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## Examining the benefits of ICT Training of Teachers of Holy Child and Wiawso College of Education

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## **Examining the benefits of ICT Training of Teachers of Holy Child and Wiawso College of Education**

November 11, 2020;

### **Abstract:**

This research identify staff training needs in the colleges,

**Keywords:** training, teachers, Holy Child College of Education, Wiawso College of Education, staff, Information and Communication Technology (ICT), resources, development, employees.

### **Abstract**

This paper examines the training benefits and others among teachers in Holy Child College of Education and Wiawso College of Education. The study sought out to identify staff ICT training benefits needs in the colleges. The study obtained information from eighty (80) respondents mainly through questionnaires.

The results indicated that ICT training is of great essence to the development of staff.

It was recommended that training content and delivery approaches should be relevant to the job functions of employees, College Management Board should improve the training needs of tutors in the college by organizing more and effective training programmes for them. In doing so tutors should use the ICT training they receive to communicate effectively and easily among staff and the students.

## **INTRODUCTION**

Holy Child began as a combined Training College and Secondary School. There were 120 students admitted initially, 70 for the Training College and 50 for the secondary school. The formal opening of the College/School took place on Friday, 21<sup>st</sup> June, 1946. By 1955, the number

of students in both the College and Secondary had doubled. It therefore became necessary to transfer the training college department to Takoradi. On 18<sup>th</sup> February, 1955, the College was moved to its present site on top of Fijai Village Hill to share borders with Archbishop Porter Girls' Senior High School, Fijai Senior High School and Kweikuma Township.

To date, the College with the Vision: A pacesetter College in the training of a new kind of teacher for Ghana, has produced a good number of women as qualified teachers. A number of courses have been run in the College since its foundation. Currently, the runs a 3 year Diploma in Basic Education and a 3 year Diploma in Early Childhood Education.

Both Colleges were accredited as a tertiary institution in October 2007, and they are among the 38 Colleges of Education in Ghana.

Holy Child College of Education and Wiawso College of Education as new tertiary institutions are not without problems in terms of logistics and qualified staff. In an attempt to solve some of these problems many strategies have been adopted and they include:

re-designation of existing staff, recruitment of new staff, in-service training and upgrading the qualifications of the existing staff. A re-designation exercise was done in 2009 through needs assessment based on the criteria provided by the National Council for Tertiary Education (NCTE). The staff who did not meet the standards required for teaching at the tertiary institutions were given two years to pursue masters' programmes in their field of discipline. Unqualified staff at the end of the period will be released to the Ghana Education Service (GES).

In order to meet the requirements set by the National Council for Tertiary Education (NCTE) for College staff, new staff with a minimum qualification of masters' degree should be employed. Additionally, in order to equip the staff with skills for teaching in a tertiary institution, both Colleges, since their establishment, embarked on upgrading of the qualifications of their staff.

## **Statement of the problem**

Currently, most tutors in training colleges in the country hold bachelor degree (and are trained as tutors and not as teacher educators) while many of those with second degrees majored in administration and management and not in a teaching subject. This situation would need to be corrected. According to the criteria set by the National Council for Tertiary Education (NCTE), the minimum requirement for teaching in tertiary institutions and for that matter Colleges of Education is a second degree. First degree and the Higher National Diploma (HND) holders are employed as non-teaching staff. Additionally, every tertiary institution should have well-equipped Information and Communication Technology (ICT) centres with Internet facilities to equip both staff and students in the institution with the current trend of development. This is due to the many advantages that information technology has made available in terms of education, training and skills acquisition.

The practical effort to address the problem is what appears to be lacking. As already pointed out Holy Child College of Education and Wiawso College of Education are new Colleges of Education with inadequate logistics and qualified staff. The need to get well-qualified and skillful staff to work in Colleges of Education in Ghana is a source of national concern and Holy Child College of Education as well as Wiawso College of Education are no exceptions.

## **Objectives of the study**

The objectives of the study are to:

1. Assess the benefits of Information and Communication Technology (ICT) in staff training.

2. Examine strategies to be adopted in improving the training needs of staff.

### **Research questions**

The following research questions guided the study

1. How does knowledge acquired during training transfer on the job?
2. What are the benefits of ICT in staff training?
3. What recommended strategies should be used in improving staff training needs?

