

**THE IMPACT OF TRAINING IN GOVERNMENT INSTITUTIONS
(A CASE STUDY OF CENTRE FOR NATIONAL CULTURE, KUMASI)**

**BEN OBIRI ASAMOAH
REBECCA OWUSU
MANUELA OWUSU
MARTHA SARPONG
TAHIRU TELADOR LINDA**

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STATEMENT OF AUTHENTICITY

We have read the university regulations relating to plagiarism and certify that this report is all our own work and does not contain any unacknowledged work from any other source. We also declare that we have been under supervision for this report herein submitted.

Name	Index Number	Signature	Date
Ben Obiri Asamoah	101 40802	.....	.....
Owusu Rebecca	10136157	.....	.....
Owusu Manuela	10136147	.....	.....
Sarpong Martha	10136153	.....	.....
Tahiru Telador Linda	10136283	.....	.....

Supervisor's Declaration

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

Supervisor's Name

Isaac Ampong (Mr.)

Head of Department's Name

Kwaku Ahenkorah (Dr.)

ABSTRACT

According to Moran, R.T (1993) in this 21st Century, all system and institution in the process of transition from old ways of operating for the part decades to a new way of functioning. This rapid phenomenon is affecting all spears of society. The management and training in institution have to do with the wise and efficient use of human and material resources in order to achieve the entire desire objectives. Training gives a feeling of personal satisfaction and achievement and broadens opportunities for career progression. The researcher's purpose to this study is to identify the importance of training to the development of human resource, suggest appropriate training in the government institution and also to evaluate the investment in training and development to improve future effectiveness.

The main objective of the study is to know the impact of training. Also the researchers intend to examine the effect of training in government institution in Kumasi,

For the purpose of convenience, .a case study of the Centre for National Culture, Kumasi., offers solutions with suitable suggestions and recommendations.

One hundred and fifty personnels were also interviewed using a random sampling technique. Questionnaires were the major instrument used for data collection.

The study was to find out the problem connected with training in the government institution. The researchers realized that the core of the workers were the most trained than those at the administrative level.

In future, an in-depth analysis and review could be useful if the following recommendations considered.

Performance and promotion of staff could be made to understand how their training and development help in their career development and growth.

Mobility of staff moving from public sector to private due to the competencies acquired through training could also be interesting topics to research on.

Staffs that have undergone training should help or show concern to others who have not been trained and help those who have very work loads.

Trained staff must obey the institutions rules and regulations even when no one is watching.

Training should be intensified departmentally so as to provide quality feedback in the delivery of worker

DEDICATION

This piece of academic work is dedicated to our beloveds.

They are our parents, spouses and children. To them we honour with this work.

ACKNOWLEDGEMENT

We are grateful to the Almighty God for seeing us through our research work. It was His guidance and grace that sustain us during our various challenging meetings and when tempers have to rise on issue base on diverse opinions. He was with us to calm things down.

This effort cannot be complete without expressing our profound gratitude to our families for their support and prayers during our first degree. We appreciate your effort.

The immerse support from our understandable supervisors Mr. Isaac Among and Mrs. Evelyn Owusu Frempong towards our dissertation cannot be eliminated but to be applaud.

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CHAPTER ONE

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

According to Moran, R. T., (1993), in this 21st Century, all systems and institution are in the process of transition from old ways of operating for the part decades to a new way of functioning. This rapid phenomenom is affecting all spears of society. Management and training in institution have to do with the wise and efficient use of human and material resources in order to achieve the entire desired objective.

Training is the process of impacting knowledge skills and also improving the technical know how of the human resource. It is sometimes an activity that is usually associated with the work related affairs of purposeful group or organization. Various institutions are engaging in this process for the benefit and development of their institutions.

In order to survive, institutions must go beyond the industrial age of doing things to operate effectively, is through a post – industrial mode.

Training in institutions is essential since it is expected to bring the following:

1. Improving strategic thinking
2. Establishing new visions and missions
3. Devising optimum structures/systems
4. Applying new technologies
5. Managing change
6. Finding competitive advantage
7. Creating new climate of excellence
8. Developing and empowering employees

9. Developing a culture
10. Understanding and responding to the external environment
11. Balancing global and local cultures in multinational organizations.

The development of the human resource of the institution communicates to the development of the country. Training of the human resource base is very important since one may be aware of the different challenges that one may face from one day to the other. Once one is equipped with the requisite tools, one may be able to deal with the situations as they come.

For several years in Ghana, the public institutions are most at times perceived to be the lesser developed when compared to other private institution in the country. This perception is generated out of the scale that most public institutions has no or less rotational training to enhance its development. This research seeks to unravel this mystery that has engulfed the public institution. It will bring to fore the degree of training and its impact on the government institution. It is against this background that necessitated the researchers to choose the impact of training in Government institution in Kumasi as an area of interest.

1.2 STATEMENT OF THE PROBLEM

For effectiveness of any training system relies heavily on the quality and reliability of training in institutions. There are many potential sources of rating errors including, perceptual distortions such as stereotyping and halo effect. The success of an institution is dependable on the effectiveness of training for their staff. It is therefore imperative to arrange and identify the contributions of staff to the aims and goals of the institution. Training is to improve knowledge and skills and to change attitudes. He furthered that this can lead to many potential benefits for both individual and the institution.

Training can therefore:

1. Increase the confidence, motivation and commitment of staff
2. Provide recognition; enhance responsibility, and the possibility of increased pay promotion.
3. Give a feeling of personal satisfaction and achievement and broaden opportunities for career progression, and
4. Help to improve the availability and quality of staff.

Training is therefore a key element of improved organizational performance. There is therefore a continual need for training of staff for the attainment of institutions' success and development.

1.3 RESEARCH OBJECTIVES

The objectives of the study have been divided into general and specific objective.

