

# Training and Development Programmes versus Lecturers' Performance in Teaching: The Perception of Lecturers in the Sunyani Polytechnic, Ghana

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## Abstract

This paper investigates the contributions of human resources development programmes to the quality of teaching and learning with emphasis on the Sunyani Polytechnic in Ghana. The paper reviews relevant literature on the importance of continuous training programmes for lecturers in the Polytechnic. The paper juxtaposes relevant literature with what pertains in the Sunyani Polytechnic in Ghana, with regards to the urgent need for continuous and regular training for polytechnic lecturers. The study reveals evidence that lecturers need continuous improvement programmes to upgrade their skills to meet the ever changing needs of polytechnic education and stakeholders, especially students. The study again reveals that the rapid changes in the curriculum of polytechnic education institutions call for continuous improvement in the skillsets of lecturers. The paper recommends that training methodologies organised for staff of the Polytechnic should be practical, interactive and participatory and offered on regular intervals to bring lecturers up to date on current trends in teaching and learning in polytechnic education. This would be very useful to prevent career Plateauing and skill obsolescence among the lecturers of the Polytechnic.

**Keywords:** Ghana, teaching, learning, training, human resources, Sunyani Polytechnic

## 1. Introduction

Human resource development has gained currency in our time due to the fast changing dynamics in the working environment. According to Todaro and Smith (2009), most economists would probably agree that it is the human resources of a nation, not its capital, nor its material resources that ultimately determine the character and pace of its economic and social development. At the workplace, Yeo and Marquardt (2012) observe that human resources development helps workers to understand complex challenges in a systemic fashion.

This equips workers with the right skills to solve such daily work challenges. Sustainable work environments, therefore, demand that the knowledge, abilities and skills of individuals are developed through continuous education and training. This is even more important in higher education institutions where knowledge is imparted to learners. This is so because Fry, Hetteridge and Marshall (2015) observe that lecturers<sup>1</sup> in higher education are faced with complex and multifaceted roles needing constant updating of their skills to be able to cope with the rate of change. Lecturers must undergo regular training in order to understand and solve critical challenges that face them in the course of imparting knowledge to the younger generation. This is even critical for polytechnic lecturers in Ghana who have to train middle level manpower to solve key societal challenges in the country.

Rahman (2011) observes that the lecturer is the centre of quality education hence the need for the lecturer to undergo constant professional training to sharpen his or her knowledge, skills and abilities (KSAs). This is one most important reason for which training and development programmes for lecturers is critical to the training of the next generation of quality polytechnic graduates in Ghana. With plans by government to convert the polytechnics in Ghana to technical universities, there are even more reasons for polytechnic lecturers to upgrade their skillsets to better take up the new dynamics that come with the conversion into technical universities.

Consequently, lecturers in the polytechnics need to keep up with the pace of the changes in the teaching and learning environment. This, subsequently, provides justification for the increasing emphasis on training and development programmes for lecturers in Ghanaian polytechnics. Polytechnic education in Ghana plays a significant role in the training of middle level manpower requirement for industry.

To effectively teach graduates of the Polytechnic, the need for lecturers to acquire the requisite qualifications in terms of skills, abilities and knowledge has become very crucial in recent years. It is, therefore, imperative to providing polytechnic lecturers with appropriate qualifications and technological knowledge and skills to carry out comprehensive training of their students. To achieve this objective, staff development is being

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<sup>1</sup> In this document the words 'lecturer' and 'teacher' are used interchangeably to mean Senior Members who teach and supervise courses and learning among students.

pursued as an important element of the development policy in the polytechnics in Ghana.

This study, therefore, sought the perceptions of lecturers in the Sunyani Polytechnic regarding how their teaching was influenced by human resource development programmes that are organised for them.

## 2. Training and Development Programmes and Lecturer Development

Training and development programmes play a refreshing role in staff development efforts. These programmes enable lecturers to adequately prepare their skills for onward transmission of knowledge to their students. Khan et al (2011:151) observe that

*Training and development enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students. Training is an important part of teacher preparation programmes, especially for those aspects of teaching that are more skill-like in their conception, but there are many other important aspects of teaching that can only be nurtured through reflective strategies and experiences.*

Polytechnic education in Ghana is practical oriented and so lecturers need to constantly undergo training in order to become abreast with current trends. Lecturer development is the “process whereby the accepted parameters, remits and responsibilities of specific recognised specialist professional roles may be redefined and/or modified” (Evans, 2002:132).

