



Journal of Liberal Arts and Humanities (JLAH)
Issue: Vol. 2; No. 1; January 2020 pp. 41-48
ISSN 2690-070X (Print) 2690-0718 (Online)
Website: www.jlahnet.com
E-mail: editor@jlahnet.com
Doi: 10.48150/jlah.v2no1.2021.a5

STAFFING CHALLENGES IN THE ADMINISTRATION OF TEACHER TRAINING COLLEGES IN THE VOLTA REGION OF GHANA

Benedicta Awusi Atiku

Dambai College of Education
Krachi East, Oti Region, Ghana
+233 243 125 225

E-mail: atikubenedicta@yahoo.com, baatiku@dace.edu.gh

Vincent Kwasi Atiku

Adidome Sehior High School
Central Tongu, Volta Region, Ghana
+233 243 524 583

E-mail: vincentatiku@yahoo.com

Abstract

There is always much public outcry over the failure of students in their basic education examinations. The public always point accusing fingers at teachers as the main cause of students' failure and the fall in the standard of education. The quality of teachers depends largely on the quality of training received which also rests upon the quality of administration carried out in such training colleges. Administration in all institutions irrespective of the level, faces challenges, and those of Ghanaian teacher training colleges are no exception. This research work was therefore carried out in 2008 to find out specific challenges in the domain of management of staffing at the colleges. It was descriptive survey with 112 participants sampled purposively from 4 colleges in the Volta Region. Questionnaire was used to gather data. The key findings include: inadequate staff, inadequate accommodation facilities for staff affecting retention and absence of college-based in-service training for staff coupled with lateness and absenteeism of some staff to duty. Recommendation include beefing up the human resource base and improving supervision of personnel.

Background to the study

Administration is an integral part of any organization and it is crucial for maintaining and expanding the relevance, effectiveness and productivity of every department including school systems. Mankoe (2002) indicates that administration is a social process concerned with identifying, maintaining, controlling and unifying formally and informally organized human and material resources within an integrated system designed specifically to achieve predetermined objectives. The quality of teachers produced in any country is dependent upon the quality of teacher education which is also dependent upon the quality of educational administration.

The 2002 Educational Reform Review Committee set up by the New Patriotic Party government and chaired by Professor Jophus Anamuah- Mensah confirmed in its report that the quality of human capital of any nation depends upon the quality of education it offers, and the quality of education given is also determined by the quality of teachers who teach. According to Teacher Education Division (2001) of Ghana Education Service, a teacher training college principal is the manager of both the human and non-human resources of the college and he/she is crucial in the success of teacher education in Ghana. Costley and Todd (2002) confirm this by saying that the head is a supervisor, motivator, and an instructional leader. To them, the head as a supervisor monitors every activity in the organisation to ensure success in his operation.

Ghana Education Service (1992) maintains that principals in the administration of the training colleges must create a stimulating professional climate in the colleges suitable for developing trainees in the beginning level of knowledge and standard of professional competence necessary to maintain and improve upon standards in the country's primary and junior high secondary schools. In carrying out these roles, many challenges come up.

The administration must provide competent teachers and the necessary competent auxiliary staff in providing quality education. The need for relevant staffing is even greater felt and more crucial when there is a change in any aspect of the curricular, making it necessary in reconditioning of the old staff to relevantly tune to the dictates of such periods.

The teacher training colleges had just in the 2004-2007 begun producing diploma in basic education graduates under a new dispensation of teaching practice policy named IN-IN-OUT which brought to an end the Three –Year Teacher’s Certificate A programme. The teacher training colleges had also increased from nineteen to thirty-eight in the bid of meeting the production of enough qualified teachers to handle the pupils of the ever-growing basic educational institutions of Ghana. Despite these efforts by the Ministry of Education in meeting educational demands of the populace, there is still noise about the non-performance of the classroom teacher.

Many factors contribute to the performance of educands. However, the teacher always becomes the focal point of blame by the general public anytime there is a perceived fall in the standard of education as being measured by the learning outcomes of the direct beneficiaries, students. The public accuses teachers that they lack adequate knowledge of what they teach and how they teach it. Slasterin (1989) supports this view of the public by saying that many products of teachers’ educational institutions lack coordination between what they learn in the training college and how they impart what they know to their pupils. Poster and Poster (1993) oppose the judgment of the public by saying that pupils’ performance depends on several factors of which the school has no control over. These, they say include social factors that affect the ability to learn, behaviour of pupils, lack of adequate learning resources, insufficient teachers and support staff and inadequate school facilities. To them, there is one important factor yet little attention is paid to it and that factor is good management of educational institutions.

