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Maritime education and training to empower women in the maritime administration in Ghana

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MARITIME EDUCATION AND TRAINING TO EMPOWER WOMEN IN THE MARITIME ADMINISTRATION IN GHANA

By

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DECLARATION

I certify that all the materials in this dissertation that is not my own work has been identified, and that no material is included for which a degree has previously been conferred on me. The contents of this dissertation reflects my own personal views and are not necessarily endorsed by the University.

Signature: MAA

Date: 24th September, 2019

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Finally, I want to thank all my course mates for everything we shared together academically. It has been a wonderful experience and I pray I shall make the desired change for the betterment of the maritime industry globally.

ABSTRACT

Title of Dissertation: **Maritime Education and Training To Empower Women In The Maritime Administration in Ghana**

Degree: **Msc. Maritime Affairs**

The dissertation is a study of maritime education and training to empower women in the maritime administration in Ghana. The study was conducted using the Ghana Maritime Authority as a case study and focused on establishing the linkage between maritime education and training and women empowerment and how it engenders total employees performance. The Ghana Maritime Authority was selected because it's the foremost maritime administration in Ghana.

Primary data was collected using questionnaire and 60 respondents both male and female employees of the Ghana Maritime Authority. Respondents were between the ages of 20 to 51 years and have working experiences from less than year to 16 years and over. The study adopted quantitative research approach and a descriptive design. Respondents were selected using purposive sampling technique and the data was analysed by the use of tables. charts, frequencies and percentages

The study come out with three key finding, first there is equal opportunities maritime education and training for both men and women employees. Secondly there is imbalance of gender distribution by organizational rank and thirdly life –long MET as insufficient to change the gender gap.

KEYWORDS: Maritime Education ,Training, Women and Empowerment.

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LIST OF ABBREVIATIONS

GMA   Ghana Maritime Authority

IMO   International Maritime Organization

UNDP   United Nations Development Programme

UNESCO   United Nations Scientific and Cultural Organization

OECD   Organization for Economic Co-Operation and Development

SDGs   Sustainable Development Goals

GLSS   Ghana Living Standard Survey

ILO   International Labour Organization

MET   Maritime Education and Training

SSA   Sub Saharan Africa

VTMIS   Vessel Tracking Management Information Systems

CHAPTER ONE

1.0   Introduction

Men throughout recorded history have had dominion over women and thereby implying that power is gendered. (Huis, Hansen Otten & Lensink, 2017: United Nations Development Programme (UNDP, 2015). Men have always have absolute power and control over resources , social privileges, and the use of force and as well occupy high positions in homes , communities and workplaces.(Pratto. Lee &Pitpitan, 2011). This gender inequality has not lessened and still manifest in different forms across different segments of daily lives such as access to resources , access to quality education, equal pay for equal work done, job opportunities, and pursuit of careers(UNDP, 2015). For instance it has been established by the United Nations Educational Scientific and Cultural Organization (UNESCO) (2014) out of 774 million illiterates people globally, women represent about 66% whiles only 20 % of least developed nations have realized gender inequality in primary education as at 2011. The concept of empowerment was initially created with the objective of eliminating or reducing the issue of gender inequality across the globe (Huis et al. 2017; UN Women, 2016).

One important area of a firm's human resource management that cannot be overlooked is that of education, training and development (Tai, 2006). This is because employees are the most important resource of a firm and also expensive to acquire and maintain (Yamoah, 2013). This means that firms must ensure they minimize their investments in their employees education and training since it is one of the key areas of optimizing employees' contribution (Arthur, Bennett, Edens & Bell, 2003). Employee education and training have been found to play a leading role in the realization of stated firms goals and objectives. (Tai, 2006). Firms recruit and select their employees with the aim of realizing the firm's objectives because employees make it possible for top management's strategies to be effectively implemented on the ground (Yamoah, 2013; Daniels, 2010). It's also been found that in order to achieve higher levels of employees' participation in decision making, organizational flexibility , innovativeness and customer satisfaction, firms need to pay critical attention to

employee empowerment (Aryee, Walumbwa, Seidu & Otaye, 2012 ; Mathieu, Gilson & Ruddy, 2006). Several studies in the literature has identified several factors that influence employee empowerment and one these main factors is employee education and training. (Arthur et al. 2003; Mathieu et al. 2006). Different educational and training methods such as cross training and formal team training have all been found to be positively and significantly influence employee empowerment. (Arthur et al. 2006). When education and training and empowerment are made available to employees, they tend to be more productive because it helps them to realize their career aspirations and goals since they are equipped with the requisite knowledge and skills (Yang & Choi,2012: Ohemeng, 2009).

Also employee empowerment essentially means giving employees the authority to participate in decision making more especially on issues that affects their wellbeing, productive and job satisfaction (Hamid & Behrad, 2014). Employee empowerment is indispensable in today's dynamic and turbulent business environment where firms need to protect their market shares, retain customers, to be innovative and maximize stakeholders' investment (Gul, Akbar & Jan, 2012). Empowered employees as indicated by Kirkpatrick (2008) feel appreciated and this in turn facilitates the realization of desired and stated aims and objectives of firms. Empowered employees as also found by Mahmudi and Kargaran (2016) are more productive because are not scared of making mistakes and even when they do, they are penalized but rather supported. This eventually builds their self- confidence to assume tougher tasks and find creative solutions to different organizational challenges.

1.1 Background of Ghana Maritime Authority (GMA)

Ghana Maritime Authority (GMA) was established by the an act of parliament , that is the Ghana Maritime Authority Act 2002 (630) under the Ministerial supervision of the Ministry of Transport in Ghana and charged with the responsibility of monitoring, regulating and coordinating the activities in the maritime industry in Ghana. The vision of the Ghana Maritime Authority is to become a premier maritime administration in the West and Central Africa, promoting national and international maritime development and and to ensure that the sea and inland waters of Ghana are safe , clean and secure to facilitate the with a mission to create a harmonious and enabling environment within the maritime industry which will ensure the provision of safe, secure and efficient shipping operations in the seas and inland waters of Ghana, to protect the marine environment from vessels and other sources of pollution and also to oversee the training , engagement and the welfare of Ghanaian Seafarers.

The functions of Ghana Maritime Authority are as follows:

a) Implement the provision of the Ghana Shipping Act, 2003, (Act 645);

b) Ensure safety of navigation;

c) Fulfill flag state and port state responsibilities in an effective and efficient manner, having due regard to international maritime conventions, instruments and codes;

d) Deal with matters pertaining to maritime search and rescue and coordinates the activities of the Ghana Armed Forces, The Ghana Ports and Harbours Authority and other bodies during search and rescue operations;

e) Regulate the activities on shipping in the inland waterways including the safety of navigation in inland waterways;

f) Cause to be investigated maritime casualties and take appropriate actions;

g) Oversee matters pertaining to training, recruitment and welfare of Ghanaian Seafarers;

h) Plan, monitor and evaluate training programmes of seafarers to ensure conformity with standards laid down by the international maritime conventions;

i) Ensure in collaboration with such other public agencies and institutions as the Board may determine the prevention of marine source pollution, protection of the marine environment and response to marine environment incidents;

j) Pursue the ratification or accession and implementation of international maritime conventions, in conjunction with the appropriate Ministry;

k) Assess the manpower needs of the maritime sector for national planning purposes;

l) Liaise effectively with government agencies and institutions that deal with maritime transport and related transport matters for the purpose of achieving harmony in the maritime industry;

m) Initiate research into the national transport for effective planning and coordination;

n) Ensure an efficient, cost effective and orderly provision of services in the shipping industry I line with government policies ;

o) Initiate actions for promotion, establishment and development of private shipping lines;

p) Advice on policies for the development and maintenance of maritime infrastructure such as ports and harbors in the country;

q) Advice the government on maritime matters generally;

r) Regulate the activities of shipping agents, freight forwarders and similar shipping service providers.

1.2   Problem Statement

The focus on women empowerment whether in the home, workplace and at the national level is not far-fetched, it has amply demonstrated that when women are trained, developed and empowered , they are able to lift and move their homes , communities , organization and nations forward (Gul et al.2012;Mahmudi & Kargaran, 2016). The global maritime field is an extremely highly male dominated sector, and has been so for centuries. According to the International Maritime Organization (IMO), women seafarers forms only 2% of the world's 1.2 million seafarers. In the cruise line industry though, women appear to be doing well because women represent between 17-18% of the total number of people working in this sub-sector. Again even though there are women shipmasters, chief engineers and officers, most of them come from developed nations. According to the ILO (2003), as high as 51.2% of women seafarers come from the OCED (The Organization for Economic Co-operation and Development) countries, 23.6% come from Eastern European nations while 13.7% come from the far East. However only 9.8% and 1.7%of of the women seafarers come from Africa /Latin America and Asia/ Middle East respectively.