1.3.1 Specific Objectives

This is to:

1. Identify the importance of training to the development of human resource.
2. Assess the module or approach for training in government institutions.
3. Come out with strategic plan-work of human resource/Employees.
4. Suggest appropriate training in the government institutions.
5. Identify training needs of staff of the Centre for National Culture, Kumasi
6. Evaluate the investment in training and development to improve future effectiveness.

1.3.2 General Objectives

The general objectives of the study is the impact of training in government institution in Kumasi (Centre for National Culture)

1.4 RESEARCH QUESTIONS

1. What are the importances of training to the development of human resource?
2. What are the appropriate modules or approaches for training in government institutions?
3. What is the frame work for training in government institutions?
4. How to promote the essence of training in the government institution.

1.5 RESEARCH METHODOLOGY

Interview and questionnaire will play an essential role in the work and will be used as tool for data collection. The Centre for National Culture Kumasi will be approached in this regard for their impact. Data and information received will be analyzed and measured with the work output per a time frame using percentages, tables and pie chart. The result will then help in the conclusion of the report.

1.6 THE SIGNIFICANCE OF THE STUDY

This research will open up the avenue for institution to realize the benefits or otherwise of training programmes for the programmes for the development of their Human Resource. It will also serve as a reference point for future statistics and information. Aside all this, it is also a requirement to the attainment of a Bachelor's degree for the researchers.

1.7 SCOPE OF THE STUDY

The study talks about the impact of training in government institution, precisely at the Centre For National Culture. Kumasi. In effect training in government institutions, lead to ineffective acquisition of skills and knowledge of the human recourse. The study is to uncover the impact of training.

1.8 LIMITATION OF STUDY

Time had been our major limitation factor. This is because time had not allowed us to collect enough sample size and by implication would not permit us to analyze the required data adequately and timeliness of access to data may constitute a challenge for data collection. The respondents had not given us enough responses on time and this had affected our final delivery. Not withstanding the above constraints, effective time management would enable me put in place the measures which would ensure that the collected data and sample size would be relevant and be used.

1.9. ORGANIZATION OF THE STUDY

The will be structured into five main chapters as follows:

Chapter one will be the general introduction of the study.

This will include

The background of the study, Statement of the problem, Research objectives, Research questions, Significance and organization of the study.

Chapter two will be focused on the review of the literature on the concept and theoretical foundations of training and impact on human resource.

Chapter Three will be focused on Methodology to be used in the study, mainly the population sampling frame of data and method of analysis of data.

Chapter Four will be focused on data analysis, discussion and findings of the study.

Chapter Five will offer some conclusion and recommendations which will be summarizing the Key finding of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter presents review of literature; literature has been reviewed according to the research question.

2.1 DEFINITION OF STAFF TRAINING

Staff training in an institution is a review of learning and development needs for staff/employees within the institution/department. It considers the skills, knowledge and behaviours that employees need, and how to develop them effectively, both to deliver the institution's strategic objectives and support the employees' career advancement.

Staff training as a means to increase productivity. (Haslinda, A 1994)

The term can be viewed in so many forms. It is used as the improvement of an individual's capacity in his present job or to enable workers perform a more responsible job. Staff training systemically increases skills and knowledge.

The Management Development and Productivity Institute (MDPI) takes the term "training" as a systematical change of attitude and behavior of staff in order to increase institutional effectiveness. (R. Asamoah 2010) The importance of training as a central role to development has been long recognized by leading authors. According to Drucker, the one contribution a head of an institution is uniquely expected to make, is to give others vision and ability to perform well. The basic impact of training is to develop, direct, encourage and train employees to the human resource of the institutions

Training of staff is necessary to ensure an adequate supply of staff who are technically and socially competent, and capable of career advancement. Therefore, it is imperative for every institution to train its staff to deliver specific functions for the development and increment of productivity in the institution.

2.2 IMPACT OF TRAINING ON THE EMPLOYEE AND INSTITUTION

The fundamental and basic impact of training is to improve knowledge and skills, and to change attitude, this can lead to many potential benefits for both individual and the company.

Therefore training can:

- Increase the confidence, motivation and commitment of staff.
- Provide recognition, enhanced responsibility and the possibility of increase pay and promotion.
- Give a feeling of personal satisfaction and achievement, and broaden opportunities for career progression, and
- Help to improve the availability and quality of staff.

Knowledge of result is essential hence training should be viewed as in investment in people. This is important at any time, but particularly so with the increasing pace of technological, structural and social change. But training for its sake achieves little. It must be real, operational and rewarding. Government institutions can no longer afford to provide training that has not been evaluated for its contribution to the organization's strategic goals and missions and its effectiveness and use on the job to achieve those goals (Brinkerhoff, 2005). Effectiveness goes to the heart of what training and development are all about in an institution: giving employee the knowledge and skills they need to perform their duties effectively (Noe & Schmitt, 1986).

There are many factors that influence the effectiveness of training and development in an government institutions. One of them that have been identified by Haywood (1992) is the human resource policy of training and development. The human resource policy would determine a clear link and record system in which training might lead to recognition and institutional advancement. Indeed the trainers; capabilities as a subject matter expert would determine the effectiveness of training and development.

In addition, employees' attitude and motivations are one of the factors that might influence the effectiveness and development. Therefore the positive attitude should be factor through the constant emphasis on team building programme to enhance the employee's motivational effort. In relation to this, the employees' motivation in transfer and transfer climate are crucial to ensure the effectiveness of training and development (Bumpass, 1990)

The impact would be on the commitment of top management of the institution as training and development of staff is crucial to its success. Institutions whose top management view training as a way to meet organizational goals by making sure that employees take active part in the delivery of financial commitment to training tend to gain more.(Facteam et al, 1995)

2.2 EMPLOYEE MOTIVATION

More often training is given as response to some event. Some of the events are as follow:

- A change in product which may necessitate training not only in production methods but also in the marketing functions of the institution.
- Inadequate reward and award system/mechanism in the institution.
- Shortage of labour
- Change in working methodology

- Introduction to new machinery
- A change in working methods
- Inadequate and poor performance

It is therefore necessary to energy motivational system that will induce staff to give off their best after training has been done. According to Wester's New Collegiate Dictionary, a motive is "something a need or desire that causes a person to act" motivate, in turn, means "to provide with a motive", and motivation is defined as the act or process of motivating. It is also the performance or procedure of presenting an intention that origin a person to capture some accomplishments.(shanks, N.H.)