Similarly, Mukeredzi (2013) posits that teacher professional development is classified as the growth of individual teachers in their profession. Thus, professional development cuts across all professions, especially for teachers considering the fact that they are providers of knowledge. Teacher development remains an important component of the human resource development continuum. This is because well trained and qualified teachers and administrators remain in the centre of providing quality education to students at all levels.

This introduces the concept of ‘quality’ in the education delivery system. Kavenuke (2013: 165) observes that quality, qualified and effective teachers are invaluable to the extent that “one may fail to come up with proper expression to express the magnitude of their significance in its exactness”. Similarly, Rajput and Walia (2001) argue that when teachers acquire the professional competence and attitudes that enable them to accomplish their multiple tasks in the classroom in an effective manner, in the school and in the community, teachers become one of the most important contributing factors in ensuring quality educational provision.

Sahlberg (2010) similarly observes that teacher development should form a stronger continuum, through induction available to all teachers and included as part of lifelong professional development. Therefore, teacher development cannot be an end in itself but a means to an end to quality education.

According to Eriksson (2004), the professional development of teachers is very significant to ensuring quality education which should be connected to all the stages of teacher education. This, however, calls for adequate teacher training and retraining so that teachers can adequately deliver teaching services. Eriksson (2004) argues that, worldwide, education authorities, governments and intergovernmental organisations must strive to provide an environment that ensures effective teacher development. The different challenges of governments all over the world, however, go a long way to affect the level of attention that is accorded teacher development. Nonetheless, teacher development is the duty of all governments of developed and developing countries, considering the significant role played by teachers all over the world in the provision of quality education.

### 2.1 Designing Training and Development Programmes: The ADDIE Model

Every training programme is preceded by needs assessment. The organisation for which the training is intended must be diagnosed to ascertain the ‘true’ training needs of the beneficiaries (Chan, 2010). For the purposes of clearly outlining the design of effective training programmes, the ADDIE (Analysis, Design, Development, Implementation and Evaluation) Model is discussed in Figure 1. This is to help in the understanding of how training programmes are designed for effective training delivery.

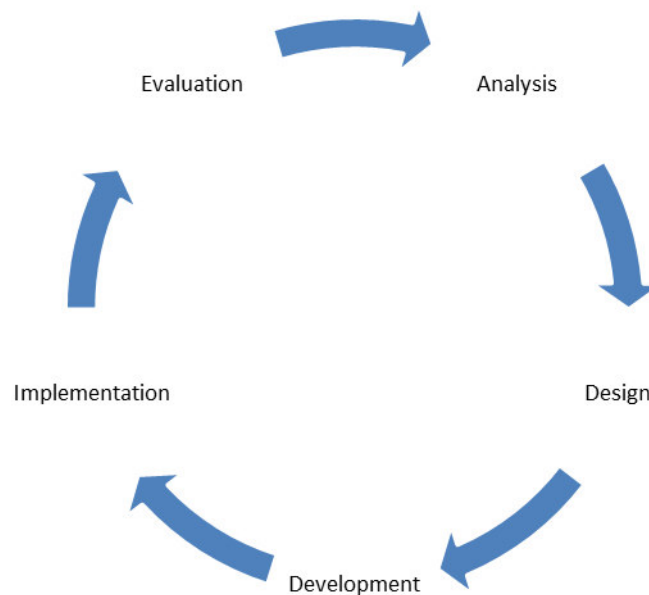


Figure 1: The ADDIE Model

Source: Chan (2010). *Designing and Developing Training Programmes: Pfeiffer Essential Guides to Training Basics*.

i. Analysis

The training programme must begin with analysis of the current situation that demands training for staff. This must raise questions as to why the training is important, who benefits from the training and what are the expected outcomes of the training.

ii. Design

The training programme must have a well laid out methodology for the delivery of the training. This stage outlines the processes of the training, trainers and all activities and facilities that would be needed to successfully deliver the training programme.

iii. Development

The development stage of the training programme is very crucial because this is where the trainer would test methodologies to see if all the design components would work well. All resources for the training programme need to be procured and tested before the actual training takes place. Although all the stages are very crucial to the success of the programme, the development stage remains very critical to the smooth delivery of training programmes. This is because this stage informs the trainer how the actual training would be executed.

iv. Implementation

This is the stage where the training would be delivered to the trainees. This is where all the resources gathered would be put to use for the benefit of the trainees.

v. Evaluation

Evaluation is important at all the stages but there must be an ongoing evaluation to assess the training for improvement and sustenance. Evaluation is also done to assess the opinions of the trainees on what they have learnt and areas that need improvements. Evaluation is again important because it informs the financiers of the training as to why further resources need to be put into training programmes. Training is a continuous process and must be evaluated continuously for improvement.

