UNIVERSITY OF EDUCATION, WINNEBA

INFLUENCE OF IN-SERVICE TRAINING ON EMPLOYEES' JOB COMMITMENT AND PERFORMANCE IN THE GHANA EDUCATION SERVICE IN THE SANTASI CIRCUIT IN THE KUMASI METROPOLIS OF GHANA

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DECEMBER, 2020

DECLARATION

CANDIDATE'S DECLARATION

I, ELIZABETH OFORIWAH FRIMPONG, declare that this Dissertation with the exception of quotations and references contained in published works which have all been identified and dully acknowledged, is entirely my own original work, and it has not been submitted, earlier in part or whole, for another degree elsewhere.

SIGNATURE……………………………………………………….

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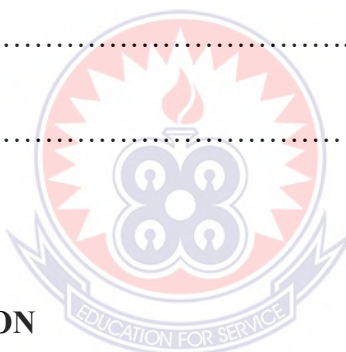
SUPERVISOR'S DECLARATION

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

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DATE…………………………………………………………...

ACKNOWLEDGEMENT

DEDICATION

To my entire family.

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ABBREVIATIONS

CBI   -   Cluster-Based INSET

EFA   -   Education for All

GES   -   Ghana Education Service

HRM   -   Human Resource Management

INSET   -   In-service Training

 MDG   -   Millennium Development Goals

MOE   -   Ministry of Education

SBI   -   School-Based INSET

UNESCO -   United Nations on Education, Science and cultural Organisation

NGO   -   Non-Governmental Organizations

ABSTRACT

The study investigated the influence of In-service Training on Employees' Commitment and Job Performance. The objectives of the study were to ascertain the effects of in-service training on employee job commitment and performance in GES; Unravel the ways by which in-service training can influence employee job commitment and performance in GES, and find out the challenges facing GES in organsing in-service training for employees and the way forward. The study design was descriptive survey. The population of the study consisted of all employees of Ghana Education Service constituted one hundred and forty-one (141) teachers of eleven public schools, both Primary and Junior High Schools in Santasi Circuit in the Kumasi Metropolitan of Ghana. The sample size for study was fifty-seven (57) participants (Teachers) were selected from the population, and data was analysed using descriptive statistics. Pre-test yielded reliability test of the main research, hence it was used for further study. In line with the findings of the study INSET gave the employees knowledge, skills and abilities; enhanced core competencies at work, improved effectiveness at work, improved efficiency and morale and increased the image of the employees in the department in terms of commitment and performance. The study recommended that, HR units should keep proper records on the performance of employees which must periodically be communicated to them so as to know where and when training and development programmes are required. Finally, objectives and standards of performance should be set for trainees in all training programmes. This would enable trained staff to know whether they have improved or not from the training they have received.

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

To make the management perform well needs competent Human Resources (HR) which is valuable assets of an organisation and their successful management is the answer to its success. The main functions of Human Resource Management (HRM) are to attract an effective workforce, to develop an effective workforce, and to retain an effective work force. Paauwe, J., and Boon, C. (2009). For this success to come to reality, organisations need to develop an effective In-service Training (INSET) workforce and this should be done through training, particularly (INSET) which has significant impact on an organisation.

Human resource development is concerned with provision of learning, development and training opportunities, in order to improve individual, team and organisational performance. It is also noted that training enhances acquisition of skills, knowledge and ultimately workers' performance and productivity in organisations (Cole, 2002). Training gives employees the knowledge and skills to execute their more meritoriously. This allows them to meet the current job requirement or prepares them to meet the foreseeable changes that occur in their jobs. Again, it is also part of fundamental structure in which performance is measured against criteria that are tied to strategic objectives. Training is used widely to help employees understand how they can assist in meeting corporate objectives. Training can be categorised as on the-job and off-the-job training. According to Rowley (2003) on the- job takes place in a normal working situation, using the actual tools, equipment, documents or materials that trainees will use when fully trained. It has a reputation as most effective for vocational work. Rowley (2003) also saw the off-the-job training

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as the one that takes place away from the normal work situations, employing that the employee does not count as a directly productive worker while such training takes place..

Among the varieties of training, in-service training (INSET) is one of most suitable and easily accessible ones that could be used to improve the human force and equip them with the needed knowledge and competences for development (Mardani, 2009). Hence the need for in-service training in schools is getting more attention for teachers to equip them with new knowledge and skills for them to face new challenges and reformation in education. Rahman, Zoubi (2011) came out that academic qualifications, knowledge of the subject matter, competence and skills of teaching and the commitment of the teacher have quality impact on the teaching learning process.

The principal purpose of INSET is to enable teachers to attain new understanding and instructional skills. It emphases on creating learning environments which enable teachers to develop their effectiveness in the classroom. Kazmi, Pervez and Mumtaz (2011) observe that in-service training for teachers enables the teachers to be more systematic and logical in their teaching style. Ekpoh, Oswald and Victoria (2013) revealed that, teachers who attend in-service training perform effectively in their work concerning knowledge of the subject, classroom management, teaching method and evaluation of students. It is also enables teachers with schools management skills, evaluation techniques can master wider content areas of their subjects. In this regard, teachers and educational experts should upsurge their effort in development and implementing in-service training in schools so as to enhance the effectiveness of development in schools. One of the vital elements of teacher quality is the provision of adequate opportunities for personal growth and professional development through regular training. Teachers can be effective they regularly upgrade in their knowledge and skills In Ghana, in-service training is organised for both professional teachers and nonprofessionals (pupil teachers). Ghana as her main part of teacher

educational programmes, provided opportunities for in-service training for teachers irrespective of their certification both to complement the pre-service teacher education provisions and to improve on the quality of teachers and teaching (Junaid and Maka, 2015). That notwithstanding, the nature, scope and success of the provisions varied as a function of who the originators of the programmes are and how much official support and finances are available for the programmes. While INSET in Ghana is recognized as crucial and incorporated into the broader teacher education policy frameworks, donor assistance has been central in the support of INSET programmes pointing to the need for more comprehensive and integrated teacher education policies. Ghana uses the more popular one which is INSET training of a short duration usually a week at designated centres using the cascade model to a more extensive school-based professional development involving educator mentors visiting classrooms to observe and mentor teachers over a long period of time. Otherwise, it may take the form of a full- or part-time study at a college or university for upgrading teachers' qualifications such as from diploma to bachelor's degree or from master's to doctorate degrees (Junaid and Maka, 2015).

According to Junaid and Maka (2015) a great part of the challenge for Ghana is that of establishing policy frameworks that would guarantee the institutionalisation of INSET so that all teachers have equitable opportunities for continuous professional development and its alignment with established career paths with elaborate teaching-related responsibilities that teachers can take on as they progress in their professional car.

1.2 Statement of the Problem

For any organisation to perform effectively, it needs to develop its human resource through training. Training is very important to employees because it helps them to develop skills and update the knowledge so as to cope in changing situations. proposed that training enables an Guest,

Michie, Conway and Sheehan (2003) organisation to develop skills and knowledge to do present and future job. Training has some benefits like organisation's performance. It is also noted that training enhances acquisition of skills, knowledge and ultimately workers performance and productivity in organisations (Cole, 2002). Training, particularly, IST helps the employees not only to be committed to their work but also enhances job performance

Achimugu (2005) maintains that, lack of in-service training has made teacher preparation in content and pedagogy to be very poor resulting in the recycling of 'half-baked" teachers from one level of training to another. Therefore, the pursuit for enhanced knowledge and skills and the craving to help teachers get on-the-job training informed the introduction of in-serving training. For this reason Santasi Circuit is no exception.

It is affirmed that untrained teachers come to the classroom with no or small amount of training as far as lessons preparation, methods of teaching, classroom management and other training areas are concerned (Ghana Education Service, 2012). They either receive little guidance from their head teachers or to start teaching just like that.

Newly trained teachers who are supposed to receive orientation training to get them conversant to their new environment usually have little of that sort. Teachers who have left the training college or school for a long time also need to be updated with new skills of teaching and classroom management strategies for them to function well as teachers. In Ghana in-service programmes are organised to prepare newly-appointed and newly promoted teachers, updating teachers' method and subject matter knowledge. This challenge is common in Santasi circuit.

The first issue facing Ghana is the large number of their basic education teachers, both certified and uncertified, who need INSET training on a continuous basis. The significant

expansion of basic education influenced by high-profile international policies such as Education for All (EFA) and Millennium Development Goals (MDGs) has escalated the demand for teachers, thereby leading to massive recruitment of teachers who are not qualified to teach in the countries. For effective in-service training to take place, we need well-equipped facilities, high-quality training materials and well-paid tutors. (Junaid and Maka, 2015).

Secondly, the lack of alignment of INSET programmes with clearly defined career paths and the brief expression of intent in the policy documents in Ghana has rendered most existing INSET programmes, particularly those focused on method to be used both are not effective and attractive to teachers, who do not perceive any relevance between the training programmes and their career progression (Junaid and Maka, 2015). Again, the level of public funding for INSET in Ghana was affected by the annual budgets allocated to the general education systems by the national governments and their priorities. There is a recurrent problem of underfunding of education in general, and of INSET in particular, in Ghana, with inadequate or no budget for INSET programmes (Junaid and Maka, 2015).

Some of the head-teachers interviewed revealed that in spite of the provision made by the Ministry of Education in Ghana (MOE) for in-service training, these programmes are not often organised and when such programmes are organised, they are sometimes beset with a number of problems which make it difficult for the participants to achieve the benefits associated with such training. Some of the problems encountered in the running of these training courses include accommodation for participants who come from distant areas, transportation and training allowances for participants, feeding of participants, materials and logistics for running of the courses and inappropriate resource personnel. Some teachers are therefore reluctant to attend such

courses and programmes when they are invited due to the poor organization (Junaid and Maka, 2015).

In Ghana, lack of teachers' motivation hampers their participation in the School-Based INSET (SBI) and Cluster-Based INSET (CBI) activities. Teachers perceive SBI/CBI as time consuming and unnecessary extra work. They also initially did not want to show their own teaching to their colleagues. The combination of the timing of the SBI/CBI activities, mainly after school hours and other school activities creates a further obstacle to the successful implementation of SBI. All this goes to show that where the INSET system has not gained enough credibility from the stand point   of its demonstrable relevance to teachers' career paths and working conditions, it may not be easily acceptable to teachers (Junaid and Maka, 2015).

Most research works have been carried on in-service training on other sectors but little has been done in education sector, particularly on staff commitment. On this regards, it is deemed expedient to research on the study intended to examine influence of in-service training on employees' job commitment and job performance in Ghana Education Service in Santasi Circuit in the Kumasi Metropolis in Ghana (SCKMG).

1.3 Objectives of the Study

The main objective of the study is to examine influence of in-service training on employees' commitment and performance in the Ghana Education Service, particularly in Santasi Circuit in Kumasi Metropolis in Ghana

The specific objectives are to;

1. Ascertain the effects of in-service training on employee job commitment and performance in GES.

2. Unravel the ways by which in-service training can influence employee job commitment and performance in GES.

3. Find out the challenges facing GES in organsing in-service training for employees and the way forward.

1.4 Research Questions

The study addresses the following research questions;

1. What are the effects of in-service training on an employee job commitment and performance in GES?

2. What are the ways by which in-service training can influence employee job commitment and performance in GES?

3. What are the challenges facing GES in organising in-service training for employees and the way forward?

1.5 Significance of the Study

According to Ekpoh, Oswald and Victoria (2013) teachers who attend in-service training perform effectively in their work concerning knowledge of the subject, classroom management, teaching method and evaluation of students. This study will help the employees in Ghana Education Service to understand the importance of in-service training.

Employees in an organisation need to be trained regularly to develop new skills and function well as staff of that organization (Aguinis and Kraiger, 2009). Teachers in Santasi Circuit need regular training on- the - job to develop them professionally. This will equip them with the requisite skills of teaching to maximised students' performance, classroom management skills, and

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lessons planning. This will help them function well as teachers and to be abreast with the fast-changing trends of our educational system.