Bulkus and Green (1999) agree that Motivation is derived from the word "motivate", means to move, push, or influence to proceed for fulfilling a want(Kalimulah 2010). Motivation is a power that strengthen behavior, gives route to behavior, and triggers the tendency to continue. (Bartol and Martin 1998) This explanation indentifies that in order to attain assured targets; individuals must be satisfactory energetic and be clear about their destinations.

Finally, it is the concluding product of interface among personality behavior and organizational distinctiveness. (IRCO) It symbolizes, those psychological procedures that foundations the Stimulation, route, and determination of deliberate actions that an target oriented (Farhad et al,2011). Motivation is a progression of moving and supporting goal-directed behavior and an internal strength that drives individuals to pull off personal and institutional goals. Among financial, economic and human resources, the latest are more essential and have the capability to endow an institution with competitive edge as compared to others.

A motivated employee is responsive of the definite goals and objectives he/she must achieve, therefore he/she directs its efforts in that direction. Rutherford (1990) reported that Motivation formulates an organization more successful because provoked employees and constantly looking for improved practices to do a work. Therefore, getting employees to do their best even in strenuous circumstances, is to motivate them to face and stable and greasy challenges.

No one works for free, nor should they. Employees want to earn reasonable salary and payment, and employees desire their workers to feel that is what they are getting. Money in the fundamental inducement, no other incentive or motivational technique comes even close to it with respect to its influential value. (Sara et al, 2004)

Money is the supremacy to magnetize, maintain and motivate individuals towards higher performance. Money is the most fundamental factor in motivating the institutional workers to attain greater productivity. (Adeyinka et al, 2007).

Therefore, training in Government institutions such as the centre for National Culture, Ghana Tourist Board etc will receive a great and positive impact if the following are considered.

- Performance appraisals
- Employee motivation
- Employee Satisfaction
- Compensation
- Training and development
- Job security
- Organizational structure

After training, employees must be empowered to provide benefits to organization.

2.4 INSTITUTIONAL EFFECTIVENESS

Institutional effectiveness is defined as the extent to which an organization, by the use of certain resources, fulfils its objectives without depleting its resources and without placing undue strain on its members and/or society. It is the maximum combined utility of the primary constituent (Matthew et al,2005)

Institutional effectiveness can be considered as a set of several statements, each reflecting the evaluative criteria applied by the various department involved with the organization being evaluated.

For an institution to be effective, employees must be empowered to deliver. Empowerment directs faster decision of customer troubles for the reason that employees did not dissipate time referring customer objections to managers.

Increased autonomy enhances work productivity and no matter how automated an institution may be, high productivity depends on the level of motivation and the effectiveness of the workforce so staff training is an indispensable strategy for motivating worker. One way managers can instigate motivation is to give appropriate information on the sentences of their actions on others.(Adeyinka et al,2007).

An internal satisfied, delighted and motivated worker or employee is actually a productive employee in an institution which contributes in efficiency and effectiveness of the institution which leads to maximization of profits. There must be a positive relation between employee motivation and organizational effectiveness.

Recognition, empowerment, training, employees motivation and organizational effectiveness play an essential part in enhancing institutional tasks. By appreciating the employees for their work done and giving them participation in decision making.

CHAPTER THREE

RESEARCH METHODOLOGY

In this chapter, the researchers deal mainly with the research design, source of data, population, data collection instruments, Questionnaires (Open ended or close ended). Interview structure and the organizational profile of the centre for national culture.

The researchers adopted the quantitative approach and a survey was chosen as the method of enquiry. The development of the survey instrument, a questionnaire, open interview, literature review and close interview with top management team of the institutions were assessed as the primary and secondary source of data collection.

3.1 RESEARCH DESIGN

This is a method used to provide answers to research questions and also to control variance (differences). The purpose was to find out the extend of mastery of the concept of training in the government institutions precisely Centre for National Culture Kumasi. After analysis the pre-test result, the researchers revisited the staff of Centre for National Culture, Kumasi with the interventions which were developed to ensure internal and external validity efficacy and efficiency on the staff after training. The questionnaires designed were to select a

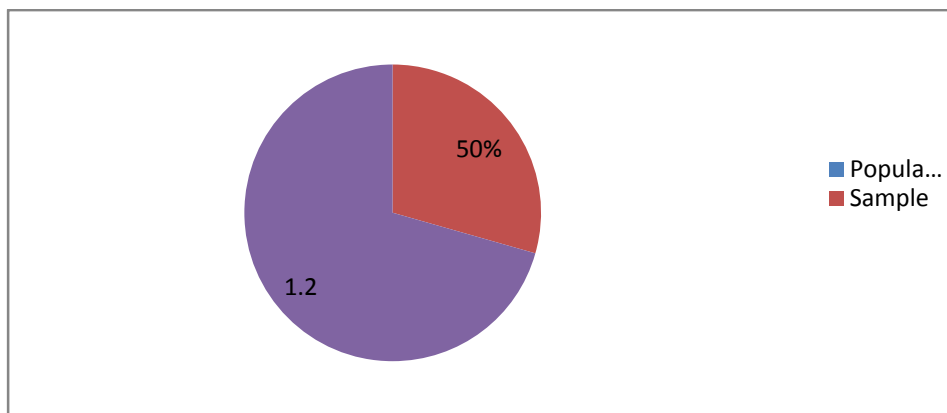
3.2 POPULATION AND SAMPLE

Population in the extend to which the result of a research can be generalized from the specific sample that was researched on to a larger group of people. This involves:

1. The extent to which one can generalize from the sample to a defined population.
2. The extend to which person logical variables interact with treatment effects.