The main criterion of teacher effectiveness is a managerial criterion (Rao, 2004). If a school is correctly administered, the learners would have full opportunity to learn, and that any deficiencies of learning in an accurately managed school is the problem of learners (Rao, 2004). This was also confirmed by Dean (1985) who says that the administrative and managerial skills of the principal have become increasingly critical in college performance because human resource management in any organization is a very essential factor of productivity. Opuni-Boakye (1993) says that the main reason for poor performance of the educational system in some countries is the low training and calibre of the vast majority of the basic education teachers.

Complainants of poor performing teachers may want to ascertain the validity of the candidates to the teacher training colleges. Two groups of candidates were eligible to apply for entry into the teacher training colleges. These people included senior secondary certificate holders and West Africa Senior Secondary Certificate holders. Admission into teacher training colleges followed a two-stage procedure. First, candidates who met the minimum entry qualification of aggregate twenty-four were selected. Secondly candidates were invited by each college for an interview and to sit for short tests in English and Mathematics. Most applicants were between the ages of 20 and 22. It was rare to take people over the age of 35, because of the perceived problems this might cause in terms of relations with other students and tutors and the difficulty older people might face in comprehending the content of the curriculum.

The teacher training college curriculum provided three thematic areas - general education (30%); academic education (30%); and, professional studies (40%). General education composed of six ‘core’ subjects taught in all 38 teacher training colleges. These are basic Mathematics, English Language, Science, Social Studies, Computer Studies, and HIV/ AIDS. The following subjects constituted the academic education and each trainee must select one as an elective subject in the second year of the course work: Vocational Skills, Agricultural Studies, Ghanaian Language and Culture, Physical Education, Music and Dance, and Religious and Moral Education. Trainees were, however, introduced to each of these elective subjects in the first year of their studies.

Educations Studies, ‘On’ and ‘Off’ Campus Teaching Practice together with Project Work form the professional education of the teacher training colleges’ programme. Trainees spend their third year in the various communities to undertake their teaching practice (off campus teaching practice) under the programme IN ~IN ~OUT. Technical and French courses were specialist courses for some colleges. For instance, Akatsi Training College in the Volta Region offers Technical Skills whilst Mount Mary College at Somanya in the Eastern Region offers French.

The tutors in the colleges had a variety of qualifications mostly ranging from bachelor to masters level degrees. The main bodies in charge of the teacher training programmes in Ghana at the time were Teacher Education Division of the Ghana Education Service, Institute of Education of University of Cape Coast, and the college principals who implemented directives from the two bodies. This research sought to delve into challenges that related to staffing in the colleges to come out with workable recommendations for improvement in the engagement of teacher education.

Statement of the Problem

There had been much public outcry over the failure of students in their basic education examinations of 2008 when about 50% of the 320,225 junior secondary school students who sat for the BECE final examinations failed. The public associated the failure to teacher's poor performance among other things. The public always point accusing fingers at teachers as the cause of the students' failure and the general fall in the standard of education. The teacher training colleges produce teachers who teach at the basic education system and the availability and quality tutors with supporting staff determine largely the products of the colleges. Thus, if performance issues of basic education system are to be tackled holistically, then the challenges in the administration of the colleges with respect to staffing must be researched into for antidotes to the abysmal performance. This is the essence of this research.

Research questions

1. Which challenges do the colleges face in respect of staffing?
2. How could the challenges be tackled?

Exploration of Relevant literature

Recruitment and staffing

Bulin (2001) defines staffing as the process of obtaining and maintaining a workforce capable of fulfilling the goals of organizations. Performance of workforce depends greatly upon the quality of training received which is also dependent upon the calibre of instructors. The recruitment and induction processes conducted for an employee influence performance in the organization (Bulin, 2001). Robbins and De Cenzo, (1998) assert that once managers know their current Strategic Human Resource Planning (SHRP) status, they can begin to do something about it by defining the characteristics of a workforce they need. Employers use two factors; turnover and production targets, or the quantity of work to be done and the number of people needed to accomplish the necessary work (Evans, 1995).

