sections: a summary of the study, conclusions drawn from the research, recommendations for enhancing SISO training programs, and suggestions for future research.

5.1 Summary of the findings

The primary aim of this study was to evaluate the effectiveness of current training programs for School Improvement Support Officers (SISOs) and to identify strategies for enhancing these programs. The research employed qualitative methods, including interviews and focus group discussions with SISOs, to gather in-depth information

5.2 Key Findings

The research employed qualitative methods, including interviews and focus group discussions with SISOs, to gather in-depth insights into their experiences and perceptions of the training they have received.

Data collected through these qualitative methods revealed several critical areas where existing SISOs training programs fall short. Participants consistently highlighted the need for longer training periods to allow for deeper engagement with the material and more comprehensive application of learned concepts. Respondents noted that the current duration of training sessions often feels rushed, leaving little time for practical application

and reflection. This aligns with the broader need for extended training periods found in the literature, which suggests that more time is necessary to fully explore complex topics and facilitate meaningful learning experiences (Agyemang & Adu-Gyemfi, 2021; Mupinga et al., 2019).

The study also identified a strong preference for residential training formats. Many SISOs expressed that staying on-site for the duration of the training would eliminate the distractions of daily responsibilities and enhance their focus and engagement. This finding is consistent with the literature, which underscores the benefits of immersive learning environments in promoting deeper learning and collaboration (Adu-Gyemfi & Agyemang, 2021). Residential formats are seen as a way to create a concentrated learning experience, where participants can fully dedicate their time and energy to the training.

Tailoring training content to the varying levels of experience among SISOs was another significant theme. Respondents highlighted that a one-size-fits-all approach is insufficient and that training should be customized to address the diverse professional backgrounds and needs of participants. This need for differentiated training is supported by existing research, which emphasizes the importance of context-specific training that aligns with the experience and challenges faced by SISOs (Agyemang & Adu-Gyemfi, 2021).

Practical issues related to motivation and logistical support were also prominently discussed. Respondents stressed the need for better motivation packages, such as financial incentives or recognition, and improved logistical support, including transportation and access to materials. These practical considerations, while less emphasized in the literature, emerged as crucial factors for enhancing the overall effectiveness of training programs. Ensuring that SISOs have the necessary resources and

support can significantly impact their ability to engage with and benefit from the training (Muwanguzi, 2016).

The study highlights the need for comprehensive, context-specific, and adaptable training programs for SISOs. The key themes identified—extended training periods, residential formats, tailored content, and improved motivation and logistical support—provide a foundation for developing more effective training interventions that better meet the needs of SISOs and support their role in improving school outcomes.

The findings reflect the specific objectives of the study:

5.2.1 Effectiveness of current training programmes

The study found that existing training programs often fall short in equipping SISOs with the necessary knowledge and skills for their roles. Participants consistently emphasized the need for extended training periods to allow for deeper engagement with the content and practical application of learned concepts. The rushed nature of current training sessions limits their overall effectiveness, reinforcing the necessity for a longer and more structured training format.

5.2.2 The frequency of training

Respondents highlighted that while training sessions are conducted, the frequency and depth of these sessions are insufficient to meet the demands of their supervisory roles. Many SISOs expressed a preference for residential training formats, which allow for immersive and uninterrupted learning experiences. Residential formats were seen as a way to enhance focus, promote collaboration, and ensure better quality in the delivery of training.

5.2.3 Challenges in the design of training programmes

The study revealed significant challenges in the design and delivery of training programs. These included a lack of differentiation in training content to address the diverse professional backgrounds and needs of SISOs. A one-size-fits-all approach was deemed ineffective, with participants calling for customized training that aligns with their varying levels of experience and the specific challenges they face in their circuits.

5.2.4 Proposed Strategies for Improvement

Practical issues such as motivation and logistical support emerged as key areas requiring attention. Respondents stressed the importance of motivation packages, including financial incentives and recognition, as well as improved logistical support such as transportation and access to materials. These factors were identified as critical to enhancing participation and engagement in training programs.

