

**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND
TECHNOLOGY, KUMASI**

**IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE
PERFORMANCE IN THE LOCAL GOVERNMENT OF GHANA**

(A CASE STUDY OF NSAWAM ADOAGYIRI MUNICIPAL ASSEMBLY)

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**THIS THESIS IS SUBMITTED TO THE KWAME NKRUMAH
UNIVERSITY OF SCIENCE AND TECHNOLOGY, KUMASI IN
PARTIAL FULFILMENT OF THE REQUIREMENT FOR AWARD
OF THE**

DEGREE IN MASTER OF PUBLIC ADMINISTRATION

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DECLARATION

I hereby declare that with exclusion of stated extracts credited to specific sources, this project is entirely mine towards the attainment of Master of Public Administration and has not been presented anywhere for the award of any degree.

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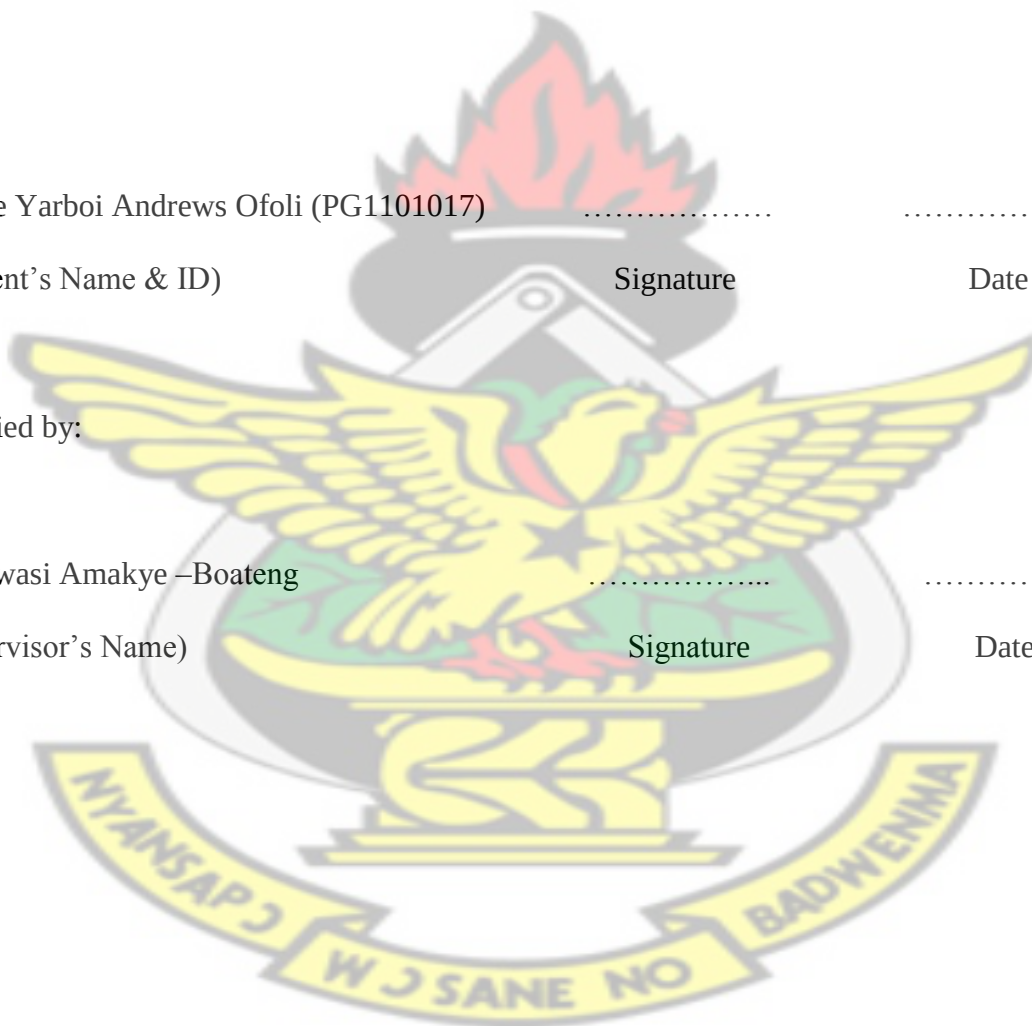
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CERTIFICATION

This is to certify that this project was supervised in accordance with procedures laid down by the Kwame Nkrumah University of Science and Technology and it has been read and approved by the undersigned for submission to the Department of History and Political Studies.

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DEDICATION

I dedicate this project to Caroline my mother, Wendy my daughter, Joseph Connick (Ireland) Doris my dear, my family and friends for their love, patience, support, words of encouragement and belief in my ability which enabled me to complete this program.

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Many sincere thanks go to the Lord God Almighty for granting me life, giving me the necessary wisdom, direction, strength and understanding to carry out this project work.

God has been a father to us all; the one who makes a way where there seems to be no way, the one who protects me from my going in and out, the one who stands by me in times of difficulties, in my studies, may His name be praised forever.

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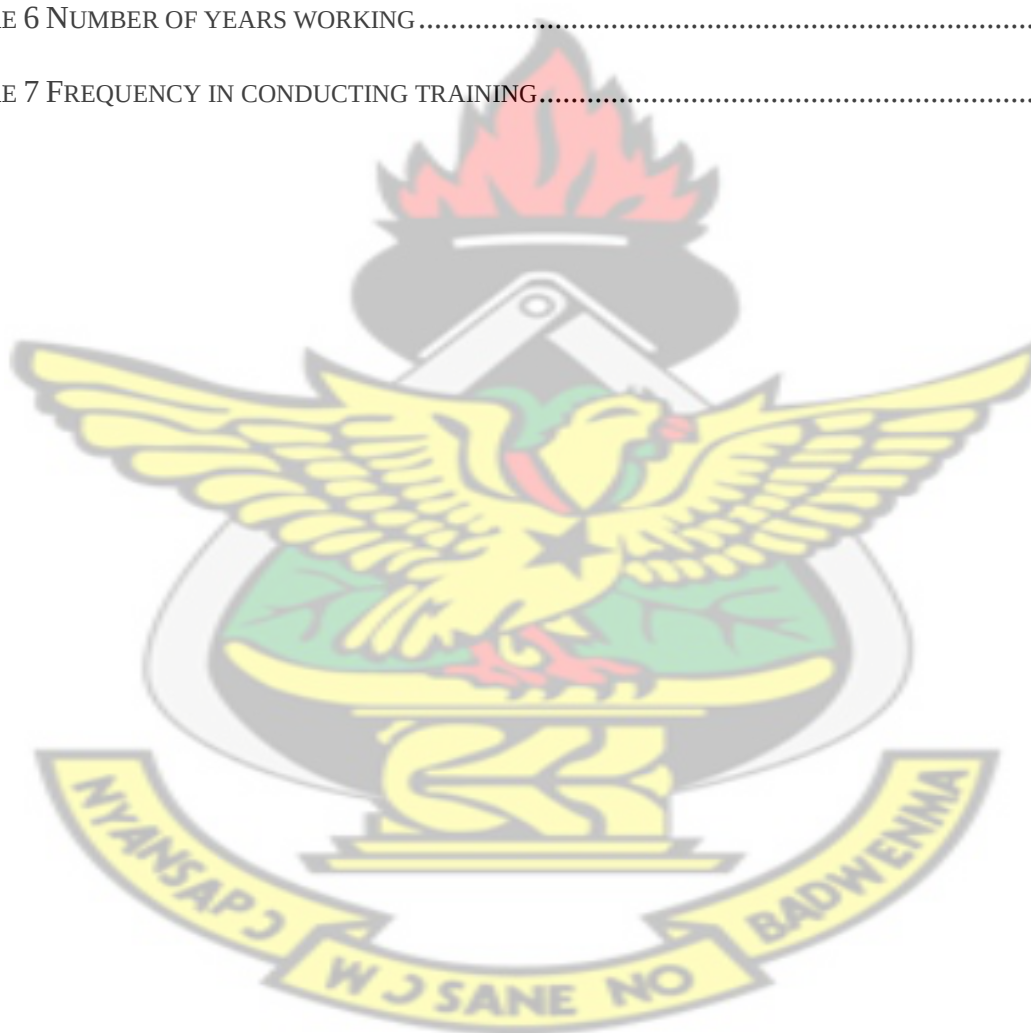
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ABSTRACT

The concept of employee training and development is very critical to organizational development as well as the employees. This study therefore examines the impact of training and development programs in the municipal practices at the Nsawam Adoagyiri Municipal Assembly with recommendations that are necessary for organizational development, also the Nsawam Municipal Assembly and the nation as a whole.

The study used a descriptive research design which is a qualitative approach aimed at gathering an in-depth understanding of the problem under study and to provide a window through which we see and comment on significant issues. The use of interview guide was implemented in collecting qualitative data. The qualitative data that is collected from the field by means of recording was transcribed, edited and analyzed.

Based on the first objective of the study, it was revealed that most of the employees had not received training that had either been organized or sponsored. The findings also showed a positive correlation between the training and development and the employee work habit and morale according the second objective. By the third objective to identify the possible ways to improve upon the training and development within the municipality, respondents gave out suggestions of equal opportunity to be trained and also encouraged training on local governance.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

To enhance the performance of employees in an organization, employees depend on training and development. Every organization, therefore in their quest to achieve the best seeks to employ the qualified personnel who will help them grow. Even though the qualified personnel with the skill, ability, knowledge and zeal are significant to the growth of an organization, they still need to be given in-service training and periodic training and development to help them adapt to the new working environment. Such training and development regime will render them functional (Sarkodie, 2011). Niazi (2000) added that training and development helps employees to get deep comprehension of the work setting, build upon information sharing to improve customer services and to lead to successful business operation.

Niazi (2000) further explained that the method of acquiring or transmitting talents and capabilities to perform a particular duty is by means of training and development. In his explanation, he made a distinction between training and development. Training he described as the organization's approach to enable their workers obtain knowledge, skills, abilities and behaviours on the job. However, he explained development, which he termed as strategic training to mean the learning that is continuous even after knowledge that is acquired on the job.

Relation-oriented leaders make use of employee development to enhance the ability and self-confidence of their workers to smoothen the progress of their occupation (Gary Yukl, 2012).

Some of the tactics employed by relation-oriented leaders include career advice and guidance, exposing employees to appropriate training and development opportunities, tasking subordinates with responsibilities that build their experience, coaching and empowerment. McNamara (2008) also explained that “employee training involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve in their current jobs. Development in the context of human resource management is a broad ongoing multi-faceted set of activities (training activities among them) to bring someone or an organization up to another threshold of performance, often to perform some job or new role in the future”.

Sarkodie (2011) stated that “achieving organizational goals cannot be done without human resource and that most jobs in organizations are performed by human beings. It is the people (human resource) not buildings, the equipment, or brand names that make an organization”. Again, emphasis is laid on the saying of Thomas J. Watson, the founder of International Business Machine (IBM) that “you can get capital and erect buildings, but it takes people to build a business” (Bohlander and Snells, 2004; Sarkodie, 2011). Adding to this fact, the Reuters Group as well accept this by highlighting that “a major source of competitive advantage for Reuters comes from the energy, ideas and commitment of its employees” (Sarkodie, 2011). It is therefore imperative that to increase organizational productivity, employees must be of great concern. And not just of great concern, but the need for employees to be trained, developed and motivated periodically to help them carry out their duties efficiently. This is because all tasks in every organization are carried out by the human resource.

One of the major ways of branding the human resource in any business organization is the training and development of employees which goes a long way to help develop individual knowledge and skills, as well as employee attitudes and behaviours. Establishing this training and development well enough in the employee population will enhance a collective change in the human capital, attitudes, behaviours, and associated organizational climate that will influence organizational performance. This study thus seeks to look out for the impact of human resource training and development on employee performance in the Nsawam Adoagyiri Municipal Assembly

1.2 PROBLEM STATEMENT

Society is dynamic and therefore change is constant, hence to achieve the best and to fit into the changing environment, there is the need for organizations to develop their human resource which is their greatest asset. Public institutions are however required to positively add to national development and growth just like private institutions (Sarkodie, 2011). 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 (Sarkodie, 2011). Yawson (2009), also added that most organization have failed to put into account the needed attention on employee training and development. This especially he added is common among most public institutions, which do not see the need for employee training and development.

The Nsawam Adoagyiri Municipal Assembly has a training and development policy, yet the implementation is a challenge. To begin with, they lack the needed resources and finance to

carry out the training and development (NAMA, Annual Report, 2016). Another problem affecting the training and development policy is the selection of the right people for the training as per the laid down procedures. It appears the selection process is based on a reactive approach but not a proactive approach. The proactive approach is done to remove problems before they have the chance to appear and a reactive approach is done in response to issues after they have happened. It is seen based on their annual reports that selection is done after performance appraisal and training need assessment that is developed from training needs questionnaire (NAMA Annual Report, 2016). This approach only tackles the needs of the staff at that specific period but leaves out the need for people to be developed for future purpose; that is how people would be trained and developed to fit into certain positions, when the position holder is on retirement or away for some time is undefined. This has revealed that there is no room for development, whether staffs are even allowed to go for study leave was not identified.

