

**UNIVERSITY OF CAPE COAST**

**AN ASSESSMENT OF STAFF TRAINING PROGRAMMES OFFERED  
BY TEMA METROPOLITAN ASSEMBLY (TMA)**

**LINDA ADOMAKO-KWABIA**

**2010**

UNIVERSITY OF CAPE COAST

AN ASSESSMENT OF STAFF TRAINING PROGRAMMES OFFERED BY  
TEMA METROPOLITAN ASSEMBLY (TMA)

BY

LINDA ADOMAKO-KWABIA

DISSERTATION SUBMITTED TO THE INSTITUTE FOR  
DEVELOPMENT STUDIES OF THE FACULTY OF SOCIAL SCIENCES,  
UNIVERSITY OF CAPE COAST IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR AWARD OF MASTER OF ARTS DEGREE IN  
HUMAN RESOURCE DEVELOPMENT

MARCH 2011

## **DECLARATION**

### **Candidate's Declaration**

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: ..... Date: .....

Name: Linda Adomako-Kwabia

### **Supervisor's Declaration**

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature: ..... Date: .....

Name: Dr. E. K. Ekumah

## **ABSTRACT**

This study assessed training programmes offered by T.M.A. to its staff members. The general objective was to assess the extent to which training programmes offered by the T.M.A. have influenced the output of staff.

The population for the study was the 3500 staff members of T.M.A. who have been at post from six months and more. The sample size of respondents was 100 made up of 90 junior staff members and 10 management staff. Questionnaires were used to gather information from management staff and interview schedule was used to gather data from the junior staff members. The study falls in the category of descriptive, exploratory as well as explanatory research. The study revealed that majority of the respondents both from junior staff and management staff were of the view that, training objectives were met, because all training programmes conducted were based on needs of trainees assessed. The respondents also stated that they were efficient and effective because of the regular training they received from the T.M.A. Motivation for training and incentives were points of conflicts among staff and management, Most respondents from junior staff were strongly dissatisfied with the type of motivation and incentives provided for training within the T.M.A.

Recommendation offered in the study were that management should involve the staff in planning training sessions, inform them about incentives, and should not make promises that cannot be redeemed. Trainees should be selected according to qualification and finally evaluation of training should involve more modern and innovative approaches.

## **ACKNOWLEDGEMENTS**

I am particularly grateful to my supervisor Dr. E. K. Ekumah for his guidance, counseling and contributions towards the success of this work. I wish to sincerely thank Mr. Selorm Horsu-Porbley for his excellent contributions to the dissertation. I also wish to render my heartfelt thanks to my parents Madam Lydia Ablorh and Cdr. (Rtd) Adomako-Kwabia.

Also a special appreciation to my sweetheart Cletus Amoako for his great love, care, patience and prayers towards the successful completion of this dissertation.

## **DEDICATION**

To my mother Madam Ablorh, my father Cdr (rtd) Adomako–Kwabia and siblings Seth, Edward, Abena and Kwame.

## TABLE OF CONTENTS

Content	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x
LIST OF FIGURES	xi
ACRONYMS	xii
CHAPTER ONE: INTRODUCTION	1
Background to the study	1
The objectives and functions of the assembly	2
Objectives of the study	2
Research questions	3
Significance of the study	3
Limitations of the study	4
Delimitation	4
Organisation of the study	4
CHAPTER TWO: REVIEW OF LITERATURE	6
Introduction	6

The objectives and functions of the Assembly	7
Objectives	7
Functions	7
Mission statement	8
Structure	8
Theoretical framework	9
The concept of training	14
Training programmes of T.M.A.	21
Aims of training	21
Objectives of T.M.A. training programmes	22
Training policy of T.M.A.	22
The general framework of principles for T.M.A. staff	22
Training programme	23
The importance of staff training and development	26
Category of staff that benefit from training and development	27
Organisational approach to staff training and development	29
Building training and development programme	29
Training methods	31
Advantages of direct experience	32
Limitations of direct experience	32
Training needs assessment	34
Methods to determine training needs	35
Methods of analysing training needs	36



Business and human resource plan	36
Job analysis	37
Evaluation of training	38
Levels of evaluation	38
Motivational system for workers	39
Reward and reinforcement	40
Intrinsic and extrinsic rewards	41
Self-control	42
CHAPTER THREE: METHODOLOGY	44
Introduction	44
Study design	44
Population	44
Sample size and sampling techniques	45
Sources of data	45
Data collection methods and research tools	46
The structure of questionnaire	46
Pre-testing	47
Analysis of data	48
CHAPTER FOUR: RESULTS AND DISCUSSION	49
Introduction	49
Background of respondents	49

Age distribution of management	50
Types of training organised by the T.M.A. for employee	57
Effectiveness of Training and Development of T.M.A.	61
Training incentives and motivation	62
Relevance of training	67
Management staff and training within the T.M.A.	71
Types of training, competence and management responsibilities	71
Methods of recruiting staff members for training	74
Training incentives	74
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	76
Summary	76
Conclusions	78
Recommendations	79
REFERENCES	80
APPENDICES	83
A: Interview schedule for staff of T.M.A.	83
B: Questionnaire for management staff of T.M.A.	87
C: Organisational structure of T.M.A.	91

## LIST OF TABLES

Table	Page
1. Sex distribution of staff and management	50
2. Age distribution of staff and management	51
3. Marital status of staff and management	52
4. Religious affiliations of staff and management	53
5. Designations of respondents	54
6. Years of work with the T.M.A.	55
7. Number of training received per respondent	57
8. Improved understanding of job	61
9. Impact of training on output in T.M.A.	62
10. 10. Incentives during T.M.A. training sessions	63
11. Per Diem during T.M.A. training	63
12. Satisfaction of incentives provided during training	64
13. Reasons given for 'yes' and 'no' responses on satisfaction of incentives	65
14. Motivation to attend training programme	66
15. Evaluations of training sessions	68
16. Evaluation methods	68
17. Conduct of training needs assessment	70
18. Years of work with T.M.A.	72
19. Views on management appointments by training	73

## LIST OF FIGURES

Figure	Page
1. Staff trained by the T.M.A.	56
2. Day – release programme	58
3. Job related training	59
4. Overseas training	59
5. Study leave	60
6. Influence of evaluation on ranks or positions	69

## ACRONYMS

Mgt	-	Management
Per	-	Percent
T & T	-	Travel and Transportation
T.M.A.-		Tema Municipal Assembly

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the study**

This research examines the training programmes designed and offered by the Tema Metropolitan Assembly (T.M.A.) to its staff in order to promote effectiveness and efficiency at work.

The earliest attempts at local administration during the colonial era with the native authorities were centred on a chief or some unit of local royalty not defined at the time. The native authorities were not chosen democratically but were representatives of their colonial rulers. They were interested in aiding the British colonial government, with limited involvement in local administration to administer law and order (Local Government Act, 1993).

The Municipal Ordinance of 1859 established municipalities in the coastal towns of Gold Coast. A new ordinance was set up in 1943 to elect town councils for Accra, Kumasi, Sekondi, Takoradi and Cape Coast. In 1953, the municipal council ordinance was passed. The local government bodies had been set up and vested with authority specifically for local matters. These bodies grew up alongside with central government agencies that operate at the local level. The local Government Act 462 of 1993 makes the District Assemblies the highest political and administrative authorities and assigns them functions that enable them deliver the right services to their people. The Metropolitan Assembly performs functions that are mainly deliberate

legislative and executive in context. The Tema Metropolitan Assembly derives its legal existence from the 1992 Constitution of the 4<sup>th</sup> Republic, the local Government Law, 1993, Act 462, and the Legislative Instrument (L.I.) 1493 which set up the Assembly. It has several other legislations that impinge on the performance of its functions (T.M.A., 2001).

### **Statement of the problem**

The training provided by the Metropolitan Assembly to its employees has been going on for the past ten (10) years. It is important therefore, to verify if the training programme has met its expectations and also to assess if there have been any challenges on the field.

This study aims at finding out if the training provided between 2000 and 2005 has adequately equipped the T.M.A. staff to face the challenges that they encountered on the field and whether their needs have been taken into consideration in planning training modules. It also seeks to enquire whether evaluation forms an integral part of the training programmes and therefore lead to re-assessment of needs.

### **Objectives of the study**

The main aim of the study is to assess the extent to which training programmes offered by the T.M.A. have influenced output of staff.

The specific objectives include:

- To determine whether the training provided has met the objectives set by the Tema Metropolitan Assembly.

- To find out whether the training provided has adequately equipped the trainees to face the challenges on the field.
- To determine whether the trainees were motivated enough to attend the training programme.
- To ascertain whether trainees see the training given as a very important component of their work.
- To find out whether managers were involved in needs assessment and objective setting for the training programmes.

### **Research questions**

- To what extent has training provided met the objectives set by T.M.A.?
- What were the motivational packages instituted for trainees in T.M.A.?
- To what extent does management involves itself in planning for training programmes?
- What are the expectations of workers during a training programme?
- Why does T.M.A. offer training programmes for its workers?

### **Significance of the study**

The outcome of the study is expected to be of an immense help to Human Resource Development Personnel in the designing of appropriate training programmes to facilitate the effective execution of the Assemblies' responsibility.

The study in addition, is expected to adequately equip trainees in the discharge of their duty and to face all challenges. This study can as well serve



as a guide in the formulation of a training policy for the Tema Metropolitan Assembly. Consequently, findings of this study will add up to existing literature and are expected to stimulate similar evaluation of training programmes of other private and public agencies.

### **Limitations of the study**

The researcher encountered the challenge of lack of confidence among junior staff of the T.M.A. who were quite reluctant to give detailed information for fear of being victimized. This is a particular feature that pertains in the public and civil service. The researcher circumvented this challenge by encouraging and assuring the respondents confidentiality of information. The working conditions of most public service posed problems in the area of interviewers. Again the researcher was faced with the challenge of inadequate documentation in T.M.A.

### **Delimitation**

The study was limited to T.M.A staff members. The result of the study could only be used to generalise for workers in T.M.A. but not for the whole Municipalities in the country, because workers in other Municipalities may have different views concerning training programmes offered in their Municipalities

### **Organisation of the study**

This is a five chapter study. The first chapter introduces the study giving a background to the study, statement of the problem, general objectives,

specific objectives, related questions, theoretical frame work, significance of the study and limitations of the study.

The second chapter is on review of literature. It includes the concept of training, training programmes, the importance of staff training and development, category of staff that benefit from training and development, organisational approach to staff training and development, training needs assessment, methods to determining training needs analysis and evaluation of training.

Chapter three, deals with the research methodology. Thus research design, sample population, sampling technique, sources of data, tools for data collection, structure of questionnaire, pre-testing, and analysis of data are discussed. Chapter four deals with the analysis of data collected from the field primarily on the impact of training on T.M.A. staff.

Chapter five contains summary of the study, the conclusions drawn as a result of the discussion and analysis of data and recommendations.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

#### **Introduction**

According to Kumar (2005) reviewing the Literature is a continuous process. It commences before a research problem is finalized and continues till the report is completed. He states that there is a paradox in literature review “you cannot undertake an effective literature review unless you have formulated a research problem, yet your literature search plays an external important role in helping you to formulate your research problem.

This chapter explores various theories and empirical studies on assessment of training and their implications on work behaviour. The review of current state of knowledge identifies the nature and how staff training improves job efficiency and how motivation is used to encourage staff training and development and serves as a useful framework for this study. The chapter is organised along foundational concepts of general training theories, issues of staff training and development in the public sector with a focus on T.M.A.

This review considers training and development of staff in the management category with particular reference to employees of the T.M.A. and will focus on the concept of training and development.

## **The objectives and functions of the Assembly**

The Tema Metropolitan Assembly was instituted primarily with the following objectives and functions.

