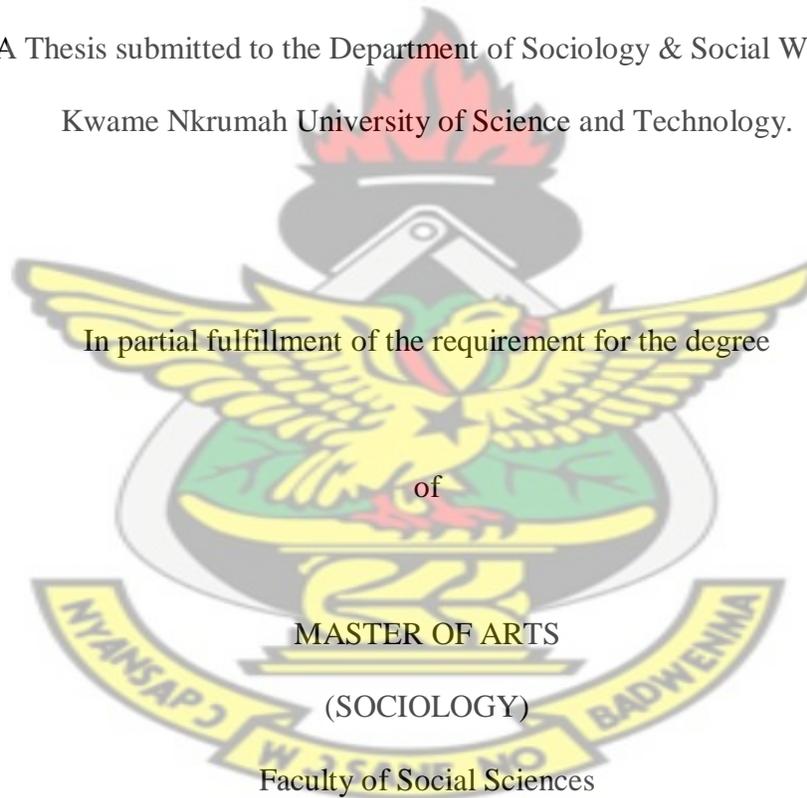


**TRAINING AND DEVELOPMENT AND EMPLOYEE PERFORMANCE IN DISTRICT  
ASSEMBLIES IN GHANA (BOSOMTWE DISTRICT ASSEMBLY)**

**by**

GABRIEL WIREKOH SARKODIE B.A. (Hons.) Sociology

A Thesis submitted to the Department of Sociology & Social Work,  
Kwame Nkrumah University of Science and Technology.



November, 2011

# DECLARATION

I hereby declare that this submission is my own work towards the attainment of Master of Arts (Sociology) and that, to the best of my knowledge, the work contains no material previously published by another person nor material that has been accepted for the award of any other degree of the University or elsewhere, except where due acknowledgement has been made in the text.

Gabriel Wirekoh Sarkodie (2006600)

Student's Name & ID

KNUST

Signature

.....  
Date

Certified by:

Dr. Kofi Osei Akuoko

Supervisor's Name

Signature

.....  
Date

Certified by:

Mr. Yaw Amponsah Agyei

Supervisor's Name

Signature

.....  
Date

Certified by:

Mr. Kwadwo Ofori-Duah

Head of Department's Name

Signature

.....  
Date

## ABSTRACT

Training and development is one key human resource management function undertaken by business organizations to ensure that organizational goals and objectives are achieved through the acquisition, motivation and maintenance of qualified and competent employees. It is for this reason that organizations with positive training philosophy invest in the development of the skills and competencies of their employees in order to have competitive advantage over other organizations. Such organizations employ a variety of training programmes and activities aimed at equipping employees to higher levels of performance. This study was therefore an attempt to find out the effects of training and development on employees of District Assemblies in Ghana especially in the Bosomtwe District Assembly. District Assemblies were chosen for this study because of the pivotal roles that are expected of them in Ghana's quest to implement decentralization. Decentralization requires that local government institutions have the appropriate manpower and logistics to facilitate the performance of their devolved functions. The study uncovered the following fact in the training and development of employees in the District Assemblies; Training and development has positive effect on employee performance. However, its conduct is fraught with many challenges. Most training programmes in District Assemblies are often targeted at senior management employees leaving out the junior employees. Again, the methods of training are usually classroom; seminars, orientation programmes and not on-the-job training. These and other discovered facts all came into light as a result of the questionnaires administered at the Bosomtwe District Assembly. The research was a case study and the sampling technique used was stratified sampling. The researcher therefore made recommendations for aggressive policies and measure to address the challenges identified in order to build the capacity of staff at the District Assemblies of Ghana.

## DEDICATION

This research work is fondly dedicated to my lovely wife Hanna, for her prayers and support, which enabled me to complete this work with less difficulty. Thank you very much for your support.

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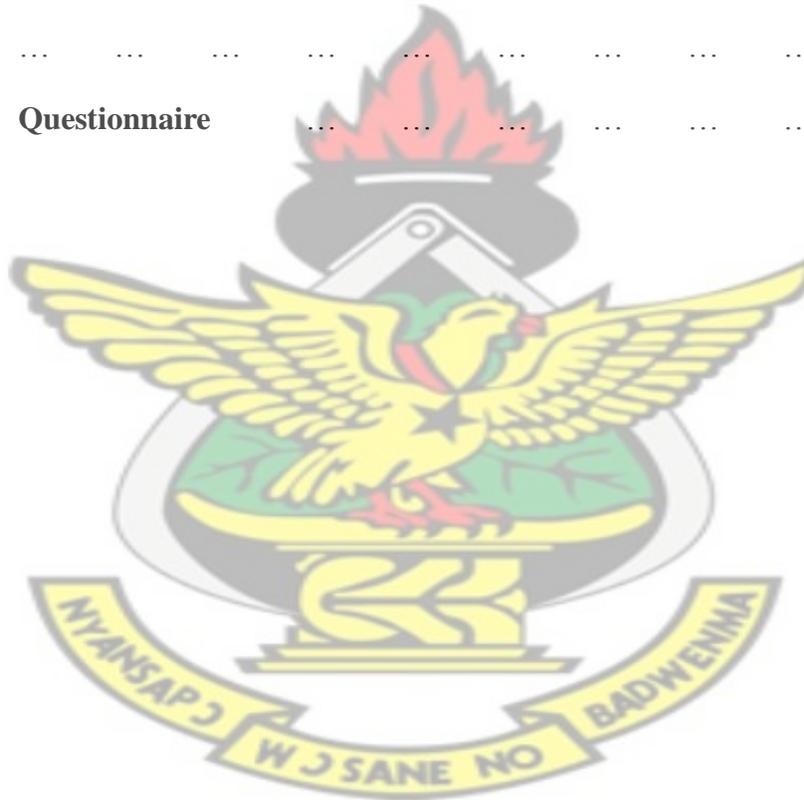
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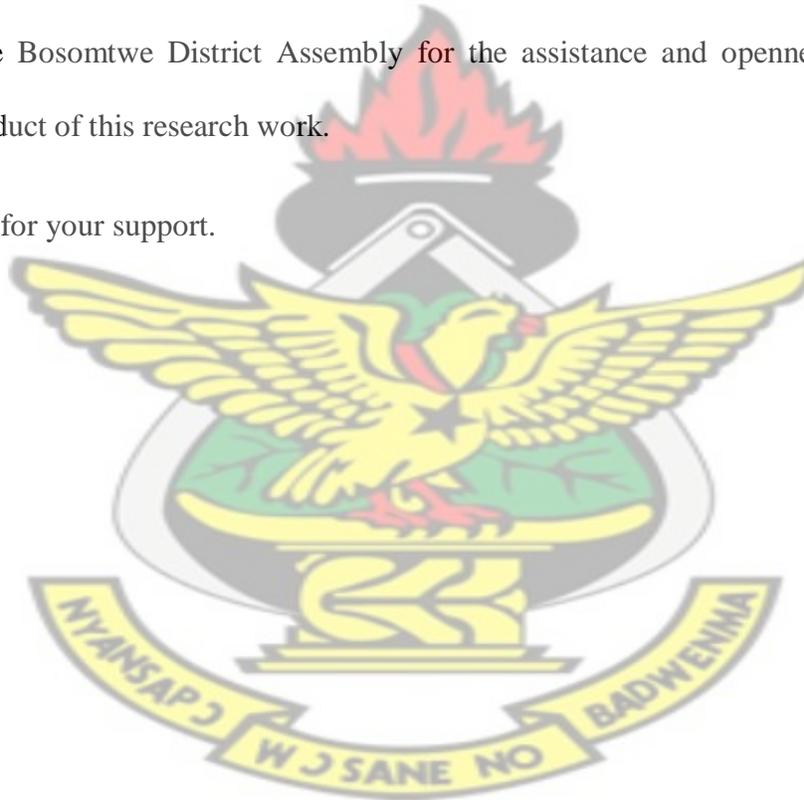
I give thanks and gratitude to my Lord and Saviour Jesus Christ because His wisdom and mercy has led me to come out with this project.

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I thank you all for your support.

Thank you.



# CHAPTER ONE

## INTRODUCTION

### 1. 1 BACKGROUND TO THE STUDY

Achieving organizational goals cannot be done without human resource (HR). Most jobs in organizations are performed by human beings. It is people (human resource) not buildings, the equipment, or brand names that make an organization. Thomas J. Watson, the founder of International Business Machine (IBM) once remarked “you can get capital and erect buildings, but it takes people to build a business” (Bohlander and Snells, 2004). The Reuters Group also acknowledges this fact by noting that “a major source of competitive advantage for Reuters comes from the energy, ideas and commitment of its employees” (Reuters Group plc Annual Review, 2001 cited in Price, 2004).

From an organizational perspective human resource encompasses the people in an organization - its employees - the human potential available to a business. The people in an organization offer different skills, abilities and knowledge that may or may not be appropriate to the needs of the business. In management terms, ‘human resource’ refers to the traits people bring to the workplace - intelligence, aptitude, commitment, tacit knowledge and skills and the ability to learn. But the contribution of this human resource to an organization is typically variable and unpredictable.

This indeterminacy of an employee’s contribution to his or her organization’s activities make the human resource the ‘most vexatious of the assets to manage’ (Fitz-enz, 2000 cited in Bratton and Gold, 2003). Chuck Nielson, a former Vice President of HR for Texas Instruments saw the need to manage human resource effectively when he remarked that “the fact is, the only thing that differentiates us from our competition is our people. The equipment, the building they are

the same. It is the people who make the difference. Effective management of HR becomes an issue for everyone” (Schuler and Huber, 1993).

From the above, it is evidently clear that Human Resource Management (HRM) portrays a fundamental belief that people (human capital) really make the difference in organization; only people among other resources have the capacity to generate value. This follows from the premise that human knowledge and skills are strategic resource that needs to be meticulously managed. Employee productivity increases when organizations hire, develop and motivate employees effectively.

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One of the key HR functions in any business organization is the training and development of employees. Whenever HR practitioners embark on recruitment and selection process, they attempt to search and secure a candidate whom they can label as the ‘best’ possible candidate. However, no matter how hard this is done, De Cenzo and Robbins (1994) notes that “the fact remains that few, if any, new employees can truly come into an organization and immediately become fully functioning, 100 percent performers”. It takes a number of months (depending on the job) before employees get use to their new working environments. This is when HRM is very important. HRM plays an important role in reshaping this reformation of new employees so that within a short period of time, they too, will be fully functional and productive.

Again, the fact that organizations will have future human resource needs indicates a necessity for ensuring an appropriate supply of employees. One means of achieving this is through employee development. By development, it is implied that the focus of the training is not on one`s current job, but on a future position within the organization that requires additional competencies. That is, a fully-trained employee may be an expert on his or her current job, but for him or her to accept positions of greater responsibility in the future which may require different set of skills, HRM must have a means to foster personal growth and development.

Employee training and development is thus, an effective way of making sure that an organization meets its current human resource needs and also plan for any future growth and expansion. It is for this reason that HR managers should embark on training and development programmes for employees to impact positively on their job performance which will ultimately culminate in the achievement of organizational goals. It is against this background that this study was conducted to determine whether or not training and development programmes have any effect on the performance of employees in District Assemblies in Ghana.

## **1.2. STATEMENT OF THE PROBLEM**

The acquisition, development, motivation and maintenance of the needed human resource which are the ‘most valued assets’ in any organization whether public or private have been seen by most experts as major ingredients in ensuring the achievement of all organizational goals and objectives. However, in Ghana, especially in the public sector and more particularly in the local government structures such as the District Assembly (DAs), the acquisition, training and development, and retention of employees have always been a major challenge.

Appiah (1996) cited in Thomi and Yankson (2000) observed that the DAs have been accorded administrative, deliberative, legislative and executive functions. These functions will however be meaningless if the DAs lack the staff with the capacity, managerial know-how, expertise and not the least unalloyed loyalty and commitment to deliver quality, affordable and timely services to their constituent populace. This capacity which gives meaning to effective and vibrant local government system has however been found wanting and indeed been recognized as a possible weak link of decentralization if it is not arrested.

Training and development which is perceived as a key HR function that can arrest this unpleasant situation is often overlooked in the DAs. This has often resulted in the poor performance of employees which in turn affects the performance of this very important local

government structure which is the main pivot around which local development revolves. As noted by Ayee (2003);

*“The other important resource of decentralized government, and perhaps one of the universally cited problems that confronts DAs, is lack of competent personnel. Whilst devolution of authority to DAs imposes increasing demands for services at the district level and requires well-trained local functionaries, at the same time Ghana’s economic conditions, administrative reforms and structural adjustment all require less government spending and fewer government agents. These two conditions are, of course, contradictory. The poor quality of staff at the district level has widely been acknowledged by all including the Ministry of Local Government”.*

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Armstrong (2001) noted that one of the benefits of training is to improve individual, team and corporate performance in terms of output, quality, speed and overall productivity. This means that without training and development, individual and organizational growth may stifle or ground to a halt. This raises questions as to how the training and development programmes of District Assemblies should be conducted and the impact it has on the performance of their employees. Does the District Assemblies embark on training and development programmes? What are the training techniques or methods used? What effects do these programmes have on the performance of their employees? What are some of the challenges that hinder this very important HR function?

It was in an attempt to answer these questions that the study sought to investigate the role of employee training and development and its effect on performance in the Bosomtwe District Assembly.

### 1.3 OBJECTIVES OF THE STUDY

The general objective of this study was to identify the effects of training and development as a HR function on employee performance in District Assemblies of Ghana.

Specifically, this study would attempt to:

- i. Find the methods and types of training and development programmes in the District Assemblies.
- ii. Examine the effect of training and development programmes on employee performance.
- iii. Make suggestions and recommendations on the importance of training and development on employee performance in organizations.

