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## Examining the Information and Communication Technology Training Needs Of Teachers Of Holy Child And Wiawso College Of Education

Mark Quaye Affum  
affummark@yahoo.com

Martha Baidoo  
*Wiawso college of education*

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**Mark Quaye Affum and Martha Baidoo**

**Examining the Information and Communication Technology Training Needs Of Teachers  
Of Holy Child And Wiawso College Of Education**

November 11, 2020;

**Abstract:**

The study examined the training needs among teachers in Holy Child College of Education and Wiawso College of Education. The study sought out to identify staff training needs in the colleges, identify the methods of training adopted during training sessions, assess the benefits of Information and Communication Technology (ICT) in staff training and examine strategies to be adopted in improving the training needs of staff. The study obtained information from eighty (80) respondents mainly through questionnaires.

The results indicated that training is of great importance to the development of employees and that the training needs of respondents included ICT training, professional development, leadership training and in service training and seminars. It was also realized that among the training methods were through seminars, workshops, coaching and mentoring. Among the strategies to improve staff training were introducing the right training programmes for employees to be able to transfer knowledge to their work, evaluating training programmes to make sure that the resources spent on training are yielding results for which they were intended.

Among the recommendations made were 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 properly and faster among themselves and the students.

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

## **Introduction**

### **Background of the study**

The training needs of employees are fast gaining an important role within organizations and to the success of employees. Since work duties are reaching new heights and technicalities and organization centered only a minority of people meet the required qualifications.

A strong economy leads to an increase in recruitment of people thereby necessitating the need to train most of such employees while a bad economy leads to a number of limited people being employed with training needs. Training systems differ in relation to the work needed to be done and with the performance expected.

Training consist of systematic procedures that are designed and implemented by organisations to effect changes in employees that will lead to improved job performance. It helps to reconcile the gap between what should happen and what is happening. Training is now an important element for organizational and individual employee success, and to succeed it must meet both the needs of the employees being trained and those of the organization as a whole.

Colleges of Education in Ghana were established to prepare teachers to enable them function effectively. In 1972, attempts at establishing Colleges of Education which were to be affiliated to the School of Education (now Institute of Education), University of Cape Coast, were initiated. At a meeting held on 19<sup>th</sup>May, 1972 with principals whose colleges were proposed for affiliation

to the University, Dr. C.H. Ayisi, Ag. Director of the School of Education observed that the training of teachers had become obsolete with the rapid changes in society, so the colleges of education if established and affiliated to the University would benefit from her educational and professional facilities to improve the quality of teaching and learning (in such colleges). He added that such improvement would have rippling effects in other colleges in the country yet to be affiliated to the University.

From the mid-nineties, the process of upgrading teaching colleges in the country began. In 1999, the Ministry of Education and the Ghana Education Service began further discussions on the Teacher Training College programme in view of the desire to enhance the teaching of mathematics, technical education and science. This therefore necessitated the need to train more teachers in such fields especially primary teachers from junior high school teachers. Fifteen training colleges out of the then 38 were selected to train teachers in the field of mathematics, technical and science education which started in October of the year 2000.

Wiawso College of Education formerly Wiawso Body Corporate Training College stated in Kumasi of the Ashanti Region in 1952.

In the year 1964, Education Ministry ordered the relocation of the training college to its current place in Sefwi Wiawso. The college from 2004 has been offering diploma education in Mathematics, Science and Technical Education.

Holy Child College also traces its origin to the Founders of the society of the Holy Child Jesus, Venerable Cornelia. Connelly founded the Society of the Holy Child Jesus in England where the need for education of girls was very great.

In 1930, the Sisters of the Holy Child Jesus came to Africa and established schools in the then Eastern Nigeria. On January 28<sup>th</sup> 1946, the first three pioneers Reverend Sisters sailed from

England and disembarked at Takoradi on February 20<sup>th</sup>, 1946. It is recorded that on 5<sup>th</sup> March, 1946 the College and school were started in Cape Coast by arrangement between the British Colonial Education Department and the Catholic Mission, to provide a three year Catholic Post Primary Training College with over a hundred students transferred to Holy Child College from OLA Convent.