### **Objectives**

- To facilitate the effective functioning of Government machinery in the Metropolis.
- To ensure effectiveness in the use of resources of the Assembly and the decentralized departments within the Metropolis.
- To monitor, conduct and harmonize the implementation of the Metropolis's development plans and activities within the Metropolis.
- To facilitate the provision of basic social and economic infrastructure and services in the Metropolis.
- To facilitate community and private sector development in the Metropolis.

### **Functions**

- Ensure the overall development of the Metropolis.
- Formulate and execute plans, programs and strategies for the effective mobilization of resources.
- Promote and support productive activity and social development in the Metropolis.
- Initiate programs for the development of basic infrastructure and provide Metropolis works and services in the Metropolitan area.

- Ensure development, improvement and management of human settlements and the environment in the Metropolis.
- Co-operate with appropriate national security agencies responsible for the maintenance of security and public safety.
- Ensure ready access to court in the Metropolis for the promotion of justice.
- Initiate, sponsor or carry out such studies as may be necessary for the discharge of any of the functions conferred by Act 462.
- Perform such other functions as may be provided under any other enactment.

### **Mission statement**

The Tema Metropolitan Assembly exists to improve the living standards of the people in the Metropolis through providing effective and efficient Metropolitan services within a conducive physical, socio-economic environment and established legal framework Training to develop the Municipality (T.M.A., 2001).

### **Structure**

The Tema Metropolitan Assembly has a three-tier structure comprising the Metropolitan Assembly, Zonal Councils and the Unit Committees with the Assembly as the governing and coordinating body. There is an Executive committee which is chaired by the Chief Executive who is the political head of the Assembly. There are eight sub-committees, namely Development

Planning Sub-Committee, Social Service Sub-Committee, Works Sub-Committee, Finance and Administration Sub-Committee, Justice and Security Sub-Committee, Sanitation and Environmental Sub-Committee, Women and Children Sub-Committee and Public Relations and Complaints Sub-Committee of the political head of the Assembly which collates and deliberate on issues relevant to their functional areas.

The Assembly has nine departments. These departments are

- Administration
- Public Relations
- Internal Audit
- Treasury Department & Revenue Unit
- Legal Department & Security Unit
- Environmental Health
- Metropolitan Engineer's
- Planning/Budgeting
- Waste Management & Transport Unit.

The Assembly provides training for all its nine departments mentioned above and shown in appendix 2.

### **Theoretical framework**

Human resources are the most dynamic of all the organisation's resources. They need considerable attention from management, if they are to realize their full potential in their work. Thus motivation, leadership, communication, work restructuring, payments systems and

training/development may all be included in the issues which have to be faced by management today.

According to Cole (1998) training and development activities depend on the policy and strategies of an organisation. Many organisations in the review of related literature as regards training in an organisation are not quite easy, as available literature encounters many difficulties. Beginning with the use of the two terms of training and development are thought of as one entity.

Some authors such as Cole (1996) and Robbins (1990) equate staff development to human resource development which focuses, among other things, on, preparing employees for greater responsibility and advancement. Others however look at it from the view of worker's education and training.

Robbins (1990) explains that, when management provides employees with training, its intention is to instil preferred work behaviours and attitudes in them. This may be most obvious during the new employees' orientation, which is a type of training.

Another problem arises from the emphasis placed by organisations on the training and development of their staff in terms of participants and participation as this varies in character and quantity in its distribution among different structures and organisations. While some organisations train and develop their staff across board, others restrict training and development to their senior staff and management staff.

Organisations, business firms, cities or economic systems are liable to be diverted from their chosen routes of growth or stable operation by the shocks which descend on them from the outside world or by pressure generated within the organisation. This shock may be open-door unpleasant,

unexpected, foreseen or self-inflicted. The management should take advantage of favourable opportunities while defending the unpleasant situations.

The training function is only a part of an organisation, constantly interacting with the environment. For this function to survive there is the need to have certain structures in place. This involves a regular evaluation of the contents and the methodology applied.

Daft (1988) cited in Mullins (1993) is of the view that all organisations are open systems and ignoring the environment may lead to failure in the entire system. Organisations and the environment in which they operate are constantly in link with each other. Indeed, interdependence is very crucial since the malfunction or neglect of any one of them inevitably affects the others and the total system. The training functions in any organisation is functionally linked to this whole work system and any extortion in the series of independent systems could affect productivity, hence the effectiveness by training (Mullins, 2002).

In the view of Mullins (2002), organisations are open systems which take inputs from the environment and through a series of activities transform or convert these inputs into outputs which subsequently become input to other systems.

In order to be effective and maintain survival and growth, there is the need for organisations to prepare for any activity that relates to the environment and must respond to opportunities and challenges, risks and limitations presented by this external environment. According to Michael and Neil (1970), there are fundamental questions which the trainer ought to constantly ask himself. For instance what needs to be changed, what procedure



are most likely to bring about this change and what evidence is there that change has occurred?

According to Warr (1970) there will be various reasons for the defects which are present, but in some cases they will be traceable to sub-standard performance on the part of someone in the organisation. The trainer needs to be aware of such situations either through his own investigations or by arranging that they are brought to his attention when they are discovered by others. Once in possession of the relevant information the trainer will be in a position to decide on the training needs of the employees involved. By this process he can begin to consider the objectives he will set for himself.

Employees must be made aware of tools available if they will have the right attitude towards the training sessions. A motive is a reason for doing something. Motivation is concerned with the factors that influence people to behave in certain ways” Armstrong (2006: 252). Motivation is a tool for encouragement, a driving force that defines behaviour. It can be intrinsic i.e. self generating factors or extrinsic which is motivation that originates outside the individual. It is tangible and visible to others (Martin, 2001; Luthans, 2005; Armstrong, 2006). Armstrong (2006) further observed that people are self-motivated as long as they are in the right direction to achieve what they are there to achieve; also, an organisation can provide an environment which will promote high levels of motivation through incentives and rewards, satisfying jobs, learning and growth opportunities etc. He noted that to be successful in this, managers must understand the process of motivation i.e. how it works and the different types that exist.

In assessing the training programmes offered by T.M.A. to its staff members from 2000, crucial characteristic features of the open system there, can be found relevant and applicable to the training function, since the T.M.A. deals directly with the environment and its people. Inputs into the training programmes in the form of human resources of T.M.A. were being assessed. Other characteristics include the output of training usually in the form of well trained officials negative feedback, as well as differentiation and all relevant aspects of the theory.

The open system identifies the prevalence of certain patterns of cyclical interactions in all organisations. According to Robbins (1990) the development organisation and administration of training programmes involves continuous circular application of the following seven steps:

- Setting a climate for learning.
- Establishing a structure for mutual planning.
- Assessing interests, needs and values.
- Designing learning activities.
- Implementing learning activities.
- Evaluating results.
- Re-assessing needs, interest and value.

The above essentially reveals the relevance of the “Feedback hop” process where there is a reassessment of needs because of the influence of the environment. The relevance of the above further explains the open systems theory in that the organisation fuels oneself in the middle of the entire stimulus response phenomena.

This is applicable to the training programs organised by the T.M.A. which finds itself constantly involved with its environment in terms of its response to stimuli it receives or interacts with. Thus it is important for the T.M.A. to regularly assess its activities to ensure that it is responding to the environment adequately because that is the main objective of its establishment. Its implication on training are linked to the fact that adults interpret ideas, skills and knowledge through the medium of their life experiences and indeed test them in real life settings. The survival of any training program is dependent on its sensitivity to the demands of the environment, which includes the trainees, management and the entire community.

There is the need to note that T.M.A. was established with the objective of initiating programs for the development of basic infrastructure and provide Metropolitan works and services in the Metropolis. Any attempt, therefore, to improve the output of the staff will go a long way to help the development and survival of T.M.A.

### **The concept of training**

According to Noe (2005) training refers to the teaching, learning, activities carried out for the primary purpose of helping members of a company or organisation to acquire and apply the knowledge, attitude, skills and abilities needed by that particular organisation to carry out its mission.

Aiding employers to be very effective in their jobs is a very important fundamental task in the management of people in the working environment since employers rely on the quality of their employee output to achieve the

organisational goals, aims and objectives. Adequate development of staff helps in the achievement of a high level of performance.

Tyson and York (2000) have emphasize that the aim of the training process is to help develop the organisations employee's skills, knowledge and attitude that have been regarded necessary for an effective performance of their work. This in turn leads to the achievements of the organisational aims and objectives by the most cost effective means available.

In a supportive stance Griffin and Moorhead (2006) states training as being an organised procedure for increasing the knowledge and skills of people for a definite purpose. Training is a means of changing the behaviour of trainees so as to enable them acquire new skills technical knowledge, problem solving abilities and effectiveness. He sees training as concerned with increasing knowledge and skills in jobs whereas education is a process of studying a designed syllable in an educational institution.

Hamson (1992) observes that development is the all important primary process through which individuals and organisational growth can achieve its fullest potential. Training is a systematic process through which an individual is helped to master defined tasks or areas of skill and knowledge to pre-determine standards. Training is also distinguishable from development.

According to Mc-Beath (1994), development is about total growth of knowledge, experience and abilities of the individual, the development of the "whole person" as he progresses towards his ultimate potential, being long term and future oriented. Development provides new perspective and encourages strategic vision. Contrasting it with training, Mc-Beath contends that training is narrow short-term and is concerned with helping people to do

their jobs better or contributing to preparation for immediate and future positions.

Mc-Beath (1994) further explains that, training is only one part of the development process and it contributes to it by providing supplementary opportunities to acquire knowledge, skills and attitudes largely off-the-job, to help achieve designed performance or levels of knowledge. The definition according to Bateman and Snell (1996) is role of employee specific. They see training as teaching lower level employees how to perform their present job while development involves teaching managers and professional employee skills needed for their present and future jobs.

The dominant paradigm in training and development literature is that training is the organisation's efforts to help its employees earn job related knowledge, skills and behaviours while development is the organisations efforts to help employees acquire knowledge, skills and behaviours that improve their ability to meet changes in job requirements. Training is therefore directly job related whereas development addresses the broader need to be prepared to deal with change throughout one's career.

Rae (1994) identifies the following training functions as the most commonly found in organisation.

- General job skills training. This sees staff at all levels frequently possessing a common problem or needs in order to carry out their jobs efficiently. Training programmes organised to meet these needs are mainly concerned with such subjects as problem solving and decision-making, presentational skills, negotiation skills, report writing and so on.

- Functional job skills training concern it mainly with situations where organisations introduce new or revised operating systems, procedures and so on. In case these changes affect a substantial number of staff, training courses are introduced to help in the implementation.
- On-the job training refers to face-to-face, individualized training or instruction on-the job at the work place. In its effective form it involves the learner spending some time with an experienced worker who is not only to perform the job efficiently, but is also able to teach the learner how to do it.
- Technical skills training, generally refers to training in the information technology where specific and technological skills are required. Trainers here are normally information, technology or computer experts.
- Professional skills training involve the training of professional staff such as Accountants, Surveyors, Auditors, Architects, etc. Training in this area is mainly focused on helping employees to gain professional qualification or improve on what they had already acquired.
- Management training trainers in many large organisations specialize in training and development of managers. This is usually an extension of general and job-specific skills training but practiced at a higher and more complex level.
- In trainer training, the trainers themselves require advance skills in their existing training roles. Trainers involved in trainer development programmes are frequently those who have operated in other training

functional areas and have progressed sufficiently in their training skills, attitudes and personal roles to enable them to present training courses to other trainers.

The above clearly shows that the acquisition of knowledge, skills and attitudes runs through the whole functions of training. To Mullins (2002), the purpose of training is to improve knowledge and skills, and to change attitudes. Mullins (2002) again states that in order to secure the full benefits of successful training, there must therefore be a planned and systematic approach to the effective management of training thus:

- There must be a clear commitment to training throughout all levels of the organisation. This should include seeking the co-operation of line managers and where appropriate, Trade Unions and Staff representatives. Active support should be given to encourage the training process and also the provision of adequate finance, resource, time and skilled staff.
- There should be an objective assessment of training needs related to vision of where the organisation is going, the need to be responsive to changes in external environmental influences, comprehensive system of human resource planning and a process of job analysis leading to the preparation of job description and persons specifications.
- The staff themselves should also feel a sense of involvement and know how they can play their part in achieving the goals and objectives of the organisation. They should participate fully. Also, they should be

made to feel a sense of ownership and partnership in the training process.