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### 1.4 HYPOTHESIS

**H<sub>0</sub>:** Job performance is not a function of employee training and development.

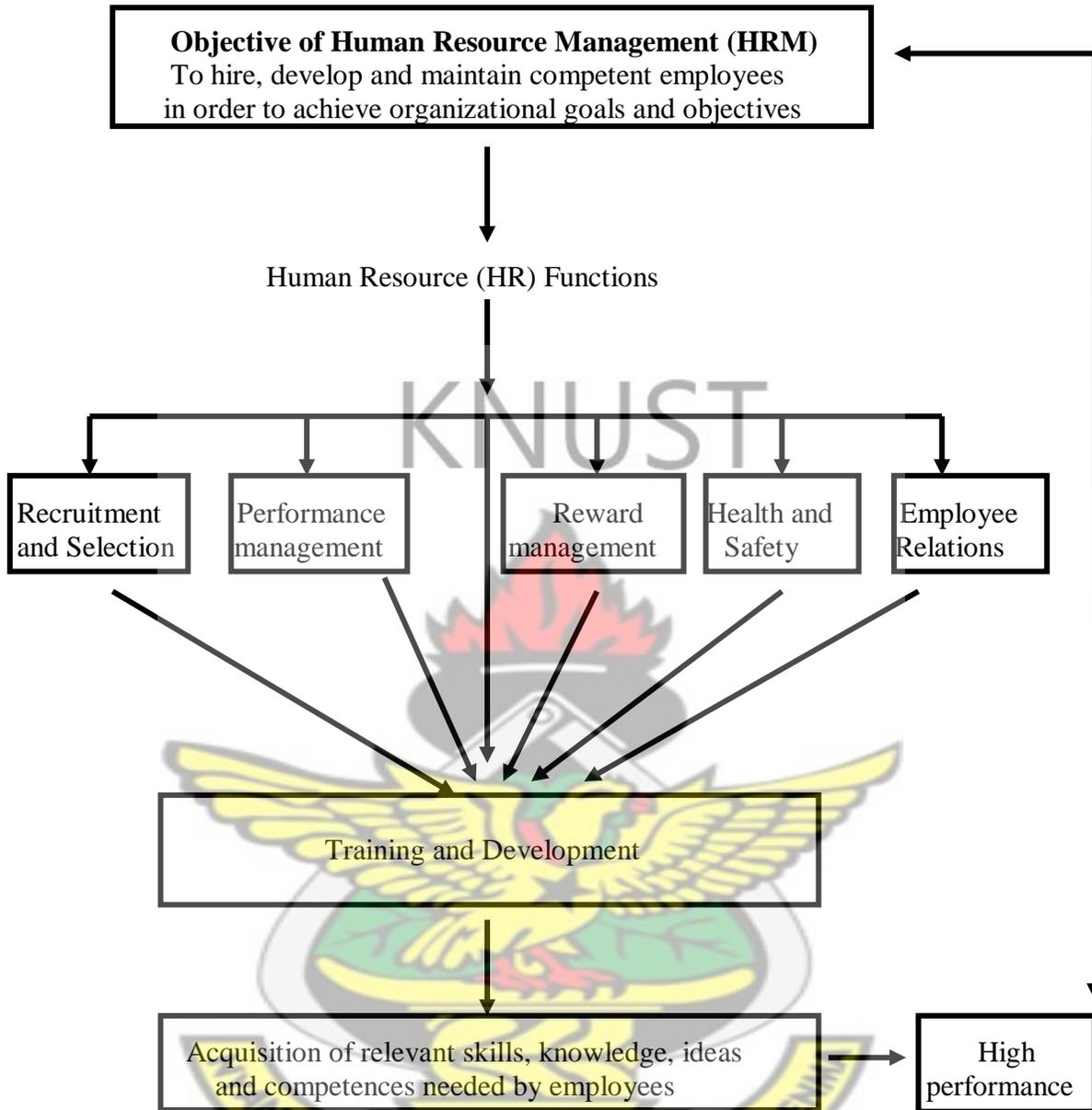
**H<sub>A</sub>:** Job performance is a function of employee training and development.

### 1.5 CONCEPTUAL FRAMEWORK

The overall aim of HRM is to ensure that organizations are able to achieve success through its employees. That is to say, to achieve organizational goals and objectives, the main objective of HRM in any business organization is to hire, develop and maintain competent employees with the requisite knowledge, skills and competences. In order to achieve this objective, HR professionals in organizations are supposed to carry out some functions aimed at addressing issues connected with management and development of people in the organization. These HR functions include recruitment and selection, organizational design and development, performance management, reward management, health and safety, and employee relations.

However, one key HR function which is very fundamental is training and development. This is so because training and development has effect on all of the HR functions. Training and development seeks to equip employees with the necessary and relevant skills, knowledge and

ideas which are needed by employees to perform effectively and efficiently. This is represented in the diagram below (Figure 1.1).



**Figure 1.1:** Conceptual framework of the study

To begin with, training and development is very fundamental to recruitment and selection. This is because whenever new employees are recruited into an organization, it is incumbent on management to give them orientation and training programmes in order for them to adjust to their new working environment to enable them to perform to satisfaction. The outcome of the training would also enable management to appraise the performance of employees to know whether they are in tune with the organizational goals set by management or not. Employees

who perform to the satisfaction of management are also rewarded or compensated accordingly. Training and development also improves health and safety issues at the workplace. Through training, employees are taught how to protect themselves and the safety regulations at the workplace. Training also has an effect on employee relation because employees are taught grievance procedures, labour relations, communication, dialogue and bargaining procedures at the workplace which all ensure smooth and cordial relations between employees and employers or management.

This therefore implies that without effective training and development programmes at the workplace, employees may lack the relevant skills and knowledge which will enable them achieve higher levels of performance. Also, effective training and development leads to higher levels of performance which makes employees competent and in turn helps them to achieve organizational goals and objectives.

### **1.6 JUSTIFICATION AND SIGNIFICANCE OF THE STUDY**

Training and development is one key HR function aimed at improving the performance of employees at the workplace. Therefore if the capabilities and efficiencies of employees are improved through training and development, it increases productivity and the achievement of organizational goals which in the long run would impact positively on the national economy.

The significance of this study is felt as it has sought to enlighten individuals and organizations on the effect of training and development as a function of Human Resource Management on employee performance in District Assemblies in Ghana. The study has helped to unravel areas in Human Resource Management in Ghana where very little has been done, pointing out the inadequacies of this all important sector of management.

The study has also been significant because it has shown that training and development can have positive effects on employee performance. The study also indicated some challenges confronting District Assemblies in the pursuit of this important HR function. For example, it was revealed by the study that lack of finance, tools and equipment, and training facilities are some of the key challenges faced by District Assemblies in the conduct of training and development programmes.

The study has been useful because it has added to knowledge and brought to bare the effect of training and development in any organization, especially in the District Assemblies. The outcome of this study would thus serve as a guide to DAs, Government agencies, Non-Governmental Organizations (N.G.Os), Universities and policy makers in their attempt to train and develop employees. This ultimately would ensure that organizations would get the needed manpower to propel national growth and development.

### **1.7 DEFINITION OF CONCEPTS**

In order to appreciate and understand some of the key concepts and terms that were used in the study, an attempt has been made to define these concepts in order to avoid any ambiguities that would be associated with their usage. It must be stated that the definitions provided are conceptual and operational definitions. This is to provide clarity, precision and agreement on the terms and concepts used.

**i. Human Resource Management (HRM):** Storey (2001) defines HRM as a distinctive approach of employment management which seeks to achieve competitiveness through the strategic development of a highly committed and capable workforce, using an integrated array of cultural, structural and personal techniques.

**ii. Human Resource (HR) functions:** HR functions are the key policies, programmes and practices designed in response to organizational goals and contingencies, and managed to achieve those goals (Bratton and Gold, 2003).

**iii. Management:** Management, according to De Cenzo and Robbins (1994) is the process of efficiently achieving objectives of an organization with and through people. Martin (2005) defines management as primarily a social process, often defined as getting things done through people.

**iv. Employee Training:** Training is a learning experience that seeks a relatively permanent change in an individual that will improve his or her ability to perform on the job (De Cenzo and Robbins, 1994). It is a systematic modification of employee behaviour through learning which occurs as a result of education, instruction, development and planned experience. The fundamental aim of training according to Armstrong (2001) is to help an organization achieve its purpose by adding value to its key resource – the people it employs, to enable them perform better and to empower them to make the best use of their natural abilities.

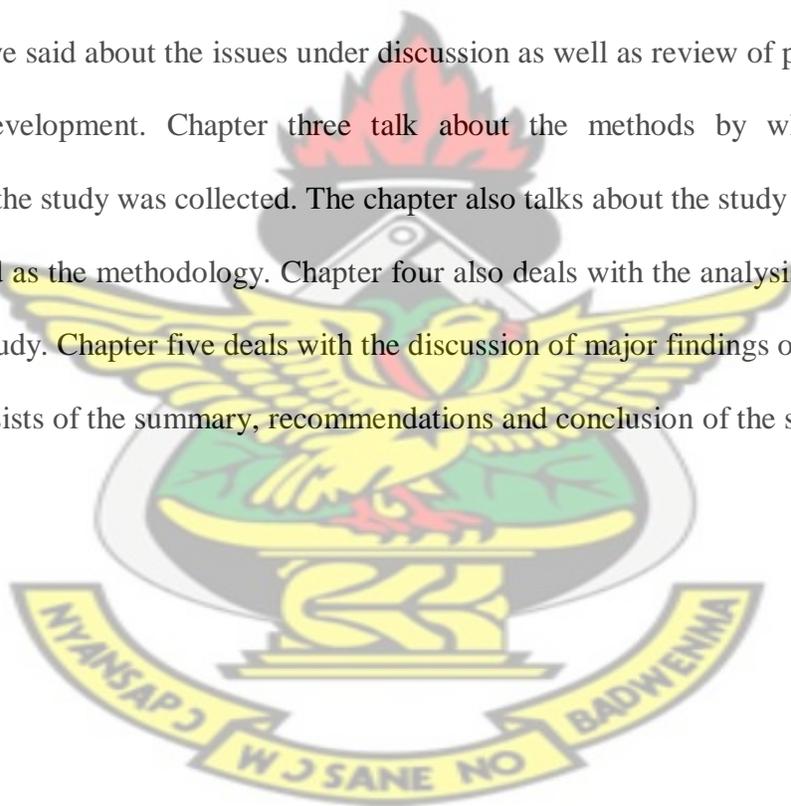
**v. Employee development:** Although employee development is very similar in many respects to employee training, the two concepts can be differentiated. Employee development is a future-oriented training focusing on the personal growth of the employee and future jobs in organizations. This is by design quite different from training which is much concerned with the present-day needs of an organization.

**vi. Performance management:** Performance management is a formal process in an organization whereby each employee is evaluated to determine how he or she is performing. An important part of performance management as noted by Bratton and Gold (2003) is to collect and review data on an individual's past and current work behaviour and performance.

**vii. District Assembly:** This is a local government structure with a population of between 75,000 and 95,000. A District Assembly consists of the District Chief Executive, who is the chief representative of central government in the district, elected and appointed assembly members and the Member(s) of Parliament representing constituencies in the district.

## **1.8 ORGANIZATION OF THE STUDY**

The study has been divided into six (6) chapters. Chapter one is concerned with the background to the study, statement of the problem, objectives of the study, conceptual framework, definition of concepts, significance of the study, hypothesis and the organization of the study. Chapter two deals with the literature review. This chapter looks at the views of other writers or what other people have said about the issues under discussion as well as review of previous studies in training and development. Chapter three talk about the methods by which the data or information for the study was collected. The chapter also talks about the study area. This chapter is mostly termed as the methodology. Chapter four also deals with the analysis and presentation of data in this study. Chapter five deals with the discussion of major findings of the study. Chapter six consists of the summary, recommendations and conclusion of the study.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 INTRODUCTION

Although this study was intended to identify training and development as HR function in District assemblies in Ghana and its effect on employee performance especially in the Bosomtwe District of the Ashanti region of Ghana, it is important and necessary to look into and review scholarly works undertaken by other scholars and researchers on the problem. In this regard therefore, certain literature and research works have been identified as relevant. The literature has delved into this problem under discussion but in different situations and context.

#### 2.2 HUMAN RESOURCE MANAGEMENT: A UNIVERSAL PERSPECTIVE

Like most other fields of academic study, the term “HRM” has been the subject of considerable debate, and its underlying philosophy and character are highly controversial (Bratton and Gold 2003). Much of this controversy stems from the absence of a precise formulation of and agreement on its significance and intellectual scope. Price (2003) noted that many people find HRM to be vague and elusive concept, because it seems to have a variety of meanings. Pinning down an acceptable definition can seem like trying to hit a moving target in a fog. This confusion reflects the different interpretations found in articles and books about HRM. There is therefore an absence of a singular worldwide acceptable definition of this subject especially with respect to theory and practice.

##### 2.2.1 Human Resource Management defined

Armstrong (2001) defines HRM as a strategic and coherent approach to the management of an organization’s most valued assets: the people working there who individually and collectively contribute to the achievement of its objectives. HRM is the design of formal systems in an organization to ensure effective and efficient use of human talent to accomplish organizational goals (Mathis and Jackson, 2005). It is the field of study and practice that focuses on people in

organizations. Bratton and Gold (2003) adds that HRM is a strategic approach to managing employment relations which emphasizes that leveraging people's capabilities is critical to achieving sustainable competitive advantage, this being achieved through a distinctive set of integrated employment policies, programmes and practices. Storey (2001) also defines HRM as a distinctive approach of employment management which seeks to achieve competitiveness through the strategic development of a highly committed and capable workforce, using an integrated array of cultural, structural and personal techniques.

From the above definitions, it is evidently clear that HRM portrays a fundamental belief that people (human capital) really make organizations; only people among other resource have the capacity to generate value. This follows from the premise that human knowledge and skills are strategic resource that need to be meticulously managed. Of course, people are a major component of any organization, so it follows that organizations with more productive employees tends to be successful. Employee productivity increases when organizations hire, train and motivate employees effectively. HRM is an organizational function accountable for obtaining and maintaining qualified employees. In today's complex business environment, fulfilling that mission is a major contributor to an organization's success.

The overall purpose of HRM is to ensure that the organization is able to achieve success through people. Ulrich and Lake cited in Armstrong (2001) have remarked that "HRM can be the source of organizational capabilities that allow firms to learn and capitalize new opportunities". HRM among other things aims at achieving specific objectives such as resourcing and developing employees enhances motivation and commitment of employees and ensure better productive and harmonious relationship between management and employees. HRM is aimed at recruiting capable, flexible and committed people, managing and rewarding their performance and developing their key competences.

## **2.2.2 HRM and Management**

According to Storie (1998), HRM is management but management is more than HRM. HRM is that part of management dealing directly with people, whereas management includes marketing, management information system, production, research and development, and accounting and finance. Because the purpose of HRM is to improve the productive contributions of people, it is ultimately related to all other aspects of management.

Managers manage people and the management of an organization's human resource is primarily a linear operating management responsibility. However, the degree to which HRM activities are divided between line and operating managers and the HR Manager (and his or her department) varies from organization to organization.

## **2.2.3 The History and Development of Human Resource Management**

The history of people management can be traced back to the industrial revolution in England in the 18<sup>th</sup> century but took shape with the context of the economic and political conditions prevailing after the second world war of 1939-45. The war increased the demand for labour and personnel specialists, and in 1946 those professionals working in people management established the Institute of Personnel Management (IPM).

In the 1960s and 1970s, new laws were made that promoted the growth of personnel function and legislations promoting sexual equity and standards in employment. Especially in Britain where industrial relations were the focus of intense political controversy, over the allegedly intolerable levels of strikes, these legislations and other government interventions helped improve the situation. The 1980s and the 1990s witnessed a period of radical change in both context and content of people management. Western economies saw the renaissance of market disciplines and a strong belief that economic growth and development does not thrive on the back of too much government control and interference but rather on the practice of a laissez-

faire agenda (Kuttner, 2000 cited in Bratton and Gold 2003). This had a tremendous impact on the shift of policies with respect to managerial discourse and thought.

In America for instance, Price (2004) writes that personnel management was a recognized function since the 1890s when NCR opened personnel offices. American personnel managers worked within a unitarist tradition, underlying closely with the objectives of their organization.

Unitarism is a management stance which assumes that everyone in an organization is a member of a team with a common purpose. This tradition embodies a central concern of HRM that an organization's people, whether managers or lower level employees, should share the same objectives and work harmoniously. Conflicting objectives are seen as negative and dysfunctional to organizational success.

By definition, this unitarist tradition is the opposite of pluralism which is the acceptance of several alternative approaches, interests or goals within the same organization or society. Unitarism arguably represents a US tradition in the field of HRM, whereas pluralism is more typical of European attitude towards people management.