Recruitment process begins when employers seek out qualified applicants to fill job vacancies by trying to locate, identify, and attract capable applicants. Thus, staffing comprises technically practical steps in recruitment by putting up advertisement, sorting, selection and engaging successful employees (Dess, Heinki & Costley, 2005). This include includes clarification of the exact nature of job, sorting out of the skills, aptitudes and abilities required, drawing up 'pen portrait' of the 'ideal' candidate (Dess et al 2005). Advertisement for the job comes after job analysis in considering the skill, procedures and products qualification for the job. Various tests, Work test, Aptitude tests, Intelligence tests, and Personality tests are conducted to get the 'ideal' candidate (Davis & Heineke, 2003; Robbins & De Cenzo, 1998; Everad & Morris, 1990; Hanson, 1991).

After successfully getting the ideal candidate, ideal ways of doing things must be exposed to the employee through induction which is technically known as employee orientation with the objectives of reducing the initial anxiety all new employees feel as they begin a new job; familiarizing new employees with the job, the work unit, and the organization as a whole; and to facilitating the outsider-insider transition (Hanson, 1991; Baker & Spier, 1990). The organization exposes the new employee to the organization's objectives, history, philosophy, procedures, and rules and policies in helping him / her build confidence and develop a 'feeling of belonging' (Kelley & Mdner 2004).

Within this orientation, induction training and job training are carried out with which induction training focuses primarily on familiarizing process with the total work environment whilst job training is directed at giving the worker the necessary knowledge and skills to carry out the various tasks that are part of his job (Evans, 1995). In educational institutions, teachers translates every educational policy into reality and thus must be inducted into their jobs sufficiently and managed efficiently to deliver their best if educational goals are to be achieved (DeBolt, 1991; Giles & Proudfoot, 1994; Anderson, 2004; Sizer, 1992)

After successful recruitment and engagement of employee, the challenge is for the manager to maintain the employee productive throughout his working period with the firm (Turrinton & Hall, 1991). The heads of educational institutions should organize seminars on selected topics for staff members as part of the school programme, to contribute to professional development of the staff to keep the staff productive because in the school system one could find teachers initially vigorous, stimulating, and effective but in no time these same teachers might settle into a dull routine of doing what must be done with no zest (Kelley & Mdner, 2004; Ahuja, 1985; Campbell, Bridges & Nystrand, 1982).

To avert the unforeseen low zest and attitude to work the head should establish progress-monitoring techniques which is regular appraisal system, against identified control points, which means setting up a control system of evaluating productivity level (Carver & Katz, 2004; Campbell & Neill, 1985). Other challenges the head would have to battles creatively is the militancy of teachers and educational workers on strike action of which adequate human relation marked by maintenance of humorous relationship, free flow of communication and taking prompt actions on disciplinary issues could be an antidote (Campbell et al, 1982; Suck & Mahieddine, 1997; Shaw, 1995; Ahuja, 1993; Costley & Todd, 2002; Ozigi, 1990).

Methodology

Research design

The type of design used for this study is descriptive survey. According to Amedahe (2002), a descriptive survey is a research which investigates into a given phenomena to describe, specify and document aspects of the situation as it naturally occurs. This design was chosen because the research was to investigate into the staffing challenges of the administration of the teacher training colleges in their day - to- day running of the colleges. Since descriptive survey deals with interpreting the relationship among variables and finding answers to questions through the analysis of relationships that exist between or among the variables, the researcher felt it was the most suitable design to be adopted because a kind of relationship would exist between the challenges and the quality of teachers that are produced by these institutions.

Population

The population of the study was made up of all the principals and their vice principals of the seven teacher training colleges in the Volta Region. Others were the teaching and non-teaching staffs who were in leadership positions. These people included heads of departments, teaching practice coordinators, senior housemaster/mistresses, housemasters, housemistresses, guidance & counselling coordinators, accountants, domestic bursars, and assessment officers. Students representative council also formed part of the population of the study. For the purpose of easy analysis and referencing, the research population was classified into three groups as follows:

1. Heads of the teacher training colleges. This group includes principals, vice principals and the colleges' respective boards of governors.
2. Heads of departments and units. In this group are heads of departments, teaching practice coordinators, assessment officers, accountants, domestic bursars, senior housemasters, senior housemistresses, and housemasters /mistresses
3. Students' representative council.