There is therefore an urgent need to create conditions that fosters more women participation in the sector and this has to be in keeping up with the expectation of the 21st century where equal rights for all is the focus. The UN 2030 agenda for sustainable development together with the 17 SDGs (Sustainable Development Goals) focuses on the realizing gender equality and empowerment of women and girls (Goal 5). The empowerment of women is of importance that IMO has chosen as its theme "Empowering Women in the maritime community" for 2019 World Maritime Day.

According to the Ghana Living Standard Survey (GLSS6, 2014) the percentage of economically active males in Ghana is 79.8% whiles that of women is 74.9%. This means that there are more economically active males than women in Ghana and this situation is in line with what pertains in most countries where females are less likely to be employed (ILO), 2010). In the same manner. about 69.5% of households in

Ghana are headed by males as compared to the 30.5% headed by females. This fact is based on the culture which holds and expect males to be the breadwinners and take charge of their households.

In spite of the apparent significance and the role education and training plays in the empowerment of women in the maritime sector, there is a dearth of empirical studies on the linkages between education and training in the Ghanaian maritime sector. Even though authors like Yamoah (2013) and Aggrey (2000) have done some work pertaining to the Ghanaian maritime sector, there is still a huge gap in terms of linking education and training with women empowerment. Aggrey's only focused on investigating the background history of employment of women in the Ghana's maritime industry as well as identifying the challenges women working in the sector are confronted with. This study did not address the linkages between education and training and women empowerment in the Ghanaian maritime sector. Similarly, Yamoah's (2013) research study did not address the effect of education and training on women empowerment in relation to the Ghanaian Maritime sector.

1.3   Objectives of the study

The main objectives of this study is to investigate and analyzed the linkage between Maritime education and training and women empowerment at the Ghana Maritime Authority (GMA). The main objectives of the study includes the following:

1. Evaluate the current education and training policies , practices and processes of the Ghana Maritime Authority (GMA);
2. Determine where there is a variation in terms of education and training opportunities and regularity between women and men at GMA;
3. Establish the linkage between education and training and empowerment of women employees at the GMA.

1.4   Research Questions

To address the objectives outlined above the study, the study will focus on answering the following questions:

1. What is the current maritime education and training policies, practices and processes at the GMA:

2. Are there variations in terms of maritime education and training opportunities and regularity between women and men at the GMA?

3. What is the linkage between maritime education and training and empowerment of women.

1.5   Significance of study

There is huge deficit of women empowerment in most Ghanaian establishments (Yamoah, 2013) and it is high time that certain measures are taken to reduce this deficit. It is the conviction of the researcher that the outcome of this study will be highly beneficial to all Ghanaians establishments and in particular, the Ghana Maritime Authority (GMA). Through this study top management of all Ghanaian establishments will be notified of the need to train and develop the skills of female employees since it facilitates empowerment and increased employees performance in the final analysis. The study will specially draw the attention of the top management of the GMA on the linkage between maritime education and training and women empowerment and how it engenders total organizational performance. Again, considering the paucity of empirical studies in the subject matter with respect to Ghana, this study and its outcome is expected to add to the literature on the linkage between training and women empowerment. It will similarly serves as a source of reference for academicians, students and other researchers who will embark upon future in the subject matter.

1.6   Scope of Study

The study focused exclusively on establishing the linkage between maritime education and training and women empowerment at the Ghana Maritime Authority. (GMA). The GMA was selected for selected because it is the foremost maritime administration in Ghana.

1.7   Organization of Research Report

The report of the study is organized into five chapters as follows:
 Chapter one introduces the study by focusing on the background, the problem statement, the research objectives and research questions, the significance, the scope and the organization of the study.

Chapter two will give a review of the extant literature on the subject matter and also develop a conceptual framework which will serve as the theoretical underpinning of the study.

Chapter three will present the methodological approaches that will facilitate the data collection and analysis. It will among others include the research design, the target population, the sampling technique, sample size, data collection instrument and data collection procedures, the sources of data and the data analysis.

Chapter four will analyze the data and discuss the results collected from the field.

Chapter six – Conclusion , Limitations and Recommendation. These sections outline some recommendations following the findings to ensure effective maritime education and training and women empowerment in the Maritime Administration of Ghana.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

A good literature review should refer to works by recognized professionals in the chosen field of research: both those who oppose and those who are in support ideas of the writer and must make seasoned judgement on the importance of the work of others while differentiating between facts and options. It must also support arguments with valid evidence. (Saunders, Lewis, and Thornhill 2000). The study seeks to investigate and analyzed the linkages between the Maritime Education and Training (MET) and women empowerment in the Ghana Maritime Authority (GMA). This has been necessitated by the apparent lack of empirical data in terms of women empowerment in most Ghanaian establishment and this chapter will reviews the extent to which literature on the main concept of employee education and training and empowerment.

2.1 The Concepts of Education, Training and Development

2.1.1 Employee Education Defined and Explained

Education is described as the systematic process of learning something in an institution of learning that leads to the development of a sense of judgment and reasoning in employees (Bot & van de Werfhorst, 2013). This definition means that education of employees is a gradual process and that it occurs in an institution and the ultimate aim and objective of education is knowledge acquisition which is used in taking decisions that inures to the benefit of the organization. Malon (2000) sees education as the creation, teaching and learning environment and experiences that brings about expected changes in learners in or to increase their knowledge base, make them more skillful and to positively influence their attitudes and values. According to Manuel (2011), education has to do with the enhancement of employees' general knowledge and also motivate them to have deeper insights and appreciations of their total environments. It has

also been pointed out that unlike training where it can be held at the work-place or at the factory, formal education occurs in classrooms in schools, colleges and universities (Bot & van de Werfhorst, 2013).

2.1.2   Training Defined and Explained

Training is a learning activity that is directed at the acquisition of certain specific knowledge and skills for the purpose of occupation ort tasks (Cole, 2002). This definition means that training is not done in a vacuum, but that training first identifies areas that employees are deficient in and then specific skills and knowledge is impacted on employees with the objective of improving their overall skills level towards the realization of organizational goals and purposes.

According to Armstrong (2001), "training is the formal and systematic modification of behavior through learning which occurs as a result of education, instruction, development and planned experience." Training has also being defined as a process through which employees' knowledge, skills and talents are enhanced and increased (Obisi, 2001). Development is any learning activities which is focused and directed towards future needs instead of present needs and it is also more directed at career growth than immediate performance of employees (Obisi, 2001).

Training and developing a firm's human resources has always been highly encouraged (Singh & Mohanty, 2012; Khan, Khan & Khan, 2011). The need for continuous learning and development is regarded as one of the major functions of HRM (Human Resource Management) (Rezaee, 2011). This is because knowledge is power and knowledge is the key that unlocks the doors of economic freedom (Suminen, 2005), prosperity (Khan, 2011), return on investment (Khan, Khan & Khan, 2011) and overall firm performance. This in effect means that training, development and skills acquisition should be held in

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high pedestal and all organizations must endeavor to give equal opportunities for all their employees (Gilaninia, AskariRankouh & DaneshFar, 2013).

It has been found that training and development has been leveraged on by firms to increase their overall productivity and performance (Hameed & Waheed, 2011). According to Chamathes (2006), regularly and highly trained employees tend to be more confident, committed, resourceful, innovative and highly productive. Employees with the requisite on-the-job experience all things being equal are better performance and contribute immensely to the realization of stated objectives and the bottom-line than employees without on-the-job training and experience (Ugboro & Obeng, 2000). Employee training and development have been recognized as the fundamental building blocks that underlines organizational performance (Kirkpatrick, 2008).

Training and development has especially been established to be of vital importance in the maritime industry where the dictates of the job and activities requires that employees found in the various sectors of the maritime sector are well trained, developed and their skills sharpened and honed to effectively address all industry related issues (Chia-Ling, Shiou-Yu & Yi-Wei, 2017).

2.1.3 Differences Between Education and Training

Education entails gaining and obtaining theoretical knowledge in the classroom setting or an institution while training entails impacting specific skills into employees (Rezaee, 2011). Again, education is about general and broad systems of learning while training is more specific with regard to the development of job-related skills (Kirkpatrick, 2008). While training is more about the acquisition of practical and job-related skills, education is more directed towards theory. It can also be said that training is narrow while education is more general and wider. Education prepares people for the future and future jobs while training prepares people for specific jobs (Khan et al. 2011). Moreover, while training

intends to enhance and improve employees' job performance and productivity, education on the other hand focuses on developing and sharpening the person's judgement and sound reasoning (Rezaee, 2011).