The study would also help the authorities and other stake-holders and other organisations to identify and highlight the various types of in-service training and choose the most suitable ones that will enhance their job commitment and job performance. Besides, the study will not only contribute to   knowledge in the area human resource development but also serve as literature that will be helpful to researchers, academicians' students, professionals and human resource management practitioners interested in the subject of employees' training, commitment and performance

1.6 Limitations

The study is beset with the following limitations:

The time for carrying this study was limited. During administering of the questionnaires getting the respondents was not easy since those who were in primary schools were not in the school because of COVID-19. I had to go to their respective houses before I could get them to accept the questionnaires.

Some respondents were not interested in collecting the questionnaires let alone to administer them. Some complained that they did not have time to answer them. Some collected the questionnaires alright but never answered them.

1.7 Delimitation

The study was limited to examine influence of in-service training on employees' job commitment and job performance in Ghana Education Service in Santasi Kumasi Metropolitan of Ghana. It covered fifty-seven (57) sample populations' two officers from Metro office of GES

Kumasi and a teacher from Santasi Circuit. The results, of the study could only be used to generalise for Santasi Circuit in Kumasi Metropolis but not for the whole country this is due to the fact that other Metropolis in Ghana may have different perspectives about in-service training programmes.

1.8 Organisation of the Study

The study is organised into five chapters. The chapter one captures the general introduction which includes the background to the study, the statement of the problem, the objectives and significance of the research. Chapter one also covers the research questions, significance of the study, limitations and delimitation as well as general organisation of the report. Chapter two reviews relevant literature on in-service training, employees' job commitment and performance.

Chapter three covers the methodology used. It includes the research design, the population, sample and sample selection, data gathering instruments and data collection procedures. Chapter four explains the results and discussions on the finding. Chapter five presents summary of findings, conclusion, and recommendations

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

There are numerous researches and analysis made by various scholars on the impact of in-service training on employees' commitment and performance. The purpose of this chapter is to

deliver a comprehensive but insightful review of significant literature by various scholars and academicians in the area of in-service training of human resources. In light of this literature review on the independent variable (in-service training) and dependent variable (employees' commitment and performance). This research deals with theoretical reviews of training, in-service training, examine the importance of training, and types of in-service training. It also looks at commitment, performance, empirical review of the impact of INSET on employees' commitment and job performance as well as the conceptual framework on INSET on employees' commitment and job performance.

2.2.1 The Concepts of Training

Training is a process whereby the employees obtain knowledge, advance their skills, concepts, convention, or to transform their attitudes and behaviours to enable them perform well. Cole (2002) explained that training is a learning activity geared on the attainment of definite knowledge and skills which geared toward awareness of an occupation or task. Specific knowledge and skills are acquired to enable the employees working in the organisation to carry out their duties, and eventually leads to achieving the organisational goals.

Mello, (2002) defined training as employees acquiring knowledge and learning skills that they will be able to use promptly. Subsequently the world keeps on changing, there is the need for human resources to retort rapidly by receiving training to enable them meet the current demand of human resource and also achieving the organisational objectives.

According to Dennis and Griffin (2005), training refers to the planned attempts by an organisation to ease employee's learning of job-related knowledge, skills and behaviours.

Monappa and Saiyadain (2008) opined training as the teaching or learning activities carried on for the principal tenacity of assisting members of an organisation to gain and use the knowledge, skills, abilities and attitudes that are needed in the organisation.

DeCenzo and Robbins (2000) also explained training as a learning experience, in that, it seeks a relatively permanent change in an individual that will improve his ability to perform on the job. From this, it is clear that training help people to learn new information, re-learn and reinforce existing knowledge and skills, and this go a long way of enhancing their effectiveness at work.

Armstrong (2009) defined training as the practice of equipping employees with skills, knowledge, and abilities, with the aim of building organisational capabilities. The employees of Ghana Education Service (GES) can update skills, knowledge and abilities for the attainment of organisational goals when they are trained. Training is utmost to enable them to be capable in their areas of accomplishments.

Antai, (2002) explained training as the systematic development of employees' knowledge, skills, and attitudes that are required for an organisation to meet its goals. Training should not be done occasionally, but it should be a continuous process to enable the employees to be well-informed of new updates. To Chiaburu and Teklah (2005), training is a planned intervention that is considered to enhance and indicate individual's job performance. The training giving to the employees should be situational to meet the prevailing situations. When the situation arises in the organisation or the GES, it will enable the employees become conversant with the needed skills, knowledge and abilities need to carry on training programmes for its employees.

In my point of view, training is said to be the opportunity given to the employees to get the requisite knowledge, skill and ability to enable them meet the current demand. Training is executed since the world is dynamic, technology keeps on changing, there is the need for the employees to keep on updating their knowledge, and skills to enable them meet the competitive advantage, hence promoting effective teaching and learning.

Noe, Hollenbeck, Gerhart, and Wright (2000) viewed training generally as a planned effort by an organization to facilitate employees learning of the job-related competencies. To them, training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively. Training can therefore, be referred to the process of imparting specific skills.

2.2.2.1 Definitions of In-service Training

Eghonmwan (2008) defined in-service training as the upgrading and updating of the knowledge and skills of employees and the modeling and reorientation of their attitude, and this can help them upgrade their skills to perform well in their work place. It is imperative to note that no employee or teacher can perform well without INSET, they however, need to be developed right from the time they assume their appointment to the day they retire.

Macintyre (2001) defined in-service training in a simpler way as activities that are intended for the instructional improvement of staff members.

Khan, Igbo, Eze, Eskay, Onu and Omeye (2012) describes in-service training as an on the job training used by organisations to bring about development and improved competency in the workers. In light of de facto, in-service training is received by the teachers in various backgrounds,

while in normal service to help reduce some current shortages in ideas, skills and methods and to make them more efficient and effective at their deliveries.

In-service teacher training is defined as all activities and set of trainings that is required for quality improvement and professional development of teachers Saiti and Saiti (2006) cited in Bayrakci (2009). It is a set of organised efforts for performance improvement of the teachers or for building of their capacity to implement any new programme in already set environment. In-service training is an important strategy in influencing the professional development of teachers and it can play a positive role in enhancement of their knowledge and teaching quality improvement.

In-service Training: Hammad and Al-Behbehani (2011) define in-service training as raining programs that include several methods aimed at updating teachers' knowledge by introducing them to the latest educational methods and teaching aids. On the other hand, in-service education is guaranteed with the motion of bringing about teacher's professional, academic and personal development through the provision of whole series of study experiences. He continues that, it is probably safer to employ the phrase, "In-service education" which by implication is inclusive of its training. It is considered as constant updating of the knowledge, attitudes and skills of its staff. It is a necessary element of maintaining competent expert practice, staff. It also defines in-service training programmes as learning experiences planned to upgrade and get better on the competencies of staff to improve job performance while the employee is at work.

It is an orderly effort to bring together wishes, interests and future needs of the organisation, in terms of what is anticipated from people. According to Ghelich (2007). In-service training can be seen as, the main core of the organisation is to enhance the competence of all employees and to make adjustment with the environment, and as a result, to increase services

To my understanding of in-service training, it is special training or courses given to the employees to update their knowledge, skills and attitudes on the particular professional. This is to say that the employees or teachers in the Santasi Circuit to upgrade their knowledge, skills and attitudes to enable them perform well.

2.2.3 The Importance of In-Service Training

According to Eduwen and Tayo (2016), the importance of in-service training of teachers cannot be overemphasised. It is a requisite in enhancing work performance and motivation of teachers in the field. They further stated that the absence of in-service training will slow down the professional growth of teachers as well as „missing gaps" between demands and actual achievement levels. It is therefore important that serious attention should be given to in-service training of teachers to promote their professional growth and development.

According to Factoran (2009) the purposes of in-service education are as follows;

It promotes the continuous improvement of total professional staff of the school system, and eliminates deficiencies in the background preparation of teachers and other professional workers in education. Another purpose is to keep the professional abreast of new knowledge, to release creative activities and finally to give the much-needed support to the teachers who are entering a responsibility or a new field of work especially the new teachers.

Kpangbam and Osamonyi (2016) pointed out that rationale for in-service training for teachers include the followings. It is recognised that however good existing pre-service teacher training programmes are, they by their very nature cannot equip intending teachers with all they need for a life-time of work in the classroom. There are clear indications that teachers are members of an under – educated profession, whose working conditions do not encourage the kinds of peer

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interaction which would improve performance. Finally, there is increasing awareness of the impact of social, political and technological changes and of the need for teachers to be conscious of and responsible to such changes.

The need for in-service teacher training is recognized by Kilab (2016) in that in-service training provides the teacher with the opportunity to acquire the knowledge and new skills in her/his field. In-service training helps to change attitudes and gain positive attitudes towards the profession, leading to increased morale and productivity at work. In addition to informing the trainees about everything that is new in the field of professional performance, it increases the sense of belonging of trainees towards their institutions which is the most important element in the development of productivity. In-service training provides the trainee with new horizons in the field of practicing the profession, by highlighting the problems of the profession and its challenges and how to get rid of them or reduce the effects on the performance of work.

In addition, Alabi and Ige (2014) highlighted the purpose of in-service training of teachers as follows; it gives preponderance of unqualified teachers in the educational system, it gives improvement of the curriculum. It addresses the issue of unemployment, unsatisfied admission demands, degrading quality of teaching and poor performance of students in examinations.

Teacher Job Performance

The educational successes and failure of it activity to a great extend depends on the performance of teachers. Performance is the actual work done as against the expected of achievement. Performance is the result of the effort exerted and the resources utilized.

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In the education sector, employee training plays principal role in promoting educational programmes. These include refresher training on effective teaching and learning, in-service training on administrative procedures and code of conduct, training among others in the Santasi Circuit. Training according to Brum (2010), and Owen, (2006) will enhance employees' job commitment. The training received by the employee will give them the strength and benefit them to work industriously   to achieve the organisational goal or perform well in the education sector.

Most at times, employees' commitment level is low due to the fact they do not have the requisite training that will keep them doing things on their own, bestow their time on performing their responsibility than playing tepid attitude that will a long way to affect performance negatively. According to Newman, Thanacoody and Hui (2011), training, can be used as a device to enhance commitment. It is the relative strength of the individual's recognition with, and participation in, a particular organisation. The commitment will give the employee's willingness to employ considerable effort on the part of the organisation. Ahmad and Bakar, (2003) suggested that employees who recognise the benefits from training will tend to be more committed and willing to participate in an organisation's training activities. This will go a long way to enhance the organisational goals; this is because the employees avail themselves towards the goals assigned to them.

Apospori (2008) pointed out that there is a significant impact of training on organisational performance. Cheng and Ho, (2001), in discussing the importance of training and its impact on job performance, stated that while employee performance is one of the crucial measures highlighted by the top management, employees are more concerned about their own productivity and are progressively more aware of the increasingly outdated   knowledge and skills in their unsound

Khan and Igbo (2012) noted that in-service serves as an incentive to self-esteem of workers and its ripples effect spread across family life activities, health and productivity in work places.

Increase in Productivity: Training enables the employees to raise performance on their recent job in the education sector. The training will increase the skills of the employees in the performance of the specified job trained. It is undisputable fact that an increase in skill will eventually improvement both quality and quantity of the output. The education worker when trained will bring effectiveness and efficiency

Improvement in the Quality of Work and Moral: Under this, the employees upgrade their skills and become abreast of the current situation in the education sector as well as the pedagogy. In this regard, the probability of employees making mistakes in the job is less and this will improve quality education. It also improves the morale of the employees. This is due to the fact that the employees' skills upgraded makes independent and do not rely on others on the execution of their work. They feel they belongings within the business, and that the business is interested in their involvement. Training enhances the performance of the employees and makes them more valuable and dynamic. The skills developed through training serves as valuable personal asset to the employees. It also expands the horizons of human intellect and an overall personality of the employees. The training also helps to cultivate positive attitude such as commitment in the job and the client. As mentioned in the problem statement concerning lack of management commitment toward in-service training, if the management is committed to training particularly in-service training will show commitment to job, this will go a long way to have positive impact on performance.

