

Training and Professional Development Practices for Employees in the Ghana Education Service

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Abstract: *This study sought to investigate the training and professional development practices for the employees in the Ghana Education Service. The study focused on identifying the training and development needs of employees of the selected schools, ascertaining the training and development policy in operation of the selected schools, ascertaining the type of training employees undergo and finally, examining the effects of training and development on employees performance. This study employed both quantitative and qualitative approaches. The target population for this study included the teaching and non-teaching staff in the selected schools. Employees were chosen through simple random sampling whereby 318 employees were selected to participate in the study. Questionnaire and interview guide were used to collect primary data from employees of the service. The study revealed that identifying the training needs from the employees' perspective, the organization can measure the performances of individual employees. The Ghana Education Service employs pre-service training as a means of training employees. Pre-service training is a process through which individuals are made ready to enter a certain kind of professional job such as colleges of education. Distance learning run by the public and private tertiary universities, sandwich education programmes and study leave with or without pay are utilised by employees to enhance their performance. The study recommends institution of more tailor made professional development programmes by GES for its employees to enhance their performance.*

Keywords: Professional development, training, human resource, Distance Learning, private tertiary universities

1. Introduction

Human resource development is a key to the success of any organization as the smooth and efficient running of any institution depends on how well employees are equipped with relevant skills to perform their tasks. A teacher, just like any other employee, is from time to time developed through in-service training programme. With emerging trends in education in Ghana where the quality of teachers has become increasingly important to the extent of parents rejecting some calibre of teachers, the teacher has to keep abreast of the changes in teaching methodologies and curriculum and hence the, importance of in-service training for teachers.

In-service training allows employees to develop and enhance their skills. Survival of organisations, world over, requires that they create new knowledge and undergo continuous innovation in order to adapt to a rapidly changing technology and global competitiveness (Horwitz, 1999). Achieving organizational goals depends on the ability of the employees to perform their duties and adapt to changing environment. Abtahi (2009) affirms that improving education and human resources make employees more prepared and better equipped to do their specific tasks and take their newer and higher responsibilities in the organizations.

The quality of teaching staff and the subject of teacher education have been at the centre of education reforms in Ghana for a long time. Fafunwa (1974) drew attention to the dependence of higher education on the foundations laid by primary and secondary education emphasizing the need for a

well-qualified teaching staff as the vital step for training skilled manpower. At its core is the improvement in the performance of individuals participating in training and development activities. Learning is achieved through training and development therefore means to be translated as organizational resource by which the people acquire, infer and utilized. As such, performance contributes to the growth of the organization specifically since they can implement in combination competences and expertise acquired through training and development. Further, training and development and how it impacts the performance of the employees in the business setting have received a significant attention from the researchers.

Education is dynamic. Hewton (1988) observes that "changes do occur within the school, the school's community, the larger society and even within the education system itself. For teachers to continue to be effective in such a dynamic environment there is the need for continuous training and staff development to cope with these changes" In recent, times, for example, there have been much complaints about Ghanaian: education system with parents and pupils alike complaining that the education system is overloaded. In order to address the emerging issues and challenges in society, the curriculum and the education system has also undergone changes to re-orient it to the present demands. In such a dynamic environment, staff development and training should be part of a continuous process of teacher improvement in the education system.

According to Heathfield (2012), the right employee training, development and education at the right time, provides big payoffs for the organization in increase productivity, knowledge, loyalty and contribution. Training is a very

important part of the human resource development activity of human resource management practice. For employees to carry out their duties effectively and efficiently, they must have the relevant skills, knowledge, values, attitudes and competencies as well as understanding their organization's culture. More often, newly employed do not have all the competencies usually required for successful or excellent performance on their jobs.

Shepard (2003) assents that training and development increases the overall performance of the organization. Jagero (2012) further states that employees who have taken trainings are more capable in performing different tasks. Swart et al (2005) also adds that bridging the performance gap involves implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance. Wright and Geroy (2001) further confirm that employee competencies change through effective training programs. In-service training specifically coordinates the wishes, interests and future needs of the organization. It therefore has a significant relationship with the employee's resultant performance. In-service training can be carried out in the form of induction, on-the job training, off- the job training or career development training.