According to Mayo and Dubois (1987) there are seventeen training principles pertaining to training and learning. The generalizations are the results of efforts to formulate a reasonable useful set of descriptive statements concerning the trainee and training methods, materials and situations. The seventeen principles are given as follows;

- Active participation is essential.
- Satisfaction reinforces learning
- Achievement of objectives is the Trainers responsibility.
- Motivation to learn is essential.
- Value system modifies learning.
- Trainees need assistance in setting goals.
- Methods must be related to content.
- Methods must be based on learning research.
- Individual instruction is feasible and useful.
- 'Discovery' methods yield gains.
- Demands must be within the Trainee's ability.
- Organisation of materials requires careful attention.
- All aspects of training must be coordinated.
- The planning of training should be systematic.
- Materials must be meaningful to Trainees
- Learning varies with the surroundings.
- The tone of the training situation affects learning.



Rainbird and Maguire (1993) as reported in Beardwell and Holden (1994) have observed that most training reported was for organisational rather than individual development. This presupposes that carrier development does not appear to be fully blamed for such positions since some employers lose considerable human resource annually after investing heavily in them. The concern here is whether organisations are justified in maintaining such policies. To perceive training mainly from the organisation's point of view may not be well argued for the overall attainment of the training objectives, as the human resource base makes a clear contribution in the achievement of organisational objectives and aims. Discussing the concept of training, it must be noted that, philosophically, a training programme is a fundamental issue that needs serious considerations. The training programme has a pattern that must be followed with its systematic approach. Training must be done with all seriousness.

According to business balls.com corporate attitude and expectations about what training is cannot be changed overnight, and most organisations still see 'training being limited to work skills, classrooms and power point presentations. However, if you start imagining and thinking and talking about concepts and expressions such as enabling learning, facilitating meaningful personal development, helping people to identify and achieve their own personal potential, then you will begin to help the organisation to see and accept these newer ideas about what types of learning and development really work best, in terms of developing employees.

Foster (1979) reported in Mayo (1993) states that training should create conditions and stimuli to accomplish four things. These are:

- To evoke response in others,
- To develop knowledge, skills and attitudes,
- To produce changes in behaviour, and
- To attain specific objectives.

In this view the emphasis is primarily on using varied learning experiences. Foster notes that different training modes are required for different desired changes in trainee behaviour thus active participation is suited to attitude development; practice is appropriate for skill training and formal presentation results in knowledge building.

Training is widely used and can be extremely valuable, but it is not the solution to all problems in which individuals are not performing at the desired level of proficiency. Mager and Pipe (1970) described the difference between training problems. They explain that performance problem is when a person's performance task is unsatisfactory but could do better. Rummler (1976) agrees with the importance of differentiating between performance problems and training problems and with major assistance from Griffin and Moorhead (2006). The issue to address is whether organisations understand the concept of training and organised programme in a planned and systematic manner.

### **Training programmes of T.M.A.**

#### **Aims of training**

According to a training manual of T.M.A (2001) training is an event planned to give people the chance to learn the awareness, knowledge, skills or attitudes they require to carry out a task or job to the required standard.

### **Objectives of T.M.A. training programmes**

- Develop the ability of individuals to adapt to change
- Prepare people for new or changed jobs and roles
- By illustrations, identify and develop new skills
- Motivate people to fulfil their potentials
- Improve the efficiency in how individual's job and organisation is achieved.

### **Training policy of T.M.A.**

T.M.A.'s aims of training and development of its human resource hinges on implementing sound training policies in consonance with the Assembly's corporate goals.

### **The general framework of principles for T.M.A. staff**

- Staff training and development will be organised to ensure that all positions in the organisation are filled by individuals capable of carrying out their assigned duties with maximum efficiency
- Employees will be assisted with the necessary help and opportunities they need to acquire knowledge and skills needed to perform efficiently and achieve the aims and objectives of the assembly's work programmes.

## **Training programme**

The training programme organised by the T.M.A. places a lot of emphasis on learning experience. This helps officers to acquire the requisite knowledge and skills in order to help them serve and develop the Metropolis effectively. T.M.A. has about eight training policies in consonance with the Assembly's corporate goals. These are orientation, inductions, in-house training, local training, and overseas training, study leave with pay, study leave without pay and bonding.

### **Orientation**

All new employees shall undergo a brief orientation to familiarize them with the objectives, organisation and operations of the Assembly and to assist them to adjust to their new work environment.

### **Inductions**

This is carried out when new employees move into a new job he or she goes through an induction programme, to make sure he is fully conversant with his job assignments, related work methods and to ensure effective adjustment to the new work group. The policy applies to all new employees who move into new job.

### **In-house training**

This particular type of training is developed and delivered to address specific performance needs of employees and sections across the Assembly.

### Local training

Employees are sponsored to attend short courses organised by recognized local training institutes to acquire knowledge and skills required to improve efficiency and productivity.

### Overseas training

Employees with necessary potentials are sponsored for overseas courses and industrial attachment to expose them to new technologies and advanced functions, supervisory and managerial skills not normally available locally.

### Study leave with pay

Staff members who obtain external or private sponsorship for external courses which are relevant to the work of the Assembly shall be granted study leave with pay for the duration of the course in accordance with the Civil Service or Local Government Service regulations.

### Study leave without pay

Staff members who obtain private sponsorship to pursue courses which are not relevant to the work of the Assembly shall be granted study leave without pay for the duration after which they will be expected to return to their post immediately or lose their positions. Mostly, these courses are for career development of the individual not for the general development of the Assembly. The problem then is whether the training follows a well planned process or is organised on issues requiring training.

## Bonding

All employees of the T.M.A. who are sponsored for training shall be bonded to serve the Assembly or Ghana for periods not exceeding twice the duration of their sponsorship. Bonding periods shall not exceed five years. The guarantors of officers who do not fulfil the terms of the bonds shall be invited to entreat the bonds by paying the total amount expended on the officer's interest at the prevailing bank rate.

Cole (1993) states that once training needs have been ascertained, the role of the trainer is to act as a designer of relevant programmes. There is the need to consider issues such as the following in designing training;

- The achievements of both the trainee and the organisation
- The content requirements needed to achieve these aims and how to structure these contents
- The learning method to be employed
- Whom to conduct the training
- Place and time of training
- Extent to which participants be consulted about the nature and scope of the programme.

Beardwell and Holden (1994) have observe that in spite of the obvious benefits of training there still appears to be a gap between perceived importance of training and the willingness to do something about it. The management of most organisations only pay for the service to improve performance and achieve required performance levels. This attitude is wrong

since management is responsible for the effective performance of the organisation to enable it achieve the organisational aims and objectives.

### **The importance of staff training and development**

Any organisation or country possessing a highly trained work force has distinct advantages over those that may have neglected this vital element in economic development and increasing productivity. Every organisation need well-trained and experienced personnel to perform the activities in the organisation.

In recent times, education and training of workers to achieve goals of the organisation helps them develop competencies that will enable them to work up the ladder of Maslow's hierarchy of needs that is from safety, affection, self-esteem to self actualization (Maslow, 1954).

Mullins (2002) states that one major area of human resource function which is of particular relevance to the effective use of human resources, is training and development. Staffs are crucial, but expensive, resource. To sustain economic and effective performance, it is imperative to optimize the contribution of employees to the aims and goals of the organisation. The importance of training as a central role of management has long been recognized by leading writers.

According to Drucker (1985), the one contribution a manager is uniquely expected to make is to give others vision and ability to perform. A basic operation in the work of the manager is to develop people, direct, encourage and train subordinates. Training is necessary to ensure an adequate supply of staff that is technically and socially competent, and capable of career

advancement into specialist departments of management positions. There is therefore a continual need to ensure that the process of staff development and training fulfils an important part of this process. Training should be viewed, therefore as an integral part of the process of total quality management.

Effective management of an organisation's workforce is its human capital which is important to achieving results and an important part of internal control. Management should view human capital as an asset rather than a cost. Only when the right personnel for the job are on board and are provided the right training, tools, structure, incentives, and responsibilities is operational success feasible.

Management should guarantee that skill needs are continually assessed and that the organisation is able to gain a workforce that has the required skills that match those necessary to achieve organisational goals. Training should be aimed at enveloping and retaining employee skill levels to meet varying organisational needs. Qualified and continuous supervision should be provided to ensure that internal control objectives are achieved. Performance evaluation and feedback, supplemented by an effective reward system, should be planned to help employees understand the connection between their performance and the organisation's success. As part of its human capital planning, management should also consider how best to retain valuable employees, plan for their eventual succession, and guarantee continuity of needed skills and abilities.

### **Category of staff that benefit from training and development**

An organisation will truly excel in the future if it will discover how to tap people's commitment and capacity to learn at all levels in the organisation.



According to Downie (1965), young people entering industry for the first time provide their company with the opportunity of a long term investment in a number of different senses. These young recruits can be given knowledge of the trade which can be added to over a considerable period; they can acquire skills and dexterity in relation to particular jobs; they can develop company loyalties not easily created in those joining as adults. In short they can afford the company the assurance of continuity and represent material from which in the future, the company will draw its requirements for the filling of responsible job positions.

Beardwell and Holden (1994) in Evans (1970) who gives an example of how older workers are discriminated against with the following statement : the trainers B and Q are look for young people aged 16 – 17 who are self motivated eager to learn, communicate well, are presentable and enthusiastic and who show commitment and flexibility. However, Coleman (1990) discovers that there is little or no decline in memory and learning with age.

Beardwell and Holden (1994) states that in order to counteract the perceived inflexibilities of training and personnel departments, there has been a notable trend to develop many functions to line managers training policy. The justification is usually couched in terms of meeting the needs of people where it matters at work place level. The disabled and women are another class of employees who are negatively stereotyped as having low expectations and aspirations. They are therefore often passed over in staff training and development in organisations (Beardwell & Holden, 1994).

Many companies especially those with unions, have a formal procedure through which an individual or group may bring to management's

attention any condition or problem they feel exists to the detriment of all concerned. An analysis of these grievances may indicate training needs, especially in aspects of supervision, administration of policy or operating procedures (Coleman 1990).

### **Organisational approach to staff training and development**

Training beginnings are known to have started in antiquity. Evidence is found from archaeological excavations which continue to unearth clay or brick tablets with inscribed information about the life of people living six thousand or more years ago. The place that training and learning have played in the skyrocketing development of knowledge and civilization becomes, therefore, dramatically evident. The nineteenth century brought on an era of social legislation and with sizeable changes in the concept of the workers organisation that provides a wide range of vocational education. Vocational education was sufficiently extensive by then that there was greater and greater need for mutual assistance in this field (Coleman, 1990).

### **Building training and development programme**

To keep staff motivated about learning new concepts, the quality and multiplicity of the training provided is an important factor. Reasons for training range from new-hire training about operation, to introducing a new concept to a workgroup to bringing in a new computer system. Whatever the reason for conducting a training session, one needs to develop a broad, ongoing and consistent training program. This quality training program is vital

in keeping the staff motivated about learning new concepts and keeping the department profitable (Coleman, 1990).

Mullins (2002) continues to say that entire training program includes a formal new-hire training program, with an impression of the job expectations and performance skills needed to perform the job functions. A new-hire training program provides a basic understanding of the position and how the position fits within the organisational structure. The more background knowledge the new associate has about how one workgroup interrelates with additional departments, the more the new associate will understand their impact on the organisation.

Another aspect of an inclusive training program is continuing education. The most useful programs make it a partial responsibility of one person in a department. This is an important function that will keep all staff members with current knowledge about policies, procedures and the technology used in the department.