2.1.4 **Maritime Education and Training**

Maritime Education and Training is defined as the educational system that aimed to give training to seafarers. With the development of the maritime industry immense contribution globally, MET has change from the solely the training of seafarer to include training of other personnel's who work in the various areas in the maritime industries such as the maritime administrations, facilitators in the maritime institution, ports , maritime logistics, and maritime law. The purpose of MET is to supply manpower to the shipping industry.

The importance of maritime education and training (MET) cannot be underestimated in the context of empowering women in the maritime sector (Kitada et al., 2015). MET is often considered as seafarer education, however it includes a wider scope of life-long learning to help capacity building of maritime professionals (Manuel and Prylipko, 2019). Long life learning is " the development of human potential through the continuously supportive process which stimulates and empowers the individual to acquire all the knowledge , value, skills and understanding they will require throughout their life time and to apply them with confidence , creativity and enjoyment in all roles , circumstance and environment Longworth & Davies" (1996, p.12). his definitions mean that through longlife learning an individual in an organisational can be empowered with the knowledge he or she will acquire, which can be applied on the job,

2.1.5   Maritime Education and Training in Ghana Maritime Authority

Ghana Maritime Authority policy on education, training and development programmes have a provision where eligible employees, both   men and women are trained yearly in Maritime related programmes through schools, workshops and conference both locally and internationally. These education and training programmes are aimed to help employee from all the departments to acquire the requisite technical knowledge needed in the various maritime field such as Maritime Administration, Maritime Safety and Environment, Search and Rescue, Maritime Survey, Maritime Security, Vessel tracking management information system.(VTMIS) in order for them to be professional empowered . Though these maritime education and training programme some women employees have attained professional and technical knowledge and skills to apply on the job which has help them improve in the quality of the execution of their job in the Authority. Within a period of twelve years, 25 employee have undergone maritime education and training programmes in World world Maritime University, University of Greenwich, university of Plymouth and the Regional maritime university. Out of the 25 employees, only 10 are women whiles the remaining 15 are men.

2.2   Types of Employee Training and Development Methods

There are several training methods available to employees when it comes to the training of employees. Each of the training methods have their merits and demerits and it therefore depends on the specific needs and training objectives of the firm in question (Yamoah, 2013).

2.2.1   On-the-Job-Training

This entails the process where new recruits or inexperienced workers learn through observing their colleagues while trying to imitate and copy their actions and behaviours. It has been pointed out by Barber (2004), motivates new

employees and that new employees learn quickly when they learn hands-on than when they listen to facilitators and instructors. This training methods occurs in several forms such as self-directed learning and apprenticeships. The main advantage of using on-the-job-training is that it leverages on the experience, expertise and skills of peers and managers and it is equally important when it is applied for cross-training of workers within specific unites and departments (Acton & Golden, 2003). The demerit however that is on-the-job-training is not well organized and structured and that bad work attitudes and behaviours may be passed on to new employees (Noe, 2005).

2.2.2   Case Studies

This training method enables trainees to have opportunity to discuss, analyze and assess real job-related issues and challenges. Case studies has the advantage of building the analytical and problem-solving skills of employees. Case studies also make it possible for trainees to see practical demonstrations of theories and principles.

2.2.3   Computer or Technology-Based Learning

Computer based training methods are those training programmes where in-person facilitators are not present but instead, training are organized with the aid of technological equipment and tools such as videos, websites, web apps and other digital trainings that mimic and stimulate classroom-style training methods. Computer based learning methods are used because it enables trainees to learn at their own pace, are convenient especially for workers who do not have time to attend classroom styled training programmes. The main demerit of computer-based training programmes especially in developing countries like Ghana is that because of poor infrastructure, not all regions have access to internet connections and therefore not all firms can use this training method to train their employees (Yamoah, 2013).

2.2.4   Simulation

This training method is used to imitate real work experiences and it represents actual situations where decisions of the trainee results in outcomes that mirrors what will actually happen if they are on the job (Arthur et al. 2003). The merit of simulation is that it enables employees to quickly learn about processes and production skills without physically engaging in the actual work and this eliminates the fear of making mistakes and therefore reducing all training inhibitions. The demerit is that simulations are expensive and requires regular updates and maintenance.

2.2.5   Coaching/Mentoring

This method of training enables workers to receive training one-on-onefrom experienced and renowned professionals and experts (Robert & John, 2004). Coaching and mentoring occurs usually after employees have undergone formal process and it comes in to expands and build on what they have learnt. Advantages of coaching and mentoring is that it enables ask questions and receive answers from their coaches and mentors.

Other methods of training includes self- directed learning, workshops, seminars and apprenticeship.

2.3 Importance of Employee Education, Training and Development

2.3.1 Improved Firm Performance/Positive Changes

Firms embark on training and development programmes because of different reasons. One of the main importance and objective of employee training programmes is that when effectively done, training and development programmes lead to improved total firm performance. This is because training activities engenders positive behavioral and attitudinal changes and the acquisition of new skills and methods of that serve as the pivot to the enhancement of organizational performance. The spate at which the business world is developing means that new ways and methods of achieving operational success and efficiency is being introduced all the time. This therefore means that firms must periodically train their employees and keep them abreast with current thinking and methods. This when done inures to the benefit of firms because it reduces operational cost and time required to achieve certain specific work-related tasks and functions.

For instance, Arthur (2003) has established that training has a positive and significant effect on job specific tasks as compared to no-training or pre-training states. This in effect means that training in any firm should not be underestimated. Barber (2004) investigated the effect of skill upgrading within India's auto mechanic sector and established that employee job training and development leads to employee innovativeness and acquisition of tacit skills. The author in particular established that training ensures that employees become more confident and take the initiative in conducting certain tasks without waiting for their supervisors' instructions. It has also been found that improves the technical skills of employees and therefore making them highly proficient in the handling of computer related tasks and functions (Davis and Yi (2004). Similarly, authors such as Kozlowski (2001), Kraiger (1993) and Collins and Holton (2007) have all found that training and development employees are able

to enhance and improve upon their declarative knowledge (procedural knowledge) and task performance. According to Arthur et al. (2003), training and development ensures that employees develop their strategic knowledge because they are able to determine when to apply and employ certain specific job-related skills.

Khan et al. (2011) investigated the influence of training and development, on the job training, training design and delivery style on organizational performance using secondary data. The study developed four hypothesis which were derived from extant literature review on the subject matter. It was established that all the four variables of training and development, on the job training, training design and delivery style strongly and positively affect organizational performance. However, this study did not focus on any specific industry and it also did not focus on how education and training and women empowerment in the maritime sector. There was therefore the need to empirically conduct a study that focuses on the influence of women training and development on women empowerment.

Yamoah (2013) sought to review the literature on employee training and development, employee empowerment and employee performance and then to propose a conceptual framework for realizing increased firm productivity and performance. Based on the extant literature reviewed, the study revealed that effective training and development benefits firms because it increases employee productivity and general firm performance. The also revealed that there is a strong and positive nexus between employee empowerment and employee productivity. The study's conceptual model developed the hypothesis that an effective employee training and development policy and practice as well as the presence of empowerment facilitates overall employee job performance. The limitation of this study however is that it is a desktop research and it therefore did not allow for gathering empirical data to support the hypothesis developed.

2.3.2 Technological Advancements

The rate at which the business world is advancing especially from technological innovations and advancements necessitates that firms must continuously invest in employee training and development. This enables firms to stay abreast with changes in the business environment. Training and developing the skills of employees enables firms to identify the right technological innovations that can enhance their operational efficiency. When effectively executed, firms are able to leverage on training and development to adopt the right technologies for their operations.

2.3.3 Human Resources Relations

As firms growth and develop, they become more complex because they begin to have presence in different locations, territories and even in different countries. This brings about issues of cultural differences, employee alienation, apathy and even nonchalant behaviours and attitudes (Hamid & Behrad, 2014). To solve this human relations issues, firms organize training and development programmes where employees are trained on team work, how to deal with cultural diversities, communications etc.

2.4 Employee Empowerment

There are several definitions of employee empowerment even though empowerment tend to be associated and linked with several factors such as breaking of boundaries and walls between top management and workers; trust, motivation, participation in decision-making and career progression (Ongori & Shunda, 2008). Gibson (1991) has define employee empowerment as the ability of the employee to do things. This definition means when employees are given the ability to execute certain functions and tasks, then they are empowered. Empowerment has simply been described as the act of providing employees with more responsibility at the work place (Fortier, 2013). This definition sees

empowerment therefore from the perspective of responsibility and therefore implying that the extent to which an employee is given more responsibility determines the level of that employee's empowerment. This definition therefore focuses and places more emphasis on responsibility than anything else.