On-the-job training has a positive effect on employee's job performance. Most employees join organizations with academic knowledge but with no knowledge and skills about the job. The employees therefore require specific training to face their workplace, learn new technologies to be more competitive. Salas et al (2001) further adds that training develops employee skills and increases the firms overall performance. Holzer (2007) argues that employers believe that productivity increases through advanced skills and training. Kraiger et al (2004) also note that the training process is expensive as it requires more time and money and there is no doubt if it has a positive relationship between training and organizational performance. For on the-job training to be effective, they should be well planned, thorough and proper consistency between trainers. Organizations need to dedicate their efforts to on-the job training to remain competitive in the technologically changing world.

Teacher training is very important for development of student's knowledge and learning. Education is the backbone within the development of a new society and teacher plays a pivotal role within the education system. Every community invests inside the teacher schooling by creating the teachers' prospective in training methodologies and ways of ensure maximum outcomes through the system. In Ghana, key teacher's education is a pivotal thought of diverse national and also international. These institutions are continuously adding to develop the teacher's skills at fundamental. Undoubtedly good quality connected with education can be directly related to the improvement connected with instructional aims, training applications, curricula, services, tools in addition to management design nonetheless it is merely the teacher who put life straight into the frame (Shah & Rehana, 2011). Olaniyan and Ojo (2008) identify that training is important because it increases productiveness, improves the good quality of work,

increases skills, knowledge, develop the attitude; enhance using tools, reduces waste, mishaps, turnover, lateness, absenteeism and also other overhead costs, eradicates obsolesce in knowledge, technologies, methods, items, capital management and so forth. It brings incumbents to that level of effectiveness which needs the performance with the job; enhance your implementation of brand new policies and regulations; prepares people for achievement, improves the employees' growth and ensures survival and growth of the organization.

The general philosophy behind staff development programs in secondary schools is to raise the productivity level of teachers (Hoyle, 1980). Increase in productivity generally means increase output per person which is similar to the increase in productivity of the farm worker, construction worker and manufacturer (Babalola, 2009). However, in the case of institutions of learning, increase in productivity means better school leavers and graduates who are morally, spiritually, physically and mentally sound and are able to fit into the society as well as the labour market (Babalola, 2009).

Dixon (1990) asserts that training employees does not only improve employee's performance but also has positive effects in the organization as well as to the customers. Hence organizations which do not provide in-service training for their employees turn to suffer immensely in terms of service delivery. Aruna (2012) insists that such organizations are faced with decreasing performance levels of their employees.

Developing employee's competence is critical for their performance. Supervisors need to know their workers' competence and abilities and be able to provide them with the modifications needed for their constant growth and development (Carlson, 2009). Nowadays, changes are more rapid, unusual and fundamental than ever before. Jafari et al (2009) further assert that technological contacts along with competitive and cultural pressures have led to a whirlpool which can drown any organization. To survive and live in such situations, an organization needs to transform its processes through improvement in work procedures and processes.

Employees sometimes go for training for personal reasons which include enriching themselves; preparing themselves for other positions in other organizations; power play/politics; because he/she knows the person in-charge of training and not necessarily because there is an identified skill gap which needs to be filled through training. Often times, the HR Department does not conduct training needs assessment. Employees' training selection criteria ought to be systematic and free from bias. It must follow a lay down procedure to ensure that the right candidates are sent for training for positive effect on organizational performance. The study attempts to investigate the effect of training and development on the performance of employees at selected schools in Sunyani municipality, Ghana. Specifically, the research is guided by the following objectives;

- Identify the training and development needs of employees of the selected schools.

- b) Ascertain the training and development policy in the operation of the selected schools.
- c) Ascertain the type of training employees undergo in the selected schools.
- d) Examine the effects of training and development on employees' performance.

2. Literature Review

Training

Training and development play an important role in the effectiveness of organizations and to the experiences of people at work. Training has implications for productivity, health and safety at work and personal development, therefore all organizations employing people need seek to train and develop their staff. Most organizations are cognizant of this requirement and invest effort and other resources in training and development. According to Cole (2002), training is a learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. Therefore, investment in training and development is regarded as good management practice to maintain appropriate expertise on the job now and in the future. Training is therefore necessary to enhance the knowledge, skills and attitude of employees and this make it easier for employees to acquire further knowledge based on the foundation gained from the training and further effect changes in other co-workers.