### **Statement of the problem**

The latest educational reform upgraded teacher training colleges to diploma-awarding colleges of education and placed them under the National Council of Tertiary Education as tertiary institutions. The upgrading to a tertiary status comes with certain challenges such as changes in content, staffing, infrastructure, admission criteria, instructional strategies and assessment procedures as well as some measure of autonomy. Offering a diploma programme requires changes in the content of the curriculum in order to raise the standard of the training. The universities expect that the diploma programme would be equivalent to the first two years of the teacher education programme at the university. A balance would have to be achieved between the methodology and education component and the subject matter content in order to ensure that the student would have good mastery of the content and use the right pedagogy in his/her teaching.

Teachers' selection and retention to a larger extent depend on their own qualification and the institution involved. To ensure effective teaching, teachers need to develop competencies in the subject area they handle in relation to the content of particular subject and pedagogical skills.

## **Objectives of the study**

The general objective of the study is to determine the training needs among teachers in Holy Child College of Education and Wiawso College of Education.

Specifically the objectives of the study were to:

1. Identify the staff training needs in the colleges
2. Identify the methods of training adopted during training sessions.
3. Evaluate the transfer of learning or training on the job.

## **Research questions**

The following research questions guided the study

1. What are the training needs of the tutors in the college?
2. What methods of training are adopted during training sessions?

## **REVIEW OF RELATED LITERATURE**

This chapter has delved into a wide range of relevant publications that relate to the study. The main purpose of this chapter is an attempt to synthesize the important works of other researchers and writers or scholars pertaining to Staff training. It also involve theoretical analysis and summary.

Theoretical review was done on the following;

1. The staff training function;
2. Methods of training;
3. Transfer of training;
4. Benefits of Information and Communication Technology to staff training;

## 5. Strategies to improve staff training.

### **The Staff Training Functions**

Resources of an organisation or a nation are made up of physical, financial and human resources (staff). Human resource includes the energies, talent, skills, abilities, knowledge or all efforts of people, which are applied to the production of goods or rendering of useful services (Herzberg, 1966). According to Herzberg, the human resource constitutes the ultimate basis for the wealth of a nation and for that matter an organisation. In other words staff or human resources, refer to the people employed in an organisation. A company that is short of other resources like financial can borrow money but a company that is short of the required human resources has little chances of survival, either in the short- or long-term perspective (Skitt, 1985). According to Cole (2002), staff or human resource is the dynamic and the most important among the resources of organization as the performance and strength of every institution is more or less linked with its human resources. Staff training and staff development are often use interchangeably but the two are not the same. The two terms therefore need to be differentiated.

### **Staff Training**

In contemporary society training is no longer a luxury but a necessity since it is used to tap the innate ability and potential of human resources. Training involves planning made to enhance the performance of groups, individuals at the organizational levels consists of planned programmes designed to improve performance at the individual, group and/or organizational levels (Cascio, 1992). Training is the shorter-term, systematic process through which an individual is helped to master defined tasks or areas of skill and knowledge to pre-determined standards. The improved performance used in this definition, means the measurable changes in knowledge, skills,

attitudes, and/or social behaviour. From the above definitions, it can be said that training is a process of providing knowledge skills and abilities specific to particular task or job. Training is a very important process and therefore it must be linked to the organizational goals. Linking training to organizational plans means that, training in organization can be identification of long-term or over all aims or interest of achieving them and informational (O'Connor, Bronner & Delaney, 1996).

From the above discussion, it is clear that training is very important to the life of an organization since it is used as a tool by management to improve performance by reducing the gap between expectation and achievement. Researchers have shown that investment in education and training is related to increases in productivity and they are so important that their neglect will lead to the collapse of the organization (Schltz, 1961).

Rodney (1972) stated that training and development is characterized by creativity, responsibility and self-discipline involves. From the organizational point of view, Cole (2002) states that; "staff development is any learning activity which is directed towards future needs rather than present needs, and which is concerned more with career growth than immediate performance. The focus of development tends to be primary on an organization's future manpower requirement, and secondly on the growth needs of individuals in the workplace." (pp. 330).

It can be discerned from the above definitions that, development in both contexts involves the growth or realization of a person's ability and potentials for future job performance through the provision of learning and educational experiences. According to DeSimone and Harris (1998), development has a long-term focus on preparing for future responsibilities while training increases the capabilities of employees to perform their current jobs or activities.

For individual development, the focus is on the importance of personal growth through formal and informal learning activities, which help to improve employees' efforts, knowledge, competencies, skills and appropriate behaviour for future job. According to Noe (1999), "employees' development refers to formal education, job experiences, relationships, and assessment of personality and abilities that help employees prepare for future job".