Kabeer (1999) has defined women empowerment as the process through which women acquire the ability to make strategic life choices in a context where this ability was previously denied them. This definition sees women empowerment as process and therefore indicating that women have to continuously strive to achieve empowerment. It also recognizes that being empowerment gives women the ability and capacity to take certain decisions that affect them. This definition therefore considers women empowerment as moving from a position of denial to a position where women have the ability to influence decisions on issues concerning them. Cattaneo and Chapman (2010) have defined empowerment as a process that enables people to act on and improve issues that are important for their individual lives, their communities and their society. As pointed out by Rahman (2013), empowerment goes beyond mere women participating is decision making. It also entails the procedures and processes that results in women seeing themselves as being able, capable and have the right to make and participate in decision-making. This supports what Rowland (1997) observing to the effect that empowerment as a process need to go through negative social construction in order to people, especially women to consider themselves as being capable and having the right to take certain actions and also influence decisions especially in issues that concerns them.

2.4.1   Dimensions of Empowerment

According to Ghadoliya (2006), there are several dimensions of empowerment and these are economic, personal, social and political dimensions. Personal empowerment is often regarded as the heart of the empowerment process and it

has to do with women having the liberty to take decisions that affects them without the fear of being controlled or influenced by others (Ghadoliya, 2006).

Empowerment of women has been defined as the means to which women can take control over their lives. Set their own agendas, gain skills or have their own skills and knowledge recognised, intensify self confidence, find solutions to problems and developed self- reliance. Its goal is to ensure that women participate fully in economic life through all sectors and at all levels of economic activities. (UN Women & United Nations Global compact 2011)

Mckinsey report in 2015 (Woetzel, Madgavkar, Ellingrud, Labaye, Devillard.Kuthcer, Manyiaka, Dobbs & Krishan , 2015) has calculated and estimated that women's participation to the global economy is immense and that by 2025 , women will contribute about USD 28 Trillion or 26% to the annual global GDP. Economic dimensions of empowerment has to do with financial freedom where women especially have the liberty to participate in productive ventures and activities that gives them autonomy irrespective of how little they realize in the beginning (Aggrey, 2000; UNESCO, 2000). In the workplace, economic empowerment also entails the quality and value of a woman's economic participation and goes beyond being just an employee. It requires that women reducing household poverty through receiving incomes that supports the woman and her dependents (World Economic Forum, 2005).

Political empowerment has to do with situations where women are equally represented in decision-making structures within their homes, communities, and workplace and even at the national levels (World Economic Forum, 2005). Again political empowerment involves women having detailed knowledge and information about the political systems and structures within their work places, communities and at the national levels so that they know how to influence equitable representation (Ghadoliya, 2006; Malhotra & Schuler, 2002).

Socio-cultural empowerment positions women right at the heart of their social setting where women are made to have access to a wide-range of education choices and also feel free to participate in community, familial and social networks (Ghadoliya, 2006; Malhotra & Schuler, 2002).

Empowerment doesn't only means the ability to have access to decision making but also being able and entitled to occupy the decision making space (Rowland, 1995, 1997). This means that for women to be empowered it is important for them to be in leadership and managerial positions.

For employment to be effective there is the need for nations, firms and organization to promote women to leader and managerial positions

Rowland (1997) has categorized empowerment into three distinct dimensions and these are:

Personal: This entails people developing a sense of self and individual confidence, building their capacity in terms of skills acquisition while trying to forget and undo the control and oppression they have had to endure and suffer before being empowered (Cattaneo and Chapman, 010).

*Rational***:** This dimension focuses on the capacity and knack of the individual to effectively negotiate, bargain and even affect the nature of relationships and decisions that are made within (Kabeer, 1999).

Collective: This dimension entails people getting involved or participating in the political structures of their institutions and workplace (Kabeer, 1999). The collective dimension of empowerment also involves the collective actions undertaken by groups of people which is usually based on collaboration and co-operation but not on competition.

2.4.2 Common Forms and Tools of Employee Empowerment

In developing an empowered working environment culture, the following must be done:

Offering Training and Skills Acquisition Opportunities: Empowerment happens when employees are fully trained and when there is believe, trust and confidence in the ability of employees to excel in their tasks (Fortier, 2013). This means that firms must invest in training and development programmes where employees can sharpen and hone their skills to acceptable operational and efficiency levels.

Not Punishing Mistakes Unduly: It is important that top management creates a culture of creativity and innovation in their workplaces and this can only be realized when employees are allowed to make reasonable mistakes and not feel threatened that they may lose their jobs and positions (Fortier, 2013). A learning culture encourages employees to experiment and take calculated risks and top management must be there to support and encourage them. It is only when this is done that employees will feel empowered.

Appreciating Employees: Employees feel empowered and tend to participate more when top management communicates to them that their contributions, suggestions and ideas are always welcome, cherished and valued (Kabeer, 1999). This workplace culture of empowerment motivates employees and spurs them on to be more creative and innovative. It encourages employees to be always be on the loo-out for more efficient processes and solutions and in the process, facilitating the realization of corporate objectives.

Increasing Responsibilities: Another means of empowering employees is through increasing their responsibilities and functions (Kabeer, 1999). This step when effectively handled motivates employees and also empowers them because it is only trusted employees who are assigned sensitive tasks, responsibilities and functions (Ongori & Shunda, 2008).

Delegation: Delegation is another channel through which employees are empowered and this involves assigning certain specific tasks and roles to employees (Ongori & Shunda, 2008). Employees delegated to handle certain tasks are normally trained to ensure that the new tasks assigned are effectively executed. This therefore means that by training and development precedes delegation. Delegation also communicate to employees that top management has confidence in their ability to deliver and this creates feelings of empowerment.

Autonomy and Space: Employees also feel empowered when top management gives them enough autonomy and space to operate without frequent interferences (Vijaya & Lokanadha, 2013). Frequent interferences are perceived by employees as management not having trust and confidence in their abilities to deliver on their mandates and assigned tasks (Kabeer, 1999).

Other tactics that top management may adopt to let employees feel they are empowered include developing workplace culture that encourages teamwork, collaboration and knowledge sharing; bringing employees together to brainstorm on issues that affects the firm and also celebrating employees' achievements, successes and milestones (Vijaya & Lokanadha, 2013; Kabeer, 1999).

2.4.3   Importance of Employee Empowerment

There are several reasons why firms tend to empower their employees and some of the reasons are as follows:

Strong Sense of Self-Esteem

Emphasis is today placed on employee empowerment because it has been established that empowered workers tend to have a strong sense of self-esteem (Hamid & Waheed, 2011). Self-esteem means that employees through the power and authority given them feel emboldened to take certain key decisions without being sanctioned by top management. This authority and empower usually make

the employee feel valued and therefore develop the panache of coming up with creative and innovative ideas, solutions and strategies. All these in the end, inures to the benefit of the firm (Vijaya & Lokanadha, 2013).

Enhanced Productivity and Performance

Empowerment has been linked with increased employee productivity and overall performance (Suminen, 2005; Gul et al. 2012). According to Gul et al. (2012), all things being equal, higher productivity and performance is realized because empowered workers tend to appreciate the trust and confidence reposed in them by their management and they go to all lengths and to succeed. It is not all employees that are empowered, and that different levels and categories of employees are given levels of power. Thus, those empowered feel obliged to perform better in order to ensure that the responsibilities assigned them are not taken away. This therefore in effect means that empowerment is one strategic management tool used in motivating employees while increasing their productivity at the same time.

As pointed by Yamoah (2013), employee empowerment elevates employees to levels where they participate in decision-making and therefore facilitating and ensuring that employees eschew stagnant mind-sets while assuming more innovative and problem-solving mindsets. Authors such as Awameleh (2013), Yang and Choi (2012) and Klidas, Van den Berg and Wilderom (2011) have all established that there is a strong and positive nexus between employee empowerment and their productivity and job performance.

Gul et al. (2012) examined the role and effect of capacity development, employee empowerment and promotion in the retention of bank employees in Pakistan. This study employed quantitative methods. Data was collected from 74 bank employees and based on the data analysis and statistics, this study revealed that employee retention is dependent on how well employees are

trained and developed and therefore implying that firms must invest in developing the capacity of their employees. It was also established that when effectively employed, employee empowerment leads to the retention of employees and therefore implying that employees should be involved in decision making and that their suggestions and ideas should not be sidelined. The limitation of this study however is that it focused on the banking sector and it also did not investigate the nexus between employee training and development on the empowerment of employees found in the maritime sector.

It has also been established that employee empowerment fosters and enhances organizational change process because empowered employees have a sense of control. During organizational changes, certain factors usually beyond the control of employees tend to arise. However, empowered employees are able to handle change management processes better because they are usually given ample opportunities to participate in decision makings and therefore, are able to better understand the change management process (Mathieu et al. 2006).