Training refers to a systematic approach to learning and development to improve individual, team, and organizational effectiveness (Goldstein & Ford, 2002). Alternatively, development refers to activities leading to the acquisition of new knowledge or skills for purposes of personal growth or future jobs and/or roles. However, with the changing socio-economic and technological relevance of Training and Development, the definitions, scope, methods and evaluation of these programs have undergone a sea change in the last decade.

Training indicates good management and failure to do so become a loss for the manager, telling and showing your employees what to do and how to do it guarantees success and high productivity identifies goals and objectives as well as the skills and knowledge needed to achieve them. According to McGhee et al, (1996), learning takes place when the behaviour of people changes based on the results from experiences. Therefore, one evaluates if learning has effectively taken place by comparing and contrasting a person's behaviour before on a schedule and after, therefore there should be a behavioural change when training takes place effectively.

The definition also presupposes that training can be offered as skill development for individuals and groups and this involves learning of content as a means for enhancing skill development and improving workplace behaviours. Training is intertwined with development, they are both used to define continual enhancement of employees in order to reach organizational goals.

Importance of in-Service Training to Teachers

In-service training program is frequently organized every year to orient new comers or to orient the old ones. They are scheduled in such a way that after a national or regional program for a definite area or objective has been held, echo or seminars are conducted in the different divisions and later in the schools within. The organizers of the programs vary from year to year and are tailored to the needs of the teachers as well as the school system.

The purposes of in-service education are the fellow:

- a) To promote the continuous improvement of the total professional staff of the school system.
- b) To eliminate deficiencies in the background preparation of teachers and other professional workers in education.
- c) To keep the professional abreast of new knowledge.
- d) To release creative activities
- e) To give the much needed support to the teachers who are entering a responsibility or a new field of work especially the new teachers.

Training Process

According to Armstrong (2009), expressing an understanding of training emphasizes that training should be developed and operated within an organization by appreciating learning theories and approaches if the training is to be well understood. Therefore, training in an organization must have a systematic approach and here the organization does an assessment of its objectives and strategies. This is done by asking the following questions; what business are we in? At what level of quality do we wish to provide this product or service? Where do we want to be in the future? It is only after answering these related questions that the organization must assess the strengths and weaknesses of its human resources.

Training and Development Objectives

Armstrong (2009) argues that training needs analysis should cover problems to be solved as well as future demands based on whether the organization must acquire new skills or knowledge or must improve existing competencies. Once training needs are assessed, training and development objectives must be established. Without clearly set objectives, it is not possible to design a training and development program and, after it has been implemented there will be no way of measuring its effectiveness. Goals must be tangible, verifiable, and measureable.

Determining Training Needs

Training needs analysis answers the questions, who needs training? And what training should be given? There is therefore the need for any organization to first identify the training needs of the organization. The need for training should be identified in accordance with a well-organized procedure looking at the training needs from the organizational and employee perspective.

According to Cole (2002), if an organization has to justify its training expenditure, it must surely do so on the basis of organizational needs and based on the organizational analysis; the organization can assess the level of growth over a defined period of time and then determine the shortfalls and problems in order to help determine the required training programs. Also, in identifying the training needs

from the employees' perspective, the organization can measure the performances of individual employees. This can be measured by analysing the efficiency of the individual employees against the required standards set by the organization through frequent performance appraisals.

The difference in the organization and employees actual results expected as well as feedback from customers and shareholders of the organization all can help identify training needs. Training need arises where there is the need to improve or adapt or adjust to changes and solve problems in order to improve on both employee and organizational performance. The purpose of a training needs identification program therefore is to identify the gap that exist between the required and the actual competencies expected of organizations and employees so as to determine the kinds of training that can help bridge the gap (Asare-Bediako, 2002).