Again the problem identified is the quality of service provided by the staff of the assembly. Bringing in a new procedure, improving the competence of the staff, providing untrained employees with relevant skills and reducing supervision on them, are directly dependent on training and development (Boadu et al, 2014). One of the widely researched areas of study within the human resource practices is training and development. And this is often conducted in the private sector and non-profit organization making these studies very relevant as it often makes comparison to public sector (Boadu et al, 2014). However much is not said about the impact of training and development in the performance of employees at the municipal assembly level. The Nsawam Adoagyiri Municipal Assembly over the years has not made any drastic improvement regarding the quality of service, attitude to work and how clients are treated due to

complains that often comes from the citizens (NAMA Annual Report, 2016). Boadu et al, (2014) also added that though the government has made an effort to give power to the district assemblies to make their own plans and decision, there is still a complaint by the citizenry about the public servants' working attitudes and the quality of service provided. Though there is training and development policy at the Nsawam Adoagyiri Municipal Assembly, the relevant question that comes into mind is “does the training and development programme conducted by the assembly have a significant impact on the performance of employees?” Though training and development policy exists within the Nsawam Adoagyiri Municipal Assembly, this study however seeks to examine whether the existence of the training and development policy has influenced the performance of the personnel. It is in this regard that the study sought to investigate the impact of training and development on employee performance in the Nsawam Adoagyiri Municipal Assembly.

1.3 Objectives of the Study

The general objective of this study was to assess the impact of training and development programs in the municipal practices at the Nsawam Adoagyiri Municipal Assembly and to suggest ways of enhancing the development of human resources for efficient service delivery.

The following are the specific objectives of the study:

- i. To examine the human resource training and development program in the Nsawam Adoagyiri Municipal Assembly.
- ii. To examine the impact of training and development programs on the performance of trainees within the municipal assembly.
- iii. To find out how training and development at the municipal level can be enhanced to improve the performance of trainees.

Research Questions

- i. What are the existing human resource training and development program in the Nsawam Adoagyiri Municipal Assembly?
- ii. What is the impact of training and development programs on the performance of trainees within the municipal assembly?
- iii. How can the training and development at the municipal level be enhanced to improve the performance of trainees?

1.5 Scope of the Study

This study focused on the experiences of the staff of the Nsawam Adoagyiri Municipal Assembly. Using the qualitative research method, the study was limited to interviewing and observation of the performance of the staff regarding the quality of service delivery.

The main purpose was to find out the impact of training and development on employee performance at the Nsawam Adoagyiri Municipal Assembly and to propose possible solutions. An interview was conducted for 20 respondents who were staff of the municipal assembly which includes both the senior and junior staff.

1.6 Significance of the Study

The need for the human resource is becoming predominant in many organizations these days and it is important that they accept these management processes to improve upon their services. The study will therefore be beneficial to the management of the local government of the Nsawam Adoagyiri Municipal Assembly since it will uncover the need for human resource training and development. The study will also be significant for providing an insight into how the municipal

assembly can efficiently modernize its training and human resource development to improve revenue generation.

This research will again contribute to the existing literature by complementing the areas of the literature that have not yet been examined or considered and incorporating these factors into the current study. Again, students and those in academia researching in this area would find this study useful by providing them with literature for their studies. Finally, the study will further inform government and other stakeholders as to the impediments to the implementation of employee training and development policies and ways these impediments can be eliminate or controlled.

1.7 Theoretical framework

Human beings are seen as resources and therefore are the driving force of every business. The theory that considers humans as assets, who's present worth can be measured and future worth can be improved by means of investment is the theory of Human Capital Management (Saad, Mat. and Awadh, 2013). To build an atmosphere of maintaining skilled, devoted and inspired workers the theory must focus on human capital issues such as recruiting, retaining, building and satisfying employees (Saad, Mat. and Awadh, 2013). This theory establishes the fact that human resource training and development is key to the growth of an organization, hence the need for this study.

In these changing and challenging society, the call to effectively manage employees in an organization has become quite complicated. This is due to the changing needs of client and hence information, strategies, policies, services, process and products needs to be updated frequently. (Bilevičienė, Bilevičiūtė, Paražinskaitė, 2015). Diffusion of Innovations is also a theory that

explains training as getting staff to accept a new idea or practice in the company, which in turn adds value to three main factors. These are product that are created, change in the process used in creating the product and changes in the service being provided by the organization for the increase of the organization (Western Region Training Consortium, 2011). The emergence of Information technology and its application has caused changes in the process of public administration. This can also cause social innovation, where innovation takes place either as an completely new thing or as a new blend of existing component (Bilevičienė, Bilevičiūtė, Paražinskaitė, 2015).

1.8 CONCEPTUAL FRAMEWORK

Human resource management practices is not only limited to hiring the human resource practices but the need to motivate, reward, train and develop the staff in order to achieve organizational goals. The role of human resource training to every organization gives rise to employee competence and performance. In spite of the education or skills one may have, additional training help improves the knowledge and skills the individual possesses, and also helps him with more skills to carry out work efficiently. Secondly, most employees are trained to have good relations with customers and colleagues thereby developing their communication and relational skills too. Furthermore the training and development helps boost the staff's morale and job satisfaction as a lot of things are clarified during the training. Then finally it helps the staff to be committed to the work thereby helping to retain employees.

When employees believe and know well the product and services they provide as a result of the training given, they are able to deliver quality service to win other customers. When customers are treated well, they often come back for more and refer other clients to the organization.

Customers always want to feel comfortable and treated well and therefore if this is done helps in customer satisfaction and retention. When quality services are provided, customers win the trust of the organization and thereby improving upon the credibility of the organization. All this in the end enhances company growth and profit.

1.8 Organization of the Study

The study is organized in five main chapters with chapter one constituting the general introduction, the background of the study, problem statement, the objectives of the study, the research questions, scope of the study, significance of the study, definition of terms and organization of the study. Chapter two includes literature review. The existing literature was reviewed based on the research objectives and questions used in the study. Chapter three entails the research methodology. It explains the research design. It also present details about the population, sample and sampling procedures that was used in the study as well as the research instruments, methods of data collection and data analysis plan. Chapter four consists of the data presentation, analysis and discussion and chapter five presents the summary of findings, conclusions and recommendations for the study.

1.9 Conclusion

This chapter provided background to the study and stated the problem outlining the key concerns in the research questions. It also stated that even though the local government of the Nsawam Adoagyiri Municipal Assembly has a training and development policy, it appears its implementation has not been properly carried out due to factors like finance, selection procedure etc. This chapter did not also fail to outline the scope, conceptual and theoretical framework relevant to the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Historical Growth of Training and Development

From historical perspective, the management of human resource draws its root from the revolution in England in the 18th century. However, human resource management gained grounds with the context of the economic and political circumstances prevailing after the second world war of 1939-45. The demand for workers and professionals rose high after the war and this in 1946 led to the establishment of the Institute of Personnel Management (IPM) by these same professionals. From the twentieth century through the twenty-first century until now, there have been dramatic changes in the working industry from purpose, dimension, composition, management philosophy and dealings with the outside world, hence the need for regular and continual training and development of personnel.

Before the 1990s, most studies were more concerned about human resource development as a periodic organization remedy projected to build up knowledge and skills significant to the job (Hurtz & Williams, 2009). Activities of such comprise of seminars, courses, workshops, and other official specialized events (London, 1989 cited by Dachner 2013). To aid the transfer of innovative ideas, skills, and abilities from the learning environment to the job, it was in the interest of researchers to plan an effective remedy. (Dachner, 2013). In the 1990s the concept of employee training and development grew when much attention was given to constructivist theories of learning that mostly influenced on instructional design as well as training and development effectiveness. “Constructivism asserted that learning is an active and social process in which the learner constructs their own knowledge from their own experiences” (Kraiger, 2008). The basis of constructivist learning environments is to highlight on significant and valid

tasks that denotes the certainty and the difficulty of the actual world, and promoting reflection on learning experiences (Dachner 2013 cited in Jonassen, 1994). Dachner (2013) pointed out in his work that though people experience or receive the same opportunities for development, there were still differences among the individuals. He further showed that during that era, a changing phenomenon in the instructor's role and instructional design due to the fact that learners sought to learn on their own making the instructors more of facilitators than teachers. In a more similar way, instructional design functions as a structure that is used to create real learning atmosphere to keep up learner motivation and offer tools for learners to discover, resolve problems, discover meaning, and build their understanding on the application of knowledge in their lives every day (Kraiger, 2008).

Over the years, there has been a transition in employee training and development especially in the 2000s by making employees responsible for direction of promoting and understanding learning. Today training has transitioned from the traditional classroom face-to-face teaching to virtual or online learning (e-learning) being used at a faster rate within organizations (Schmidt & Ford, 2003). Comparing the classroom learning to the online method of knowledge acquisition, Sitzmann, Kraiger, Stewart, and Wisher (2006) revealed that the endpoint of learning for trainees are the same when the same instructional methods are used. This in simple terms means that learning is dependent on method than the delivery media. Another means of interest in today's training and development is error management. This allows workers to evaluate and learn from the mistakes they make and find solutions to them. Despite the fact that studies have shown and recommends that this type of training is significant regarding developmental exercise, its effectiveness is dependent on trainees with high all-purpose intellectual capability and self-inspiration to acquire knowledge. This is because such people are better able to self-regulate

(Gully, Payne, Koles, & Whiteman, 2002). Again, studies revealed that on-the-job work offers workers the developmental opportunities to gain informal learning experience (Dachner, 2013).

2.2 Human Resource Development

People in every organization need to be organized, managed by certain principles and activities. The activities, which comprise of recruitment and selection processes, assisting in the planning of work structures, determining the organizations employee needs, training and developing etc designed to provide for as well as to coordinate the staff to ensure effective and proficient use of individual skill to achieve organizational goals is termed as human resource management (Evans and Lindsay, 1999; Mathis and Jackson, 2005). However, the practice that is intended at creating individuals within the organization to be knowledgeable, well equipped with skill and an in-depth grasp of their personal goals and that of the organization is the part of human resource management that is termed as human resource development. Again, human resource development is intended to positively add to the exceptional and satisfying work performance of an organization. Human resource development can be broken down to actions such as orientations or in-service training to new employees and conducting training programmes for often, existing employees to improve upon their skills and abilities meant to creating a culture that welcomes and rewards constant learning efforts. Emphasis of human resource development is laid on providing skills and abilities of employee related to the scope of his job and the career development of the employee. Employee performance assessment is a way to examine how effective a training programme within an organization been

2.3.1 Training and Development

The need to achieve organizational goals is dependent on well-equipped and qualified individuals who can execute activities that are essential for the growth of an organization. The dynamic nature of society and the introduction of technology have given rise to rapid growth and development of society and the job market. There is therefore the need for employees to upgrade or improve their skills to readapt to the production of goods and rendering of services, the type of profession needed, and the ability essential to fit into those professions (Sarkodie, 2011).

Acquiring knowledge never ceases. As people intend to seek knowledge the more they discover the need to learn more for personal development and better ways of solving problems. Organizations that intend to solve problems in a better and innovative way must make the conscious effort of acquiring new knowledge to enhance their services (Rao, 1991). In every organization, there is the need for change so as to improve upon the services being rendered to client. These changes may be termed as innovation which involves the introduction of entirely new thing or adding value to an already existing thing to make it new (Sullivan, 2008). The emergence of technology, innovation and creativity has given rise for many organizations to use modern ways of doing things. The introduction of information technology (IT) has brought about changes in the course of our action or the things we do across the globe. These changes often results in doing the same old thing in a new way or changing the entire old system to a new one (Schultz, 2006). This is not far from Ghana as the introduction of technology has transformed our society from actual to virtual transaction of business. For instance, there has been an effort to digitalize operations in certain government institutions such as the harbour, the Driver Vehicle and Licensing Authority (DVLA), the registrar generals department, some hospitals, schools etc. It is up to the HR Department to ensure that a workshop is organized to take the staff through the

new process of providing services and also encourage employees with little or no knowledge about IT to make the effort to upgrade themselves. Training in this sense is the better way of developing the human resource so that they can meet the standards of providing better services to clients.

Studies have shown that there is a correlation between the growth of an organization and the human resource and not only the existence of money, material and machines. That is simply to say that the growth of an organization also depends on the human resource. Therefore organizations do not only look at resources such as money and equipments but also the human resource and the need to develop them to become efficient and effective employees to increase the productivity and profits of any organization. It is expedient therefore for organizations to have skilled and well informed managers to handle and maintain these efficient and effective employees in order to help attain its goals and objective. Employee training and development is however one of the functions of the HR manager to manage and maintain these employees.

2.3.2 Difference between Training and Development

These words, training and development though similar have some differences. This section of the study discusses the differences between training and development. Raheja (2015) explained that training is the acquisition and increase of skills and knowledge required to perform a specific job while development is to the growth or increase of an employee in all areas including influencing the attitudes. He added that training is commonly concerned with imparting the exact skill to trainees whereas development is more of giving extensive skills and it is meant for general growth of the employee. Whereas the focus training is to retain, development builds up and proficiency helps present job performance to improve in the future. Though training is normally given for short-term purposes and specific to job in nature, development is long-term and career

focused in nature. Asare-Bediako (2002) also contributes that the core aim in improving employee's worth and performance must not be limited to only the training of employees, but developed to ensure that their personal career needs are met and that of the organization. He goes on to support Raheja's (2015) claim that training is job specific or task-focused and it intended to help people work effectively on their current jobs. However, development he further explained is career focused rather than task-oriented, aimed at organizing individuals for higher tasks as they progress (Asare-Bediako, 2002). McNamara (2008) as cited by Yawson (2009) added that "training involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve in their current jobs whiles development is a broad, ongoing multi-faceted set of activities (training activities among them) to bring someone or an organization up to another threshold of performance, often to perform some job or new role in the future".

2.4 Methods of training

2.4.1 On-the-job training Methods:

These methods of training offer unskilled, new or inexperienced workers the opportunity to be mentored by peers, supervisors or managers. Observation is one way people can learn and it is inexpensive, allows workers to concentrate as they are always on the job and helps them earn income as they learn. Coaching, mentoring, job rotation, job instructional technique, apprenticeship and understudy are examples of such method of training. Coaching is a one-on-one training that enables skilled staff identify the weak areas of unskilled staff quickly and strengthen those areas. Mentoring on the other hand, though similar to coaching focuses on the development of attitude and it is often done by senior staff for managerial employees. However, job rotation as its name goes is method of rotating employees to sequence of interconnected jobs.