Whereas as personnel management was focused on its ability to deal with the uncertainties stemming from full employment and trade union growth, human resource management concentrated more attention on internal sources of competitive advantage. The debate on human resource management practices and policies focused on 'hard' and 'soft' versions of HRM.

The hard approach to HRM emphasized the quantitative calculative and business strategic aspects of managing the head count resource as 'rational' approach to managing employees, that is, viewing employees as any economic factor, as a cost that had to be controlled. The soft version of human resource management traces its root to the human-relations school and its emphasis on communication, motivation and leadership. As described by Storey (1989) cited in

Armstrong (2001), it involves treating employees as valued assets, a source of competitive advantage through their commitment, adaptability and high quality (of skills, performance and so on). The ‘soft’ HRM approach emphasizes the term human and thus, advocated investment in training and development and the adoption of commitment strategies to ensure that highly skilled and loyal employees gave the organization a competitive advantage.

#### **2.2.4 Personnel Management (PM) versus Human Resource Management (HRM)**

It is clearly established that an important part of the debate on HRM centers on one critical question, which is ‘how does HRM differ from the deeply rooted PM model?’ In the words of Guest (1989) cited in Armstrong (2001), ‘Personnel and HRM: can you tell the difference? He noted that ‘in the UK for example, it has proved difficult to arrive at an agreed meaning and significance of HRM. For some, HRM represents a new approach to managing people; for others, it is simply a relabeling and repackaging of ‘progressive’ PM.

Armstrong (1987) cited in Armstrong (2001) in an answer to the above question noted that;

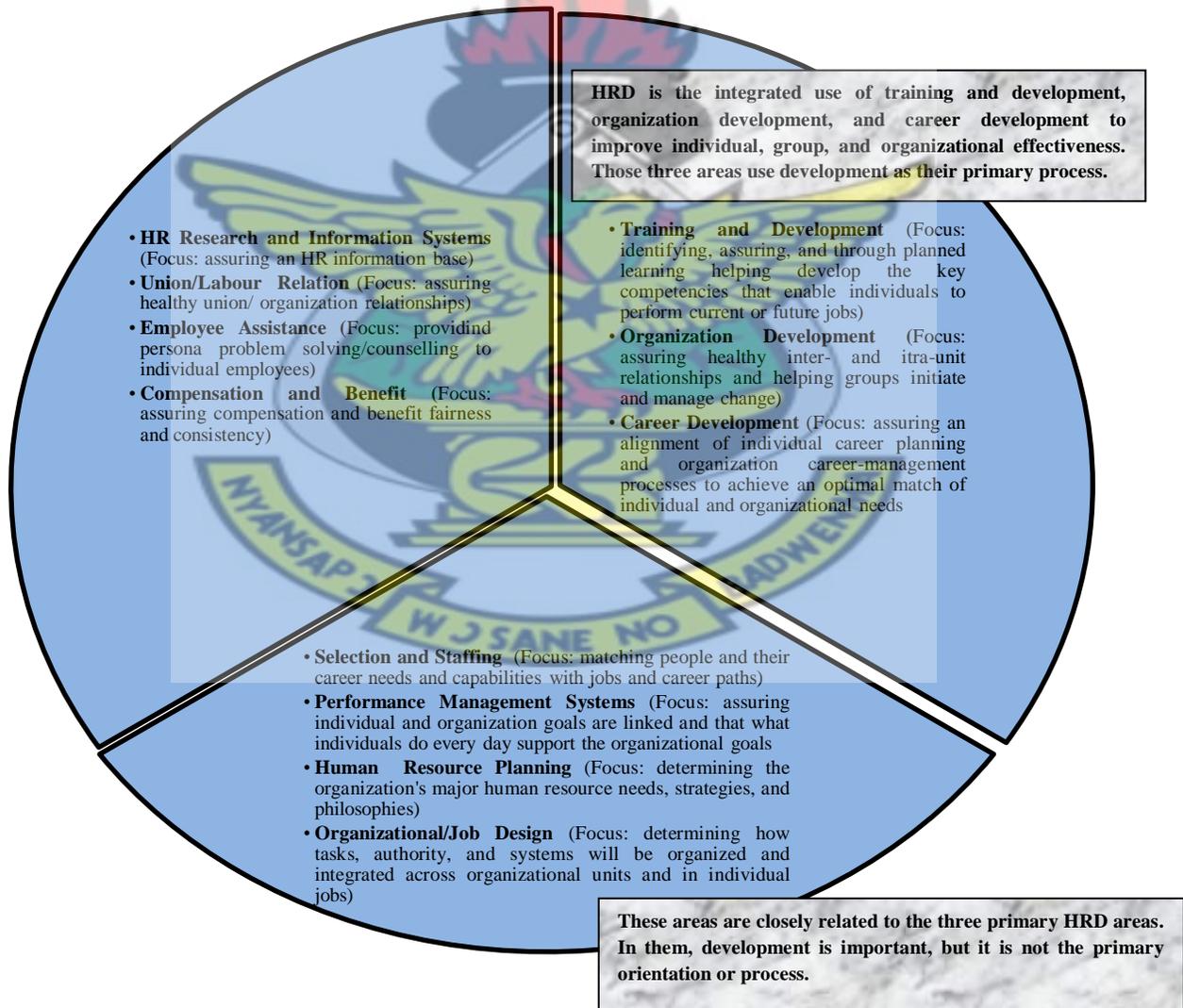
*“HRM is regarded by some personnel managers as just a set of initials or old wine in new bottles. It could indeed be no more and no less than another name for personnel management, but as usually perceived, at least it has the virtue of treating people as a key resource, the management of which is the direct concern of top management as part of the strategic planning processes of the enterprise. Although there is nothing new in the idea, insufficient attention has been paid to it in many organizations. The new bottle or label can help to overcome that deficiency”.*

#### **2.3 HUMAN RESOURCE MANAGEMENT (HRM) FUNCTIONS**

HRM is the part of management that is concerned with the ‘people’ dimension. Because every organization is comprised of people, acquiring their services, developing their skills, motivating them to high levels of performance, and ensuring that they continue to maintain their

commitment to the organization are essential to achieving organizational objectives. This is primarily the role of the HR function.

Armstrong (2001) notes that HR functions specialize in matters connected with the management and development of people in organizations. They may be concerned in any or all of the areas of HRM such as organizational design and development, human resource planning, recruitment and selection, training and development, employee relations, employee reward, health and safety, welfare, human resource administration, fulfillment of statutory requirements, equal opportunity issues and other matters concerned with employment relationship. The overall role of HR function is to enable the organization achieve its objectives by taking initiatives and providing guidance and support on all matters relating to its employees.



**Figure 2.1** ASTD Human Resource Wheel

**Source:** De Cenzo and Robbins (1994)

The American Society for Training and Development (ASTD), an organization that exist to support the training needs of companies has come out with its 'Model of Excellence' (Figure 2:1) in an attempt to establish the primary activities and functions of HRM and HR practitioners.

Although this model of excellence was a welcome addition to the field of HRM, De Cenzo and Robins (1994) notes that much confusion and debate arose out of this. Questions were raised regarding what was included in each of the components raised, as well as how these pieces are linked together. This suggests the variations in the role of HR function in different organizations. According to Hailey (1998) cited in Armstrong (2001), HR could be regarded as chameleon function in the sense that diversity of practices suggests that contextual variables dictate different roles for the function and different practices of people management. This means that HRM is not a single homogeneous occupation. It involves a variety of roles and activities which differ from one organization to another and from one level to another in the same organization.

#### **2.4 TRAINING AND DEVELOPMENT AS HR FUNCTION**

Every organization needs to have well-trained and experienced people to perform the activities that must be done in order to achieve organizational goals. In the globally competitive business environment where jobs have become complex, the importance of employee training and development has become increasingly important. When jobs were simple, easy to learn, and influenced by only a small degree of technological changes, there was little need for employees to upgrade or improve their skills. But the rapid changes taking place currently in our sophisticated and complex business environment have created an increased pressure for organizations to readapt the products and services produced, the type of jobs required, and the skills necessary to complete these jobs.

Human resource development and training are often used to mean the same. However, Goss (1994) cited in Price (2004) argues that the two terms are mutually exclusive activities. He attributes this to the hierarchical nature of most organizations in which training is something done to lower-level workers, whereas development is a process experienced by managers. As Goss points out, this approach is incompatible with the central principles of HRM, which holds that all employees are assets whose competences need to be developed. Hendry (1995) adds that “increasingly, we are getting away from the divisive notion that managers are ‘developed’ while the shop floor are merely ‘trained’. The principle of adult learning applies to each”. Gibbs (2003) cited in Price (2004) draws a conclusion to this issue by regarding training as an integral aspect of human resource development.

*Past definitions of education, training and development, with their essentially sequential divisions of learning, are no longer useful or acceptable. They would be deemed to draw the boundaries around the subject, in theory and practice, too narrowly, and also inaccurately; they would not capture and deal with the practice and theory of contemporary work and organization.*

Gibbs therefore prefer the term ‘learning and development’ considering that it addresses a combination of cognitive capacities and behaviors that have to be established or in the process.

Although Hendry advocates that the principle of ‘adult learning’ should apply to all employees within an organization, there is ample evidence to suggest that in most business organizations managers are more likely to be trained than workers or the shop floor. A survey conducted by the Centre for Labour Market Studies, Leicester University involving over 500 respondents between January 2000 and December 2001 revealed that managers and professionals are more likely to receive training in the workplace than manual workers.

The findings of the study showed a remarkable gap between managers and professionals on one hand and manual lower-level on the other hand with respect to training and development at the workplace. Only 8.4% of the respondents said their management and professionals had received no on-the-job training in the past year, whereas 47% said their manual workers had received no on-the-job training during the same period. Again, manual workers were less likely to have a formal coach or mentor than managers and professionals. The main beneficiaries of the training programmes according to the survey appeared to be the managerial and white-collar employees whilst the manual workers had little or no training as it has historically been the case.

#### **2. 4.1 Philosophies of HR Training and Development**

According to Armstrong (2001), the training philosophy of an organization expresses the degree of importance it attaches to training. Some firms adopt a laissez-faire approach, believing that employees will find out what to do for themselves. If this sort of firm suffers a skill shortage, it is remedied by recruiting from firms who do invest in training. Other organizations pay lip service to training and indiscriminately allocate money to it in good times; but in bad times these firms are the first to cut their training budget.

On the contrary, organizations with positive training philosophy understand that they live in a globally competitive business environment where competitive advantage is achieved by having higher-quality people than other firms employ, and that this need will not be satisfied unless the organization invests in the development of the skills and competencies of their people. Such organizations also recognize that actual or potential shortages can threaten their future prosperity and growth. To them therefore, training is an investment that will pay off. Though it is very difficult to calculate the return on the investment in training, they believe that the tangible and intangible benefits of training justify the cost or investment made. Some organizations in highly competitive industries recognize the value in employee training. They require several weeks or even months of training to familiarize every new employee with the

organization, its products, its culture and policies and its objectives and goals. There is a measurable cost to that training, and the obvious question is; is it worth it?

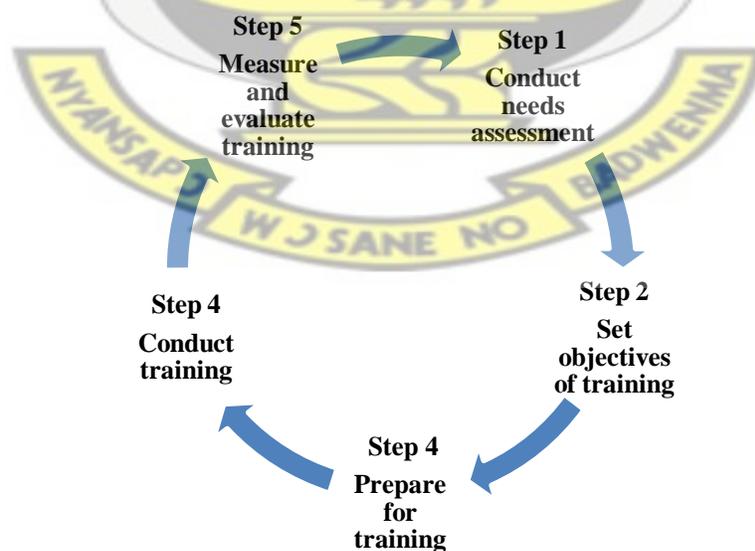
According to Reh (2010), the technology in the workplace is changing very rapidly and companies or organizations that cannot keep up will drop out of competition. A survey by the Ontario (Canada) Skills Development Office found 63% of the respondents planned to “introduce new technology into workplace that would require staff training”. A third of the respondents included “improving employee job performance” and “keeping the best employees” as desired outcomes. The American Society for Training and Development (ASTD) reports that not less than \$1,500 per employee was spent for training in 1996. The largest part of that (46 percent) was spent for technical and professional training alone.

Even at less than \$1,500, some organizations may find this to be a cost which can hardly be justified. Besides, it is the responsibility of the school system to train people to be workers and it is also the responsibility of workers to learn how to do a job so they can be employed. However, Reh (2010) believes that all the reasons not to train new employees (except cost itself) are indeed the reasons to do training. To him, believing that schools provide adequate training to make students labor-ready is like living in a dream world. Although some job seekers make the effort to learn the skills needed for a new job on their own, most also get the training on the job. The American International Assurance, an ISO 9002 certified Insurance Company recognizes the need for employee training because AIA “recognizes that the training and development knowledge, attitude and skills of their staff and agency field force are fundamental to its continued efficient and profitable performance”. Some HR professionals even recommend that organizations should make training a stand-alone function, separate from HR.

## 2.4.2 Human Resource/Employee Training

Training is a learning experience that seeks a relatively permanent change in an individual that will improve his or her ability to perform on the job. It also refers to the teaching of organizational members on how to perform their current jobs and helping them acquire the knowledge and skills needed to be active performers. HR practitioners have identified two major types under which so many types of training emerge. These are classroom and on-the-job training.

Classroom training involves training through classroom instruction, in which employees acquire knowledge in a classroom setting. It may take place within the organization, or in colleges, polytechnics and universities. On-the-job training on the other hand takes place in the work setting as employees perform their tasks. This is done through methods such as simulations, internship, apprenticeship, orientation, conference training and many more. Whether classroom or on-the-job, training must have a more realistic approach which is described as planned training. Planned training, as defined by Kennedy and Reid (1994) cited in Armstrong (2001) is a “deliberate intervention aimed at achieving the learning necessary for improved job performance. The process of planned training is shown by the training cycle in figure 2.2



**Figure 2.2:** The cycle of a planned training

The cycle of a planned training begins with the first step of identifying or conducting needs assessment of the whole training programme. This involves the identification and definition of organizational and individual needs to acquire new skills and knowledge or to improve existing competences. Step two is where the objectives of the training are defined to know exactly what the training seeks to achieve. Here, the learning objectives are set which defines not only what has to be learnt from the training but also what the trainees must be able to do after the training programme. In step three, preparations are made for the training. The training is planned to meet the needs and objectives by getting the right combination of training materials, techniques and facilities. The plan should be able to answer who, what, where and how to train. The step where the actual training is conducted or implemented is step four. Here, it is important that the most appropriate methods are used to enable trainees to acquire the skills, knowledge, levels of competence and attitudes they need. The last step of training is evaluation. Here, the effectiveness of the training is monitored during the programme and after the training, measured and evaluated to assess the impact to determine whether or not the trainees achieved the objectives of the training programme.

