UNIVERSITY OF CAPE COAST

STAFF TRAINING AND DEVELOPMENT AT THE TAKORADI POLYTECHNIC

BY

ESTHER GYAMFI

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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 Name: Esther Gyamfi

Signature: …….. Date: ……

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 Name: Dr. E.K. Ekumah

Signature: …….. Date: ……

ABSTRACT

Training and developing staff are key elements in the achievement of organisational goals, and the performance and quality of an organisation depend on the quality of its human resource. The objective of the study was to assess the staff training and development process at the Takoradi Polytechnic.

The data for the study was gathered through two media - questionnaires and interview guide. The study employed the quota and simple random sampling techniques. A total of 222 respondents, out of a sample size of 269, provided valuable responses for the study.

The study revealed that several factors such as inadequate opportunities for staff development and lack of funds challenged effective staff training and development at the Takoradi Polytechnic. It emerged that the major benefit of the staff development policy was the provision of study leave with pay and the provision of scholarship and sponsorship to staff. First Degree was, generally, identified as the staff's most preferred training. It was again evident that the most common training programme offered to staff at the Takoradi Polytechnic was seminars.

It was recommended that adequate training opportunities and enough funds be provided for all categories of staff to enable them improve upon their current abilities. Innovative ways such as the provision of periodic publications on the policy should also be introduced to sensitise all staff on the staff development policy.

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DEDICATION

To my daughter-Juliesta Asafo-Adjei

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LIST OF ACRONYMS

B-TECH	Bachelor of Technology
HND	Higher National Diploma
HRD	Human Resource Development
HRM	Human Resource Management
PhD	Doctor of Philosophy
SHS	Senior High School
SPSS	Statistical Products and Service Solutions

CHAPTER ONE

INTRODUCTION

Background to the study

Resources of an organisation or a nation can be grouped under physical, financial and human. According to Wikipedia (2011), human resources is a term used to describe the individuals who make up the workforce of an organisation. It includes the energies, talents, skills, abilities, knowledge or efforts of people which are applied to the production of goods or in the rendering of useful services toward the achievement of organisational goals. In the view of Harbison (1976), the human resource constitutes the ultimate basis for the wealth of nations and organisations. Thus, it is the human resource that has the ability to bring together all the other factors of production to aid in the achievement of an organisation or a country's set goals or targets. Cole (2002) explains further that the human resource is dynamic, and, is, as well, the most important of any organisation's resources since the nature and strength of an organisation is invariably tied up with the qualities and attributes of its staff or human resources.

Armstrong (2006) defines training as the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. Staff development, on the other hand, can be elucidated as the process of improving or increasing the effectiveness of staff or employee(s)

of an organisation. It involves the process whereby the employee is made to pass through either formal or informal education or a series of training programmes in order for the employee to be more knowledgeable, skilled and effective to aid in the accomplishment of the specific and/or general job tasks that may be assigned him/her within an organisation. Staff development involves activities that have a focus on preparing employees for future responsibilities while increasing their capacities to perform their current jobs more efficiently. Thus, staff training and development is traditionally not only essential, but, also, critical to the survival of organisations the world over including educational institutions such as the universities and polytechnics in Ghana.

Polytechnic education in Ghana has the aim of providing relevant middle-level manpower training, a role particularly critical for the effective implementation of industrial and technological development of a country. It is based on this that the Government of Ghana established ten Polytechnics in the ten regions of the country to educate people in Hospitality and Catering, Applied Science and Technology, Engineering, Building, Furniture Design and Construction, Statistics, Applied Arts, Fashion and Commercial Arts; and Commerce – Accounting, Secretarial and Communication Practice to offer the essential technological know-how to support in advancing the country's developmental goals (Takoradi Polytechnic Corporate Strategic Plan, 2005).

The Takoradi Polytechnic was established in April 1954 as a Government Technical Institute. It was later upgraded by the Polytechnic Law 1992 to become part of the Ghana Tertiary Education System. Takoradi Polytechnic operates

under the National Council for Tertiary Education with the direct governance and administration vested in the Polytechnic Council and the Academic Board respectively.

Administratively, the Polytechnic Council is the highest policy making body while the Academic Board is responsible for determining academic policies, prescribing rules and regulations for operations, and advising the Council on policy formulation. The Polytechnic is governed and administered in accordance with the Polytechnic Law (1992) and the Statute of the Takoradi Polytechnic (2009).

The Polytechnic, at the time of the study, had a student population of 8,906 out of which 6,005 were males with the remaining 2,901 being females. For the staff strength, the Polytechnic had a staff population of 886 out of which 275 were senior members, 290 were senior staff with the remaining 321 being junior staff (Takoradi Polytechnic Planning Unit, 2009).

The vision of the Takoradi Polytechnic is to attain excellence in manpower training and action research in order to provide support to industry and commerce in the areas of Human Resource Development (HRD) and information development. Consequently, the Polytechnic aims at promoting industrialisation and economic development for the Western Region and Ghana in general (Takoradi Polytechnic Corporate Strategic Plan, 2005/2009).

Statement of the problem

The vision of all the ten Polytechnics in Ghana is to attain excellence in manpower training and action research in order to provide support to industry and commerce. Particularly, the Takoradi Polytechnic aims at promoting industrialisation and economic development for the Western Region and Ghana in general (Takoradi Polytechnic, 2005). To achieve this, the Polytechnic needs staff who are competent, and, also, are able to adjust to their ever changing work environment. Unfortunately, the Takoradi Polytechnic has been unable to fully address its human resource needs (Takoradi Polytechnic Corporate Strategic Plan, 2005/2009).

Over the years, the Takoradi Polytechnic had witnessed a tremendous increase in student populations. This has, consequently, resulted in putting enormous pressure (in terms of staff upgrading and updating their knowledge base) on the number of staff available to the Polytechnic. Ideally, these staff were all expected to be trained and developed, and, though the Takoradi Polytechnic is making strides toward this, there still seem to be a gap between the staff training and development needs of the Polytechnic and the current state of staff development. This was captured in the Polytechnic Corporate Strategic Plan (2005/2009) where, among other things, it was stated that a major problem facing the Takoradi Polytechnic was inadequate staff training and development.

To this end, the study sought to examine the staff training and development processes of the Takoradi Polytechnic in order to identify some of

the challenges or problems associated with them so that they can be duly addressed.

Objectives of the study

The main objective of the study was to assess the staff training and development processes at the Takoradi Polytechnic. The specific objectives of the study were to:

1. identify the benefits that the staff of Takoradi Polytechnic associate with the existing staff development policy of the Polytechnic;
2. determine the training and development needs of staff at the Takoradi Polytechnic;
3. examine staff training – related challenges at the Takoradi Polytechnic;
4. assess training programmes offered to staff at the Takoradi Polytechnic; and
5. make recommendations for improvement of staff training and development at the Takoradi Polytechnic.

Research questions

This study was guided by the following research questions:

1. what are the benefits that the staff of Takoradi Polytechnic associate with the existing staff development policy of the Polytechnic?
2. what are the training and development needs of the staff of the Takoradi Polytechnic?

3. what are the staff training-related challenges at the Takoradi Polytechnic?
4. which training programmes are offered to staff of the Takoradi Polytechnic?

Limitation of the study

The major limitation of this study was the inability of the management staff of the Takoradi Polytechnic to provide the staff development policy of the Polytechnic. Knowing how valuably the contents of the policy would have contributed to the overall output of the study, the researcher tried as much as possible to obtain the document, but all to no avail.

Significance of the study

It is expected that the study would uncover some of the challenges that are encountered in the Takoradi Polytechnic with respect to staff training and development. This would enable the leadership of the Polytechnic put in place appropriate mechanisms to enhance the staff training and development process of the Takoradi Polytechnic. Besides, since Ghanaian Polytechnics have similar human resource policies, the results of the study could be used to address the problem of staff training and development that exists in the other Polytechnics.

Organisation of the study

The study has been divided into five chapters. The first chapter contains information on the background of the study, the statement of the problem, the

objectives of the study, the research questions, the limitation of the study, the significance of the study, as well as the organisation of the study. Relevant literature were reviewed in the second chapter. The methods that were used in collecting the data for the study are spelt out in chapter three. The issues covered include the study organisation, the study design, population, sample size and selection, instrumentation and data collection, data and sources, ethical issues addressed, fieldwork, field challenges, as well as data management. The analysis of the data collected is found in chapter four. The summary, the conclusions and the recommendations are then covered in the fifth chapter.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

Literature on staff training and development and their significance to the organisational goal attainment are reviewed in this chapter. Issues covered include training and development, staff training, staff development, training and development policy, training and development processes. Others include needs assessment, design/implementation of training programmes, training evaluation, and facilitation of effective and efficient staff training and development. The chapter then ends with the conceptual framework of the study.

Training and development

Training and development constitute a process, which starts when a new employee enters an organisation, usually in the form of employee orientation, on-the-job or off-the-job training. Goss (1994: 62) argues that "although the term training and development are frequently treated by some as synonymous or by others as representing mutually exclusive activities, from a Human Resource Management (HRM) perspective, they are better understood as being linked, such that training is seen as both a part of and a precondition for development". The traditional reason for regarding training and development as distinct personnel

practices has much to do with hierarchical divisions that can exist within an organisation. Training has evolved as something that is provided for non-managerial workers, whereas development has been treated as the preserve for management.

Acheampong (2006) supported this assertion when he drew the difference between training and development. He argued that training is the process of exposing junior employees to specific knowledge and skills in order to enable them perform specific tasks while development is the process of providing senior employees with conceptual skills for performing general duties. Goss (1994) further adds that this type of binary divide has two difficulties within the HRM perspective. First, it undermines the assumption that all employees are a valuable resource to be developed to their maximum potential. Second, it can obscure the fact that managers also need training. It can be said that both training and development are critical in an organisation's activities, and, to ensure a holistic development in an organisation, training and development must go hand in hand.

Staff training

In this era of change, training is no longer a luxury but a necessity for the attainment of organisational goals and objectives (Cascio, 1992). Invancevich (1998) also defined training as a systematic process of altering the behaviour of employees in a direction that will achieve organisational goals. Training is related to present job skills and abilities. It has a current orientation and helps employees master specific skills needed to be successful. Beardwell and Holden (1998)

advanced some of the reasons employers need to train their employees. They posit that new employees are, in some respect, like the raw materials – they have to be processed to be able to perform their job tasks adequately and to fit into their work group and into the organisation as a whole. They further add that jobs and tasks may change over time, both quantitatively and qualitatively, and employees have to be updated to maintain their adequate performance, and, again, people need training to perform better on their existing jobs.

Staff development

As Harrison (1992) indicates, development is the provision and organisation of learning experiences in the workplace so that performance can be improved and work goals achieved. He explains further that through the enhancement of the skills, knowledge, learning abilities and enthusiasm at every level, there can be continuous organisational as well as individual growth. Beardwell and Holden (1998) also believe that staff development refers to the development of administrative and technical staff by an organisation. Its aim is to enable employees to perform their current and future roles effectively.

Employee (staff) development must therefore be a part of a wider strategy for the business, aligned with the organisation's corporate missions and goals. What organisations need of their employees is development, for this is the process whereby a person, through learning and maturation, becomes increasingly complex, more elaborate and differentiated. They then become better and able to adapt to the changing environment.

Training and development policy

According to Simmonds (2003) an effective way of making workers or trainees accept and appreciate training programmes most, is for there to exist a document to that effect. He provides a template for such policy which can be adapted by any organisation. According to him, such a document should include pertinent training and development issues such as: commitment of the organisation/board/senior management to the training and development of all staff, commitment to responding to the training needs of the organisation, responsibilities of individual staff members and line managers for training, and commitment of management to providing acceptable training strategies.

In the same breath, Simmonds (2003) further postulates that such a document should capture issues such as: commitment of organisations to providing equal opportunities and access to staff, commitment to providing funding, budgeting and resources for training, commitment to individual performance reviews and appraisal linked to training, and responsibilities of individual staff members to individual development plans. He additionally explains that the policy should indicate how and whether the policy will be communicated to all staff, how the policy will be implemented, and how the policy will be reviewed and developed. What level of consultation and participation there will be, and whether the policy has been agreed, signed and dated by the chief executive are some of the other relevant issues supposed to be captured in a good staff training and development policy.