From the above discussions on training and development, it is clear that training seeks to enhance specific set of skills needed for the current job and development involves learning that is related to future job. Table 1 shows the difference between training and development.

**Table 1.0: Comparison between training and development**

<b>Elements of Training and Development</b>	<b>Training</b>	<b>Development</b>
Focus	Current job	Future job
Use of work experiences	Low level of work	High level of work
Goal	Preparation for current job	Preparation for changes
Participation	Required	Voluntary

Source: Noe (1999)

It can be seen from table 1 that, training helps to improve employees' performance in the current job while development helps prepare employees for other positions in the organization and increase their ability to move into jobs that may not yet exist. Also since training is for the current job, attendance at training programmes is required, and development may be mandatory for employees who have been identified to have managerial potential. It can also be said that

both training and development are crucial in organization's activities and to ensure holistic development in an organization, training and development must go hand in hand.

## **METHODOLOGY**

### **Research Design**

This is the controlling plan for a research study in which the methods and procedures for the collecting and analyzing information to be collected is specified

([www.buseco.monash.edu.au](http://www.buseco.monash.edu.au)). A research design therefore provides the glue that holds the research project together. It is used to structure the research and show all its major parts work together to address the central research objectives.

The research design used for the study was descriptive survey. Descriptive survey basically inquiries into an existing state of affairs; it tries to measure 'what exists' with regards to variables or conditions in a situation. Descriptive sampling survey was chosen because in considering the purpose of the study, the research questions and the magnitude of target population, it was the most appropriate design, which led the researcher to achieve the purpose and to draw meaningful conclusions from the study.

Best and Kahn(1989), define descriptive survey as "concerned with the conditions or 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".

According to Fraenkel and Wallen (2000), descriptive survey deals with "interpreting the relationship among variables and describing their relationships". In descriptive research, accurate description of activities, objects, processes and persons is the objective (Fraenkel & Wallen,

2000). In addition, the descriptive survey affords the opportunity to select a sample from the population being studied and then generalizes from the sample of the study (Best & Kahn. 1989).

### **Population of the Study**

The population of the study comprises all academic staff of the Colleges of Education in the Western Region: which include Holy Child College of Education, Enchi College of Education and Wiawso College of Education. The academic staffs were made up of tutors of various categories. The total population of academic staff was hundred and ten (110), made up of eighty-two (82) male tutors and twenty-eight (28) female tutors.

### **Sample and Sampling Procedure**

Sampling is the process of selecting units or groups from a population of interest so that by studying the sample, findings may fairly be generalized to the population. The number or the size of the targeted population that is used for a study and analysis is termed as the sample size. Sampling technique on the other hand is the strategy the researcher applies during the statistical sampling process.

For the purpose of this study, a sample size of 33 teachers from Holy Child College of Education was sampled and it was purposively selected since it is the only single sex college in the Western Region. Due to the distance in using all the colleges, the researcher, also had to focus on Wiawso College of Education, hence purposively selecting the college. As a result, a sampling size of 47 teachers from Wiawso College of Education was obtained. The researcher purposively sampled the above mentioned two colleges because they were representative of the population. Table 3.3 Illustrates further

**Table 2.0 College’s Sample Size (Respondents)**

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

Borg and Gall (as cited in Robson 2002, p.161) recommend that, about “a hundred observations for major sub-groupings in a survey research, with twenty to fifty for minor sub-groupings” as the sample size is appropriate. Since specific information will be needed, purposive sampling methods were used and all the sample elements were inclusive.

### **Instrumentation**

Questionnaire was the main instrument used for data collection. “A questionnaire is a widely used and useful instrument for collecting survey information providing structured often numerical data, being able to administer with or without the presence of the researcher and often being comparatively straight forward to analyse” (Fraenkel & Wallen 2000). Questionnaire for the college tutors was divided into sections. The first section ‘A’, solicited information on college tutors and the sort of training programmes they have attended. The second section, ‘B’ dealt with information on the staff training. The third section, ‘C’ addressed question about the methods of training. The fourth section, ‘D’ addressed questions on the transferability of training and the fifth section, ‘E’ looked at the knowledge ability of tutors in ICT and its important in training and the evaluation of training programmes organised for college tutors respectively.

Most of the questions were close ended. Such questions and responses also enabled comparisons to be made across groups in the sample (Osuala 2001).