#### New hire training

A concrete new-hire training program begins with the formation of a training manual. This manual acts as a building block of practical and technical skills needed to prepare the new individual for his or her position. In order for the department to understand current policies and procedures, a manager or supervisor must ensure the department manuals are kept current. This includes any system enhancements and or change in policy or procedure.

In accumulation, keep the reader or associate in mind when designing the training manual; keep the manual interesting for the reader. Do not be

afraid to use language that is not “corporate” or to consist of graphics. If possible, in computer training, incorporate a visual image of a computer screen to illustrate a function.

### Continuing education

A continuing education program for a department is just as important as the new-hire training. When training a new associate, research has found they will only retain approximately 40 percent of the information learned in the initial training session. Therefore, a continuous effort must be placed on reminding the staff about various procedures and concepts. This continuing education can be formal or informal. The formal, or traditional approach, often includes a member of management sending a memo to each associate. The informal, and often more appealing approach to a visual learner, is to send a one-page information sheet (Hamson, 1992)

### **Training methods**

Beardwell and Holden (1994), state that a careful use of training methods can be a very cost effective investment in the sense of using the appropriate method of the needs of a person or group. Generally, training methods can be divided into ‘on-the-job and off-the-job, training. There is a place for both types of training and each can be effective at certain training requirements.

Beardwell and Holden (1994) give two descriptions of training methods; the direct experience and the indirect experience. Direct experience, the most concrete of all training methods can be a powerful learning method.

It involves the whole trainee, his physical senses as well as his mind, giving him immediate sensory contact with the actual job environment. This incorporates the concept of “learning-by-doing” and activities associated with on-the-job training. The idea is among the oldest form of teaching. Meanwhile, the pattern is still very much with us. Direct experience can be most stimulating, satisfying but under certain conditions it can turn out to be very frustrating. The difference between these two effects is worthy of careful consideration by every organisation, using experience as the best teacher. Direct experience has its own advantages and limitations.

#### **Advantages of direct experience**

- Actual experience implies that the learner will get involved, that he will participate in a normal work task or subtask resulting in true learning, provided the purpose is clear to the trainee, guidance in work performance is furnished.
- This type of learning is usually motivational; it lends itself very well to coaching as a realistic means of accomplishing certain training assignments.

#### **Limitations of direct experience**

- Despite obvious advantages, efficient handling of direct experience as a training technique is quite difficult. Often times it becomes more expensive both in time and money, than indirect methods of training.

- There is frequently a tendency to confuse osmotic exposure with forthright training, and in such cases it is not unusual to find misjudgement of the trainee's ability.
- It can also be disruptive to normal work procedures, thus reducing productivity.
- Finally, another detrimental feature sometimes encountered is the potential jurisdictional dispute arising from differences between line management and staff training in handling administrative and functional details of the trainee's program.

The media of simulation, demonstration, the field trip, and the exhibits are useful training techniques devised to provide indirect learning experience or off-the-job training. In this case, the program developer using one or another of these methods can modify or control the real life situation to suit his training goal. He can reorganize, re-arrange or reduce reality in order to stress certain features. He can present or represent a slice of reality.

The setting for study can be conventional training classroom, however, observation and study must be done at an outside site, as in the use of a field trip or mock-up where the technique calls for performance as in a situation exercise, limitation are placed upon the learning situation, the activity being only a substitute and not the real thing, and the learner is delayed in the actual performance of the task.

According to Laird (1985) instructional methods are good as they contribute to the achievement of a learning objective. He also stated that there are four training categories for preferred learning styles, these are: doing,

thinking, trying and watching. Some people may progress most rapidly if they discuss (doers, thinkers). Others learn more rapidly and more significantly via lectures (thinkers, watchers). For other goals, there may be quite a few equally appealing and productive routes. When these issues arise, and at all phases of the design activity, the trainer faces the issue of "what methods must we use?"

### **Training needs assessment**

Training needs assessment as a matter of fact is an examination of the existing need for training within an organisation. Training should not be conducted when training needs assessment has not taken place. This is because the concept of training is a planned and systematic process and the identification of training needs is as essential as the training process itself.

In general, training needs assessment can be conducted in three ways; organisational analysis, departmental analysis and industrial analysis. Mullins (2002) has stated that at the beginning of every training, there should be an objective assessment of training needs related to:

- a vision of where the organisation is going,
- the need to be responsive to changes in external environmental influences,
- a comprehensive system of human resource planning,
- a process of job analysis leading to the preparation of job descriptions and person specifications.

Work done by Noe (2005) revealed that analysing the training needs of a group is simply finding out what they need to learn. In order to achieve this,

it is necessary to know two things, these are; their desired skill level and their present skill level. The difference between the present and the required skill level are the gaps which the training should be designed to fill.

Noe (2005) states that training needs assessment is finding out what is going on now and matching this against what should go on, now or in the future. The gap, if any gives clues to the kind and amount of training needs.

### **Methods to determine training needs**

According to Noe (2005) one way of increasing productivity is to keep to the number of steps which must be taken to produce a product or service then make sure each step is handled with the least amount of time, effort and money. He has suggested a number of activities that should be analyzed.

#### **Analysis of equipment**

A new piece of equipment or modification of present equipment may call for new skill, knowledge, or understanding on the part of operators, questions like how the new equipment will be different, kind of skill needed to operate, who uses it will give clues to the kind of training needed.

#### **Analysis of behaviour**

Clues to training needs can come from an analysis of a typical behaviour by a person or groups. Chronic absence, spoilage of work, carelessness, accidents such attitudes may call for corrective action involving training.



## Analysis of organisation

Poor organisation can affect individual and group performance e.g. failure to meet goals, sloppy delegations, absence of standard of performance, favouritism, uneven work load etc. An analysis of these weaknesses can produce clues to training needs, both individual and group.

## Appraisal of performance

Actually, appraisal goes on constantly. A head appraises subordinate, subordinates appraise himself. Others quietly appraise both boss and subordinate. Often this appraisal is casual, subjective and unrecorded. It may not even be discussed. Yet, each of such appraisals can end with recognition of a training need.

## **Methods of analysing training needs**

According to Mullins (2002) there are four methods of training needs analysis;

- analysis of business and human resource plans
- job analysis
- analysis of performance reviews
- training survey

## **Business and human resource plans**

The training strategy of an organisation should be determined by its business and personnel strategies and plans from which flow human plans.

## **Job analysis**

For training purpose means examining in detail the content of jobs.

### Analysis of performance reviews

Performance management process should be a prime source of information about individual learning and development needs. The performance management approach to learning concentrates on the preparation of performance improvement programmes and learning contracts.

### Training surveys

Training surveys assemble all information obtained from the other methods of analysis in order to produce a comprehensive basis for the development of a training strategy and its implementation.

According to the training manual for T.MA. staff (2001) the principle underlying any organisational training is the unification of training objectives, policies and strategies with the business and manpower plans of the organisation. This is a key factor in determining the overall direction to improve organisational performance. The Metropolis uses these measures to establish the fact that there is the need to organise training for a particular department, it follows three stage procedures:

- the desired performance of the Assembly and its short falls in meeting its objectives due to training deficiencies.
- the training needed in each occupation to enable that function to be carried out comprehensively and

- the expected contribution and present capability of employees.

### **Evaluation of training**

Evaluation of training compares the post training results to the objectives expected by managers, trainers, and trainees. Training is both time consuming and costly, evaluation should therefore be done. The management assumes that nothing will improve until it is measured.

One sure way to evaluate training is to examine the costs associated with the training and the benefits received through cost /benefit analysis. The best way is to measure the value of the output before and after training.

### **Levels of evaluation**

It is best to consider how training is to be evaluated before it begins. In training and development of human resource Kirkpatrick (1967), identified four levels at which training can be evaluated. These four levels are reaction, learning, behaviour and results measures. The value of training increases as it can be shown to affect behaviour and result instead of reaction and learning levels evaluations. These four levels are widely used to focus on the importance of evaluating training.

Hamblin (1974) defines evaluation as an attempt to obtain information (feedback) on the effects of a training programme, and to assess the value of the training in the light of that information. Evaluation is an integral feature of training. In its contest form, it is the process of comparing objectives with effects to answer the question of how far the training has achieved its purpose. According to Hamblin (1974) there are five levels at which evaluation can

take place. These are reactions of trainees, learning evaluation, job behaviour evaluation, organisational unit evaluation, and ultimate value evaluation.

As Hamblin (1974) points out the five levels are links in a chain, training leads to reactions, which leads to learning, which leads to changes in job behaviour, which lead to changes in the organisational unit, which leads to changes in the achievement of ultimate goals.

Evaluation can start at any level ideally, some people might say it starts and finishes at levels four and five. Evaluation has to focus on the particular merits or otherwise of a training program so that, if necessary, steps can be taken to revise the aims and content of the program, to improve the delivery of training or to ensure that the transfer of learning does take place to good effect.

### **Motivational system for workers**

The Webster's Ninth New Collegiate Dictionary (1990) explains motivation to mean 'a motivating force, stimulus, or influence: INCENTIVE, DRIVE'; and further defines motive as 'something (as a need or desire) that causes a person to act'.

Moore (1998) gives a common definition of motivation as a 'force that energises, directs and sustains behaviour'. "A motive is a reason for doing something. Motivation is concerned with the factors that influence people to behave in certain ways" Armstrong (2006, p252). Motivation is a tool for encouragement, a driving force that defines behavior. It can be intrinsic i.e. self generating factors or extrinsic which is motivation that originates outside the individual. It is tangible and visible to others (Martin 2001; Luthans 2005;

Armstrong 2006). Armstrong further observed that people are self-motivated as long as they are in the right direction to achieve what they are there to achieve; also, an organisation can provide an environment which will promote high levels of motivation through incentives and rewards, satisfying jobs, learning and growth opportunities etc. He noted that to be successful in this, managers must understand the process of motivation i.e. how it works and the different types that exist.

Wikipedia the free online dictionary explains three basic concepts of motivation, which are foundational elements of several theories of motivation. They are reward and reinforcement, intrinsic and extrinsic, and self control.

### **Reward and reinforcement**

A reward, tangible or intangible, is presented after the occurrence of an action (i.e. behaviour) with the intent to cause the behaviour to occur again. This is done by associating positive meaning to the behaviour. Studies show that if the person receives the reward immediately, the effect would be greater, and decreases as duration lengthens. Repetitive action-reward combination can cause the action to become a habit.

Rewards can also be organised as extrinsic or intrinsic. Extrinsic rewards are external to the person; for example, praise or money. Intrinsic rewards are internal to the person; for example, satisfaction or accomplishment. Some authors distinguish between two forms of intrinsic motivation: one based on enjoyment, the other on obligation. In this context, obligation refers to motivation based on what an individual thinks ought to be

done. For instance, a feeling of responsibility for a mission may lead to helping others beyond what is easily observable and rewarded.

On the other hand reinforcement is different from reward, in that, it is intended to create a measured increase in the rate of a desirable behaviour following the addition of something to the environment.

### **Intrinsic and extrinsic rewards**

According to the Wikipedia, intrinsic concept of motivation is when people engage in an activity, without obvious external incentives, for example, a hobby. Intrinsic motivation has been studied by educational psychologists since the 1970s, and numerous studies have found it to be associated with high educational achievement and enjoyment by students. There is currently no universal theory to explain the origin or elements of intrinsic motivation, and most explanations combine elements of Heid's (1987) attribution theory, Bandura's (1995) work on self-efficacy and other studies relating to locus of control and goal orientation. Thus some schools of thought believe that students are more likely to be intrinsically motivated if they:

- Attribute their educational results to internal factors that they can control (e.g. the amount of effort they put in),
- Believe they can be effective agents in reaching desired goals (i.e. the results are not determined by luck),
- Are interested in mastering a topic, rather than just learning to achieve good grades.

## **Self-control**

According to the online Wikipedia dictionary, the self-control of motivation is increasingly understood as a subset of emotional intelligence; a person may be highly intelligent according to a more conservative definition (as measured by many intelligence tests), yet unmotivated to dedicate this intelligence to certain tasks.