Training and development process

Training and development can be said to be a process which involves various well-calculated stages that are all geared toward improving upon the abilities and capacities of the worker so as to aid in fulfilling the organisational goals**.** Among many of the models of training and development that have made greater progress into organisational settings and their subsequent impact on instructional design is that proposed by DeSimone and Harris (1998). Their model involves three steps as shown in Figure 1:

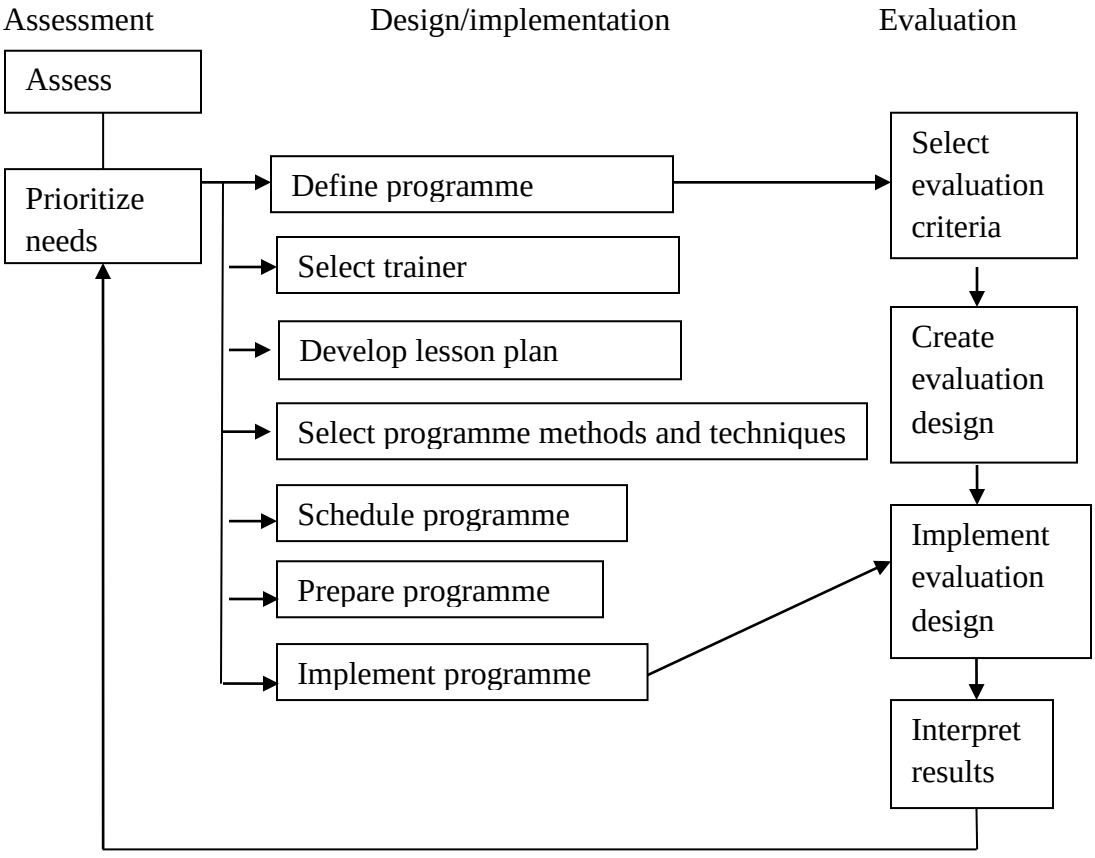

Figure 1: Training model

Source: DeSimone and Harris, 1998

The authors conceive that an organisation's human resource development is effective if it successfully addresses some organisational needs (needs assessment). Again, they add that an organisation's human resource is efficient if it translates the needs into programme objectives (training design/implementation) and determines whether a programme is accomplishing its objectives (training evaluation).

On the other hand, Noe (2005), in his training and development process model, describes seven steps involved in the training process. The first step in the model is to conduct needs assessment to identify if training is needed. He adds that it is very necessary to prepare the employees for the training, create a learning environment, and ensure the transfer of the training to the job. The model further suggests that an evaluation plan must be developed and a training method selected. The last thing to do, according to the model, is to monitor and evaluate the training programme in order to make changes for improvement. That is, such changes will be necessitated only when the trainers observe that there exist some shortfalls or discrepancies in the output of the workers/trainees who underwent such a training programme.

It can be said that a training process revolves mainly around three steps – conducting needs assessment, selecting and implementing the training programme and evaluating the programme. This is depicted in both the training process models discussed here.

Noe's (2005) training and development process model which involves seven steps is presented in Figure 2:

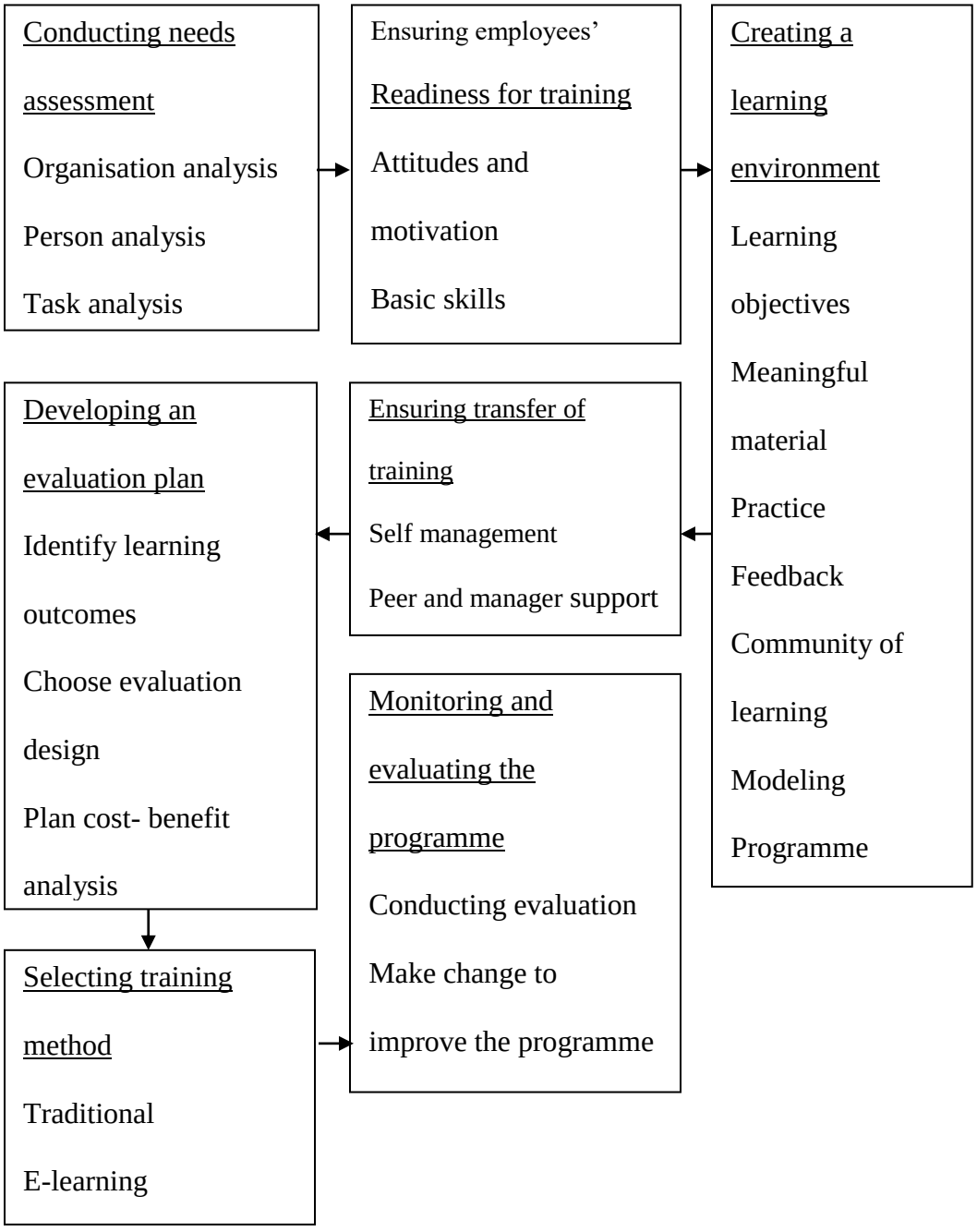

Figure 2: Training process design

Source: Noe, 2005

Needs assessment

The concept of need refers to a gap between what is currently in place and what is needed now and in the future. As Rouda and Kusy Jr. (1995) define, needs assessment is a systematic exploration of the way things are and the way they should be. In their view, these 'things' are usually associated with organisational and/or individual performance. Thus needs assessment seeks to identify gaps which may include discrepancies or differences between what an organisation expects to happen and what actually happens, current and desired job performances, and existing and desired competencies and skills. Kirwan and Ainsworth (1992) similarly posit that it is a process of analysing competences and competencies required for achieving organisational goals.

Successful training programmes are often very elusive targets. Managers and employees alike will often agree on a need for training in the workplace, however, for some reasons, the training that is created and provided often do not match the actual need. Determining the actual training needs require an impartial enquiry into the goals and expectations of managers and the challenges faced by employees in the process of doing their jobs (DeSimone & Harris, 1998).

Identified training needs focus on correcting substandard performances, and an HRD intervention such as training and development may be necessary to correct such discrepancies. Brinkerhoff (1986) identified four types of human resource development needs (see Table 1). He argues that focusing on only performance deficiency in needs analysis is too restrictive and that addressing

needs from a democratic, diagnostic and analytic perspective is proactive in its emphasis on preventing problems and enhancing performance and productivity.

Table 1: Types of human resource development needs

Type of need	Description
Performance deficiency	Gaps between current and effective performance
democratic	Employee preferences for HRD programmes and topics
diagnostic	Factors and conditions that create and ensure effective performance
analytic	New and better ways to perform tasks

Source: Brinkerhoff, 1986

Brinkerhoff (1986) further suggests that effective training practices involve the use of a training design. The design process begins with a need assessment. Before any actual training occurs, the training manager must determine who, what, when, why, and how that training is needed. The training manager is also expected to analyse as much information as possible about the organisation and its goals and objectives, the job and related tasks that need to be learnt, the competencies that are used to perform the job, and the individuals who are to be trained. Such analyses seek to inform the design and implementation of training programmes so that their success can be subsequently guaranteed.

Levels of needs assessment

Needs may exist at three main levels – the organisation, the job and the individual. In order to ensure effective staff training and development, needs must be measured on each of these levels. Thus, three types of assessment must be conducted – organisational needs assessment, task or job needs assessment, and individual or person needs assessment (McGehee & Thayer, 1961). Werner and DeSimone (2006), commenting on the three levels of needs assessment and what each measures, opined that the organisational level is where training is needed and also includes the conditions in which training is conducted. The task or job level is concerned with what must be done to perform the job effectively, and the individual or person level is concerned with who should be trained and what kind of training they need.

Methods used in needs assessment

DeSimone and Harris (1998) provided fifteen methods that can be used in assessing the training needs of staff. Among these methods are observation, interview, questionnaire, attitude surveys, and coaching. Noe (2005), however, came up with five methods used in needs assessment. They include observation, questionnaires, interviews, focus groups, and documentation. He explains that all these methods can be used to identify tasks and knowledge, skills, abilities, and other characteristics required for a job.

It can be observed that in each group of methods provided by DeSimone and Harris (1998) and Noe (2005), three main methods run through, that is,

observation, questionnaires, and interviews. This makes them some of the most appropriate methods that can be adopted to ensure a successful needs assessment.

Related challenges/problems in conducting needs assessment

It must be stated that needs assessment is not without challenges, and as Rouda and Kusy Jr. (1995) and Werner and DeSimone (2006) identify, needs assessors do not take time to meticulously identify the gab(s) in respective organisations so as to implement the right solution(s). Thus, needs assessors are often in too much hurry to implement solutions which are sometimes, but not always, the correct interventions.

Again, Shapek (1975) suggests that the creation of priority listings of needs which could have subsequently enhanced needs assessment by permitting decision makers to plan and manage resources and programmes more efficiently is largely ignored and ridiculed. According to him, this constitutes a major challenge to needs assessment.

Werner and DeSimone (2006) additionally provide four challenges facing the conduct of needs assessment. According to them:

1. a need assessment can be difficult, and time consuming process. A complete needs assessment involves measuring a variety of factors at multiple levels of the organisation;
2. action is valued over research. Managers often decide to use their limited resources to develop, to acquire, and to deliver HRD programmes rather than doing something they see as preliminary activity;

3. there is lack of support for needs assessment. This can be caused by a lack of bottom-line justification, or by the HRD professional's inability to sell needs assessment to management;
4. incorrect assumptions are made that needs assessment is unnecessary because available information already specifies what an organisation's needs are.

Design/implementation of training programmes

According to the book, Managing Human Resources (n.d.), this stage involves defining the training programme's learning objectives. The learning objectives, which are derived from the needs assessment, specify the observable and measurable actions that each learner will be able to demonstrate as a result of participating in the training activities. This stage specifically involves activities such as defining programme objectives, preparing a lesson plan, selecting training methods, assessing learning abilities of employees, and implementing the training programme.

Similarly, Mager (1984) believes that a programme objective is a description of a performance you want learners to be able to exhibit before you consider them competent. DeSimone and Harris (1998), on the other hand, posit that programme objectives describe the intent and the desired results of the HRD programme, and they are used to evaluate the programme's success.

Defining programme objectives can however be a challenging but essential aspect of effective human resource development. According to Mager

(1984), most people do not meet performance expectations because they were never told clearly what the objectives were and how they were supposed to meet them.

Simmonds (2003), commenting on the selection of training methods, opines that the type of training method used can determine the effectiveness of the training process. Thus, it is essential for the training practitioners to choose the right training method for the right training need. In other words, making the appropriate match between the training requirement or need of the employee and the training methods available is the key to achieving the desired outcomes from a training programme. Beardwell and Holden (1998) are of the view that training methods can generally be divided into two types: on-the-job training and off-the-job training. They conceive that depending on the situation, each can be effective at meeting certain training requirements. On-the-job training includes such methods as mentoring, learning by doing and shadowing, and job rotation while off-the-job training includes courses, interactive learning methods and induction training.

Storey (1991) postulates that among the many challenges associated with the selection of appropriate training methods is the fact that many organisations often use inappropriate methods which can be both costly and time wasting and bring very little or no improvement in the performance of the employee. Wilson (1999) points out some of the problems or challenges associated with open and distance training methods. In his view:

1. lack of time-tabled classes may lead to training and learning being neglected;
2. employer's needs may be inadequately covered without being recognised by learners;
3. lack of tutor support may lead to loss of motivation and failure to overcome learning blocks; and
4. lack of opportunities for comradeship, and peer learning may be demotivating.

