

## The Perception of Senior Staff of the University of Cape Coast on the Effectiveness of Training and Development Programme

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### Abstract

*The objective of this study was to examine senior staff's perception of the training and development programme run in the University of Cape Coast. It was a descriptive survey design which employed questionnaire to collect the data from a random sample of 240 respondents from the University of Cape Coast. The results of the study showed that though senior staff of the University perceived numerous benefits accruing from the training and development programmes of the institution, they thought the Training and Development Unit did not involve participants in determining their training needs. Additionally, they felt the university did not use the participation in their own training programme as basis for promotion, and no certificate is awarded to participants after the training, hence, some senior staff's reluctance in participating in the programme.*

### Introduction

In recent times, human resource has become the most important factor in the production process since it is the only factor that appreciates with time. It is also the resource that accumulates capital, exploits natural resources, manages social, political, economic and technological change in an organization (Hendry, 1995). Wendell (1990) sees human resource management as "the term normally used to refer to the philosophy, policies, procedures, and practices related to the management of people with an organisation" (p. 8). On his part, Hendry (1995) regards human resource management to involve all management decisions that affect the nature of the relationship between the organisation and its employees.

Ahuja (1988) posits that it is human resource that harnesses all other resources effectively to achieve

production target. This makes it imperative for organisation to upgrade their staff by inculcating in them the needed skills, knowledge and capabilities that can help them to reach the level of competence required to carry out their work effectively. Armstrong (2006) states that the performance of individual employees and teams should be subject to continuous improvement and that people must be developed in a way which maximizes their potential or growth and promotion.

Ivancevich (2001) adds his voice when he notes that one of the strategies of human resource development is training. He defines training as a systematic process of altering the behaviour of employees in a direction that will achieve organizational goals. Cascio (1997) on his part contends that "training consists of a planned programme designed to improve performance of the individual, group, and organisational levels. Improved performance implies that measurable changes in knowledge, skills, attitudes and, social behavior." (p.232). To Prior (1994), training is the effort of an organisation to help employees learn

job-oriented knowledge, skills and behaviour in order to contribute positively towards the achievement of the institutional and organizational goals while development is the organization's effort to help employees acquire knowledge, skills and behaviour that improve their ability to meet the job requirements.

Development, on the other hand, is seen as any activity directed towards future needs rather than present needs, and is concerned more with career growth than performance.

DeSimone (1988) adds that human resource development programmes are necessary to address some needs of organisations. These needs may either be deficiencies or new challenges that demand change in the way the organisation operates. He advises that human resource development must respond to job changes and integrate a long-term plan and strategies of the organisation to ensure efficient and effective use of resources Kolb (1984) asserts that development as a formal education emphasizes job experiences, relationships, and assessment of personality and abilities that help employees prepare for the

future. Development is future-oriented since it involves learning that may not necessarily be related to the employees' current job. Thus, while training is focused on helping employees' performance into their current jobs, development helps to prepare them for other positions in the company and increases their ability to move into jobs that may not exist.

Employee development prepares employees for positions for greater responsibilities, equipping them with analytical, conceptual and specialized skills while organizational development seeks to emphasize the thinking that development efforts in human resource management go beyond the individual. Organizational development can only be achieved through the training and development of its staff.

Cole (1997) stresses that training and development of employees is an issue that has to be faced by every organisation. He noted that training and development help to develop the competencies that enable individuals to perform current or future jobs. He adds that as soon as employees get into any organisation, their personal

growth and development overtime must become a major concern, as these bear positively on the achievement of the organizational goals. This standpoint accounts for why the Office of Technology Assessment, (1995) US Congress asserted that the lack of staff training and development in institutions and organizations is one of the greatest road blocks to institutional and organisational progress. This implies that institutions and organisations can only progress when its human resource is well trained. It is for this reason that the University of Cape Coast, in its bid to enhance the quality of its personnel and improve its service delivery, in 1982, designed a strategic plan to train and develop the administrative and academic staff of the University. Consequently, the Training and Development Unit was established (Amewuda, 2002). Notwithstanding the excellent rationale behind the establishment of the Unit, the management did not commit sufficient resources to it to enable the unit to function effectively. The unit, therefore, concentrated and used its meagre resources in upgrading only the academic staff of the university. This situation persisted

until 1997 when the need to resource and re-vitalized the Training and Development Unit was reconceived by management.