Methods and Techniques of Training

A multitude of methods of training is used to train employees. DeCouza, Gilley, England, and Wesley (1996) categorized training methods into two groups (i) on the job training and (ii) off-the job methods. There are a variety of training approaches that managers can use. These may include the following:

- a) *On-the Job Training* – it is a training that is planned and structured that takes place mainly at the normal workstation of the trainee- although some instruction may be provided in a special training area on site – and where a manager, supervisor, trainer or peer colleague spends significant time with a trainee to teach a set of skills that have been specified in advance.” On the job training looks at methods that are applied in the workplace, while the employees are actually working. On-the-job training is the most common and popular training employees get when they first join an organization and in some cases that is the only training available.
- b) *Off-the Job Training* – this is a form of employee training at site away from the actual work environment. It often utilizes lectures, presentations, case studies, role playing and simulation. Looking at the various definitions by this researcher, it can be found out that both on the job and off the job training is very important in training employees.

In-service Training (INSET)

Every educational process must have qualified teachers as a portion of the ingredients essential for the goals of the process to be measured and achieved. The teachers responsible for the process must equally be accorded a very high priority. Generally, it could be argued that the nature of the teaching profession makes it expedient and imperative for all teachers to engage in continuing career-long professional training. One must not forget that specific needs and the ways in which they could be sorted out will differ according to circumstance, personal and professional histories and current dispositions.

One must not lose sight of the fact that one major function of all categories of teachers is to make sure that they inculcate in their students the need to study hard. Teachers should also instil in their students the drive for lifelong learning as this

could go a long way to build the appropriate human resources for the nation. With this in mind, there is therefore the need for all teachers to show commitment in their job and enthusiasm for continuing professional development (CPD). This is because CPD will assist all teachers to keep abreast of changes in their own countries and in other parts of the world. Again, it would enable them to have an awareness of the curricula and instructional modes. CPD is essential because it can help maintain and enhance the quality of teachers and the tasks that are performed by the heads of the various institutions. It therefore includes, among other things, learning from experience, becoming competent and developing in classrooms and schools. It also includes the more formal accelerated learning opportunities available through internally and externally generated in-service education and training activities.

It could be argued that if teaching is to be done, it must be done well. To this end, Hargreaves (1997) contended that, among other things, good teaching should involve emotional work. It should also be infused with pleasure, passion, creativity, challenge and joy. Throughout the world, people learn new things every day. This makes teaching and learning go on all the time whether the teaching is done consciously or unconsciously, formally or informally. Approaches to teaching in the different parts of the world vary. For this reason, each country has its own way of going about it and training special people to impart valuable knowledge to its future leaders. Since the world has come to realise that it is when useful knowledge has been imparted to the inhabitants of a country that it would benefit from its manpower, people are officially trained to become teachers. It is in the light of this that in Ghana for instance, the Director general of the Ghana Education Service challenged teachers to advance their teaching skills in order to cope with the rapid advancement in technology (Bannerman-Mensah, 2008). He stressed that would enable them adopt a multi-dimensional approach to meet the various learning abilities of students and pupils. Teachers should note that with the recent technologies and its changes taking place all over the world, the school system should prepare its students to meet their personal needs and those of the community in which they live. For this reason, it could be argued that INSET for teachers should be such that in addition to teachers seeing themselves as imparting knowledge to pupils and students, they should play a guidance role and provide guidance for their pupils/students. Teachers should be motivated in order to excel during IN Service Education and Training (INSET) and also in their everyday teaching.

Employee Performance

According to Krietner (1995), in this book ‘The Good Manager’s Guide’, no matter how carefully job applicants are screened, typically a gap remains between what the employee does know and what they should know. This means, how employees are able to effectively administer their task and assignments and also how they present their assignment to reflect the quality and good service desired by their companies. There is the need to establish a shared workforce understanding about what is to be achieved at an organizational level.

It is about aligning the organizational objectives with the employees' agreed measures, skills competency requirements, development plans and the delivery of results. The emphasis is on improvement, learning and development in order to achieve the overall business strategy and to create a high performance workforce. Employee's performance means how well employees perform on the job and assignments assigned them measured against the generally accepted measure of performance standards set by their companies. Employees can be said to have performed when they have met the expectations and performed up to standard.