Drives and desires can be described as a deficiency or need that activates behaviour that is aimed at a goal or an incentive. These are thought to originate within the individual and may not require external stimuli to encourage the behaviour. Basic drives could be sparked by deficiencies such as hunger, which motivates a person to seek food; whereas more subtle drives might be the desire for praise and approval, which motivates a person to behave in a manner pleasing to others (Wikipedia, 2007).

This according to Dieleman et al (2003) involves supervision, training, performance appraisal and career development. These satisfiers (or 'motivators') are based on intrinsic motivation. The study examines motivation in the two levels mentioned above. This helps to establish the theories on motivation concerning motivation at the individual and organisational levels.

As found by Dieleman et al (2003), currently, most incentives that are developed are focused on improvement of payment and of working conditions, often with the expectation to improve performance. Their study gives an indication that although financial incentives are important, they are not sufficient to motivate personnel to perform better. To achieve better staff motivation, attention should also be paid to incentives that focus on showing appreciation and respect, which can be achieved through performance

management (supervision, training, performance appraisal and career development) and feedback from the community.

According to Dieleman et al., (2003), when non-financial incentives are considered, managers should have the capacity to implement selected performance management activities. They gave examples of performance management activities that were considered important in the study as: supportive supervision, better use of performance appraisal and clearer access to training. These activities can be improved through training (and supervision) of managers and providing tools and guidelines. They argue that, if it is possible, the performance management activities should be integrated in a performance management system.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

The chapter discusses the methodology used for this research. It starts with the design of the study, analysing the population studied, narrowing down on the sample size and the techniques of sampling. The chapter also discusses sources of data, data collection techniques and analytical tools used.

#### **Study design**

Any research that aims out finding out the prevalence of a phenomenon at the time of the study is known as a cross-sectional study (Kumar, 2005). The study falls in the category of descriptive, exploratory as well as explanatory research, which is described mostly as applied studies (Kumar, 2005). To ensure that the training programmes offered in T.M.A. is fully discussed, the study employed the ‘cross-sectional study design type’. This design allows views to be gathered from the selected sample of the population being investigated with appropriate sampling techniques to ensure representativeness (Sarantakos, 2005; Kumar, 2005).

#### **Population**

The population for the study involves staff members of T.M.A. who have been at post from six months and above. The study targets members of

staff and management staff of the T.M.A.. This implies the population has variations in terms of characters, hence the population is described as heterogeneous (Kumar, 2005).

### **Sample size and sampling techniques**

The total employee strength of the T.M.A. is 3500 including management and junior staff. Out of this, the study focused on 100 staff including 90 junior staff and 10 management staff.

In a heterogeneous study population, one needs to separate the constituents into their various groups to ensure that each individual is given the chance of being selected. The study therefore employed the stratified probability sampling method. The method segregates different characters in a study population into similar categories to ensure even representation, before a simple random approach is used on each category of similar values (Kumar, 2005).

In this study, the different groups of senior staff or management staff and junior staff were well separated and then the simple random was used to select respondents from each group of staff. This methodology ensures even and fair representation. It also combines very well with other statistical and descriptive methods (Kumar, 2005).

### **Sources of data**

Primary and secondary data were used. Primary data was derived from the field by the use of well developed research tools such as questionnaires. As earlier discussed, 10 management staff were given questionnaires

interviewed was scheduled with 90 junior staff but 78 junior staff members responded. Secondary data was collected from published records, journals, newsletters, books, and through the use of the internet.

### **Data collection methods and research tools**

Questionnaires and Interview Schedule were basically used to collect data. The instruments sought to receive answers on the content of the training program and how it adequately prepared the trainees to face the challenges on the field. The impact of training on job performance and achievement of organisational goals as a whole was also assessed in the interviews. The interview schedule ensured objectivity of the study (Denis & Kasha 1988).

All the respondents were asked to ascertain whether the purpose of training could be perceived in terms of ensuring that employees have the requisite knowledge, skills and attitudes required by the organisation to thrive and develop.

The instruments consisted of both open and closed-ended questions. The closed-ended questions were asked to ensure uniformity and greater reliability. The open-ended questions were also used in the instruments to probe further to eliminate ambiguities.

### **The structure of questionnaire**

The questionnaire used contained three (3) items divided into three sections; namely section A, B, and C. Section A dealt with the demography data of respondents. Respondents were asked their marital status, religious denomination and educational background /level.

Section B considered the training programmes itself. Questions were asked on how long the beneficiaries have been working with T.M.A., the level of increased awareness and understanding of their jobs at T.M.A.; and whether training given to the staff has improved development of the Metropolis.

Section C determined whether the training was considered very essential and also whether respondents felt motivated enough. They were also asked questions with ranking responses, such as whether the use of planning sessions after syndicate exercises and class test were helpful, whether the training and development unit of T.M.A. conduct regular training needs assessment before organizing training programs and the usefulness and whether officers of T.M.A. were enthusiastic about their jobs.

Questions were also asked on whether training programs organised by the T.M.A. were in line with needs of the trainees, whether management should involve officers in the setting of objectives for the training programs.

The questionnaire for the management staff boarded on assessment of the training needs of staff. Queries were made into whether internal training programmes are organised by T.M.A. to be abreast with current events and whether they observed any remarkable changes in the performance of officers after attending the training programme. Questions on whether staff were satisfied about the way training programmes were organised and whether they thought that programs had achieved its objectives was asked.

### **Pre-testing**

Data collection began with a preliminary survey during which the questionnaires were pre-tested. The pre-test exercises were used to decide on

the suitability of the research tools. A pre-test was conducted in the registry department of T.M.A. to determine whether items in the questionnaires were clear enough to elicit the appropriate responses. Two officers each from the T.M.A. training staff were interviewed for the pre-testing exercise. The exercise enabled the researcher to make the necessary changes. It also enabled the researcher to know the right period for the administration of the questionnaires.

### **Analysis of data**

Data collected from respondents were grouped and coded. Statistical analysis however was done using cross tabulation, percentages and frequency distribution. The researcher employed qualitative and quantitative methods to analyze data for this study. The Statistical Product and Service Solution (SPSS) was used to organise data collected from the field. Percentages, ratios, tables, charts, graphs and cross-tabulations were used for analysis in this study. The researcher also used pictorial forms as well as observation to do qualitative analysis.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **Introduction**

The chapter contains the presentations and discussions of data collected from staff and management of the T.M.A. Key issues in the chapter involve types of training received by staff from the T.M.A. and the effectiveness of such training on productivity and development of staff. The chapter also explains from management's point of view the quality and types of training given staff and the general organisation of training in the T.M.A. On the field however, 78 junior staff were available for interviewing in addition to the 10 management staff.

#### **Background of respondents**

##### Sex distribution of staff respondents

As shown in the Figure 1, 43 of staff respondents representing (48.8%) were females and 45 representing (51.3%) were males. This indicates that there were more males individual respondents than females in the study.

##### Sex composition of management staff

Seven of the respondents were males, representing (70%), whilst 3 were females representing (30%).

**Table1: Sex distribution of staff and management**

Response	Staff		Management	
	Frequency	Percent	Frequency	Percent
Female	40	51.3	3	30.0
Male	38	48.7	7	70.0
Total	78	100.0	10	100.0

Source: Field Survey, 2008

#### Age pattern of staff

Data from the field shows that in the age group of 20–29, was represented by 16 respondents (20.5%); 30–39 age group, by 22 respondents representing (28.2%) being the highest category of respondents; 40 – 49 age group, by 21 respondents (26.9%). As shown in Table 1, the field data also indicates that in the age groups of 50 – 59, there were 13 respondents representing (16.7%) and 6 respondents representing (7.7%) in the 60 and above age group category. The age pattern indicates that T.M.A has most of its staff members between the ages of 20-49 representing (75.6%) of the total number of respondents.

#### Age distribution of management

The age distributions of the respondents show that, (10%) are in the 30-39 age group; (40%) in the 40 – 49 group; (40%) in the 50 – 59 group; and (10%) in the 60 and above age group ( see table 16). Their marital statuses (as

indicated in figure 9) show that 7 of the respondents representing (70%) were married, (20%) were single, and (10%) widowed.

**Table 2: Age distribution of staff and management**

Age group for staff	Staff		Management	
	Frequency	Percent	Frequency	Percent
20-29	16	20.5	-	-
30-39	22	28.2	1	10.0
40-49	21	26.9	4	40.0
50-59	13	16.7	4	40.0
60 and above	6	20.0	1	10.0
Total	78	100.0	10	100.0

Source: Field Survey, 2008

As shown in Table 2, seventy percent of the management respondents indicated that they were Christians, whilst 10% belonged to Islam. Twenty percent did not indicate their religions.

#### Marital status for staff

As indicated in Table 3, 25.6% of the staff respondents were single (never married), 6.4% were divorcees, 2.6% were widows whilst as much as 65.4% were married. The study indicates that majority of the staff members are married.



In Table 3, 7 representing 70 percent stated that they are married and 2 representing 20 percent stated that they are single 1 representing 10 percent stated that she is a widow.

**Table 3: Marital status of staff and management**

Response	Staff		Management	
	Frequency	Percent	Frequency	Percent
Married	51	65.4	7	70
Single	20	25.6	2	20
Divorced	5	6.4	0	0
Widow	2	2.6	1	10
Total	78	100.0	10	100

Source: Field Survey, 2008

#### Religious background of management

As shown in Table 4 seventy percent of the management respondents indicated that they were Christians, whilst 10% belonged to Islam. Twenty percent did not indicate their religions.

#### Religious background of staff

The study shows that 6.4% of the respondents were of the Muslim faith whilst 72.3% were Christians. However, one respondent representing (1.3%) did not tell whether he belonged to Islam or Christianity (Table 4).

**Table 4: Religious affiliations of staff and management**

Response	Staff		Management	
	Frequency	Percent	Frequency	Percent
Christianity	72	92.3	7	100
Islamic	5	6.4	1	10
No res.	1	1.3	2	20
Total	78	100.0	10	100

Source: Field Survey, 2008

#### Designations and training

The designations of the staff respondents interviewed included, teachers, environmental health officers, audit officers, national service persons, building inspectors, civil engineers, typists, treasury officers, secretaries, revenue officers, accountants, zonal Chairmen, waste management persons and dispatch riders. Out of these designations, 16.7% were environmental health related officers. Over 28.2% were doing administrative related jobs including, auditing, secretarial, treasury, budgeting, and accounting duties. The respondents in the operations department represented 7.7%, teachers of the T.M.A. nursery schools represented 5%, whilst national service persons were also 5%. However, as much as 22 respondents, representing 28.2% did not indicate their designations. The reasons behind this were not explained (see Table 5).

**Table 5: Designations of respondents**

Designations	Frequency	Percent
Environmental	13	16.7
Works department	5	6.4
Administration	22	28.2
Operation	6	7.7
Teachers	5	6.4
National service persons	5	6.4
Non-responses	22	28.2
Total	78	100.0

Source: Field Survey, 2008

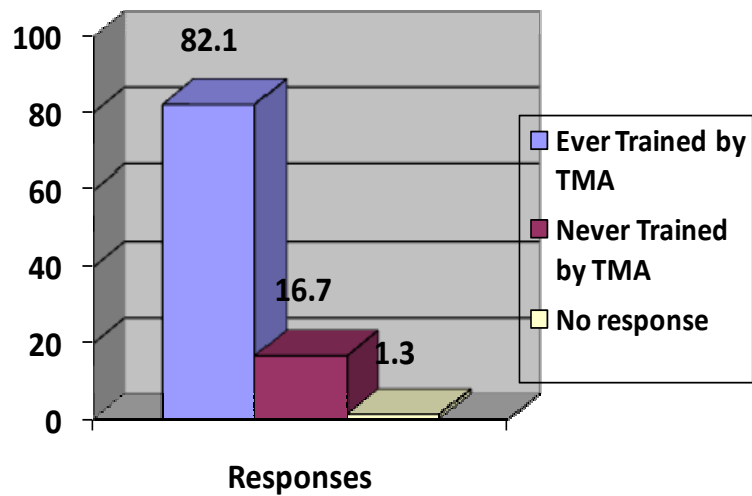
Table 6 shows that among the staff respondents, 12 staff representing 15.4% worked with the T.M.A. for 21 years and more, 7 staff representing 9% worked between 16 and 20 years, 8 representing 10.3% each worked for 11 to 15 years and also 6 to 10 years. However, the largest of the category of staff interviewed, 30 respondents, representing 38.5% worked with the T.M.A. between 1 and 5 years. However, 13 staff representing 16.7% had worked less than 11 months. The largest number of respondent who claimed they have worked with T.M.A between 1-5 years confirms information the researcher gathered whilst having a verbal communication with the staff members. Some of the staff members explained that some new districts have been formed in places like Kpone Tema Newtown etc. and so some of the old employees have been sent there and new ones have been employed.