The modes used in this dissertation were systematic sampling and personal, and observational interventions. A total of one hundred and fifty (150) questionnaires were distributed to respondents with a response rate of about fifty percent (50%). Respondents were chosen from the various departments of the Centre for National Culture, Kumasi using the simple random sampling. All respondents representing the target population of this research are staff of the Centre.

Figure 3.1 shows the population and sampling of survey.



When take a random sample from a population, each topic we select is a random event . thus, if our population was 60% women and 40% men, then the pobability of our drawing a woman each time will be 0.6 and of drawing a man will be 0.4. if we draw a big sample, the final proportion of men and woman in our sample would be the same as in the population. Each event has an wqual chance of occuring and thus will occur in the proportion with which it exists. This is why a randam sample is the easiest and best way to draw a sample.

3.3 SAMPLE TECHNIQUES(PROBABILITY)

Probability is the science of figuring how often something will happpen. Probabilities are based on past events.

3.4 DATA COLLECTION INSTRUMENT

The research instruments used in collecting information in this research were questionnaires, Open interviews and Close interviews. There are many data Collection instrument to consider when writing a dissertation. Once choice should focus on major factor. Is the tool able to measure the variables in the research questions researcher have studied?

3.5. QUESTIONNAIRES (CLOSE ENDED AND OPEN ENDED)

They are written statements used to obtain feedback from respondents. Two(2) types are considered in this project.

- Close – ended and b. Open-ended.
- **CLOSE ENDED QUESTIONS:** These are questions which can be answered by a simple “yes” or no”

OPEN – ENDED QUESTIONS: These are questions that require more than one word answer. The answers could come in the form of a list, few sentences or paragraph.

Below are some examples:

- What were the most important wars fought in the history of the Ashanti’s in Ghana?
State years of occurrence.
- How will you help the institution if you are hired to work for us?
- How did you and your best friend meet?

The researcher used both close-ended and open-ended questions to source for information.(Apendix 1&II)

3.6 INTERVIEW STRUCTURE

Researchers employed a structure for the interviews with staff of the Centre who could bit red and write (labourers) and others who could read and write. Interviews allow each individual to express himself/herself freely on the topic and also allow individual to disseminate information to the public without knowing it effects on the institution. About 40% of the respondents were not willing to release information since they had "taken" the oath of secrecy" in their respective departments.

Interviews conducted gave a summary of internal and external validity of population sample that was used. Below are the results of the

3.7 ORGANIZATIONAL PROFILE

BRIEF HISTORY OF THE CENTRE FOR NATIONAL CULTURE, KUMASI

Brief history of Centre for National Culture, Kumasi was built on the sacrifices of certain individuals. Most of the works carried out at the centre particularly during the early parts of its establishment was accomplished through local voluntary donations and communal labour. Thus a careful look at the Centre's achievements should not fail to give a convincing proof to every-one that, the result has been more than justified, the dreams and aspirations of the Centre's Founding fathers.

The centre for National Culture was founded in 1951 by the late Dr. Alexander Atta Yaw Kyerematen. A true legendary, a visionary who was greatly influenced by the socio- political conditions that existed during his time and felt the need for the preservation of our rich Cultural heritage through mediums other than just written test. His vision included the establishment of a Centre that brought together all facts of Cultural in one local area. These

included a Museum Zoo and Theatres to display traditional dance, drama and music. This centre of cultural was to be more than just an- expose, but also a celebration of said culture.

Among the most prominent institutions and individuals involved in the financing the Cultural centre idea during its formative years were the Ford Foundation, Asanteman Council of Chiefs, Dr. Alec Vider(Dean Kings College, Cambridge) and many other.

Dr. A.A. yaw Kyerematen became a cultural activist by interpreting both African and mostly Ghanaian cultures to his own people, especially those outside academia

GHANA NATIONAL CULTURAL CENTRE

The project was named Asante Cultural Centre until 1963 when the 1st President of the Republic of Ghana, Dr. Kwame Nkrumah on his official visit to Tamale stopped at the Asante Cultural Centre, sharing Dr.Kyerematen's vision nationalized it with a new name Ghana National Cultural Centre, 1990, A PNDC Government policy of decentralization changed the name once again to Centre for National Culture, Kumasi. Currently, the Centre has five (5) main departments with a workforce of about one hundred and eighty (180) staff.

The departments include:

- The Administration
- The Performing Arts
- Apatakese
- Prempeh II Jubilee Museum
- Dwaberem(Amphitheatre)
- Exhibition Hall(craft shop)
- Quashie Idun Hall

- Ashanti Library
- Chapel
- Oratory(Akrafieso)
- Traditional Medicine
- Cocoa plantation

DIRECTORS

The centre has chalked a lot of success through some of the Directors who got the chance to serve. Some began with Dr. A.A. Kyerematen who served for a very long time. Mr.W.Otchere-Darko should be mentioned for being one of the Assistant Secretary chaired by Dr.A.A. Y.Kyerematen. Other past Directors include: DR. Osei Kofi, Nana Brefo Boateng and Mr.Kwaku Owusu Akyiaw. The Present Director is Dr.S.F.Adjei

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals mainly with the analysis and interpretation of the data. Data presented in the questionnaire have been analysed, described and interpreted with reference to the impact of training in a Government institution “ a case study of the Centre for National Culture – Kumasi”

The findings were based on;