Correct use of new tools; modern teaching and learning materials, process methods, or modification thereof: since the world is dynamic, and the use of technology; the, materials and the

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process methods keep on changing, there is the need for the employees to be trained to enable them keep abreast with modern technology. When this is executed will help to enhance performance.

Fighting of Obsolescence Skills, Technologies, and Methods: The existence of Human resource or manpower obsolescence is controlled by training as it enhances the initiative and creativity of employees. The employees are able to become accustomed to technological changes and eliminate old ways of doing things. The training again, will help to identify the appropriate methods to be used in the execution of their jobs.

Bringing Incumbents to a Level of Performance for the Job: Most at times, people have the perception that they have been in job for the longer period of time and are abreast of the use of the tools, machine and the method of applying them. However, we should not forget that the world is dynamic and the tools, machines and the method of rendering the services are dynamic. Therefore tools, machines and method used today might not be appropriate tomorrow. In this regards, the employees need to update their skills; knowledge and attitudes of rendering services through training and by doing this will enhance the employees' performance.

2.2.4 Types of In-Service Training

In-service training may largely be grouped into five different types; these are induction or orientation training, foundation training, on-the-job training, refresher or maintenance training, and career development training. These types of training are considered necessary for the right development of health workers throughout their service life.

2.2.4.1 Induction or Orientation Training; Induction training is set right away after employment to introduce the new employees to their respective positions. This training starts usually on the opening day the new employee is on the job. This type of training is envisioned at building up the

new employee's self-confidence in the organisation to enable him to be efficient employee. Induction training also enables new employee develop a mind-set of personal commitment to the serve people and the organisation. It is believed that the first time, people begin to work in an organisation, they are willing to know what sort of group they are getting into, what they are thought to do, and the caliber of people they are going to work with, and this will help them to acclimatise to the environment.

2.2.4.2 Foundation Training; Foundation training is also suitable for newly recruited personnel. Aside the technical proficiency and everyday instruction about the organisation, the employee also requires some professional knowledge on regards to various rules and regulations governing the organisation, some of these include financial transactions, administrative capability, communication skills, and leadership ability.

2.2.4.3 Maintenance or Refresher Training; Refreshing training programmes is designed to avoid outmoded ways of doing things. It enables the employees to up-to-date with the knowledge and skills and to relearn what they have forgotten. There have been swift technological changes and the employees need to abreast with those changes through training. Refresher training keeps the education workers update their knowledge and skills they have already. It also deals with new information and new methods, as well as review of older materials.

  Also, refresher training keeps the specialists, administrators, subject-matter officers, extension supervisors, and frontline workers updated and enables them to add to the knowledge and skills they have already.

2.2.4.4 On-the-Job Training, This is an ad hoc or regularly programmed training, such training is held within the period of two weeks, and is provided by the senior officer or the specialists in

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that particular area to the subordinate staff. This training is generally a problem or technology oriented and may include proper presentations, casual dialogue, and opportunities to try out new skills and knowledge in the field. Day-to-day normal activities must be carried by senior officer, administrator, or specialist of each department.

On-The-Job Training is regularly scheduled training, such as fortnightly training provided by the superior officer or the subject-matter specialists to the subordinate staff. (Arun, 2012). This training is generally a problem or technology oriented and may include formal presentations, informal discussion, and opportunities to try out new skills and knowledge in the field (Arun, 2012). The superior officer, administrator, or subject-matter specialist of each department must play a role in providing on-the-job training to the staff while conducting day-to-day normal activities.

2.2.4.5 Career or Development Training: This type of in-service training is designed to develop the knowledge, skills, and ability of employees to help them take greater tasks in higher positions. The training is set departmentally for successful employees, at all levels, for their own ongoing education and professional development. Here the employee will receive the benefits of having longer time framed and more satisfied which increases both the effectiveness and efficiency, if the employees are provided the chance for all staff to prepare a plan for career training. He added that it is the act of obtaining information and resources that helps one to design a programme of lasting learning related to his or her work life.

Adentwi (2002) cites that in-service education and training programmes are usually supplementary to the initial training that the teacher has received at college. He further says that it keeps the teacher familiar with new ideas, new ways of doing things and changes taking place on the

educational front. From the definitions, in-service training is envisioned to provide and assist the professional development that teachers should experience throughout their working lives.

The Concept of Commitment

Cho and Lee (2001) believed organisational commitment is an attitude that determines how much one agrees with the goal and value of a hiring organization and how involved in it. The employees in the organisation avail themselves in any work assigned to them or their area of operation to achieve the organizational goals. Commitment is one's feeling and belief in the organization. In this regards, organisational commitment can be defined as members of an organisation identify with its goal, value and belief. They are eager to offer into the organisation, give and stay with it.

Commitment according to Jaw and Liu (2004) is not only a human relation concept but also involves generating human energy and activating human mind. This means that there must be good inter personal relationship among the employees and their clients as well as more effort being put in place to help the employees to achieve the organisational' goals. Some employees avail themselves industriously that they see the organisation as part and parcel, think about the organisation and have the heart or affection for the organisation.

Commitment is a force that binds an individual to a course of action of relevance to one or more targets (Meyer and Herscovitch 2001).

Commitment is also considered to be the psychological immersion of an individual with his institute through a sense of belonging, ownership of organisational goals and being ready to accept challenges (Dolan, Tzafrir, and Baruch, 2005). Creating commitment among employees is important because without this it will become difficult for an organisation to achieve strategic

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goals (Briscoe and Claus, 2008; Fugate, Stank, and Mentzer, 2009). Committed employees will be able to perform their jobs more than management expectations (Bragg, 2002). High-level commitment is indispensable for increasing output and obtaining sustainable competitive advantages (Whitener, 2001).

2.2.6 The Concept of Performance

Performance is essential for the accomplishment of the organisational's goals and without it the organisation cannot boast of its success. Armstrong (2003) is concerned that "performance should be defined as the outcome of work because they provide the strongest linkage to the strategic goals of the organization, customer satisfaction, and economic contributions". With regard to its content, performance informs about the relation between minimal and effective cost (economy), between effective cost and realised output (efficiency) and between output and achieved outcome (effectiveness)". Performance is also defined as the attained result of actions with the skills of employees who perform in some situations (Alvani, 2011).

Organisations need to keep their employees informed to whatever is going on in the organisation; their job behaviour such as punctuality, regularity, honesty among others will help the employees to do the right things eventually enhancing good performance. Performance refers to those behaviours that have been evaluated or measured as to their contribution to organisational goals (Cook and Hunsaker, 2001). The degree of which the employees can achieve in the given goals set. Considering the above definition, there is a yardstick to determine the employee output. It requires the skills or capacity of the employees. Gareth (2003) stated that organisational performance is a measure of how efficiently and effectively managers use resources to satisfy customers and achieve organisational goals. To toughen the definition, Gareth (2003) also explained that the two major issues of efficiency and effectiveness are engaged in the assessment

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of performance in every organization, where efficiency measures how well resources are used to achieve goals, while effectiveness signifies the measure of the suitability of the goals that managers have chosen for the organisation to follow, and of the extent to which the organisation accomplish these goals. In this regard, efficiency and effectiveness are tangled, this is because they are able to undertake the assignment fruitfully without wasting time, resources and energy.

Aswathappa, (2008) mentioned that performance is fundamentally what an employee does or does not do. He further said that employee performance is common to most jobs which include the following elements such as quality of output, quantity of output, timeliness of output, punctuality and regularity; and cooperativeness which enhance organisational performance. Nevertheless, these economic factors can be minimised by giving in-service training to the employees.

2.3 Empirical Review

2.3.1 Ways by which in-service training can influence employee job commitment and performance in GES

Al-Emadi and Marquardt, (2007) said that there is relationship between training and commitment

According to Tsai, et al., (2007), employees who are committed to learning exhibit a higher level of job satisfaction eventually have positive effect on their Job performance. According to Nakpodia (2008) in-service training is a channel through which teachers acquire more conceptual and technical knowledge, skills and competencies in their teaching subjects and pedagogy in order to improve their efficiency on the classroom. Onasanya (2009) asserted that training is a form of specialised knowledge, skills and attitudes" which he must possess to effectively perform in a given position on a job. This means that those employees who receive in-service training will avail

themselves in their given area of operation because they are aware of new updates and upgrades than those who are not updated and upgraded, thus improving their performance. Biljana (2004) acknowledged that the commitment of employees is a vital issue since it could be used to project employees' performance. It is expected that when the employees are trained to current ways of doing things, will help them to be committed to their work and ultimately increasing productivity or good performance. Training suggested by Brum (2010), Owen, (2006) will upsurge employees' commitment. Bartlett (2001), Ahmad and Bakar (2003), Al Emadi and Marquardt (2007), added their voices that training given to the employees will enhance the organisational commitment.

The empirical findings on training and organisational performance, further studies would be conducted to find out the premises the influence of In-service Training on employees' job performance; in-service training as independent variable and performance as dependent variable.

2.3.2 The Impact of In-service Training on Employees' commitment

Karia and Asaari, (2006) elucidated that training has a substantial positive impact; on organisational commitment. They further stated that when the employees update their skills and knowledge will be well-informed with current situation thereby committed to work.

Ahmed and Bakar (2003) discovered that training plays a vital role in improving organisational commitment. Besides the above, Benson (2006) revealed that on the job training is the way through which employee skills are developed and abilities honed and consequently contributes in the commitment and acts as an influencing factor at work. In a nutshell, it is axiomatic that numerous studies reviewed support the positive impact training has on cementing and promoting employee commitment. Brum (2010), training will increase employees' commitment. This means that the more employees receive training the more they are committed to their work.

2.3.3The Impact of In-service Training on Employees' Job Performance

Cheng and Ho, (2001) enlightened the value of training has its impact on job performance while Campbell and Kuncel, (2001) also added that to improve job performance, training skills and behaviours have to be used at the workplace, preserve over time, and generalised across contexts.   In this regard, training has to be associated with organisational plan so that   high performance can be achieved in those organisations. Furthermore, Barrett and O'Connell, (2001) explained that, general training has positive impact on firm performance whereas firm-specific training does not. Only off-the job training improves performance whereas on-the-job training does not. There is positive relationship between the employees training and their performance exist. It was well noted that the employees who have involved in trainings were more competent in implementing varied task than those who had few trainings or no training. Furthermore, the empirical findings suggest that organisations that train their employees persistently have better results than those that do not (Huang, 2001). Jahangir, Saheen and Kazmi (2012) also explained that in-service training exhibited a pivotal role to enhancing the teachers' performance in school.

The empirical findings on training and organisational performance, there is the need to conduct to find out the influence of In-service Training on employees' job performance; in-service training as independent variable and performance as dependent variable.

A major purpose of in-service training is to re-orientate teachers to new goals and values, to prepare them to cope with curriculum change to train them in new teaching and learning methods and to provide them with the knowledge and skills to teach new learning areas

Romina (2016) asserted that teachers' in-service training can be seen as a catalyst capable of propelling positive changes in behavior, boosting their morale and their job performance. Quartey (2012) emphasised that the more training workers received, the more and are content with

their job and environmental conditions, and this enhance their performance. Jones (2005) confirmed that increasing effort increases workers job performance.

Wayne and Young (2003) noted that promoting teachers" quality through in-service training is the basic element in the improvement of productivity among teachers in both primary and secondary school through in-service training, teachers become responsible for their own growth and effectiveness, and they therefore become more sensitive, insightful, open to more options, and are less scared of innovations and changes.

Ekpoh, Oswald and Victoria (2013) revealed that, teachers who attend in-service training perform effectively in their work concerning knowledge of the subject, classroom management, teaching method and evaluation of students.

2.3.4 Challenges facing GES in organsing in-service training for employees.

One of the challenges facing GES in organising in-service training is lack of alignment of INSET programmes with clearly defined career paths and the brief expression of intent in the policy documents in Ghana has rendered most existing INSET programmes, particularly those focused on method to be used both are not effective and attractive to teachers, who do not perceive any relevance between the training programmes and their career progression (Junaid and Maka, 2015). Again, the level of public funding for INSET in Ghana was affected by the annual budgets allocated to the general education systems by the national governments and their priorities. There is a recurrent problem of underfunding of education in general, and of INSET in particular, in Ghana, with inadequate or no budget for INSET programmes (Junaid and Maka, 2015).