To ensure all questions were completed and a good response rate, the researcher self-administered the questionnaire. The presence of the researcher enabled the respondents to complete the questionnaire thus ensuring very good response rate. Also, queries and uncertainties were immediately addressed by the researcher.

### **Data Collection Procedure**

Primary and secondary data were used for the study. In addition to the primary data, the study also analyzed secondary data that were relevant to the study from text books, online journals, brochures, websites of the various colleges used for the research.

In collecting primary data for the study, questionnaires were used to collect data from respondents. This instrument was chosen due to the fact that it is easy to administer and also makes it possible for much data to be collected within a short time. The questionnaire was made up of both open and closed ended questions. The open-ended questions made room for respondents to express their opinions on some of the issues stated in the questionnaire. The questionnaire was organised into five sections and administered to the respondents since they could read and write. To eliminate bias, in the line of questioning, utmost care was taken to avoid the situation where the study influences the type of responses that are provided by the respondents.

### **Data Analysis**

Descriptive analysis was used in analysing data gathered. The study employed the descriptive analysis. The questionnaires were edited, coded and inputted into SPSS version 16 computer

package. Charts such as graphs and frequency tables were employed to aid in the descriptive analysis and interpretation of the data.

## **PRESENTATION AND ANALYSIS OF DATA**

Presentation of data and analysis is the concern of this chapter. The first section looks at the demography of respondent, in respect to their gender, number of years spent at current place of work educational qualification and rank of respondents. However the second section highlights on the training needs of tutors and role of ICT in colleges of education.

### **Demographic Data of Respondents**

The background data of the respondents included but not limited to sex, age, length of work at the college, academic qualification of the respondents and the rank of respondents. On gender, out of the 80 respondents, 57 forming 71% of respondents were males while 23 representing 29% of respondents were females. Table 1 explains further.

**Table 3: Gender Distribution of Respondents**

Gender	Frequency	Percentage %
Males	57	71
Females	23	29
Total	80	100

Source: field survey, 2017.

It is realized from Table 4.3 that 57 forming 71% of respondents were males where as 23 constituting 23% of respondents were females. This tells out rightly that there were more males

than females and this may be as a result of the study area having more male workers than females.

The study also sought to find out about the ages of respondents. On the age of tutors, nine representing 11% of respondents were between the ages of 21-30 years of age, the majority of 27 forming 33% of respondents were between the ages of 31-40 years, more so 22 making 28% of respondents were between 41-50 years of age while another 22 forming 28% of respondents were between 51-60 years of age. Table further explains.

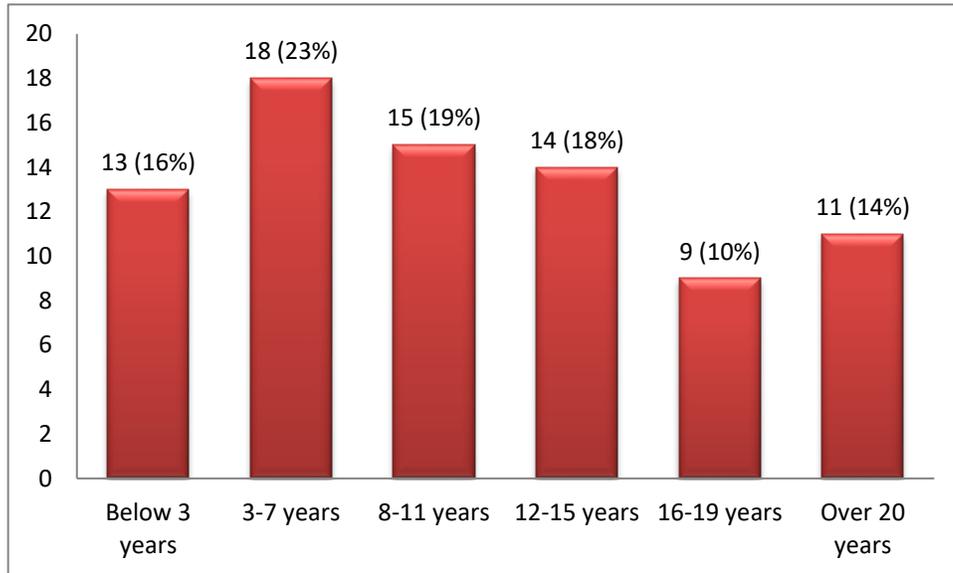
**Table 4.0: Age Range of Respondents**

<b>Age Range</b>	<b>Frequency</b>	<b>Percentage %</b>
21-30 years	9	11
31-40 years	27	33
41-50 years	22	28
51-60 years	22	28
Total	80	100

Source: field survey, 2017

Table 4.0 shows that majority of respondents thus 33% were between the ages of 31-40 years of age while 11% forming the least of respondents were between the ages of 21-30 years of age.