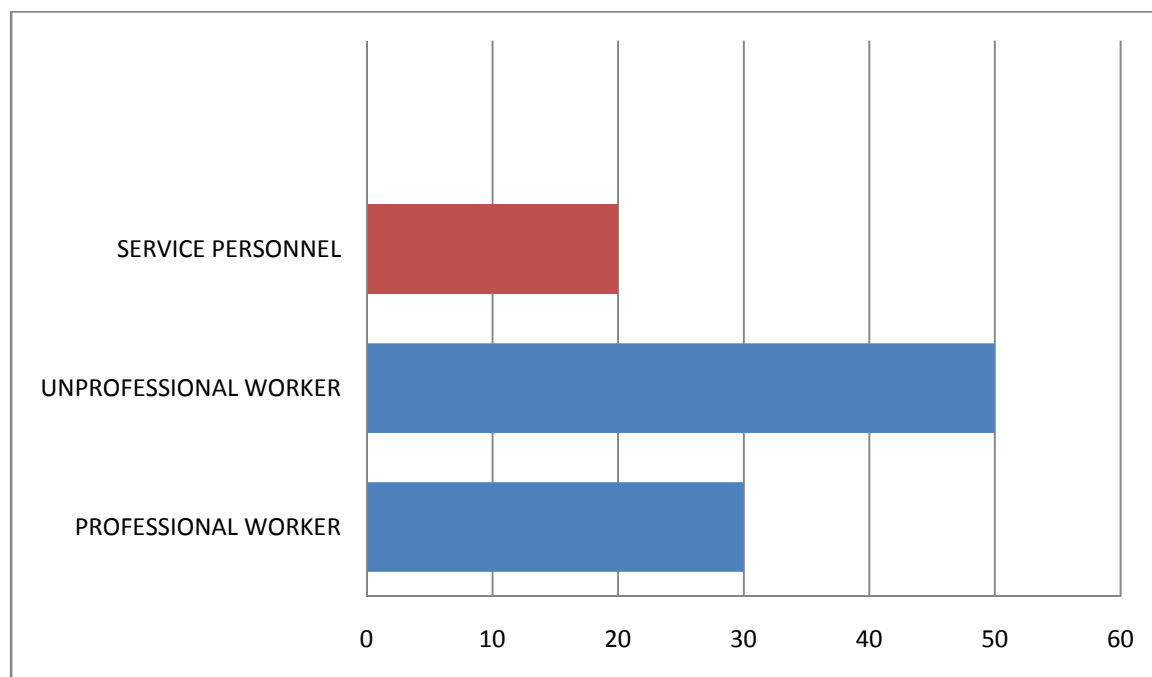
1. Categories of workers
2. Training of workers
3. Budgeting and financing of the training and
4. Types of training undertaken.

Below is the table and bar charts showing the summary of the data.

Table 4.1 Categories of Workers

CATEGORY	NUMBER	%
Permanent Workers	18	30
Casual workers	30	50
National Service personnel's	12	20
Total	60	100%

Figure 4.2 Categories of Workers



Green Represent: Both Professional and Unprofessional Workers

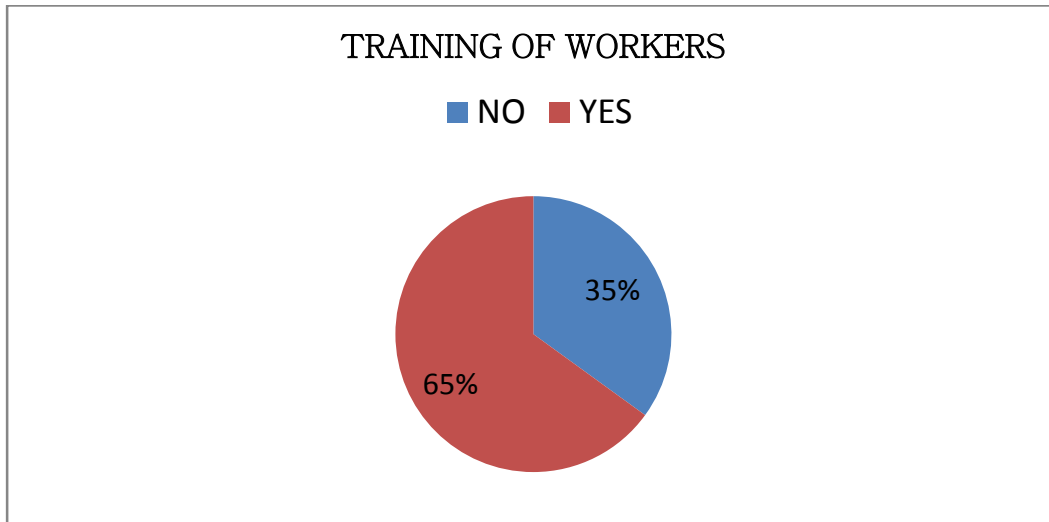
Red Accent 2 Represent: Service Personnel

The above chart explains that out of the Sixty workers who submitted their questionnaires, Eighteen(18) representing thirty percent(30) were professional workers of the Centre, thirty (30) representing fifty percent (50) were non- Professionals and twelve representing twenty present(20) were service personnel's.

Table 4.2 Training of Workers

TRAINING	NUMBER	PERCENTAGE (%)
Yes	21	35
No	39	65
Total	60	100%

Figure 4.3 Training of Workers



Blue Accent : **Represent No (35%)**

Red Accent 2 : **Represent Yes (65%)S**

Out of the sixty(60) worker filled their questionnaires (39) representing thirty-nine (65%) had not undergone any formal training to equip them to the new challenges confronting the institution citing management unwillingness to train them. Twenty – one (21) representing 35% had undergone periodic training.