Some of the head-teachers interviewed revealed that in spite of the provision made by the Ministry of Education in Ghana for in-service training, these programmes are not frequently organised and when they are organised, they are sometimes encountered some challenges which

make it difficult for the participants to benefit from it. Some of the problems encountered in the running of these training courses include accommodation for participants who come from distant areas, transportation and training allowances for participants, feeding of participants, materials and logistics for running of the courses and inappropriate resource personnel. Some teachers are therefore reluctant to attend such courses and programmes when they are invited due to the poor organization (Junaid and Maka, 2015). According to Junaid and Maka (2015), college teachers are trained to form habits that will not only make them capable teachers but also help them to be responsible, demonstrate ingenuity, help those who are in need and set good examples for others to follow. This optimism sooner becomes blunted and teachers are unable to teach children properly how to read or to do simple arithmetic and are unable to control their pupils and use multiple embodiment pedagogies during instructional hours in the basic schools.

In Ghana, lack of teachers' motivation hampers their participation in the School-Based INSET (SBI) and Cluster-Based INSET (CBI) activities. Teachers perceive SBI/CBI as time consuming and unnecessary extra work. The combination of the timing of the SBI/CBI activities, mainly after school hours and other school activities creates a further obstacle to the successful implementation of SBI. All this goes to show that where the INSET system has not gained enough credibility from the stand point of its demonstrable relevance to teachers' career paths and working conditions may not be feasible to teachers (Junaid and Maka, 2015). Most research works have been carried on in-service training on other sectors but little has been done in education sector, particularly on staff commitment.

2.3.5 Ways by which in-service training for employees in GES can be improved.

Some of the ways in which in-service training for employees in GES can be improved are as follows; evaluation techniques and master wider content areas of their subjects. For this reason,

teachers and educational experts should increase their effort in fostering and implementing in-service training in schools so as to improve the effectiveness of development in schools.

According to Hacer (2012), the effectiveness of in-service training is also very much depending on the materials and resources used and whether new materials are created during the course. In conducting in-service training in schools, time factor will affect the effectiveness of training. Some teachers complained that when the duration for organizing is long, and they also become tired and lose concentration. Again, when it is organised just after schooling time teachers become tired and bored after teaching. When it is organised in weekends, some teachers might perceive that it is a holiday for them. Therefore, it is important to identify the most suitable time and session for training, teacher's recommendation should be taken into account. This will make sure that teachers will be more ready and prepared to attend the training programme.

It is literally impossible today for any individual to take on a job or enter a profession and remain in it without any changes.

2.3.6. Conceptual Framework on In-Service Training on Employees' Commitment and Performance

Figure: 2.1: Conceptual Framework
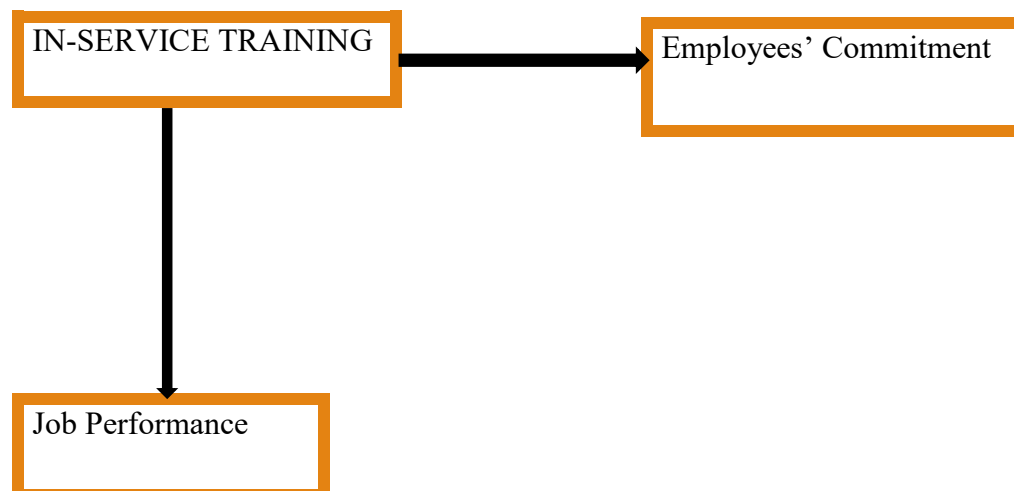
Source: Cheng and Ho, (2001) and Campbell and Kuncel, (2001)

Figure 2.1 explains the impact of in-service training on employees' commitment and job performance. Karia and Asaari, (2006) elucidated that training has a substantial positive impact; on organisational commitment. They further stated that when the employees update their skills and knowledge will be well-informed with current situation thereby committed to work

This means that when employees are trained in the particular area of operation, they begin to develop interest on that field thereby increasing their commitment level in the areas of human relations, psychological strength, energy to work and employees' satisfaction.

Brum (2010), training will increase employees' commitment. This means that the more employees receive training the more they are committed to their work.

Cheng & Ho, (2001) explained the value of training has its impact on job performance while Campbell & Kuncel, (2001) also added that to improve job performance, training skills and behaviours have to be used at the workplace, maintain over time, and generalised across contexts.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter considers the methodology used for this research. This involves the research design, the population, sample and sampling size, sampling procedures, source of data collection and instruments, data collection procedure and analysis.

3.2 Research Design

Burns and Grove (2010) explained a research design as an outline for shepherding a study with maximum control over factors that may interfere with the validity of the findings. The research design adopted was a descriptive survey which examined the effects of in-service training programmes on teachers' performance in selected public basic school. The whole range of method within the research strategy like questionnaire, and interview were employed.

According to Gay, Mills and Airasian, (2009), quantitative method is known as the collection and analysis of numerical data to pronounce present conditions, investigate relations; and explain, predict, and study cause-effect phenomena of interest. Survey design was selected because of the empirical nature of data it provides. That is getting information straight from the respondents. It also provides wide and inclusive coverage. This technique lends themselves to quantitative data. In terms of cost and time even though surveys are not necessarily cheap but relative to strategies such as experimental and ethnography, they can produce a mountain of data in a short time for fairly low cost (Awanta, 2011). The questionnaires were administered personally by the researcher to the respondents' (teachers) at the Santasi Circuit to ascertain the influenced of in-service training on employees' commitment and performance. The research approach was mixed method.

Interview was conducted. According to Lynas (2001) the investigator has the option to probe further and the act of probing ensures that issues that are misunderstood are cleared up and rapport is achieved and cooperation encouraged. The study sought to further obtain information about the training programmes given to teachers in the district, hence the need to interview the three (3) Officer, these were one (1) Training Officer from Kumasi Metropolitan, one (1) Circuit Supervisor and a head teacher.

3.3 The Population

A research population is a group of elements or cases, it could be individuals, objects or events, that kowtow to explicit criteria and to which a researcher proposes to generalise the results of the research. Population is defined by Vishnevsky and Beanlands (2004) as the total aggregation of cases that meet a specified set of criteria. A research population is also known as a distinct assembly of individuals or objects known to have similar characteristics. All individuals or objects within a population usually have a common, binding characteristic or trait. The entire population of the employees of Ghana Education Service constituted one hundred and forty-one (141) teachers of eleven public schools, both Primary and Junior High Schools in Santasi Circuit in the Kumasi Metropolitan of Ghana.

Below are the number of schools in the SCKMG

Table: 3.1 Number of Schools and Teachers in the Study Area (11 school

Name of School No. of Teachers	M	F	Total
Santasi KG.	0	7	7
Opoku Ware M/A Primary	2	22	24
Fankyenebra M/A JHS	4	13	17
Santasi M/A Primary	0	12	12
Opoku Ware M/A JHS	8	9	17
Fankyenebra M/A Primary & KG.	0	16	16
St. Luke R/C Primary & KG.	1	7	8
Santasi M/A JHS	4	10	14
African Faith Primary & KG.	2	6	08
St. Luke R/C JHS	1	7	08
African Faith JHS	3	7	10
Total	41	100	141

Source: **Metro Education Office- SCKMG**

3.4 Sample Size and Sample Procedure

Brink, Van der Walt, and Van Rensburg (2006) opined that, sample is a subset of a population selected to contribute in a study, it is a fraction of the whole, selected to partake in the research study. The sampled came as a result of the researcher's inability to involve all the members of the population. This was due to inadequate resources such as time, money, personnel, energy, and equipment available to the researcher to get in touch with all members of the population. The sample was taken from the population and the study was conducted on the individuals from the entire population. Results obtained were used to generalise issues base on the

population. For this study, fifty-seven (57) participants (teachers) constituting 40% were selected from the population.

The study engaged simple random sampling to select five (5) public basic schools out of eleven (11) basic schools in the Santasi Circuit. This was done during the circuit meeting. Cohen, Manion and Morrison, (2007) explained that, in simple random sampling, each member of the population under study has an equal chance of being selected and the probability of a member of the population being selected for study.

In this regard, simple random was used, 'Yes 'and 'No' were written on pieces of papers, put in a bowl and reshuffled. The pieces of papers had five 'Yes' written on them and the rest were 'No'. Here one teacher representing the whole school was allowed to pick for respective school, without looking in the bowl and without replacement until all the papers were picked. Those schools who picked 'Yes' were selected. This was done to give each school an equal chance of being selected. After random sampling, the following schools who picked yes included Santasi M/A KG seven (7) teachers, Fankyenebra M/A JHS seveteen (17) teachers, Opoku Ware M/A JHS seventeen (17) teachers, St. Luke R/C JHS eight (8) teachers and African Faith Primary and KG eight (8) teachers.

The study also adopted purposive sampling techniques to interviewing one (1) training officer from Kumasi Metropolitan, Circuit Supervisor and one head teacher of the Circuit. According to Burns and Grove (2001:376) purposive sampling as "judgmental sampling that makes the conscious selection by the researcher of certain subjects or elements to include in the study". In all, a total of sixty (60) participants were involved for the study; constituting fifty-seven (57) teachers and three (3) officers.

Table: 3.2. Schools selected and number of teachers in that school

Name of School	Number of teachers
Santasi M/A KG.	7
Fankyenebra M/A JHS	17
Opoku Ware M/A JHS	17
St. Luke R/C JHS	8
African Faith M/A Primary &KG	8
Total	**57**

 Source: Metro Education Office- SCKMG

3.5   Instrument for Data Collection

Data is the information researchers obtain on the subjects of their research study. This study, used questionnaire, and interviews. According to Parahoo (2014), a research instrument is a tool used to collect data. An instrument is a tool designed to quantity knowledge attitude and skills. Numerous methods could be used to collect data in a social science research. Like any other social science research, the following methods were engaged: questionnaire, interview, observation and document techniques to collect data.

The self-administered questionnaire comprising of primarily structured (closed ended) and semi structured (open ended) questions were used to collect primary data for the study. This data collection tool was used because of the numerous advantages associated with its usage, which includes its economical and easier to arrange (as cited in Akuoko, 2012, p. 5). It is also a competent method in which many respondents could be reached within a short space of time. Apart from this, questionnaire supply standardized answers to the extent that all respondents are postured with the same questions with no scope for difference

One – to – one interview is another data collection tool employed for the research. This method was used to elicit information from all departmental heads namely the GES training who is the human resource manager at the Metro Office, GES Circuit Supervisor at Santasi Circuit and a head teacher at the Circuit were all interviewed. The approach were used because, the opinions and views expressed throughout the interview stem from one source. This made it fairly straight forward for the researcher to locate specific ideas with specific people. As a research method, interview is a conversation carried out with the aim of obtaining certain information. It is designed to gather valid and reliable information through the responses of the interviewee to a planned sequence of questions.

Finally, Secondary data was collected from the Ghana Education Service Reports and their training programmes, Human Resource Management Policy, and review of in-service training from journals and internet was used to obtain information.

3.6 Pilot test of Instrument

The questionnaires were piloted in Patasi Basic School at Patasi in Kumasi Metropolis. Patasi is one of the Circuits in the Metropolis which has similar characteristics with actual study Circuit to increase the validity and reliability. Cresswell (2009) posits that a pilot test provides a trial run of the research instrument. He explained further that it involves testing the wording of the questions; identify ambiguous questions, testing the technique which is used to collect the data, measuring the effectiveness of the standard invitation to the respondents. A pilot test was therefore conducted to identify the strength or possibly, any weakness in the questionnaires.