Career Development Training and Employee Performance

Career development training is a type of in-service training designed to upgrade the knowledge, skills, and ability of employees to help them assume greater responsibility in higher positions (Tadic, 2005). Career development training enables an employee to gain promotion to a job of higher significance and compensation. Lazeer (1998) asserts that the upward movement of the employee in organization's hierarchy exposes them to enhanced responsibility, rank and compensation package which translates to improved performance. Tadic (2005) also notes that career development is critical in self-actualisation and contributes to the deepest level of working effectiveness, motivation and satisfaction. Career development training boosts the employee's knowledge and skills to perform effectively. Ombui (2012) is of the view that the responsibility for designing career development education however lies with the worker.

He further asserts that organizations sometimes may set some criteria and provides opportunities for the staff by offering options for career development training. Therefore, career affects actors in career development, an individual and the organization and creates relationships between them. A study to identify the influence of career commitment on motivation to learn and motivation to transfer as well as the relationship between motivation to learn and motivation to transfer used a sample of 180 managers in MBA programs. Data collection was done through a self-administered questionnaire validated through a pilot study. The study results indicated that career commitment is neither a strong predictor of motivation to learn nor a predictor of motivation to transfer. The study however noted that motivation to learn is a significant predictor of motivation to transfer.

Ombui (2012) carried out a study to determine how training and development influence employee performance in research institutes in Kenya. The null hypothesis of the study was that training and development do not influence employee performance in research institutes in Nairobi, Kenya. The study adopted descriptive and correlation research handle and late stages of a worker designs while the study population was drawn from all government owned research institutes formed under the Science and Technology Act. The study revealed that there is a highly significant correlation between employee performance and training and development ($r = 0.383$ $P = 0.000$). The study recommended

that research institutes must initiate training and development programs which are relevant to their needs.

3. Methodology

The target population to which the study results were generalized was 318 teaching and non-teaching staff from the four second cycle schools in the Sunyani East District. Questionnaires and interviews were the main instruments used. Reliability was computed using Cronbach's alpha method with the help of Statistical Package for Social Sciences (SPSS). Reliability of 0.8 was obtained. The questionnaires were pretested on a smaller size of employee at Twene Amanfo. This helped to check for errors in the questionnaire. This was to ensure that the questionnaires designed solicited the appropriate responses from the respondents to answer the research question for the achievement of research stated objectives.

Socio-Demographic Data of Respondent

When the gender of the respondents was determined it was revealed that 53.7 percent were males whereas 46.3 percent were females from the selected schools. This clearly indicates that the male dominate with respect to the selected schools under study. Gender disparities in terms of employment at the second cycle, the rates are wider and occur in more countries than at the primary level. In terms of age, 20-30 years was the most dominant age among the respondents in the study, followed by 31-40 years. This situation might have arisen as a result of the induction of the new reforms thus the numbers of year students spend studying have reduced. In terms of job position, majority of the employees (67.9%) were working permanently whereas 32.1% were in acting capacity. This may lead to both teaching and non-teaching giving out their best because of the status in the work place.

The academic qualification of respondents was studied and categorized as follows: as the basic education, secondary school, diploma, bachelor and masters level. This observation implies that staff of senior high School had advanced their educational level to the graduate level whereas most of the non-teaching staff had basic education. The professional qualification of respondents was studied and categorized as shown by the Figure below. The statistics reveal that most of the respondents 69 per cent are holders of Degree certificates while 24 are diploma holders as indicated by the figure below. This shows that the respondents are well educated thus have the required professional skills to do the various duties that they have been assigned.

The respondents were categorized as Teaching or non-teaching staff. Results indicate that majority of the respondents 54.7 per cent are teaching staff of Second cycle of Sunyani Municipal Assembly while 45.3 per cent were non-teaching staffs. This implies that most of the respondents in Ghana Education Service are employed teaching staff which indicates that more teachers are required for teaching and learning whereas non-teaching staffs are needed for administrative and domestic services among others.