Career Progression

Employee empowerment has also been found to be an effective tool of growing and developing the career of employees (Chia-Ling et al. 2017). This is because top management is assigning responsibilities to do having assessed the capacity, temperament, skills and experience of the employee in question. It is only when top management is of the strong belief that certain employees can handle the responsibilities and power given them that they are empowered (Aggrey, 2000). Moreover, those empowered are usually developed, trained and their skills set enhanced. This not only make them highly efficient in executing tasks assigned to them, but also, facilitate the career advancement and growth (Chia-Ling et al. 2017).

Aggrey (2000) investigated the background history of employment of women in Ghana's maritime industry as well as identified the challenges that women working in the sector are confronted with. The study collected data using survey questionnaires and interviews from 46 women role models and workers in the maritime sector. It was revealed that 70% out of the 46 women who participated in the study got into the maritime field through efforts of their relatives and friends while 30% entered through job advertisements. It was also revealed that most of these women found themselves often to be the only woman during meetings or any other area. It was again found that 75% of the women contacted were of the view that the maritime field is for men even though they agreed that management functions ashore is best suited to women. Again, 95% of the women were of the view that women can be encouraged to join the maritime sector through educational opportunities, attractive compensation packages and better working conditions. It was further established that 80% of the women mentioned discrimination and sexual harassment as their main concerns and challenges.

Chia-Ling et al. (2017) examined the linkages among the extent of organizational socialization, women's workplace culture and career development in the maritime sector. The study employed the Structural Equation Modelling and data was collected from 202 women working the maritime sector. It was revealed that women's workplace culture negatively affects the degree of socialization and this in turn has a strong and positive linkage with the career development of women found in the maritime sector. It was further established that there is a mediating influence of organizational socialization between women's workplace culture and women's career development.

2.5   Conceptual Framework (**Relationship between Education and Training and Women Empowerment**)

Based on the literature review, this study developed a conceptual framework to facilitate the operationalization of the study's objectives. As illustrated in Figure 2.1, it can be seen that the employee training and development is the independent variable while the dependent variable is women empowerment. This means that there is a direct link between women education and training and women empowerment. The relationship between education and training and empowerment has been established by several researchers.

Training is critical when it comes to women empowerment. Training makes it possible for women who were previously denied access to training and other educational options since it prepares women to seamlessly assume and occupy positions that were not available to them previously (Vijaya & Lokanadha, 2013). As pointed out by UNESCO (2003), educating women and reducing illiteracy levels among women is fundamental to the empowerment of women. It enables women to feel confident to participate in decisions concerning their personal lives, their communities and workplace.

According to Arthur et al. (2003), training with the intention of empowering women and achieving gender equality is a process and that it equips women with the requisite techniques and knowledge which is critical in the development of the right skills, behaviours and attitude. Training programmes are regarded as strategies, tools and avenues through which individuals are made to be aware of issues of gender inequalities. Training and development programmes encourage in effect creates awareness about issues of gender based inequalities and in the process, open their eyes to the different ways they can contribute in eliminating or curbing the harmful effects gender inequalities (Kittur, 2014). Authors such as Vijaya and Lokanadha (2013) and Kittur (2014) have all established that when

effectively executed, training, skills development and acquisition increases the confidence of women, empowers them and also facilitates increased productivity.

Anjali (2018) examined the effect of skill development on women empowerment in India using secondary data and found that the Indian government and partner agencies have continued to introduce several initiatives that will enhance the skills set of Indian women with the main objective of empowering them. The study found again that skills development initiatives has resulted in women acquiring skills in different sectors such as garment making, fabric painting and that women have been empowered through the silks acquired to set up their own small enterprises. It was also revealed that through skills development and acquisition, the rate of employment of women within India's organized and formal sector has grown by 12%. It was finally established that overall, skill acquisition has empowered Indian women and that the confidence of women continues to increase and this has resulted in greater participation in decision making on issues affecting them within their homes and communities.

Again, Mahmudi and Kargaran (2016) examined the role that education plays towards the improvement of human capital empowerment in one of the universities in Iran by collecting data from 80 employees. The study revealed that employee training and development empowers employees in the areas of confidence, self-efficacy and a sense of self-regulation. This finding implies that when effectively employed, training has a positive and strong effect on employee empowerment.

Also, Danjuma, Hussaini and Gatawa (2011) examined the effect of knowledge and skill acquisition and capacity building on the economic empowerment of women in Nigeria. The study collected data from 225 women using structured interviews. The study developed two null hypothesis and these were tested using spearman rank correlation at 0.05 level of significance. It was established that

there is a low positive correlation between skill acquisition and women economic empowerment. It was also revealed that there is a high positive correlation between capacity building and women economic empowerment. This finding in effect established that even though the linkage between skill acquisition and women economic empowerment is not significant, there is a positive and significant nexus between capacity building and women economic empowerment.

Not all, Garbuja and Pasa (2016) investigated the role of technical and vocational education and training in women empowerment in Nepal. The study used quantitative case study research design and applied key informant interviews, observations and household surveys to collect data. The purposive sampling technique was employed and data was collected from 63 respondents. It was revealed that technical and vocational education and training significantly and positively influences women empowerment as well as the socio-economic development of women. The study concluded therefore that technical and vocational education and training at the local level develops and expands the knowledge of women and this in turn facilitates women empowerment and therefore leading to the socio-economic development of women.

Jabbar and Zaza (2016) also evaluated the influence of vocational training programmes on the empowerment of women and girls a refugee camp in Jordan between 2014 and 2015. The study employed the purposive sampling technique to collect data from 26 women who had undergone training at the refugees' camp. It was revealed that women who had undergone vocational training camps at the camp become more confident, assertive, and skillful in operating their enterprises and this empowerment resulted in these women building better lives for the war-ravaged families. The study further established that gender equality and women empowerment are two critical tools for sustainable development and the realization of the millennium development goals.

In addition, Oluwatoyin (2013) investigated the influence of capacity building and skill development on 150 female entrepreneurs in one state in Nigeria (Ido Zone). This study employed the descriptive survey design using multiple regression. The study revealed that effective capacity building and skill acquisition leads to socio-economic empowerment women entrepreneurs. This finding therefore concluded that considering women tend to be illiterates especially in rural areas, there is the need to focus on adult education programmes to enhance the capacity of women entrepreneurs.

Figure 2.1 Conceptual Framework

Employee Education and Training
1. On-the-Job-Training
2. Apprenticeship
3. Case studies
4. Coaching/mentoring

Women Empowerment
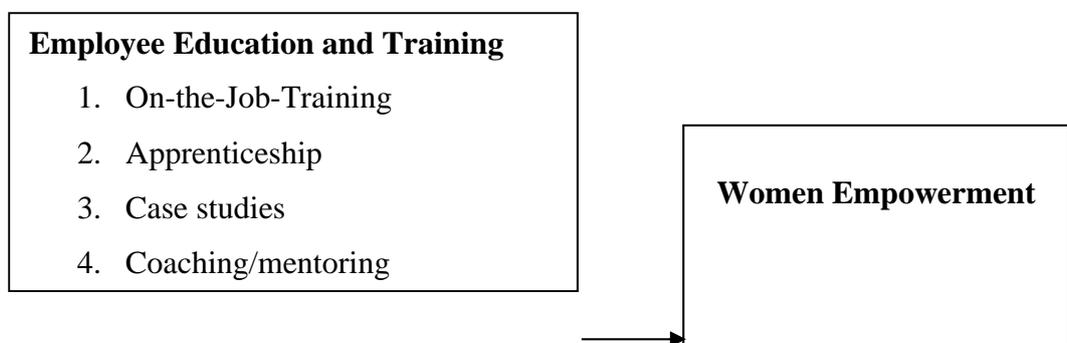
Source: Adapted from Jabbar and Zaza (2016)

2.5   Ghana Public Expenditure on Education and Training

Ghana has over the years invested heavily in its education and with allocations going beyond 6% GDP annually; the country's annual expenditure on education is among the highest in Africa (BFT, 2017). The government of Ghana continues to introduce different interventions into the country's educational sector. The Ministry of Education in its 2019 budget has been allocated GHS12, 878Million to support its numerous programmes and projects (PWC, 2019). This figure represents about 39% of 2018's budget of GHS9, 259Million to the sector. The significant increase in the 2019 budget for the educational sector is to support the country's ambitious education and training objectives. For instance and as per the 2019 budget statement, some of the major government initiatives earmarked for this year (2019) include - focusing on implementing the free

Senior High School policy, provide continuous professional training for all licensed teachers and also rehabilitate over fifty dilapidated basic and second cycle school structures (PWC, 2019).