A set of questionnaires was administered to fifteen (15) teachers in piloting the instruments. After test, the necessary corrections and modifications were made the final questionnaires were

administered to the selected participants. The researcher checked the questions for their general content, validity thoroughness.

The supervisor further checked the instruments to ensure that the questions were not ambiguous but answerable before they were finally administered. The noteworthy advice and comments from supervisor were incorporated in the final survey instruments.

3.7 Validity and Reliability of the Instruments

In order to measure the validity and reliability, the researcher piloted the questionnaires with fifteen (15) teachers in the Patasi Basic School at Patasi in Kumasi Metropolis. Patasi is one of the Circuits in the Metropolis which has similar characteristics with actual study Circuit the questionnaires were designed to reflect research questions and objectives, and were compiled and discussed with the supervisor. After the pilot test, some changes and modifications were made in the original questions to enable respondents give accurate and needed information for the study. Questionnaires were self-administered in order to encourage respondents to respond appropriately.

The pilot test was also meant to ensure proper wording and validity of the questions, and to avoid any ambiguities or duplications. The completed data from the piloted questionnaires were subjected to the Cronbach's Alpha Reliability Analysis. The overall Cronbach's alpha value was 0.854. This showed that the data had good reliability in internal consistency. This was an indication that the instrument was highly reliable, and hence it was used for the study.

3.8 Data Collection

First the researcher collected an introductory letter from University of Education Winneba School of Graduate Studies, Kumasi campus. The researcher then went to the respondents in the

field and data collection process started. The data collection process was carried out in different phases. The questionnaires were administered in five schools. Respondents were given one week to respond to the questions. The questionnaire was explained to respondents after the researcher personally distributed them to the respondents. The researcher went back to pick the completed questionnaires. The interviews were also carried out as the second phase of data collection for three officers including the Training officer, the Circuit Supervisor and head teacher.

3.9   Data Analysis

The data from answered questionnaire, interview and secondary data collected were analysed using descriptive statistics. This form of analysis has proven to be useful in summarising the data and providing detailed descriptions through tables and graphs. The advantages of presenting the data in the form of tables, charts and other diagrammatical forms is that it enables patterns and relationships to be discerned which are not apparent in the data. The tables, charts and graphs were used to ensure better understanding of the analysed.

The responses extrapolated from interviews from the GES trainer that is human resource manager at Metro office, the Circuit Supervisor of Santasi Circuit and a head teacher at the Santasi Circuit the GES and secondary document were analysed. The two broad methods of analysing any research data are qualitative and quantitative techniques. Data from the interviews were analysed qualitatively by content analysis and the secondary data on the training programmes of SCKMG over the past years were analysed. The data collected were coded and entered into the Statistical Package for the Social Sciences (SPSS), and Microsoft Office Excel Finally, information from data analysis were summarised and conclusions and recommendations were made for application by SCKMG, agencies like non- governmental organisation (NGOs) whose activities are into local government and rural development.

3.10 Ethical Consideration

One of the significant of considerations in conducting a research is confidentiality of the respondents. Kvale and Brinkmann (2009) states that, 'in order to protect the subjects' privacy, fictitious names and sometimes changes in subjects' characteristics are used in the published results. In this study, ethical clearance was sought from the University of Education Winneba, Kumasi and permission to conduct this study in the selected circuit was given by Metro Director of Education, Kumasi.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

The study aimed at assessing the influence of in-service training on employee job commitment and performance in Ghana Education Service in Santasi Circuit in the Kumasi Metropolis. The study further sought to establish the importance of training and development on teacher's performance and the challenges of implementations. The data collected in this study were analysed through tabulation, pie charts and bar graphs. The researcher delved into the personal characteristic (bio-data) of the respondents which included the age, sex, and professional status of teachers and academic qualification of respondents. The data is analysed based on the objectives and the research question of the study.

4.1 Demographic Information of Respondents

4.1.1 Gender

Majority of the respondent 47 (82.5%) were females and 10 (17.5%) were males. This shows that the female population constituted a greater proportion of Ghana Education Service personnel in the Santasi Circuit in the Kumasi metropolis.

Table 4.1 nGender of Respondents

Variable	Frequency	Percentage (%)
MALE	10	17.5
FEMALE	47	82.5
Total	**57**	**100.0**

Source: Field Data, 2020

4.1.2 Age of Respondents

Table 4.2 shows that 17(29.8%) were between 18 to25, 13(22.8%) were between 34 to 41 and 42-48 simultaneously, 8(14%) were between 26 to 33 years and 6 (10.5%) were between 49 and above years. This indicates that most of the respondents were between the ages of 18 to 25 years, 34-41 and 42-48. This pre supposes that most respondents were young and active and were part of training and development programmes in Ghana Education Service.

Table 4.2 Age of Respondents

Variable	Frequency	Percentage 9%)
18-25	17	29.8
26-33	8	14.0
34-41	13	22.8
42-48	13	22.8
49 and Above	6	10.5
Total	**57**	**100.0**

Source: Field Data, 2020

4.1.3 Academic Qualification

The academic qualification of respondents was considered a very important variable in this study. In fact, education itself is a form of training. As Reh, (2010) noted, a lot of organisations believe that it is the responsibility of the school system to train people to be workers, and it is also the responsibility of workers to learn how to do a job so that they can be employed. This therefore suggests that the level of one's education can go to a large extent to determine how one can perform on the job and also how one can learn new skills on the job. The table 4.3 below reveals that (20) 35.1% of respondents had diploma in basic education; none of them was a stark illiterate. (19) 33.3% had First Degree, (11) 19.3% had Master's Degree and (7) 12.3% had HND. Thus, altogether, majority 52.6% had tertiary education and the minority (47.4%) was either DBE or HND certificate holders. This was a source of concern and confirmed the report by Ayee (2003)

that the poor quality of staff is a widely cited problem confronting GES. The poor quality of staff at the district level according to Ayee is acknowledged by all including the GES.

Table 4.3 Indicate your academic qualification

Variable	Frequency	Percentage 9%)
DBE	20	35.1
HND	7	12.3
First Degree	19	33.3
Master Degree	11	19.3
Total	**57**	**100.0**

Source: Field Data, 2020

4.1.4 Professional Status of Respondents

According to table 4.4, 87.7% (50) of the respondents said yes and 12.3% (7) of the total number of the 57 respondents said no. This shows that majority of the respondents (50) representing 87.7% are professional teachers in the Ghana Education Service and the minority of (7) representing 12.3% are not professional teachers.

Table 4.4 Are you a professional teacher?

Variable	Frequency	Percentage (%)
YES	50	87.7
NO	7	12.3
Total	**57**	**100.0**

Source: Field Data, 2020
4.1.5 Number of Years of Respondents in the Service

Table 4.5 below shows the number of years respondents have been in the teaching profession. It is evident that out of 57 respondents 17 (29.8%) had worked in the Ghana education Service (GES), for 1-5 years, 14(24.6%) worked for 6-10 and 11-15 years simultaneously and 12(21.1%) had worked with GES from 16 years and above.

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Table 4.5. How long have you been teaching in Santasi Circuit?

Variable	Frequency	Percentage (%)
1-5	17	29.8
6-10	14	24.6
11-15	14	24.6
16 AND ABOVE	12	21.1
Total	**57**	**100.0**

Source: Field Data, 2020

4.2 Information on In-Service Training

4.2.1 Awareness of INSET in Santasi Circuit

From table 4.6, 100% (57) of the respondents said yes and this means that all the respondents agreed that they were aware of INSET in the Santasi Circuit. This shows that GES has been organizing INSET in the Santasi Circuit.

Table 4. 6 Have you heard of in- service education and training (INSET) before?

Variable	Frequency	Percentage (%)
YES	57	100.0

Source: Field Data, 2020

4.2.2 Attendance to INSET in Santasi Circuit

From table 4.7 below, 96.5% (55) of the respondents said yes and 3.5% (2) of the respondents said no. This shows that majority of the respondents attended INSET in the Santasi

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Circuit. This means of the teachers had acquired experience needed for their job commitment and performance in our schools.

Table 4.7 Have you ever attended any INSET programme?

Variable	Frequency	Percentage (%)
YES	55	96.5
NO	2	3.5
Total	57	100.0

Source: Field Data, 2020

4.2.3 How frequent or regular is such INSET organised for teachers at the school level?

From figure 4.1 below, 59.65% of the respondents said once a year, 31.58% of the respondents said twice a year and 8.77% of the respondents said every two years. This shows that INSET is usually organized in Santasi Circuit either once a year or twice a year. Therefore, GES needs to organize such programmes frequently for teachers to update their knowledge and methodology.

Figure 4.1 Frequency of INSET in Santasi Circuit
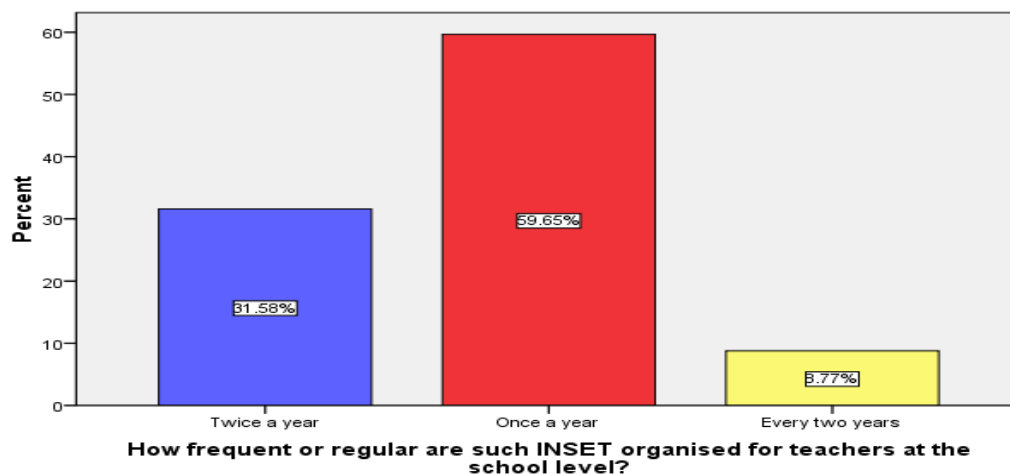
Source: Field Data, 2020

4.3 Ways of Influencing Employee Job Commitment and Performance through INSET

This was a follow-up to the previous item, seeking to find out the types of training respondents attended organised and from the responses, (29.82%) of the respondents indicated both that it is induction or orientation training. It was followed by those who said career development training was (22.81%) and on the job training was (17.54%), 15.79% of the respondents indicated refresher or maintenance training and 14.4% of the respondents said foundation training. From the figure below, it is an evidence that majority of the respondents have had training since their recruitment into the GES. This findings, new employees are, in some respect like raw materials, they have to be "processed" to enable them perform their job adequately and to fit into their jobs adequately and also to fit into their work group and into the organization as a whole.

According to Arun (2012) the ways or methods by which in-service training programmes influenced employee job commitment and performance include induction, career development training, foundation training, supervision and monitoring training and classroom management training. Therefore, these findings of this study complement the view of Arun (2012) on the methods or ways by which in-service training programmes can influence employee job commitment and performance in Ghana Education Service. Also, the methods of influencing employee job commitment and performance include job training. This helps employees develop the skills, knowledge, the right attitude and experiences needed on the job and involves teaching the employees how to work on the job hired for. Orientation training: this is given to newly hired employees to induct them into the organisation and also train them on the job they will hold. The employees are thought the culture, values, mission and processes and activities followed in the organisation. Career Development Training: this is also given to employees at all levels in the

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organisation to prepare them for future changes, new venture creations and responsibilities. This observation made by the researcher was also confirmed by Ayee (2003) that capacity building programmes for GES staff in Ghana have mainly been classroom and standardised training. He noted further that this is in contrast with holistic capacity building approach which is consistent, functional and holistic. This involves team coaching and training for all relevant actors in order to ensure proper functioning of GES.