### **Significance of the study**

It is anticipated that the findings of the study will help inform the government, Ghana Education Service (GES), National Council for Tertiary Education (NCTE), principals, council members on the essence of identifying the training needs of tutors and improving upon them. This will intend help government and G.E.S. in their policy decisions as well as assisting the NCTE in their process and procedures in the transition. By this, the principal, members of the college council and staff will be well informed about their staff strength and the requirements for recruitment. It therefore goes without saying that, the results of this study will inform students about the competencies of their tutors. Although the study is limited to Holy Child College of Education and Wiawso College of Education, it is hoped that it would be helpful to the stakeholders in order to stimulate further planning. Again the findings in this study will provide these stakeholders with requirements and staff training needs in the transition into a tertiary institution. Finally, the research work and its findings would also serve as a source of reference for further studies.

## **Scope of the study**

This section sets the parameters within which the study was undertaken. The scope of the study was committed strictly to finding out the training needs of Colleges of Education in the Western Region but was limited to the Holy Child College of Education and Wiawso College of Education. The study also covered areas such as methods of training, transfer of learning and training on the job, and the benefits of Information and Communication Technology (ICT) in staff training.

## **Limitations**

A number of challenges were encountered. Most of the respondents had been interviewed on several occasions, but were not convinced of the outcome of the past research encounters. But the researcher was able to inform them of the significance of the study to their respective occupations. Even though the research guaranteed confidentiality, anonymity and non-traceability of respondents' some sensitive nature questions in the questionnaire were not responded to which made generalization very difficult.

## **Organisation of the study**

The research was developed into five chapters. The first chapter was an introduction to the study. It considered the background of the study, which consists of introduction, statement of the problem, the objectives of the study, research questions, significance of the study, scope, limitations of the study and organisation of the study.

Chapter Two, review of related literature and focused on theoretical evidence of the study. It reviews literature on sub topics such as the training function, methods of training, transfer of training and information and communication technology and training.

The third chapter dealt with the methods used for the research. Sampling procedure, population and research design were considered here. It also looked at the designing and administration of the instrument used for the study. The chapter finally described the procedure adopted in collecting data and how the data collected was analysed. The fourth chapter, results and discussion, analysed and discussed the data collected from the college. The last chapter, five considers the summary of findings, conclusions and, recommendations and suggestions for further studies.

## **REVIEW OF RELATED LITERATURE**

### **Importance of Staff Training in Organisations**

Staff training is seen as an important ingredient in managing the human resource of organizations. Essentially, staff training provide essential opportunities for employees to contribute meaningfully to the performance of organizations by providing skills, knowledge and technical know-how for the benefit of the organization, individuals and the nation as a whole (UNIDO, 1995). In specific terms, organisations would enjoy the following benefits from staff training and development:

1. maintenance of a sufficient and suitable range of skills amongst employees
2. the development of knowledge and skills in the workforce
3. the harnessing of work experience and other forms of on-the-job development in a planned way
4. achievement of improved job performance and productivity
5. improved product quality

6. improved service to customers
7. increased motivation among employees.

Potential returns from well-conducted staff training and development are enormous; hence considerable planning and evaluation are necessary in order to realize this returns. The above discussions show that the need to maintain and provide serious staff training and development is a growing concern for all tertiary educational institutions worldwide.

### **Training Needs Analysis**

The purpose of a training needs assessment is to identify performance requirements or needs within an organization in order to help direct resources to the areas of greatest need, those that closely relate to fulfilling the organizational goals and objectives, improving productivity and providing quality products and services.

“Training costs money; therefore, it must add value to the organisation by developing people in the most effective way”. “Whether you are an experienced or inexperienced training professional, or the person responsible for 'people' issues, making your training count is the way to influence the future success of your organisation. In order to do this, you must be able to match all training directly to the needs of the organisation and the people in it” (Bartram & Gibson, 2000 p.vii).

For an organisation to succeed in the competitive global markets, it needs to invest fully in its people. Individuals need to achieve their full potential, enterprise and ideas must flourish, and learning must be accessible, relevant and stimulating. "Throughout the world, companies are realizing that the development of their human resources is the key not only to business survival, but also to business success" (Gordon, 1988).