4. Results and Discussion

Training and Professional Development Needs of Employees

Analysis of data on Training and Professional Development needs of employees is shown by the Figure below. The mandate given to the Ghana Education Service means that the institutions are under it are expected to pay much attention to issues of staff development as a strategy to achieve their set goals. In order to effectively perform their new mandates the Ghana Education Service needs to constantly improve the skills and competencies of academic staff to enable them meet the challenges at work place, technological and global trends of development in our contemporary societies as expected of them. Teachers play critical role in the determination of quality education at

every level of educational sector. They are seen as implementers of whatever policy, intervention and/ or resources a country put in its education system to ensure quality education.

This is due to the fact that respondents do not know how selection is done for training. It was gathered from the Head of Human Resource that training is given to staff anytime there is a change in technology to help employees possess the knowledge, skills and abilities needed to handle the new processes. It was also gathered from him that selection for training is based on skill gaps. Based on this, the objective for training may be to fill a skill gap or introduce a new technology to equip staff to perform their duties.



Figure 1: Training and Professional Needs

Source: Field Survey, 2019

Are you clear about the objectives for training programs?

There is the need for any organization to first identify the training needs of the organization. The need for training should be identified in accordance with a well-organized procedure looking at the training needs from the organizational and employee perspective. With respect to whether participants were clear about the objectives for training programs, it was established that most of 55.3 per cent were clear whereas 44.7 per cent were not clear about the objective of the training. This shows that even though staffs participate in training programmes, their inclusion for such programmes is clear to them. This is shown in the table below. This reveals that all respondents have ever participated in training programs in one form or the other. At least all staff go through induction training after joining the organization. The result shows that training issues are not new things to majority, if not all, of the employees. Identifying the training needs from the employees' perspective, the organization can measure the performances of individual employees. This can be measured by analysing the efficiency of the individual employees against the required standards set by the organization through frequent performance appraisals.

Table 1: Objectives for GES Training Programs

	Frequency	Percent
Clear	176	55.3
Not Clear	142	44.7
Total	318	100

Source: Field Survey, 2019

Have you ever been sponsored by the organization for further Studies

One of the most important reasons to offer further training and education to employees is to ensure that work skills stay current. Keeping employees up-to-date with software applications, the latest thinking on logistical methods, and ways to improve efficiency are all necessary to keep businesses on a level playing field with competitors. Training is also an excellent way to retain the best employees. An unsuccessful company is one that does not keep up with trends in business, that is reluctant to change, and that has an unmotivated job staff with stagnant skills.

From Table 2, 60.1 percent of the respondents forming majority indicated that they were sponsored for further studies such as university education or professional certificates anywhere. Employees are one of the great assets in any company, and their importance need not be overlooked. This is because they are entrusted with the task of taking the Ghana Education Service to greater heights. A proper employee development system should be set up in

every company to ensure that the full potential of everyone involved is realized.

Table 2: Further Studies

	Frequency	Per cent
Yes	191	60.1
No	127	39.9
Total	318	100

Source: Field Survey, 2019

The respondents were asked whether they were aware of the training and development policy of the Ghana Education Service. In Table 2, the study revealed that 60.1 per cent of the respondents stated that they have enjoyed further studies since they joined the service while 39.9 per cent of them have never benefited from further studies. The Ghana Education Service employs pre-service training as a means of training employee. Teachers go through five interactive phases of professional development; novice, advanced beginner, competent performer, proficient performer, and expert teacher. Pre-service training is a process through which individuals are made ready to enter a certain kind of professional job such as Colleges of Education. They have to attend regular classes in a formal institution and need to complete a definite curriculum and courses successfully to receive a formal degree or diploma. They are not entitled to get a professional job unless they can earn a certificate, diploma, or degree from the appropriate institution. To ensure pre serve training for adequate staff, there are private and public Colleges of Education in Ghana mandated to take that task. In-service Training and Staff Development is another policy of the service for employee development. In-service training is a process of staff development for the purpose of improving the performance of an incumbent holding a position with assigned job responsibilities. It promotes the professional growth of individuals.

Are You Aware of The Training and Development Policy of The Ghana Education Service?