Sample and Sampling Procedure

The selected sample for the study was one hundred and twelve (112). The constituents of this sample were: twenty-eight (28) respondents from the heads of institution group, sixty-eight (68) people from the heads of departments and units group and sixteen (16) respondents from the students' representative council group. The selection technique used in picking the colleges for the research was the simple random sampling using fish bowl method. In selecting the respondents, homogenous purposive sampling was used for the principals, vice principals, and all the teaching and non-teaching staffs in administrative positions. Homogenous purposive sampling was again used to select the students in administration (SRC). The homogeneous purposive sampling was used because this research work needed people who were in leadership positions in the various colleges so that they could provide the information about the challenges that administrations of their schools experienced since they also shared in the administrative work of the colleges. It therefore meant that these administrative staff must be chosen automatically to answer the research questions.

The breakdown of the respondents sampled is as follows: 4 principals, 8 vice principals, 4 members each from the board of governors group, 4 teaching practice coordinators, 3 senior housemasters, 4 senior house mistresses, 8 housemasters, 9 housemistresses, 4 guidance & counselling coordinators, 24 heads of department, 4 assessment officers, 4 accountants, 4 domestic bursars, 4 college students' presidents, 4 college students' vice presidents, 4 SRC secretaries and 4 SRC treasurers.

Instrument

Upon careful consideration about the sampled groups of respondents and the duration of the research, the researcher deemed it fit to use open and close ended questionnaire as the instrument for gathering data in the study. Three sets of questionnaire were designed in all; a set for each group of respondents. The questionnaire consisted of three sections: section A, B, and C. Section A was on biodata, section B on challenges and section C on suggestions and recommendations. The section A of the questionnaire had one open-ended item and one close-ended item whilst Section B had nineteen close-ended questions in the case of heads of institution, heads of department and students representative council. The section C question was one open-ended item for all the groups of respondents. The questionnaire had an introductory section which explained the purpose of the research to the respondents and assured them of confidentiality in the usage of the information they would provide for the study.

Data collection procedure

A letter of permission and consent seeking was distributed to the administrations of the four colleges involved in the production of data. Based on the agreement of the respondents, the sets of questionnaire were shared among them. One week duration was given respondents to finish responding to the items and the researcher retrieved the questionnaires after the one week.

Data Analysis Procedure

After the various sets of questionnaire were retrieved from respondents, they were put into the various categories of respondents for easy identification. Quantitative and qualitative analysis were adopted in the presentation of the data for the study.

Quantitatively, all the close-ended items were tabulated, with their various groups of respondents and percentages. This method made discussion and referencing of the data easier and simpler. Some data were used to draw simple bar charts, component bar charts, and multiple bar charts for easy understanding of results of those data. All data collected from open-ended questions were put into descriptive forms. Percentages of figures coming from similar responses were calculated in each case.

Results and discussions

Challenges in staffing of the colleges

This section consists of analysis on the adequacy of staff, organisation of staff development programmes; orientation and in-service training, and reasons for not organising those programmes. The level of staff adequacy in the colleges is depicted in Table 1.

Table 1: The adequacy of staff in the colleges

Staff Category	Response	Heads of Inst. N=28		Heads of Dept. N= 68%		SRC N=16%	
			%				
Teaching	Adequate	22	79	53	78	10	63
	Not adequate	6	21	15	15	6	37
Non-Teaching	Adequate	12	43	23	34	4	25
	Not adequate	16	57	45	66	12	75

From Table 1, 79% of heads of institution, 78% of heads of department, and 63% of students forming the majority of respondents indicated that there was adequate teaching staff in the colleges. On the other hand, 57% of heads of institution, 66% of heads of institution, and 75% of students stated that non-teaching staff was not adequate in the colleges. 23 respondents attributed the inadequacy of staff to inadequate accommodation facilities. 5 stated government quota system of staffing the colleges, and 2 related it to poor road network to some colleges. Table 2 presents the organisation of orientation and in-service training for staff in the colleges.

Table 2: Organisation of orientation programmes and in-service training for staff

Programme	Responses	Heads of Inst. N= 28 %		Heads of Dept. N= 68 %		SRC N=112%	
Orientation	Organise	28	100	28	41	6	38 10
	Do not organize	0	0	40	59	62	
In-Service training	Organise	27	96	37	54	8	50
	Do not organize	1	4	31	46	8	50

From Table 2, 100% of heads of institutions indicated that their colleges have been organising orientation for their new staff and 96% of them also reported in the affirmative when it came to college-based in-service training. Only 41% and 54% of heads of department, and 38% and 50% of students supported these claims respectively.

In observing the data critically to ascertain the cause for the disparity in the responses, it was realised that some colleges had organised orientation sparingly, and others did not organise it at all. In the area of in-service training, it was realised that colleges did not often organise it. Rather, it was the Teacher Education Division (TED) of the Ghana Education Service that was organising it.