In the words of Gower (1994), “a training need exists in an organisation where there is a gap between the present skills and knowledge of its employees and the skills and knowledge required for effective performance. Gower states that, training need identification must do more than describe and justify (in terms of costs and benefits) what has to be learned”. He also notes that there are three reasons why a training need occurs: “First, whenever a person's job changes; this could come as a result of promotion, transfer, etc. Second, when the person changes, this is where individuals changes jobs, whether through choice or necessity, or preparing for future changes in their work within their present organisation. The third reason for training need to occur as a result of performance deficiencies: Here indicators of learning needs that result from shortfalls in work performance include things such as operator faults and customer complaints”.

Bartram and Gibson (2000), say “there are consequences to not carrying out detailed analysis of training needs. They mentioned that whether you are going through boom times or slowdowns, you cannot afford to risk your investment in this way. They go on to say that the people who pay the price ultimately are the employees; without the right training, they can be the company's liability. Trained effectively, however, they can become the company's biggest asset”.

“Needs assessment is a process that focuses on the identification and prioritization of training needs. As industries undergo rapid change, the need to sort, add, discard, and ultimately integrate new knowledge and skills with that which was learned yesterday is a challenging task” (Rodney, 1972). The training needs assessment is a critical activity for the training and development function. The needs assessment is the first step in the establishment of a training and development programme (Mueller, 1996). Needs assessment is a process for determining and addressing needs, or "gaps" between current conditions and desired conditions, often used for improvement in individuals, education/training, organizations, or communities. The need can be

a desire to improve current performance or to correct a deficiency. Training needs assessment is therefore a systematic inquiry of training needs within an organization for the purposes of identifying priorities and making decisions, and allocating finite resources in a manner consistent with identified programme goals and objectives.

Designing a training programme involves a sequence of steps that can be grouped into five phases: needs assessment, instructional objectives, design, implementation and evaluation. To be effective and efficient, all training programmes must start with a needs assessment.

The benefits of training needs assessments are:

1. Puts training needs in context of organizational needs (business drivers)
2. Validates and/or augments sponsor's ideas about the need for training
3. Ensures training design will respond to need
4. Identifies non-training issues influencing performance
5. Ensures survival of training function
6. Establishes foundation for post-training evaluation

A "need" which can be identified in several, but is generally described as a gap between what is currently in place and what is needed, now and in the future. Gaps can include discrepancies/differences between:

1. What the organization expects to happen and what actually happens.
2. Current and desired job performance.
3. Existing and desired competencies and skills.

The results of the needs assessment allows the training manager to set the training objectives by answering two very basic questions: who, if anyone, needs training and what training is needed.

The main aim of training is to improve the performance of individuals and organisations. “The needs assessment is a systematic way of determining what needs to be done to bring performance to the expected level. The need can be a current deficiency, such as poor performance, or a future challenge that demands new Knowledge, Skills and Ability (KSA) in current employees. In some cases the needs assessment will determine that employees lack the KSAs to do the job. In other cases we will find that the employees have the required KSAs, but there are other obstacles that must be removed to enable performance”.

According to Desimone & Harris (1998), “the following preliminary steps should be taken prior to conducting the assessment”:

1. “Establish communication with top management to insure they understand the goals and strategies of the needs assessment. Top management should be briefed on”:
  - The purpose of the assessment.
  - The persons in the organisation that can provide the critical support.
  - Expectations regarding the role of the assessor and participation of members.
  - The type of results desired and actions to implement as a result of the assessment.
2. “Similar communications should be established with other levels of management within the organization”.
3. “Clarify the expectations. This is primarily done to ensure that unrealistic expectations are not present. In addition, this will give the assessor an opportunity to state expectations regarding support, time, costs, and outcomes”.
4. “Obtain the involvement of all key employees. The assessor should involve advice and inform all key persons (those affected by the needs assessment) about the procedure and obtain their commitment to the process”.

"Organisational needs are macro needs. They include improving productivity, building morale, and bettering competitive status. They emerge from organisation goals, objectives, and priorities. And they are met by some form of organisation development."

"Performance deficiency is the inability of an individual or unit to perform the required tasks to the established standards. Causes may vary from low salary, lack of training, to a non-supportive work environment". "Without properly diagnosing a workplace performance gap, determining the most probable cause and calculating costs and values of alternative interventions, any choice is no more than a guess at a solution. You must apply a systematic means not only to diagnose before you prescribe, but also to cost out your interventions and calculate what the organisation gets for its money and effort" (William, 1992, p70).