The study sought to find out the number of years respondents had been at work. Responses are represented in Figure 4.1.

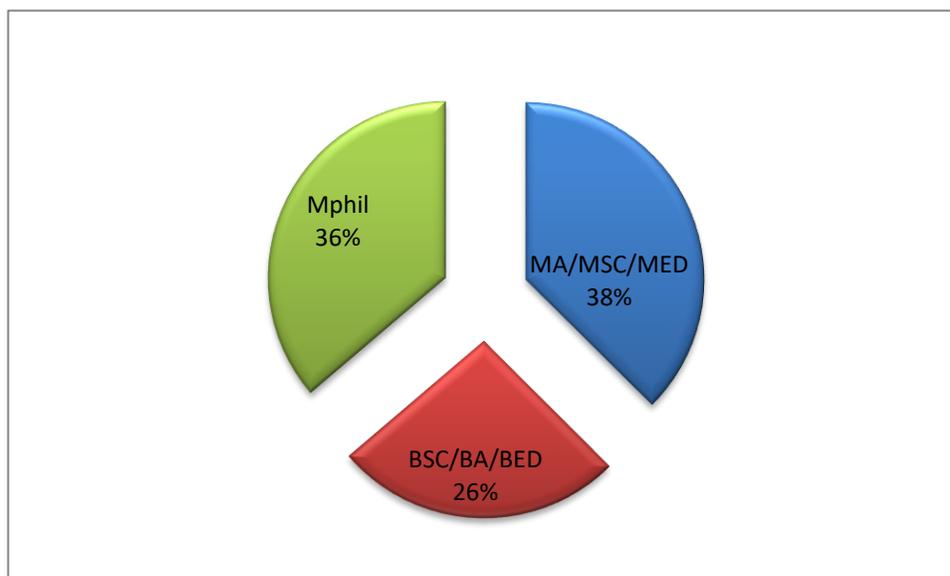


**Figure 4.1: Number of Years at Post**

Source: field survey, 2017.

It is realised from Figure 4.1 that the majority of 23% had been at post between 3 to 7 years while 10% forming the least of respondents had been at post between 16-19 years.

The study also sought to find out about the educational qualification of respondents. From a sampled respondent of 80, the majority of 30 representing 38% of respondents had MA/MSC/MED qualifications, 21 constituting 26% of respondents had BSC/BA/BED qualifications while 29 forming 36% of respondents had Mphil qualifications. Figure 2 illustrates further.



**Figure 4.2: Educational Qualifications**

Source: field survey, 2017

Figure 4.2 shows that majority of respondents forming 38% had MA/MSC/MED while 26% of respondents had BSC/BA/BED the level of educational qualification.

On the rank of respondents the following data was gathered. Out of 80 respondents, four representing 5% of respondents occupied the rank of Director 1, 27 forming 34% of respondents were Assistant Directors while the majority of 49 constituting 61% of respondents were Principal Superintendents. Table 3 further explains.

**Table 5: Rank of Respondents**

<b>Rank</b>	<b>Frequencies</b>	<b>Percentage %</b>
Director 1	4	5
Assistant Director	27	34
Principal Superintendents	49	61
Total	80	100

Source: field survey, 2017

Table 4.5 shows that majority of respondents thus 61% occupied the rank of Principal Superintendents while 4% of respondents occupied the rank of Director 1.

### **Research Question One: Staff Training Needs in the Colleges of Education**

One of the objectives of the study was to examine the training needs of the tutors in the colleges of education. Respondents were therefore asked questions relating to the training needs at the colleges of education. Responses are tabulated as follows.

**Table 6: Training Needs of Respondents**

<b>Training Needs</b>	<b>Frequency</b>	<b>Percentage %</b>
Leadership Training	19	24
Professional Development	24	30
In-service and Seminars	8	10
ICT Training	29	36
Total	80	100

Source: field survey, 2017.