Figure 4.2 Ways of influencing employee job commitment and performance
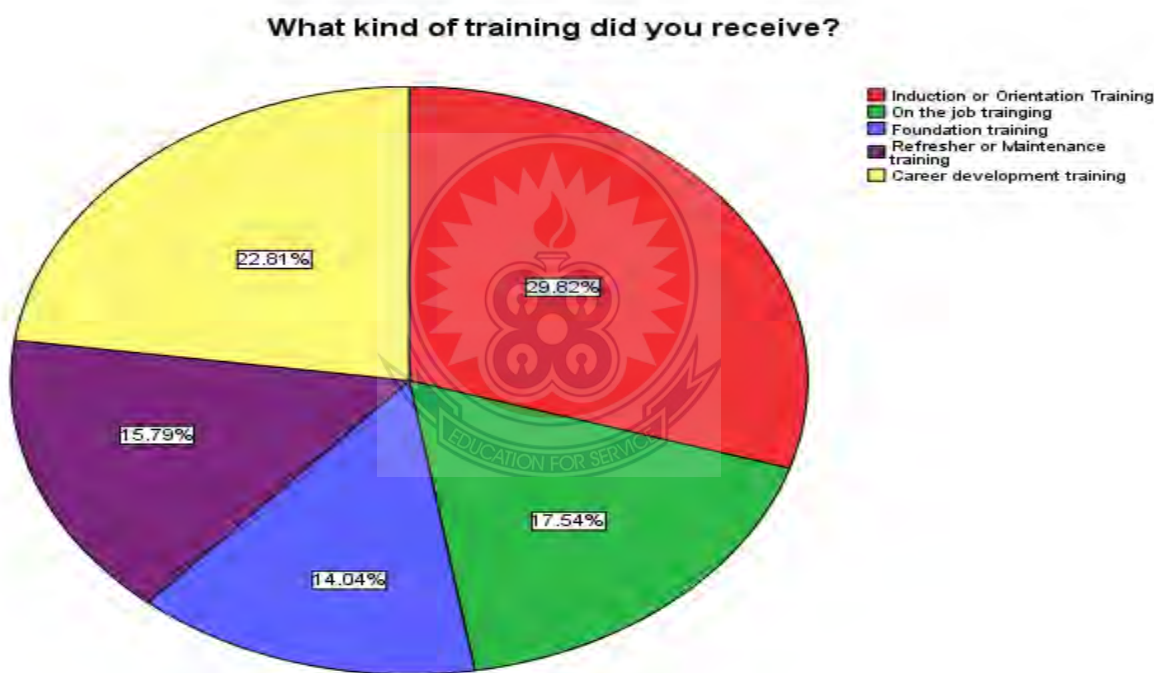
Source: Field Data, 2020

4.4 The Influence of In-Service Training on Employee Commitment and Performance

From figure 4.3 below, 98% of the respondents said yes that the INSET had influenced their job commitment and performance and 2% of the respondents also said no. This shows that INSET had influenced the respondents' job commitment and job performance.

Figure 4.3 Influence of In-Service Training on employee commitment and performance
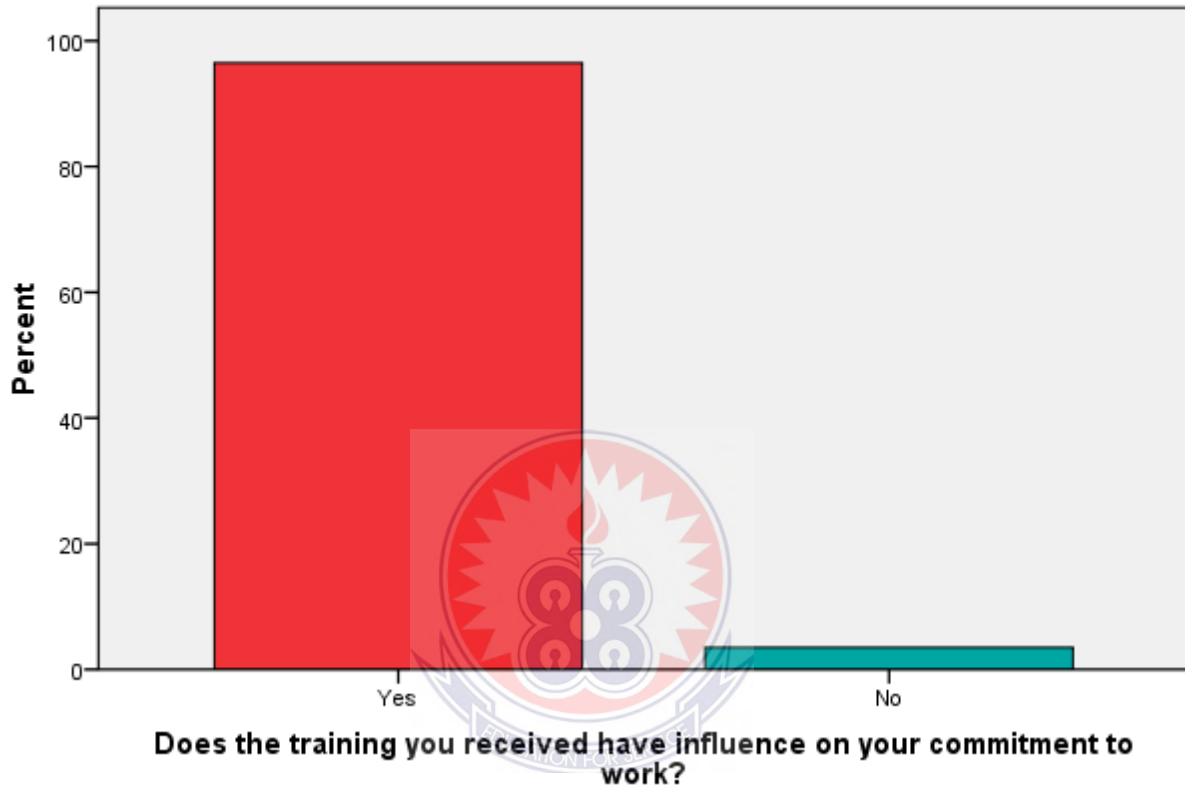
Source: Field Data, 2020

4.5 Ways by which INSET influence Employee Job Commitment

According to table 4.8 15 (26.3%) of the respondents said human relation, 10 (17.5%) of the respondents said psychological strength and energy to work simultaneously. Also, 11 (19.3%) of the respondents said employee satisfaction and high morale simultaneously. This shows that all the respondents agreed in one way or the other INSET influence their job commitment and performance.

Table 4. 8 Commitment through In-service Training has improved the following

Variable	Frequency	Percentage (%)
Human relation	15	26.3
Psychological Strength	10	17.5
Energy to Work	10	17.5
Employees' Satisfaction	11	19.3
High morale	11	19.3
Total	**57**	**100.0**

Source: Field Data, 2020

4.6 The Influence of INSET on Employee Job Performance

The general objective of this study was to assess the effect of In-service training on employee performance and commitment. Armstrong (2001) suggested among other things for training to be effective, one of the conditions required is that standard of performance or objectives should be set for learners. Thus, learners must have clearly defined targets and standards which they find acceptable and can use to judge their own progress. In view of this, respondents were asked whether they were given any set objectives or standards which were to be met at the end of their training and what influence did the training has on them. From the figure 4.4, 22.81% of the respondents said introduction to new methodology, 19.30% of the respondents said it developed employee knowledge, skills and abilities, 15.79% of the respondents said enhanced core competencies at work, improved effectiveness at work and improved efficiency and moral simultaneously. Lastly, 10.53% of the respondents said increased the image of the employee. However, through the interview, majority of the respondents most of them junior permanent staff

of GES answered that no training objectives were set for them during their training. 19% of the respondents did not answer this question, because according to them, they had not been given any form of training programme since they were recruited. Although the responses above were alarming, they were not surprising because it confirmed the Ghana Centre for Democratic Development (CDD) (2001) report that there has not been a systematic and holistic approach to dealing with issues and problems of capacity building towards local government. The CDD further indicated that interventions toward capacity building have been piecemeal, adhoc and most of the time, retroactive. In relation to the objectives of training, respondents were again asked to assess the effect of the training and development programme received in relation to work habit, job satisfaction, morale, behavior and others.

These findings, the employee will receive the benefits of having longer time framed and more satisfied which increases both the effectiveness and efficiency, if the employees are provided the chance for all staff to prepare a plan for career training. Again, it is the act of obtaining information and resources that helps one to design a programme of lasting learning related to his or her work life. Also, Adentwi (2002) opines that in-service education and training programmes are usually supplementary to the initial training that the teacher has received at college. He further says that it keeps the teacher familiar with new ideas, new ways of doing things and changes taking place on the educational front. From the definitions, in-service training is envisioned to provide and assist the professional development that teachers should experience throughout their working lives. Also, Reh (2010) has identified suggested reasons why supervisors and organisations conduct training and development programmes for employees and these results of this study collaborate his view. These reasons include: increased job satisfaction and morale among employees, increased employee motivation, increased efficiencies in processes, resulting in

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financial gain, increased innovation in strategies and products, reduced employee turnover, enhanced company image, example, conducting ethics training and risk management, example, training about sexual harassment, and diversity training.

Figure 4.4 Influence of INSET on employee work

4.7 Influence of INSET on Employee Performance at Work

From figure 4.5, 22.81% of the respondents said very regular at work, 21.05% of the respondents said very punctual in school and very cooperative simultaneously and 17.54% of the respondents also said very motivative to students and very productive. Respondents' response on the effect of training on employee performance can be summarised as resulting in improvement of skills, the acquisition of new knowledge, increase in efficiency and better performance. Training is basically a learning experience, which seeks a relatively permanent change in an individual's skills, knowledge, attitudes or social behaviour.

Figure 4.5 Influence of INSET on employee Performance

How does in-service training impact your performance at work?

Legend:
- Very regular at school
- Very punctual in school
- Vey cooperative
- Very productive
- Very motivative to students

17.54%
22.81%
17.54%
21.05%
21.05%
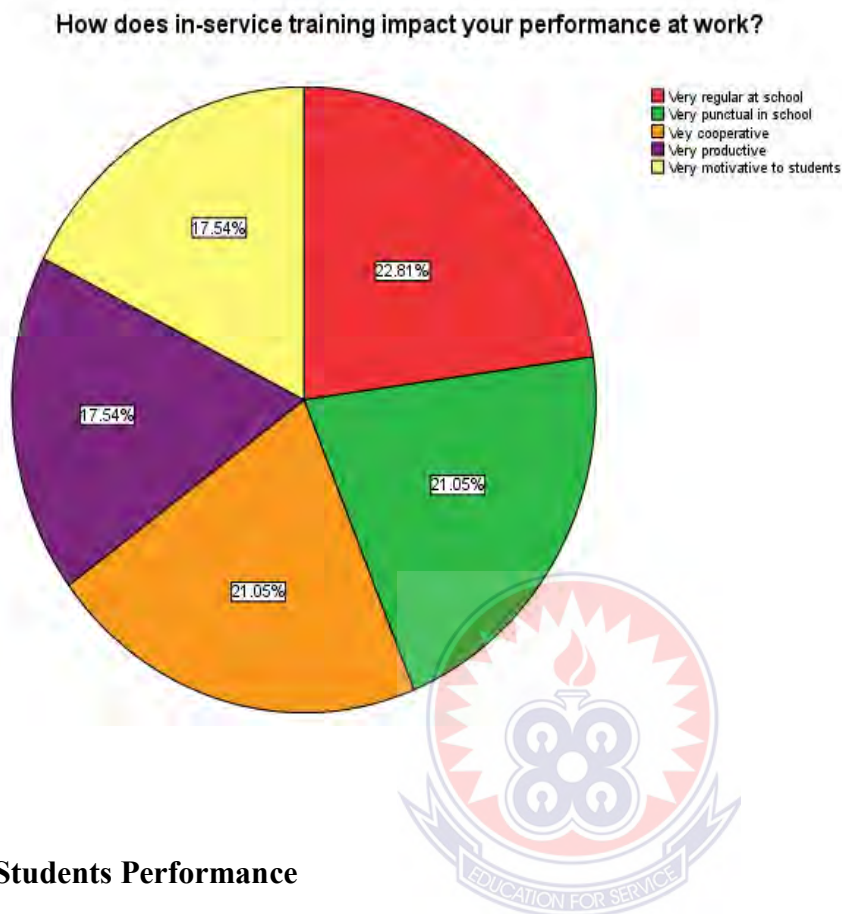
4.8 Students Performance

Out of 57(100%) teachers were given the questionnaire 17 (8.9%) said the performance of their class was excellent, 12 (6.3%) also said their students' performance was very good; 50 (26.0%) respondents said the performance of the students was average but 23(11.9%) and 105.2%) said their students' performance were pass and poor respectively.