"Another term that has recently arrived in the field of Training and Development is Performance Improvement. It refers to the state whereby the organisation wants to close the gap between where it is now and where it should be in terms of production. Performance Improvement is not limited to only training and Human Resource Development programs; it can also be achieved through meeting other organisational needs".

"An effective Performance Management system is required to regularly measure the outcomes of the organisation and use this information to improve service delivery and adjust resource allocation. This is an activity of tracking performance against targets and identifying opportunities for improvement. Through performance management, an organisation can better understand and respond to the needs of its customers and can more effectively communicate to them what it is accomplishing".

"Performance improvement is the state whereby the organisation wants to close the gap between where it is now and where it should be in terms of production. Although it is usually clear that

there is need for performance improvement, the reasons why are usually not so obvious. It is therefore very important to analyze what is actually required to improve performance. Increases in employee performance usually result in increased company profitability” (Kram, 1996).

“Differentiating training needs from other organisational needs is important and it can help a company from making the mistake of just addressing problem symptoms instead of root causes. Challenges facing the company should be determined and critical steps taken to move the organisation to higher performance levels. According to Kram (1996), solutions to performance problems should be based upon a thorough analysis of causes of the problem. Kram (1996) went on to note that solutions to problems are like keys and locks; they do not work if they do not fit. And if solutions are not the right ones, the problem does not get solved” (Kram, 1996).

"In many organisations, organisational development and training programmes are conducted to meet the company's requirements. Obviously, organisation and group needs are very important; they must be met if the organisation is to prosper. But, they represent only one side of the equation. Training and development programs must be conducted to meet the needs of individual employees also" (William, 1992).

### **Organisational Analysis**

DeSimone et al (1998) are of the opinion that “organisational analysis focuses on the system wide components of factors relevant to training such as goals and objectives, internal and external constraints, and organisational climate. At this point, an organisation should determine whether or not training is an appropriate strategy for resolving its human resource issues. The organisational analysis that is done in support of a strategic planning exercise is comprehensive, while the analysis to support an identified performance discrepancy can be limited to the issues related to the particular function under review”.

DeSimone et al. (1998) identified four factors:

1. “Organizational goals: Areas where goals are being met, might serve as models. Areas where goals are not being met should be targeted for training and development or appropriate management actions”.
2. “Organizational resources: Knowledge of resources such as funds available for training, facilities, training materials, and levels of expertise will influence how training and development will be conducted”.
3. “Organizational climate: If the climate in the organization is not conducive to training, such as conflict between levels of management, the effectiveness of training may be compromised. Constraints in the environment; these could be legal, economic, social or political issues”. Wexley and Latham (2002) added another factor.
4. “Numbers needing training: The number of people that need to be trained immediately and in the future should be estimated”.

## **METHODOLOGY**

### **Research Design**

A descriptive survey was employed for the research design. It is used to investigate the current state of issues. As far as the variables of a study is concerned, descriptive survey tries to measure what exist. Based on the purpose of the research, this sampling survey was used. This research design is appropriate for the quantum of target [population and the questions that will be asked. The will assist the researcher to achieve an accepted conclusion and meet the purpose of the research.

According to Best and Kahn (1989), the relationships that exist, such as determining the nature of prevailing conditions, practices and attitudes, opinions that are held, that are going on or trends that are developed” is descriptive survey.

According to Fraenkel & Wallen (2000), accurate description of activities, objects, processes and persons is the objective of descriptive research. Best & Kahn (1989) also add that it additionally affords the chance to select a sample from the population being studied and later generalizes from the sample of research.

There are challenges linked to descriptive survey irrespective of the benefits. Osuala (2001), states that one such challenge is that descriptive survey is not in itself comprehensive enough to provide answers to questions and cannot establish causes and effect of relationships. The presence of bias is an additional shortcoming of descriptive survey especially when one uses questionnaires (Leedy, 1985).

Despite the shortcomings identified, descriptive survey design has the potential to provide a lot of information obtained from quite a large sample of individuals (Fraenkel and Wallen, 2000). It was therefore necessary to employ descriptive survey to in conducting this research. Responds to questions were clear and were answered thoughtfully and honestly in order to reduce the bias nature of descriptive survey.