Table 2 presents some of the challenges/limitations associated with on-the-job training as presented by Simmonds (2003). He identifies each training method and suggests its corresponding limitation.

Table 2: On-the-job training methods and their limitations

Training method	Limitations
On the job instruction	Noise, bustle and pressure of workplace
Coaching	Subject to work pressure.
Counselling	Counselling skills have to be developed.
Delegation by boss	Employee may mistake or fail to achieve task.
Guided projects/action learning	Finding suitable guides and mentors becomes difficult.

Source: Adapted from Simmonds, 2003

Simmonds (2003) as well gives some of the challenges/limitations associated with off-the-job training methods. He identifies each training method and suggests its corresponding limitation (Table 3).

Table 3: Off-the-job training methods and their limitations

Training method	Limitations
Lecturers/talks	One way emphasis, little participation
Group discussion	Requires careful organising, giving tactful feedback is not easy
College courses	Length of training time, not enough practical work. May not meet client's needs
Consultants/training organisations	Can be very expensive; may rely heavily on packages

Source: Adapted from Simmonds, 2003

Employee learning

Learning is seen as a process through which experience, as distinct form maturation, produces the capacity to behave differently. It is not just a cognitive process that involves the assimilation of information in symbolic form, but, also, an effective and physical process (Binsted, 1980). In the view of Farrant (1980), learning is the processes by which one acquires and retains attitudes, knowledge,

understanding, skills, and capabilities that cannot be attributed to inherited behaviour patterns of physical growth.

Similarly, Beardwell and Holden (1998) also state that learning is a process that can be undertaken at various levels of effectiveness, producing either positive or negative change in the learner. They additionally purport that the learning ability of the employee is influenced by both internal and external factors. The external factors arise from the culture and environment of the organisation which depend also on the staff development policies and practices of the organisation and the opportunities available to the employee. The internal factors have to do with the personality, characteristics, intellectual, emotional and perceptions of the individual employee or staff towards training and development.

Among the major challenges/problems associated with employee learning include the fact that training is incomplete when the employee or the learner is not committed or does not have the ability to grasp what he/she is being trained in. Anxiety and lack of confidence are frequently emphasized as significant impediments or challenges to employee learning. Mumford (1988) identified some challenges to employee learning. He listed them to include:

1. Perceptual- not seeing that there is a problem
2. Cultural- the way things are done in the organisation
3. Emotional- fear of insecurity
4. Motivational- unwillingness to take risks
5. Cognitive- previous learning experience
6. Intellectual- limited learning styles and poor learning skills

7. Expressive- poor communicative skills
8. Situational- lack of opportunities
9. Physical- place and time
10. Specific environment- boss/colleagues unsupportive

From his viewpoint, these issues are some of the potential setbacks that can thwart or hinder an effective employee learning. When they occur, according to Mumford (1988), the tendencies of the organisational goals not being achieved are very high.

Training evaluation

Training evaluation is defined as the systematic collection of descriptive and judgmental information necessary to make effective training decisions related to the selection, adoption, and modification of various instructional activities (Werner & DeSimone, 2006). It may also be defined as the process of examining a training programme ("Training Evaluation", 2007). Training evaluation is conducted to help managers, employers, and HRD professionals make informed decisions about particular programmes and methods. For a programme to be valuable, it has to be replicated in other parts of the organisation.

According to the book, Training Evaluation (2007), there are five major purposes of training evaluation. The first of these is feedback which helps in giving feedback to the candidates by defining the objectives and linking them to learning outcomes. The second purpose is research which helps in ascertaining the relationship between acquired knowledge, transfer of knowledge at the workplace

and training. The third, according to the book, is control which helps in controlling the training programme because if the training is not effective, then it can be dealt with accordingly. The book ("Training Evaluation", 2007) identified power games as the fourth purpose of training evaluation; top management (higher authoritative employees) use the evaluative data to manipulate it for their own benefit. The last purpose identified is intervention, which, according to the book, helps in determining whether the actual outcomes are aligned with the expected outcomes.

Data collection for training evaluation

Training evaluation efforts require the collection of data to provide decision makers with facts and judgments upon which they can base their decisions. There are a number of data collection methods that can be used for an effective training evaluation, and some of these are cited in Beardwell and Holden (1998) as follows:

1. Questionnaires (feedback forms) are a common way of eliciting trainees' responses to courses and programmes.
2. Tests and examination are common on formal courses, especially those that result in certification.
3. Observation of courses and training by those devising training strategies in the training department is very, and information from these observations can be compared with trainee responses.

4. Tutor reports gather opinions of those who deliver the training. This gives a valuable assessment from a different perspective.

Among the various problems associated with training evaluation is that although considered as one of the most important stages in the training process, evaluation is often the most neglected or inadequately carried out stage in the process. The absence of this stage in the training process poses a major problem to staff training and development. Problems with training evaluation usually arise from the data collection activity. Werner and DeSimone (2006) provide some of the challenges that are encountered with the use of the various methods of data collection. These are shown in the Table 4:

Table 4: Data collection methods and their limitations

Method	Limitation
Interviews	High reactive effects, high cost, face to face threat potential, labour intensive. Training observers are needed
Questionnaire	Possible inaccurate data
Direct observation	Possible disruptions, reactive effect, may be unreliable, trained observers needed
Simulation/ performance test	Time consuming, often very difficult, high development cost
Archival performance data	Lack of knowledge of criteria for keeping or discarding records, information system discrepancies, may be expensive to record, may be prepared for other purposes

Source: Werner and DeSimone, 2006

Facilitation of effective and efficient staff training and development

The facilitation of effective and efficient staff training and development is undeniably important to the organisational goal attainment since it has the potential of keeping staff abreast with current changes that may crop up within their working environment. Sternberg (1985) therefore gives an advice on how intelligent performance can be developed. According to him, HRD units must make links with real-world behaviour, must be sensitive to individual differences, and help individuals capitalise on their strengths and compensate for their weakness, and, again, must be concerned with motivation. He is of the view that in order to achieve effective training and development, the individual must be considered in all decision making.

Morgan (1986), commenting on the same subject matter, believes that an organisation can become more intelligent, transcend the bounded rationality and bureaucracy, and learn to learn and challenge assumptions by encouraging openness and acceptance of error and uncertainty, and, also, by recognising the need to explore different viewpoints. He further opines that offering guidelines on the limits to action rather than specific targets, letting the goals emerge from these processes, and creating the kind of structures and processes will also allow the above to take place.

Researchers have tried to distinguish between adult training and child training. They argue that the training process of the adult should be different from the training process of the child, and the training facilitators should treat staff training as adult training since most staff are adults. Belbin and Belbin (1972)

provide the following advice on training adult learners. In their opinion, the trainer should reduce anxiety and tension in the adult, provide social support and allow social groups to form, arrange the schedule, correct errors at the appropriate time, and follow up after training. Knowles (1984) also advises facilitators of adult learning on what they need to do. According to him, they should set a climate conducive for learning (both physical and psychological), involve learners in mutual planning of their learning, involve them in diagnosing their own learning needs, involve learners in designing learning plans, and involve them in evaluating their learning.

Conceptual framework of the study

Among organisational resources, the human resource is the most dynamic and most important since the character and strength of an organisation is tied up with the quality and attributes of its staff (Cole, 2002; Acheampong, 2006). In other words, the achievement of the goals and objectives of every organisation depends on the availability of a well trained and developed workforce.

The process of training and developing staff is a key challenge to any organisation. Thus, staff training and development problems and challenges should be appropriately addressed. Identifying a problem is generally accepted to be the first step in solving the problem. The staff training and development process involves a series of stages that starts with needs assessment and ends with evaluation of the training (DeSimone & Harris, 1998).

Needs assessment, as a matter of fact, is supposed to be conducted along three lines, that is, the organisational, the task or job, and the individual or person level to identify the gabs or training needs that exist within an organisation (McGehee & Thayer, 1961). After the gab(s) has/have been identified, facilitators of training programmes are then supposed to go ahead and implement appropriate interventions or training programmes that will be aimed at ameliorating those problems that were identified at the needs assessment stage. It is after these that the facilitators of training programmes can set out to evaluate the trainees to see whether or not those interventions implemented were able to bring any positive results, and, if positive results are recorded, replicate those effective programmes. It is until this is done that the organisational goals will be fully realised (Beardwell & Holden, 1998; Simmonds, 2003). Figure 3 presents the conceptual framework employed to guide the study.

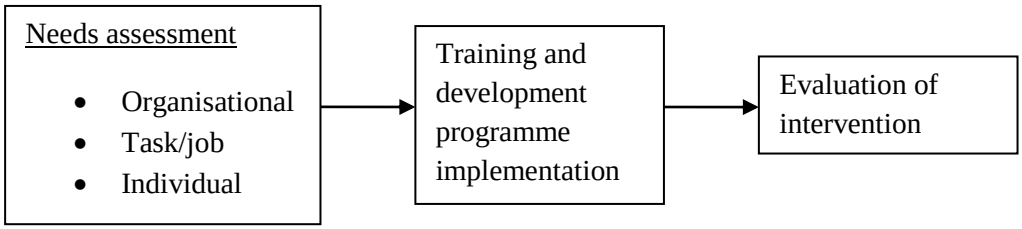

Figure 3: Staff training and development process

Source: Author's construct, 2009

CHAPTER THREE

METHODOLOGY

Introduction

The methods that were used in collecting the data for the study are spelt out in this chapter. The issues covered include the study organisation, the study design, population, sample size and selection, instrumentation and data collection, data and sources, ethical issues addressed, fieldwork, field challenges, as well as data management.

Study organisation

The Takoradi Polytechnic was established in April 1954 as a Government Technical Institute. For nearly forty (40) years, the Polytechnic operated under the organisation and administration of the Ghana Education Service. At present, the institution has the National Council for Tertiary Education (NCTE) as its top advisory and constitutional agency.

The central administration is responsible for general administration, correspondence, provision of maintenance services as well as financial transaction and control. The professional and technical units of the central administration include the offices of the Rector, Vice-Rector, Registrar, Finance Officer,

Librarian, Internal Auditor, Dean of Students' Affairs, Development, Planning, Industrial Liaison, and Works Superintendent.

For membership, there are four categories at the Takoradi Polytechnic. These are the senior members, the junior members, the senior staff and the junior staff. The senior members include senior academic and professional staff like the Rector (the Head of the institution) and the Registrar. The junior members are students who have been admitted into the Polytechnic and registered with an academic department for a programme of study. The senior staff are the administrative and technical staff of the equivalent rank of administrative assistant and above. The junior staff are supporting staff, both administrative and technical, and of equivalent rank below administrative assistant.

The schools are responsible for organising academic work of the different academic departments and ensuring that proper academic standards are maintained. With deans as heads, Takoradi Polytechnic, at the time of the study, had four schools (School of Applied Science, School of Applied Arts, School of Business and Management Studies, and School of Engineering).

Study design

The study design used was the cross-sectional study design. This study design allows a statistically significant sample of a population to be utilised to estimate the relationship between outcome of interest and population variables as they exist at one particular period (Abramson & Abramson, 2000). The underlying principle for embracing this study design was that it aimed at finding

out the occurrence of a phenomenon, condition, problem, or an issue by taking a cross-section of the population.

Population

Population of a study is defined as the elements or people to be studied and from whom data will be obtained (Hansen, Hurwitz & Madow, 1953). The study population was all staff working in the Takoradi Polytechnic during the 2009/2010 academic year. The Polytechnic staff were mainly made of teaching and non-teaching staff. Aside this division, the staff can also be categorised into senior members, senior staff and junior staff. The senior members refer to the lecturers, heads of departments, assistant registrars and assistant accountants. The senior staff include the instructors, and administrative assistants while the junior staff is made up of labourers, cleaners, clerks and security personnel. The Takoradi Polytechnic, at the time of the study, had a staff population of 886 out of which 275 were senior members, 290 were senior staff with the remaining 321 being junior staff (Takoradi Polytechnic Planning Unit, 2009).

Sample size and selection

It was the intention of the researcher to use the entire population (staff) of the Polytechnic for the study, but due to the limited time frame and the limited financial resources available to the researcher, a sample was used. Kirk (1995) in his 'Experimental Design' provided a table to show sample sizes and their corresponding population sizes. According to him, the corresponding sample size

for a population of 900 is 269. This study adopted this sample size since the study population was 886 (approximating 900). With the proportional allocation technique, the sample size of 269 was proportional to the three categories of staff at the Takoradi Polytechnic (see Table 5).

Table 5: Type of staff and related sample size

Type of staff	Population	Sample
*Management	5	*5
Senior members	275	78
Senior staff	290	89
Junior staff	321	97
Total	886	269

Source: Field survey, 2009

*Purposively selected

The simple random sampling technique was used to select the samples from each category of staff. Apart from this, the purposive sampling method was employed to obtain data from the management staff of the Takoradi Polytechnic. Thus, the Rector, the Vice Rector, the Registrar, the Finance Officer and the Head of the Personnel Unit were all contacted to provide relevant data for the study. It must be stated that these five people who were purposively sampled were all senior members. Thus the quota for senior members was reduced by 5, that is, 83 – 5 = 78. These members of management were contacted because they occupied

positions that had direct dealings on staff training and development issues at the Takoradi Polytechnic.