The above findings would not augur well for the human resources development in the training colleges. This is because education field is dynamic in adjusting to the ever changing needs of society. Therefore, tutors must be prepared to deliver in their fields accordingly. It was likely some tutors would still be teaching using archaic methods and techniques since some of them entered into the teaching profession over twenty years without going for further studies. Campbell et al (1985) in mentioning the importance of in-service training for teachers pointed out that the absence of in-service training results in teachers who were once found vigorous, stimulating, and effective; in no time settling into a dull routine with no zest for doing what must be done. Respondents stated the reasons for not organising the orientation and in-service training for staff. These are shown in the simple bar charts in Figure 1.

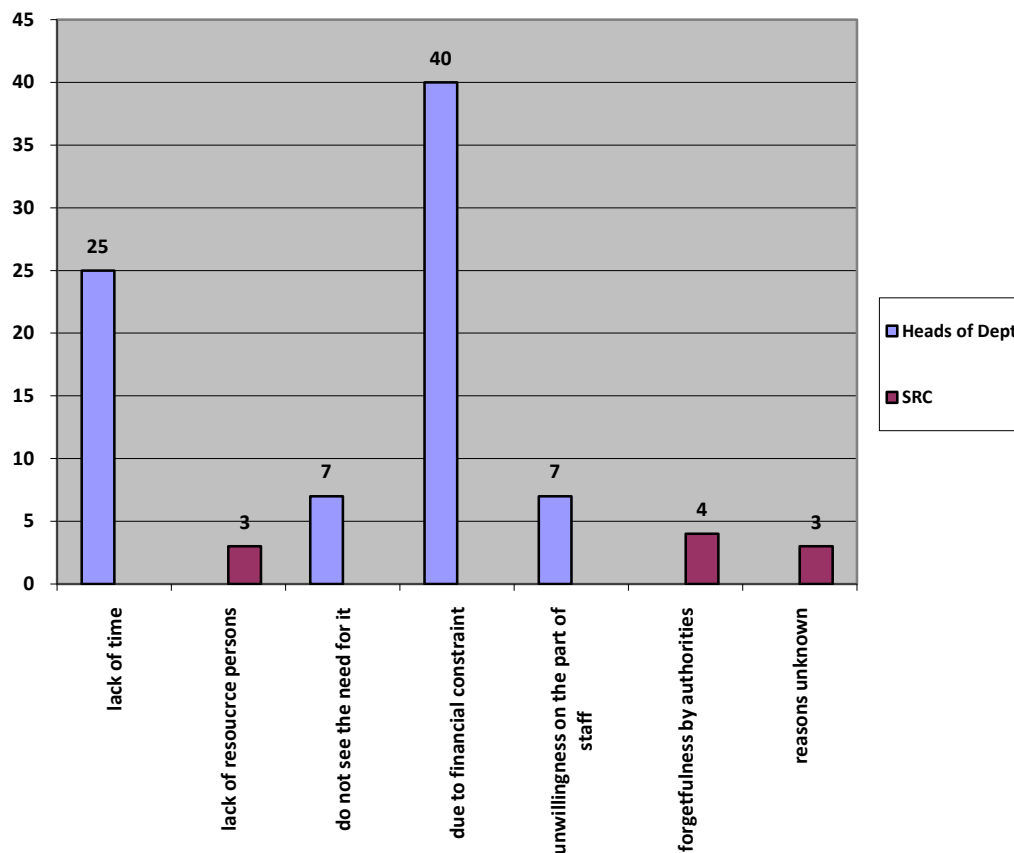


Figure 1: Reasons for not organising orientation and in-service training for staff

In Figure 1, respondents pointed out financial constraints and time constraint as the major reasons for not organising orientation and in-service training for teachers. These were stated by 40 (100%) and 25 (63%) of heads of departments respectively.

Summary of key findings

1. There was inadequacy of staff especially non-teaching staff at the colleges.
2. Inadequate accommodation facilities for staff and poor road network to some colleges were the challenges in retention of staff.
3. Majority of colleges do not organise orientation and college-based in-service training for effective staff development. This was due to financial and time constraints.
4. Lateness and absenteeism of teachers to class affect effective teaching and learning in the colleges.

Recommendations for practice

Based on the findings from the study and the conclusions that have been drawn, the following recommendations are given towards managing the challenges.