### **Population of the Study**

Academic staff of the Colleges of Education in the Western Region comprising Holy Child College of Education, Enchi College of Education and Wiawso College of Education is the population of the study. Tutors of the various College of Education were the academic staff. Total population of academic staff was hundred and ten (110), which comprised twenty-eight (28) female tutors and eighty-two (82) male tutors.

## Sample and Sampling Procedure

The process of selecting different groups from a population of interest so that by studying the sample findings may fairly be generalized to the population is sampling. For the analysis of the study, the size of the targeted population is called the sample size. Additionally the strategy applied by the researcher during the statistical sampling process is termed as sampling technique.

A sample size of 33 teachers from Holy Child College of Education was used for this study. Holy Child College of Education is the only same sex college of Education in the Western Region of Ghana. As a result this school was chosen for the sampling.

An additional sample size of 47 teachers from Wiawso College of Education was purposively selecting due to proximity.

Table 1.0 Illustrates further

**Table 1.0 College's Sample Size (Respondents)**

Colleges	Sample Size (Frequency)	Percentage %
Holy Child college of Education	33	41
Wiawso College of Education	47	59
Total	80	100

According to Robson (2002), an appropriate samples size is twenty to fifty for minor sub-groupings and hundred observations for major sub-groupings in a survey study.

Purposive sampling methods were used and all the sample elements were included due to the specific information that will be needed.

### **Research tools**

The principal tool used for data collection was Questionnaire. Fraenkel & Wallen (2000), state that a questionnaire is a widely used instrument for collecting survey information providing structured often numerical data. They go on to further postulate that the researcher is able to administer a questionnaire with or without his presence and often its comparatively straight forward to analyse the responds. Questionnaire for the college tutors was divided into sections 'A', 'B', 'C', 'D', and 'E'. Section 'A', was questions asked to simulate information on the kind of programs college tutors have been trained in. Section, 'B' was about information on the staff training. section, 'C' was on methods of training while section, 'D' dealt with questions on the transferability of training and section, 'E' looked at the knowledge ability of tutors in ICT and its essence in training together with the evaluation of training programmes organised for college tutors.

Majority of the questions administered were close-ended. Close-ended questions and responses enables comparisons across groups within the sample (Osuala 2001).

The researcher self-administered the questionnaire. Since the researcher was present during the response to the questionnaires, anomalies, errors and uncertainties were solved instantly.

## **Data Collection Procedure**

Both Primary and secondary data were used for the investigation. Both primary and secondary data were analysed with important materials from text books, brochures, websites of the various colleges used for the research and online journals. Questionnaires were used to collect primary data from respondents the research. Questionnaires are easy and faster instrument which can be used to disseminate and collect data. The questionnaires comprised of open and closed ended questions. Open-ended questions made room for staff to be more liberal in their opinions on some of the issues related to the study. Since respondents were literates, they responded to the questions unaided. The researcher asked questions that did not affect the response provided by staff in order to avoid biasness.

## **Data Analysis**

Data gathered was analyzed using descriptive analysis. SPSS version 16 software package was used to analyse the gathered data from the questionnaire. graphs and frequency tables were used as charts to describe, analyse and interpret the data.

## **PRESENTATION AND ANALYSIS OF DATA**

### **Benefits of ICT in Training**

This section was to find out from respondents the benefits of ICT in training of respondents or employees.

In the first place, respondents were asked whether they have ICT facilities in their selected institutions. Out of 80 respondents, all agreed with the statement that the selected institutions have ICT facilities.

The researcher further sought to ask the respondents the benefits of ICT in training of respondents.

From 80 respondents, 26 forming 33% of respondents were of the view that ICT facilitates sharing of resources, expertise and advice among tutors, 17 making 21% of respondents agreed that ICT ensures proper and faster communication channel from tutors to students, 21 constituting 26% of respondents reiterated that ICT provides a cheap source of information to learning, five forming 6% of respondents stated that ICT ensures greater efficiency in reading and learning while 11 representing 14% of respondents agreed that ICT enhances the professional image of tutors. Table 7 further explains.