This helps employees become familiar with different jobs, removes monotony and allows staff to build up good relationship with other staff. Regarding the apprenticeship method of training, new crop of individuals of a no skill are trained as they work as apprentices to professionals for long time. They are trained and supervised by their masters. Such trainings are normally found in technical and vocational. This type of training does not give any form of job security that apprentices will work with their master or the organization they were trained in. Job Instructional Technique is a systematic on the job training strategy. Here the trainer provides a trainee with an overview of the job by explaining the purpose of the job and the results desired to the trainee. A demonstration of the task or the skill is done show to the trainee who observes what is done. The trainee is then allowed to show a proof of understanding by doing same as was observed on his or her own. Study materials are provided for either in written or by learning machines through a series called 'frames'. This is often used by most educators such as trainers and teachers. It is important because it provides a systematic instruction that enables trainers to know when the trainee has learned. Regarding understudy, learners who are often subordinate work under their superiors through experience and observations by means of partaking in managing daily issues to enable them occupy those positions and assume the full responsibilities and duties that comes with the position.

2.4.2 off-the-job Training Methods

These methods of training is done out of the company's environment providing the employees with full concentration of learning and study materials rather than working. Examples include lectures and conferences, vestibule training, simulation exercises and sensitivity training are examples of such methods of training. Lectures and conferences are the traditional and direct method of training that is normally done with face-to-face interaction and verbal presentation for

an audience. Experts with in-depth knowledge on the topic of interest are usually engaged to speak. Vestibule Training which is also termed as near-the-job training is also another method that offers access to something new (learning). This type of training offers the trainee a prototype environment on particular task to be performed. In other words working conditions are created to look like to the real one. Trainees are then put or offered the real work or working condition after learning. This type reduces initial anxiety and other mistakes that might cost the organization some money especially if they have to work on machines. When conducting on-the-job training, it may be used at an initial stage. (Raheja, 2015).

Simulation simply means creating a replica, duplication or a model of a real atmosphere, situation, condition or environment. Simulation Exercises, therefore is the art or creating an artificial environment to look like the actual situation where employees can be trained and developed. The researcher has outlined four vital simulation methods used for training. These are management games, case study, role playing, and in-basket training (Raheja, 2015).

Management Games are concerned with the critical thinking, systematic, reasonable interpretation capabilities. Others include importance of time management, communication and team work; and decision making and leadership capabilities. This method helps encourage innovation or new ways of doing the same old things, new ways of managing stress etc. Management games are concerned with the practicality of issues and helps welcome management concepts in a realistic way. Every management level has its game to be used. Meaning there are differences in games to be used. What is used for general managers is different from that of middle managers and functional heads. (Raheja, 2015). Regarding case studies, an insight into the circumstance of an issue as well as pointing out the main point are given via complex examples. The focus of this technique is trainee centred activities based on

topics that reveal theoretical ideas in an practical setting. It helps trainees with critical thinking, communication and interpersonal skills and an effective method for developing world class professionals (Daly, 2002). A case study is an effective tool for training and development since it gives room for theoretical concepts to be practical through demonstrations, thereby closing the space between theory and practice. It also helps promote active learning, offer an chance for the improvement of important skills which include communication, group working and problem solving, and boosts the trainees satisfaction of the subject matter and thus their desire to learn (Raheja, 2015).

Role playing is a type of training that permits trainees to discover real circumstances by work together with others in a supervised manner to gain practical skills or have a feel of what the real situation may look like. A worker who is been trained on how to relate with an irate customer may be asked to play a role to handle such a situation (SHU, 2014). The employee can be developed on how to handle such a situation though role she played during training was not real (Raheja, 2015). Basket exercise is also another method and it is also known as in-tray training. This is where the trainee is requested to prioritize the decisions on issues to be carried instantly and those that can be postponed. Normally such decisions are made from a list that is often from business papers such as memos, reports, SMSs, e-mail (Raheja, 2015).

Sensitivity training being the last of the four basic methods of simulation is also known as laboratory or T-group training. It offers people the opportunity to understand themselves and others reasonably. It is carried by developing people with social sensitivity and behavioural flexibility. It offers people with the capability to perceive what others feel and think from their own point of view and also show information of one's own personal qualities, concerns,

emotional issues, and things one shares in common with others in group. It in simple terms it is the ability to exhibit right behaviour just as others in the behaviour would (Raheja, 2015).

2.5 Importance of Training and Development

One of the means managers can employ to maximise their staff's capabilities is through training. Studies have proven beyond reasonable doubt that training as well as development is significant to an organization's growth. One is that it helps in addressing employee's weaknesses. By identifying weaknesses in employees, training and development will help strengthened those areas by gaining skills and knowledge to a higher standard (Raheja, 2015). Raheja (2015) again added that training and development helps improve workers performance. Training and development increases the knowledge and confidence of the staff by becoming well informed about his roles and responsibilities, thereby carrying out responsibilities in an enhanced manner and still discover novel ideas to integrate in the performance of responsibility every day. Cascio (1995) also added that training is made up of programmes that are planned and intended to enhance performance at these levels whether individual, group, and /or organizational. He described enhanced performance as changes in knowledge, skills attitude, and/or social behaviour that can be measured. Memoria (2000) further explained training to be a process of learning a sequence of programmed behaviour; such that knowledge acquired and applied helps to improve the performance of workers on an existing job or get them ready for a projected job. For instance training of employees in the bank on new ways of providing services or technicians and operators on how a new machine's work is done to help them improve on their performance. Sarkodie (2011), Raheja (2015), Cascio (1995) and Memoria (2000) all argued about the fact that training is intended to improve upon the performance of employee.

For an organization to be consistent in the performance of its tasks training and development is necessary since knowledge and experience is constantly imparted to the staff. Regarding the organizations policies and procedures particularly administrative procedures and ethics during execution of duty, consistency is exceedingly essential (McNamara, 2008; Raheja, 2015).

Again training and development helps ensure employee satisfaction because of the position they occupy and the duties they execute within the organization due to the capacity they acquire to play those roles. They feel indebted to the company and the only way to express their appreciation is giving the best services they can (Raheja, 2015). Yawson (2009) and Raheja (2015) explained that increased productivity is another importance of employee training and development. The knowledge and skills acquired by the employee helps improve performance as workers carry out their day to day tasks. This performance improvement in turn increase productivity because employees are able to work effectively and efficiently by working as quickly as possible, overcoming challenges with new strategies and therefore increasing the entire output of the organization

Additionally, training and development helps improve the value of services and products. This is made possible because workers operate by standard methods and are also able to maintain uniformity in the output they give and also help ensure that employees have the basic skills to work with new technology (Goldstein and Gilliam 1990 cited by Yawson, 2009; Raheja, 2015). In addition, employee training and development helps reduced cost of operation because there is maximum use of resources and decreases the tendency to cause extra expense since wastage of resources is reduced within an organization. Because employees are trained to use especially where machinery is required, accidents are decreased while working due to the fact that machines and resources are utilized judiciously. Accidents are also reduced during working. All

the machines and resources are used economically, reducing expenditure. Finally there is a reduction in supervision given that employees gain knowledge, skills and confidence and thus need little or no supervision to work, relieving supervisors the burden of constantly having to give directives on what should be done (McNamara, 2008; Yawson, 2009; Raheja, 2015).

2.6 Training and Development Policy of the Nsawam Adoagyiri Municipal Assembly

(From the 2017 Annual Report)

The municipal assembly has a training need assessment that is developed from training needs questionnaire. It takes into account the staff performance appraisal as well as performance gaps identified. This is done for a period of three years to ascertain weak areas that need to be developed.

Capacity Building

There is a capacity building plan developed by the human resource unit of the municipal assembly aimed at developing the staff based on their needs, it is implemented quarterly. This plan is developed from a needs assessment form designed by the human resource department and it is sent to each department to know the areas of training by which a staff of a particular department needs in terms of top priority.

The 2017 annual report of the municipal assembly outline some training and development carried out in the year. The capacity building plan had a number of officers to be trained from each unit and it cut across every department including newly recruited staffs who were employed not long ago. It covered a total of eight (8) departments and twelve (12) units.

It covered skills and competence related to their level and functions, developing and pursuing learning plans that are aligned with departmental business priorities and that which will prepare them to do the next job.

Directors at all level of the organization are responsible for ensuring the timely completion of training that supports departmental priorities and the government's management improvement objectives.

The Public Service Commission (PSC), in its strategic role as Central Management Agency responsible for the human resource management of the public services, has the responsibility for establishing policies in collaboration with key stake holders, standards and guidelines for the acquisition of knowledge, skills and competencies needed for effective management of the public service.

Departmental heads through the head of human resource have the authority pursuant to their training, development, learning policies and programmes, schemes and conditions of service to determine the learning, training and development requirements of persons employed in the public service and fix the terms on which the training, development and learning may be carried out.

Job rotation

Job rotation helps to meet organizational training needs, improve competencies and skills of workers and motivate work force. It facilitates sound staff development, develops an adaptable and skilled workforce, and helps organizations to avoid loss of production during periods of training and absence of valid reasons. Job rotation shall be done in accordance with an approved job rotation plan. Job rotation shall, however, not be used as punitive measure.

E-Learning

E-learning is the use of technology to enable people to learn anytime and this includes all forms of electronically supported learning and teaching materials.

Organizations shall determine, arrange and facilitate the participation of eligible public servants in training, development and learning programmes, taking into consideration the provisions in the schemes of service, availability of funds, identified capacity building needs of the public servants as indicated in the annual performance appraisal report, and other relevant conditions or circumstances of the organization.

Public service organizations periodically assess the critical human resource capacity building needs and challenges. This enables them to determine the required knowledge, skills, expertise and appropriate attitude orientation to achieve their objectives.

The following procedures were adopted in determining and addressing human capacity needs:

- a) The head of the human resource management (HRM) in consultation with the heads of division assess the human resource capacity needs to their organization.
- b) The heads of HRM in consultation with the heads of division shall prepare annual plans for the training, development and learning of staff based on needs assessment (performance appraisal, reports, training gaps analysis), and the plans shall specify among others the following.
 - i. Training, development and learning programmes;
 - ii. Institution offering those programmes;
 - iii. Dates and durations the of programmes;
 - iv. Costs of the programmes;

2.7 Overview of the District Assembly Concept In Ghana

There has been a diverse kind of improvement since the inception of the local governance in 1878 by the colonial government. The local government assembly system was introduced in 1998 wielding the assembly the highest political, executing and administrative authority at the local level and giving the regions, coordinating, supervising and monitoring responsibilities. This segment of the literature, reviews the work of Sarkodie (2011) on the historical background and development of local government in Ghana.

2.7.1 Development of Local Government in Ghana

Tracing back to the pre-independence era in defining the history of the local government in Ghana, the local traditional chiefs then held military, political and social power to administer local affairs. Governance at the local level in 1878 was not defined and was only centred on chiefs or the local royal authorities. It was not democratic and wielding power to sub authorities were just mere selection of representatives. They had the power to pass bye-laws with the main aim to support the British colonial government with limited involvement in local administration to administer law and order (NALAG, 2009). The local government as at that time failed to address the needs of the people but rather produced a close relationship between the chiefs and the British authorities.

Town councils were set up by the introduction of new ordinances in elected towns such Accra, Kumasi, Sekondi-Takoradi and Cape Coast in 1943. Later in the year 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 councillors 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 councillors 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.

2.8 Theoretical framework

The competitive advantage theory happens to be one of the influences an organization has over other organization offering similar services or may be in competition with. It helps organizations take lead over other organizations when they offer better services that cost lesser than other organizations. One may ask about the relationship training and development has with this theory. The answer then is that when employees are trained and equipped with the necessary skills, it adds some value to themselves and hence helps them to provide better services than their competitors do (Abey, 2013; Sivaramakrisnan, 2015).. Sales representatives who have been given training on how to win and maintain new customers will obviously do better than those of other companies who have received no training. Having degree holders alone cannot help sustain the business but fresh knowledge and skills helps in the sustainability of a business. Another theory relevant to this study is the theory of experiential Learning, where training is organized for people to learn based on the wants and needs of the learner (Abey, 2013). It is upon this theory that organizations do needs assessment to identify the training needs of the workers and

then train them purposely for the task to be carried. This helps the employees to carry out a self-assessment and evaluation on themselves to find out if the training has really helped them.

The theory of social learning focuses on learning done by an individual based on his surrounding or the things around him and it is often associated with the understanding of different human behaviors. Most workers gain their experience based on what they see and practice every day. On the job, people gain new ways of solving issues which may not be taught in the class room. Social learning can also be referred to as observational learning (Abey, 2013). Organizations that create an environment and a surrounding for its employees to observe and learn help train their employees and also spend less in such a type of training. The theory of social learning also extends to the mental state of the individual which is also significant in the learning. Once the employee has a positive mind to earn and go far in the field of work, they tend to embrace the new knowledge and skill they have acquired through observation. However a negative attitude and perception towards what has been observed may not yield results. It is expedient to layout the benefits and rewards that comes with every training to create a positive attitude within the organization (Sivaramakrisnan, 2015). This however can make the theory of reinforcement work. This theory lays down the concept of individual's learning behaviour and suggests that the learner will repeat that behavior which is attached with a positive outcome or result (Abey, 2013). For instance if an organization can get its employees to understand that learning in a certain plan and procedure laid down by the organization can earn them extra income or promotion, then they will learn to do it the same way

CONCLUSION

The above literature discussed the history, the types, methods and importance of training and development that exist within organizations. This highlighted on the fact that training seeks to impart knowledge on the job and development focuses on building people for the future. Studies have shown training and development is crucial for organization performance. However this study sought to examine whether training and development had an impact on the performance of the employees especially in relation to their work habit, morale, personal goals and development. Furthermore to identify the possible ways to which training and development can be improved.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter contains the research design, population, sampling method, the research instrument, data collection procedure and data analysis methods. Research method that comprises of qualitative methods was used to help achieve the research objectives.