In February 1999, the Training and Development Unit did not extend its services to encompass all categories of staff in the University (University of Cape Coast Staff Training and Development Policy Statement, 2003). The refurbished Unit was charged with the responsibility to encourage professional development and continuous learning, taking into account the need of all categories of staff at all levels. The Unit was to have as its focus the co-ordination, planning and evaluation and provision of range of activities which encompasses seminars, workshops, and short courses for all categories of staff. It is also to adopt expanded training and development approach which emphasizes not only academic programmes but also other programmes that are relevant to the development needs of the University and the society at large. This affirms the notion that the University firmly believes that training and development have influence on individual and institutional

performance and are beneficial to all areas of the university. It also appreciates the fact that training and development provides opportunity for regular reflection and evaluation of goal and activities in the context of career development (University of Cape Coast Staff Training and Development Policy Statement, 2003).

### **Methodology**

Research findings on trainee effectiveness in relation to motivation indicate that if employees have no choice of participation in training programme, their training motivation decreases (Guerrero & Sire, 2001; Quinones, 1997; Hicks & Klimoski, 1997). On the other hand, the more benefits that employees feel they gain from participating in training activities, the higher their rates of participation in such activities (Noe & Wilk, 1993). The purpose of the study was therefore to investigate what senior staff of the University of Cape Coast thought about the programmes organised by the Training and Development Unit to develop human capacities in the university. This became necessary since after almost a decade of the existence of the

refurbished and resuscitated unit, and implementation of certain programmes, no evaluation had been done to assess its effectiveness. It was also intended to find out whether the senior staff who participated in the training had the necessary resources to aid them put the knowledge acquired into practice.

In order to achieve the purpose of the study four research questions were derived from the literature. They are:

1. What is the nature of training programme organized for senior staff of the University of Cape Coast?
2. To what extent does the senior staff perceive the training and development programme as meeting their needs in the University of Cape Coast?
3. What are the obstacles faced by staff in applying the knowledge, skills and competencies acquired on the job?
4. How can the quality of training and development programme be improved?

The descriptive survey design was employed to collect data to address the research questions for the study. This

design was considered appropriate for Osuala (1991) observes that descriptive survey studies provide researchers with information on which to make sound decisions. The target population of the study was composed of all senior staff who were middle manpower group in the university. This group of staff had benefited from staff training programmes of the unit and therefore had the needed experience to provide answers to the questions. The stratified sampling technique was used to group the sample into two namely, administrative and technical staff. In order to ensure that all the groups and levels were represented to warrant valid generalisation on the population under study. The simple random sampling technique was also employed to select the sample for the study.

Sample sizes of 240 respondents out of a target population of 495 were selected. This was made up of 164 administrative staff and 76 technical staff. The sample size was determined using sample size(s) required for a given population (Kreicic & Morgan, 1970). It states that out of a population of 500, a sample size of 217 or more could be selected.

The questionnaire was designed to elicit information about the perception of senior staff members of the training and development programme of the University of Cape Coast. The items on the instrument consisted of both closed ended and open-ended check responses in order for the respondents to express their opinion or clarify their responses. The instrument was made of four sections:

The pre-testing of the instrument was done in the University of Education Winneba. The reliability of the instrument was estimated on scaled items with the help of SPSS 12.0 programme on the computer. The reliability of the survey instrument was confirmed by examining the individual items using Cronbach's alpha (Gall et al., 1996). The Cronbach's alpha measure of internal consistency was used in determining the reliability of the questions for the main study since majority of the items in the questionnaire were multiple scored. "Cronbach's alpha is used when measures have multiple scored items" (Ary, Jacobs & Razavieh, 1990. p.234). The alpha values obtained varied from .847 and .954 with overall value of .912 which was

considered adequate for the study. Out of the 240 questionnaires administered, 231 or 89% were retrieved.

### **Research Question One**

What is the nature of training programme organised for senior staff of the University of Cape Coast? The objective of this research question was to examine the nature of training and development programme in the University of Cape Coast. Specifically, it was intended to ascertain the types of training programme and the methods employed during the training.

Concerning the type of training, it was found that four main types of programmes are being organised by the training and development unit. They are orientation, workshop, seminar and in-service training. Respondents were asked to indicate the type of training programmes they had during their training. Table 1 details the responses.