For training to be effective, Armstrong (2001) has suggested that some conditions are required. Some of these required conditions which are worth noting are;

- i. The individual must be motivated to learn. The trainees should be aware that their present level of knowledge, skill or competence, or their existing attitude or behaviour, needs to be improved if they are to perform their work to their own and others' satisfaction. They must, therefore have a clear picture of the behavior they should adopt.
- ii. Standards of performance should be set for learners. Learners must have clearly defined targets and standards which they find acceptable and can use to judge their own progress.

iii. Learners should have guidance. Learners need a sense of direction and feedback on how they are doing. Self-motivated individuals may provide much of this for themselves, but the trainer should still be available to encourage and help when and where necessary.

iv. Learners must gain satisfaction from learning. They are capable of learning under most difficult circumstances if the learning is satisfying to one or more of their needs. Conversely, the best training schemes can fail if they are not seen as useful by the trainees.

v. Learning is an active, not a passive process. Learners need to be actively involved with their trainer, their fellow trainees and the subject matter of the training programme.

vi. Appropriate techniques should be used. Trainers should have a large repertory of training tools and materials. But they must use these with discrimination in accordance with the needs of the job, the individual and the group.

vii. Learning methods should be varied. The use of variety of techniques, as long as they are equally appropriate, helps learning by maintaining the interest of the trainees.

viii. Time must be allowed to absorb the learning. Learning requires time to assimilate, test and accept. This time should be provided in the training programme.

### **2.4.3 Evaluation of training**

Evaluation of training compares the post-training results to the objectives expected by the managers, trainers and trainees. Evaluation is an integral feature of training. It is the comparison of objectives (criterion) with outcomes (terminal behaviour) to answer questions of how far the training has achieved its purpose. The process of evaluating training has been defined by Hamblin (1974) cited in Armstrong (2001) as “any attempt to obtain information (feedback) on

the effect of a training programme, and to assess the value of the training in the light of that information”.

There are four main levels of training evaluation as suggested by Kirkpatrick (1994) cited in Armstrong (2001). The first level is the reaction level where evaluation measures how those who participated in the training have reacted to it. The second level of training evaluation is the learning evaluation level where information is obtained on the extent to which learning objectives have been attained. The level focuses on how trainees have learnt fact, ideas, concept, theories etc. The next level of training evaluation is the behaviour evaluation. This level measures the extent to which behaviour has changed as required when people attending the programme have returned to their jobs. The last level of training evaluation which is the ultimate and provides the basis for assessing the benefits of the training against its cost is the evaluating results level. The evaluation has to be based on before and after measures and has to determine the extent to which the fundamental objectives of the training have been achieved. Evaluating results is obviously easier when they can be quantified. However, it is not always easy to prove the contribution to improved results made by training as distinct from other factors. Here, Kirkpatrick observes “be satisfied with evidence, because proof is usually impossible to get”.

#### **2.4.4 Human Resource/Employee Development**

Human Resource Development (HRD) is the framework for helping employees to develop their personal and organizational skills, knowledge, and abilities (Mc Narama Cartar, 2010). Employee development is a joint, on-going effort on the part of an employee and the organization for which he or she works to upgrade the employee’s knowledge, skills, and abilities. Price (2004) defines HRD as a strategic approach to investing in human capital. It draws on other human resource processes, including resourcing and performance assessment, to

identify actual and potential talents. HRD provides the framework for self-development, training programmes and career progression to meet an organization's future skill requirements.

At the organizational level, enterprises need people with appropriate skills, abilities and experience. These qualities can be brought from outside the organization through recruitment, consultancy and subcontracting, or grown by training and developing existing employees. The second approach is the main focus of training and development as a HR function. Systematic human resource development (SHRD) maximizes the human capital of an organization, devoting time, money and thought to improve the pool of essential competences among its staff. HRD emphasizes people as people rather than numbers, and it motivates staff, drawing on their talent and demonstrating that they are valued by the organization. This is done to empower staff by allowing individuals to take measure of control over their careers and develop patterns of life that offer increased opportunity and satisfaction.

The focus of all aspects of employee development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers. As noted by Armstrong (2001), human resource development makes a major contribution to the successful attainment of the organization's objectives and that investment in it benefits all the stakeholders of the organization. Employee development programmes make positive contributions to organizational performance. A more highly-skilled workforce can accomplish more because of the experience and knowledge gained.

Employee development can be formal such as in classroom training, a college course, or an organizational planned change effort. Or, employee development can be informal as in coaching by a manager. De Cenzo and Robbins (1994) grouped employee development methods under two broad types, on-the-job and off-the-job methods. They provided four popular on-the-job methods which are;

- i. Coaching: A development activity in which a manager takes an active role in guiding another manager.
- ii. Understudy Assignments: A development method whereby potential managers are given the opportunity to relieve an experienced manager of her or his job and act as a substitute for the period.
- iii. Job rotation: Moving an employee horizontally or vertically to expand their skills, knowledge, or abilities.
- iv. Committee Assignments: Providing an opportunity for employees to share in decision making, to learn by watching others, and to investigate specific organizational problems.

They also identified a variety of off-the-job methods to be very useful because they give the individual an opportunity to get away from the job and concentrate solely on what is to be learnt. These off-the-job development methods include classroom courses and degrees, human relations training, role playing, simulations, sabbatical and leave of absence and many more.

#### **2.4.5 General Benefits from Employee Training and Development**

Reh (2010) has identified suggested reasons why supervisors and organizations conduct training and development programmes for employees. These reasons include:

- i. Increased job satisfaction and morale among employees.
- ii. Increased employee motivation
- iii. Increased efficiencies in processes, resulting in financial gain.
- iv. Increased innovation in strategies and products.
- v. Reduced employee turnover.
- vi. Enhanced company image, example, conducting ethics training.
- vii. Risk management, example, training about sexual harassment, and diversity training.

([http://management .about.com](http://management.about.com))

## **2.5 OVERVIEW OF THE DISTRICT ASSEMBLY CONCEPT IN GHANA**

Local governance in Ghana has gone through various reforms since the introduction of native authorities by the colonial government in 1878. In 1988, the assembly system of local government was introduced, making the assembly the highest political, executing and administrative authority at the local level and giving the regions, coordinating, supervising and monitoring responsibilities. This section of the literature attempts a historical background and development of local government in Ghana as well as looking at the structure of the new local government (District Assembly) system as pertains currently.

## **2.6 DEVELOPMENT OF LOCAL GOVERNMENT IN GHANA**

The history of local administration in Ghana can be traced to the pre-independence era, where the local traditional chiefs then held military, political and social power to administer local affairs (Busia, 1951 cited in Asare Boakye, 1986). This local government which started in 1878 was centered on a chief or some unit of local royalty which was not very defined. The native authorities were not democratic, but were mere representatives (as they were hand-picked).

The native authorities were given powers to pass bye-laws. Their main interest was to help the British colonial government, with limited involvement in local administration to administer law and order (NALAG, 2009). Though this local administration system produced close relationship between chiefs and the British authorities, it failed to meet the needs and aspirations of the people. In 1943, a new ordinance set up elected town councils for Accra, Kumasi, Sekondi-Takoradi and Cape Coast. In 1952, a new local government structure, which was a two-tier system made up of 26 District Councils and 252 local councils was introduced. This was the first time some councilors were allowed to contest on party basis for them to be elected. This was followed, after independence, by the Local Government Act 1961, Act 54. In the second republic, the Local Administration Act 359 (1971) was passed. However, it was implemented in 1974 due to change of government in 1972. Significant changes however were made to the 1971

Act before it became operational in 1972 as the Local Administration (Amendment) Decree, NRCD 258.

The 1974 Local Government Structure described as the 'Single Hierarchy Model', abolished the distinction between local and central government at the local level by creating one common single structure called the District Council (DC), to which was assigned the total responsibility of governance at the local level. Under this local government system, sectors such as administration, agriculture, education, survey and town planning, social welfare, sports among others were all decentralized in the local councils. Though well intentioned, the system never worked due to some reasons. One such reason which seriously militated against the 1974 system was that of human resource or personnel management. As noted by NALAG (2009);

*The attempts to create a monolithic service at the local level with central government taking the responsibility for payment of remuneration resulted in a race for recruitment by the District Councils. Overnight, unemployed and unemployable relatives and friends of councilors found themselves on the payroll of District Councils; the bureaucracy and other staff of the District Councils became over-bloated and financial discipline broke down.*

Other factors which militated against the 1974 local government system were that no effective, accountable and legitimate political authority was established at the district level to oversee the structure. Again, very little efforts were made to address the infrastructure, staffing and other logistic needs of the district councils and also some of the districts were so large that administration became difficult as it could not reach many areas of the country.

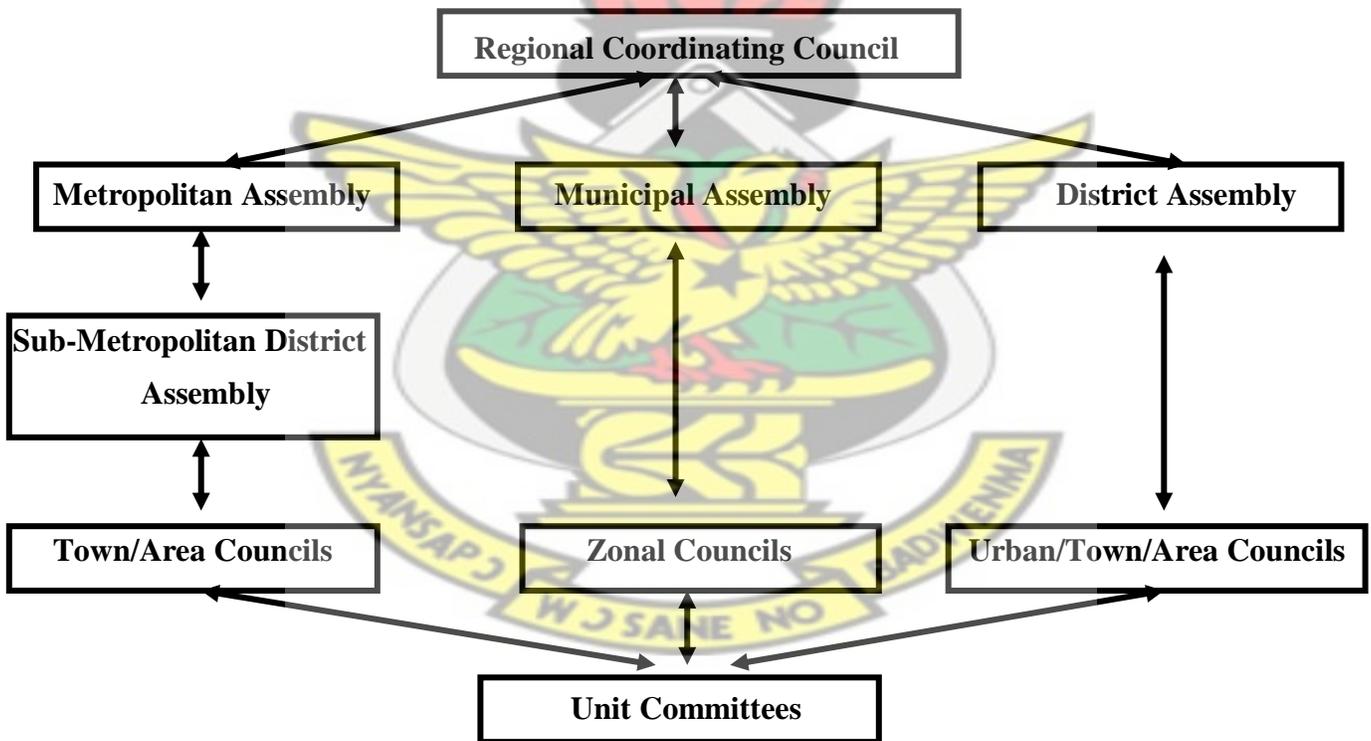
Since 1988 however, Ghana has implemented a decentralization programme involving comprehensive local government and administrative reforms. The laws that governed these reforms led to the creation of a new local government structure which came into being as the Local Government Law, 1988 PNDCL 207. With few modifications, the reforms have been given a further boost in the 1992 Constitution and the Local Government Act, 1993 (Act 462).

This decentralization programme of the government has resulted in the transfer of power, functions, competencies and means from Central Government, Ministries and Departments to sub-national structures. These arrangements have brought structural changes in the public administration and financial management system of the country.

### 2.7.1 STRUCTURE AND COMPOSITION OF THE NEW LOCAL GOVERNMENT SYSTEM

The local government system under Act 462 is made up of Regional Coordinating Council and a four-tier Metropolitan and three-tier Municipal/District Assemblies, Urban/Town/Area/Zonal councils and Unit Committees (NALAG, 2009).

**Figure 2.3:** The new Local Government Structure



**Source:** Institute of Local Government Studies (ILGS), 2005.

### **2.7.2 The Regional Coordinating Council**

At the apex of the local government system is the Regional Coordinating Council. There are ten regional councils in the country. The Regional Coordinating Council is made up of the Regional Minister as Chairman and his deputy, the presiding member of each district assembly and the District Chief Executive of each district in the region, two chiefs from the Regional House of Chiefs and the regional heads of decentralized ministries. The main responsibility of the RCC is to monitor, coordinate and evaluate the performance of the district assemblies and agencies of central government.

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### **2.7.3 Metropolitan/Municipal/District Assembly**

Below the Regional Coordinating Councils are the District Assemblies variously called Metropolitan, Municipal and District Assemblies (MMDAs). Their demarcation is based on population size. A metropolitan assembly is a local government unit with a population of 250,000 and above. Municipal assembly has a population of 95,000 and a District assembly has a population of 75,000.

Before February 2008, there were 138 Assemblies in the country made up of four (4) metropolitan assemblies, ten (10) municipal assemblies and one hundred and twenty four (124) district assemblies. However, on 29<sup>th</sup> February, 2008, the President of the Republic, John Agyekum Kuffuor through an executive instrument created twenty-seven (27) new districts and four (4) municipalities. Twenty-seven existing districts and two municipalities were also upgraded bringing the total number of Metropolitan, Municipal and District Assemblies (MMDAs) to one hundred and sixty-nine (169).

#### 2.7.4 Sub-district Structures

Below the Metropolitan, Municipal and District Assemblies (MMDAs) are the sub-district structures that are essentially consultative bodies with no budgets of their own and taxing powers. The sub-district structures perform functions delegated to them by the Assembly and others assigned to the assemblies by the legislative instruments establishing them. They include Sub-Metropolitan District Councils, Urban Councils, Zonal Councils, Town/Area Councils and Unit Committees. Elections to all local government bodies are on non-partisan basis.

This new Local Government Structure is shown in figure 2.3;

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#### 2.7.5 The role of Metropolitan/Municipal/District Assemblies

Among other things, Metropolitan/Municipal/District Assemblies were created to perform the following deliberative, legislative and executive roles. These roles are listed under section 10 of the Local Government Act, 1993, Act 462 as follows;

- i. Be responsible for the overall development of the District and shall ensure the preparation and submission to the government for approval of the developmental plan and budget for the district.
- ii. Formulate programmes and strategies for the effective mobilization and utilization of human, physical, financial and other resources in the district.
- iii. Promote and support productive activity and social development in the district and remove any obstacles to initiative and development.
- iv. Initiate programmes for the development of basic infrastructure and provide municipal works and services in the district.
- v. Be responsible for the development, improvement and management of human settlement and the environment, improvement and management of human settlements and the environment in the district.

vi. In co-operation with the appropriate national and local security agencies, be responsible for the maintenance of security and public safety in the district.

vii. Ensure ready access to the courts and public tribunals in the district for the promotion of justice.

viii. Initiate, sponsor or carry out such studies as may be necessary for the discharge of any of the functions conferred by this law or any other enactment.

ix. Perform such other functions as may be referred to it by the government.