Instrumentation and data collection

The main instruments that were employed for the collection of data were questionnaires and an interview guide developed by the researcher. The questionnaire was chosen for the study because most of the relevant respondents were literate, and, as such, it was the expectation of the researcher that this medium would provide the respondents with a relatively easier way of presenting their opinions. The questionnaire was in the form of closed and open-ended questions. Here, the respondents had to tick appropriate columns or choose from suggested alternative answers.

The questionnaire had five sections (A, B, C, D, and E). Section A covered the socio-demographic information of the respondents such as sex, age, staff status, work experience, and educational attainment. Section B looked at the staff development policies of the Takoradi Polytechnic. Section C covered the training and development needs of the staff at the Takoradi Polytechnic while Section D focused on assessing the training programmes offered to staff at the Takoradi Polytechnic. Section E, on the other hand, covered some of the challenges facing training and development at the Polytechnic. A 5-point Likert scale was also used to measure issues relating to the benefits of staff development policy, training needs assessment and the challenges of training programmes at the Polytechnic. On the scale, 1 represented “Strongly Agree”, 2 represented

"Agree", 3 represented "Neither Agree nor Disagree", and 5 represented "Strongly Disagree". To help in the interpretation of the Likert scale related data, the mid points (1.5, 2.5, 3.5, and 4.5) were used as the cut off points. Therefore values between 1 and 2.49 were considered to mean agreement with the statement, values between 2.5 and 3.49 were considered to mean doubt or uncertainty with the statement, and values between 3.5 and 5 were considered to mean disagreement with the statement.

Moreover, staff knowledge about the existence of the staff development policy by respondents' socio-demographic characteristics and accessibility of training programmes by respondents' socio-demographic characteristics were analysed considering percentages above 50 as majority and percentages below 50 as minority.

More so, interviews were conducted along side the questionnaire to get vital information from the junior staff like the labourers who could not read and write. Also, out of the 5 management members sampled for the study, only 3 of them were available to be interviewed. The interview was utilised for the study because it provides a valuable opportunity for the researcher to probe into some of the issues.

Data and sources

Both primary and secondary data were utilised for the study. Data on training and development, staff training, staff development, training and development policy, and training and development processes were elicited. Other

data collected were on needs assessment, design/implementation of training programmes, training evaluation, and facilitation of effective and efficient staff training and development. The instruments that were used to collect the primary data were an interview guide and a set of questionnaires developed by the researcher. The sources of secondary data for the study included the Takoradi Polytechnic Planning Unit's 2009 Report, the Rector's Annual Report (2009), and the Corporate Strategic Plan (2005/2009) of the Takoradi Polytechnic.

Ethical issues addressed

The researcher tried to satisfy the respondents' right to anonymity by avoiding quoting them and revealing their identity. Again, the study adopted the suitable methods of data collection, analysis and reporting to evade any form of intellectual dishonesty. Moreover, in order to meet their rights to free and informed consent, permission was sought from the respondents before data were collected from them.

Fieldwork

The questionnaires were administered personally by the researcher. This was done to ensure that the right people responded to them. The researcher spent nearly two months in the administration of the questionnaires (5th October- 4th December, 2009). Follow ups were made, where necessary, to retrieve questionnaires also. For the senior members, out of a total of 78 questionnaires distributed, 69 questionnaires were retrieved. For the senior staff, out of a total of

89 questionnaires distributed, 70 were retrieved. The junior staff, on the other hand, received 97 questionnaires out of which 83 were retrieved. In all, 264 questionnaires were distributed, and 222 were retrieved representing 84% return rate.

Field challenges

Most of the staff seemed not to be interested in research work, and this made them reluctant to respond to the questionnaire. Also, some of the respondents asked for money before providing data. The researcher was, however, able to tell them (right to informed consent) of the importance of the study to them and also to the Takoradi Polytechnic. This later made the data collection unproblematic.

Data management

The spreadsheet package (Microsoft excel) and SPSS (Statistical Products and Service Solutions) were used to process the collected data. Thus, statistical tools such as frequency tables and percentages were employed to present the results of the various responses. The frequency tables were used to provide the synopsis of the data for easy understanding and comparison while the percentages were used to point out relative frequencies of the data.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The results of the study are presented in this chapter. The background of the respondents, the benefits staff derive from the staff development policy of the Takoradi Polytechnic, and the training and development needs of staff at the Polytechnic are some of the issues captured in this chapter. Additionally, the training programmes available to staff at the Polytechnic and staff training-related challenges are considered here. A sample size of 222, out of a population of 886, was used for the study, and the results have been presented with the aid of tables, simple frequencies, percentages and ranks.

Background of respondents

Among the respondents' characteristics used in the study were sex, age, work status, work experience, and educational attainment. This information is vital to the interpretation of respondents' knowledge about the existence of a staff development policy, the benefits of the staff development policy, training needs at the Takoradi Polytechnic, accessibility of training programmes at the Takoradi Polytechnic and challenges of staff training and development at the Takoradi Polytechnic.

Sex distribution of respondents

For sex, the results indicate that 59 percent of the respondents were males whereas the remaining 41 percent were females. This shows that the majority of the respondents were male. This indicates that there still remains a whole lot to be done regarding girl-child education in Ghana since though the females are in the majority of Ghana's 24,391,823 population (World Bank, 2011), they still happen to be in the minority as regards job placement at the Takoradi Polytechnic.

Age distribution of respondents

Table 6 presents information about the age distribution of the respondents at the Takoradi Polytechnic. The study categorised the respondents into below 30 years, 30 and 39 years and 40 years and above. And from Table 6, the data revealed that 38.7 percent of the respondents were below the age of 30 years, 35.6 percent of them were between the ages of 30 and 39 years, and 21.2 percent of them were aged 40 years and above. It is worth noting that 4.5 percent of the respondents were unwilling to disclose their ages. These results suggest that the majority of the respondents were below the age of 30. From these findings, there is a clear indication that there is a prospect regarding the achievement of staff training and development goals at the Takoradi Polytechnic since the majority of the respondents are relatively young.

Table 6: Age distribution of respondents

Age	Frequency	Percent (%)
Below 30 years	86	38.7
30-39	79	35.6
40 and above	47	21.2
Non response	10	4.5

Source: Field survey, 2009

Work status of respondents

Information on the work status distribution of the respondents at the Takoradi Polytechnic is presented in Table 7. The details from the table suggest that the respondents were made up of senior members, senior staff, and junior staff. The senior members constituted 31.1 percent while the senior staff were 31.5 percent. The junior staff, on the other hand, constituted 37.4 percent. This suggests that the majority of the respondents were junior staff.

Table 7: Respondents' work status distribution

Work status	Frequency	Percent (%)
Senior Members	69	31.1
Senior staff	70	31.5
Junior staff	83	37.4

Source: Field survey, 2009

Work experience of respondents

Table 8 presents information about the work experience distribution of respondents at the Takoradi Polytechnic. It was revealed that 59.6 percent of the respondents had worked in the Polytechnic for less than 5 years, 28.6 percent had worked in the Polytechnic for between 5 and 9 years while 11.8 percent had worked in the Polytechnic for 10 years and more. These results imply that the majority of the respondents had worked for less than 5 years in the Polytechnic.

The finding suggests that the Takoradi Polytechnic is actively recruiting and selecting new staff, and, regarding staff training and development, there exist a sizeable percentage of those who had worked for 10 years and more qualifying as mentors and facilitators of training programmes at the Polytechnic. Thus, those who had worked for less than 5 years being in the majority coupled with the fact that there is the availability of those who had worked for 10 years and more serving as mentors and facilitators of training programmes suggest that the future of staff training and development efforts at the Takoradi Polytechnic is positive.

Table 8: Respondents' work experience distribution

Work experience	Frequency	Percent (%)
Below 5 years	131	59.6
5-9 years	63	28.6
10 years and above	26	11.8

Source: Field survey, 2009

Educational attainment

Information on the educational attainment distribution of respondents at the Takoradi Polytechnic is presented in Table 9. The data show that 4.1 percent of the respondents had not undergone any formal education, 26.1 percent had education levels ranging from SHS and below, 49.5 percent had attained their tertiary education, whereas 20.3 percent had had their post graduate education. These results imply that the majority of the respondents had attained higher levels of education, and this can subsequently enhance staff training and development efforts because learning, both on and off-the-job, can be achieved relatively easily.

Table 9: Respondents' educational attainment distribution

Educational level	Frequency	Percent (%)
No formal education	9	4.1
SHS and below	58	26.1
Tertiary	110	49.5
Post Graduate	45	20.3

Source: Field survey, 2009

Staff development policy

This section explores issues like staff knowledge about the existence of a staff development policy at the Polytechnic, staff knowledge about the content of

the staff development policy, and the benefits of the staff development policy to staff of the Takoradi Polytechnic.

Staff knowledge about the existence of a staff development policy

Organisations having their staff development policies aids in enhancing staff training and development efforts both from the organisation and the staff's perspectives. Thus, such a document serves as a guide to ensuring the effective implementation of staff training and development interventions. It is on this basis that staff knowledge about the existence of a staff development policy at the Takoradi Polytechnic was explored in the study.

Generally, out of 222 respondents who answered this item, 145 (65.3%) said they were aware of the existence of the Policy, while 77(34.7%) said they were not aware. This result suggests that the majority of the respondents were aware of the existence of a staff development policy at Takoradi Polytechnic. This finding sends positive signals about the future of staff training and development efforts at the Polytechnic since staff stand to appreciate and embrace training and development efforts better. This is supported by Simmonds (2003) who purports that an effective way of making workers or trainees accept and appreciate training programmes most, is for there to exist a document to that effect.

Knowledge about the existence of a staff development policy by respondents' socio-demographic characteristics

In order to draw a holistic picture on this vital issue, the study also considered the individual socio-demographic characteristics of the respondents.

For sex, the results depict that the majority of the males (68.7%) and the majority of the females (60.4%) indicated that they were aware of the existence of a staff development policy at the Takoradi Polytechnic. This implies that knowledge about the existence of the staff development policy is balanced at the Polytechnic. It also entails that the future of staff training and development efforts is promising.

Knowledge about the existence of a staff development policy at the Takoradi Polytechnic by age

Table 10 displays information on knowledge about the existence of a staff development policy at the Takoradi Polytechnic by respondents' ages.

Table 10: Knowledge about existence of staff development policy by age

Age	Yes		No	
	Frequency	Percent (%)	Frequency	Percent (%)
Below 30 years	52	60.5	34	39.5
30 – 39 years	52	65.8	27	34.2
40 years and above	33	70.2	14	29.8

Source: Field survey, 2009

It was observed that the majority of all the three groups (youth = 60.5%, middle aged = 65.8%, aged = 70.2%) divulged that they were aware of the existence of a staff development policy at the Takoradi Polytechnic. This suggests that information about the existence of the Policy is well known by all groups,

and this sends positive signals about the future of staff training and development at the Polytechnic.

Knowledge about the existence of a staff development policy by work status

Information on respondents' knowledge about the existence of a staff development policy at the Takoradi Polytechnic by work status was also obtained by the study. The results are presented in Table 11.

Table 11: Knowledge about existence staff development policy by work status

Work status	Yes		No	
	Frequency	Percent (%)	Frequency	Percent (%)
Senior members	55	79.7	14	20.3
Senior staff	49	70.0	21	30.0
Junior staff	41	49.4	42	50.6

Source: Field survey, 2009

The results show that while the majority of the senior members (79.7%) and the senior staff (70.0%) agreed that they were aware of the existence of a staff development policy at the Takoradi Polytechnic, the majority of their junior staff counterparts (50.6%) rather claimed they were not aware of the existence of a staff development policy at the Takoradi Polytechnic. This implies that knowledge about the staff development policy at the Polytechnic is tilted in the favour of former groups at the expense of the latter group.

Knowledge about the existence a staff development policy by work experience

The study again elicited information on the existence of a staff development policy at the Takoradi Polytechnic by respondents' work experience. As presented in Table 12, the results suggest that the majority of all the three groups (below 5 years = 68.7%, 5 – 9 years = 58.7%, 10 years and above = 61.5%) said that they were aware of the existence of a staff development policy at the Takoradi Polytechnic.

Table 12: Knowledge about existence staff development policy by work experience

Work experience	Yes		No	
	Frequency	Percent (%)	Frequency	Percent (%)
Below 5 years	90	68.7	41	31.3
5 – 9 years	37	58.7	26	41.3
10 years and above	16	61.5	10	38.5

Source: Field survey, 2009

This is also in harmony with the posits of Simmonds (2003) who believes that an effective way of making workers or trainees accept and appreciate training programmes most, is for there to exist a document to that effect.

Knowledge about the existence a staff development policy by educational attainment

Information on knowledge of the existence of a staff development policy at the Takoradi Polytechnic by respondents' educational attainment was also

obtained. The results are presented in Table 13. It was noted that while the majority of those with no formal education (66.7%) claimed that they were not aware of the existence of a staff development policy at the Takoradi Polytechnic, the majority of their tertiary (70.9%) and post graduate (77.7%) counterparts suggested that they were aware of the existence of a staff development policy at the Takoradi Polytechnic.

Table 13: Knowledge about existence of staff development policy by educational attainment

Educational attainment	Yes		No	
	Frequency	Percent (%)	Frequency	Percent (%)
No formal education	3	33.3	6	66.7
SHS and below	29	50.0	29	50.0
Tertiary	78	70.9	32	29.1
Post graduate	35	77.7	10	22.2

Source: Field survey, 2009

Interestingly, while 50 percent of those educated from SHS and below claimed that they were aware of the existence of a staff development policy at the Takoradi Polytechnic, the other half (50%) thought otherwise. This implies that the creation of awareness about the existence of the staff training and development policy at the Polytechnic is skewed in the favour of the educated staff. To throw more light on this issue, the members of management staff were interviewed, and they revealed that there existed a staff development policy at the Takoradi Polytechnic.