The government this year has also budgeted for the completion of stalled building projects within the SHS system in order to increase capacity and absorb more pupils into the second cycle system. In addition, the government of Ghana this year through the Ministry of Education intends constructing twenty Technical, Vocational Education and Training (TVET) facilities and further upgrade and retool thirty-four vocational training institutions (PWC, 2019). It must be mentioned however that in spite of the apparent investment in education, it has been said that the current budgetary allocations are insufficient if Ghana is to attain desired education and training levels needed to facilitate the developmental agenda of the nation. This is because a large chunk on the country's budget on education and training is spent on recurrent expenditures such as the payment of salaries and wages.

This leaves a smaller percentage to invest in the much needed infrastructure, teaching and learning tools and materials. This situation is disturbing because a World Bank report has established that in most Sub-Saharan African (SSA) countries, the level of learning, education and training are extremely low (Bashir, Lockhead, Ninan & Tan, 2018). The authors have revealed that about 75% of second graders in SSA failed to count beyond 80. The same study revealed that 40% second graders cannot execute one-digit addition problems. It was further found that between 50 -80% of second graders in SSA countries are not able to provide even a single answer on short passages they read and most of them fail to pronounce and read correctly a single word (Bashir et al. 2018)

CHAPTER THREE (3)
RESEARCH METHODOLOGY

3.0   Introduction

This chapter presents the research methodology where the various approaches used in collecting and analyzing data is discussed. This chapter in particular covers the research design, the target population, the data sources, sampling technique, sample size, data collection instrument and procedure as well as method analyzing the data collected from the field.

3.1   Research Design

The research design of a study is highly important because it indicates the general approach and strategy that the study will employ to ensure proper integration of the various aspects of the research in a logical and coherent manner. The research design as pointed out by Bryman and Bell (2011) must be capable of addressing the research problem of the study. This study adopts the case study approach by focusing solely on the GMA. This study will use the case study method and a case study is simply the research method that seeks to examine real life scenarios and situations. The case study approach is chosen because it will enable the study to conduct comprehensive investigations of the linkage between maritime education and women empowerment at the GMA.

The case study approach is chosen because very little empirical studies have been done from the perspective of Ghana's maritime sector. Also, the case study approach will be used because it will provide deeper insights into the connection between the study's variables. It must however be added immediately that even though the case study approach will provide deeper insights on the subject matter of the study, it has a main draw back in the sense that it makes generalization and extrapolation of the findings very difficult.

Again, this study adopts the quantitative approach where it will help in investigating the linkage between the various variables so as to establish the mathematical relationship through statistical analysis. The quantitative methods will be used because it will allow for objectivity when the results are being reviewed. Again, using the quantitative methods will allow for the results to be shown in graphs, charts and tables and therefore making it easier to interpret the findings. Moreover, the quantitative methods will be used because it is less time consuming as compared to qualitative data . As pointed by Saunders, Thornhill and Lewis (2012), using quantitative data is generally seen as reliable and credible to top management, key decision makers and policy makers.

3.2   Target Population

The target population of the study comprise both male and female employees of the Ghana Maritime Authority. The target population more specifically involve collecting data from women and male employees who have been with GMA for at least a year. This will ensure that data and information collected will be accurate and from employees who have been with the firm long enough to speak on the issues authoritatively.

3.3   Sampling Technique

Sampling is the process that researchers use in selecting a few items from the unit rather than selecting from the unit which is too big to handle. According to babbie and Mouton (2006), sampling is the statistical process that selects and studies the features and characteristics of smaller number of items from a relatively large population of such items and by so doing, aiding in the drawing of statistically valid inferences about the entire population. This study will use the convenient sampling technique to collect data from the target population. The convenient sampling technique will be used because it is deemed suitable

in the sense that it will allow the study to contact employees of the GMA who are readily available to participate in the study.

The officials of the GMA due to the nature of their job schedules are always on the move on official assignments usually out of the office. Thus the study will use the convenient sampling technique because as pointed by Yin (2003), convenient sampling techniques are non-probability sampling techniques which make it possible for researchers to readily get access to the target population, select their subjects easily and cost effectively.

3.3.1   Sample Size

This study is a comparative study that seeks to determine the difference between male and female when it comes to maritime education and training and women empowerment at the Ghana Maritime Authority. The study sampled 60 respondent drawn from the target population of the study using structured survey questionnaire. This involved selected 35 male and 25 female employees from the Headquarters and other two branches of the Ghana Maritime Authority.
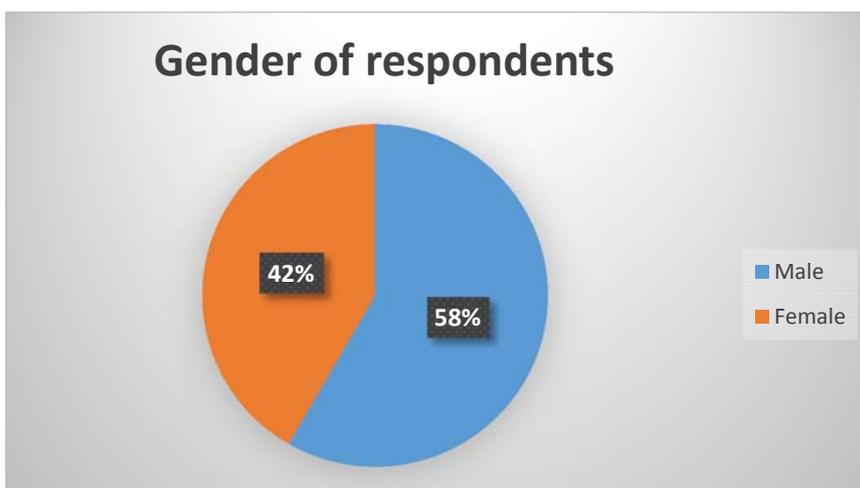
Figure 3.1: Gender Distribution of Respondents

3.4   Data Sources

Two data sources will be used for this study – primary and secondary data. Primary data is the information obtained from the target population to address the problem statement of current studies (Bryman & Bell, 2011). The primary data source for this study will therefore will consist of designing self-administered survey questionnaires to elicit information form the target population. Secondary data on the other hand is data collected for previous studies such as articles, journals, dissertations, textbooks (obtained from WMU Library and internet sites. The secondary data sources for this study therefore include training and education policies and manuals of the GMA, articles on the subject matter and internet sources.

3.5   Data Collection Instrument

In order to collect data from the target population, a self-administered survey questionnaire was designed. The self-administered survey questionnaire were used because it enable the study to collect data from the target population more easily, quickly and cost effectively. This is because the nature of the target population's job descriptions are such that they are extremely busy and it will therefore be difficult to get them one-on-one to administer the questionnaires unto them. The self-administered survey questionnaire is therefore the best option since it will enable the respondents to receive the questions and then answer them in their free and spare time. Thus, because the respondents will have ample time to provide answers to the questions that will be posed, it is the conviction of the study that errors in filling the questionnaires will be eliminated or reduced. The self-administered survey questionnaire was employed because it is faster, cheaper and convenient to deploy compared to face-to-face interviews for instance.

The research questionnaire (Appendix B) comprise four different parts and it was made up of 35 items. Questions 1- 6 covered the background of the respondents such as their gender, age, educational qualification, marital status and their positions at GMA. Question 7- 19 captured current education and training policies, practices and processes of the GMA. from questions 10 – 18 were Likert-style rating scale questions which related to whether respondents agreed, strongly agreed, disagree, strongly disagreed or neutral on statements regarding the issues in section. Questions 19-21 covers the variation in terms of education and training opportunities and regularity between women and men at the GMA. The last part which covered questions 22-24 seek to determine the linkage between education and training and empowerment of women employees at the GMA. The items in this section were open questions and required respondents to indicate their responses Yes or No which explanations why education and training has resulted in women empowerment in Ghana Maritime Authority.

3.6   Validity of Instrument

Measurement of error has a potential of being a threat to internal validity of research. In an attempt to control the treat, content validity of all the 25 items on the questionnaire were assessed by the researcher's supervisor. Recommendations and rephrase of some questions by the supervisor were used to revise the research instrument. More so they were later submitted to REC which validated it and gave approval.

To ascertain the reliability of the instruments, a test-pilot of the questionnaires was conducted on a few employees to determine whether there are issues and challenges that will serve as bottlenecks to the data collection process.

3.7 Data Collection Procedure

In order to obtain permission to collect data from the organization, the researcher first sought permission from the authorities. Having assured them that ethical principles has been employed during the data collection, the researcher explain the rational and objective of the study to the participants and seek their consent by acceptance and then proceeded to distribute the questionnaires to them. The researcher developed a goggle form and then administer the questionnaires through emails to the respondents. To ensure a high response rate, the researcher took the contacts of the respondents and periodically call to ask about the progress of the questionnaire completion.