**Table 6: Years of work with the T.M.A.**

Years	Frequency	Percent
Less than 11 months	13	16.7
1-5	30	38.5
6-10	8	10.3
11-15	8	10.3
16-20	7	9.0
21 and above	12	15.4
Total	78	100.0

Source: Field Survey, 2008

As much as 64 respondents representing 82.1% said ‘yes’ for ever having been trained in the T.M.A., whilst 13 respondents representing 16.7% said ‘no’ for never being trained on the job by the T.M.A.. One person did not respond. This information gotten from the respondents shows that the management of T.M.A. agree with Tyson and York (2000) that the aim of the training process is to help develop the organisations employee’s skills, knowledge and attitude for an effective performance of their work. which leads to the achievements of the organisational aims and objectives by the most cost effective means available. Hamson (1992) also emphasizes on development of workers as a means important primary process through which individuals and organisational growth can achieve its fullest potential (Figure 1).



**Figure 1: Staff trained by the T.M.A.**

Source: Field Survey, 2008

Respondents who received training from the T.M.A. enumerated the number of times they received the training as shown in Table 5. Over 24% had been trained only once, whilst 20.5% benefitted from two trainings. Over 10% have had 3 trainings; 9% had benefitted from 4 training sessions; 7.7% had the opportunity of being trained for 5 times, whilst 2.6% representing only two of the respondents had been trained for 6 times. Only one respondent each had been trained for 7 times and 10 times respectively, whilst two staff topped the list of the highest trained, having received 15 trainings from the T.M.A. (Table 8). The table indicates that the average number of training each worker has received is 2 times.

**Table 7: Number of training received per respondent**

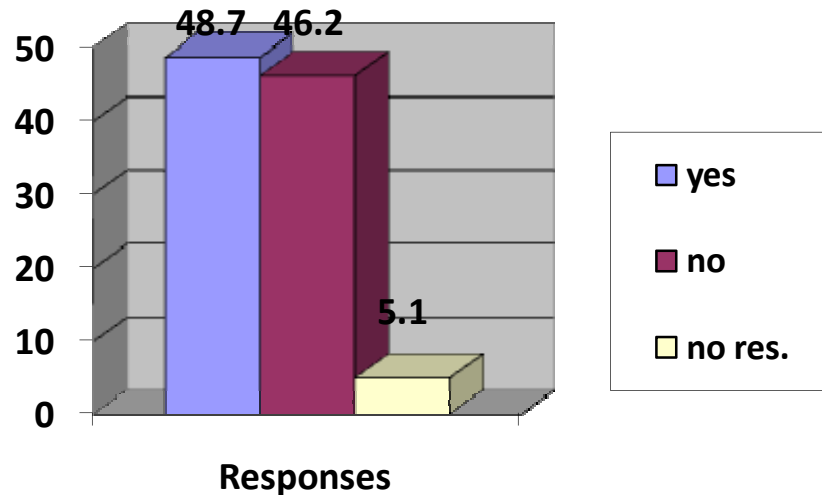
Number of Training	Frequency	Percent
1	19	24.4
2	16	20.5
3	8	10.3
4	7	9
5	6	7.7
6	2	2.6
7	1	1.3
10	1	1.3
15	2	2.6
No response	16	20.5
Total	78	100.0

Source: Field Survey, 2008

### **Types of training organised by the T.M.A. for employees**

Respondents were made to select from a list of four, the types of training they received. The list included: Day – release programme, Job relation, overseas training and Study leave. Figures 2, 3, 4, 5 and 6 show the pattern of responses for the kinds of training received.

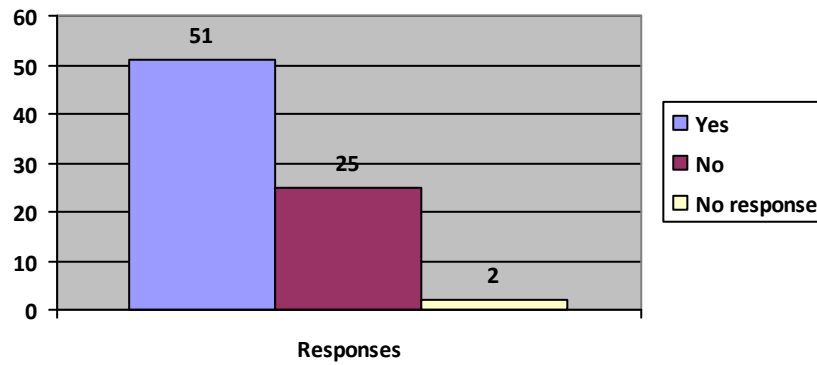
As shown in Figure 2, 36 respondents representing 46.2% said ‘yes’ for benefitting from a ‘Day Release programme’, which are normally a day’s workshop organised by the T.M.A.. Thirty eight of the respondents, representing 48.7% responded ‘no’ to the Day release programme and there was 4 ‘No’ – responses representing 5.1%.The percentage of those who responded that they have benefited from a day released programme.



**Figure 2: Day – release programme**

Source: Field Survey, 2008

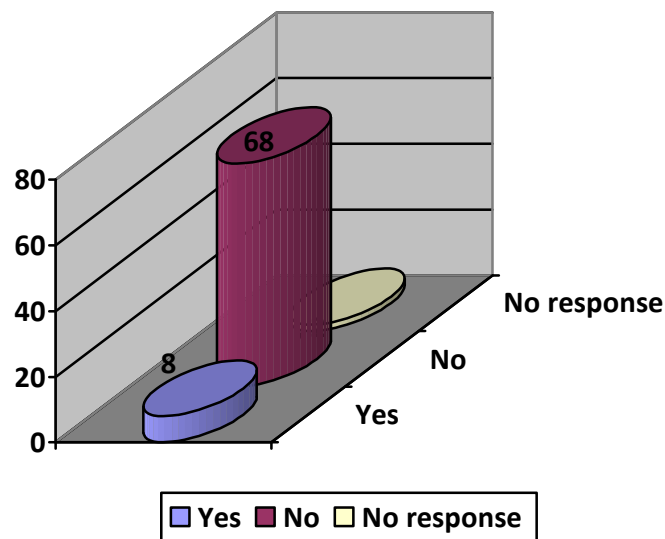
Figure 3 shows the number of people who have received Job related training from the T.M.A. Fifty one respondents representing 65.4% indicated that they received ‘Job Related’ training, whilst 25 others representing 32.1% showed that they did not benefit from any ‘Job Related’ training. Two people did not respond, they represent 2.6%. The information gathered concerning workers having a job related training tells that as many as 65.4 percent of the respondents have had training related to their jobs .But the number of people claiming the training they had was not related to their job were too many which may not benefit the organisation. McGraw-Hill (1967) states that training and development are important functions that will keep all staff members current about policies, procedures and the technology used in the a particular department.



**Figure 3: Job related training**

Source: Field Survey, 2008

As indicated in Figure 4, only 8 staff representing 10.3% received overseas training. These respondents had been working with the T.M.A. for periods of years ranging from 8 to 20 years. They are also in the age groups of 30 – 39 and 40 - 49. According to the T.M.A. training manual(2002) overseas training are for managers and supervisors and this confirms information gathered from the respondents concerning overseas training.

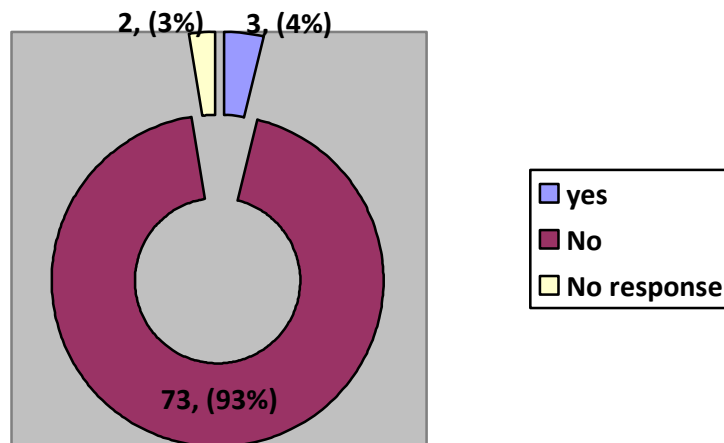


**Figure 4: Overseas training**

Source: Field Survey, 2008



Figure 5 represent those on study leave, only 3 respondents representing 3.8% benefitted from this kind of training. Over 93% responded 'No' for not receiving training in this direction. Two respondents representing 2.6% did not respond. The T.M.A. training manual (2002) states that study leave is an opportunity they give to their workers to upgrade themselves in an institution but if the course to be studied in this institution is not related to ones job he or she will not be paid then it is likely that majority of T.M.A. workers have the habit of apply for courses not related to their jobs.



**Figure 5: Study leave**

Source: Field Survey, 2008

Apart from the four category of training options discussed above, respondents mentioned other trainings being organised for them in T.M.A. 2.6%, a two weeks course 1.3% as other types of training received from the T.M.A.

### **Effectiveness of Training and the Development of T.M.A.**

The staff respondents gave their impressions about the impact of the training they received on the understanding of their jobs. Thirty six of the respondents representing 46.2% strongly agreed that training improved the understanding of their jobs; 26 staff, representing 33.3% just agreed; 3 (4.5%) respondents disagreed that training helped them to further understand their jobs, whilst 2 respondents, forming 2.6% strongly disagreed. This implies as much 62 respondents representing 79.5% believed that training they received from the T.M.A. helped them to understand better, their jobs (Table 8).

**Table 8: Improved understanding of job**

Responses	Frequency	Percentage
Strongly agree	36	46.2
Agree	26	33.3
Disagree	3	3.8
Strongly disagree	2	2.6
No response	11	14.1
Total	78	100.0

Source: Field Survey, 2008

Respondents also showed how relevant the trainings were to them in terms of work output. Thirty respondents representing 38.5% and 28 respondents representing 35.9%, ‘strongly agreed’ and ‘Agreed’ respectively that training received from the T.M.A. improved their work output. Three respondents representing 3.8% and 4 respondents representing 5.1%

‘Disagreed’ and ‘Strongly Disagreed’ that training helped to improve their output as workers of the T.M.A. Thirteen of the respondents forming 16.7% however were indifferent and did not respond. The patterns of the responses are indicative that training received by the staff of T.M.A. helped them to improve their output in their various jobs (see Table 9).

**Table 9: Impact of training on output in T.M.A.**

Responses	Frequency	Percentage
Strongly Agree	30	38.5
Agree	28	35.9
Disagree	3	3.8
Strongly Disagree	4	5.1
No response	13	16.7
Total	78	100.0

Source: Field Survey, 2008

### **Training incentives and motivation**

Responses given by staff indicate that during training sessions, some levels of incentives were given to participants. As shown in Table 10, 45 or the staff respondents representing 57.7% consented for receiving incentives during training organised by the T.M.A. for staff. Over 28.2% however did not agree with their colleagues that there were incentives. Eleven of the respondents did not comment on this (Table 10). However, as shown in Table

11, 27 of the staff respondents admitted having received per diem during training sessions organised by the T.M.A.