5.3 Conclusions

The study concludes that the current SISOs training programs are not entirely ineffective however, training programmes for SISOs need improvements to better address the diverse needs and challenges faced by SISOs. These elements are crucial for creating effective training programs that can enhance the skills and capabilities of SISOs. In addition, the frequency of training programmes for SISOs was episodically conducted.

However, the study also brings to light additional practical considerations that are less emphasized in the literature but are essential for the successful implementation of training programs. Specifically, the importance of logistical support and motivation was identified as a critical factor in ensuring the effectiveness of training. While the literature acknowledges the need for ongoing support and professional development, it does not

always address the practical barriers such as transportation and allowances, which were highlighted by respondents as significant impediments to fully engaging with the training.

Overall, the study concludes that effective SISOs training programs should be designed to be comprehensive, context-specific, and adaptable to the professional experience levels of participants. Addressing these factors will not only enhance the training experience for SISOs but also improve their ability to support school improvement efforts. By incorporating extended training periods, adopting residential training formats, tailoring content to individual needs, and providing adequate motivation and logistical support, training programs can be more effectively aligned with the demands of the role and contribute to better educational outcomes in schools.

5.4 Recommendations

Based on the study's findings, several key recommendations have been proposed to enhance the effectiveness of School Improvement Support Officer (SISO) training programs.

5.4.1 Extend Training Periods to Make Training Programmes Effective

It is recommended that the duration of training sessions organised by the GES be extended to allow for deeper engagement with the content in order to make the programme effective. The study found that current training periods are often too brief to cover complex topics comprehensively and provide sufficient time for practical application. By increasing the duration of training sessions, SISOs will have more opportunities to delve into the material, engage in reflective practice, and participate in meaningful discussions. Extended training periods will facilitate a more thorough

understanding of the content, allowing SISOs to apply their learning more effectively in their supervisory roles. This approach aligns with the literature that emphasizes the importance of extended training for achieving better learning outcomes.

5.4.2 Adopt Residential Training Formats

The implementation of residential training programs is strongly recommended to create a focused and immersive learning environment. Residential formats would allow SISOs to stay on-site for the duration of the training, free from the distractions of daily responsibilities and work-related interruptions. This dedicated environment will enable SISOs to fully immerse themselves in the training content and foster better interaction and collaboration among participants. The study highlights that residential training can enhance engagement and facilitate peer learning, which is crucial for effective professional development. This recommendation is supported by literature that underscores the benefits of immersive learning environments in promoting deeper learning and collaboration.

5.4.3 Tailor Training Content

Customizing training programs to address the varying levels of experience among SISOs is essential. The study revealed that a one-size-fits-all approach is inadequate, as it fails to account for the diverse professional backgrounds and needs of participants. Tailoring training content will ensure that all SISOs, regardless of their experience level, receive relevant and effective support. More experienced SISOs can engage with advanced topics, while newer participants can focus on foundational skills. This differentiated approach will enhance the overall impact of the training by making it more relevant and applicable to each participant's needs. This recommendation aligns with existing research that advocates for context-specific training to address the unique needs of participants.

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5.4.4 Increase Frequency of Training by GES

In view of the findings that frequency of training programmes are not frequency, the study suggests that GES should increase the rate at which training programmes for SISO are organized. SISO are significant stakeholders in the educational arena as they are to ensure improvement in school and learning outcomes. As such offering training to the frequently would go along to ensure rapid achievement in learning outcomes.

5.4.5 Enhance Motivation and Logistical Support

Improving motivational packages and logistical support is crucial for boosting participant commitment and engagement. The study highlights the need for better incentives, such as financial rewards or recognition, as well as reliable logistical support, including transportation and access to training materials. Addressing these practical barriers will facilitate full participation in training sessions and enhance the overall training experience. By providing adequate resources and support, SISOs will be better positioned to engage with the training content and apply their learning effectively. This recommendation is based on the study's findings and supports the literature that emphasizes the importance of ongoing support and practical resources in professional development.