**Table 1: Types of Training Programme Organised**

Type of programme	AA		SAA		PAA		CAA		TOTAL	
	No	%	No	%	No	%	No	%	No	%
Orientation	18	34.6	24	23.8	8	19.3	3	15.8	53	24.9
Workshop	20	38.5	58	57.4	18	43.9	9	47.8	105	49.3
Seminar	11	21.1	17	16.8	14	34.8	6	31.6	48	22.5
In-Service Training	3	5.8	2	2.0	1	2.4	1	5.3	7	3.3
<b>Total</b>	<b>52</b>	<b>100</b>	<b>101</b>	<b>100</b>	<b>41</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>213</b>	<b>100</b>

**Key**

AA - Administrative Assistants/ Assistant Technicians

SAA - Senior Administrative Assistants/ Senior Research Assistants

PAA - Principal Administrative Assistants/Principal Technicians/Principal Research Assistants

CAA - Chief Administrative Assistants/Chief Technicians/Chief Research Assistants

This might be due to the fact that the first two levels, thus the AA and SAA category are all entry points to the senior staff positions which need orientation on their assumption of duty. This finding gives credence to a research study conducted on Human Management in Cameroon which came out that without orientation new recruits and the reassigned will not find their jobs interesting. Consequently, they will be frustrated and their level of productivity will no doubt be low. Rebore (2002) adds that the purpose of orientation is to make employee welcome and secure, help the person become a member of the team and inspire the employee towards excellence in performance.

Of the training types indicated in Table 1, workshops were prominent among all the categories. Majority of the respondents (49.3%) had their training in the form of the workshop. As much as 24.9% also had their training at the unit in the form of orientation. However, orientation ranks first in AA and SAA categories.

The results in Table 2 show that majority of the respondents (55.2%) received their training through lecture method. The use of audio, visual,

videos, overhead projectors, case study, and role play were, however, found to be unpopular. This is underscored by the fact that only 3.3%, 0.3% and 1.3% respectively indicated that they received their training in the unit through these

methods. projectors, case study, and role play were, however, found to be unpopular. This is underscored by the fact that only 3.3%, 0.3% and 1.3% respectively indicated that they received their training in the unit through these methods.

**Table 2: Training Methods used during the Programme**

Training methods	No	%
Lectures	167	55.2
Discussion	61	20.1
Demonstrations	60	19.8
Audio visual, overhead projectors etc	10	3.3
Case study	1	0.3
Role play	4	1.3
<b>Total</b>	<b>303</b>	<b>100.0</b>

When the Deputy Registrar in charge of Training and development was contacted, he categorically stated that some of the training types do not require the use of the aforementioned equipment and methods. Meanwhile, he added that, the training methods chosen during staff training depends on the category of staff being dealt with, the objective set, time allotted for the training, equipments or materials needed and availability of funds.

It could be inferred from the above explanation that before one chooses a training method, there is a lot to consider.

### **Research Question Two**

To what extent do the senior staffs perceive the training and development programme as meeting their training needs in University of Cape Coast?

The purpose of this research question was to find out from the respondents the effectiveness of the training



methods, the relevance of the training materials, and the benefits of the training programme. The respondents were asked to rate the effectiveness of

the training methods from very effective, effective, fairly effective and not effective. Table 3 displays the results.

**Table 3: Rating of the Effectiveness of the Training Methods**

Effectiveness	AA		SAA		PAA		CAA		TOTAL	
	No	%	No	%	No	%	No	%	No	%
Very effective	14	23.1	25	24.8	13	31.7	7	36.8	57	26.8
Effective	27	55.7	71	70.2	19	46.3	9	47.4	128	60.1
Fairly effective	10	19.2	4	4.0	7	17.1	3	15.8	28	11.2
Not effective	1	2.0	1	1.0	2	4.9	0	0.0	4	1.9
<b>Total</b>	<b>52</b>	<b>100</b>	<b>101</b>	<b>100</b>	<b>41</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>214</b>	<b>100</b>

Of the respondents, 60% indicated that the training methods were effective. Thus, majority of the senior staff perceive the training methods used by the training and development unit during training as effective. Though few were of the view that the training method used were not effective, however, the positive responses far outweighed the negative ones, hence, it can be inferred from the findings that the methods used during training programme were effective.

An attempt was made to ascertain from the respondents whether or not the materials supplied to participants during training sessions meet their needs. The results are displayed in Table 4.