Table 4.9: Students Performance

Assessment	Frequency	Percentage (%)
Excellent	17	8.9
Very good	12	6.3
Good	50	26.0
Average	80	41.7
Pass	23	11.9
Poor	10	5.2
Total	**192**	**100.0**

Source: Field Data, 2020

4.9 Challenges facing INSET Organisation for Teachers

Table 4.10 shows responses about challenges encountered while organising In-service training for teachers. 23(40.4%) of the respondents strongly agreed, 20(35.1%) agreed, 8(14.0%) disagreed and 6(10.5%) strongly disagreed on capital intensive.3 (5.3%) of the respondents agreed, 10(17.5%) agreed, 25(43.0 % disagreed and 19(33.3% strongly disagreed on INSET is time consuming. On the part of discrepancies in approaches and techniques, 25(43.0%) of the respondents strongly agreed, 20(35.08%) agreed, 8(12.2%) disagreed and 4(7.01%) strongly disagreed. 22(38.5%) of the respondents strongly agreed, 21(36.8%) agreed, 5(8.7%) disagreed and 9(15.7%) strongly disagreed on poor planning and organisation. 5 (10.5%) of the respondent's profit making motive over professional development motive, 6 (8.8%) of the respondents strongly agreed, 7(12.2) agreed, 21(36.8) disagreed and 23(40.3) strongly disagreed. Massive enrolment size creates ineffective management and poor planning and organisation respectively. Others are showed below in table 4.10. This shows that GES and teachers usually face a lot of challenges during the organisations of INSET in the country.

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Like all the other HR functions, training and development of employees is not free from perceived or real challenges associated with its conduct. In view of this, the researcher sought to identify some of the challenges that confront GES in the conduct of training and development programmes. The respondents were first asked whether they considered the training materials, techniques and methods used in their training as adequate or not. This information depicted that although GES embarked on training and development programmes for their staff, there was challenge of materials, techniques and methods used. Most of the methods used in the training are seen by the trainees as woefully inadequate. Again, the CDD (2003) report confirms this observation by noting that Ghana`s economic conditions, administrative reforms and structural adjustment programmes require less government spending and fewer government agencies. This therefore implies that GES lack the requisite manpower and logistic support to facilitate the conduct of capacity building and training programmes. This is one major challenge of GES in Ghana.

Armstrong (2001) notes that one necessary condition required for training and development programme to be effective is that the process of learning should be active and not a passive process. This means that learners or trainees need to be actively involved with their trainers, their fellow trainees and the subject matter of the training programme. In many organisations however, this has become a major challenge. The research therefore sought to find out the level of involvement of trainees in the training programmes organized in GES in Ghana.

Again, the CDD (2003) report confirms this observation by noting that Ghana`s economic conditions, administrative reforms and structural adjustment programmes require less government spending and fewer government agencies. This therefore implies that GES lack the requisite

manpower and logistic support to facilitate the conduct of capacity building and training programmes. This is one major challenge of GES in Ghana.

Table 4.10 what are the organisational issues constraining training and development at SCKM?

Statements	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Capital intensive	23 (40,4)	20 (35.1)	8(14.0	6 (10.5)
Time consuming	3 (5.3)	10 (17.5)	25 (43.0)	19 (33.3)
Discrepancies in approaches and techniques	25 (43.0)	20(35.08)	8 (12.2)	4 (7.01)
Poor planning and organisation	22 (38.5)	21(36.8)	9(15.7)	5(8.7)
Profit making motive over professional development	6 (10.5)	7 (12.2)	21 (36.8)	23 (40.3)
Irregular organisation of INSET	3 (5.3)	6 (10.5)	27 47.3)	21 (36.8)
Massive enrolment size creates ineffective management	5 (8.7)	7 (12.2)	25 (43.0)	17 (33.2)
Excessive sales of handouts to teachers at INSET	8 (14)	10 (17.5)	22 (38.5	17 (29.8)

Source: Field Work, 2020

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4.10 Strategies that can be adopted to improve INSET organisation for Teachers

From table 4.11, 12 (21.1%) of the respondents said motivate teachers who attend INSET and

Organise fee-free INSET for teachers respectively, 11 (19.3%) of the respondents said regular organisation of INSET for teachers, creates awareness on INSET in schools and free provision of hand outs for teachers at INSET respectively. Based on this, respondents were asked to suggest ways in which training and development programmes could be improved in GES. Varied opinions and suggestions were expressed by respondents. However, two main suggestions almost run through all the responses they provided. Most of the sampled respondents said that if training and development programmes could be frequent, time-bound and well planned, it would better improve their performance at work. This sentiment was expressed by all the untrained respondents. Though some of them indicated that they were still performing any form of training, they were optimistic that given the relevant training, they could perform better.

Another suggestion that was made by most of the respondents (about 80%) was about the training methods used in their training. Suggestions were made that if the methods could be varied or changed over time, it could help improve their performance. For instance, some respondents noted that most of the training programmes have been organised as conferences, seminars and workshops. This to some of the respondents was not much effective since it was repetitive and did very little in giving them practical on-the-job skills and knowledge. As a result, the respondents suggested that on-the-job training methods should often be used to give them the practical skills needed to perform effectively at the workplace.

Table 4.11: What do you think can be done to address the issues that affect training and development at SCKM?

Variable	Frequency	Percentage 9%)
Creates awareness on INSET in schools	11	19.3
Motivate teachers who attend INSET	12	21.1
Organise fee-free INSET for teachers	12	21.1
Regular organisation of INSET for teachers	11	19.3
Free provision of hand outs for teachers at INSET	11	19.3
Total	**57**	**100.0**

Source: Field Data, 2020

4.11: Interview of the three Officers

According to Human Resource at the Metro office who is in charge of all the training activities of GES staff when interviewed said he had been in the Metro Office for five years. The INSET was organized twice a year. On the effectiveness of training programmes in GES, it was gathered that the organisation engages in job and refresher training programmes and trainers are selected as the situation demands. Also, training is given to staff anytime there is a change in the curriculum or educational programmes in the schools to help employees possess the knowledge, skills and abilities needed to handle the new processes and also when there is a kill. The INSET was sometimes funded by Kumasi Metropolitan Assembly, Non-governmental Organisations. He said funds was a major challenge since they did not have enough money to carry on training programmes, buying training materials, and food for refreshing trainees.

The Circuit Supervisor was interviewed, and she had worked as Circuit Supervisor for two years and witnessed INSET in her Circuit. It has helped the teachers to be punctual in school and very cooperative and there was improvement in the performance of the students in areas of academics, punctuality and regularity in the school.

The head teacher also had been there for ten (10) years. She also said exactly what the Circuit Supervisor said in terms of performance. She also complained of funds to sponsor her teachers for INSET and also materials to procure to teach the children after the training programme.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter discussed the summary of the findings, conclusion, recommendations and suggestion for future studies in the same field of study by other researchers. The summary of the findings of this study were presented based on the research questions and objectives of the study which served as the foundation of this study. The main objective of this study was to ascertain the influence of In-Service training on employee job commitment and performance in Ghana Education Service in the Santasi Circuit of the Kumasi Metropolis using the pragmatic or mixed method of qualitative and quantitative research approach. The study used a total number of 57 respondents who were all GES staff. The summary of findings, conclusion, recommendation and suggestion for future studies are outlined below as follows.

5.1 Summary of Findings

From the study conducted it was found out that training of employees is one of the activities of the Human Resource Department of GES, thus there is a director for Human Resource at the Metro office who is in charge of all the training activities of GES staff. Therefore, training is one of the core functions of the department. Training activities are typically planned by the Head of Training School, guided by the Head of Human Resource, approved and authorised by the Managing Director and then implemented under the supervision of the Head of Human Resource Manager.

Data collected, presented and analysed also indicated that the purpose of training and development activities at GES is to enhance employees' skills to improve individual and

organisational performance. It was also gathered from the study that the purpose of training and development at GES is to achieve individual and organisational performance.

Data was then presented and analysed regarding the actual training programmes on the ground for training and development at GES. It was gathered that, even though GES has training programmes such as technical training, core training, coaching and mentoring, foreign training, off-the-shelf as well as management trainee programmes, much attention has been placed on supervision, induction and mentoring training programmes. The findings gathered reveal that GES needs to do a lot more work in all these areas.

1. Further, the results also revealed that even though respondents have gone through some form of training, it does not give them in-depth knowledge of the roles they are to perform. Neither is it evaluated to ensure whether the training has had the desired impact. The appraisal system which is to do some if not all evaluation is not seen as effective by employees. Therefore, it was revealed that the ways by which In-service training influence employee job commitment and performance include induction or orientation, on the job training, foundation training, refresher or maintenance training and career development training but the more attention has been focused on the induction or orientation training of newly trained teachers who are coming into Ghana Education Service.

On the effectiveness of training programmes in GES, it was gathered that the organisation engages in job and refresher training programs and trainers are selected as the situation demands. Also, training is given to staff anytime there is a change in the curriculum or educational programmes in the schools to help employees possess the knowledge, skills and abilities needed to handle the new processes and also when there is a kill gap. Therefore, most of the staff who have ever participated in training do not know how they were selected for the training. This led

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many of the respondents to conclude that training in the organisation is unplanned and unsystematic.

Furthermore, on the effects of in-service training on employee job commitment and performance in GES in the Santasi Circuit in the Kumasi Metropolis, it was revealed that the effects of in-service training programmes on the job commitment and performance of GES employees were it developed employee knowledge, skills and abilities, enhanced core competencies at work, improved effectiveness at work, improved efficiency and moral and increased the image of the employees in the department in terms of commitment and performance. Through an interview conducted by the researcher, head teachers and directors of Ghana Education Service revealed that in-service training programmes for teachers have made most teachers to change poor attitude towards punctuality to school and teaching as well as improving their interpersonal relationship skills with their supervisors and directors.

In addition, on the relationship between training and employee performance is a positive relationship. The information thus far reveals a seeming consensus in the belief that there is a positive relationship between training and employee performance. Thus, training impacts positively on employee's performance by generating benefits to both the employees and the organisation they work for through the development of skills, knowledge, abilities, competencies and behavior. Training plays a significant role in the development of organisations, enhancing performance as well as increasing productivity, and ultimately putting companies in the best position to face competition and stay at the top. This means that, there is a significant relationship between organisations that train their employees and organisations that do not. It is interesting to note that De Cenzo and Robbins (1996), stated that "training is basically a learning experience, which seeks a relatively permanent change in an individual's skills, knowledge, attitudes or social

behavior." The elements they highlighted seems to be similar to the aspects of the employee the training programme provided by the firm seems to have tackled.

Also, on the question of the challenges of these in-service training programmes of the GES, it was once again gathered that attitude is the key. That most of the staff do not have the right attitude to training, some see it as intrusive whiles others see it as a formality and without the right attitude and a trainable heart training people becomes ineffective. Also, the inability of GES facilitators to practice training methods comprehensively is due to cost associated with high fees from training consultancies as well as time considering the busy schedules of the employees.

The study also reveals that sponsorships for further studies (career development) does not exist and even when staff upgrades themselves, it does not offer them with any opportunity for career growth, thus you can find people with lower qualifications occupying higher positions just based on the GES of long service or experience than those with higher qualifications and also equally good on the job. The results of the study also revealed that the challenges of GES in-service training programmes for employee's job commitment and performance include capital intensive, time consuming, discrepancies in approaches and techniques, poor planning and organisation, profit making motive over professional development, irregular organisation of INSET, massive enrolment size creates ineffective management and excessive sales of handouts to teachers at INSET.