From the above table, majority of the staff are aware of GES policy on training and development. While 64.9 are aware of it, only 35.1 do not know of the existence of such a policy

Table 3: Aware you of the training and development policy of the Ghana Education Service

	Frequency	Per cent
Yes	188	64.9
No	124	35.1
Total	318	100

Source: Field Survey, 2019

Have you ever received any form of training since joining the Ghana Education Service?

The majority of respondents 55.9 indicated that since they joined have had training from the service whereas, 32.1 per cent had no training as indicated in Table 4 below. GES has in place policy for professional employee development and training. Distance learning run by the public and private tertiary institutions are used by GES employees to upgrade them. Study leave with or without play is also a policy that is enhancing the performance of employee in the service.

Table 4: Any form of training since joining the Ghana Education Service

	Frequency	Percent
Yes	178	55.9
No	102	32.1
Total	318	100

Source: Field Survey, 2019

Type of Training

Table 5 shows the type of training respondents have participated. Data gathered revealed that 26.9 per cent of the respondents have participated in local in house thus school based training programme and cluster based training whilst 28.7 percent of them have participated in local in house/ext. Majority of the respondents (44.9%) have participated in external training, as shown in Table 5.

Table 5: Type of Training

	Frequency	Percent
Local in – house	48	26.9
External Training	79	44.9
Local in house/Ext	51	28.7
Total	178	100

Source: Field Survey, 2017

Effect of Training and Development on Employees' Performance

This section used regression analysis to examine the effect of training and development on employee performance. The analysis is presented in Table 6, Table 7 and Table 8.

Table 6: Model Summary for the Effect of Training and Development on Employee Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.930 ^a	.866	0.849	0.11921	1.633

- a. Predictors: (Constant), training
- b. Dependent Variable: performance

From Table 6, the model correlation coefficient value of 0.930 indicates that there is positive relationship between the dependent variable and the independent variable. The R-square value was 0.866, which indicates that the model predicts 86.6% of the variations in investment as a percentage of performance as the dependent variable while the remaining 83.6% are being explained by other variables not included in the model. The result from the Durbin-Watson of 1.633 also indicates that there is no autocorrelation among the residuals in the regression model. This is because the Durbin-Watson statistics is greater than 1.5 and less than 2.5 which is the accepted benchmark of the test tool.

Table 6: ANOVA on the Effect of Training and Development on Employee Performance

Model	Sum of Squares	Mean Square	F	Sig.
Regression	0.732	0.732	51.540	0.000 ^p
Residual	0.114	0.014		
Total	0.846			

- a. Dependent Variable: performance
- b. Predictors: (Constant), training

The ANOVA in Table 6 indicates the regression model predicts the dependent variable significantly well. The sig

value of the F -stat of 51.540 is $0.000 < 0.05$, thus, the linear regression model. variation in the dependent variable can be explained by the

Table 7: Coefficients of the Effect of Training and Development on Employee Performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
Constant	10.521	1.879		5.599	.000		
Training and Dev't.	1.092	0.152	0.930	7.179	0.00	.187	5.338

From Table 7, since the Tolerance values are all greater than 0.10 it means that there is no problem of multicollinearity. The variance inflation factors (VIF) indicates the magnitude of inflation in the standard errors associated with a particular beta weight that is due to multicollinearity. The VIF also indicate that there is no multicollinearity among the independent variables since the VIF values are all less than 10. In conclusion, the independent variables are not highly correlated among itself. The result in Table 7 again indicates that there is a statistical significant positive effect of training and development on employee performance ($B_1=1.092$, $P<0.05$).

Estimating the final regression equation model becomes;

$$EP = 10.521 + 1.092TD + \varepsilon$$

Where:

EP = Employee Performance

TD = Training and development

ε = Error or residual term

From the equation, all other things being equal, a unit increase in TD will result in EP ($B_1=1.092$). Meaning the more there is training and development, the higher employee performance.

This finding clearly means that employee training and development play a vital role in improving performance as well as productivity. This in turns leads to placing the organisation in the better positions to face competition and have competitive advantage over its competitors (Batool&Batool, 2012). Thus through effective training programmes employees competency increases, which does not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills and attitude of workers necessary for the future job, thus contributing to higher organisational performance (Qayyum, Sharif, Ahmad, &Khan, 2012).