### 2.1 Lecturer Development Programmes and Quality Education: The Linkages

Lecturer quality is very important in education delivery globally. This is because the lecturer is at the centre of training students to attain knowledge. Lecturer development seeks to achieve balanced development of lecturers' personal and professional competences with greater priority on building pedagogical thinking skills that make lecturers' teaching skills up to date in theory and in practice. Stierer (2008) posits that lecturer development programmes demonstrate to lecturers how to utilise conceptual ideas to attain thorough understanding of their teaching methods. This reveals that lecturer development programmes are very essential at the point of building lecturer competence in theory and also in practice. The need for lecturer development, therefore, cannot be overemphasised. Lecturer development in today's educational system is essential for several reasons. Garet et al (2001) posits that lecturer development is essential for some of the following reasons:

Enhanced knowledge and skills of teachers have a substantial positive influence on change in teaching practice. Professional development equips teachers with the requisite knowledge, skills and abilities to rejuvenate their teaching methods for their own benefit and that of students. This invariably improves the way teachers teach. Teachers become actively engaged in meaningful discussion, planning and practice. Professional development programmes for teachers enable them to be actively engaged in the planning, implementation and monitoring teaching and practice.

Stierer (2008) observes that development programmes for lecturers enable them to effectively develop the habits of reflective practitioners. This is because lecturers become all rounded professionals who generate debate about teaching practice. Teachers become active learners. Lecturers teach and must be taught about current educational trends so that they become active learners. The premise is that teachers must at regular intervals practice so that they can best deliver knowledge to others. Training programmes for lecturers have positive effects on student achievement outcomes, especially achievement in conceptual understanding. There is a general underlying belief among educational researchers (Garet et al (2001; Mukeredzi, 2013) that when teachers develop their skills, it translates into their teaching, something that helps teachers to deliver the best of teaching to students. This invariably improves upon student academic achievements.

Through further studies, teachers have the platform to meet and interact with their colleagues, a practice that promotes professional communication among teachers. This platform hitherto could not have been possible in the absence of professional development programmes.

In his study, Bennel (2004) concludes that development programmes have noticeably improved teacher behaviour and performance in Kenya and Botswana. The trust is that when teachers develop their skills and knowledge, they are able to easily transfer that knowledge to the benefit of their students. The opportunities for further professional development according to Bennel (2004) may also serve as a source of motivation for teachers. Similarly, Craig, Kraft and Plessis (1998) observe that teacher training programmes have a strong and positive correlation with student achievement depending on the type of education programme and support that is put in place. This means that not all types of teacher development programmes have positive impacts on their core teaching practice but to their professional development, development programmes are very important.

According to Manford (2002), training workshops, seminars and other training programmes for teachers in the teaching methodologies go a long way to improve teachers' teaching skills and competencies, and the use of instructional media, which include all devices and materials used in the teaching and learning process. Such programmes introduce the teachers to new methods of teaching as well as inculcating new ideas.

Manford (2002) further suggests that training programmes also increase retention and transfer of knowledge and also help provide appropriate marking schemes to make teaching and learning easier. Similarly, Bush (2007) argues that continuing education can help teachers build and enhance their classroom skills, help develop new curriculum, acquire new areas of expertise, advance their careers and to increase their earning potential. Borkor (2004: 3) indicates that the ultimate aim of "teacher professional development is essential to efforts to improve our schools", no matter at which level of education.

### **3. Methods**

#### *3.1 Study Setting*

The study was undertaken at the Sunyani Polytechnic in Ghana. In Ghana, polytechnics are established by law (PNDC LAW 321 as amended by the Polytechnic Act 2007, Act 745) to provide a congenial learning, teaching and research environment capable of producing middle level manpower needs of the country. Sunyani Polytechnic, popularly known as S-Poly began as a Technical Institute in November, 1967 to train middle school leavers in technical courses. Currently, the Polytechnic offers programmes that lead to students graduating with Higher National Diplomas and Bachelor of Technology certificates. S-Poly has a student population of about 5000 with a staff strength of 575 out of which about 166 are lecturers.