From Table 4. 6, it is realised that the majority of respondents forming 36% of respondents agreed that ICT training form an important part of their training needs, 24 making 30% of respondents stated professional development as the training needs needed, 19 constituting 24% of respondents opted for leadership training while eight representing 10% of respondents opted for in service training and seminars. The dominance of ICT training as a need can be attributed to advancement in technology with respect to learning.

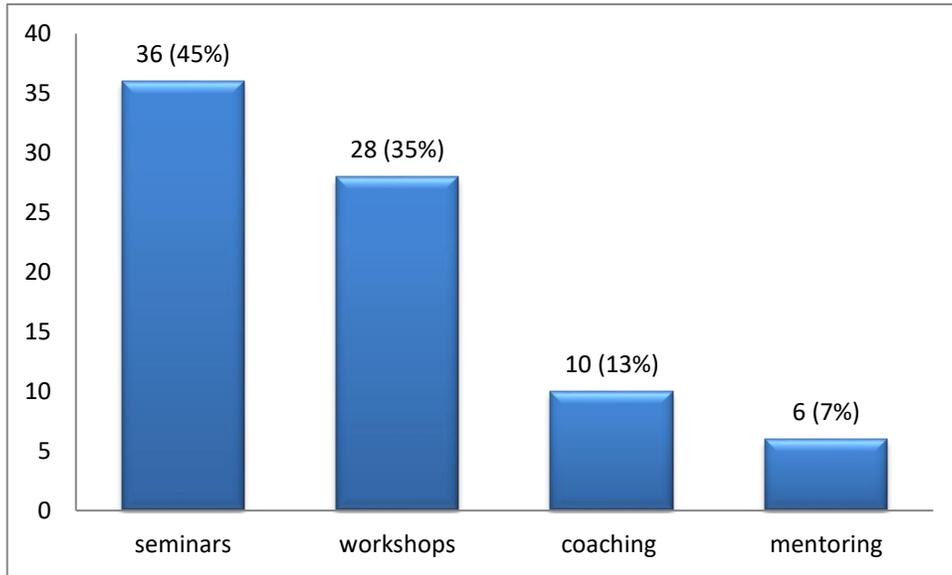
Responses from respondents is consistent with Gibbs and Coffey (2002) that “when teachers are more learner-centred, their students are more likely to take deep approaches to learning those associated with students understanding, retaining, and being able to apply what they have learned and that workshops, seminars, retreats, and other training opportunities are their most required need in training”.

Moreover, the responses from respondents corroborates with Gower (1994) argument that, “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”.

### **Research Question 2: Methods of Training Adopted**

The study sought to identify the methods of training that are adopted. From a total of 80 respondents, the majority of 36 representing 45% of respondents agreed that seminars were the methods adopted during training sessions, 28 forming 35% of respondents opted for workshops, 10 constituting 13% of respondents agreed on coaching while the least number of respondents

six representing 7% of respondents choose mentoring. Thus from the study, the method used for the on the job training at the colleges of education is through seminars and workshops. Figure 4.3 illustrates further.



**Figure 4.3: Methods of Training Adopted at Colleges of Education**

Source: field survey, 2017

Figure 4.3 clearly shows that 45% of respondents were of the opinion that seminars are adopted during training sessions at the colleges of education while 7% agreed on mentoring as the method used.

In relation to the analysis above it can be said that the finding is consistent with Kram (1996), who reiterates that “workshops can facilitate socialization of new members in the organisation, reduce turnover, minimize mid-career adjustments, enhance transfer of beneficial knowledge and values, and facilitate adjustment to retirement”.

The finding of the study reveals that on-site methods such as workshops and seminars and off-site which included modelling were the methods of training used. This corroborates Bandura (1986) argument that, on-site and off-site methods of training are the general methods that can be used in a variety of jobs. Managerial training method deals with skills on techniques that are specifically associated with managerial training. This include sensitivity training, behavioural modelling.

### **Research Question 3: Knowledge Acquired During Training and its Impact on the Job**

This section was to find out from respondents how the knowledge acquired during training transfer on the main job of teaching.

Respondents were first asked on the relevance of the contents of such training programmes organized in the college of education. Respondents were to choose between very useful, useful and not useful.

Out of 80 respondents the majority of 52 representing 65% of respondents agreed that the training programmes organized were useful, 17 forming 21% of respondents were of the opinion that the training were very useful, however, 11 constituting 14% of respondents were of the view that the training programmes are not useful. Table 4.7 further explains.