**Table 4: Assessment of Training Programme**

Assessment of training materials	AA		SAA		PAA		CAA		TOTAL	
	No	%	No	%	No	%	No	%	No	%
Very good	10	19.3	22	21.8	9	22.0	4	21.1	45	21.1
Good	17	32.7	60	59.4	13	31.7	11	57.9	101	47.4
Average	24	46.2	18	17.8	18	43.9	4	21.1	64	30.0
Poor	0	0.0	1	1.0	1	2.4	0	0.0	2	0.9
Very poor	1	1.9	0	0.0	0	0.0	0	0.0	1	0.5
<b>Total</b>	<b>52</b>	<b>100</b>	<b>101</b>	<b>100</b>	<b>41</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>213</b>	<b>100</b>

The results of the data analysis clearly indicate that a disproportionate chunk of the respondents perceived the training materials as very relevant to their training. This is due to the fact that 21.1%, 47.4% and 30% (98.5%) of the respondents gave positive responds to the relevance of the materials used during the training.

The subjects were also asked to indicate whether the training has benefited them or not. Seven statements were presented to enable them give their assessments. Table 5 shows the distribution of the staff assessment of the benefits of the staff training programme organised.

**Table 5: Benefits of Training Programme**

Benefits of training programme	SA		A		D		SD	
	No	%	No	%	No	%	No	%
Course relevant to my job	58	27.2	14.5	68.1	8	3.8	2	0.9
Acquired skills for my job	44	20.7	147	69.0	19	8.9	3	1.4
Acquire new knowledge	39	18.3	152	71.	16	7.5	6	2.8
Output has increased	33	15.5	141	66.2	34	16.0	5	2.3
Motivation has improves	21	9.9	123	57.7	48	22.5	21	9.9
Confidence has compound	49	23.0	125	58.7	29	13.6	10	4.7
Human relation skills have improved	45	21.1	118	55.4	24	11.3	26	12.2

The results shown in Table 5 indicate that a vast majority of the respondents were of the opinion that the training organised by the training and development unit has been relevant to their jobs; helped them to acquire new skills for their job; increased their level of motivation, improved their level of confidence on the job; has improved upon their human relation and also contributed in increased output. Meanwhile, a few respondents (10.3%) held the view that the training they underwent did not help them acquire any new skills.

Casio (1991) gives credence to the view of the majority when he adds

that, staff training helps in acquisition of skills, knowledge, attitude and social change. Casio is therefore saying that to realize the full potential of employee is to give him/her a thorough training and development activities.

### Research Question Three

What are the obstacles faced by staff in applying the knowledge, skills and competencies acquired from the training session?

This research question sought to find out whether the participants had problems with putting what they learnt at training into practice. The

respondents were to look at two main issues under the obstacle. These are: i) Equipment and materials to work with after the training and, ii) cooperation of immediate supervisors to

of immediate supervisors to suggestions after the training. The views of the respondents are displayed in Table 6

**Table 6: Adequacy of Materials to work with after Training Programme.**

Adequacy of materials	AA		SAA		PAA		CAA		TOTAL	
	No	%	No	%	No	%	No	%	No	%
Adequate	14	26.9	17	16.8	10	24.4	8	42.1	49	23.0
Inadequate	29	55.7	41	40.6	20	48.8	8	42.1	98	46.0
Non-available	9	17.3	43	42.6	11	26.8	3	15.8	66	31.0
<b>Total</b>	<b>52</b>	<b>100</b>	<b>101</b>	<b>100</b>	<b>41</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>213</b>	<b>100</b>

The results shown in Table 6 indicate clearly that a substantial majority (46%) accept that the materials and equipment to work with after training were adequate, while as many as 66 (31%) indicated that the materials and equipment are available at all. This makes it evident that the participants face challenges in transferring the knowledge and skills learnt during the programme into practice.

It implies that adequate materials and equipment such as logistics for office work, chemicals for the science

laboratories, computers, photocopiers and security equipment should be added to the already existed ones to enhance efficiency.

#### **Support from Superiors after Training Programme**

On the question of whether participants receive the necessary support from their immediate supervisors it came out that majority of the respondents (62%) indicated that they receive the expected support especially in respect of suggestions they make. They also indicated that

they are also encouraged to put some of their new ideas into practice.

The general impression gathered from the responses was that the respondents receive the needed cooperation from their superiors, hence, enhances efficiency.