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## **2.8 HUMAN RESOURCE CHALLENGES IN THE DISTRICT ASSEMBLIES**

The government's ability to achieve its goals and the important functions of the assemblies as enacted by law depends heavily on the performance, honesty and motivation of employees at the various departments within the assemblies. Rosenbloom and Kravchuck (2009) remarks "although we think in terms of institutions and principles, in the final analysis, organizations and government are not charts and words on pieces of paper or monitors; they are made up of people, and it is necessary somehow to organize the conditions of their employment".

In all the local government structures, especially the decentralized departments and agencies of the assemblies, well-trained and highly motivated employees is a vital tool in achieving organizational objectives and goals. This point was noted by President John Agyekum Kuffuor (MLGRD, 2005) "my government will continue to strengthen the capacity and capability of local government institutions with appropriate...manpower and technical logistic support to facilitate the performance of devolved functions".

Most of the negative findings on decentralization programmes are attributed to implementation failures. This situation is mostly as a result of poor quality of staff at the district levels. In

Ghana, this situation is attributed to a host of factors worthy of mentioning. First, it is the refusal or reluctance of some staff to accept postings to some districts, particularly the deprived ones, which Ghanaian bureaucrats refer to as ‘bush’. Secondly, frequent change of governments and government interferences which often result not only in the massive transfer and replacement of staff but also retrenchment in what is known in political parlance as “proceed on leave” also affects the human resource base and capacity of some decentralized departments.

Ayee (2003), notes that there has not been a systematic or holistic approach to dealing with issues and problems of capacity building initiatives towards local government. Interventions toward capacity building have been piecemeal, adhoc and most of the time, retroactive. Capacity building interventions have been mainly classroom and standardized training for leading personnel. This contrasts with a capacity building approach, which is consistent, functional and holistic. It also involves team coaching and training for all relevant actors who should ensure proper functioning of the District Assemblies.

### **2.8.1 Role of the Ministry of Local Government and Rural Development (MLGRD), Institute of Local Government Studies (ILGS)**

Since independence in 1957, decentralization has been high on the reform agenda of successive governments. In fact, as a testimony to the importance attached to this exercise, a full fledged ministry (Ministry of Local Government and Rural Development) headed by a Ministry of Cabinet rank has been established to promote this agenda. However, the MLGRD seems to have failed in its mission in terms of human resource capacity. The MLGRD itself lacks competent staff or personnel especially in the inspectorate Division to actually make any meaningful impact on the monitoring and evaluation of the performance of District Assemblies and their decentralized departments (Ayee, 2003).

The Institute of Local Government Studies (ILGS) was created in 1999 as a project of the Ministry of Local Government and Rural Development and later established as a public management development institution in 2003 under Act 647. Among other things, the ILGS is enjoined to organize training for members of local government units, staff and personnel in local government to enhance their managerial, administrative, financial and operational efficiency of organs, units and departments of local government.

Through courses, workshops, seminars and conferences, the ILGS is mandated to achieve the full realization of the objectives of decentralization with the training of well qualified and competent administrative, technical and professional staff. However, it has not been able to achieve this task because most of its training programmes in the districts have virtually failed to achieve these aims as its presence is mostly not felt in many “rural districts” but concentrates its activities such as seminars, conferences and workshops in the urban centers. Again, most of its training programmes are packaged, classroom training and non-interactive with attention on training key personnel of the District Assemblies rather than functional teams (Ayee, 2003).

### **2.8.2 Role of Non-Governmental Organizations (NGOs)**

In Ghana, the effort of governmental agencies in training DA employees is most often complemented by a host of non-governmental organizations interested in decentralization and entrenching democracy. One of such NGOs interested in consolidating democracy in Ghana is the United States Agency for International Development (USAID). Together with its partners such as the IFES, the USAID conducted a series of workshops called Enhancing Civil Society Effectiveness at the Local Level (ECSELL) as cited in Thomi and Yankson (2000) between March 1998 and August 1999. The training captured approximately 325 officials and 425 leaders over 226 civic groups from 20 District Assemblies in Ghana.

Out of the over 750 participants of the workshop, 699 completed the post workshop evaluation questionnaire. Respondents were among other things asked “How much of the training skills are you using on the job?” A total of 489 of the 699 (70.0%) said they were applying “a great deal” of the skills acquired from the workshops on the job. A total of 204 (29.2%) said they were applying “a certain amount”, while only 6 (0.8%) respondents said they were applying “not much” of the skills. No one chose “very little” or nothing in their response.

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## CHAPTER THREE

### RESEARCH METHODS

#### 3.1 INTRODUCTION

This chapter specifically discusses the research setting, the research design, how data for the study was collected and handled.

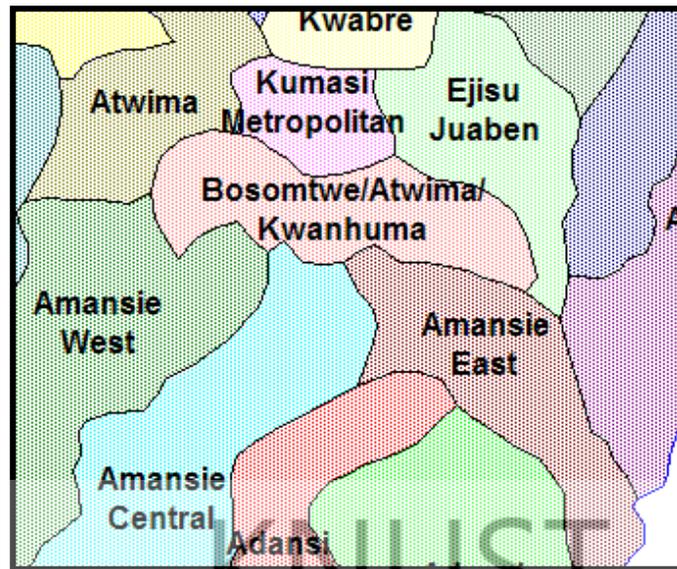
#### 3.2 RESEARCH SETTING (SCOPE OF THE STUDY)

##### 3.2.1 Profile of the Bosomtwe District Assembly

The Bosomtwe District is one of the newest district assemblies which was created by the immediate past President of the Republic of Ghana, John Agyekum Kuffour by an executive instrument on 29<sup>th</sup> February, 2008. Before this, the District was first part of what used to be known as the Ejisu-Juaben-Bosomtwe District. In 1987, the district was separated from Ejisu-Juaben and was renamed the Bosomtwe-Atwima-Kwanwoma District with forty-eight (48) electoral areas and one hundred and thirty (130) settlements.

The newly created Bosomtwe District Assembly is located in the eastern portion of the Ashanti region and lies within longitude 1°15' West - 1°46' West and latitude 6° 24' - 6°43' North covering a total land area of about 500 kilometres square representing 2.2% of the total land area of the Ashanti region. The District is bounded in the North by the Kumasi Metropolitan Assembly, on the West by Atwima Kwanwoma District, on the East by Ejisu-Juaben Municipal Assembly and on the south by Amansie East Municipal Assembly.

**Figure 3.1:** Map of Ashanti region showing the former Bosomtwe/Atwima/Kwanwoma District



**Source:** <http://www.ghanadistricts.com/>

The Bosomtwe District has a total of sixty-five (65) towns and villages. The district has one Member of Parliament. The District Chief Executive (DCE) is the political head of the district. The DCE is nominated by the President of the republic of Ghana and needs the approval of two-thirds majority of the Assembly to be confirmed as such.

The estimated population of the Bosomtwe district based on the 2000 population and housing census (GLSS, 2000) is ninety-three thousand (93,000). The main economic activity of the people in the district is agriculture which employs about 60% of people. The main language spoken in the district is Twi. Several festivals are celebrated by the towns and villages within the district. The major one being the 'Kohwe Kose' festival of the chiefs and people of Worakese. Much of the topography of the Bosomtwe District lies between 150 and 300 metres above sea level, with many relief, drainage and vegetation features. Notable among these geographical features is the Lake Bosomtwe, which is the largest natural lake in the country.

The Bosomtwe District Assembly's administrative office is located at Kuntanase the district capital. All the decentralized departments of the district assembly are located at Kuntanase. The HR/ Personnel unit of the assembly gives the total number of employees at the end of August,

2009 as three hundred and seventy-eight (378) made up of 212 males and 166 females consisting of 7 administrative or management staff, 259 permanent staff and 112 temporary staff.

### **3.3 RESEARCH DESIGN**

The study was a case study. Case study is an attempt to systematically investigate an event or a set of related events with the specific aim of describing and explaining this phenomenon. Bogdan and Biken (2003) as cited in Berg (2007) defines case study as “a detailed examination of one setting, or a single subject, a single depository of documents, or one particular event”. Kumeckpor (2009) argues that the case study method can be considered as a method of investigation, which aims at studying the fact of a particular case from all angles. It is thus, a critical and systematic examination into the circumstances and factors that resulted in a particular condition, situation, occurrence or an event.

The case study method was used for the research because of the following advantages identified by the researcher. Firstly, the method brings the investigator or the researcher and the case being investigated into direct contact. Secondly, this method opens the way for more discoveries. Again, the method is seen as very objective and replicable. The researcher however was aware of some of the associated problems or limitations attached to the usage of the case study method. For instance, the case study method has investigator related problems such as those relating to care, skill, age, physical appearance and so on. Again, there are problems related to the nature and type of case under investigation. The researcher therefore prepared adequately, for instance in respect to physical appearance on the field in the presence of the respondents.

### 3.4 SAMPLING PROCEDURE

The target population of the study was all the employees working in the Bosomtwe District Assembly at Kuntanase, the district capital. The list of the workers served as the sampling frame. The sampling frame or universal population was defined and was given by the HR/Personnel Department as three hundred and seventy-eight (378) employees as at the end of August, 2009 made up of 212 males and 166 females. The study population of 200 also had 126 males and 74 females.

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#### 3.4.1 Sample Selection

Lind (1997) defines a sample as a portion, or part of the population of interest. Sampling, according to Kumekpor (2002) is the use of definite procedures in the selection of a part for the express purpose of obtaining from its description or estimates certain properties of the whole. Some of the major reasons of sampling in research include the destructive nature of certain tests and research, the physical impossibility of checking all items in the population of some researches due to the sheer numbers, the cost involved and also the time factor when trying to deal with all the members of a population.

The probability sampling method was used in this study. Probability sampling is a sampling technique in which a sample is selected in such a way that each item or member in the population under study has a likelihood of being included in the sample. Although there are various types of probability sampling, all probability sampling techniques or methods have a singular goal, which is to allow a chance to determine the items or members to be included in the sample of research. In this study, the method of probability sampling used was the stratified sampling technique.

Tryfor (1996) notes that if the groups within a population are approximately heterogeneous, stratified random sampling can be expected to be better than simple random sampling. Kumekpor (2002) adds that in cases where a particular universe is known to vary significantly according to certain characteristics (age, sex, literacy, residence and so on) it is very necessary to take into account these variations in drawing a sample.

This method of sampling was chosen because of some known advantages associated with its usage. For instance, stratification makes each stratum of the population more homogeneous with reference to the characteristics under investigation compared to the total universe. Also, the method makes estimates based on simple random sample of the whole universe. There is however, the tendency to exaggerate representativeness of various constituent groups of the universe.

In all, a sample of two hundred (200) respondents were selected from the cohort population of three hundred and seventy-eight (378) representing 52.9% of the population under investigation. In view of the sampling method adopted, the population was stratified into three (3) main groups from which a representative sample was drawn. The formula that was used in drawing a representative sample for each stratified group was given as;

$$\frac{N_1}{N} \times S = n_1$$

Where **n1** = the sample drawn, **N1** = the total number of members in the stratified group,

**N** = the total population under study and **S** = sample size for the study.

For the purpose of the study, (collection and analysis of data) the stratified groups were known and represented as follows;

**i. Administrative/Management Staff:** This group was made up of the core management of the district assembly charged with the day to day administration of the assembly. This group included the District Chief Executive (DCE), the District Coordinating Director (DCD), the Deputy District Coordinating Director (DDCD), the District Finance Officer (DFO), the District Chief Personnel Officer (DPO) and the District Budget Officer (DBO). In all, there were seven members in this stratum made up of 4 males and 3 females. The group is represented as;

$$\frac{N1}{N} \times S = n1$$

Where **n1** = the sample drawn, **N1** = the total number of members in the stratified group,

**N** = the total population under study and **S** = sample size for the study.

$$\frac{N1 (7)}{N (378)} \times S (200) = n1 (4)$$

**ii. Permanent Employees/Civil Servants:** This stratum comprised of the employees of the various decentralized departments and units of the Assembly. These were employees who were directly remunerated by the central government and were on the Controller and Accountant General's payroll. The group included departments such as the Social Welfare, Town and Country Planning, Statistical Service, National Disaster Management Organization (NADMO), and many more. This group had two hundred and fifty nine (259) members made up of 156 males and 103 females. The group is represented as follows;

$$\frac{N1}{N} \times S = n1$$

Where **n1** = the sample drawn, **N1** = the total number of members in the stratified group,

**N** = the total population under study and **S** = sample size for the study.

$$\frac{N1 (259)}{N (378)} \times S (200) = n1 (137)$$

**iii. Temporary Employees:** This group represents employees who were employed and paid by the assembly through its own internally generated funds (IGF). In other words these employees were not paid by the central Government through the Controller and Accountant General's office. They were therefore not civil servants or permanent workers of the Assembly. Such employees were with the Sanitation and Environment, Records, Secretarial, Works and Transport units of the assembly. The group had one hundred and twelve (112) members made up of 78 males and 34 females. This group is represented as follows;

$$\frac{N1}{N} \times S = n1$$

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Where **n1** = the sample drawn, **N1** = the total number of members in the stratified group,

**N** = the total population under study and **S** = sample size for the study.

$$\frac{N1 (112)}{N (378)} \times S (200) = n1 (59)$$

This information is shown in the Table 3.1

**Table 3.1:** Sample size for stratified groups

Stratified groups	Total number of employees	Sample size calculation	Sample size
Administrators/Management	7	$(7 / 378) \times 200$	4
Permanent Employees/Civil servants	259	$(259 / 378) \times 200$	137
Temporary Employees	112	$(112 / 378) \times 200$	59
<b>Total</b>	<b>378</b>		<b>200</b>

### 3.5 SOURCES OF DATA

The primary source of data for the study was responses obtained from respondents in relation to the questionnaires administered. Other materials were very useful as they served as secondary sources of data. These included brochures and publications such as the Ghana Local Government Digest and internet information on the Bosomtwe District Assembly.

### 3.6 METHOD OF COLLECTING PRIMARY DATA

The primary source of data for the study was the responses from sampled employees. The main instrument used in the collection of data was questionnaire or survey instrument. Kumekpor (2002) defines a questionnaire as a form or a document containing a number of questions on a particular theme, problem, issue or opinion to be investigated. These questions are intended to be answered by a particular or specified group or individuals, deemed to have, or to be knowledgeable about the problem under investigation.

Self-administered questionnaire was used for the study because of the numerous advantages associated with its usage. Twumasi (2001) argues that questionnaire is important in research because it is an efficient method to collect statistically quantifiable information and also an efficient method in which many respondents can be reached within a short space of time. Again, the presence of the researcher ensures that the respondents answered all questions on the questionnaire. Also, it provided a greater sense of security because the data was collected in a face-to-face interaction with the respondents. Certain avoidable errors were also eliminated with the use of this method.

The self-administered questionnaires and structured interview contained both closed-ended and open-ended questions. The questions focused on employee training and development and its effect on job performance. The language that was mostly used by the researcher for the structured interview guide was Twi, since some of the temporary employees could not read and write very well.

### 3.7 FIELD PROBLEMS/LIMITATIONS

The researcher was confronted with certain difficulties in the course of the study which are worthy of mentioning. There was some level of frustration in acquiring the data and reports from respondents especially with respect to information which were deemed classified or confidential. Also, there were occasions where the researcher was not able to reach all the respondents.