3.1 Research Design

The study used a descriptive research design which is a qualitative approach aimed at gathering an in-depth understanding of the problem under study and to provide a window through which we see and comment on significant issues (Maxwell, 2005).

According to Cresswell (1998) qualitative research is an inquiry process of understanding based on distinct methods of inquiry that explores a social or human problem. The use of the qualitative method therefore provided the opportunity to capture the voices of the participants as it reflected on how the training and development affected them and the organization as whole. Thus it helped the researcher find answers to in-depth and rich experiences of the management and staff of the local government of the Nsawam Adoagyiri Municipal Assembly. Generally, the use of this approach helped participants to describe the significance of training and development from their own perspectives.

3.2 Study Population.

Fraenkel and Wallen (1993) point out that, “Population is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study.” Jankowicz (1995) points out that in order to draw a sample; you have to know how many people are in the population, and how this total is made up from people falling into various subgroups in which you might be interested.

The population for the study was the Nsawam Adoagyiri Municipal Assembly of the Local Government. It has a total of about 233 working staff from management to the lowest working class according to (NAMA Annual Report, 2016). Males constitute 130 representing 55.79 percent and females are 103 being 44.21 percent of the staff population.

3.3 Sampling Units

Researchers are often faced with time and money challenges while collecting data especially when it has to do with populations that are large to test. The researcher however used a total of twenty (20) respondents for the study. This was because the researcher got to the point of saturation where most of the personnel were not ready to give information due to reasons unknown. Qualitative approach is however not about numbers but rather in-depth information about the sample universe. Out of the total of 20 respondents, fifteen (15) were the staff of the various offices of the Municipal Assembly whereas the rest of the five (5) were the management or senior officials of the offices of the Municipal Assembly.

Again, due to some constraints like time and the ability to have enough time to gather in-depth data on the problem of study, the researcher chose a sample size of a total of twenty (20) respondents. The researcher was also faced with time limitations since this work was carried out

within a specified time, therefore using a large size did not allow this work to be completed within the specified time.

3.4 Sampling techniques and sample selection

The sampling technique that was employed for this study was purposive non-probability sampling techniques. The purposive sampling technique is a non-probability sampling technique that is often used during qualitative study. It is normally used to purposefully select respondents based on the objectives of the study. The researcher had to use this approach in order to purposefully select respondents who had been trained and those who had not. And also, a section of the senior staff was selected purposefully to derive certain information from them. The researcher purposively selected staff and management who can provide data relevant for the study. The researcher identified important sources of variation in the staff of the municipal assembly such as educational level, experiences, length of service as well as those who have enjoyed a special type of training and select the sample that reflected these variations. Generally, the purposive sampling technique helped to purposefully select respondents who really provide the needed information for the study.

3.5 Sources of Data

Data for the study was collected from both primary and secondary sources.

3.5.1 Primary Data

Primary data for the study was collected using only qualitative methods. The qualitative method that was used for the collection of data includes focus group discussion, observation and in-depth interviews. Focus Group Discussions (FGDs) was conducted with some of the staff. One FGDs

was organized which was made up of ten people. This number was manageable and helped gathered adequate information to help complement the data collected through the in-depth interview and the observation. Members of the focus group had some identifiable common interests, characteristics and shared knowledge. The FGD provided a common opportunity for the researcher and the respondents to talk about challenges together and verified common perceptions and divergent views.

3.5.2 Secondary Data

The secondary data of the study was obtained from the annual report of the local government, books, articles, journals, and other materials from the internet relevant to the study.

3.6 Data Collection Tool

The data collection tool used was an interview. The use of interview guide was also implemented in collecting qualitative data. The interview guide was made up of a set of questions that was presented to the respondents to seek in-depth information based on issues regarding the study and recorded. Maximum care was taken to ensure that the researcher was not bias in line of questioning and explaining certain parts of the questions or influence the type of responses that was provided by the respondents.

3.7 Data Analysis

The qualitative data that was collected from the field by means of recording was transcribed and edited. The researcher carefully read the transcribed data, line by line, and divided the data into meaningful themes. When meaningful themes were located, they will be coded. After coding, the data was thematically analysed according to the objectives of the study using the NVivo

qualitative data analysis software. NVivo is specifically designed to analyse qualitative research data.

3.8 Ethical Consideration

Ethical issues confront every researcher who embarks on a research work involving humans as subjects. Some general agreements have been shared by investigators about what is proper and improper in their conduct of scientific enquiry (Afriyie, 2012). The most august ethical agreements that prevail in social research involves, harm to participants, anonymity, voluntary participation, confidentiality and deception (Afriyie, 2012). The researcher dealt with these concerns in the course of data gathering.

Firstly, in order to ensure confidentiality, no harm to participants and genuine intellectual exercise devoid of any deception the researcher introduced himself to the management of the respondents and the management of the municipal assembly by showing them a letter from the head of department and student's identity card that enabled him carry out the study as an academic exercise. Secondly, the researcher adequately educated the respondents about what is being investigated and this enhanced the chances of their participation. Furthermore, the researcher assured the respondents of their complete anonymity and confidentiality. This was achieved by concealing their true identities through the use of coded words to represent their names. By the above procedures the researcher ensured the neutrality and objectivity so that the findings will be representative views of the client's responses.

3.9 Limitation of Study

In carrying out the research, the researcher was faced with certain challenges. There was inadequate comprehensive data due to unwillingness on the part of the respondents to allow the researcher to conduct the research and also failure on the part of the respondents to release salient information for the research. This was due to the well-known fact that because of the oath of secrecy that most public servants swear they seldom release information to public and this may lead to a low response rate to the administration of the questionnaire. This was minimized by an early conducting of interviews and making early appointments with key respondents.

CONCLUSION

The study sought to investigate the impact of training and development within the Nsawam Municipal Assembly using a descriptive research design which is a qualitative approach aimed at gathering an in-depth understanding study. Respondents were purposively selected in order to get the right data through an in-depth interview and the data was then thematically analyzed.

CHAPTER FOUR

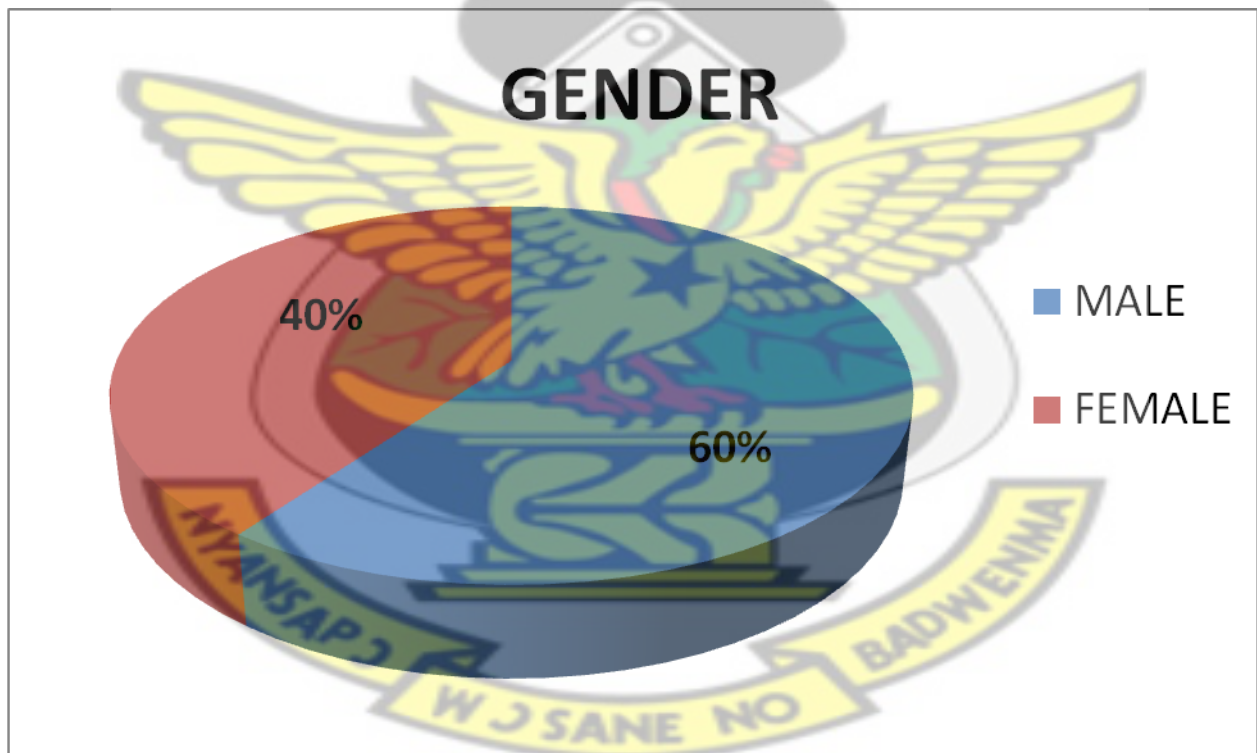
DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 INTRODUCTION

This chapter shows how data collected on the field were presented in the forms of tables and graphs for clearing understanding. The analysis has been in line with the research objectives after which discussion has been made based on the literature reviewed

4.1 SOCIO- DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

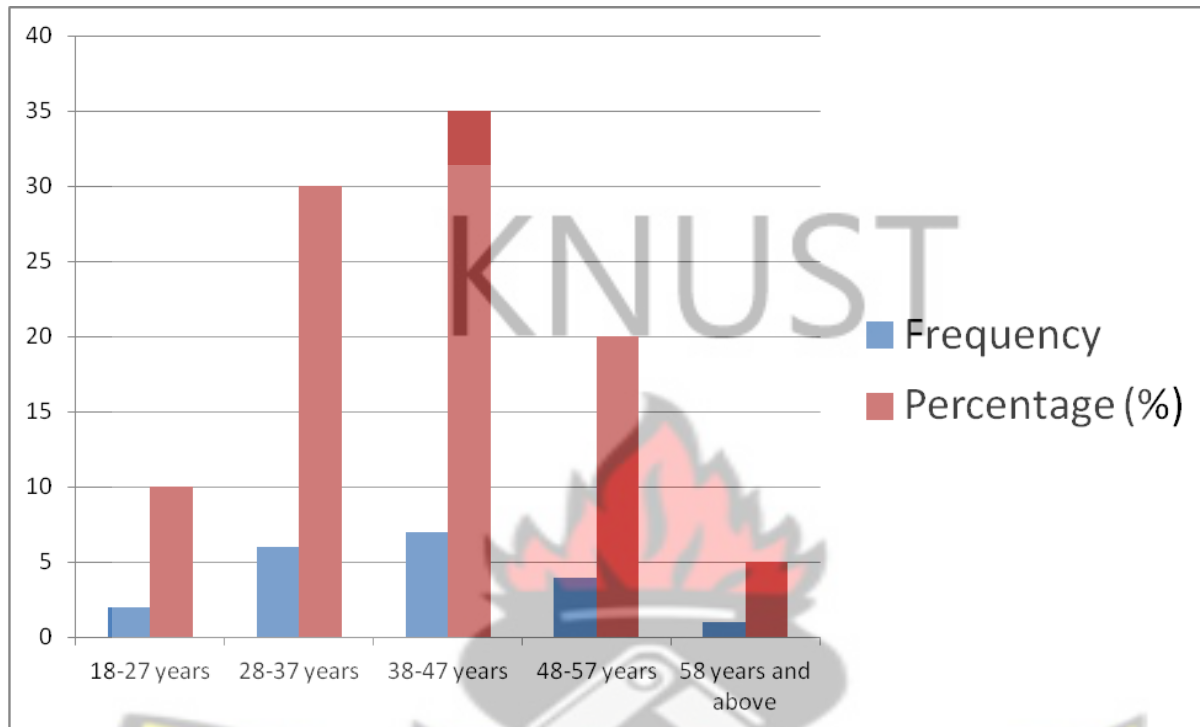
Figure 1 Sex Composition of Respondents



Source: Field Data, 2018

As it can be observed in figure 1 above, 60% of the respondents which constituted the majority were males and 40% were females.

Figure 2 Age of respondents



Source: Field Data, 2018

Figure 2 above reveals that majority of the respondents represented by 7(35%) were from the ages of 38 – 47 years, then it was followed by 6(30%) being respondents from 28 -37 and then 4(20%) from 48 -57. Then 2(10%) and 1(5%) followed representing respondents from 18-27 and 58 years above respectively. It is seen that majority of the respondents were in the ages from 28 to 47.