**Research Question Four**

How can the quality of the training and development programme be improved?

The objective of this research question was to solicit the views of the respondents who have undergone the training and development programme as how best the unit can improve upon its training programme. Table 7 presents four statements on how the staff training and development programme be improved and the extent to which they agree or disagree with the statements.

**Table 7: Improving Training Programme**

Statements	SA		A		D		SD	
	No	%	No	%	No	%	No	%
Participants be involved in determining nature of training offered	121	56.8	52	24.4	27	12.7	13	6.1
Frequent training at least once a year	62	29.1	121	56.8	19	8.9	11	5.2
Frequency of participation to be considered for promotion	67	31.5	119	55.8	20	9.4	7	3.3
Award certificate of participation	53	24.9	148	69.5	5	2.3	7	3.3

The data shown in Table 7 disclose that majority of the respondents (57%) agreed that participants should be involved in determining their training needs. This would help in determining the training needs of all

categories of staff in order to incorporate into that of the University. A substantial majority (57%) also agreed that staff training should be frequently held, at least once a year, for staff. This, they think, would

provide a lifelong learning for the staff through training activities.

The results also show that majority of the respondents (56%) were of the opinion that certificates of participation be awarded to those who undergo the programme and it should be a basis of promotion. This would motivate staff to participate in the programme and consequently give off their best to achieve the mission and vision of the university.

### **Discussion of Findings**

The result of this study indicates that staff training and development programme is beneficial in so far as organizational or institutional progress is concern. This is confirmed by Prior (1994) when he indicates that staff training is the effort of an organization to help employees learn job-related knowledge, skills and behavior in order to contribute positively towards the achievement of the institutional and organizational goal. To fulfill the aims and aspirations of staff training and development programme, one has to look at the type of training that would be needed at any particular time and the method to use. This, according to

researchers, should be related with the relevant equipment and materials needed, money available and time allotted to a particular programme. This finding is confirmed by an investigation into the relationship between "Daylighting and Human Performance" (Heschong Mahone group, 2003). Their study confirmed that staff training for adults should be technologically advance with relevant learning equipments and materials, methodology should be related to the type of training programme to be organized, time needed to accomplish the set objectives, as well as good ventilated and safe environments.

The study revealed that staff has been benefiting from the training programme offered them by the Training and Development Unit of the University of Cape Coast. Respondents indicated that the training has been beneficial to them since it has changed their attitude towards work positively. This finding affirms the objectives of staff training and development in the University of Cape Coast which indicates among other things, with particular reference to the acquisition of new knowledge and skills which in turn help develop

and promote staff efficiency for future requirement (UCC Training and Development Policy Statement, 2003).

Further more, the study indicated that after the training staff face challenges in getting the required equipment and materials to work with. It is therefore up to the management of the university to make the necessary equipment and materials available for staff to fully make use of the knowledge, skills and competencies acquired during the training

### **Conclusion**

The objective of the study was to find out the perception of senior staff on the effectiveness of the training and development programme of the University Cape Coast and factors that hinders effective application of skills, knowledge and competences acquired during the training session. The study disclosed that participants of the university perceive the programme as very effective and beneficial to both the staff and the institution. It became evident that the training programme helps to improve upon participants' knowledge and skills which was enhancing their work

efficiency. This was partly attributed to the use of effective training methods, relevant training materials, high quality training facilities and sufficient time allotted for the programme.

The study revealed that participants were not involved in determining their assessment needs and do not get the necessary equipment and materials that would enable them to put the skills and knowledge acquired into practice after the training. This therefore inhibits smooth and effective application of the competencies acquired during the training. In addition, it became evident that the training is only used to update the staff's knowledge and not upgrading. Since certificates and monetary rewards are not attached to the programme. This makes the staff to attend the training as only a job requirement.

In conclusion, it can be realized that the University of Cape Coast training and development programme equips staff with new skills, competencies and knowledge which are needed for their jobs. This invariability imposes work output, staff confidence on the

job as well as staff morale. This makes it imperative for the University to sustain, strengthen and improve upon the programme. The training and development unit should incorporate the needs of trainees when planning the programme. The university should also provide relevant materials and equipment, and create conditions for staff, to fully make use of the knowledge, skills and competencies acquired during the training; and participation should be considered for promotion so that staff would see the programme as a means of updating their knowledge and upgrading as well.

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