Another major problem encountered in this study was that of time. Getting all the employees at a particular time was a problem since not all the respondents were present during visits by the researcher. It was very difficult to get some of the core management staff of the Assembly such as the District Chief Executive (D.C.E) and the District Coordinating Director (D.C.D) to be interviewed

Misplacement of questionnaires by respondents was yet another problem faced in the study. In such cases, the researcher had to give out another questionnaire incurring additional cost. This happened because although some respondents readily answered the questionnaires that were administered to them, some also kept theirs which made the researcher to follow up by call-backs.

Another problem faced in this research was that of theory. It was realized that some theories which were to guide the researcher in the study was not applicable in the Ghanaian situation or context. Most theories propounded by some human resource scholars are applicable in the advanced countries and not in the less developed economies like that of Ghana.

This however, did not affect the findings of the study as the effect of training and development as a human resource management function on employee performance in the Bosomtwe District Assembly had been extensively assessed.

### **3.8 DATA HANDLING**

Meanings were assigned to the data obtained from the field. Before this was done, the data collected was edited. This was to ensure that all the questions in the questionnaire were properly answered. After editing the collected data, the data were coded, that is, numbers were used to symbolize words.

The organization and processing of data in this study was done manually through the process known as hand-tallying. Kwabia (2000) noted that the method of hand-tallying is most preferred when the data to be processed is less bulky. For instance, the data showing the sex of the two hundred (200) respondents was less bulky and could be done by hand-tallying.

All data processed in this study was gathered from the responses received from the questionnaire administered and was orderly organized as reflected in the thematic areas of the questionnaire.

### **3.9 ETHICAL CONSIDERATIONS**

Every research has the potential of exposing respondents or participants to potential risks associated with their participation in the study which may be physical, psychological or social injury. In view of this, the consent of respondents were sought before participating in the study. This was by implied consent. According to Berg (2007) implied consent is indicated by the respondent taking the time to complete lengthy questionnaire. In this circumstance, explanations of the study's purpose and potential risks and benefits were explained fully to the respondents before they participated in the study.

The primary data that was collected from the respondents through the administration of questionnaire and interview were treated with strict confidentiality in order to ensure the privacy

of respondents. This was a major concern for respondents especially the junior staff and the temporary employees. They feared that any response given which was negative in the ‘sight’ of management could adversely affect them as they could be sanctioned. In view of this, the anonymity of respondents was ensured as they were not asked to provide their names on the questionnaires. Again, face-to-face interviews conducted were done individually as this was seen as the surest way of safeguarding the responses given by individual respondents.

### 3.10 HYPOTHESIS TESTING

The chi-square statistic ( $X^2$ ) was used to test the hypothesis in the study. This was because the variables that were tested were discrete or non-continuous. Besides, no parameters such as the mean, variance and standard deviation were computed in the test. Also, the variables in the test were measured by the ordinal scale of measurement. The procedure for the test was as follows;

#### i. The null and alternative hypothesis.

The null hypothesis which was denoted by  $H_0$  was the hypothesis that was to be tested for and the alternative hypothesis which was denoted by  $H_A$  was the hypothesis that was to be verified.

They were stated as follows;

**$H_0$ :** Job performance is not a function of employee training and development.

**$H_A$ :** Job performance is a function of employee training and development.

#### ii. The critical region.

The degree of freedom is given by the product of the row totals minus one ( $r - 1$ ), and the column totals minus one ( $c - 1$ ).

That is  $df = (r - 1) (c - 1) \rightarrow df = (2 - 1) (2 - 1) = 1$

### iii. Decision criteria

Given a 5 percent alpha level ( $\alpha = 0.05$ ;  $df = 1$ ), the chi-square critical value was 3.841. This means that the researcher was either to reject or fail to reject the null hypothesis. If the computed chi-square ( $X^2$ ) was less than the critical value (3.841), the null hypothesis would fail to be rejected. On the other hand, if the computed chi-square was greater than or equal to the critical value (3.841), the null hypothesis would be rejected. In simple terms, the researcher required the computed chi-square ( $X^2$ ) value to be equal or greater than 3.841 in order to reject the null hypothesis.

### iv. Computing the chi-square ( $X^2$ ) statistic.

Using the cells method, the test statistic was computed from the sample to get the chi-square ( $X^2$ ) obtained. The chi-square formula is given as:  $X^2 = \frac{(fo - fe)^2}{fe}$

Where **fo** is the observed frequency and **fe** is the expected frequency.

This is arranged in a cross tabulation.

**Table 3.2:** Data arranged in cross tabulation.

Employee performance (y)	Employee training and development (x)		Total
	Trained employees	Untrained employees	
High performance	a. 153	b. 11	164
Low performance	c. 9	d. 27	36
<b>Total</b>	<b>162</b>	<b>38</b>	<b>200</b>

The dependent variable (Employee performance) is represented as (y) and the independent variable (Training and development) is represented as (x).

The expected frequency (fe) is obtained by:  $fe = \frac{\text{Row marginals} \times \text{Column marginals}}{\text{Total (N)}}$

The expected frequency (fe) for each cell was calculated as;

$$\text{Cell a} = \frac{164 \times 162}{200} = 132.84$$

$$\text{Cell b} = \frac{164 \times 38}{200} = 31.16$$

$$\text{Cell c} = \frac{36 \times 162}{200} = 29.16$$

$$\text{Cell d} = \frac{36 \times 38}{200} = 6.84$$

The chi-square was thus computed as follows in table 3.3

Cell	fo	fe	fo – fe	(fo – fe) <sup>2</sup>	$\frac{(fo - fe)^2}{fe}$
A	153	132.84	20.16	406.42	3.06
B	11	31.16	-20.16	406.42	13.04
C	9	29.16	-20.16	406.42	13.94
D	27	6.84	20.16	406.42	59.42
<b>Total</b>					<b>(X<sup>2</sup>) obtained = 89.46</b>

**Table 3.3:** Chi-square (X<sup>2</sup>) obtained

**v. Decision:** The computed Chi-square of 89.46 was too large to lead to the conclusion that the two variables (training and development and employee performance) are independent of each other. The researcher can therefore safely conclude that employee performance is a function of training and development. There is a statistically significant relationship or dependence between employee performance and training and development. Thus, on this basis alone, it can be concluded that an employee can perform very well when given the necessary training and development programmes required.

This conclusion is however not a new discovery as many theorists have opined in similar ways. Armstrong (2001) believes that training and development makes employees perform better and empower them to make best use of their natural abilities. The conclusion made from the tested hypothesis just only confirms the assertions made by Armstrong and many other theorists in the field of HRM.

## CHAPTER FOUR

### ANALYSIS AND INTERPRETATION OF DATA

#### 4.1 INTRODUCTION

This chapter is devoted to the presentation and analysis of data obtained from the field. Frequencies, percentages and charts were used to assess the effect of training and development on employee performance in the Bosomtwe District Assembly.

The chapter is presented in two sections. The first section is limited to the socio-demographic characteristics of the respondents. The socio-demographic characteristics analysed included sex, educational attainment, rank, number of years at post, employment type and the department of respondents. These characteristics were considered very important in the study because of the influence they had on the training and development programmes received by employees in organizations especially in the public sector.

The second section involves the interpretation and analysis of the views of respondents as sought in accordance with the responses they provided. This section is analysed and organized in relation to the objectives of the study.

#### 4.2 SOCIO-DEMOGRAPHIC CHARACTERISTICS

##### 4.2.1 Sex

Sex is a very important factor to consider when dealing with issues relating to employee training and development. In the study therefore, the researcher attempted a fair balance between the two sexes in order to truly appreciate the problem under investigation. As noted by Kornblum and Julian (2001), in many parts of the world, the extent to which women remain subordinate to

men, a subordination that is often reinforced by religious norms, remain a severe obstacle to career development. In view of this, the researcher managed to sample the views of both sexes even though men were in the majority. Table 4.1 below represents the sex distribution of the 200 respondents.

**Table 4.1:** Sex distribution of respondents

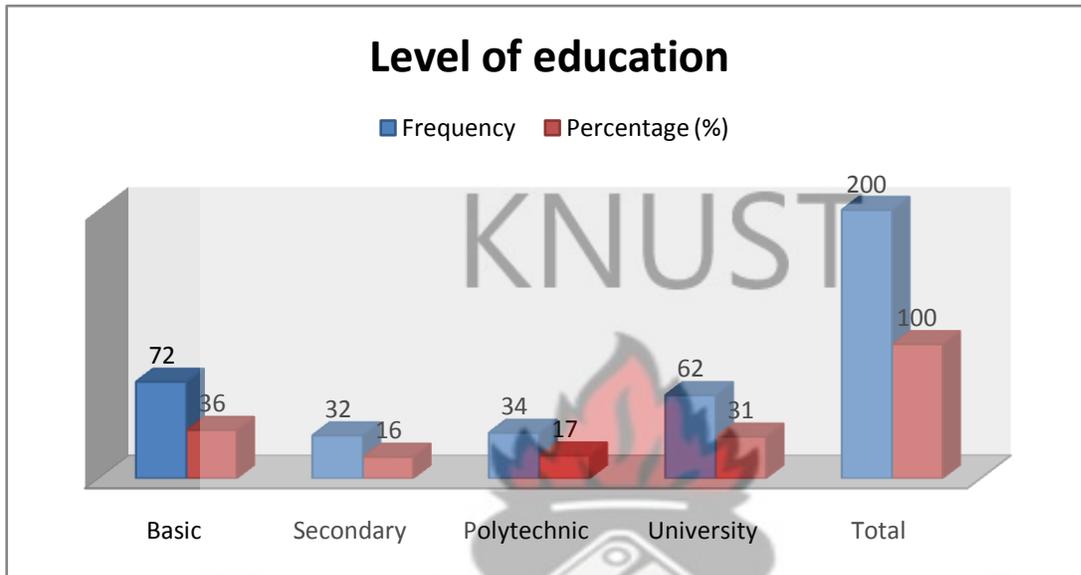
GROUP	SEX		TOTAL
	M	F	
Administrators/Managers	2	2	4
Permanent Employees	83	54	137
Temporary Employees	41	18	59
<b>Total</b>	<b>126</b>	<b>74</b>	<b>200</b>
<b>Percentage (%)</b>	<b>63</b>	<b>37</b>	<b>100</b>

From the table above, it is obvious that the majority of respondents were males. That is 63% of the respondents were males whilst 37% were females. This shows the level of gender imbalance at management levels in Ghana. Again, a lot of women in Ghana are not engaged in the formal sector of employment, as the traditional view of the formal sector of employment has mostly been a male-dominated field. Even when some determined women find themselves in the formal sector, Kornblum and Julian (2001) notes that women are three times as likely to have had interruptions in their work history because of child bearing, child care, illness, disability and unemployment. In view of this, most organizations do not frequently involve women in training and development programmes since it is believed to be ‘waste’ of resources.

#### 4.2.2. Level of Education

The level of education of respondents was considered a very important variable in this study. In fact, education itself is a form of training. As Reh (2010) noted a lot of organizations believe

that it is the responsibility of the school system to train people to be workers and it is also the responsibility of workers to learn how to do a job so that they can be employed. This therefore suggests that the level of one's education can to a large extent determine how he or she can perform on the job and also how he or she can learn new skills on the job. The level of education of respondents in the study is represented in the figure 4.1 below;



**Figure 4.1:** Level of education of respondents

The bar chart above reveals that (72) 36% of respondents had basic education; none of them was a stark illiterate. (32) 16% have had Senior Secondary education (including 'O' Levels), (34) 17% had polytechnic education and (62) 31% had university degrees. Thus, altogether, only 48% had tertiary education and the majority (52%) was either basic or secondary school certificate holders. This was a source of concern and confirmed the report by Ayee (2003) that the poor quality of staff is a widely cited problem confronting DAs. The poor quality of staff at the district level according to Ayee is acknowledged by all including the Ministry of Local Government and Rural Development (MLGRD).

### 4.2.3 Rank of Respondents

Just like education, an employee's rank at post can also determine the training and development programmes he or she can receive. That is, whether an employee belongs to the senior rank or junior rank can influence the training he or she can receive. This is because one's rank at post to a large extent determines the sort of skills, knowledge and competencies required to perform tasks effectively and efficiently. This therefore presumes that different training and development programmes are required at different levels of management within an organization. An employee at top management positions (senior rank) requires different training programmes than an employee at lower level (junior rank) grade. In this study, seventy-four (74) of the respondents representing 37% belonged to the senior rank whilst the remaining 126 respondents (63%) belonged to the junior rank. This information is shown in table 4.2 below

**Table 4.2:** Rank of respondents

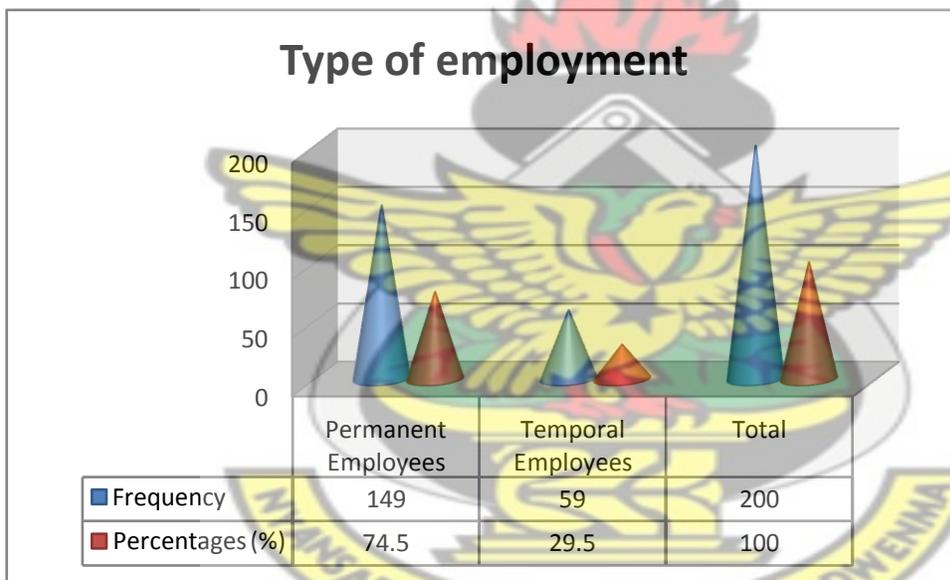
<b>Rank of respondents</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Senior rank	74	37
Junior rank	126	63
Total	<b>200</b>	<b>100</b>

It was observed in the study that most of the training programmes organized for respondents were mostly attended by those within the senior rank. This included the capacity building workshops, conferences and seminars which were mostly organized by statutory government agencies such as Ministries, Departments and the Institute of Local Government Studies (ILGS). It was worthy to note that most of the training programmes of ILG such as seminars, conferences and workshops were mostly concentrated in the urban centers and mostly targeted at the senior management leaving behind the employees within the junior or lower levels of administration. Aye (2003) confirms this observation that the ILGS in particular has not been

able to adequately support capacity building because most of its training programmes are organized for key personnel (senior rank officers) of the DAs rather than functional teams.

#### 4.2.4 Type of employment of respondents

The type of employment of respondents was also considered as a key variable in this study. For the purpose of this study, two main employment types were identified. They were permanent and temporary employment. Permanent employees or civil servants were the staff of the Assembly who were directly remunerated by the central government through the Controller and Accountant General’s Department. The temporary staff were the workers recruited and remunerated directly by the Assembly through its Internally Generated Funds (I G F). The figure below shows the type of employment of respondents.



**Figure 4.2:** Type of employment of respondents

The figure above shows that majority of the respondents, 74.5% were civil servants or permanent staff whilst the remaining 29.5% were temporary staff. This information was very important to the study because in the DAS, one’s position in an organization could determine the type and frequency of training programme he or she should receive. For instance, the permanent staff who were directly employed by the central government had most of their

training and development programmes conducted by government through its designated ministries and agencies. Only a few of their training programmes were organized internally. On the other hand, the temporary employees had most of their training programmes organized internally by the Assembly itself. Even in extreme cases where the training was held outside the Assembly, the cost of the training was fully borne by the Assembly.