**Table 10: Incentives during T.M.A. training sessions**

Responses	Frequency	Percentage
Yes	45	57.7
No	22	28.2.
No response	11	14.1
Total	78	100.0

Source: Field Survey, 2008

**Table 11: Per diem during T.M.A. training**

Responses	Frequency	Percentage
Yes	27	34.6
No	37	47.4
No response	14	17.9
Total	78	100.0

Source: Field Survey, 2008

The pattern of responses shows that staff of T.M.A. are not satisfied with incentives provided during training sessions. Only 30 respondents representing 38.5% showed levels of satisfaction, while 37.2% said an outright 'no' that they are not satisfied; and 24.4% did not comment at all. Dieleman et al (2003) states that motivation should involve supervision, training, performance appraisal and career development. Again he called the

attention to managements of institution to the fact that although financial incentives are important, they are not sufficient to motivate personnel to perform better. But to achieve better staff motivation, attention should be paid to incentives that focus on showing appreciation and respect. This is indicated in Table 12.

**Table 12: Satisfaction of incentives provided during training**

Responses	Frequency	Percentage
Yes	30	38.5
No	29	37.2
No response	19	24.4
Total	78	100.0

Source: Field Survey, 2008

Respondents who answered ‘yes’, being satisfied with incentives provided during training mentioned provision of ‘T&T’, allowances and quality of training as some of the satisfaction derived from the incentives given ( Table 13). On the other hand, those who were not satisfied mainly mentioned insufficient allowances and extra expenses they indicated that was not covered by per diem (Table 13).

**Table 13: Reasons given for ‘yes’ and ‘no’ responses on satisfaction of incentives**

Reasons	
‘Yes’	‘No’
<ul style="list-style-type: none"> <li>• ‘I acquired Knowledge in addition to what I have’</li> <li>• ‘I was given T &amp;T in addition to the morning, afternoon and evening food served’</li> <li>• ‘They provided lunch and snack during the training session; and at the end we were given allowances’</li> <li>• ‘yes because, I value the training more as a motivation than all the financial incentives’</li> <li>• ‘Job related materials were provided’</li> <li>• ‘Because of the provision of adequate and sufficient resources’</li> <li>• ‘Lunch was provided in house so that we did not waste time to go out for food’</li> </ul>	<ul style="list-style-type: none"> <li>• ‘Incentives were not enough to meet the workshop attended’</li> <li>• ‘No incentives were given’</li> <li>• ‘There was no incentives’</li> <li>• ‘I think I deserve more than I was given’</li> <li>• ‘I did not receive any incentive’</li> <li>• ‘It was just a day’s workshop’</li> <li>• ‘The incentive was too small’</li> <li>• ‘Incentive was insufficient’</li> <li>• ‘The incentive we were told was reduced’</li> <li>• ‘The incentive was far below expectation’</li> <li>• ‘Incentives given takes care of only transport and food whilst other expenses are left’</li> <li>• ‘Expenses were more than the cash given us’</li> </ul>

Source: Field Survey, 2008

The incentive satisfaction levels of staff as shown in Table 14 reflects to some extent in responses given by the respondents when they were asked of

their motivation to participate in training programme. Forty one of the respondents representing 52.6% said they felt motivated to attend training programmes, whilst 33.3% said there was no motivation in attending training programmes organised by the T.M.A. Eleven respondents representing 14.1% did not make any comments (Table 14).

**Table 14: Motivation to attend training programme**

Responses	Frequency	Percentage
Yes	41	52.6
No	26	33.3
No response	11	14.1
Total	78	100.0

Source: Field Survey, 2008

The respondents however explained the reasons behind their responses in Table 14. This is listed as follows:

Reasons for ‘yes’ responses:

- ‘everything we need for training are always provided’
- ‘It helps me a lot in doing my work’
- ‘we were given money to buy items need for the training’
- ‘My job was enhanced by the various training sessions I took part in’
- ‘It improves my working skills’
- ‘I gained new knowledge concerning my job’
- ‘It keeps in focus me in focus in the execution of my job’

- ‘I gained enough knowledge in previous trainings which helped me to improve my performance’
- ‘It helps me a lot in doing my work’
- ‘Training helps me for promotion’
- ‘It helps me to deliver my work very well’
- ‘My job was supported by numerous training sessions I attended’
- ‘The training was an enlightened my job’
- ‘Through training I was exposed to a lot of ideas for my job’

On the other hand respondents who said ‘no’ in Table 12, gave the following reasons comprising:

- ‘The training was not in line with the department I was posted to’
- ‘Because African time is too much in the system in the office’
- ‘I love my job so I will only participate in training which will enhance my output’
- ‘No incentives were provided’
- ‘There was no incentive or motivation although I gained promotion afterwards’

### **Relevance of training**

The relevance of the training offered staff is discussed in terms of training evaluation outcomes, methods of evaluation and promotions received after training by the staff. The relevance is also discussed in terms of training conducted based on needs assessment. On issues of evaluations, 66.7% of the respondents were of the view that trainers organised evaluation sessions;



17.9% thought otherwise. They were of the opinion that no evaluations were done after training sessions; 15.4% did not say anything about evaluations. These responses are shown in Table 15. The respondents who said their training sessions were evaluated indicated methods of evaluations as class exercises, class tests, project work oral test. Out of these four mediums of conducting the test, class tests, followed by class exercises were the main evaluation methods. Oral test and project work were also used but insignificantly (Table 16).

**Table 15: Evaluations of training sessions**

Responses	Frequency	Percentage
Yes	52	66.7
No	14	17.9
No response	12	15.4
Total	78	100.0

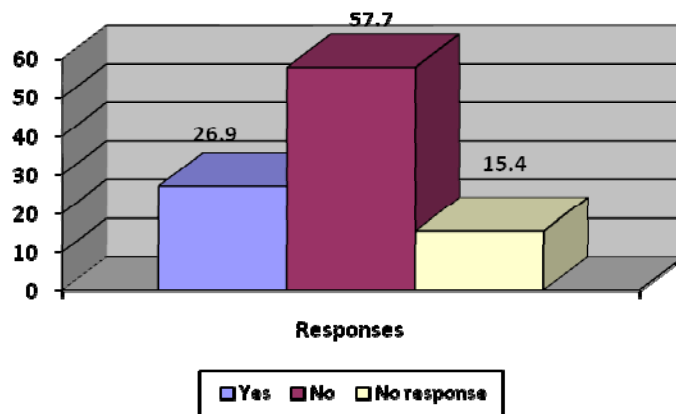
Source: Field Survey, 2008

**Table 16: Evaluation methods**

Methods	Frequency	Percentage
Class Exercises	19	24.4
Class Tests	21	26.9
Project Work	8	10.3
Oral Test	5	6.4
No response and not applicable	25	32.0
Total	78	100.0

Source: Field Survey, 2008

As indicated in Table 16, the ‘No – response and Not Applicable’ were categories of respondents who actually did not respond and those who also said ‘no’ as shown in Table 16 that the evaluations were conducted. The respondents who said their trainings were evaluated were asked if their performance in the evaluation influenced or changed their position. Responses show that 26.9% had their ranks and positions influenced, whilst 57.7% had not changes in their ranks; 15.4% did not respond to this question (Figure 6).



**Figure 6: Influence of evaluation on ranks or positions**

Source: Field Survey, 2008

Responses further show that needs assessments were conducted to some greater extent before training programmes; 59% of respondents testified to this, whilst 26.9% out rightly said ‘no’ training needs were not conducted. Eleven of the respondents representing 14.1% did not say anything, as indicated in Figure 6 as ‘no responses’. A section of respondents 59% said training in T.M.A. are conducted according to the needs of trainees. A section of respondents 26.9% however, said needs of trainees were not taken into account on this note where 26.9 % out of the respondents are saying needs

assessment was not conducted before they attended training it is not a good practice. According to Mullins (2002) before the beginning of every training programme there should be an objective assessment of training needs relating to the vision, of the organisation, the need to be responsive to changes in external environmental influences and other important things.

**Table 17: Conduct of training needs assessment**

Responses	Frequency	Percentage
Yes	46	59
No	21	26.9
No response	11	14.1
Total	78	100.0

Source: Field Survey, 2008

On issues of management involvement in the design of training programmes, ‘79% of the respondents’ thought the human resource development personnel should be a key facilitator; 3.8% of respondents did not agree to this; 16.7% of them did not make any comments on this. Respondents who felt the human resource development personnel should be a key facilitator explained that their involvement will bring about the following: sustainable training programmes; effective performance assessments; development of training programmes that target the needs of staff, since it is the department that supervises workers; motivation and job satisfaction among the human resource personnel and even staff once they are participating in decision making.

### **Management staff and training within the T.M.A.**

The study surveyed 10 management staff to solicit their views on types of training they have received and accompanying incentives.

The occupations of the management staff interviewed included:

- Accountant
- Civil Engineer and supervisor
- Human Resource Assistant
- Administrator
- Chief of Environmental Health
- Head Teacher of T.M.A. schools
- Coordinator
- Head of Operations – Engineer department
- Public Relations Officer
- Head of Registry.

Levels of education of the respondents indicate 10% had a second degree; 70% was holding first degrees; 10% was with a polytechnic diploma; and 10% had secondary level certificate.

### **Type of training, competence and management responsibility**

Of the 10 respondents, 8 representing 80% have worked with the T.M.A. up to 20 years whilst 2 representing 20% have worked with the T.M.A. over 21 years. Further, responses show that 50% have worked with the T.M.A. between 6 and 10 years; 10% worked between 11 to 15 years; and

another 10% worked between 16 and 20 years with the T.M.A.. This is shown in Table 18.

**Table 18: Years of work with T.M.A.**

Years of work with T.M.A.	Frequency	Percentage
1-5	1	10.0
6-10	5	50.0
11-15	1	10.0
16-20	1	10.0
21 and above	2	20.0
Total	10	100.0

Source: Field Survey, 2008

Respondent further demonstrated the years of work in their current positions. Two respondents representing 20% have held their current positions for 8 years; another two respondents representing 20% also held their position for 6 years. Others have been in their positions for 25 years, 21 years, 16 years, 12 years, and 5 years.

Respondents also indicated that they attained management positions through the following:

- By acquiring higher education (30%)
- Rising through the ranks and training (50%)
- Performance and higher education (20%)
- Rising through the ranks and education (10%)

It is clear from the above responses that training in the form of higher education or on the job has played significant role in the promotion of the management staff interviewed to their current positions. On their views on management appointment through training, the respondents said the following as indicated in Table 19.

**Table 19: Views on management appointments by training**

Views
<ul style="list-style-type: none"> <li>• ‘The system is fair’</li> <li>• ‘It is 50 - 50, because sometimes people are allowed to head departments without any experience’</li> <li>• ‘Mostly, managerial positions are attained with highest educational levels not only through on the job training’</li> <li>• ‘Appointment to top management through training has been the practice in the T.M.A.</li> <li>• ‘Appointment is very flexible such that right people are denied the job’</li> <li>• ‘The system is very transparent in the sense that the person due to a position received it’</li> <li>• ‘Appointment through training is not bad but, levels of education should be considered’</li> </ul>

Source: Field Survey, 2008

As shown in Table 19, is it apparent that training on the job and experience plays a higher role in appointments in the T.M.A.. Regarding competence of top management, all the respondents said the top management

at the T.M.A. is very competent mainly because of regular training organised for them. This could better explain why there was a 100% response that management is committed to implementing training policies within the T.M.A. Respondents explained that management's commitment to training policy is demonstrated by ensuring the regular training at the appropriate time, and making sure the right personnel attend the training. Over 80% of the respondents however thought the current training policy is appropriate to the purpose of the assembly, 10% of the respondent did not agree to this, whilst one person also representing 10% did not answer the question.

### **Methods of recruiting staff members for training**

Management respondents explained that staff members were normally sent for training after needs assessments were conducted on them. Sometimes, training for staff were based on recommendations from heads of departments, after which letters inviting participants are served. There was a 90% response that newly employed staff are given training. One respondent representing 10% did not agree to this.