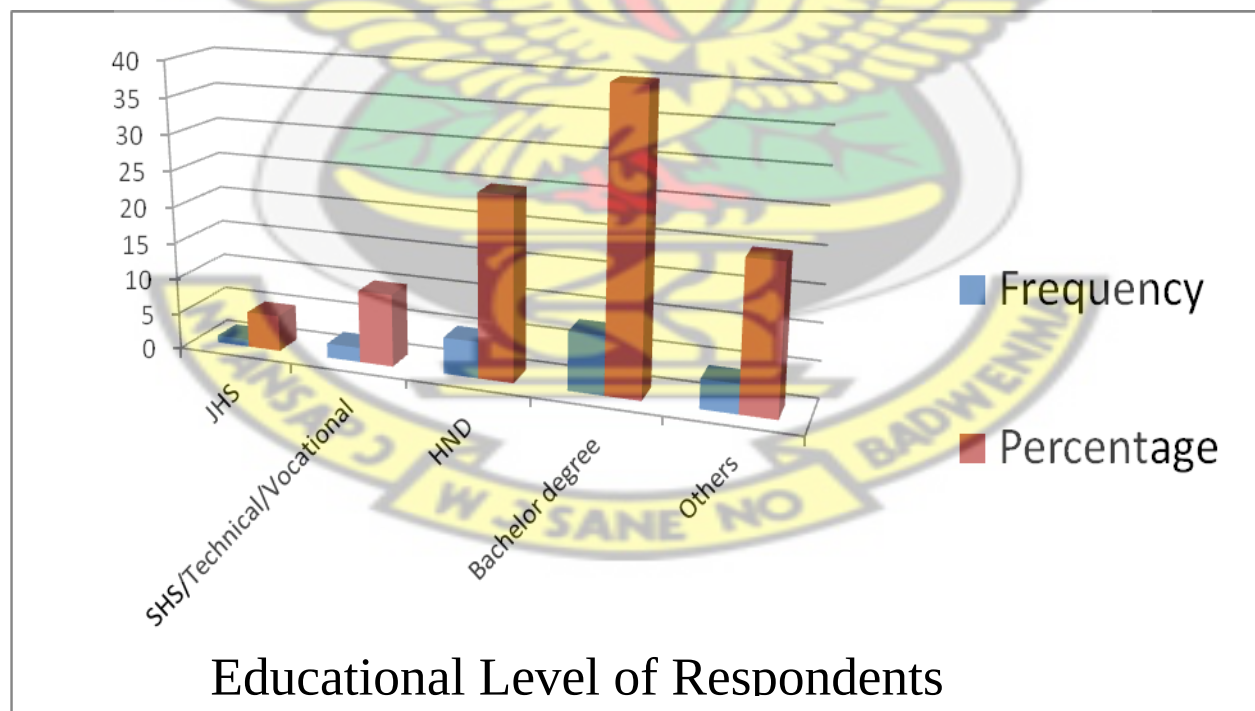
Table 1 Religion of Respondents

Religion	Frequency	Percentage
Christian	13	65
Moslem	6	30
Traditionalist	0	0
Others	1	5
Total	20	100

Source: Field Data, 2018

In table 3 above, it is seen that majority of the respondents were Christians representing 13(65%) and Moslems constitute 6 showing 30%. Other religions follow with 1 being 5% and 0 for traditionalists.

Figure 3 Educational Backgrounds of Respondents



Source: Field Data, 2018

Figure 3 above shows the educational background of the respondents. The majority 8(40%) of the respondents have their bachelor's degree. This was followed by 5(25%) of the respondents with HND, then 4(20 %) had other qualifications and 2(10) had undergone secondary and technical education years. Only 1(5%) out of the 20 respondents had completed JHS.

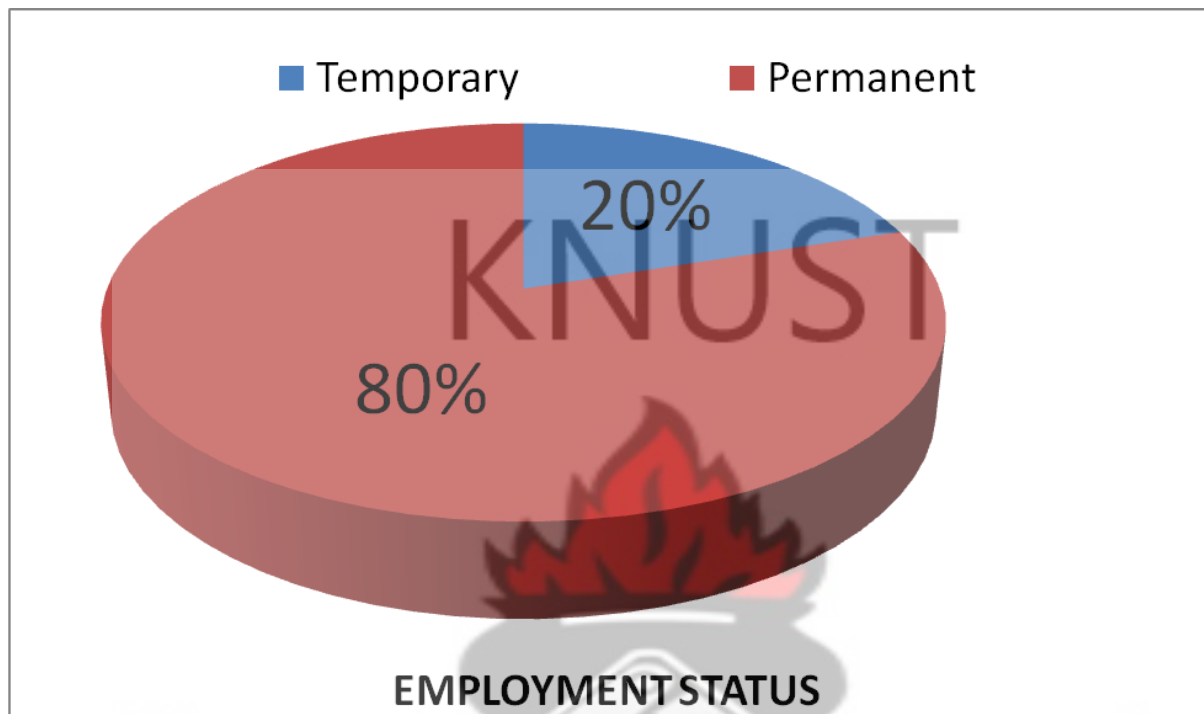
Table 2 Marital Status of Respondents

Marital	Frequency	Percentage (100%)
Single	6	30
Married	11	55
Divorced	1	5
Widow/widower	2	10
Total	20	100

Source: *Field Data, 2018*

From table 2 above, 11 (55%) of the respondents were married whereas 6(30%) were single. Then 2(10%) were either a widow or widower and 1(5%) was divorced.

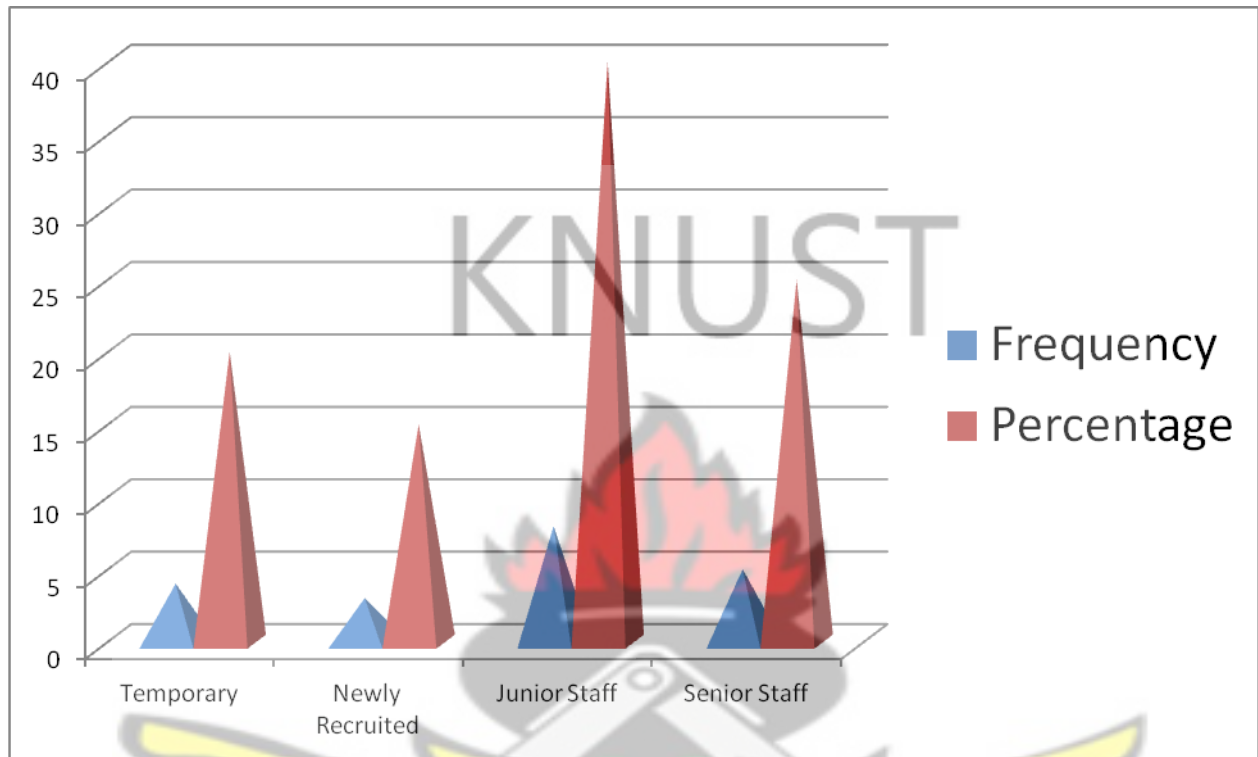
Figure 4 Employment Status



Source: *Field Data, 2018*

The figure 4 above shows the employment status of the respondents with temporary workers being 4(20%) recording the lowest and the permanent staff being 16(80%) also recording the highest.

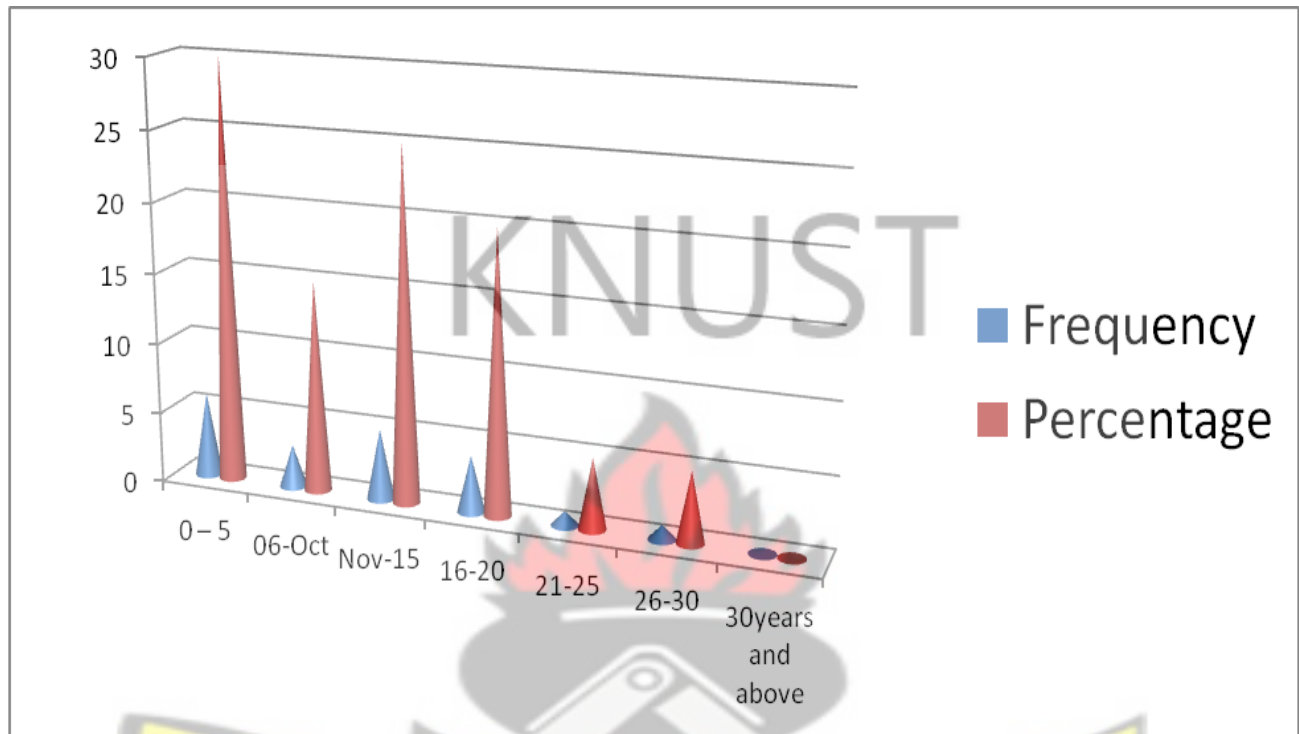
Figure 5 Position of Respondent



Source: Field Data, 2018

It was observed from the figure above that the highest of all the respondents recorded 8(40%) being the junior staff, then followed by 5(25%) being the senior staff, 3(15%) representing newly recruited staff and 4(20%) being temporary staff.

Figure 6 Number of years working



Source: Field Data, 2018

In figure 6 above, 6(30%) of the respondents had worked within the range of 0-5 years, then those who had worked from 11-15 years were 5(25%) and 4(20%) had been in the service for 16-20 years. 3(15%) had worked from 6-10 years and those who had worked from 21-25 years were 1 and 26-30 years were also 1. There was no recording for 30years and above. This reveals that majority of the respondents had worked from 0-5 years with those who had served for long recording the lowest.

4. 2 HUMAN RESOURCE TRAINING AND DEVELOPMENT PROGRAM

The first objective of the study is to examine the human resource training and development program in the Nsawam Adoagyiri Municipal Assembly. It was therefore expedient to identify the type, quality and the frequency of training as well as the selection criteria, organizers of the

training and the competency of the trainers to help examine the impact of human resource training and development on the performance the staff of the municipal assembly.