#### *3.2 Methods*

The researchers adopted a survey design for the study with the aim of gathering and analysing the perceptions of lecturers on the role of training and development programmes on lecturer performance in teaching and research in S-Poly. The mathematical formula given by Miller and Brewer (2003);  $(n = \frac{N}{1 + N(\alpha)^2})$  (where  $n$  = sample size;  $N$  = population and  $\alpha$  = margin of error) was used to determine a sample size of 64 lecturers from a lecturer population of 166. The simple random sampling technique was used to select the respondents for the survey. The sample was made up of 84 percent of males and 16 percent females. The researchers used Statistical Package for Service Solution (SPSSv23) to analyse the data from the survey. The results of the analysis were interpreted using narratives and content analysis with the help of percentages and frequencies.

#### *3.3 Questionnaire Layout*

A set of questionnaire was designed for lecturers of S-Poly to provide responses. The questionnaire was in 4

sections. Section ‘A’ gathered background data on the selected lecturers. Section ‘B’ assessed the perception of the selected lecturers regarding their knowledge on the staff development policy of S-Poly. Section ‘C’ focused on training and development programmes for the lecturers of the Polytechnic whilst Section ‘D’ gathered data on the teaching and learning processes among lecturers at the Polytechnic.

## 4. Results

### 4.1 Staff Development Policy

#### 4.1.1 Awareness of Staff on Staff Development Policy of the Polytechnic

This part of the study assessed whether the respondents had some knowledge on the staff development policy of the Polytechnic. With regards to the awareness of the existence and content of the staff development policy in the Polytechnic 70% of the respondents responded in the affirmative that they were aware of the existence of the policy in the Polytechnic. However, 30% of the respondents indicated that they were aware of the existence of the policy but they were not aware of its content. This reveals that some respondents in the Polytechnic were not aware of the content of the staff development policy. This suggests that adequate orientation and education might not have taken place before and after the formulation of the policy.

#### 4.1.2 Respondents’ Personal Ambition in Growth and Development

The respondents were asked to indicate their personal ambitions in terms of growth and development and whether they thought the staff development policy of the Polytechnic could help them achieve their ambitions. Table 4.1 shows the ambitions of the respondents. The study revealed that only 6% of the respondents aspired to become Lecturers, 36% aspired to get to a Higher education level while 39% aspired to climb to the PhD level. Eight percent were undecided. The fact that the majority of the teaching staff aspired to study further suggests that training and development is crucial to making them qualify to teach in the tertiary institution and also keep them abreast with new teaching methods.

On whether the staff development policy could help the respondents to achieve their ambitions, 55% responded in the affirmative, 28% answered in the negative while 17% were undecided. The majority who were with the opinion that the staff development policy could help them achieve their ambitions were those who were aware of its existence and content. The availability of staff development programmes can motivate and retain the teaching staff. This attests to Bennel (2004) that development programmes have noticeably improved teacher behaviour and performance in countries such as Kenya and Botswana.

**Table 4.1: Respondents’ Personal Ambition in Growth and Development**

Ambition of Respondent	Frequency	Percentage
Become a Lecturer	4	6
High Education Level	23	36
Attain PhD	25	39
To Enhance Productivity	7	11
No Response	5	8
<b>Total</b>	<b>64</b>	<b>100</b>

Source: Authors’ Fieldwork, 2015

### 4.2 Training and Development Programmes in the Polytechnic

#### 4.2.1 Means of Acquiring Skills through On-the-Job Training

To find out whether the respondents had any means of acquiring skills through on the job training, 75% said ‘Yes’ while 25% said ‘No’. This presupposes that the majority of the respondents had some means of acquiring skills through on-the-job training. Out of the 25% who answered in the negative, 9% indicated that no opportunity had been provided them for on-the-job training by the Polytechnic while 13% also said there was no means of formal on-the-job training due to the nature of their job schedules.

#### 4.2.2 Respondents’ Perception of the Usefulness of on-the job Training Methods

The respondents were also asked to state the means through which they acquired skills through on-the-job training and here there were multiple responses such as seminars, workshops, coaching and mentoring. To know more about the on-the-job training programmes in the Polytechnic, the respondents were asked to rank how helpful or otherwise on-the-job training methods have been. On the average the study revealed that about 29% and 25% of the respondents found all the methods of on-the-job training in the Polytechnic to be ‘very helpful’ and ‘helpful’ respectively.

This presupposes that the respondents found the methods used to deliver on-the-job training as generally effective in the training of lecturers to enable them perform their teaching functions. However, quite significant proportion of the respondents (44%) could not respond because they were undecided as to the usefulness of the methods used in the Polytechnic to deliver on-the-job training. This calls for measures by the Polytechnic to constantly evaluate the training methods used to deliver on-the-job training programmes in order to ascertain their effectiveness. Table 4.2 shows the opinions of the respondents regarding the usefulness of the

training methods used by the Polytechnic.