These recommendations—extending training periods, adopting residential formats, tailoring content, and enhancing motivation and logistical support—aim to address the key challenges identified in the study and improve the overall effectiveness of SISO training programs. Implementing these recommendations will ensure that training programs are more aligned with the needs of SISOs, leading to better outcomes in their roles and ultimately supporting more effective school improvement efforts.

5.5 Suggestions for Future Research

Future research on School Improvement Support Officer (SISO) training programs should focus on several key areas to build upon the findings of this study and further enhance the effectiveness of training interventions. The following suggestions outline important avenues for exploration:

5.5.1 Impact of Interactive Training Methods

Future studies should investigate the effectiveness of interactive training methods, such as case studies, role-playing, and simulations, in improving SISO training outcomes. While this study focused on the need for extended training periods and residential formats, interactive methods have been shown to enhance engagement and practical application of learning in other contexts. Research could examine how these methods contribute to deeper understanding and retention of training content, and how they affect participants' ability to apply their learning in real-world scenarios. Understanding the impact of interactive training methods could lead to the development of more engaging and effective training programs that foster better learning and application.

5.5.2 Context-Specific Training Needs

Further research should explore the unique training needs of SISOs working in diverse contexts, such as rural or low-resource schools. This study primarily addressed general challenges faced by SISOs but did not delve deeply into context-specific issues. Investigating how training needs vary based on the specific context in which SISOs operate can provide valuable insights into tailoring interventions to better meet these needs. For instance, rural areas might face different challenges related to infrastructure and resources compared to urban or well-resourced settings. Research in this area can

help design training programs that are more relevant and effective for SISOs in varied environments, addressing the specific challenges they encounter.

5.5.3 Long-Term Impact of Training Programs

Examining the long-term effects of SISO training programs on performance, career satisfaction, and school improvement outcomes is crucial. While this study focused on immediate improvements and suggestions for enhancement, longitudinal studies could provide a deeper understanding of how training programs influence SISOs over time. Research could track the long-term impact of training on SISOs' professional growth, their job satisfaction, and the effectiveness of their support in improving school performance. Insights from such studies can inform the development of training programs that not only address immediate needs but also contribute to sustained professional development and long-term success.

5.5.4 Effectiveness of Motivational and Logistical Support

Assessing the effectiveness of various motivational and logistical support measures in enhancing training participation and outcomes is another important area for future research. While this study highlighted the need for better motivation and logistical support, further research could explore how different types of incentives and support mechanisms impact engagement and application of training content. Studies could investigate which specific motivational strategies (e.g., financial incentives, recognition, career advancement opportunities) and logistical supports (e.g., transportation, materials) are most effective in encouraging participation and improving training outcomes. Understanding these dynamics can help in designing training programs that maximize engagement and effectiveness through targeted support measures.

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Appendix

Interview Guide

Thank you for agreeing to participate in this interview.

Briefly explain the purpose of the research and how the data will be used.

Obtain informed consent.

Objective 1: Training Program Effectiveness:

1. Can you describe your experience with staff training programs offered to SISOs in the Tamale Metropolis?
2. How well do you feel these programs have equipped you with the knowledge and skills needed to perform your duties effectively? (Probe: Can you give specific examples?)
3. What are some aspects of the current training programs that you find particularly helpful?
4. What areas do you feel the current training programs lack in terms of effectively enhancing SISO knowledge and skills?

Objective 2: Training Frequency and Supervision:

1. How often, on average, do you participate in SISO-specific staff training programs?
2. In your opinion, how does the frequency of SISO training impact your ability to supervise teaching and learning in your circuits? (Probe: Can you elaborate on the positive or negative effects?)
3. Beyond frequency, how would you rate the overall quality of the training programs you have participated in? (e.g., relevance of content, delivery methods, etc.)
4. How does the quality of training programs influence your ability to effectively supervise teaching and learning? (Probe: Can you give specific examples?)