4.2.1 Types of training

The study revealed that the types of training at the municipal assembly are on-the-job training which constituted the main form of training there. This included observations, mentoring coaching and understudy. Then it was also revealed that off-the-job training was also given to some of the employees of the assembly. This included workshops, seminars and conferences organized by certain departments within the municipal assembly. It was also discovered that some of the employees were engaged in a self-guided development. A self-guided development is a proactive decision to voluntarily engage in self-identified development experiences (Dachner, 2013). Dachner (2013) added that this type of training is normally not organised by the organization but it is an effort made by the employee to acquire knowledge and skills to enhance the quality of service. It is done during work time or out of working time and there is no assessment or evaluation to ascertain whether such development has been carried out. Therefore university or college education cannot be classified as a self-guided development. The findings showed that some of the staffs of the Nsawam Adoagyiri Municipal Assembly use other means to develop or add value to them through self-guided development. Like a respondent said when asked the type of training he has received, he said:

“When you talk of organized training, I have not received any. But observing what your supervisor do has helped me to gain some skill. I made mistake along the line and was corrected. I also had to learn from other sources through books and the internet especially. But there has not I been any organized training since I came here and like I said earlier I have been here for only two (2) years.”

Another said that:

“Well, regarding training I have received a lot. But I am not the type who stays there without learning something new. Education and development does not end in school but everywhere you must make the conscious effort to know more. So that is why I try my best to seek knowledge from other sources to better myself.”

Again it was revealed that training and development was done at the departmental level. Meaning that while some departments enjoyed the benefits of being trained and developed, other departments did not. On respondent answered when asked whether he has received any type of training and the type of training he received and he said:

“I have not received any type of training since I came here. I have been working for the past six (6) years and not a single training. Not even as a newly recruited employee. We are here and we see our bosses and departments like the finance department being trained and we are left.”

Another respondent answered and said:

“We see our colleagues in other departments always going for training. It is always like they look down certain departments and uphold others. I am pursuing my master not on any sponsorship from the assembly. And even getting study leave was a challenge. So I had to go for a weekend program.”

Confirming the above responses, a senior staff of the finance department said:

“We always receive training from the assembly. It is done at least every quarter to provide our workers with the necessary skills to deliver. We sometimes have from within or outside like the Ministry of Local Government, Controller and Accountant General’s Department (CAGD), Local Government Service and the World Bank”

Some examples of training organized by the assembly and other agencies include the Ghana Integrated Financial Management Information System (GIFMIS), social accountability, financial management systems, access management, monitoring and evaluation and the urban development grants.

The Ghana Integrated Financial Management Information System (GIFMIS) software was obtained from one of the world's biggest software dealers Oracle Corporation which is based in the United State. The software offers for countries and organizations, an extremely sophisticated information technology infrastructure build-up and enterprise management tool (Kwakye, 2015). It was introduced to get rid of the manual system of action to offer the most complete financial management solutions for finance operations, governance and performance management process such as procurement, budget, financial control, cash management, treasury management etc. It is used as the best way to manage, report and monitor financial operations the Bank of Ghana and the Ministry of Health (MoF). The central or main finance is being managed by the CAGD, thus managing any organization that intends to withdraw funds with authorization from the MoF (Kwakye, 2015)

4.2.2 Quality of training

The researcher interviewed twenty (20) respondents to get in-depth understanding of the training and development within the Nsawam Municipal Assembly. Out of the 20, nine (9) had received training. Therefore in determining the quality of training, data on the only 9 respondents were used. The table below shows the quality of training of the respondents.

Table 3 Quality of training

Quality of training	Frequency	Percent
Excellent	3	33.33
Very good	5	55.56
Good	1	11.11
Average	0	0
Poor	0	0
Very poor	0	0
Total	9	100

Source: Field Data, 2018

The data in table 3 above shows how good the training and development programme was to those who participated in it. Majority being 5(55.56%) affirmed that it was very good, then 3(33.33%) said it was excellent and 1(11.11%) also acknowledge that the training was good. However none of the respondents said it was poor. This goes to establish the fact that the training organized was of good quality and therefore helpful in transforming or adding value to those who had the privileged to join. When the respondents were asked if the procedures used in the training programmes they have partaken in had any impact on their skills, they confirmed that truly the procedures in the training programmes had an impact on their skills. Some of the precise skills acquired through training of the respondents comprise of primarily of their confidence being built, communication skills both written and verbal, access to a financial management system etc. One respondent said:

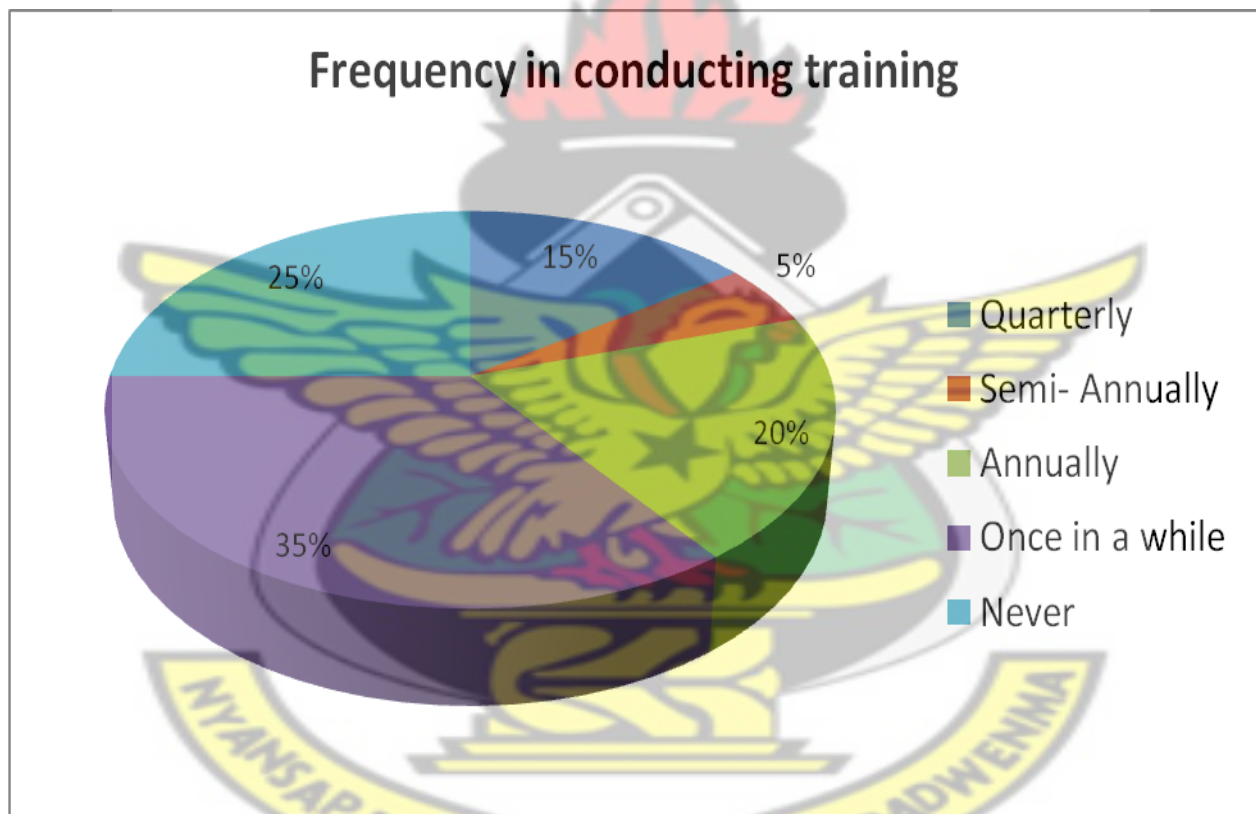
“I had training on management and we were taught how to write minutes, letters, memos, and other things.”

On the contrary one senior staff who had the opportunity to receive a lot of training said:

“I have had the opportunity to receive a lot of training through seminars, workshops and conferences in my capacity as the head of department. However most of these training were good but the unfortunate thing is that most of them were not relevant to the job here. It was always like the organizers were doing their thing and wanted us to be part of it.”

4.2.3 Frequency in conducting training

Figure 7 Frequency in conducting training



Source: Field Data, 2018

It can be observed in table 4 that most of the respondents, that is 7 (35%) respondents stated that their training was organized once in a while, whilst 5 (25%) indicated that training has never been conducted. Again it is seen that 4 (20%) of the respondents said their training was done

annually whereas 3 (15%) indicated that it was done quarterly and 1(5%) once in every six months. Generally, it is seen that there is training and development program is organized within the assembly but it is not frequent and only a limited number of people have the privilege to enjoy the training and development frequently. Others who happen to be in certain departments were not aware of the training and development. Like a respondent said:

“I have never heard of any training and development within the assembly for junior staff like us. It is only for the big men here and only few people have the chance to be in that position.”

Another also added saying:

“Oh it is true, there is a training and development program, but it is for some departments. Even when I came here there was nothing like orientation for me.”

4.2.4 Selection criteria

Table 4.4 Criteria used in selecting staff for training

Criteria	Frequency	Percent
Based on specific training needs and programmes	14	70
Based on qualification/rank	4	20
Based on schedule of work	2	10
Total		

Source: Field Data, 2018

From the figure above, majority of the respondents shown by 14(70%) said that the selection criteria is based on specific training needs and programmes, whiles 4(20%) said that it is based on the qualification and 2(10%) said selection is based on schedule of work.

Organizing the training is important but selection of trainees and most importantly selecting the right people for the training is very crucial in maximizing the resources pulled to organize the training. The high cost of training an employee requires that certain trainings are given to employees who will stay and deliver quality services but not leave the organization for another for better conditions of service. It was revealed that the selection criteria is dependent on the type of training program and the needs of the employees taking into consideration the capacity of the employee to absorb the training content and to make effective and efficient use of resources the training in delivering quality services to clients. The findings proved as discussed in the literature review that because it is required of the organizations to determine, arrange and facilitate the participation of eligible public servants in training, development and learning programmes, the Nsawam Adoagyire Municipal Assembly has a method of selecting employees for training. It therefore took into account the funds available, identifying the capacity building needs of staff through a needs assessment form and an annual performance appraisal report, and other relevant conditions or circumstances of the organization. One respondent confirmed this saying:

“After doing all this needs assessment, when there are no funds we cannot train employees even though they need the training. It all balls down to the money you know, this is Ghana.”

Another also said:

“I wonder if this they even use this needs assessment. Because they have done it several times yet we have not seen anything. Maybe it is just a formality because I have never received any training yet.”

Another respondent also answered:

“I know every year they come round for our training needs and for me the training I have received from the assembly is the CPA that is the Certificate in Public Administration aside. I am looking forward to do my DPA that is the Diploma in Public Administration”

In order to determine who will receive the training, there was a periodic assessment of the employee capacity building needs and challenges to help decide on the required knowledge, skills, expertise and suitable attitude orientation to achieve their objectives. The researcher asked whether there is performance appraisal and if it is been used to assess needs, one respondent said:

“Yes there is performance appraisal every year as well as needs assessment to determine who needs training. Based on that, you could be selected for training though it does not work every time.”

The HR manager together with other departmental heads assesses the needs of their subordinates to identify weakness and challenges. After this, they prepare annual plans for the training, development and learning of staff based on needs assessment (performance appraisal, reports, training gaps analysis). These plans then lay down the type of training, development and learning programmes to given to the employee based on the needs assessment. After defining what type of program should be given, then the institution to offer those programmes would be identified, whether an in-house trainer or an outside trainer. When this is done, then they determine when the training should be organized, how long it should take and the total cost of the programme. Then they select the right people who qualify for the training.

4.2.5 Organizers of the training and development

The results from the study showed that the organizers of the study were normally the municipal assembly itself, World Bank, Controller and Accountant General's Department, Ministry of Local Government and, Non-Governmental Organizations and other donor agencies and organizations. It was revealed that the organizers of the training and development programmes determined what type of training should be given. Like for instance the World Bank organized the UDG programme, then the Controller and Accountant General's Department Organized the GIFMIS programme whereas it is in the policy of the Local Government to either sponsor or train its employees in public administration especially for those in the central administration. Internally too the finance department, transport and the revenue department organize training for its workers regularly.

"We have undertaken a World Bank project and they had to build our capacity to be able to deliver and they organized and sponsored for the training through the local government service. And then the Regional Coordinating Council organized a training for us and sometimes other donors."

4.2.6 Competency of the trainers

Because training is a very important tool for organizational productivity, the credibility and competence of the resource persons is also vital. It is significant to use the right people for the training. It was discovered that the criteria for determining or selecting trainers or resource persons is dependent on the need or the type of training program to be organized. Regarding on the job training which is normally done by observations, coaching, mentoring and understudy, training is done by supervisors, departmental heads or the directors. This is done daily whiles work goes on. Supervisors coach their subordinates on the right way to do job. They correct them

when they go wrong or make mistakes. Sometimes training is done as trainees closely observe their superiors and gradually fit into the position when they are competent enough to work. Often they possess the knowledge, skills and experience to coach their subordinates as they themselves have received enough training. This training happens to be the cheapest form of training as it does not require much money to fund. Asked whether on-the job training is done by skilful and experienced people, one said:

“Considering on-the job training it is either done by our supervisors and departmental heads, or sometimes the directors. And these people have had the opportunity to receive a lot of training and they are experienced on the job. So to talk about their competency, I will say they have the both theoretical and practical experience to coach us. It is just that we don’t have like the normal classroom or lecture hall thing. But they tell you it this way, do it that way. So they are good.”

However in the case of off-job training, training is either conducted by trainers within the organization or resource persons outside of the organization. For instance the human resource department, revenue department and the finance department etc. have conducted training either using in-house or outside instructors. The findings showed that selecting in-house trainers happens to be the cheapest form of providing training. However, its drawback is the fact that trainers have limited scope of knowledge and skill. They often used to one way of doing things. But the outside trainers gave the municipal assembly the opportunity to select from wide range of trainers to offer them with a variety of ways of doing things. For instance there were resource persons from the World Bank, Controller and Accountant Generals Department of Ghana who trained some of the employees in in organized training by some departments of the municipal assembly.