**Table 2.0 : Benefits of ICT to Respondents**

<b>Benefits of ICT</b>	<b>Frequency</b>	<b>Percentage %</b>
Facilitates sharing of resources, expertise and advice among tutors	26	33
Ensures proper and faster communication channels from tutors to students	17	21
Cheap source of information for learning	21	26
Greater efficiency in reading and learning	5	6
Enhances professional image of tutors	11	14
Total	80	100

Source: field survey, 2017

Table 2.0 show the benefits gained by respondents with the use of ICT. This therefore makes the use of ICT in the colleges very important.

The finding backs Gokhale (2001) statement that “education is the second most critical factor in social and human capital development in Africa and it is therefore important irrespective of the readiness of a given country, and ICT can help to achieve this, since ICT enables distance and effective adult education to take place. Multimedia technologies such as mobile kiosks, CD ROMs and television should be widely used for this purpose”.

It is evident that colleges are considering ICT training as the mainstream channel for careering information to students and it is with Noe (1999) assertion that organisations are considering using multimedia training for their employees because of its potential learning and accessibility advantages. Other organisations are utilizing a combination of instructor-led training and technology-based learning systems.

It is clear that globally ICT is making impact in all spheres of human endeavour, especially in the area of staff training and development. As Pinnington (2000), put it, the 1990’s have seen a

continued improvement in the use of the technology in both work and home environments. The technology is much prevalent in offices, educational institutions and training organisations. The study clearly is in agreement with Pinnington (2000) claim.

### **Strategies to Improve Staff Training Needs**

Training and development impacting on employee productivity does not only improve the wellbeing of organizations or institutions, but also aid the prosperity of most countries that has put into consideration the design and delivery of training and development of workforce at national level. As part of the objective of the study, the researcher sought to find out from respondents measures or strategies that can be put in place to improve staff training needs.

Out of 80 respondents, the majority of 39 representing 49% of respondents agreed that the right training should be organized for employees to be able to transfer knowledge to their work, furthermore, 23 forming 29% of respondents were of the opinion that management must constantly evaluate training programmes to make sure that the resources spent on training are yielding results or achieving the purpose for which they were intended, 18 making 22% stated that more resources should be made available for training programmes. Table 8 explains further.

**Table 3.0: Strategies to Improve Training Needs**

<b>Strategies</b>	<b>Frequency</b>	<b>Percentage %</b>
Right training should be organized	39	49
Evaluation of training programmes	23	29
Availability of resources	18	22
Total	80	100

Source: field survey, 2017

Table 3.0 shows that majority of respondents thus 49% agreed that the right training programmes should be organized for employees to be able to transfer knowledge to their work while 22% agreed that more resources should be made available. The result from respondents is consistent with Gibbs and Coffey (2004) that “countless workshops, seminars, retreats, and other training opportunities are offered under the assumption that they can positively affect how faculty teach, which in turn will help students learn more”.

More so Baldwin and Ford (1988) agree that “transfer can be facilitated when trainees have the opportunity to practice new learned skills back on the job. It should be noted that, transfer of learned knowledge back to the work setting can fail in multiple ways and without frequent refresher trainings”.

## **FINDINGS, CONCLUSION AND RECOMMENDATION**

The findings, conclusion and recommendation are as follows:

### **Strategies to Improve Staff Training Needs**

Training and development impact on employee productivity and performance. It was realised from the study that training of staff at the colleges can be improved in several ways. Among the strategies were introducing the right training programmes for employees to be able to transfer knowledge to their work, furthermore, “management must constantly evaluate training programmes to make sure that the resources spent on training are yielding results or achieving the purpose for which they were intended and that more resources should be made available for training programmes”.

### **Conclusion**

Advances in ICT have certainly introduced new delivery channels in the organization. ICT play a crucial role in almost all facets of life. Information communication and technology when applied to organization help organizations reduce cost, help improve service delivery and be more competitive. The adoption of ICT in colleges of education will go a long way to help improve the services of colleges that adopt them.

### **Recommendations**

Management of colleges of education in Ghana should conduct appropriate training needs assessment to ensure that, training content for employees would result in efficient data management and improved interpersonal relationship.

College Management Board should improve the training needs of tutors in the college by organising more and effective training programmes for them. In doing so tutors should use the ICT training they receive to communicate properly and faster among themselves and the students.

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