Table 4.3 budgeting and financing of training

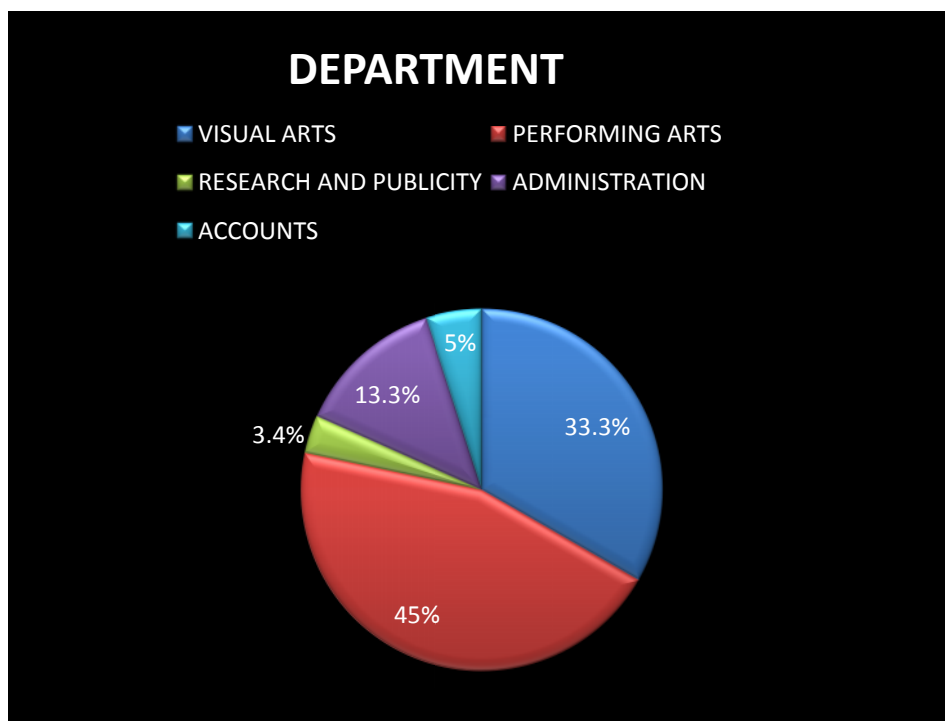
FINANCED	NO	PERCENTAGE (%)
Yes	21	35%
No	39	65%
TOTAL	60	100

Twenty (21) workers who undergone training were financed or sponsored by the institution and they represented thirty-five percent (35%) and thirty-nine (39) who undergone the training sponsored themselves representing sixty – five percent (65%).

4.4 Department/ Directorate

DEPARTMENT	NUMBER OF STAFF	PERCENTAGE (%)
Visual Arts	20	33.3
Performing Art	27	45
Research and Publicity	2	3.4
Administration	8	13.3
Accounts	3	5
Total	60	100

The sixty (60) respondents out of the one hundred and fifty(150) questionnaires distributed , responded that, there were sufficient exercises, simulations and role plays in helping them to achieve their goals and objectives.



- Red Accent 2 : Represent Performing Arts (45%)
- Purple Accent 4 : Represente Administration (13.3%)
- Acqua Accent 4 : Represent Accounts (5%)
- Olive Green : Represent Research And Publicity (3.4%)
- Blue : Represent Visual Arts (33.3%)

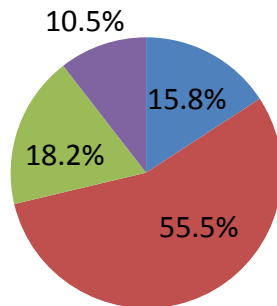
There are five (5) department at the Centre for National culture; twenty (20) workers representing 33.3% were from the Visual Arts department, twenty- seven (27) representing 45% were from the Performing Art department, two (2) representing 3.4% were from the Research and Publicity department, Eight (8) representing 13.3% were from the Administration department and finally three (3) representing 5% were from the Accounts departing.

Table 4.5 Training Programmess Undertaken

PROGRAMMES	NUMBER	PERCENTAGE%
Capacity building and monitoring	6	15.8
Field and performance upliftment	21	55.5
Administrative skills, report and minutes writing	7	18.2
Safety and security measures	4	10.5
Total	38	100

TRAINING PROGRAMES UNDERTAKEN

- CAPACITY BUILDING AND MONITORING
- FIELD AND PERFORMANCE UPLIFTMENT
- ADMINISTRATIVE SKILLS, REPORT AND MINUTES WRITING
- SAFETY AND SECURITY MEASURES



Purple Represent: Safety and Security Measures (10.5%)

Olive Green : Represent Administrative Skills, Report and Minutes Writing (18.2%)

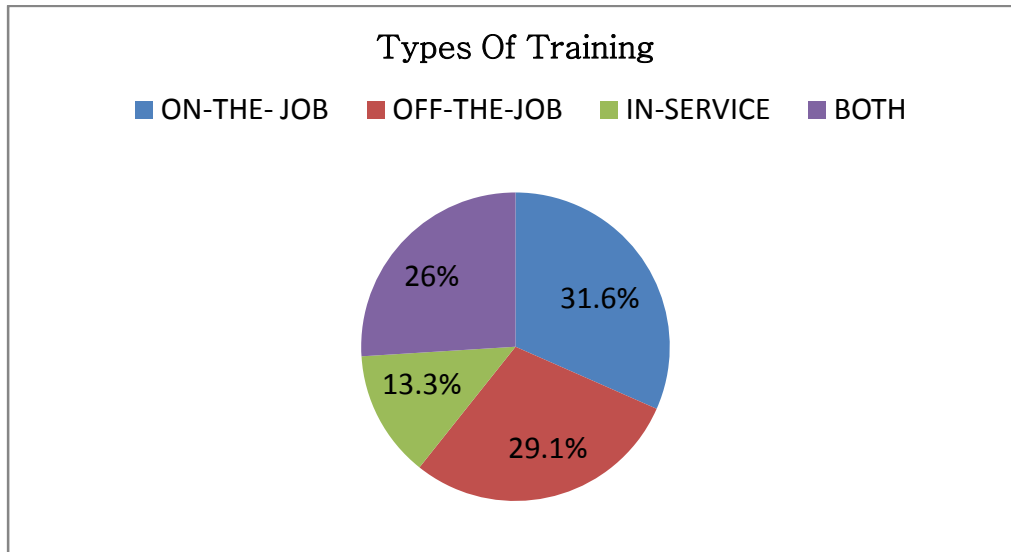
Blue : Represent Capacity Building and Monitoring (15.8%)

Red: Represent Field and Performing UPLIFTMENT (55.5%)

There are four (4) programmes undertaken by workers of the centre, six (6) workers representing 15.8% had undertaken the capacity building and monitoring programme. Twenty –one(21) representing 55.5% had gone through the field and performance upliftment programme. Seven (7) representing 18.2% had undertaken the administrative skills programme, and four(4) representing 10.5% had undergone through the safety and security measures programme.