Staff knowledge about the content of the policy

Closely related to the knowledge about the existence of a staff development policy at the Takoradi Polytechnic is the knowledge about its content. When staff have knowledge about the training policy and practices of their organisation, they tend to respond favourably to the training programmes organised for them and vice versa. If they respond favourably, the chances of the organisational goals being achieved is very high, but, if they respond otherwise, the chances of achieving the organisational goals tend to be slim. It is on this basis that the study sought to explore this domain to identify whether or not the respondents who said that they had knowledge about the existence of a staff development policy had knowledge about its content as well.

Generally, out of a total of 145 respondents who responded that they were aware of the existence of a staff development policy at the Polytechnic, 24 (16.6%) said they had knowledge about the content of the policy while 121 (83.4%) indicated that they did not have any knowledge about the content of the policy. This reveals that even though the majority of the respondents were aware of the existence of staff development policy, a few of them knew what the policy actually contained. It implies then that there is still a lot to be done as regards staff training and development at the Takoradi Polytechnic since this has the propensity of thwarting staff training and development efforts. These findings stand in opposition to what Simmonds (2003) believes. He suggests that a good staff development policy should, among other things, ensure that all staff have equal access and opportunities to develop their skills.

Benefits of staff development policy to staff

Related to the knowledge about the content of a staff development policy are the benefits that the staff stand to achieve from the Policy. Thus, when staff appreciate that the Policy will benefit them, they tend to embrace training and development programmes more and vice versa. The 24 respondents who indicated that they had knowledge about the content of the staff development policy were given a list of possible benefits of the policy, and asked to indicate their agreement or disagreement to the statements (see Table 14, Appendix C)

Table 14 suggests that both males and females doubted as to whether or not the Policy made provision for scholarships and sponsorships to staff (male: mean = 2.53, female: mean = 2.75) or made provision for offsetting their training needs (male: mean = 2.61, female: mean = 2.76). In contrast, while the males agreed (mean = 2.48) that the Policy made provision for equal training opportunities and access to all staff, their female counterparts (mean = 2.52) were rather ambivalent on this issue.

Both groups were noted to agree (male: mean = 1.92, female: mean = 1.92) that the Policy made provision for the Polytechnic to give study leave with pay to staff. On the issue of orientation for newly employed staff, while the males doubted (mean = 3.31) as to whether or not the development policy made provision for orientations for newly employed staff, their female counterparts (mean = 3.56) rather disagreed that the policy made provision for orientations for newly employed staff. More so, while the males (mean = 3.42) doubted that the

policy made provision for feedbacks to be given after training programmes, their female counterparts (mean = 3.58) rather disagreed on this issue.

With respect to age, Table 14 (Appendix C) indicates that all the three groups were in doubt as to whether or not the staff development policy made provision for scholarships and sponsorships to staff (youth: mean = 2.73, middle aged: mean = 2.56, aged: mean = 2.62). Moreover, while the youth (mean = 2.72) and the middle aged (mean = 2.62) were in doubt as to whether or not the development policy made provision for offsetting their training needs, their aged counterparts rather agreed (mean = 2.49) to this. Again, whereas the youth (mean = 2.67) doubted as to whether or not the Policy made provision for equal training opportunities and access to all staff, their other two counterparts (middle aged: mean = 2.30, aged: mean = 2.30) were rather in agreement on this issue. Furthermore, all the three groups were in agreement that the Policy made provision for the Polytechnic to give study leave with pay to staff (youth: mean = 2.05, middle aged: mean = 1.86, aged: mean = 1.87).

On the issue of orientation, all the three groups doubted as to whether or not the Policy made provision for orientation for newly employed staff (youth: mean = 3.45, middle aged: mean = 3.43, aged: mean = 3.32). In addition, while the youth disagreed (mean = 3.59) that the Policy made provision for feedbacks to be given after training programmes, their other two counterparts (middle aged: mean = 3.37, aged: mean = 3.47) were rather ambivalent on this matter.

Regarding work status, whereas the senior members agreed (mean = 2.25) that the staff development policy made provision for scholarships and

sponsorships to staff, the senior staff (mean = 2.83) and the junior staff (mean = 2.76) were ambivalent on this issue. Similarly, while the senior members agreed (mean = 2.48) that the Policy made provision for offsetting their training needs, the senior staff (mean = 2.79) and the junior staff (mean = 2.73) were uncertain as to whether or not the Policy made provision for offsetting their training needs. Moreover, while the senior members (mean = 2.29) and the senior staff (mean = 2.33) agreed that the Policy made provision for equal training opportunities and access to all staff, their junior staff counterparts rather doubted (mean = 2.81) on this matter. More so, all the three groups were noted to agree that the staff development policy made provision for the Polytechnic to give study leave with pay to staff (senior members: mean = 1.78, senior staff: mean = 1.91, junior staff: mean = 2.05).

On the issue of orientation, whereas the senior members and the junior staff doubted as to whether or not the Policy made provision for orientation for newly employed staff, their senior staff counterparts rather disagreed on this issue. A marked difference was again registered among the three groups regarding feedbacks after training at the Polytechnic. Thus, while the senior members and the senior staff were ambivalent as regards whether or not the Policy made provision for feedbacks to be given after training programmes, their junior staff counterparts, on the other hand, disagreed to this (Table 14, Appendix C).

For work experience, all the three groups were uncertain as to whether or not the development Policy made provision for scholarships and sponsorships to staff at the Polytechnic (below 5 years: mean = 2.71, 5-9 years: mean = 2.51, 10

years and above: mean = 2.54). Again, while those who had worked for below 5 years (mean = 2.79) and those who had worked for 10 years and above (mean = 2.54) doubted that the Policy made provision for offsetting their training needs, those who had worked for 5-9 years rather agreed (mean = 2.46) to this. A similar line of reasoning was registered regarding the provision of equal training opportunities and access to staff. Thus, while those who had worked for below 5 years (mean = 2.51) and those who had worked for 10 years and above (mean = 2.50) were in doubt as to whether or not the Policy made provision for equal training opportunities and access to all staff, those who had worked for 5 to 9 years (mean = 2.44) rather agreed to this.

With reference to study leave with pay, all the three groups were in agreement that the Policy made provision for the giving of study leave with pay to staff (below 5 years: mean = 2.01, 5-9 years: mean = 1.81, 10 years and above: mean = 1.81). Furthermore, whereas those who had worked for below 5 years (mean = 3.41) and those who had worked for 10 years and above (mean = 3.15) were ambivalent as to whether or not the Policy made provision for the orientation of newly employed staff, their other counterparts, those who had worked for 5 to 9 years were rather in disagreement (mean = 3.54) on this issue. Likewise, while those who had worked for below 5 years (mean = 3.44) and those who had worked for 10 years and above (mean = 3.19) expressed doubt as to whether or not the Policy made provision for feedbacks to be given after training programmes, those who had worked for 5 to 9 years rather disagreed (mean = 3.67) that the Policy made provision for feedbacks after training programmes.

On the average, the respondents with postgraduate education were in agreement (mean = 2.27) that the development Policy made provision for scholarships and sponsorships to staff whilst those with SHS and below education (mean = 2.92) and those educated to the tertiary level (mean = 2.61) were ambivalent on this issue. Similarly, while those educated to the postgraduate level agreed (mean = 2.24) that the Policy made provision for offsetting their training needs, those educated from SHS and below (mean = 286) and those educated to the tertiary level (mean = 2.70) were uncertain as to whether or not the Policy made provision for offsetting their training needs.

Moreover, while those educated to the tertiary (mean = 2.41) and post graduate levels (mean = 2.26) agreed that the Policy made provision for equal training opportunities and access to all staff, their other counterparts, SHS and below, rather doubted (mean = 2.94) on this matter. More so, all the three groups agreed that the Policy made provision for the giving of study leave with pay to staff (SHS and below: mean = 2.10, tertiary: mean = 1.95, post graduate: mean = 2.26). On the issue of orientation, whereas those educated to the tertiary (mean = 3.54) and post graduate (mean = 3.64) levels disagreed that the Policy made provision for orientation for newly employed staff, their SHS and below counterparts rather doubted (mean = 3.40) on this issue. A marked difference was again registered among the three groups regarding feedbacks after training. Thus, while those educated from SHS and below and those educated to the tertiary level disagreed that the Policy made provision for feedbacks to be given after training

programmes, their post graduate counterparts were rather in agreement on this (Table 14).

In order to obtain a holistic picture on the benefits staff stood to get from the Takoradi Polytechnic's staff development policy, the members of management were interviewed. And they revealed that among the major benefits of the staff development policy were the provision of funding and resources for training programmes and the giving of study leave with pay to staff. This finding corroborates the proposition of Simmonds (2003) who believes that a good staff development policy should capture issues such as providing funding, budgeting and resources for training.

Training and development needs

This section identifies the major reasons that back the demand for staff training at the Takoradi Polytechnic. It highlights how the training needs were assessed and the kind of training staff needed to upgrade themselves to perform their tasks better and more effectively.

Reasons for staff training at the Takoradi Polytechnic

The respondents were asked to indicate why they thought they needed training, and the results are presented in Table 15. The results reveal that, generally, gaps between staff's skills and what was required of them in terms of their job responsibilities was cited as the leading reason for staff of the Takoradi Polytechnic needing training (45.2%). This was followed by dissatisfaction with

performance (39.2%) and inability to use new technologies that had been introduced (15.6%) in that order.

Table 15: Reasons for needing training

Statement	Frequency	Percent (%)	Rank
There is a gap between my skills and what is required of me in terms of my job responsibilities.	90	45.2	1
I am dissatisfied with my performance.	78	39.2	2
My inability to use new technologies that have been introduced.	31	15.6	3
Total	199	100.0	

Source: Field survey, 2009

This finding corroborated what the management staff said when they were asked to indicate what accounted for the need for staff training at the Takoradi Polytechnic. They disclosed that changes in job tasks among staff and poor staff performance were the major factors that made staff need training at the Polytechnic. This is in congruence with the posits of Rouda and Kusy Jr. (1995) and Brinkerhoff (1986) who believe that gaps which may include discrepancies or differences between what an organisation expects to happen and what actually happens are among the reasons that back staff's need for training.

Training needs assessment

Considering the importance of needs assessment to the attainment of organisational goals, the respondents were asked to indicate how their training needs were assessed, and whether the training programmes they attended reflected on both the training needs of the Polytechnic and theirs. Table 16 presents respondents' responses on how their training needs were assessed at the Takoradi Polytechnic.

Table 16: Training needs assessment at the Takoradi Polytechnic

Statement	Frequency	Percent
Not sure of how my training needs are assessed.	110	45.5
I assess my own training needs and decide on the kind of training I need.	90	37.2
My training needs are assessed through an interview conducted by the Polytechnic.	15	6.2
I consider the training needs of the Polytechnic before I embark on any form of training.	14	5.8
My training needs are assessed through the use of questionnaires.	11	4.5
My training needs are assessed through the use of the observation method.	2	0.8

Source: Field survey, 2009

From Table 16, it can be observed that staff generally were not sure of how their training needs were assessed at the Polytechnic (45.5%). Thirty seven point two percent (37.2%) indicated that they assessed their own training needs and decided on the kind of training they needed, followed by 6.2 percent indicating that they were assessed through interviews. The least cited among the options was the assessment through observation (0.8%).

Management, when questioned on how the Polytechnic assessed the training needs of its staff, indicated that the staff themselves, most often than not, decided on the training programmes that they needed to upgrade their skills. This presupposes that the Polytechnic does not follow, religiously, the dictates of needs assessment because in the view of DeSimone and Harris (1998), determining the actual training needs of employees require an impartial enquiry into the challenges faced by employees in the process of doing their jobs. Unfortunately, this is not the case at the Polytechnic

Training needs of respondents

Different kinds of staff need different kinds of training programmes to enable them increase their output on the job. It is in this light that the study sought to explore the kinds of training that the respondents needed at the Takoradi Polytechnic by giving them a repertoire of training options for them to choose those they thought they needed (see Table 17).

From Table 17, it can be observed that the staff generally preferred first degree (28.2%) most, followed by second degree (21.8%), PhD (17.3%), and

HND (12.7%). The least cited among the training options were Diploma (0.5%) and extra training in mechanics (0.5%). One significant revelation about this result is that some respondents indicated that they were not sure about the kind of training they needed to upgrade themselves to be able to perform their tasks more effectively. These respondents constituted 6.8 percent of the total.

Table 17: Training preferences of staff

Type of training needed	Number of respondents	Percent (%)	Rank
First Degree	62	28.2	1
Second Degree	48	21.8	2
PhD	38	17.3	3
HND	28	12.7	4
Not so sure of the training needed	15	6.8	5
Any informal training related to field of work	10	4.5	6
Professional Qualification	9	4.1	7
On the job training	3	1.4	8
Extra training in driving	3	1.4	8
SHS	2	0.9	9
Diploma	1	0.5	10
Extra training in mechanics	1	0.5	10
Total	220	100.0	

Source: Field survey, 2009

Management, however, suggested that most of the staff needed ICT and safety measures training. This was made known when they were asked to indicate the training needs of the staff of the Polytechnic. Thus, while management focused on on-the-job training, the staff preferred off-the-job training. These findings oppose what DeSimone and Harris (1998) postulated. According to them, in order to ensure an effective staff training and development, training needs must be assessed for both the organisation and the individual staff involved to make sure that they match. As things stood, at the time of the study, they did not match.