This finding is in agreement with Abdul, Furqan, and Muhammad (2011) who revealed that training and development have positive effect on employee performance. Degraft-Otoo (2012) also found that training and development had positive impact on employees' performance hence overall organisational performance. Similarly, Emeti (2015) found out that there is a significant positive relationship between training/development and employee performance in paint manufacturing firms in Rivers State in Negeria. In the work of Tahir, Yousafzai, Jan, &Hashim (2014), it was revealed that there was significant effect of training and development on employees' performance and productivity.

5. Conclusions and Recommendations

5.1 Conclusions

Based on the results of the study, it became clear that training and development strategy was a haphazardly carried out activity at Ghana education service. Although the respondents were aware of the various aspects of training and development, there was no strategic framework in place as the basis for an operational plan for the training and development strategy even though all respondents indicated that training and development was part of the strategic business plan process of Ghana education service.

Furthermore, it can be concluded that clear human resource management in general, and training and development in particular at Ghana Education Service, should become more closely tied to the needs and strategies of Ghana education service. As this occurs, training and development at Ghana education service will be the thread that ties together all other activities and integrates these with the rest of the departments.

It became clear from respondents that the major organizational issue constraining training and development at Sunyani Directorate of the education sector was lack of top management support for the training and development programs. Therefore Ghana education service in its attempt to enhance employee performance, motivation, retention, and morale competition must endeavour to ensure effective training and development strategies across all schools. Majority of the respondents were lacking important information about their work such as schedules at training and development programmes for teachers in second cycle school.

It is therefore needful for GES to have a well-structured policy concerning the training and development of teachers and in particular, those in second cycle institutions to able abreast with time and knowledge to meet the changes in the education systems in Ghana.

It may be deduced from the findings of the study that proper analyses, especially for the trainee, is often not conducted before a teacher is sent on a training programme source of the courses attended were not always in response to the needs of both the organization and the individual. Conscious evaluation is not done to check whether learning has actually taken place and that what is learnt is transferred to the job.

Again, it was also found out that training has always been an essential part of human life, particularly in the working environment. The respondents who had training programmes said the performance of their students after the training was

better than before they attended the training programmes. This confirms with studies by Abdul, Furqan, and Muhammad (2011) who revealed that training and development have positive effect on employee performance.

5.2 Recommendations

For training programmes to be effective in GES the methods of training needs identification needs to be reviewed and besides the Heads of Institutions and Human Resource Staffs should be alert to the kinds of training that are needed: who needs them, where they are and which methods will be best to deliver the needed training to teacher and other staff. When this is done thoroughly, teachers and non-teaching will only attend to a particular training when the needs arise or there is a performance gap and that gap can be corrected by attending the training programme in question.

Ghana Education Service should set up special funds meant for training and development programmes in order to ease the over dependants of Government funds such as Teachers and Educational workers union (TEWU) Ghana National Association of Teachers GNAT and Ghana Association of Graduate Teachers (NAGRAT) should help training organisers with funding to make up delays in the release of funds by Government. GES can provide intensive training and educational programmes for their employees by making resources available.

The study however revealed that lack of resource persons sometimes creates problems for Ghana Education Service effort to organize training and development programmes for teachers. Special training teams should be set up in each district to ensure that training programmes are brought to the door step of its employees.

The study discovered that there is no proper training evaluation mechanism in GES; therefore it is recommended that GES should institute a feedback mechanism for head of institutions to be able to provide the right training to personnel. Post training evaluation should be an integral part of the training process, as already pointed out, evaluation conducted after each training session will serve as a feedback mechanism to enable this organization correct the deficiencies in their training programmes. Training evaluation will again help the unit as well as management to know and take appropriate decisions each time on the status of relevance of available training programme

There is the need for the management of the Ghana Education Service to put in motivational measures in place to motivate more employees to undertake further education as well as regular in-service training and short courses for the employee. Management of Ghana Education Service should have favourable attitudes towards training, which motivates employees to stay with the institution and work towards advancement. GES should not see training as the only means of solving performance deficiencies among employee but also they should recognize the expectation people bring to work and also provide requisite logistics/equipment to assist the advancement of their work.

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