Objective 3: Challenges in Training Design and Delivery:

1. In your experience, what are some of the biggest challenges associated with designing and delivering staff training programs for SISOs? (Probe: Consider content, format, timing, resources, etc.)
2. How well do you feel the current training programs address the specific needs and challenges faced by SISOs working in the Tamale Metropolis context?
3. Have you ever felt that aspects of the training programs were not relevant to your specific needs or the needs of your circuit? If so, can you elaborate?

Objective 4: Strategies for Improvement:

1. If you could propose changes or improvements to the staff training programs for SISOs, what would they be?
2. Are there specific training methods or delivery formats that you believe would be more effective in enhancing SISO knowledge and skills?
3. What are some ways to ensure that future training programs better address the needs and challenges faced by SISOs in the Tamale Metropolis?

Closing:

Thank you for your contribution.

Offer to answer any questions they may have about the research.

II. FOCUS GROUP DISCUSSION GUIDE:

Introduction & Icebreaker:

Thank everyone for participating in the focus group discussion.

Briefly explain the purpose of the research and how the data will be used.

Go around the circle and have each participant introduce themselves and share their experience as a SISO.

Objective 1: Training Program Effectiveness:

1. Let's start by discussing your experience with staff training programs offered to SISOs in the Tamale Metropolis. What are your overall impressions? (Encourage open discussion and share experiences)

2. In your opinion, how effectively do these programs help SISOs develop the knowledge and skills needed for successful supervision of teaching and learning?

3. Can you share examples of specific training topics or approaches that you found particularly useful or lacking in the current programs?

Objective 2: Training Frequency and Supervision:

1. How often do you typically participate in SISO-specific staff training programs? How would you describe the impact of this frequency on your ability to supervise schools effectively? (Encourage group discussion and explore both positive and negative aspects)

2. Beyond the frequency, how would you rate the overall quality of the training programs in terms of enhancing your capacity for supervision? (Discuss specific aspects like content relevance, delivery methods, etc.)

3. Can you think of any instances where the quality of training directly impacted your ability to supervise a school or address specific challenges within your circuit? (Use examples to illustrate the connection)

Objective 3: Challenges in Training Design and Delivery:

1. From your perspective, what are some of the main challenges faced when designing and delivering staff training programs for SISOs? (Encourage brainstorming and discussion on content, format, resource limitations, etc.)

2. How well do you feel the current training programs cater to the specific needs and challenges faced by SISOs working in the Tamale Metropolis context?

3. Have you ever felt that aspects of the training programs were not relevant to your specific work or the realities of your circuit? (Use examples to illustrate the issue)

Objective 4: Strategies for Improvement:

1. If you could suggest ways to improve staff training programs for SISOs, what would they be? (Encourage brainstorming and discussion on various aspects)

2. Are there specific training methods or delivery formats that you believe would be more effective in enhancing SISO knowledge and skills? (Explore options like workshops, online modules, peer learning, etc.)

3. How can we ensure that future training programs are better tailored to address the specific needs and challenges faced by SISOs working in the Tamale Metropolis? (Discuss strategies for needs assessment, collaboration with trainers, etc.)

Closing:

Thank the participants for their time and valuable insights.

Briefly summarize the key points discussed during the focus group.

Offer to answer any questions they may have about the research.

Additional Notes:

Remember to be a facilitator during the focus group discussion, guiding the conversation but allowing for open discussion and exchange of ideas among participants.

Use probing questions to encourage participants to elaborate on their experiences and perspectives.

Maintain a neutral and respectful tone throughout the data collection process.

By using both individual interviews and focus group discussions, this research can gather a comprehensive understanding of SISO experiences with staff training programs. The interview allows for in-depth exploration of individual perspectives, while the focus group fosters a collaborative environment where participants can share ideas and build upon each other's experiences. This combination of data collection methods strengthens the research design and allows for triangulation of findings to answer the research questions effectively.