Training needs of respondents by work status

The results in Table 18 throw more light on training needs of staff at the Takoradi Polytechnic by respondents' work status. The results in Table 18 reveal that the senior members preferred PhD (56.7%) followed by second degree (32.8%) and professional qualification (6.0%). The least cited training preference however was on-the-job training (4.5%). Among the senior staff, first degree (55.7%) was identified as the leading training preference, and was followed by second degree (37.1%), professional qualification (5.7%) and HND (1.4%). The junior staff, on the other hand, cited HND (32.5%) as the leading training preference, followed by first degree (27.7%). The least preferred options were diploma, professional qualification, and extra training in mechanics (1.2%) respectively.

Table 18: Training needs by work status

Areas of needs	Senior members %	Rank	Senior staff %	Rank	Junior staff %	Rank
PhD	56.7	1	-		-	
Second Degree	32.8	2	37.1	2	-	
First Degree	-		55.7	1	27.7	2
Professional Qualification	6.0	3	5.7	3	1.2	7
HND	-		1.4	4	32.5	1
Diploma	-		-		1.2	7
SHS	-		-		2.4	6
Any informal training related to my field of work	-		-		12.1	4
Extra training in driving	-		-		3.6	5
Extra training in mechanics			-		1.2	7
On the job training	4.5	4	-		-	
Not so sure of the training I need	-		-		18.1	3
Total Percentage	100.0		100.0		100.0	
Total Number	67		70		83	

Source: Field survey, 2009

Training programmes at the Takoradi Polytechnic

Information on the accessibility of training programmes to staff of the Takoradi Polytechnic and training programmes respondents had undergone since

they were employed were analysed in this section. Also analysed in this section were the modes through which trainees were selected for the training programmes at the Takoradi Polytechnic.

Accessibility of training programmes to respondents

One important element needed in the achievement of effective staff training and development is the availability of opportunities or access to training programmes to staff. Consequently, the respondents were asked to indicate whether they have had the opportunity of undergoing any form of training since they were employed at the Polytechnic.

It was found out that, generally, out of a total of 222 respondents who responded to this item, 101 (45.5%) pointed out that they had undergone some form of training since they were employed at the Polytechnic whilst the remaining 121 (54.5%) suggested that they had not undergone any form of training at the Takoradi Polytechnic. This suggests that the majority of the respondents had not undergone any training since they were employed.

This situation leaves a whole lot to be desired because Beardwell and Holden (1998) advanced that employers need to train their employees because new employees are like raw materials – they have to be processed to be able to perform their job tasks adequately and to fit into their work group and into the organisation as a whole. Cascio (1992) correspondingly posits that training is no longer a luxury but a necessity which must be made accessible to all staff for the attainment of organisational goals and objectives. The views of the management

staff however contradicted this because they disclosed that various forms of training programmes were organised for staff at the Polytechnic.

Accessibility of training programmes by respondents' characteristics

The extent to which staff's accessibility to training programmes varied across the various social groupings was also examined in this study. For sex, whereas 59.1 percent of the males indicated that they had undergone one form of training or the other, the females were rather divided on this (yes: 50.0%, no: 50.0%).

Accessibility of training programmes by age

Information on the accessibility of training programmes at the Takoradi Polytechnic by respondents' ages was collected.

Table 19: Accessibility of training programmes by age

Age	Accessibility of training programmes	
	Yes (%)	No (%)
Below 30 years	43.0	57.0
30 – 39 years	45.6	54.4
40 and above	44.7	55.3

Source: Field survey, 2009

It can be observed from the results from Table 19 that the majority of all the three groups had not undergone any form of training since they were employed at the Polytechnic (youth: 57.0%, middle aged: 54.4%, aged: 55.3%).

This suggests that training is that easily accessible to staff at the Polytechnic as regards age, and this constitutes a serious drawback with regard to staff training and development efforts at the Takoradi Polytechnic.

Accessibility of training programmes at the Takoradi Polytechnic by work status

The study also elicited information regarding the accessibility of training at the Takoradi Polytechnic by respondents' work status. The results from Table 20 show that a majority of 62.3 percent of the senior members indicated that they had undergone training programmes at the Takoradi Polytechnic. Moreover, a majority of 51.4 percent and 71.1 percent of the senior staff and junior staff respectively said that they had not undergone any form of training at the Polytechnic.

Table 20: Accessibility of training programmes by work status

Work status	Accessibility of training programmes	
	Yes (%)	No (%)
Senior members	62.3	37.7
Senior staff	48.6	51.4
Junior staff	28.9	71.1

Source: Field survey, 2009

This clearly implies that the focus of the management of the Polytechnic as regards the accessibility of training programmes is tilted in the favour of the senior members at the expense of the other two categories of staff. This finding stands in opposition to what Simmonds (2003) believes. He suggests that a good

staff development policy should, among other things, ensure that all staff have equal access and opportunities to training to develop their skills.

Accessibility of training programmes at the Takoradi Polytechnic by work experience

Information on the accessibility of training programmes at the Takoradi Polytechnic by respondents' work experience was also collected. And the results from Table 21 reveal that whereas a majority of 63.4 percent of those who had worked for less than 5 years indicated that they had not undergone any form of training at the Takoradi Polytechnic, 55.6 percent and 61.5 percent of those who had worked for between 5 and 9 years and 10 years and above respectively indicated that they had undergone one form of training or the other at the Polytechnic implying that staff access training programmes the longer they stay.

Table 21: Accessibility of training programmes by work experience

Work experience	Accessibility of training programmes	
	Yes (%)	No (%)
Below 5 years	36.6	63.4
5 – 9 years	55.6	44.4
10 years and above	61.5	38.5

Source: Field survey, 2009

Accessibility of training programmes at the Takoradi Polytechnic by respondents' educational attainment

The study additionally considered the accessibility of training programmes at the Takoradi Polytechnic by respondents' educational attainment. From Table 22, the results indicate that whereas a majority of those with no formal education (77.8%) and those educated from SHS and below (79.3%) intimated that they had not undergone any form of training at the Polytechnic, their other two counterparts (tertiary: 51%, postgraduate: 66.7%) suggested that they had had some form of training at the Polytechnic. This implies that those with lower educational attainment are not given the needed attention as regards training and development. This finding contradicts what Simmonds (2003) purports. He suggests that a good staff development policy should, among other things, ensure that all staff have equal access and opportunities to develop their skills.

Table 22: Accessibility of training programmes by educational attainment

Educational attainment	Accessibility of training programmes	
	Yes (%)	No (%)
No formal education	22.2	77.8
SHS and below	20.7	79.3
Tertiary	51.8	48.2
Post graduate	66.7	33.3

Source: Field survey, 2009

The views of the management staff were, however, to a large extent, different from that of the categories of staff studied because when they were asked to indicate whether staff of the Polytechnic had access to training programmes, they said that various training programmes were organised for the staff.

Training programmes respondents have undergone

The type of training programmes respondents undergo is traditionally regarded as an important component of training. The respondents who specified that they had undergone one form of training programme or the other at the Takoradi Polytechnic were asked to select, from a list, the particular type(s) of training they undergone. In response, the results in Table 23 were obtained.

It can be observed from Table 23 that, for the senior members, the training programme that was most attended was seminars (29.7%) followed by workshops (20.9%), full time courses and distance learning (12.1%) respectively and symposia (6.6%). The least cited trainings attended were training by mentoring and on-line training via e-mail (2.2%) respectively.

For the senior staff, seminars (32.7%) was again identified as the leading training attended by them. Full time courses (30.9%), workshops (18.2%), distance learning (7.3%) and symposia (3.6%) followed in that order. Sandwich courses, training by coaching, training by mentoring, and on-line training via e-mail (1.8%) respectively came up as the least cited training programmes attended by the senior staff of the Takoradi Polytechnic. The junior staff, on the other

hand, ranked seminar (38.7%) as the leading form of training attended, followed by full time courses (20.6%), workshops (14.7%), training by coaching (11.8%) and sandwich courses (8.8%). The least cited trainings attended, however, were distance learning and training by mentoring (2.9%) respectively.

Table 23: Training programmes respondents have undergone

Training programme	Senior members		Senior staff		Junior staff	
	Percent (%)	Rank	Percent (%)	Rank	Percent (%)	Rank
Seminars	29.7	1	32.7	1	38.7	1
Workshops	20.9	2	18.2	3	14.7	3
Full time course	12.1	3	30.9	2	20.6	2
Distance learning	12.1	3	7.3	4	2.9	6
Symposia	6.6	4	3.6	5	-	-
PowerPoint presentation	5.5	5	-	-	-	-
Sandwich course	5.5	5	1.8	6	8.8	5
Training by coaching	3.3	6	1.8	6	11.8	4
Training by mentoring	2.2	7	1.8	6	2.9	6
On line training via e-mail	2.2	7	1.8	6	-	-
Total	100.0		100.0		100.0	

Source: Field survey, 2009

Note: Multiple responses

The views of the management staff were sought on this issue, and they confirmed that seminars and workshops were the training programmes that were mostly organised by the Polytechnic. Linking these findings to the training needs of the respondents, the senior members cited PhD as the area of their training needs. Thus, it was expected that full time courses and other training programmes related to PhD be made accessible to them. This was not the case as there were indications that seminar, per the findings, was the most cited training programme that senior members had undergone. In the same vein, the desired training suggested by the senior staff was first degree, but the actual training programme provided for them was seminar. The junior staff, on the other hand, preferred HND most, but the actual training provided for them was seminar. These results show a mismatch between the desired training of staff at Takoradi Polytechnic and what the Polytechnic is providing for the staff. These findings disagree with the argument of Simmonds (2003). He opines that making the appropriate match between the training requirements or needs of the employee and the training programmes available is the key to effectiveness.

Mode of selection for training programmes

Closely related to training programmes and the types of training is the mode through which staff are selected for these training programmes. For this reason, this vital domain was explored to identify how staff were selected for training programmes at the Takoradi Polytechnic. This item was open-ended, and, hence, the responses were organised under five main themes. Table 24 presents

the selection modes through which staff were chosen for training programmes at the Takoradi Polytechnic.

Table 24 depicts that respondents' applying for sponsorship and having their sponsorship applications approved (29.2%) was found to be the leading mode of selection for training programmes at the Takoradi Polytechnic. This was followed by the training being organised for the departments (27.1%), nomination for training (16.7%), and trainings being organised for all administrators, secretaries and clerks (16.7%).

Table 24: Mode of selection of staff for training programmes

Statement	Frequency	Percent (%)	Rank
I applied for sponsorship and it was approved.	14	29.2	1
The training was organised for the department.	13	27.1	2
I was nominated for the training.	8	16.7	3
The training was organised for all administrators, secretaries and clerks.	8	16.7	3
I decided to take up the training on my own.	5	10.4	4
Total	48	100.0	

Source: Field survey, 2009

The least cited mode of being selected for training programmes at the Takoradi Polytechnic, however, was respondents taking up training on their own (10.4%). Interviews with the members of management, however, revealed that

most of the training programmes were organised by the various departments, and, sometimes, staff were nominated by management to undergo training.

Challenges facing staff training and development

The importance of training and development to the organisational goals achievement cannot be overstated. Conversely, when training programmes are hampered, it has the propensity of affecting the trainees and the organisation as a whole. Because of the aforementioned, the study assessed the challenges of staff training and development at the Takoradi Polytechnic. Thus, the respondents were asked to give their opinions on some of the general challenges facing training and development at the Takoradi Polytechnic (see Table 25).

The results in Table 25 suggest that inadequate opportunities for staff development was identified as the leading challenge (17.4%) and was followed by poor communication skills between staff and superiors (13.6%), inadequate in-service training (13.1%) and poor development policies/plans (12.2%). These were followed by inadequate orientations for newly employed staff (11.8%), lack of training evaluation (7.42%), lack of training needs assessment (7.02%), poor learning skills among staff (6.9%), and little participation of staff in the decision making process (6.12%) in that order. The least cited challenge to training and development at the Takoradi Polytechnic, however, was little participation of staff in training activities (4.6%). This finding opposes what Cascio (1992) opines because in his view, staff training and development is no longer a luxury but a

necessity which must be made accessible to all staff for the attainment of organisational goals and objectives.

Table 25: Challenges to staff training and development

Challenges	Frequency	Percent (%)	Rank
Inadequate opportunities for staff development	219	17.4	1
Poor communication skills between staff and superiors	219	13.6	2
Inadequate in- service training	219	13.1	3
Poor staff development policies/plan	219	12.2	4
Inadequate orientations for newly employed staff	219	11.8	5
Lack of training evaluation	219	7.4	6
Lack of training needs assessment	219	7.0	7
Poor learning skills among staff	219	6.9	8
Little participation of staff in the decision making process	219	6.1	9
Little participation of staff in training activities	219	4.6	10

Source: Field survey, 2009

Note: Multiple responses

Factors militating against the attendance of training programmes by work status

The respondents were given a repertoire of possible challenges to training and development from which they had to indicate the ones they thought had prevented them in one way or the other from participating in any training programme. Table 26 displays the respondents' responses regarding the challenges to staff training and development by work status at the Polytechnic.