### **Training incentives**

Discussing incentives for training organised for staff, management respondents (all) said trainees did receive incentives. However, 40% of them said per diems were given, whilst 60% said per diems were not given. This reflects what staff respondents complained about in section 4.4.1, explaining their displeasure about inadequate incentives that were given during training sessions. Management (70% of the respondents) on another side again said

trainees appreciate incentives, whilst (30%) were emphatic that respondents do not appreciate incentives. This trend contradicts responses in section 4.4.1 where staff respondents showed that they were not satisfied with incentives provided during training.

On the whole, management respondents assessed staff motivation and its influence on their participation in training, (40%) of the respondents claimed inadequate motivation among staff affects their participation in training sessions whilst (60%) thought otherwise. The respondents in the (40%) category gave explanations to their response including: when training budgets reduce, incentives for trainees also reduce and they become demoralised; most often staff members look out for certificates of participation during training and when it is not given, it affects their motivation for subsequent training; staff members think of better motivations that they receive.

Finally, (70%) of the management staff said they seek self development through education more than through trainings; (30%) was of the view that their personal development comes only through the training received from the T.M.A. Further responses show that those who sought self development through education paid their own expenses and fees.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **Summary**

The study set out to assess the extent to which capacity building initiatives, especially training and needs assessment for the staff of T.M.A. have influenced the knowledge, attitude and work output of staff in the T.M.A. Specifically, the research examined whether the training provided has met the objectives set by the T.M.A. whether the training provided has adequately equipped the trainees to face the challenges on the field; whether the trainees were motivated enough to attend training programmes; whether trainees see the training given as a very important component of their work; finally, the study assessed whether managers were involved in needs assessment and objective setting for the training programmes. The training programmes available so far within the T.M.A. included a day's workshop; Job related training, overseas training, and study leave.

The study population involved staff members of T.M.A. who have been at post 'for six months and above'. The total employee strength of the T.M.A. is 3500 (including senior and junior staff). 100 staff members were targeted. This targeted group was made up of 90 junior staff members and 10 management staff. The study employed the stratified probability sampling method. Simple random was used to select respondents from each group of

respondents from each group of staff. This methodology ensures even and fair representation.

Majority of the respondents both from the staff and management were of the view that, training objects were normally met, because all trainings conducted were based on needs of trainees assessed, in exception of newly employed staff who were trained based on the department in which they were posted.

The respondents in this study also stated clearly that training provided has helped them to better understand their job, and be efficient at their works. Some of the staff respondents further pointed out that the training helped them to gain promotion on the job. Management respondents also said that, they are efficient and effective because of the regular training they received from the T.M.A. However very few respondents particularly from the staff were of the view that courses attended were different from their main jobs.

Motivation for training and incentives were points of conflicts among staff and management. Respondents from staff were strongly dissatisfied with the type of motivation and incentives provided for training within the T.M.A. A good percentage of staff respondents clearly stated that, they were not motivated to attend training organised by the T.M.A. because of inadequate incentives given. Lack of per diems and its inadequacy was grossly mentioned among staff respondents as major issues affecting their motivation to attend training. Respondents also claimed that promises that were made towards training packages, like covering all expenses and issuing out of certificates were mostly not met.

On the other hand, management respondents claimed that staff were regularly given the needed motivation they deserved to attend training. Management mentioned that incentives were given during each training, but admitted that participants were not fully satisfied with most incentives, because most of them normally expected more than they received. Management again explained that, this arises when initial training budgets get slashed down.

Management respondents stated that training needs assessments were normally conducted for trainees. The study shows that management is deeply involved in the planning and conduct of training evaluations. Methods of evaluations used within the T.M.A. included class exercises, class test, project work, and oral test. However, class exercises, class test and project work were the main means of evaluation of training in the T.M.A.

## **Conclusions**

In conclusion it is relevant to note that though workers of T.M.A. complained about the training they attended not being related to their jobs the study found out that T.M.A. conducts needs assessment before organizing a training programme. It was also revealed that orientation is given to every staff member whether management or junior rank to be familiar with the job he or she has to do.

Moreover it was also established through the study that there were various forms of training governed by policies for T.M.A. workers. The researcher found out that the effect of motivation and incentives on the average.

It is the researchers hope that this study will help T.M.A. to give more attention to the human resource development that will lead to the development of the municipality.

### **Recommendations**

The study basically recommends that for training to be very effective and to have its full meaning in the T.M.A. the following should be done:

- Management should conduct training needs assessments involving all target groups and beneficiaries before all trainings commence
- Management should clearly inform targets about incentives in terms of per diems, feeding, and other benefits before embarking on training
- Management should not make promises that cannot be redeemed
- Training should not be seen as a reward for close allies of top management to the detriment to the T.M.A., but trainees should be selected in accordance with their qualifications and job requirements
- Training contents should be designed to benefit all ranks that attend specific workshops
- Training packages should contain direct job issues, and as well as some issues of personal concern that cuts across the interest of the target being trained
- Evaluations of training should involve more modern and innovative approaches such as participant and peer reviews, and evaluations through process facilitation during the workshops.

## REFERENCES

- Action Plan Arising from the Tema City Consultation. The United Nations Volunteers (UNV) project No. GHa/00/01.
- Armstrong, M. (2006). *Human resource management practice*, London, Kogan London Limited, 252.
- Bandura, A. (1995). *Self efficacy mechanism in human behaviour*, American Psychologist 37.
- Bateman, T. S. (1996). *Method and Analysis in Organisational Research*. Edwin Reston, Va, Reston.
- Beardwell, I. & Holden, I. (1994). *Human resource management. A Contemporary Perspective*. London: PiT.M.A.n Publishing.
- Business Balls. URL: ([www.business.com/traindevnt](http://www.business.com/traindevnt)).
- Cole, G.A. (1998). *Management theory and practice*, (6<sup>th</sup> ed.). DP Publishing Ltd.
- Daft, D. & Noe, R. (2001). *Organisational behaviour*. Fort Worth, TX: Harcourt College Publishers.
- DeSimone R. L. & Harris, D. M. (2002). *Human resource development*, (3<sup>rd</sup> ed.). United States of America: Thompson South –West.
- Dielemann, M., Viet Cuong, P, Vu Anh L. & Martineau, T. (2003). *Identifying factors for job motivation of rural health workers in North Vietnam. Human Resources for Health*.1:1–10.
- Downie, J. H. (1905). *The training of young people in industry*. Robert Hyde House 48 Byansten Square LondonW1.
- Drucker, P.F. (1985). *Getting things done how to make good people decisions* Harvard Business Re view.

- Evans, N. G. (1970). *The effect of supervisory behaviour on path*. Good Relationship: Organisational Behaviour and Human Performance,
- Gane, C. (1972). *Managing the Training the Training Function*. London George Allen and Awin Ltd.
- Griffin, R. W. & Moorhead, G. (2006). *Organisational behavior*. A.I.T.B.S Publishers & Distributors (Redg.).
- Hernes, T. (1988). *Training contractors for results a guide for trainers and training managers*. International labour office Ch.1211 Geneva22, Switzerland.
- Holden, D. H. (1994). *Principles of training*. Department of psychology University of Leeds.
- Humblin, A. C. (1974). *Evaluation and control of training*, McGraw-Hill New York.
- Kirk, R. E. (1995). *Experimental design*. Pacific Groove, Brooks.
- Kumar, R. (2005). *Research methodology-A step by step guide for beginners*. Malaysia: Sage Publications.
- Laird, D. (1985). *Approaches to training and development*, (2<sup>nd</sup> ed.). Boston: Addison-Wesley.
- Mager, R. F. & Pipe, P. (2000). *Analysing performance problems: Or You Really*, (2<sup>nd</sup> ed.). Oughta Wanna.
- Maslow, A. H. (1954). *Motivation and personality*, New York: Harper and Row.
- Mayo, G. D. & Dubois, P. H. (1987). *The complete book of training theory, principles and techniques*.

- McBeath, G. & Rands, D. N. (1994). *Salary administration*, (3<sup>rd</sup> ed.). Business Books.
- Moore, T. (1998). *Good bye, Corporate Staff*. Fortune, December 21 pp65-70
- Moorhead, G. & Giffin, S. (1998). *Organisational behaviour*. USA: Noughton Miffin Company.
- Mullins, L. J. (1993). *Management and organisational behaviour*, (3<sup>rd</sup> ed.). PiT.M.A.n Publishing.
- Mullins, L. J. (2002). *Organisational Behaviour* (6<sup>th</sup> ed.). UK, Pearson Education Ltd.
- Noe, R. A. (1999). *Employee training and development*, New York: McGraw-Hill Int.
- Rae, L. (1994). *The skills of human relations training*, Gower.
- Rainbird, H. & Maguire, S. (1993). *Personnel management*. Vol. 25, No.2, pp 34-37.
- Robbins, S.P. (1991). *Organisational behaviour*. Englewood Cliffs, New Jersey: Prentice Hall.
- Rummler, G. (1996). *Training and development*. London: D.G.
- Shaun, T. & York, A. (2000). *Essential of management*. Butterworth-Heinemann, Oxford.
- Hied, J. B. (1987). *Academy of management Journal*. vol 23 No2 pp32-38
- Warr, P., Bird, M. & Rackman, N. (1979). *Evaluation of management Training*, (4<sup>th</sup> ed.). Gower Franborough, England.
- Webster's Ninth New collegiate Dictionary (1990).
- Wikipedia, (2007). URL: <http://en.wikipedia.org/wiki/Motivation>

**APPENDICES**

**APPENDIX A**

**INTERVIEW SCHEDULE FOR STAFF OF T.M.A.**

**Introduction**

This study is being undertaken in partial fulfilment of the requirement for the award of Master of Arts in Human Resource Development. The purpose of this study is to assess training programmes offered by Tema Metropolitan Assembly to employees.

Responses to this questionnaire will be used only for the purpose of the study. You are assured of confidentiality of information provided.

Please tick the correct answer or provide a short answer in the space provided.

**Section A: Background of respondents**

1. Sex:

1. Male

2. Female

2. Age:

1.  20 - 29

2.  30 - 39 3.  40

4.  50 - 59

5.  60 - above

3. Marital Status:

1.  Single

2. Married

3. Divorced

4. Widow

5. Others.....

4. Religion:

1. Christianity

2. Islam

3. Traditional

4. Others:.....







19. If yes, indicate the method of evaluation
1. Class Exercises [ ] 2. Class Test [ ] 3. Project Work [ ]
4. Oral Test [ ] 5. Other.....
20. Did your performance in the above change your position or rank?
1. Yes [ ] 2. No [ ]
21. Did T.M.A. conduct regular training needs assessment before organizing training programmes?
1. Yes [ ] 2. No [ ]
22. Are training programmes organised by T.M.A in line with the needs of the trainees
1. Yes [ ] 2. No [ ]
23. Do you think management should involve human resource development personnel in the setting of objectives for the training programmes?
1. Yes [ ] 2. No [ ]
24. Give reasons for your choice in the above question
- .....

## APPENDIX B

### QUESTIONNAIRE FOR MANAGEMENT STAFF OF T.M.A.

#### Introduction

This study is being undertaken in partial fulfilment of the requirement for the award of Master of Arts Human Resource Development. The purpose of this study is to assess training programmes offered by T.M.A. to management staff.

Responses to this questionnaire will be used only for the purpose of the study. You are assured of confidentiality information provided.

#### Section A: Background of respondents

##### Instructions

Please tick the correct answer or provide a short answer in the space provided.

1. Sex:

1. Male

2. Female

2. Age:

1.  20 - 29

2.  30 - 39

3.  40 - 49

4.  50 - 59

5.  60 - above

3. Marital Status:

1. Single

2. Married

3. Divorced

4. Widow

5. Others.....

4. Religion:

1. Christianity

2. Islam

3. Traditional

4. Others:.....







**APPENDIX C: ORGANISATIONAL STRUCTURE OF T.M.A.**