“There people from World Bank who trained us in the UDG, which is the Urban Development Grant”

The assembly also sends some of the workers for professional training at tertiary institutions like the Ghana Institute of Management and Public Administration GIMPA. Thus to talk of competency of trainers, GIMPA is also credible enough to be acknowledged. When asked how skilful and experienced the resource persons or the competency of trainers are, a respondent said:

“Oh, it depends oh. Because when you talk about the Postgraduate Certificate in Public Administration, you go to GIMPA. And for GIMPA we know that they are professionals. We have doctors and professors who are teaching them. And for on-the job training we have the coordinating directors who training them. And for someone to attain that position, you know that the person has been working in the local government system for over 20years and have gone through series of training himself. So you can imagine the experience the person has on the job.”

These organizations are well equipped with knowledge and skills in what they do and therefore provide better training for the municipal assembly to improve upon their performance, than for in-house trainers. On the other hand, using outside trainers has its limitations. One of them includes the high cost of organizing the training and also the high cost of paying resource persons to train. This has been one the challenges the municipal assembly faces. When asked how the municipal assembly funds outside trainers to come and trainer, one senior staff said:

“It has not been easy raising funds to organize such trainings for our staff. We send letters to organizations to come and conduct training to equip some of our staff and the amount they charge is outrageous. They think because it is a government institution, the money is there to be used anyhow. What they do not know is that we sometimes have to depend on internally generated funds which are often not enough to sponsor only training, because there are other

issues that needs to be addressed. We have also sent letters to other donor agencies for sponsorship but we have still not heard from them.”

Another respondent, a junior staff also responded to this in the affirmative saying:

“Our bosses always do needs assessment to determine if there is a need for workers to be trained and we always write to them our areas of need. Yet they tell us there is no money and that we have sent letters for sponsorship and they have not heard from them.”

4.2.7 Organized training and development received

Table 5 Organized training & development received

Organized training & development received	Temporary	Newly Recruited	Junior Staff	Senior Staff	Total	Percentage (%)
No training	3	3	5	0	11	55
Insufficient training	1	0	1	0	2	10
Sufficient training	0	0	2	5	7	35
Total	4	3	8	5	20	100

Source: Field Data, 2018

From the table above, it is seen that 11(55%) had not received any form of organized training at all, whereas 7(35%) had received sufficient training and only 2(10%) had received insufficient training. This data reveals that much of the training was given to the senior staff.

One respondent said:

“Normally with specific trainings we those assisting do not go, only the heads go”

Most of the respondents had not received any form of organized training. These were people who were either junior staff or newly recruited. One of the respondents asked why he has not received any form of training said:

“I have not been here for long and before you can qualify for training, then you must have served for about four years and that is why I have not received any training now. But we also learn new things from our supervisors when they come back”

However some of the employees had worked for over four years but have not receive any training. However of all the 5 senior staff who were interviewed, had received training and not just training but sufficient training. This goes on to reveal another interesting fact that the position of the staff had a role to play in the selection procedure and not only on needs assessment. However there was another phenomenon observed which reveals that though majority of training of training opportunities is given to the senior staff, the junior staff are also benefit from it as it is passed on to them through coaching, mentoring, observations and understudy. Like a senior staff said:

“We make sure we pass on whatever training to our subordinates through our departmental meetings and we help them to work efficiently by guarding them when the need arises.”

This was also confirmed by a respondent who said:

“My boss immediately made some changes in our line of operation after attending a workshop in Accra. Though I did not attend, I benefitted from the changes and I learnt a lot.”

Another respondent added:

“Anytime my boss comes back from a workshop or seminar, she briefs on the important things discussed and how it will help us. That in itself is also training even though it was not formalized”.

Another observations made was that the schedule of work also determined who received training. It is observed that a temporary worker had received a form of training. When asked, how and what type of training she had received, she said:

“I am a casual worker with the revenue department and anytime training is being organized, I am allowed to join because it is often an in-house training for everyone in the department.”

She added:

“I am not the only casual worker there, we are two in number there and we decided to continue to work with them after our national service since there was no job.”

4.2.8 Challenges

One of the main challenges in conducting training is funding. It is a huge blow to the municipal assembly as they always struggle to get sponsorship for training to be conducted. Some of the respondents could testify to the challenges they face.

“They always say there are no money and so when an external training we are not able to go. So the only opportunity we have is to learn from the boss”

Another challenge is that after spending huge money to train workers for effective delivery of service, they are then transferred to another municipal assembly by the ministry. This does not encourage the municipal assembly to organize training.

“It is so disturbing when training has been given and the workers are transferred. It does no help in effective and efficient delivery of service.”

Again it was identified that sometimes some of the participants keep the knowledge and skill acquired from the training from the benefit of others. This does not help in maximising the benefits of the training since there are limited resources.

“Some of the people who get the chance to be trained don’t want to give us the opportunity to learn from them.”

4.2. Career Development Plan

It was also identified that there was a career development plan within the agency that seeks to sponsor some of the staff especially those who are due for promotion. The courses that are career based are sponsored by the assembly. For instance workers in the central administration have trainings either in public administration either a certificate program or diploma normally at a professional institution. These trainings are normally in line with the job you are doing. However if employees want to do a course say masters in any other field then the assembly would not sponsor it even if it is Masters in Public Administration. They only sponsor up to the Diploma level or professional courses along the workers career path to help employees develop in their line of job. In the researcher quest to find out what type of training the respondent received on career development, she said:

“In 2016 I did my CPA, then in 2017, there was a sponsorship that came from JINGs and about five other companies sponsored it. The training was on how you will be able to collect data and be able to sort out the relevant information you will need. And this is really relevant for our work we do here. This was a sponsored programme by other companies and not the assembly.”

4.3 IMPACT OF TRAINING AND DEVELOPMENT PROGRAMS ON THE PERFORMANCE OF TRAINEES

Regarding work habit, the researcher was trying to find out the impact on the work practice. The findings revealed that there was improvement in the work practice of those who had received training. There was an improvement in the communication and interpersonal skills of the respondents. The practice of optimizing the customer needs and offering solutions to their needs was maximized. Again it was revealed that the training development exposed the trainees to their work area. For instance the staffs in the finance department were exposed to the GIFMIS system, social accountability, financial management systems, access management, monitoring and evaluation and the urban development grants by the World Bank.

“For me it is good. For instance in the CPA like this, most of the things I was thought, I had done them at the university level. But this with this one, it is more practical and they really centre it on the work you are doing and then teach you. So it is more like you are being thought how to do your work. Initially I would have done my work anyway without the training, but based on what I received from the training I now do it professionally because I have been thought how I should go about it in a professional way.”

Another respondent who had not received an organized or sponsored training but had received on the job training through coaching also added:

“Most of the time when I am tasked to do something and I make mistakes or don't do it well and I take it to my director, he corrects me and asks me to do it in professional way because he has received a professional training on the job. So the next time when I am doing it, I do it to the standard he likes and has been trained to do professionally.”

Another added that

“Sometimes when you do something contrary to what you are supposed to, my boss will pick the law and refer you that the law says this and that. So next time when doing something, you have the law in mind. For instance when you request for money, my director will tell you the procurement law says this and that and so you have to request for money which should pass through this a process. So if another director even comes and wants to do another thing, because I have been taught what the law says, I would only refer him. So based on that I know what to do and what not to do.”

For organizational goals to be achieved, there is the need for the behaviour and the morale of employees be changed. Training helps in boosting the confidence of the human resource. By having insight to something gives you the confidence to operate in the knowledge and skill acquired. On respondent when asked about how the training has impacted him, he said:

Regarding job satisfaction, it was seen that training and development did not make much impact on job satisfaction. Since most of the employees have only received on the job training. They hope to also enjoy being sent out to be trained but have never selected due to lack of funds. Also training and development did not make much impact on the job satisfaction of those who had received either organized or sponsored training. Much concern was on other conditions of service not necessarily training and development.

This was also similar to that of personal needs, goals and self-development

4.3.2 Impact on organizational achievement

The 2016 composite budget of the Nsawam Adoagyiri Municipal Assembly clearly states the vision of the assembly as *“to become a developed Municipal Assembly that provides exemplary services to its people”*; and its mission as *“exists to ensure better living standards for the people in the Municipality by formulating and implementing sound policies to support economic activities, human capacity development, and sustainable environment and enhanced access to basic infrastructure.”*

However we see the assembly struggling with development issues such as the provision of sufficient educational facilities throughout the municipality; environmental issues such as deforestation, pollution of water bodies, bush burning, poor sanitation etc; and then bad roads and bad internal road network due to lack of planning. The question that comes into play is, “has the training and development program helped the assembly to achieve its objectives?”

One of their objectives seeks to *“ensure efficient and effective revenue mobilization and management and improve the financial base of the Assembly.”* Nevertheless, revenue collection has been an issue. In studying the 2016 composite budget of the Nsawam Adoagyiri Municipal Assembly, it was identified that the assembly implemented a revenue improvement action plan where revenue collectors were trained on revenue collection techniques to address gaps identified during the FOAT assessment. The main objective of the study was to identify the impact of training and development on the performance of employees. However much was not done since the assembly lacked funds to procure vehicles for revenue mobilization as well as other revenue mobilization items though they had received training on how to mobilize revenue. This was confirmed by a respondent who said that:

“There are a lot of training that goes on here in the finance department. This includes the GFMISS, revenue collection, customer care and others.”

This put in question whether the training was able to help them improve upon the general performance. However they were able to achieve the objective of sensitizing communities on payment of rates.

4.3.3 Respondent’s recommendations

The third objective was to find out how training and development at the municipal level can be enhanced to improve the performance of trainees. The researcher decided to find out this to help get first hand suggestions because they have worked for a quite a while in the organization. This therefore brought to light some important recommendations from the respondents. According one respondent, training and development, he pointed out, should be for all especially with the laws that govern them in the course of their work.

“From my point of view, I think the assembly should give everyone the opportunity to be trained in public administration and there should be more training on the laws pertaining to the work we do here. Or if not at all they should make the law available so that at least if the person needs something he can easily refer to it but not to always make mistakes and be corrected in from of my director.”

Educational on local governance was also a matter of concern to the personnel of the Nsawam Adoagyiri Municipal Assembly. The idea of local governance simply focuses on the relation of the civil society with the central government (Meza, 2015). To reserve or move forward the interests of social, public, private, local and non-local patrons it is imperative that more emphasis

on the notion that local governance is a far complicated and therefore requires education through formal and informal institutions (Meza, 2015). One respondent affirmed saying:

“I think there should be more education in local governance. Most of the times when they talk about local governance they only look at the assembly members. But then the staff working here, we do not understand the local government system.”

Another respondent was also of the view that many people should be given the opportunity to receive training to enhance performance since it is a good thing. And also the need to travel outside for further training. One of the challenges that affect contemporary management is globalization

“I also think that everyone should be given the opportunity to be trained. Most of us have either not had any training at all or have received in-adequate training.”

“For me I have had the privilege to receive some training and development here which is a good thing. I think we should once in a while be given the opportunity to travel outside for training to see what is happening there.”

4.4 Discussion of findings

In conforming to the Local Government Service (LGS), the fundamental policy of administering and implementing any type of training, development or learning activity by any municipal or district assembly must be in line with their strategic vision and mission (LGS, 2013). The policy of the service to offer appropriate professional training for all personnel where such training is expected to aid competency in the job performance and develop the potential of staff to assume higher positions in the future. Therefore the Nsawam Adoagyiri Municipal Assembly has a policy that is in accordance with that of the LGS (LGS, 2013). It was identified though there was training and development policy within the municipal assembly, there were still hindrances. First

of all most of the employees did not have the opportunity to be trained by their assembly in an organized training. Most of them had to resort to only on-the job training which was to observe their boss or understudy them or to be coached or mentored by their bosses. This though it was helpful needed to be structured well throughout all the departments so that it is organized periodically as an in-house training sessions on how to go about their job just as other departments do it. In every organization there is a hierarchy, and it is not all workers who would get the opportunity to get closer to the boss or work directly under the boss. So this people in their life time may never get the opportunity to receive more training that will help them to develop unless they resort to self-guided development. The quarterly in-house training, adopted by the finance department can be implemented within the assembly to help all employees to benefit from the training opportunities at least if they do not get a sponsored training outside.

Regarding the quality of the training organized all respondents affirmed it was good with 55.5% saying it was very good. Nonetheless, a respondent though he said it was good, added that some of the trainings were not relevant for the job but for personal development. This was because it was organized by donor agencies and so they did not consider training needs of the people. But the training is organized by the municipal assembly; it is often done based on the training needs of the workers

Again it was identified that the frequency of training was not regular except for the finance department that had training every quarter. Regular training will bring out the best in people and help them to remember certain function well with confidence and reduce many mistakes. The findings showed that training and development programmes are not organized regularly. This constituted about 55%.

Also regarding the selection it was revealed that selection is normally done based on specific training needs representing 70% of the response. This selection is done during performance appraisal and training needs assessment which is done by the HR Manager and the head of department. In spite of this, training is not given to majority of the workers. About 55% of the respondents said they have never received organized or sponsored training since their inception of work. The LGS training manual (2013), explains that to ensure that the local government service meet current and future employee development needs and challenges, it is imperative that learning, training and development are given to enable employees acquire skills and knowledge and to build up individual managerial and leadership capacity for the effective management of the Service (LGS, 2013).

Furthermore, the study revealed that competent and skilful trainers were used. As earlier discussed in the literature review, the purpose of training is to enhance performance for productivity. Therefore organizing training and development programmes by using resource persons with limited scope of knowledge, skills and experience will be detrimental to the organization. Therefore it was in the right direction for the municipal assembly to use the right trainers.

Regarding organized training and development received, it was revealed that majority of the respondents being 65% had either not received training at all or had received inadequate training. But 35% of them had received enough training. The observation made here was that majority of those who had received enough training were senior staff. As discussed earlier, selection of trainees had not been fairly done and it was the senior staff that always enjoyed the benefit of being trained. It adds to the fact that selection within the municipal assembly is mostly done by length of stay in the service but not needs assessment.