**Table 7: Relevance of the Content of Training Programmes**

Contents	Frequency	Percentage %
Very Useful	17	21
Useful	52	65
Not Useful	11	14
Total	80	100

Source: field survey, 2017

Table 7 clearly shows despite the differences in response, the content of training programmes conducted at the colleges are very relevant in relation to what respondents do, 65% agreed it was useful while only 14% stated otherwise. This assertion by respondents is consistent with the research by UNIDO in 1995 that training and development is an indispensable component of strategic human resource management. UNIDO further states that “staff training and development provide sustainable opportunities for employees in accordance with their aspirations and talents for acquiring knowledge, skills, attitudes and know-how, and for applying them in favourable and equitable conditions of employment or self-employment to accelerate industrialisation for the economic and social benefit of themselves and their community or country”.

### **Benefits of Training to Respondents**

The study sought to find out from respondents the benefits derived from training programmes conducted at or outside the colleges.

From 80 respondents, 22 forming 28% of respondents were of the view that it enhances proper time management, 18 representing 23% of respondents agreed that it helps improve staff attitude and morale, the majority of 31 constituting 39% of respondents were of the opinion that training helps in the acquisition of new skills while nine making 10% of respondents stated that it ensures efficient work practices. Results are tabulated in Table 4.8.

**Table 8: Benefits of Training to Respondents**

<b>Benefits</b>	<b>Frequency</b>	<b>Percentage %</b>
Enhances Proper Time Management	22	28
	21	

Helps improve staff attitude and morale	18	23
Acquisition of new skills	31	39
Ensures efficient work practices	9	10
Total	80	100

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Source: field survey, 2017

The study showed that all the respondents benefitted from training in one way or the other hence, making training very important in the colleges.

Sales and Bawers' (2001) work is consistent with the findings. They argued that, "it is important for organisations to know how trainees transfer the learned knowledge after a training programme to the job environment". This study gives information on the benefits that tutors derived and obviously will impact these acquired benefits.

## **FINDINGS, CONCLUSION AND RECOMMENDATION**

The findings are as follows:

### **Staff Training Needs in the Colleges of Education**

It is realized from the study that the training is of great importance to the development of employees. The training needs of respondents included ICT training, professional development, leadership training and in service training and seminars. This clearly shows that the training needs of respondents are diverse.

### **Methods of Training Adopted**

The study sought to identify the methods of training that are adopted. It was realised that several training methods are adopted in the training respondents. Among the training methods were through seminars, workshops, coaching and mentoring. In all the responses workshops and seminars were the most used.

### **Transfer of Training Learning or and Its Impact on the Job**

In order to find the relevance of training programmes and its impact on respondents job, it was realised that most respondents found the training programme very relevant while a few respondent agreed that the training programmes were not relevant and had no impact on their jobs.

More so respondents further explained that training programmes had been beneficial and impacted positively on their works. Among the benefits of training programmes were that it enhances proper time management, it helps improve staff attitude and morale, training helps in the acquisition of new skills and that it ensures efficient work practices.

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

It was realized from the study that ICT is of great benefit to all organization, some of the benefits of ICT from respondents included the following.

It was revealed that ICT facilitates sharing of resources, expertise and advice among tutors, ICT ensures proper and faster communication channel from tutors to students, ICT provides a cheap source of information to learning, ICT ensures greater efficiency in reading and learning and finally ICT enhances the professional image of tutors.

## **Conclusion**

Staff training and development has been identified by various scholars to be very crucial to an organization and its effectiveness. In the light of the above, organizations are therefore encouraged to train and develop their staff to the fullest advantage in order to enhance their effectiveness.

Since training programmes do not benefit only the employer or the employees but both parties, it is advisable for both to be involved in training decision so that the impact will be felt by them. Training evaluation which will help the organization to ascertain if there is any impact of training in relation to performance was rated as just a routine which means that not much importance is attached to evaluation but for training to be effective and the resources invested to be reaped, there should be constant evaluation of training programmes.

## **Recommendations**

The following recommendations are outlined;

It is recommended that training content and delivery approaches should be relevant to the job functions of employees. The right training should be organized for employees for them to be able to transfer knowledge to their work. This is because most of the time, the training the employees attend does not have any relationship with their current job.

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