3.8 Data Analysis

According to Sarah Robinson (2011) data analysis is the accumulation of data for the purpose of research and the formation of inferences or conclusion from the data which will uphold the main views of the research study. The data analysis process starts after has been collected from the field and ends after interpretation and processes is done. The analysis involves editing, coding and classifying .The Statistical Package for Social Sciences (SPSS) was employed for this research. Descriptive statistics were used in analyzing the data and frequencies, and percentages were generated from the data categories and presented in figures. The descriptive statistics will facilitate the determination and measurement of the current educational and training policies, practices and processes of the GMA.

CHAPTER FOUR
DATA ANALYSIS AND DISCUSSION OF RESULTS

4.0   INTRODUCTION

This chapter discusses and analyzes the data collected from for the study, the data is represented in tables, charts, frequency and percentages. Questionnaires were administered to both male and female employees working at the Headquarters and two other branches of Ghana maritime Authority (GMA).The structured questionnaire was administered to 60 employees. (35 males and 25 females). All the 60 questionnaire sent were answered.

4.1   ANALYSIS OF THE QUESTIONNAIRE

Analysis of the questionnaire was based on the broad categories of section 1, 2, & 3 and 4 (section 1 was on the background of respondents; section 2 was on the current education and training policies and processes at the GMA. Section 3 was on the variation in terms of education and training opportunities and regularity between men and women at GMA and section 4 was on the linkage between education and training and empowerment of women employee at the Ghana Maritime Authority (GMA)

The age of the respondents ranges from 20-52 years and above with working experience between less than a year to 16 years old. Respondents marital status were single married and one person divorced.

There are three key findings from the data: 1) Gender equal opportunity to education and training at GMA; 2) Imbalanced gender distribution by organizational rank; and 3) Life-long MET as insufficient to change the gender gap.

4.1.1 Gender equal opportunity to education and training at GMA
GMA is a healthy and good environment for employee. Employees both men and women have equal opportunity to education and training. It have high retention rate for employees. Bothe men and women employees have acquired higher education

Table 1: Equal education and training opportunities for both men and women employees at GMA

	Men		Women	
	Number	Percentage	Number	Percentage
Strongly Disagree	6	17.1 %	4	16 %
Disagree	6	17.1%	4	16 %
Neutral	9	25.7%	6	24 %
Agree	12	34.3%	8	32 %
Strongly Agree	2	5.7 %	3	12 %
Total	35	100 %	25	100%

This question seeks to determine whether difference exist in education and training between men and women at GMA. 34.2 % of the men respondents strongly disagree and disagree that there are equal opportunities for training and education for both men and women employees in Ghana Maritime Authority. 25.7% of them responded neutral with 40% of them saying they agree and strongly agree. On the part of the

women respondents, 32% strongly disagree and disagree with 24% responding neutral and 44% said they agree and strongly agree. Fromm table 1,It is found that respondents agree that is equal opportunities in relations to education and training for both men and women employees in GMA, thus meaning there is no difference.

Table 2: Equal access of training programmes to eligible staff

	Men		Women	
	Number	Percentage	Number	Percentage
Strongly Disagree	10	28.6%	7	28 %
Disagree	12	34.2%	7	28 %
Neutral	7	20%	5	20 %
Agree	3	8.6 %	2	8 %
Strongly Agree	3	8.6 %	4	16 %
Total	35	100%	25	100%

This question seeks to find out from respondents whether training programmes at Ghana Maritime Authority are accessible to both women and male employees have equal access when it comes to Table 2 gives the views expressed by the respondents. 10 (28.6%) and 12 (34.2%) of the men respondents strongly agree ad agree to the statement. 7(20%) responded natural with 3(8.6%), 3(8.6%) each saying they agree And strongly agree to the statement. 7 (28%), 7(28%) each of the women respondents strongly disagree and disagree, 5(20%) responded neutral with 2(8%), 4 (16) agree and strongly agree to the statement.

4.1.2 Imbalanced gender distribution by organizational rank

The qualifications of women professionals at GMA are generally the same as or higher than men's ones. However table 4 indicates that there are more men in leadership and managerial position.

Table 3: Educational Background Distribution of Respondents

	Men		Women	
	Number	Percentage	Number	%
Bachelor's Degree	15	42.9%	10	40%
Master's Degree	20	57.1%	15	60%
Total	35	100%	25	100%

From table2 the results indicates that 42.9% (15) out of the sum total of 60 respondents being men have attained Bachelor's degree whiles 40 % women have attained Bachelor's degree. 57.1 representing 20 men of the respondents had attained master's degree.

Table 4: Job Position of Respondents

	Men		Women	
Position	Number	Percentage	Number	Percentage
Executive	1	2.8%	0	0%
Managemen	12	34.3%	6	24 %
Senior Staff	12	34.3%	14	56%
Junior Staff	10	28.6%	5	20%
Total	35	100%	25	100%

From the total respondent of 35 men 2.8% was in executive position. 34.3% in management and senior officer position and 28.6% also in junior staff position. Whereas from the total respondents of 25 women none was in the executive position. 24% in management position .56% in the senior staff position and 20% in the junior staff position.

4.1.3 Life-long MET as insufficient to change the gender gap

Maritime education and training though its accessible to all employees, policies are not communicated to employees on time (see Table 4). These programs are carried out yearly, quarterly , quarterly and semi –anually bases. Also GMA uses on- the- job training and coaching and mentoring methods.

Table 5:Training policies are communicated timely

	Men		Women	
	Number	Percentage	Number	Percentage
Strongly Disagree	12	34.3 %	8	32 %
Disagree	10	28.6%	8	32 %
Neutral	6	17.1%	4	16%
Agree	6	17.1 %	3	12 %
Strongly Agree	1	2.9 %	2	8%
Total	35	100%	25	100%

Table 5 gives the opinions expressed by respondents on whether all training policies in GMA are communicated to staff on time. From the men respondents 34.3%. 28.6% strongly disagree and disagree to the fact the all training policies are always not communicated on time. 17.1%, 17.1% each expressed their view as neutral and agree with 2.9% expressing its view as strongly disagree. 32%, 32% each from the women

respondents also strongly disagree and disagree to the statement. 16% responded neutral with 12% and 8% responding agree and strongly agree. It is as well evident that from both men and respondents that GMA staff are not informed on all training policies on time.

Table 6:   Training Methods Employ at GMA

	Men		Women	
Training Methods	No	Percentage	No.	Percentage
On-the-job training	20	57.1%	15	60 %
Coaching and Mentoring	10	28.6 %	5	20 %
Others	5	14.3%	5	20 %
Total	35	100 %	25	100 %

Table 6 shows the method used by GMA used in the training of its staff.   57.1% of the men and respondents were of the view that on-the- job training is the main method used. 28.6% responded coaching and mentoring methods and 14.3% responded that others methods are used. Out of 25 respondents of the women from the sum total of 60 respondents 15 (60%) aid on the side of on- the- job –training as the main method of training the staff of GMA . 5(20%), 5 (20%) each Responded that coaching and mentoring and others methods are used.

Table 7: Has education and training at GMA resulted in Women Empowerment

	Men		Women	
	Number	Percentage	Number	Percentage
Yes	15	42.8 %	10	40 %
No	10	28.6 %	10	40 %
Not Sure	10	28.6 %	5	20 %

Total	35	100%	25	100%

From table 7, 42.8% of the men respondents were of the view that yes they believe Education and training in Ghana Maritime Authority has resulted in women empowerment. 28.6% respondent in their view they think education and training has not contributed to women empowerment at GMA . 28.6% said they are not sure. From the women respondents, 40% responded yes, 40% responded no, they don't agree to the opinion that education and training has not resulted in women empowerment. Another 20% of the women responded they are not sure. From the respondents it is evident that education and training has resulted in women empowerment in GMA

Table 8: Rate of training at GMA

	Men		Women	
Training Rate	Number	Percentage	Number	Percentage
Monthly	5	14.3%	2	8 %
Quarterly	5	14.3%	3	12%
Semi - Annually	8	22.8 %	7	28%
Yearly	15	42.8%	10	40%
Never	2	5.7 %	3	12%
Total	35	100%	25	100%

This question seeks to find out from respondents how often the undergo education and training programmes. As shown in table 8, Majority of the men respondents 15 (42.8%) out of the 35 men from the sum total of 60 respondents aired their 28that training programmes are conducted yearly. 5(14.3%) 5 (14.3) of the respondents were of the view that training are conducted monthly and quarterly with 8(22.8%) and 2 (5.7%) Saying training is being organised semi – annually and training has never been

organised. whereas 10 (40 %) of the out of the 25 women respondents of the sum total of 60 respondents said yearly. 3(12%), 3 (12%) responded training is conducted quarterly and have never being trained. 7 (28%) are trained semi – annually and 2 (8%) said training is organized monthly.