The training and development within the municipal assembly improved upon the morale and work habit of the staff especially those who had the opportunity to be trained outside. Both training, whether on-the job or off-the job had a change in the employees' performance. Most of the respondents could testify to that fact. However concerning the achievement of the core functions of the assembly, there are some points to be discussed. The composite budget shows some loop holes in their performance. For instance the municipal assembly's struggle with development issues such as the provision of sufficient educational facilities throughout the municipality; environmental issues such as deforestation, pollution of water bodies, bush burning, poor sanitation etc; and then bad roads and bad internal road network due to lack of planning proves the point there under performing. However there are no bad observations on administrative, procurement or financial management issues. This is because the study showed that those in the central administration had received more training than those who will enforce developmental issues. Due to the limited training and development, most of the personnel lack the skill and experience to take proactive measures to solving issues. They only depend on their superiors who have been trained to instruct them to do what they could have done if trained well. And so such people lack the motivation and the confidence to take initiative on their own. Like Armstrong (2001) said, for organizational objectives to be achieved, training and development is needed to contribute greatly towards employee performance. He added that highly-skilled personnel can achieve more due to the experience and knowledge gained.

It is still surprising that the finance department trained its staff in revenue collection as at 2016, yet the assembly still lacks fund for certain things including sponsoring training and development. For workers to receive training and still under perform, it confirms Aryee's (2003) claim that the training giving was little, inadequate and did not take a holistic approach. Not

forgetting that some of the respondents pointed out that the training given to them was insufficient.

CONCLUSION

Training and development within the Nsawam Adoagyiri Municipal Assembly has been confirmed to be an ongoing practice but inadequately done. Fewer of the workers had the opportunity to get trained especially regarding organized and specialized training. However training was conducted by competent trainers. And also though the assembly had selection criteria that are used in the selection process, it was revealed that it was poorly done and the length of service in the job seems to be a major factor when selecting employees. Another issue of concern was the fact that training affected those who had much training especially with their work habit and morale. However it could not make much impact in the general performance of the assembly due to the inadequate training offered to the entire working population.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 INTRODUCTION

This final section of the study looked at the summary of finding, conclusion and recommendation which were done by considering the objectives and research question of the study. The recommendations when well considered by stakeholders would go a long way to improve and make rehabilitation programmes in the Prison effective.

5.1 SUMMARY OF FINDINGS

The study used a descriptive research design which is a qualitative approach aimed at gathering an in-depth understanding of the problem under study and to provide a window through which we see and comment on significant issues. The use of interview guide was implemented in collecting qualitative data. The qualitative data that is collected from the field by means of recording was transcribed, edited and analyzed

The first objective of the study was to examine the human resource training and development program in the municipal assembly. It was revealed that most of the employees had not received training that had either been organized or sponsored. The only form of training they had was through observations, coaching, mentoring and understudy. It was also revealed that some of them also had their own means of developing themselves. And that was through a self-guided development where they learn things concerning the job on their own

It was also revealed that the quality of training given was of good quality. Nonetheless some were not relevant to the job. This was represented by 55.5%.

Again it was revealed that the training organized was not regular except for some few departments who had it quarterly.

Though it is in their policy that there is training needs assessment to determine who is selected for training, the actual mode of selection is the length of service before the needs are considered. This therefore provided more training opportunities for the senior staff than the junior staff. Therefore about 65% of the respondents had either received little or no training at all.

The second objective was to examine the impact of training and development programs on the performance of trainees within the municipal assembly. The findings showed a positive correlation between the training and development and the employee work habit and morale. However there was a negative correlation between the general performance of the assembly and its achievements of objectives. This being the reason that most of the workers had either not been exposed to a lot or not trained at all to build them to solve developmental issues. This was confirmed by a respondent's response when asked the possible ways to improve upon training and development.

“Everyone should be given the opportunity to be trained. Most of us have not had any training at all or have received in-adequate training.”

The third objective was to find out how training and development at the Nsawam Adoagyiri Municipal Assembly level can be enhanced to improve the performance of trainees.

Respondents were of the view that every worker should be given the chance to receive training on-the job as well as the laws of the job. This was confirmed by one respondent saying:

“The assembly should give everyone the opportunity to be trained in public administration and there should be more training on the laws pertaining to the work we do here. Or if not at all they

should make the law available so that at least if the person needs something he can easily refer to it but not to always make mistakes and be corrected in front of my director”.

Others also added that there should be training on local governance, focusing on the employees to help them understand the concept of local governance system. The findings again considered the fact that the focus of local governance should not only rely on the natives within the assembly

“There should be more education in local governance. Most of the times when they talk about local governance they only look at the assembly members. But then the staff working here, we do not understand the local government system.”

5.2 CONCLUSION

The discussions have revealed that the employee training and development enhances the performance of an organization. The problem at hand has been carefully studied into and it is clear that when workers are exposed to a lot of training and career development programmes, they will perform better. Though some believe that it is the duty of the school system to train people to perform well when they start work, it falls on the employers to help their employees to learn how to do job. Others also believe that with or without training workers will always find their way through as they work. An organization that seeks to really make an impact will always train their workers to do their best. Such organizations have a positive attitude towards achieving great things. However organizations with negative attitude leave their workers to have limited scope of knowledge and thus sought to a try and error approach in solving issues and eventually collapse. The Nsawam Adoagyiri Municipal Assembly do have a training policy but must work more efficiently by broadening the scope of knowledge, skills and experience of their staff as it is an investment towards future gains.

5.3 RECOMMENDATIONS

From the findings and the review of other literature, it is empirical that employee training and development is an important method of increasing productivity. The researcher after making a lot of observations has provided the following recommendations to help improve upon the training and development policy of the Nsawam Adoagyiri Municipal Assembly.

To begin with, it is important for the assembly to focus on training more its of employees from the lowest staff to the highest. Training and development increases the effectiveness and the efficiency of the staff, thereby increasing productivity, within the organization. When training needs are identified by the HR manager in union with the heads of department, it should not be left unattended to. There should be an effort to grant those employees the opportunity to be trained. This will boost their morale, work habit and increase their job satisfaction as that of those who receive training were increased. This will help prevent them from continuing to provide services with low insight to what they are doing. The management must really ensure that the training meets the needs of the workers such as their skill, attitude, communication and interpersonal skills but not be just a mere formality of conducting needs assessment and nothing is done about it

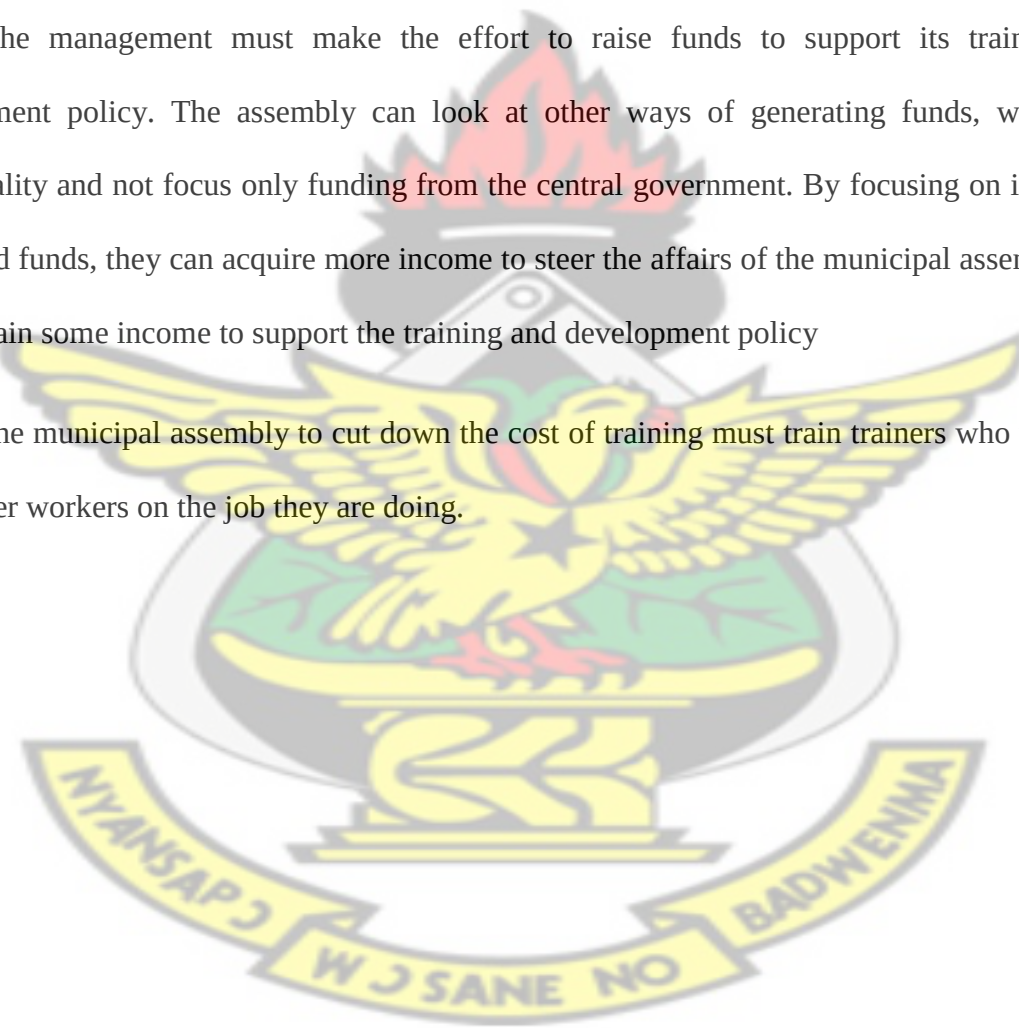
Secondly training and development should be seen as a long term process for continuous development that will help the organization to increase in productivity. In other words, training should not be one time but regularly conducted to achieve the best of results.

Training should also be driven towards development goals and must also be proactive. The practice of conducting training based on the needs of the workers only is a reactive approach must not always be encouraged. To achieve the best, training that is done to equip workers with

the skill to prevent challenges before they happen will make the assembly more credible to the citizens that for them to have issues before they are trained. This will make the workers more competent and help the organization meets its goals. The assembly must look at organizing training driven towards achieving its goals so as to equip the employees and psychic them and to also concentrate further on innovative training and development matters for employees to perform better to achieve organizational goals and objects.

Again, the management must make the effort to raise funds to support its training and development policy. The assembly can look at other ways of generating funds, within the municipality and not focus only funding from the central government. By focusing on internally generated funds, they can acquire more income to steer the affairs of the municipal assembly and to also gain some income to support the training and development policy

Finally the municipal assembly to cut down the cost of training must train trainers who will then train other workers on the job they are doing.



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APPENDIX 1
KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF HISTORY AND POLITICAL STUDIES
COLLEGE OF HUMANITIES & SOCIAL SCIENCE

TOPIC: IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE IN THE LOCAL GOVERNMENT OF GHANA

QUESTIONNAIRE

Dear valued respondent, I am Andrews Ofoli Tackie Yarboi, a master's student (Master of Public Administration) of the department of political science, KNUST. I am conducting a research work as part of the fulfilment of the requirement for the degree of Master of Public Administration. The study is to find out the impact of training and development on employee performance in the Nsawam Adoagyiri Municipal Assembly. The study is solely for academic purposes and therefore the information obtained would be treated with utmost confidentiality. Thank you.

- i. To examine the human resource training and development programs in the municipal assembly.
- ii. To examine the impact of training and development programs on the performance of trainees within the municipal assembly.
- iii. To find out how training and development at the municipal level can be enhanced to improve the performance of trainees

SECTION A: SOCIO-DEMORGRAPHIC CHARACTERISTICS

1. Sex
2. How old are you?
3. Are you married?
4. What is your highest level of education?
5. What is your position and the type of employment (whether permanent or temporary)
6. How long have you been working here?
7. Can you describe to me your job description and the department you work in?

SECTION B: THE TRAINING AND DEVELOPMENT POLICY.

8. Explain to me in detail the type of training and development programme here and how it is done.
9. Who organizes such training and development
10. How often is training and development organized?
11. How skilful and experienced are the resource persons?
12. How often is your performance appraised?
13. What criteria are used in selecting staff for training?
14. Do you know whether your job strengths and limitations are documented by your supervisors?
15. How often does the management sought for your views on Human Resource Training and Development programmes?
16. How often have you received any form of training/development programme since your inception as a worker in the organization?

17. How many times have you participated in any of the training programs in the last four (4) years?

18. Have you been sponsored for further studies during the past four (4) years?

19. Explain to me if there is in existence any career development plan for individual members of staff?

KNUST

SECTION C: IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEES

20. How do you assess the impact of the training and development especially in areas such as your

- i. Work habit
- ii. Job satisfaction
- iii. Morale
- iv. Behaviour
- v. Personal needs, goals and self development?
- vi. Customer service

SECTION D: IMPACT OF TRAINING AND DEVELOPMENT ON THE PERFORMANCE OF THE MUNICIPAL ASSEMBLY.

21. What current training and development strategies have influenced the achievement of the municipal assembly?

22. How has the performance of the employee fit into the assembly's strategic plans?

23. How has the existence of the training and development been able to address the core functions of your local authority?

24. By what means did you use in accessing the effects of the training and development on the core functions of your local authority?

SECTION E: RECOMMENDATION FOR IMPROVEMENT

25. In your own opinion, what type of training would you recommend to improve upon the following?

- i. Work habit
- ii. Job satisfaction
- iii. Morale
- iv. Behaviour
- v. Personal need, goals and self development?
- vi. Customer service

26. In general, what will be your recommendation for improvement?