**Table 4.2: Respondents' Perception of the Usefulness of on-the-job Training Methods**

Training Method (On-the-Job)	Usefulness					Total
	Very Helpful	Helpful	Not Helpful	Not Very Helpful	No response	
Seminars	42	22	2	0	34	<b>100</b>
Workshops	45	25	2	0	28	<b>100</b>
Coaching	9	23	3	2	63	<b>100</b>
Mentoring	19	28	3	0	50	<b>100</b>
<b>Total</b>	<b>115</b>	<b>98</b>	<b>10</b>	<b>2</b>	<b>175</b>	<b>400</b>

Source: Authors' Fieldwork, 2015

#### 4.2.3 Respondents' Perception of the Regularity of Training Programmes in the Polytechnic

Regarding how frequently training was organised internally for staff, the study revealed that about 41% of the respondents were undecided and did not respond while 32% indicated that on-the-job training programmes were not conducted regularly as indicated in Table 4.3. The official records from the Polytechnic revealed that the last time a seminar was organised purposely for the lecturers in the Polytechnic was in 2013. This means that lecturers who were employed after 2013 have never had any means of on-the-job training programme through a seminar. The findings here suggest that seminars as on-the-job training programmes were available but not organised regularly for the benefit of the teaching staff.

**Table 4.3: Respondents' Perception of the Regularity of Training Programmes in the Polytechnic**

Training Method (On-the-Job)	Regularity					Total
	Very Regular	Regular	Not Regular	Not Very Regular	No response	
Seminars	8	9	41	8	34	<b>100</b>
Workshops	8	9	47	9	27	<b>100</b>
Coaching	5	12	17	8	58	<b>100</b>
Mentoring	7	19	23	6	45	<b>100</b>
<b>Total</b>	<b>28</b>	<b>49</b>	<b>128</b>	<b>31</b>	<b>164</b>	<b>400</b>

Source: Authors' Fieldwork, 2015

#### 4.2.4 Impact of Training and Development Programmes on Teaching Skills

The study sought to find out the opinions of the respondents regarding the impact of the training and development programmes on their teaching skills. Forty-one per cent indicated that the training and development programmes had 'very positive' impact on their teaching skills while 31 % said that the training and development programmes had a 'positive' impact on their teaching skills. However, 1.6% revealed that the impact on teaching skills was negative. The majority of the respondents showed that training and development impacted positively on their teaching skills and that suggests that training and development is pivotal in any higher educational level and therefore it should be sustained. This confirms Bush's (2007) argument that continuing education can help teachers build and enhance their classroom skills, help develop new curriculum, acquire new areas of expertise, advance their careers and to increase their earning potential.

**Table 4.4: Impact of Training and Development Programmes on Teaching Sills**

Perceived Impact of Training Programmes	Frequency	Percentage
Very Positively	26	41
Positively	20	31
Negatively	1	1.6
No Response	17	26.6
<b>Total</b>	<b>64</b>	<b>100</b>

Source: Authors' Fieldwork, 2015

### 4.3 Contribution of Training and Development Programmes to Teaching and Learning in the Polytechnic

#### 4.3.1 General Contributions of Human Resource Development Programmes to Teaching and Learning

In an attempt to evaluate how human resource development programmes in general contributed to teaching and learning processes in the Polytechnic 13% of the respondents revealed that training and development they benefitted from increased the competency level of the staff as indicated by Manford (2002) that training workshops, seminars and other training programmes for lecturers in the teaching methodologies go a long way to improving lecturers' teaching skills and competencies. Twenty-eight percent indicated that lecturers acquired new skills and techniques for teaching through training and development programmes as Shown in Table 4.5. This is supported by Bush's (2007) assertion that continuing education can help lecturers build and enhance their classroom skills, help develop new curriculum, acquire new areas of expertise, advance their careers and

increase their earning potential. Training and development programmes according to 8% of the respondents, made teaching and learning simpler and easier through the constant update of knowledge by lecturers as posited by Manford (2002) that training programmes also increase retention of staff and transfer of knowledge and also provide appropriate marking scheme to make teaching and learning easier. Again 20% alluded to the fact that training and development programmes improved or facilitated teaching and learning.