Table 26: Challenges to staff training and development by work status

Challenges	Senior members		Senior staff		Junior staff	
	Percent (%)	Rank	Percent (%)	Rank	Percent (%)	Rank
Lack of funds for training	60.3	1	60.3	1	52.8	1
Pressures from current workload	19.0	2	14.1	3	5.7	4
Personal/Family commitment	13.8	3	14.2	2	13.2	3
No training course at location nearby	6.9	4	11.4	4	-	-
Personal learning disabilities	-	-	-	-	23.6	2

Source: Field survey, 2009

Note: Multiple responses

From Table 26, it can be observed that the senior members cited lack of funds for training (60.3%) as the leading challenge to staff training and development at the Takoradi Polytechnic. This was followed by pressures from current workload (19.0%) and personal/family commitment (13.8%). They further identified unavailability of training courses at locations nearby as the least challenge. For their senior staff counterparts, lack of funds for training (60.3%) was again identified as the leading staff training and development challenge, and was followed by personal/family commitment (14.2%), pressures from current workload (14.1%) and, lastly, unavailability of training courses at locations nearby (11.4%). The junior staff likewise cited lack of funds for training (52.8%) as the leading challenge, followed by personal learning disabilities (23.6%), and personal/family commitment (13.2%). The least challenge to training and development, according to the junior staff, was pressures from current workload (5.7%).

The management staff identified inadequate funds for training, problems regarding the proximity of training centers, improper assessment of training needs of the Polytechnic, little involvement of staff in training activities, difficulties in dealing with large numbers of staff, lack of evaluation after training programmes, inadequate opportunities for action and experimentation after training, inadequate ICT facilities, and poor knowledge in ICT on the part of some staff as some of the major drawbacks to effective staff training and development at the Takoradi Polytechnic. This situation constitutes a serious barrier to staff training and development at the Takoradi Polytechnic; it moreover stands in opposition to the

proposition of Simmonds (2003) because as he postulates, the ideal situation in staff training and development necessitates that funds, budgeting and resources are provided for training.

Challenges encountered at training programmes

Even though some staff may be faced with the challenge of not attending a training programme, those staff members who had had the opportunity of attending one training programme or the other were given statements that had a bearing on measuring the challenges they encountered (if any) at these training programmes. In response, the results in Table 27 (Appendix D) were obtained.

The results from Table 27 suggest that for sex, all the two groups were in doubt as to whether or not the training programmes they attended were too rigid to respond to their training needs and that of the Polytechnic (male: mean = 3.21, female: mean = 3.08) and as to whether or not the training programmes they attended were too much theoretical and not practical enough (male: mean = 3.31, female: mean = 3.26). Both groups were, again, similarly ambivalent as to whether or not the training programmes they attended did not consider the training needs of the Polytechnic (male: mean = 3.28, female: mean = 3.00).

Regarding age, all the three groups expressed ambivalence as to whether or not the training programmes they attended were too rigid to respond to their training needs and that of the Polytechnic (youth: mean = 3.07, middle aged: mean = 3.14, aged: mean = 3.31) and as to whether or not the training

programmes they attended were too much theoretical and not practical enough (youth: mean = 3.43, middle aged: mean = 3.31, aged: mean = 3.29).

On the issue of consideration of staff training needs, while the youth (mean = 2.38) and the middle aged (mean = 2.28) agreed that the training programmes they attended did not consider their training needs, their aged counterparts (mean = 3.18) were rather ambivalent on this issue. Moreover, all the three groups were in doubt as to whether or not the training programmes they attended did not consider the training needs of the Polytechnic (youth: mean = 3.05, middle aged: mean = 3.43, aged: mean = 3.09).

With respect to work status, all the groups were ambivalent regarding whether or not the training programmes they attended were too rigid to respond to their training needs and that of the Polytechnic (senior staff: mean = 3.39, senior staff: mean = 3.04, junior staff: mean = 3.00). Again, while the senior members (mean = 3.11) and the senior staff (mean = 2.87) were ambivalent as to whether or not the training programmes they attended were too theoretical and not practical enough, their junior staff counterparts (mean = 3.95) rather disagreed on this matter. A similar line of reasoning was registered for the consideration of training needs. Thus, whereas the senior members (mean = 3.15) and the senior staff (mean = 3.15) were in doubt as to whether or not the training programmes they attended did not consider their training needs, their junior staff counterparts (mean = 3.99) rather disagreed to this. Moreover, all three groups were noted to express doubt regarding whether or not the training programmes they attended did not consider the training needs of the Polytechnic (Table 27).

For work experience, all the three groups were uncertain as to whether or not the training programmes they attended were too rigid to respond to their training needs and that of the Polytechnic (below 5 years: mean = 3.07, 5-9 years: mean = 3.14, 10 years and above: mean = 3.31), as to whether or not the training programmes they attended were too theoretical and not practical enough (below 5 years: mean = 3.42, 5-9 years: mean = 3.31, 10 years and above: mean = 3.29), as to whether or not the training programmes they attended did not consider their training needs (below 5 years: mean = 3.28, 5-9 years: mean = 3.28, 10 years and above: mean = 3.18), and as to whether or not the training programmes they attended did not consider the training needs of the Polytechnic (below 5 years: mean = 3.05, 5-9 years: mean = 3.43, 10 years and above: mean = 3.09).

Regarding educational attainment, all groups believed that the training programmes they attended were too rigid to respond to their training needs and that of the Polytechnic (Table 27). Again, while those with no formal education (mean = 3.60) and those educated from SHS and below (mean = 3.98) disagreed that the training programmes they attended were too theoretical and not practical enough, their tertiary counterparts were rather ambivalent on this (mean = 3.18); those educated to the postgraduate level however were in agreement to this. Concerning whether the training programmes considered their training needs, whereas those educated from SHS and below, those educated to the tertiary level and those educated to the postgraduate level were uncertain as to whether or not the training programmes considered their training needs, those with no formal education rather disagreed on this matter. A similar line of reasoning was

registered for the consideration of training needs of the Polytechnic also. Thus, whereas those educated from SHS and below, those educated to the tertiary level and those educated to the postgraduate level were in doubt as to whether or not the training programmes considered the training needs of the Polytechnic, those with no formal education rather disagreed on this matter (Table 27, Appendix D)

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The summary, conclusions and recommendations of the study are presented in this chapter. The study assessed the staff training and development processes at the Takoradi Polytechnic. The data were obtained from 222 staff members through a survey questionnaire and an interview guide. The spreadsheet package (Microsoft excel) and SPSS (Statistical Products and Service Solutions) were used to process the data collected.

Summary of key findings

The first objective focused on examining staff training-related challenges at the Takoradi Polytechnic, and the key findings were that:

1) inadequate opportunities for staff development was identified as the leading challenge to staff training and development at the Takoradi Polytechnic.
2) lack of funds was a major challenge to staff training and development.
3) the youth and the middle aged said that the training programmes they had attended did not consider their training needs.

4) all the educational groups believed that the training programmes they attended were too rigid to respond to their training needs and that of the Polytechnic.

The second objective focused on examining the benefits of the staff development policy of the Takoradi Polytechnic to the staff of the Polytechnic, and the main issues were that:

1) the majority of the staff generally knew of the existence of the staff development policy.
2) the majority of the staff indicated that they did not have any knowledge about the content of the staff development policy.
3) all the groups, together with the management staff, indicated that the Policy made provision for the Polytechnic to give study leave with pay to staff.
4) the females, the senior staff, those who have worked for between 5 and 9 years, and those educated to the tertiary and postgraduate levels suggested that the staff development Policy did not make provision for orientations for newly employed staff.
5) the females, the youth, the junior staff, those who had worked for between 5 and 9 years, those educated from SHS and below, and those educated to the tertiary level said that the Policy did not make provision for feedbacks to be given after training programmes.

6) the senior members, those educated from SHS and below, and those educated to the postgraduate level agreed that the Policy made provision for scholarships and sponsorships to staff.

With respect to determining the training and development needs of staff at the Takoradi Polytechnic, the main factors identified were that:

1) the majority of the staff suggested that they needed training because there was a gap between their current skills and what was required of them in terms of their job responsibilities.
2) the management staff indicated that changes in job tasks among staff and poor staff performance were the reasons that necessitated staff training.
3) the majority of staff were not sure of how their training needs were assessed at the Takoradi Polytechnic.
4) the three main methods used in needs assessment (that is, assessment through observation, assessment through questionnaires, and assessment through interviews) were not used at Takoradi Polytechnic.
5) First Degree was generally identified as the staff's most preferred training need. The senior members however preferred PhD whilst the senior staff and the junior staff preferred First Degree and HND respectively.
6) some of the respondents (6.8%) indicated that they were not sure of the kind of training they needed to upgrade themselves to be able to perform their tasks more effectively.

7) the management said that the type of training that staff needed to upgrade themselves to be able to perform their tasks more effectively were ICT and safety measures training.

The last objective focused on assessing training programmes offered to staff at the Takoradi Polytechnic, and the major issues identified were that:

1) the majority of the staff, generally, had not undergone any form of training since they were employed at the Polytechnic.
2) the senior members and those educated to the tertiary and postgraduate levels benefited more than the other staff in terms of training and development at the Takoradi Polytechnic.
3) the senior members, the senior staff and the junior staff ranked seminars as the most popular form of training programme offered by the Takoradi Polytechnic.
4) the leading mode of selection of staff for training programmes at the Takoradi Polytechnic was respondents applying for sponsorship and having their sponsorship applications approved.

Conclusions

The study assessed the staff training and development processes at the Takoradi Polytechnic. Four major conclusions were drawn based on the findings. It can be said that several factors challenged effective staff training and development at the Takoradi Polytechnic. The study revealed that issues such as inadequate opportunities for staff development, lack of funds, training

programmes not considering the training needs of respondents, and rigid training programmes were some of the factors that challenged effective staff training and development at the Polytechnic.

Moreover, it was evident that the major benefit of the staff development policy was the provision of study leave with pay and the provision of scholarship and sponsorship to staff. This conclusion was drawn because the majority of the groups studied indicated that the policy made provision for the Polytechnic to give study leave with pay as well as providing scholarship and sponsorship to staff. However, there existed a problem like the majority of staff knowing of the existence of the staff development policy but not knowing its content. Also, fallbacks like the lack of orientation and feedback after training for some groups of staff, regarding the staff development policy at the Takoradi Polytechnic, exist.

First Degree was, generally, identified as the staff's most preferred training. The senior members, however, preferred PhD whilst the senior staff and the junior staff preferred First Degree and HND respectively. More so, it can be concluded that the management wanted the staff to undertake courses in ICT and safety measures training at the Polytechnic since they indicated that those were what the staff needed to upgrade themselves to be able to perform their tasks more effectively.

It can again be concluded that the most common training programmes offered to staff at the Takoradi Polytechnic were seminars. This is so because the senior members, the senior staff and the junior staff ranked seminars as the most popular form of training programme offered by the Polytechnic.

Recommendations

Based on the findings of the study, it is recommended that:

1) the management of the Takoradi Polytechnic task the Personnel Unit to ensure that adequate training opportunities are provided to all categories of staff since inadequate opportunities for staff development was identified as the leading challenge to staff training and development at the Takoradi Polytechnic.
2) management may wish to make conscious efforts aimed at providing enough funds to fund various training programmes to enable staff improve upon their current abilities.
3) the management of the Takoradi Polytechnic task the Personnel Unit to allow the youth and the middle aged to partake in deciding their training needs before undergoing training courses since they suggested that the training programmes they attended did not consider their training needs.
4) the management, again, introduce innovative ways (such as the provision of periodic publications on the staff development policy) aimed at sensitising all staff on the staff development policy so that they (staff) would in turn appreciate, for example, any training programmes offered to them. This is necessary because until staff understand and appreciate a particular training intervention, they would never partake in it wholeheartedly thus thwarting the goals of such training programmes.
5) the management may wish to charge the Personnel Unit to ensure that orientations for newly appointed staff are conducted. This is so because

the females, the senior staff, those who have worked for between 5 and 9 years, and those educated to the tertiary and postgraduate levels suggested that the staff development policy did not make provision for orientations for newly employed staff. This can be one of the avenues where staff can be introduced to the staff development policy and some of the issues contained in it.

6) the Personnel Unit may wish to ensure that appropriate feedbacks are sent to the females, the youth, the junior staff, those who had worked for between 5 and 9 years, those educated from SHS and below, and those educated to the tertiary level since they suggested that the Policy did not make provision for feedbacks to be given after training programmes. This should be done because of the relative importance of these groups to the overall organisational goal attainment.
7) the management may wish to make sure that equal attention, with respect to training and development, is given to all staff because of their respective important roles in bringing about the fulfillment of the organisational goals.

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APPENDIX A

QUESTIONNAIRE FOR STAFF

This is an instrument to obtain information on staff training and development processes and the related challenges at Takoradi Polytechnic. It is in partial fulfilment of the award of M. A. (Human Resource Development) Degree at Cape Coast University. I wish to state that information provided will be used for the purpose for which it was collected and will be treated confidentially.

SECTION ONE

BACKGROUND INFORMATION

1. Sex 1) Male [ ] 2) Female [ ]
2. Age …….years
3. Work status 1) Senior Member [ ]
   2) Senior Staff [ ]
   3) Junior Staff [ ]
4. How long have you been working in the Polytechnic? ……
5. What is the highest educational level have you attained?
   1) No formal education [ ] 2) Primary [ ]
   3) JHS [ ] 4) SHS [ ]
   5) Diploma [ ] 6) HND [ ]
   7) First Degree [ ] 8) Second Degree [ ]
   9) Professional qualification [ ] 10) PhD [ ]
   11) Other (Please specify) ……

SECTION TWO

STAFF DEVELOPMENT POLICY AND PRACTICES OF THE TAKORADI POLYTECHNIC

6. Are you aware of the existence of staff development policy at Takoradi Polytechnic? Yea [ ] No [ ]

7. Are you familiar with the contents of the staff development policy in the Polytechnic? 1. Yes [ ] 2. No [ ]

8. Please indicate your level of agreement or disagreement to the following benefits of the staff development policy on the scale 1-5, where 1 = 'Strongly Agree' (SA) 2 = 'Agree' (A) 3 = 'Undecided' (U) 4 = 'Disagree' (D) 5 = 'Strongly Disagree' (SD).