Table 4.6 types of training

TYPE	NO	%
ON-THE-JOB	12	31.6
OFF-THE-JOB	11	29.1
IN-SERVICE	5	13.3
BOTH	10	26
TOTAL	38	100%



Blue : Represent On- The-Job (31.6%)

Red Accent : Represent Off-The-Job (29.1%)

Olive Green : Represent In-Service (13.3%)

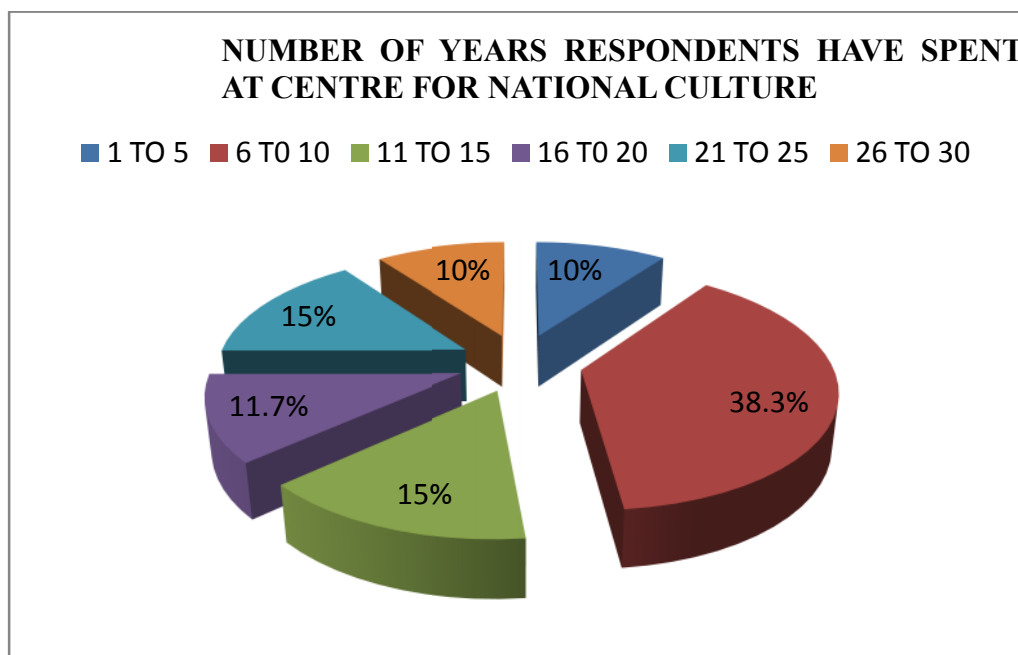
Purple : Represent Both (26%)

Out of the thirty –eight (38) who had been trained, twelve workers representing 31.6% of the respondents had their training on – the job eleven(11) representing 29.1% theirs on the off- the – job, Five(5) representing 13.3% had their training on In-service and ten(10)

representing 26% had their training both on the- Job, off- the- job and in-service. The graph above shows that majority of the workers had their training on- the – job.

Table 4.7 number of years respondents have seen at the centre for national culture

YEARS	NO	PERCENTAGE%
1-5	6	10
6-10	23	38.3
11-15	9	15
16-20	7	11.7
21-25	9	15
26-30	6	10
TOTAL	60	100



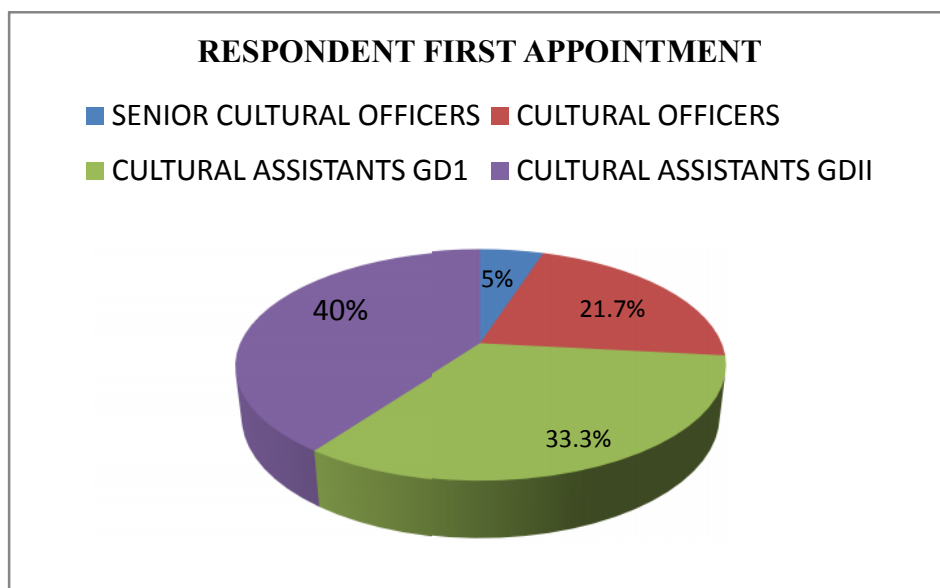
Orange Accent	:	Represent 1-5 (10%)
Red Accent	:	Represent 6-10(38.3%)
Aqua Accent	:	Represent 11-15(15%)
Purple	:	Represent 16-20(11.7%)
Aqua	:	Represent 21-25 (15%)
Blue	:	Represent Accent 26-30(10%)

CENTRE FOR NATIONAL CULTURES – KUMASI

Out of the sixty (60) workers who submitted their questionnaire, six (6) representing ten percent (10) had spent one to five (1-5) years in the establishment. Twenty-three(23) representing thirty-eight percent(38%) had spent six to- to ten(6-10) years, nine(9) representing 15% had spent 11-15 years, seven(7) representing 11.7% had spent 16-20 years, nine(9) representing 15% had spent 21-25 years and six(6) representing 10% had spent 26-30 years at the Centre

Table 4.8 Respondents First Appointment

APPOINTMENT	NO	PERCENTAGE%
Senior Cultural Officers(SCO)	3	5
Cultural Officer (Co)	13	21.7
Cultural Assistant Grade 1 (CAI)	20	33.3
Cultural Assu\Instant Grade 11(CAII	24	40
Total	60	100



Out of the sixty respondents , 3 represent 5% were give straight first appointment as senior cultural officers, 13 representing 21.7%were Cultural officers both in the senior ranks, 20 representing 33.3% were Cultural Assistant Grade 1 and 24 representing 40% were Cultural assistant Grade II both also in the junior ranks.