This is in line with Garet et al (2001) and Mukeredzi (2013) that lecturers develop their skills it translates into their teaching, something that helps lecturers to deliver the best of teaching to students. In addition, 9% of the respondents indicated that training and development programmes helped to employ and maintain the right staff because they are motivated as observed by Bennel (2004) that the opportunities for further professional development may also serve as a source of motivation for lecturers. Training and development according to 9% of the respondents led to self-development as observed by Garet et al (2001) that professional development equips lecturers with the requisite knowledge, skills and abilities to rejuvenate their teaching methods for their own benefit and that of students.

**Table 4.5: General Contributions of Human Resource Development Programmes to Teaching and Learning**

Outcomes of Training and Development Programmes	Frequency	Percentage
Improved Competency	8	13
Acquisition of new skills and technique	18	28
Simpler and easier Teaching Methods	5	8
Improved teaching and learning	13	20
Retention of right calibre of staff	6	9
Enhanced Self-development	6	9
No Response	8	13
<b>Total</b>	<b>64</b>	<b>100</b>

Source: Authors' Fieldwork, 2015

#### 4.3.2 Measures to Improve and Sustain Training and Development Programmes

With regards to the way forward for training and development programmes, respondents were requested to state what could be done to improve and sustain training and development programmes in the Polytechnic. The study revealed that 25% of the respondents suggested that training and development programmes should be reviewed by the Polytechnic to cater for the current needs of the staff and the students. Sixteen per cent of the respondents recommended that the Polytechnic needed to organise a lot more seminars and workshops on critical topics that could help sharpen the skills of lecturers to perform their duties. This is in line in with the observations of Manford (2002) that training workshops and seminars help lecturers in their teaching methodologies that go a long way to improving lecturers' teaching skills and competencies

In order to improve and sustain training and development programmes, 7.6% of the respondents recommended collaboration of the Polytechnic with other local and international institutions so that the right types and forms of training and development programmes could be formulated and implemented to benefit the staff and students in the Polytechnic. This is ascertained by Eriksson (2004) that throughout the world education authorities, government and inter-governmental organisations must strive to provide an environment that supports effective lecturer development. This could also help build the capacity of the Polytechnic to sustain training and development initiatives outlined in the human resource development policy.

Drawing up training and development plans for the various departments within the Polytechnic and firm implementation of the plans was also suggested by 13% of the respondents. Twenty-two per cent of the respondents recommended that sponsorship should be given to staff in the Polytechnic so that the training and development programmes can be improved and sustained in the Polytechnic.

**Table 4.6: Measures to Improve and Sustain Training and Development Programmes**

Recommendation	Frequency	Percentage
Review Training and Development programmes	16	25
Organization of more seminars and workshops	10	16
Collaboration with other local and international institutions	5	7.6
Encourage participation in training and development programmes	5	7.6
Formulate and implement training and development plans for the various departments	8	13
Provide Sponsorship Packages for training and development programmes	14	22
No Response	6	9
<b>Total</b>	<b>64</b>	<b>100</b>

Source: Authors' Fieldwork, 2015

## 5.0 Conclusions

The discussions point to the fact that the lecturer is at the centre of the education system and must be made robust on their job by designing appropriate training and development programmes for their development. The findings and conclusions from the study have certain implications for career development, organisational development, human resource planning and development and management policies for higher education institutions, policy makers and stakeholders of tertiary education:

Based on the findings, it is recommended that heads of departments be trained in needs assessments methods such as interviews, questionnaires, tests, group problem analysis, records and report studies and job analyses and performance. The knowledge and skills acquired in these methods would then enable them to be observant of the performance of teaching staff, facilitate appraisal of staff and enhance quality decisions making on which to have training and development and the expected benefits.

It is also recommended that training approaches and methodologies should as much as possible be practical, interactive and participatory. This may call for relatively small numbers of participants at a time to make training and development process as interactive as possible. It would then require that training programmes that have large number of participants be scheduled in such a way that training programmes maintain teaching staff and retain their services while acquiring new knowledge and skills to raise the level of professional competence of the teaching staff.

Measures need to be put in place by authorities in the higher education institutions to make it possible for beneficiaries of training and development programmes to transfer the knowledge and skills they have acquired to the students they are teaching. In order to produce a cascading effect of the knowledge, abilities and skills (KAS) acquired from the training, those who attend training programmes should be tasked to produce reports containing training handouts and put them at the departmental libraries as reference materials.

It is also recommended that opportunities for self-improvement should be provided for all staff. This is because apart from making teaching staff competent enough to discharge their duties as expected, such improvements also give them some sort of inner satisfaction for them to contribute their quota by teaching well.

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