	STATEMENTS	SA 1	A 2	U 3	D 4	SD 5
a	The policy makes provision for scholarship and sponsorships to staff.					
b	The staff development policy makes provision for offsetting my training needs.					
c	The policy makes provision for equal training opportunities and access to all staff.					
d	The Polytechnic gives study leave with pay to staff.					
e	The policy makes provision for orientations for newly employed staff.					

f	The policy makes provision for feedbacks to be given after training programmes.					

SECTION THREE

TRAINING AND DEVELOPMENT NEEDS

9. Please indicate why you think you need training……...

……

10. Please indicate your level of agreement or disagreement to the following training needs assessment related statements on the scale 1-5, where 1 = 'Strongly Agree' (SA) 2 = 'Agree' (A) 3 = 'Undecided' (U) 4 = 'Disagree' (D) 5 = 'Strongly Disagree' (SD).

Statement		SA 1	A 2	U 3	D 4	SD 5
a	My training needs are assessed through the use of the observation method.					
b	My training needs are assessed through the use of questionnaires.					
c	My training needs are assessed through an interview conducted by the Polytechnic.					
d	I assess my own training needs and decide on the kind of training I need.					
e	I consider the training needs of the Polytechnic before I embark on any form of training.					

11. What kind of training do you need to upgrade your current skills?

……

SECTION FOUR

TRAINING PROGRAMMES AT THE TAKORADI POLYTECHNIC

12. Have you undergone any training programme in the Polytechnic?

1) Yes [ ] 2) No [ ]

13. If 'yes', Please indicate by ticking the programme(s) attended.

1) Full time course	[ ]	6) Training by mentoring	[ ]
2) Sandwich course	[ ]	7) Online training via e-mail	[ ]
3) Distance learning	[ ]	8) PowerPoint presentation	[ ]
4) Training by coaching	[ ]	9) Symposia	[ ]
5) Seminars	[ ]	10) Workshops	[ ]

11) Others (please specify) ……

14. How were you selected for the training in (13) above …….....

……..

SECTION FIVE

CHALLENGES OF STAFF TRAINING AND DEVELOPMENT

15. In your opinion, what are some of the general challenges facing staff training and development at the Polytechnic? (Please indicate by ticking as many as may apply)

1) Lack of training needs assessment [ ]
2) Lack of training evaluation [ ]
3) Inadequate opportunities for staff development [ ]
4) Inadequate in service training [ ]
5) Inadequate orientation for newly recruited staff [ ]
6) Little participation of staff in the decision making process [ ]
7) Poor staff development plan/policies [ ]
8) Little participation of staff in training activities [ ]
9) Poor learning skills among staff [ ]
10) Poor communication skills between staff and superiors [ ]
11) Others, please specify……..

16. Have any of the following factors prevented you from attending any form of training programme?

1) Pressures from current workload [ ]
2) Personal/ family commitment [ ]
3) Lack of funds for the training [ ]
4) No training course at any location nearby [ ]
5) Others (please specify) ……

17. Please indicate your level of agreement or disagreement to the following statements in respect of training provided by the Takoradi Polytechnic on the scale 1-5, where 1 = 'Strongly Agree' (SA) 2 = 'Agree' (A) 3 = 'Undecided' (U) 4 = 'Disagree' (D) 5 = 'Strongly Disagree' (SD).

	Statement	SA	A	U	D	SD
1	The training programme I attended was too rigid to respond to my training needs and that of the Polytechnic.					
2	The training programme I attended was too theoretical and not practical enough.					
3	The training programme I attended did not consider my training needs.					
4	The training programme I attended did not consider the training needs of the Polytechnic.					

APPENDIX B

INTERVIEW GUIDE

STAFF TRAINING AND DEVELOPMENT AT THE TAKORADI POLYTECHNIC – MANAGEMENT STAFF

This is an instrument to obtain information on staff training and development processes and the related challenges at Takoradi Polytechnic. It is in partial fulfillment of the award of M. A. (Human Resource Development) Degree at Cape Coast University. I wish to state that information provided will be used for the purpose for which it was collected and will be treated confidentially.

SECTION ONE

STAFF DEVELOPMENT POLICIES AND PRACTICES OF TAKORADI POLYTECHNIC

1. Does the Takoradi Polytechnic have a staff development policy?
2. What are some of the benefits of the development policy to staff?

SECTION TWO

TRAINING AND DEVELOPMENT NEEDS

3. In your opinion, what reasons necessitate staff training at the Takoradi Polytechnic?
4. How does the Polytechnic determine the training needs of its staff?
5. In your opinion, what are the training needs of the Polytechnic?

SECTION THREE

TRAINING PROGRAMMES AT TAKORADI POLYTECHNIC

6. Do staff have access to any form of training at the Polytechnic?
7. What training programmes are available to staff at Takoradi Polytechnic?
8. How does the Polytechnic select individual staff for training?

SECTION FOUR

CHALLENGES OF STAFF TRAINING AND DEVELOPMENT

9. In your opinion, what are some of the general challenges facing staff training and development at the Polytechnic?

APPENDIX C

Table 14: Mean responses on the benefits of the staff development policy by respondents' socio-demographic characteristics

Statement	Individual characteristic	N	Mean response
	Sex		
The Policy makes provision for scholarships and sponsorships to staff.	Male	18	2.53
	Female	6	2.75
The staff development policy makes provision for offsetting my training needs.	Male	18	2.61
	Female	6	2.76
The Policy makes provision for equal training opportunities and access to all staff.	Male	18	2.48
	Female	6	2.52
The Polytechnic gives study leave with pay to staff.	Male	18	1.92
	Female	6	1.92
The Policy makes provision for orientations for newly employed staff.	Male	18	3.31
	Female	6	3.56
The Policy makes provision for feedbacks to be given after training programmes.	Male	18	3.42
	Female	6	3.58
	Age		
The Policy makes provision for scholarships and sponsorships to staff.	Below 30 years	6	2.73
	30 – 39 years	7	2.56
	40 and above	9	2.62

Table 14 continued

The staff development policy makes provision for offsetting my training needs.	Below 30 years	6	2.72
	30 – 39 years	7	2.62
	40 and above	9	2.49
The Policy makes provision for equal training opportunities and access to all staff.	Below 30 years	6	2.67
	30 – 39 years	7	2.30
	40 and above	9	2.30
The Polytechnic gives study leave with pay to staff.	Below 30 years	6	2.05
	30 – 39 years	7	1.86
	40 and above	9	1.87
The Policy makes provision for orientations for newly employed staff.	Below 30 years	6	3.45
	30 – 39 years	7	3.43
	40 and above	9	3.32
The Policy makes provision for feedback to be given after training programmes.	Below 30 years	6	3.59
	30 – 39 years	7	3.37
	40 and above	9	3.47
	Work status		
The Policy makes provision for scholarships and sponsorships to staff.	Senior Members	13	2.25
	Senior Staff	4	2.83
	Junior Staff	7	2.76
The staff development policy makes provision for offsetting my training needs.	Senior Members	13	2.48
	Senior Staff	4	2.79
	Junior Staff	7	2.73

Table 14 continued

The Policy makes provision for equal training opportunities and access to all staff.	Senior Members	13	2.29
	Senior Staff	4	2.33
	Junior Staff	7	2.81
The Polytechnic gives study leave with pay to staff.	Senior Members	13	1.78
	Senior Staff	4	1.91
	Junior Staff	7	2.05
The Policy makes provision for orientations for newly employed staff.	Senior Members	13	3.32
	Senior Staff	4	3.53
	Junior Staff	7	3.40
The Policy makes provision for feedback to be given after training programmes.	Senior Members	13	3.25
	Senior Staff	4	3.47
	Junior Staff	7	3.70
	Work experience		
The Policy makes provision for scholarships and sponsorships to staff.	Below 5 years	13	2.71
	5 – 9 years	7	2.51
	10 and above	3	2.54
The staff development policy makes provision for offsetting my training needs.	Below 5 years	13	2.79
	5 – 9 years	7	2.46
	10 and above	3	2.54
The Policy makes provision for equal training opportunities and access to all staff.	Below 5 years	13	2.51
	5 – 9 years	7	2.44
	10 and above	3	2.50

Table 14 continued

The Polytechnic gives study leave with pay to staff.	Below 5 years	13	2.01
	5 – 9 years	7	1.81
	10 and above	3	1.81
The Policy makes provision for orientations for newly employed staff.	Below 5 years	13	3.41
	5 – 9 years	7	3.54
	10 and above	3	3.15
The Policy makes provision for feedback to be given after training programmes.	Below 5 years	13	3.44
	5 – 9 years	7	3.67
	10 and above	3	3.19
	Educational attainment		
The Policy makes provision for scholarships and sponsorships to staff.	SHS and below	4	2.92
	Tertiary	11	2.61
	Post graduate	9	2.27
The staff development policy makes provision for offsetting my training needs.	SHS and below	4	2.86
	Tertiary	11	2.70
	Post graduate	9	2.24
The Policy makes provision for equal training opportunities and access to all staff.	SHS and below	4	2.94
	Tertiary	11	2.41
	Post graduate	9	2.26
The Polytechnic gives study leave with pay to staff.	SHS and below	4	2.10
	Tertiary	11	1.95
	Post graduate	9	1.82

Table 14 continued

The Policy makes provision for orientations for newly employed staff.	SHS and below	4	3.40
	Tertiary	11	3.54
	Post graduate	9	3.64
The Policy makes provision for feedback to be given after training programmes.	SHS and below	4	3.62
	Tertiary	11	3.61
	Post graduate	9	2.35

Source: Field survey, 2009

APPENDIX D

Table 27: Mean responses on some of the challenges faced in training programmes

Challenge	Individual characteristic	N	Mean response
	Sex		
The training programme I attended was too rigid to respond to my training needs and that of the Polytechnic.	Male	67	3.21
	Female	34	3.08
The training programme I attended was too theoretical and not practical enough.	Male	67	3.31
	Female	34	3.40
The training programmes I attended did not consider my training needs.	Male	67	3.23
	Female	34	3.26
The training programme I attended did not consider the training needs of the Polytechnic.	Male	67	3.28
	Female	34	3.00
	Age		
The training programme I attended was too rigid to respond to my training needs and that of the Polytechnic.	Below 30 years	37	3.07
	30 – 39 years	36	3.14
	40 and above	21	3.31
The training programme I attended was too theoretical and not practical enough.	Below 30 years	37	3.43
	30 – 39 years	36	3.31
	40 and above	21	3.29

Table 27 continued

The training programmes I attended did not consider my training needs.	Below 30 years	37	23.28
	30 – 39 years	36	2.28
	40 and above	21	3.18
The training programme I attended did not consider the training needs of the Polytechnic.	Below 30 years	37	3.05
	30 – 39 years	36	3.43
	40 and above	21	3.09
	Work status		
The training programme I attended was too rigid to respond to my training needs and that of the Polytechnic.	Senior Members	43	3.39
	Senior Staff	34	3.04
	Junior Staff	24	3.00
The training programme I attended was too theoretical and not practical enough.	Senior Members	43	3.11
	Senior Staff	34	2.87
	Junior Staff	24	3.95
The training programmes I attended did not consider my training needs.	Senior Members	43	3.15
	Senior Staff	34	3.15
	Junior Staff	24	3.72
The training programme I attended did not consider the training needs of the Polytechnic.	Senior Members	43	3.33
	Senior Staff	34	3.26
	Junior Staff	24	2.92
	Work experience		
The training programme I attended was too rigid to respond to my training needs	Below 5 years	48	3.07
	5 – 9 years	35	3.14

Table 27 continued

and that of the Polytechnic.	10 and above	16	3.31
The training programme I attended was	Below 5 years	48	3.42
too theoretical and not practical enough.	5 – 9 years	35	3.31
	10 and above	16	3.29
The training programmes I attended did	Below 5 years	48	3.28
not consider my training needs.	5 – 9 years	35	3.28
	10 and above	16	3.18
The training programme I attended did	Below 5 years	48	3.05
not consider the training needs of the	5 – 9 years	35	3.43
Polytechnic.	10 and above	16	3.09
	Educational attainment		
The training programme I attended was	No formal edu.	2	3.00
too rigid to respond to my training needs	SHS and below	12	3.00
and that of the Polytechnic.	Tertiary	57	3.01
	Post graduate	30	2.83
The training programme I attended was	No formal edu.	2	3.60
too theoretical and not practical enough.	SHS and below	12	3.98
	Tertiary	57	3.18
	Post graduate	30	2.23
The training programmes I attended did	No formal edu.	2	3.50
not consider my training needs.	SHS and below	12	3.08
	Tertiary	57	3.13

Table 27 continued

	Post graduate	30	3.06
The training programme I attended did	No formal edu.	2	3.98
not consider the training needs of the	SHS and below	12	2.90
Polytechnic.	Tertiary	57	3.19
	Post graduate	30	3.42

Source: Field survey, 2009