This observation made was also noticed by the researcher as very important because the training and development programmes organized by the central government were observed to be periodic and regular throughout the year. However, the training programmes organized by the Assembly was to a very large extent dependent on the financial capacity of the Assembly. The availability of funds or otherwise determined whether such programmes were organized or not. In an interview with the Chief Personnel Officer (C. P.O), he noted that non-availability of funds sometimes delayed or postponed such programmes. This confirms the observation made by Armstrong (2001) that some organizations pay lip service to training and indiscriminately allocate money to it in good times; but in bad times cut their training budget.

### **4.3 INTERPRETATION AND ANALYSIS OF DATA**

#### **4.3.1 Training and development received by respondents**

In order to appreciate the effect of training and development on employee performance in the Bosomtwe District Assembly, it was necessary first and foremost to find out the methods used in the training and development programmes in the Assembly. In view of this, respondents were first asked whether they had received any form of training or development programme since they were employed in the District Assembly. Almost all 200 respondents answered in the affirmative. Table 4.3 shows the responses provided by respondents to the question as to whether they had received training or not.

**Table 4.3:** Training received by respondents.

Employees	Training and development received			Total
	Very much	Not much	Not at all	
Administrators	4	-	-	<b>4</b>
Permanent employees	96	25	16	<b>137</b>
Temporal employees	13	24	22	<b>59</b>
<b>Total</b>	113	49	38	<b>200</b>

From the table, it was observed that over 80% of the respondents agreed that they had undergone some form of training since they were employed in the organization. However, 19% of the respondents answered that they had not undergone any form of training programme since they were employed. It was however important to note that even with the over 80% of the respondents who had undergone training, a greater chunk of them (about 57%) were permanent employees or civil servants whilst only 24% were temporary employees.

This information was very important because it confirmed some earlier observations made by the researcher. Firstly, it was observed that the 19% of the respondents who had not undergone any form of training were new employees who had been recruited either by the central government or the District Assembly. Thus, because they were new recruits, no orientation programme had been undertaken for them. This was a regular phenomenon for most organization because as Armstrong (2001) noted, some firms adopt a laissez-faire approach to training, believing that new employees will find out what do for themselves. Again, some organizations believe that it is the responsibility of the school system to train people to be workers. However, as Reh (2010) noted, believing that schools provide adequate training to make students labour-ready is like living in a dream world. This is because although some job seekers make the effort to learn the skills needed for a new job on their own, most of them also get the training on the job.

Again, rank and type of employment were also observed as a key factor in determining the training received. Of the 200 respondents interviewed, it was revealed that most of the permanent employees had the opportunity to be trained unlike their counterparts who were temporary staff. Thus, as noted earlier, because the training programmes of the civil servants were mostly conducted by the central government, they were periodic and some how consistent than the training programmes organized internally by the Assembly for its temporary employees which was mostly dependent on the availability of funds.

#### 4.3.2 Training and Development Methods

One of the specific objectives of the study was to find out the training and development methods that were commonly used in the District Assemblies. In view of this a variety of training methods (both-on-the job and off-the-job methods) were given to respondents who had undergone training programmes to indicate which methods were used in their training. The responses received from respondents are shown in the table below

**Table 4.4:** Methods of training and development

<b>Training and Development methods</b>					
<b>On-the job method</b>			<b>Off-the-job methods</b>		
<b>Type of training</b>	<b>Freq.</b>	<b>%</b>	<b>Type of training</b>	<b>Freq</b>	<b>%</b>
i Orientation	86	43	i. Conference	123	61.5
ii Internship	72	35	ii. Seminar	78	39
iii Coaching	—	—	iii. Workshop	94	47
iv. Committee Assignments	—	—	iv. Classroom/degree	2	1
v. Jobs rotation	—	—	v. Role playing	—	—
vi. Other	—	—	vi Other	—	—

From table 4.4, it was indicated that out of the training methods listed, six (6) of them were commonly used in the Bosomtwe District Assembly. Two major on-the-job training methods used were orientation and internship. This observation was very important to the study because as noted earlier, most of these on-the-job training programmes were conducted internally by the Assembly for its new recruits. However, it must be explained that civil servants also conceded to have had orientation programmes outside of the District which had also improved their job performance.

The training methods which were observed to be mostly used in the Bosomtwe District were the off-the-job methods. These methods as indicated in the table included conferences, seminars, workshops and classroom courses. Most of these training programmes were organized by the central government through its established agencies such as the ministries, departments and the ILGS. Again, non-governmental organizations (NGO's) interested in local governance and decentralization sometimes conducted such training programmes.

Also, from the table, 61.5% conceded to have attended training conference, 39% attended seminar and 47% had attended training workshops. Only 1% of the respondents had been sponsored by the Assembly for degree courses at tertiary institutions. This information showed clearly that off-the-job methods were commonly used in the training and development programmes in the District Assemblies. This observation made by the researcher was also confirmed by Ayee (2003) that capacity building programmes for DA staff in Ghana have mainly been classroom and standardized training. He noted further that this is in contrast with holistic capacity building approach which is consistent, functional and holistic. This involves team coaching and training for all relevant actors in order to ensure proper functioning of the DAs.

#### **4.3.3 Effects of training and development on employee performance**

The general objective of this study was to assess the effect of training on employee performance. Armstrong (2001) suggested among other things for training to be effective, one

of the conditions required is that standard of performance or objectives should be set for learners. Thus, learners must have clearly defined targets and standards which they find acceptable and can use to judge their own progress.

In view of this, respondents were asked whether they were given any set objectives or standards which were to be met at the end of their training. The responses received are shown in table 4.5.

**Table 4.5:** Objectives and standards set for training.

<b>Employees</b>	<b>Objectives set for training</b>		
	<b>Yes</b>	<b>No</b>	<b>Not applicable</b>
Administrator	4	—	—
Permanent employees	43	78	16
Temporal employees	12	25	22
<b>Total</b>	<b>59</b>	<b>103</b>	<b>38</b>
<b>Percentage (%)</b>	<b>29.5</b>	<b>51.5</b>	<b>19</b>

From the table, 59 respondents (29.5%) of trained employees responded that objectives or training standards were set during their training programmes. However, the majority of the respondents (51.5%) most of them junior permanent staff of the Assembly answered that no training objectives were set for them during their training. 19% of the respondents did not answer this question, because according to them, they had not been given any form of training programme since they were recruited.

Although the responses above were alarming, they were not surprising because it confirmed the Ghana Centre for Democratic Development (2001) report that there has not been a systematic and holistic approach to dealing with issues and problems of capacity building towards local government. The CDD further indicated that interventions toward capacity building have been piecemeal, adhoc and most of the time, retroactive.

In relation to the objectives of training, respondents were again asked to assess the effect of the training and development programme received in relation to work habit, job satisfaction, morale, behavior and others. This information is shown in table 4.6 below;

**Table 4.6:** Effects of training and development on employees

Effect of Training and Development	Very high	High	Average	Low	Total
i. Work habit	76	59	27	-	162
ii. Job satisfaction	61	26	56	19	162
iii. Morale	53	48	31	30	-
iv. Behaviour	76	59	24	3	162

From table 4.6, it was observed that out of the 162 respondents who received training and development programmes, majority of them revealed that the training had impacted positively on their work performance. More than 50% of the respondents agreed that the training and development programmes they received had had positive effects on their work habit, job satisfaction, morale, and behaviour. Although this information was refreshing, it must be noted that the researcher could not independently prove it. The researcher only quantified the responses as given by the respondents. As noted by Kirkpatrick (1994) cited in Armstrong (2001), “evaluating result is obviously easier when they can be quantified. However, it is not always easy to prove the contribution to improved results made by training as distinct from other factors”. He observed “be satisfied with evidence, because proof is usually impossible to get”.

The hypothesis for the study was tested. Thus, respondents were asked whether they could confidently agree or disagree that the training and development programmes received had improved their job performance. Respondents who had not been given training were also asked to assess their own work performance. Table 4.7 below shows their responses.

**Table 4.7:** Effect of training on employee performance.

Employee Performance	Frequency		Total
	Trained employees	Untrained employees	
Very high	67	3	75
High	86	8	98
Low	9	29	27
<b>Total</b>	<b>161</b>	<b>38</b>	<b>200</b>

From table 4.7, it was observed that 153 (over 93%) of trained employees agreed that the training programmes they received had positive effect on their job performance. Only 9 of the trained respondents (7%) did not find any improvement in their job performance after their training. On the other hand, 27 of the untrained employees (71%) responded that they were under performing due to the fact that they had not been trained. Only 11 untrained respondents (29%) still explained they were performing even though they had not been trained. The information in table 4.7 was then used by the researcher to test the hypothesis of the study which failed to reject the alternative hypothesis that job performance is a function of employee training and development.

#### **4.3.5 Evaluation of training and development programmes**

The last step of training according to the planned training cycle is evaluation. Here, the effectiveness of the training is monitored during the programme and after the training, measured and evaluated to assess the impact or determine whether or not the trainees achieved the objectives of the training programme. Respondents were therefore asked whether they were evaluated or measured by their trainer(s) after receiving the training. Out of the 162 respondents who had received training, only 51 respondents representing (31.5%) answered that they were evaluated after receiving training programmes, leaving the majority of the respondents (61 %) not evaluated. This information is shown in table 4.8

**Table 4.8:** Evaluation of training and development programmes

Trained employees	Evaluation of training and development programme		Total
	Yes	No	
Administrators	4	-	4
Permanent employees	33	88	121
Temporal employees	14	23	37
<b>Total</b>	<b>51</b>	<b>111</b>	<b>162</b>
<b>Percentage (%)</b>	<b>31.5</b>	<b>68.5</b>	<b>100</b>

The above revelation was worrying because for training to be very effective, trainer(s) should make evaluation an integral feature of the process. Evaluation makes it possible for trainers and trainees to compare objectives with outcomes to answer questions as to how far the training has achieved its purpose. The absence of evaluation in training in District Assemblies therefore means that most training and development programmes would fail to meet their expected objectives. This observation has been cited as one of the failures of the Ministry of Local Government and Rural Development (MLGRD) in its mission in terms of human resource capacity building in the District Assemblies. As noted by the CDD (2003), the MLGRD itself lacks competent staff or personnel especially in the Inspectorate Division to actually make any meaningful impact on monitoring and evaluation of the performance of staff of the District Assemblies and their decentralized departments.

#### **4.8 Challenges of training and development**

Like all the other HR functions, training and development of employees is not free from perceived or real challenges associated with its conduct. In view of this, the researcher sought to identify some of the challenges that confront DAs in the conduct of training and development programmes. The respondents were first asked whether they considered the training materials, techniques and methods used in their training as adequate or not. The responses received are presented in table 4.9.

**Table 4.9:** Adequacy of training materials, techniques and methods

Respondents	Training materials, methods and techniques			Total
	Very much	Not much	Not at all	
Administrators	3	1	-	4
Permanent employees	42	61	18	121
Temporal employees	8	22	7	37
<b>Total</b>	<b>53</b>	<b>84</b>	<b>25</b>	<b>162</b>
<b>Percentage (%)</b>	<b>32.7</b>	<b>51.9</b>	<b>15.4</b>	<b>100</b>

From table 4.9, it was revealed that out of the 162 trained respondents, 53 (32.7%) specified that the materials, techniques and methods used in training them were adequate. 84 respondents (51.9%) explained that their training methods were not much adequate. 25 (15.4%) of the respondents indicated that their training methods were not adequate at all. This information depicted that although DAs embarked on training and development programmes for their staff, there was challenge of materials, techniques and methods used. Most of the methods used in the training are seen by the trainees as woefully inadequate. Again, the CDD (2003) report confirms this observation by noting that Ghana's economic conditions, administrative reforms and structural adjustment programmes require less government spending and fewer government agencies. This therefore implies that DAs lack the requisite manpower and logistic support to facilitate the conduct of capacity building and training programmes. This is one major challenge of decentralization in Ghana.

Armstrong (2001) notes that one necessary condition required for training and development programme to be effective is that the process of learning should be active and not a passive process. This means that learners or trainees need to be actively involved with their trainers, their fellow trainees and the subject matter of the training programme. In many organizations however, this has become a major challenge. The research therefore sought to find out the level of involvement of trainees in the training programmes organized in DAs in Ghana. The responses received are presented in the table 4.10.

**Table 4.10:** Employee involvement in training and development programmes.

Respondents	Involvement in training and development			Total
	Actively involved	Not much involved	Passively involved	
Administrators	4	-	-	4
Permanent employees	36	74	11	121
Temporal employees	10	19	8	37
<b>Total</b>	<b>50</b>	<b>93</b>	<b>19</b>	<b>162</b>
<b>Percentage (%)</b>	<b>30.8</b>	<b>57.4</b>	<b>11.8</b>	<b>100</b>

The information from table 4.10 shows that there was very little active employee participation and involvement in training and development programmes in DAs. Out of the 162 trained employees, only 50 (30.8%) answered that they were actively involved in their training programme. 93 respondents (57.4%) were not much involved whilst 19 (11.8%) of the respondents were passive learners in their training programmes. This observation made was identified by the researcher as a major challenge to training and development because as Armstrong (2001) noted, not involving trainees in the learning process takes them out of the training as the subject matter of the training, its objectives and outcomes becomes illusive to the trainees. This also confirms the CDD (2003) report that capacity building initiatives at the local government have been piecemeal, adhoc and retroactive. This means that capacity building and training initiatives at the local levels are often not well planned thereby relegating the involvement of trainees to the background.

Based on this, respondents were asked to suggest ways in which training and development programmes could be improved in DAs. Varied opinions and suggestions were expressed by respondents. However, two main suggestions almost run through all the responses they provided. Most of the sampled respondents said that if training and development programmes could be frequent, time-bound and well planned, it would better improve their performance at work. This sentiment was expressed by all the untrained respondents. Though some of them indicated that they were still performing any form of training, they were optimistic that given the relevant training, they could perform better.

Another suggestion that was made by most of the respondents (about 80%) was about the training methods used in their training. Suggestions were made that if the methods could be varied or changed over time, it could help improve their performance. For instance, some respondents noted that most of the training programmes have been organized as conferences, seminars and workshops. This to some of the respondents was not much effective since it was repetitive and did very little in giving them practical on-the-job skills and knowledge. As a result, the respondents suggested that on-the-job training methods should often be used to give them the practical skills needed to perform effectively at the workplace.

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## CHAPTER FIVE

### DISCUSSION OF MAJOR FINDINGS

One major challenge of decentralization in Ghana is lack of competent personnel. Ayee (2003) noted that the poor quality of staff at the district level has been acknowledged by all including the Ministry of Local Government. This has often resulted in the under performance on the part of local government staff in the country. The situation can be attributed to the lack of effective training and development programmes for the employees of DAs. In the few circumstances where this has been done, Ayee (2003) again noted that it has not been a holistic approach because most of the capacity building interventions have been piecemeal, adhoc and most of the time, retroactive.

Armstrong (2001) has noted that employee training makes a major contribution to the successful attainment of organizational objectives because training programmes make positive contributions to employee performance. A more highly-skilled workforce can accomplish more because of the experience and knowledge gained. This is exactly what this study realized. The presentation and the analysis of the data obtained in this research confirmed that employee performance is a function of training and development.

The sex of respondents in table 4.1 revealed that male respondents were more than female respondents (63% and 37% respectively). It was further revealed that this situation was not only with the sampled respondents but also in the universal population. The Bosomtwe District Assembly had more male workers than female workers. This phenomenon though worrying was not anew discovery since in Ghana a lot of women are not engaged in the formal sector of employment as the traditional view of this sector has been male-dominated. Women are quite disadvantaged in this regard due to a host of socially structured constraints which include unequal access to educational opportunities vis-à-vis their male counterparts.