1. To beef up the human resource base of the colleges, College Management should put in place measures to recruit needed staff for all the units of the College especially the non-teaching staff to support tutors in diverse ways in the successful delivery of the curriculum. College administrations should seek a more empathetic, enthusiastic, self-disciplined, self-motivated and self-confident non-teaching staff to supplement the existing ones.
2. Supervision of instruction should be strengthened. The principals should encourage teachers to engage in self-appraisal and peer-evaluation in order to check themselves of professional misconducts. Systematic appraisal could also be carried out in the colleges by the heads of institutions with feedback given to the individual teachers to see how they are faring on the job.
3. College Management should institute systemic orientation programme and budget towards it in order to make sure that every new staff is given orientation to help improve performance at the colleges among workers.

References

- Ahuja, K.K. (1993). *Advanced personnel management*. New Delhi: Kalyan Publishing and Commonwealth Secretariat.
- Amedahe, F. (2002). Introduction to educational research. University of Cape Coast: Unpublished.
- Anderson, N. (2004) *Fundamentals of educational planning: Increasing teacher effectiveness*. Paris: UNESCO.
- Baker, S. & Spier, K. (1990). *Orientation; A tool for successful performance*. Boston: Allyn and Bacon Inc.
- Bulin, J.G. (2001). *Supervision skills for managing work and leading people*. New York: Houghton Mifflin Company.
- Campbell, R. F., Bridges, E. M. & Nystrand, R. O. (1982). *Introduction to educational administration*. (5th ed.). Boston: Allyn and Bacon Inc.
- Campbell, R. F., Neill, J. (1985). *Educational management and administration*. Boston: Allyn and Bacon Inc.
- Carver, C. L. & Katz, S. (2004). Teaching at the boundary of acceptable practice: What a new teacher mentor must do. *A Journal of Teacher Education*. 55 (5), 15-20.
- Costley, D. L. & Todd, R. (2002). *Human relation in organizations*. London: West Publishing Company.
- Davis, K. & Heineke, J. W. (2003). *Managing services using technology to create value*. Toronto: McGraw Hill Irwin.
- Dean, J. (1985). *Educational manager*. Enugu: Dimension Publishing Ltd
- DeBolt, G.P. (1991). *Teacher induction and mentoring: School-based collaborative programme*. New York: McGraw Hill Irwin.
- Evans, D. (1995). *Supervisory management: Principles and practice*. New York: Cassel.
- Everad, B. & Morris, G. (1990). *Effective school management*. London: Paul Chapman Publishing Ltd.
- Ghana Education Service (1992). *A handbook for principals*. Accra: Ministry of Education.
- Giles, T.E. & Proudford, A.J. (1994). *Educational administration in Canada*. Calgary: Detselig Enterprises Ltd.
- Hanson, E.M. (1991). *Educational administration and organisation behaviour*. (1st edi.). Boston: Allyn and Bacon.
- Kelley, D. & Mdner, K. (2004). Why induction matters. *A journal of teacher education*. 55 (5), 11-17.
- Mankoe, J. O. (2002). *Educational administration and management*. Accra: Progressive Stars Printing Press.

- Opuni-Boakye, K. (1993). *Matters of performance: Calibre of trainers*. Hong Kong: Macmillan Publishers.
- Ozigi, A. O. (1990). *A handbook on school administration and management*. New York: Macmillan.
- Poster, C. & Poster, D. (1993). *Teacher appraisal: Training and implementation*. London: Routledge.
- Rao, V.K. (2004). *Teacher education*. New Delhi: A.P.H Publishing Corporation.
- Robbins, S. P. & De Cenzo, R. (1998). *Fundamentals of management: Essential concepts and applications*. New York: Prentice Hall International Inc.
- Shaw, R. (1995). *Teacher training in secondary school*. London: Kongan Publishing Ltd.
- Suck, J. K. & Mahieddine, C. K. (1997). *Fundamental of educational planning: Functional analysis of the organization of Ministry of Education*. Paris: UNESCO.
- Sizer, T. (1992). *Strong leadership: Principles and teaching*. New York: Oxford Pergamon and Press.
- Slastenin, V.A. (1989). *The re-organization of teacher education in the USSR. prospect*. New York: UNESCO.
- Teacher Education Division (2001). *The principle of Management*. Accra: Ministry of Education.
- Turrinton, H. & Hall, K. (1991). *Personnel management: A new approach*. London: Prentice-Hall International.