Table 9: Last time undergoing training at GMA

	Men		Women	
Last time Trained	Number	Percentage	Number	Percentage
Last Month	10	28.6 %	2	8%
About 3 months	5	14.3 %	3	12%
Last Year	15	42.8 %	10	40 %
Cannot remember	2	5.7 %	5	20 %
Never being trained	3	8.6 %	5	20 %
Total	35	100 %	25	100 %

Out of the 35 respondents of men from the sum total of 60 respondents,15(4.8%) of the men are of the opinion that their last training session last year , 10 (28.6%) said last month, 5(14.3%) said about 3 months,2 (5.7%) cannot remember and 3(8.6%) said they have never being trained. Out of the 25 women respondents from the sum total of the 60 respondents. 10(40 %) of the women responded they their last training was last year, 5(20%), 5(20%) each said they cannot remember and have never being trained. 2 (8%) and 3(12%) responded they were trained last month and 3 months ago.

Findings generally highlight that GMA adopts multiple methods of training. These may be informed by differences in individuals and nature of jobs and as well indicates that more women (10) have never being trained and cannot remember when they were train as compare to men (6) .These results obtained are tabulated in table 9 above.

CHAPTER FIVE

CONCLUSIONS, AND RECOMMENDATIONS

5.0   Introduction

This chapter presents the conclusion made in the study and recommendations. Finally this chapter will provide suggestions regarding avenues for future research. The conclusion and the recommendations reflected questions.

5.1   Conclusion

Education and training is increasingly used tool by organisations. Human resource in any organization unquestionably represent the greatest assets which can be leverage upon to attain organizational goals. Training potentially enhances human capital.

This study investigated the impact of maritime education and training and women empowerment in the maritime administration of Ghana, which identified Ghana Maritime Authority since it is the organisation which monitor and regulate the maritime industry in Ghana. Results from the study indicated that education and training programs at GMA specifically, training programs the organization uses comprise of on-the-job training, coaching and mentoring, and other such as workshops and seminars .

Results demonstrated that education and training are accessible to all employees. Results further affirms that there are no difference in education and training between men and women employees in GMA. Findings further shows that education does not seem to effectively contribute to women empowerment and there is still a gender gap in the leadership and managerial roles at GMA.

5.2 Limitations

The author intended to conduct follow-up interviews to deepen the analysis with women respondents however due to their busy work schedule and time it was not possible. There was also the challenge of getting response from the questionnaire

5.3 Recommendations

Following the successful conduct of the research study maritime education and training to empower women in the maritime administration, the study recommends the following:

- GMA should give developed training programs that willgive more opportunities to women employees to be in leadership and managerial position.
- Education and training should be informed by needs assessment taking into consideration the skills deficits gap of the individual. in this process it will require that , management consult employees on training policies
- There should be much resources to fund training and education funds allocated Much important should be .

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APPENDIX A

CONSENT FORM

Dear Participant,

Thank you for agreeing to participate in this research survey, which is carried out in connection with a Dissertation which will be written by the interviewer, in partial fulfilment of the requirements for the degree of Master of Science in Maritime at the World Maritime University in Malmo, Sweden. The topic of the Dissertation is "**Maritime Education And Training To Empower Women in the Maritime Administration in Ghana.**"

The information provided by you in this interview will be used for research purposes and the results will form part of a dissertation, which will be published online and made available to the public. Your personal information will not be published. You may withdraw from the research at any time, and your personal data will be immediately deleted.

Anonymised research data will be archived on a secure virtual drive linked to a World Maritime University email address. All the data will be deleted as soon as the degree is awarded.

Your participation in the interview is highly appreciated.

Student's name   Mercy Afimaa Akyeampong

Specialization   Maritime Education and Training (MET)

Email address   W18029392@wmu.se

I consent to my personal data, as outlined above, being used for this study. I understand that all personal data relating to participants is held and processed in the strictest confidence, and will be deleted at the end of the researcher's enrolment.

Name:
Signature:
Date:

APPENDIX B

RESEARCH QUESTIONNAIRE

TOPIC: MARITIME EDUCATION AND TRAINING TO EMPOWER WOMEN IN THE MARITIME ADMINISTRATION IN GHANA

This research is strictly for academic purpose; I Mercy Afimaa Akyeampong, hereby guarantee my willing respondents that the information provided shall be treated with utmost confidentiality.

Please Tick where applicable

SECTION 1: BACKGROUND OF RESPONDENTS

1. **Gender**

a. Male[ ]   b. Female[ ]

2. **Age**

a. Under 20[ ]   b. 21-30 years [ ]   c. 31-40 years [ ]   d. 41 – 50 years [ ]

3. **Educational qualification**

a. Bachelor's Degree b. Master's Degree c. PHD[ ] d. Other(s),please specify _____

4. Marital status

a. Single[ ]   b. Married[ ]   c. Divorced[ ]   d. Widowed[ ]

5. Your position at GMA

a. Executive [ ]   b. Management [ ]   c. Senior Officer [ ]

a. Junior officer

6. How long have you worked with GMA?

a. Less than a year [ ]   b. 1 – 5 years [ ]   c. 6-10 years [ ]

d. 11-15years]   e. 16 years and above[ ]

SECTION 2: CURRENT EDUCATION AND TRAINING POLICIES, PRACTICES AND PROCESSES OF THE GMA

7. How regularly are you trained at GMA?

a. Monthly   b. Quarterly[ ]   c. Semi-annually[ ]   d. Yearly[ ]

e. Never [ ]

8. When was the last time you were trained at GMA?

a. Last month [ ]   b. About three months ago [ ]   c. Last year [ ]

d. Cannot remember [ ]   e. Never being trained [ ]

9. Which of the following training methods are usually used by GMA?

a. On-the-Job-Training [ ]   b. Apprenticeship [ ]   c. Case studies [ ]

d. Coaching/mentoring [ ]   e. Other _____

10. Please indicate the extent to which you agree with the following statements about the reasons for training and development at GMA (where

1=strongly disagree; 2=disagree; 3= neutral; 4= agree and 5= strongly agree)

S/N		1	2	3	4	5
i.	To enhance productivity and quality of work					
ii.	To promote versatility and adaptability to new methods					
iii.	To reduce the number of accidents and injuries					
iv.	To reduce labour turnover					
v.	To enhance and increase overall operational efficiency					
vi.	To motivate employees and increase overall employee satisfaction					

11. Education and Training activities are taken seriously by management

a) Strongly disagree

b) Disagree

c) Neutral

d) Agree

e) Strongly agree

12. Education and Training activities are taken seriously by staff

f) Strongly disagree

g) Disagree

h) Neutral

i) Agree

j) Strongly agree

13. All training programs are equally accessible to eligible staff

a) Strongly disagree

b) Disagree

c) Neutral

d) Agree

e) Strongly agree

14. There is training needs assessment at GMA

   a) Strongly disagree

   b) Disagree

   c) Neutral

   d) Agree

   e) Strongly agree

15. You are consulted on your training needs

   a) Strongly disagree

   b) Disagree

   c) Neutral

   d) Agree

   e) Strongly agree

16. All policies on training are communicated to you timely

   a) Strongly disagree

   b) Disagree

   c) Neutral

   d) Agree

   e) Strongly agree

17. Trainers and facilitators are carefully chosen to ensure that maximum benefit is derived from training programmes

   a) Strongly disagree

   b) Disagree

   c) Neutral

   d) Agree

   e) Strongly agree

18. Top management appreciates the value of training and always approve training budgets

 a) Strongly disagree

 b) Disagree

 c) Neutral

 d) Agree

 e) Strongly agree

SECTION 3: VARIATION IN TERMS OF EDUCATION AND TRAINING OPPORTUNITIES AND REGULARITY BETWEEN WOMEN AND MEN AT THE GMA

19. I think there are equal opportunities for both males and females in relation to training at GMA

 a) Strongly disagree

 b) Disagree

 c) Neutral

 d) Agree

 e) Strongly agree

20. I feel that I am properly guided, coached and mentored at GMA

 a) Strongly disagree

 b) Disagree

 c) Neutral

 d) Agree

 e) Strongly agree

SECTION 4: THE LINKAGE BETWEEN EDUCATION AND TRAINING AND EMPOWERMENT OF WOMEN EMPLOYEES AT THE GMA

21. I think GMA's employee training and development programmes has been effective in enhancing the knowledge and skills of employees?

a. Yes b. No c. Not sure

22. I think training and development has enhanced employee productivity and quality of employees' work at GMA?

b. Yes b. No c. Not sure

23. In your estimation, can you say training and development at GMA has resulted in women empowerment?

c. Yes b. No c. Not sure

24a. If Yes, please explain how?

_____
_____
_____
_____

24b. If No, please explain why?

_____
_____
_____
_____

24. Any other comment(s)?

_____
_____
_____
_____

THANK YOU FOR YOUR EFFORTS