In figure 4.1, it was revealed that the rank or status of respondents to a large extent was dependent on their level of education. The chart revealed that altogether, only 48% of the respondents had tertiary education (polytechnic or university education) and the majority of 52% were either basic or secondary school certificate holders. This was a source of worry to the researcher because as some scholars such as Reh (2010) have observed, the level of performance of an employee is dependent on the level of educational attainment he or she has. This therefore suggests that the low level of education in the public sector of Ghana such as in the DAs can adversely affect their performance. Ayee (2003) has noted that the poor quality of staff is a universally cited problem confronting DAs.

In table 4.2, the study also revealed that in the DAs, the rank of employees to a large extent determines the employees' chance of receiving training and development programmes. That is whether an employee belongs to the senior rank or junior rank can influence the training he or she can receive. It was observed that in the study, most of the training programmes organized in the DAs were targeted at the employees within the senior management rank. The training programmes of government agencies such as the Institute of Local Government Studies (ILGS) and the Ministry of Local Government and Rural Development (MLGRD) who have been mandated by law to train DA employees are mostly targeted at the senior management rank leaving the employees within the lower or junior levels of management. Such training programmes include seminars, conferences and workshops.

In figure 4.2, majority (74.5%) of the respondents were civil servants or permanent staff of the Assembly whilst 29.5% were temporary staff. It was also revealed that the type of employment of staff (whether permanent or temporary staff) influenced the type and frequency of training received. For instance, the permanent staff since they are directly employed by the central government have most of their training and development programmes conducted by government

through its designated ministries and agencies. Only few of their training programmes are organized internally. On the other hand, the temporary employees have most of their training programmes organized internally by the Assembly itself. Even in extreme cases where the training is held outside of the Assembly, the cost of the training is fully borne by the Assembly. Because of this, the training programmes for the permanent employees were seen to be well structured and periodic whilst that of the temporary workers was organized as and when the Assembly had funds to do so.

It was also found out that in the DAs, the major training and development methods used were off the job methods as compared to on-the- job methods. For instance, it was observed that conferences, seminars and workshops were the major training and development programmes used in the DAs. It was revealed in table 4.4 that 75% of the respondents had attended conferences, 48% had attended seminars and 58% had attended workshops. On the other hand, the two main on-the-job training programmes identified in the DAs were orientation and internship. 19.7% of the respondents had received orientation and 17.9% had also received internship programmes. The finding corroborates Ayee's (2003) study that training programmes in DAs are packaged, classroom training and often non-interactive with attention on training key personnel of the DAs rather than functional teams.

Out of 200 respondents involved in the study, table 4.3 revealed that 162 (81%) of them agreed that they had received various levels of training since they were employed in the assembly, leaving only 38(19%) respondents without any training. Of the 162 trained employees, 153 (94.4%) agreed that the training received had propelled them to be high performers on their job. On the other hand the untrained employees responded that they were under performing because they had not been trained. The information obtained by the researcher was used to test the

hypothesis of the study which rejected the null hypothesis that “job performance is not a function of training and development.”

The researcher also found out that evaluation of training and development programmes is not an exercise that is often undertaken in DAs in Ghana. Out of the 162 trained respondents, 68.5% responded that they were not evaluated after being trained whilst only 31.5% were evaluated. This observation was however not new since it only confirmed the earlier findings of Ayee (2003). Ayee noted that most government agencies charged with the responsibility of training local government staff, lack competent personnel especially in the Inspectorate Division. This does not allow for meaningful impact on monitoring and evaluation of performance of the staff of the District Assemblies and their decentralized department.

The study also identified some challenges that confronted the DAs in their training and development programmes. It was revealed that the materials, techniques and methods used in the training of staff were most often inadequate. A majority of 51.9% of the respondents were of the view that training methods, techniques and materials were not much adequate whilst 32.7% were of the view that the methods and materials were adequate. 15.4% however were of the view that the methods used were not adequate at all. This situation can also to a large extent be attributed to lack of finance in the District Assemblies to embark on the training and development of employees. This observation made also corroborated the finding of Ayee (2003) that Ghana's economic conditions, administrative reforms and structural adjustment programmes, require less government spending and fewer government agencies. The adequate financing in the DAs means that the requisite logistic and technical support to embark on effective training and development programmes have become a mirage.

In the Bosomtwe District, inadequate funding for training and development is a very serious challenge. This is evident in the allocation of funds for departmental training in the Assembly's annual draft revenue and expenditure estimates. This information is shown in table 5.1.

**Table 5.1.** Budgetary allocation for development and training

Year	Budgetary allocation GH¢
2006	1500
2007	1500
2008	1500
2009	1800
2010	4500

**Source:** Finance Office, Bosomtwe District Assembly

The information above shows that the allocation of funds for staff training in the Bosomtwe District over the last five years has been woefully inadequate. For instance in the years 2006, 2007, and 2008, the Assembly allocated only GH¢ 1500 for staff training and development in all departments in the Assembly. This situation is a major challenge to effective capacity building as noted by Ayee (2003).

Another challenge confronting DAs in training and development as revealed by the study was the lack of active involvement or participation of employees in training and development programmes. The study revealed that only 30.8% of the trained respondents were of the view that they were actively involved in their training, leaving the majority of 69.2% to indicate that they were either not much involved or passively involved in their training. This also confirmed the assertion made by Ayee (2003) that there is lack of trainee involvement in training in DAs because capacity building programmes are usually piecemeal, adhoc and retroactive. The training programmes were mostly conducted in the form of seminars, conferences and workshops in which participants or trainees were made to only listen to their resource persons

with little or no room for the trainees to express themselves. This made them passive learners rather than active participants.

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### SUMMARY, RECOMMENDATIONS AND CONCLUSION

#### 6.1 SUMMARY OF THE STUDY

The study sought to examine training and development and employee performance in District Assemblies in Ghana. The Bosomtwe District Assembly was the area of study. The issue of capacity building of local government employees especially the District Assembly level had been of concern to many government or non-government organisations. This is because local government employees have been identified as the key actors in Ghana`s course to promote effective decentralization. It is in this regard that the study sought to find out the training and development programmes at the District Assemblies and how they have impacted on the performance of employees. The study also attempted a discussion to gather information on how best the training and development programmes can be improved at the District Assemblies.

The research began on the premise that achieving organizational goals and objectives cannot be done without human resource. People (human resource) in organizations possess different skills, abilities and knowledge which together with the other resources ensure organizational growth and development. One of the key HR functions that ensure that employees are able to perform effectively and efficiently at their workplaces is training and development. However, in most business organizations, this all important HR function is often overlooked or treated with contempt. This led to the statement of the problem of the study. In Ghana, especially in the public sector and more particularly in the local government structures such as the District Assembly, the acquisition, training and development, and retention of qualified staff have always been a major challenge. The main objective of the study was to identify the effect of training and development as HR function on employee performance in District Assemblies in Ghana. Some hypothesis was stated and tested.

The literature review was on published literatures and other researches done by other scholars on employee training and development and employee performance. The history of and perspective on training and development were identified. The concepts of training and development were also extensively explained. The literature also looked at the impact of employee training and development on the performance of employees.

The study involved 200 respondents selected from the Bosomtwe District Assembly at random sampling technique. The study found out that training and development has improved the performance of the employees of the Assemblies, although there are many challenges confronting this important HR function. It also revealed that major training methods in District Assemblies (off-the-job) which includes workshops, seminars, lectures and conferences were used. It was revealed that even though these methods were helpful, they however were mostly not properly organized, with sometimes very little room for trainees to actively participate in the training.

The study therefore appealed to the appropriate government agencies such as the Institute of Local Government Studies and the Ministry of Local Government and Rural Development to design and implement pragmatic training and development programmes in the District Assemblies to salvage the situation.

## **6.2 RECOMMENDATIONS OF THE STUDY**

Training and development, as reiterated in the study, is a human resource function aimed at equipping employees with the requisite skills, competence, knowledge and attitude to perform effectively in order to achieve organizational goals and objectives. The research indicates that training and development of employees in District Assemblies in Ghana is faced with many challenges. As a result, the following recommendations have been outlined on how to improve

this very important HR function to ensure the effective and efficient performance of employees in the attainment of organizational goals.

Since training and development has been identified as a key HR function in achieving organizational goals, District Assemblies should take pragmatic steps to increase their budgetary allocations to the training of their staff. This means that significant allocation of funds must be provided in order to ensure the smooth implementation of training and development programmes.

Again, the person unit of District Assemblies in Ghana should be well resourced with both human and technical resources. This means that qualified and complete HR professionals should be employed in DAs in order to handle all issues concerning the recruitment, maintenance and development of competent and well-equipped staff. HR units should also be equipped with the necessary logistic support to facilitate the work of the unit.

Methods of training and development in DAs must also be reviewed. Training methods should be varied periodically. For instance, DAs should use a combination of both on-the-job and off-the-job techniques. The study revealed that on-the-job training methods are often not used in the DAs. However, it is strongly recommended that trainers of local government staff should adopt both methods in order to achieve the full benefits of training and development.

Also, the objectives and standards of performance should be set for trainees in all training programmes. This would enable trained staff to know whether they have improved or not from the training they have received. The training objective would also enable management to know how effective their training programmes have been so that it may be varied accordingly.

Also, there should be full participation and involvement of trainees in the training and development programmes. They should not be made passive learners but must be actively involved in the training, (with their follower trainees) and the subject matter of the training programme in order for them to get the best out of the training.

Training of lower employees (junior ranks) should not be relegated to the background. The study revealed that most training programmes in DAs are targeted at the employees within the top management levels. The researcher therefore recommends that training for staff of DAs should cut across all levels and ranks in order to achieve a systematic and holistic human resource development.

Again, government agencies such as the Institute of Local Government Studies which have been mandated by law to train and build the capacity of the staff of DAs should not concentrate all their training programmes in the urban centres but make conscious effort to extend their activities to the remote districts as well. Also, they should plan their training programmes to meet the specific needs of particular districts.

Finally, HR units should keep proper data base or records on the performance of employees which must be periodically be communicated to them so as to know where and when training and development programmes are required.

### **6.3 CONCLUSION**

The discussions have revealed that the employee performance is a function of training and development. The positive effects of training and development on employee performance are well researched into and documented. Yet, not all employers and organizations agree on the importance of this key human resource function. According to Armstrong (2001), the training philosophy of an organization expresses the degree of importance it attaches to training.

As already noted in the literature, some organizations believe that it is the responsibility of the school system to train people to be workers and it is the responsibility of workers to learn how to do a job so that they can be employed. Other organizations also adopt a laissez-faire approach, believing that employees will find out what to do themselves. Some firms also pay lip service to training and in good times indiscriminately allocate money to it, but in bad times cut their training budget.

On the contrary, organizations with positive training philosophy understand that the only way that they can achieve competitive advantage over their competitors is by having higher-quality employees and this can only be achieved by investing in the development of the skills and competencies of their staff. Such organizations also recognize that actual potential shortages can threaten their future prosperity and growth. To them therefore, training and development of employees is an investment that will pay off.

It is through training (by well-trained and experienced staff) that organizations such as the District Assemblies can achieve organizational goals. In this regard, all effort must be made to ensure that staff of District Assemblies are well trained to ensure that the decentralization agenda pursued by government would not be an exercise in futility. The many constraints that confront training and development programmes in DAs must be vigorously tackled in order to achieve the set target of the District. This research has clearly shown that training and development has a direct positive effect on the performance of employees in District Assemblies in Ghana.

## APPENDIX 1

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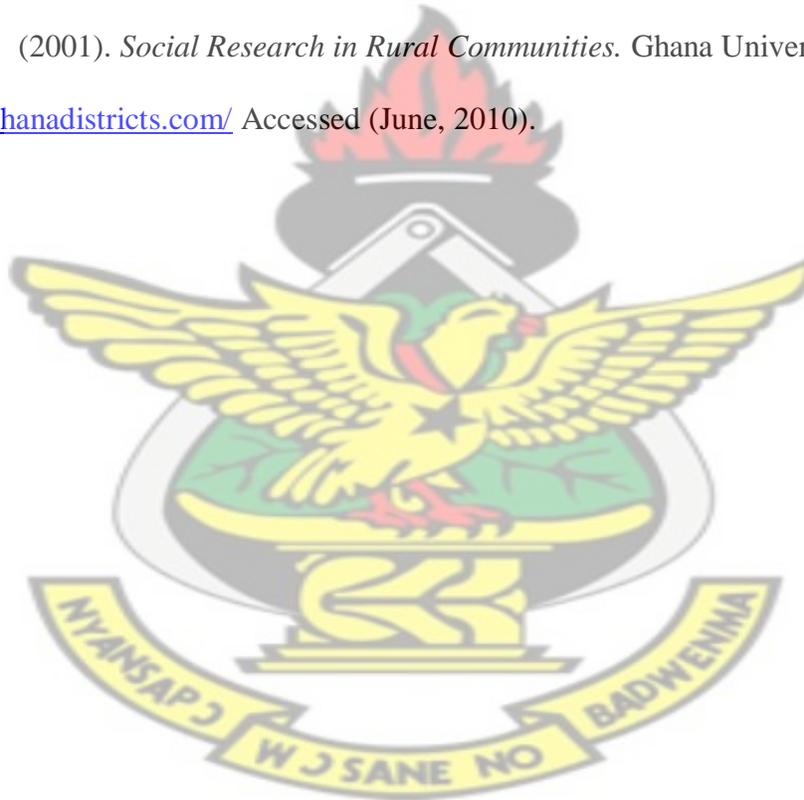
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8. If yes to question 1, how often are such programmes organized?

Frequently {    }                      frequently {    }                      Not applicable {    }

9. Please indicate the type of training and development programme received.

Training and Development Methods	
On-the-job methods	Off-the-job methods
i. Orientation {    }	i. Conference {    }
ii. Internship {    }	ii. Seminar {    }
iii. Coaching {    }	iii. Role playing {    }
iv. Committee assignments {    }	iv. Classroom course/degree {    }
v. Job rotation	v. Other ,please specify.....
vi. Other, please specify.....	

10. Were you given any objectives for which you were to meet at the end of the training programme?

Yes {    }

No {    }

Not applicable {    }

11. If yes, did the training received meet any set objective or standard needed to perform effectively on your job?

Very much {    }

Not much {    }

Not at all {    }

12. How do you assess the effect of the training received on your job performance in relation to the following?

Effect of training and development	Very high	High	Average	Low
i. Work habit				
ii. Job satisfaction				
iii. Morale				
iv. Behaviour				
v. Other, specify				

13. How do you assess your job performance in relation to training and development programmes recieved? Very high { } High { } Low { }

14. If you have not been given any training, how do you assess your job performance? Very high { } High { } Low { }

15. Were you evaluated or measured in relation to knowledge, skill, competence etc acquired from the training by the trainer(s)? Yes { } No { }

16. Did the trainer(s) communicate the results of the training evaluation to you? Yes { } No { }

17. Were you given any time after the training to absorb and reflect on what you have learnt? Yes { } No { }

18. Do you consider the training materials, techniques and methods used in the training as adequate?

Very much { } Not much { } Not at all { }

19. Did you have adequate guidance and encouragement from trainer(s) during the training?

Very much { } Not much { } Not at all { }

20. Were you actively involved in the training programme or you were just a passive learner?

Actively involved { } Not much involved { } Passive learner { }

21. Did you entertain any fear of been reproached or sanctioned in the course of the training programme?

Very much { } Not much { } Not at all { }

22. Suggest any way(s) in which training and development programmes can be improved in your organization.....

.....  
.....  
.....  
.....  
.....