More so, the study attempted to establish a relationship between training and employee performance thus questions on motivation, opportunity to identify potentials for further development, attainment of higher skills for performance. The findings are that many of the respondents feel that training has offered them opportunity to identify potentials for further development. Respondents do believe training have had some impact on their commitment and

performance in some areas but further indicated not in all areas, therefore there is still room for improvement for training and development activities to positively impact on individual effectiveness and efficiency in the performance of their jobs.

The results also revealed that employees sponsor themselves to acquire new skills, knowledge and abilities through formal education programmes. These respondents indicated that the upgrades do not have any impact on their career growth. However, organisational goals can be realised through the human resource capital of the organization. It is therefore essential to note that it is the knowledge, skills and efficiency gained that will make the individual employees more effective.

Finally, on the question on the strategies that can be adopted Ghana Education Service to resolve the challenges the department faced in organizing in-service training programmes for teachers and it was revealed that these strategies can help resolve these challenges facing GES in organising in-service training programmes for its teachers and staff were creates awareness on INSET in schools, motivate teachers who attend INSET, organise fee-free INSET for teachers, regular organisation of INSET for teachers and free provision of hand outs for teachers at INSET.

According the Human Resource Manager who was the training officer of GES, Kumasi Metropolis in an interview with the researcher vehemently indicated that GES sponsoring the INSET programmes for teachers and improving the conditions of in-service training programmes will attract teachers to attend the programmes. He complained of challenges of getting money to organise the INSET.

The Circuit Supervisor was interviewed and she said INSET had helped the teachers to be punctual in school and very cooperative and there was improvement in the performance of the students in areas of academics, punctuality and regularity in the school. The head teacher also

affirmed what the Circuit Supervisor said. She further complained of funds to sponsor her teachers for INSET and also materials to procure to teach the children after the training programme

5.2 Conclusion

In line with the findings of the study, the following conclusions are drawn. Ghana Education Service has human resource training and development policy from which teachers in Ghana need to attend training and development programmes, that will equip them with skills and knowledge to serve the needs and help to achieve the objectives of the new curricula change. Yet these policies are not well structured and implemented consciously. Majority of the respondents were lacking important information about their work such as schedules at training and development programmes for teachers. It is therefore needful for GES to have a well-structured policy concerning the training and development of teachers for them to be 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 organisation 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.

This study also revealed that lack of adequate funds is the main impediments when it comes to training and development under Ghana Education Service. Government delays in releasing funds meant for training programmes for teachers and other educational staff. This tends to affect the training programmes scheduled for Ghana Education Service. However, lack of resource persons, capital intensiveness of the programme and profit making motive of the facilitators

sometimes creates problems for GES's effort to organise training and development programmes for teachers.

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 Wayne and Young (2003) that promoting teachers" quality through in-service training is the basic element in the improvement of productivity among teachers in both primary and secondary school through in-service training, teachers become responsible for their own growth and effectiveness, and they therefore become more sensitive, insightful, open to more options, and are less scared of innovations and changes.

5.3 Recommendations

Training and development, as reiterated in the study, is a human resource function aimed at equipping employees with the requisite skills, competence, knowledge and attitude to perform effectively in order to achieve organisational goals and objectives. The research indicates that training and development of employees in Ghana Education Service is faced with many challenges. As a result, the following recommendations have been outlined on how to improve this very important HR function to ensure the effective and efficient performance of employees in the attainment of organisational goals.

There should be full participation and involvement of trainees in the training and development programmes. They should not be made passive learners but must be actively involved in the training, (with their follower trainees) and the subject matter of the training programme in order for them to get the best out of the training. Training of lower employees (junior ranks) should not be relegated to the background. The study revealed that most training programmes in GES are

targeted at the employees within the top management levels. The researcher therefore recommends that training for staff of GES should cut across all levels and ranks in order to achieve a systematic and holistic human resource development. Again, Assistant Directors for Supervision and Human Resource who have been mandated by law to train and build the capacity of the staff of GES should not concentrate all their training programmes in the urban centres but make conscious effort to extend their activities to the remote districts as well.

Also, the objectives and standards of performance should be set for trainees in all training programmes. This would enable trained staff to know whether they have improved or not from the training they have received. The training objective would also enable management to know how effective their training programmes have been so that it may be varied accordingly.

More so, training methods should be varied periodically. For instance, GES should use a combination of both on-the-job and off-the-job techniques. The study revealed that on-the-job training methods are often not used in GES. However, it is strongly recommended that trainers of local government staff should adopt both methods in order to achieve the full benefits of training and development.

Furthermore, HR units should keep proper data base or records on the performance of employees which must be periodically be communicated to them so as to know where and when training and development programmes are required.

Again, the person unit of Ghana Education Service should be well resourced with both human and technical resources. This means that qualified and complete HR professionals should be employed in GES in order to handle all issues concerning the recruitment, maintenance and development of competent and well-equipped staff. HR units should also be equipped with the necessary logistic

support to facilitate the work of the unit. Methods of training and development in GES must also be reviewed.

Finally, they should plan their training programmes to meet the specific needs of particular districts. Since training and development has been identified as a key HR function in achieving organisational goals, GES should take pragmatic steps to increase their budgetary allocations to the training of their staff. This means that significant allocation of funds must be provided in order to ensure the smooth implementation of training and development programmes.

5.4 Suggestions for Further Study

Going by the findings of the study, the recommendations and the conclusion made, the following suggestions are made for future research; a similar research could be conducted on other districts in the Ashanti Region, and again further research can be conducted to compare the impact of training and development on the performance of teachers in other district in Ashanti Region and that of other District Education Directorate in the Country.

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QUESTIONAIRE

APPENDIX A

UNIVERSITY OF EDUCATION WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

DEPARTMENT: EDUCATIONAL LEADERSHIP

QUESTIONAIRES FOR EMPLOYEEES OF GHANA EDUCATION SERVICE (GES)

These questionnaires have been designed to seek information mainly for academic purposes. I am **Elizabeth Oforiwah Frimpong** a final year student of Master of Arts in Educational Leadership Programme in University of Education Winneba, Kumasi Campus. I am researching on the topic Influence of In-service Training on Employees' Job Commitment and Job Performance in Santasi Circuit of Ghana Education Service in Kumasi Metropolis of Ghana. Please be assured that all information you volunteer will be treated as confidential and will only be used for academic purpose.

E-mail address: lizzfrim@gmail.com   Mobile no.: 0509123906

MAY, 2020

(PLEASE TICK THE RESPONSE (√)

SECTION A: RESPONDENTS DEMOGRAPHIC BACKGROUND

1. Gender:

a) Male (   )

b) Female (   )

2. Age

a) 18-25 (   )

b) 26-35 (   )

c) 46-55 (   )

d) 56-59 (   )

3. Indicate your academic qualification.

a) G C E 'O' Level (   )

b) SSCE / WASSE. (   )

c) DBS (   )

d) HND (   )

e) First Degree (   )

f) Master Degree (   )

g) Any other (State)……………………………………………………………………

4. Which school do you teach? --

5. Are you a professional teacher? Yes (   ) No (   )

6. How long have you been teaching in Santasi Circuit?

1 – 5 years (   ) 6 – 10years (   ) 11 – 15 years (   )

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B. INFORMATION ON IN-SERVICE TRAINING

7. Have you heard of in- service education and training (INSET) before?

Yes ( ) No ( )

8. Have you ever attended any INSET programme?

Yes ( )   No ( )   Not sure ( )

9. How frequent or regular are such INSET organised for teachers at the school level?

 a. twice a year.   b. once a year   c. every two years   d. not at all

10.   What kind of training did you receive?

 a. Induction or Orientation training (   )   b. On the job training   (   )

c.   , Foundation training   (   )   d.   Refresher or Maintenance training (   )

e. Career development training
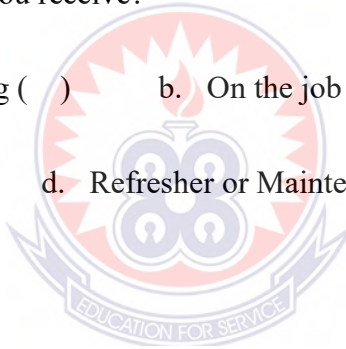
11. Institution(s) in charge of

INSET……………………………………………….........................

I2. The mode of training………………………………………………………………………

13. Do you think the INSETs or workshops you have attended are enough for your continuing

professional development and competency as a teacher?

Yes ( )   No ( )   not sure ( )

C. INFLUENCE OF IN-SERVICE TRAINING ON EMPLOYEES' JOB COMMITMENT

14. What influence does the training received have on your commitment at work?

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Commitment through In-service Training has improved the following;

a.   Human Relations…………………………………………

b.   Psychological Strength……………………………………

c.   Energy to Work……………………………………………

d.   Employees' Satisfaction………………………………..

e.   High morale…………………………………………….

C. THE INFLUENCE OF IN-SERVICE TRAINING ON EMPLOYEES' JOB PERFORMANCE

15.   What influence does the training received have on your performance at work?

   a. Improved efficiency and moral……………………………………..

   b. Introduction of new methodology…………………………………….

   c .Increased the image of the employees (teachers)……………………

   d. Developed employee knowledge, skills and abilities………………..

   e. Improved effectiveness at work…………………………………….

   f. Enhanced core competencies at work…………………………….

E. THE EMPLOYEES' AND PUPILS PERFORMANCE BEFORE AND AFTER INSET

16. How do you rate the quality of your output before INSET?

………………………………………………………………………………………

17. How do you rate the quality of your output after INSET?

…………………………………………………………………………………………………

18. How do you rate your punctuality at work before INSET?

…………………………………………………………………………………………………

19. How do you rate your punctuality at work after INSET?

…………………………………………………………………………………………………

20. How regular are you at the work place before INSET?

…………………………………………………………………………………………………

21. How regular are you at the place after INSET?

…………………………………………………………………………………………………

22. How do you rate your cooperativeness before INSET?

…………………………………………………………………………………………...

 23. How do you rate your cooperativeness after INSET?

…………………………………………………………………………………………

F. CHALLENGES OR ORGANISATIONAL ISSUES FACING GES FOR TRAINING AND DEVELPOMENT IN SCKM

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
24.Capital intensive				
25Time consuming				
26.Discrepancies in approaches and techniques				
27.Poor planning and organisation				

28.Profit making motive over professional development				
29.Irregular organisation of INSET				
30.Massive enrolment size creates ineffective management				
31. Excessive sales of handout to teachers at INSET				

32.   What do you think can be done to address the issues that affect training and development at SCKM?...

Thank you for your time

APPENDIX B

Appendix B (1) Interview with the GES Training Officer (SCKM)

Question 1: Please, how long have you been here as the training officer in the Metropolis?

……………………………………………………………………………………………

 Question 2: Have you been organising INSETs for your teachers in the Metropolis?

……………………………………………………………………………………………

Question 3: How regular do you organise INSETs for your teachers?

……………………………………………………………………………………………………….

Question 4: Sir, what INSET programmes do you organise for the teachers?

………

Question 5: Please, so how have these training programmes helped students' learning and achievement?

………
………

Question 6: Sir, how was the training programmes funded?

……………………………………………………………………………………………………….

Question 7: Sir, what were some of the challenges you confronted in organising INSET

Programmes?

………
………

Question 8: How did they solve the problems?

………
………
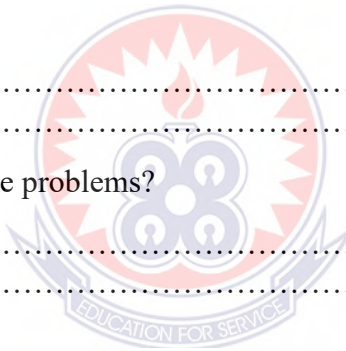
Appendix B (2) Interview with the GES Circuit Supervisor (SCKM)

Question 1: Please madam, how long have you been working with GES in the SCKM?

Question 2: Have you been witnessed any INSETs or workshops for your teachers in this

Metropolis? ....

Question 3: How did you assess impact of INSET on teachers and pupils?

………

………

Appendix B (2) Interview with the Head teacher of (SCKM)

Question 1: Please, how long have you been working as head teacher with GES in SCKM?

………

………

Question 2: How did INSET benefit your teachers?

………

…………....………………………………………………………………………………………………………....

Question 3: What were the challenges during the programme?

………

…...

Question 4: What are your suggestions to avert the

challenges?..

....

Thanks