Table of 4.9 respondents position at present

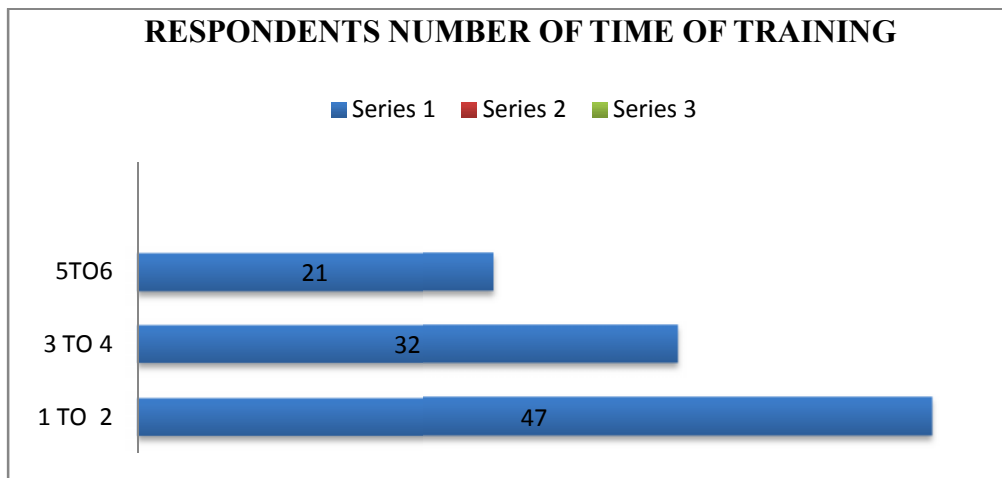
POSITION	RANK	NO	%
SENIOR	S.CO	3	5
SENIOR STAFF	C.O	13	21.7
JUNIOR STAFF	CA 1	20	33.3
JINIOR STAFF	CA II	24	40
TOTAL	-	60	100

The dissertation members wanted to know if training was the only tool used for promotion, but after the researchers administered the questionnaires, it was realized that the longer the year, the possibility of being promoted and the other tool was through training.

From the above table 93) staff representing 5% are presently Senior cultural Officers, the most senior among the sixty(60), 13 representing 21.7% are presently Cultural Officers, the next after the senior Staff, 20 representing 33.7% are presently Cultural Assistant Grade 1, the next after the Cos and 24 representing 40% are Cultural Assistant Grade II.

Table 4.10 Respondents Number of Time of Training

TIME	NUMBER	PERCENTAGE %
1-2	18	47
3-4	10	32
5-6	18	21
TOTAL	38	100



4.10 respondents number of time of training

Out of the thirty –eight (38) respondents who have undergone the training Eighteen(18) representing 47% attended one – to – two (1-2) times of training, twelve (12) representing 3% attended three to four(3-4) of training and eight(8) representing 21% attended five to six(5-6) times of training.

4.11. Table: improvement in respondents knowledge, skills and attitude

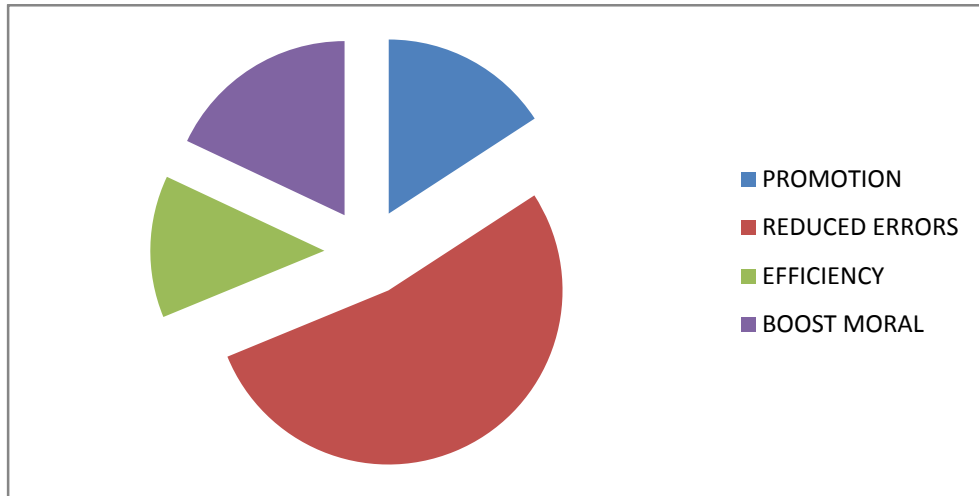
Knowledge, Skill and Attitude	NO	%
Knowledge, Skills and Attitude	38	100%
Total	38	100%

4.11. Figure: Improvements in Respondents Knowledge, Skills And Attitudes

Almost all the respondents claimed that training sections organized by the Centre had great impact on their performances, knowledge skills and attitudes towards handling visitors/tourists in the sense that their job contents have become very simplified and have gingered to their working environment.

4.12 Table: Respondents Benefits Derived From Training

BENEFIT	NO	%
PROMOTION	6	15.8%
REDUCED ERRORS	20	53.0%
EFFICIENCY	5	13.2%
BOOST MORAL	7	18%
TOTAL	38	100%



Green Represent : Promotion

Red Represent : Reduced Errors

Lemon Represent : Efficiency

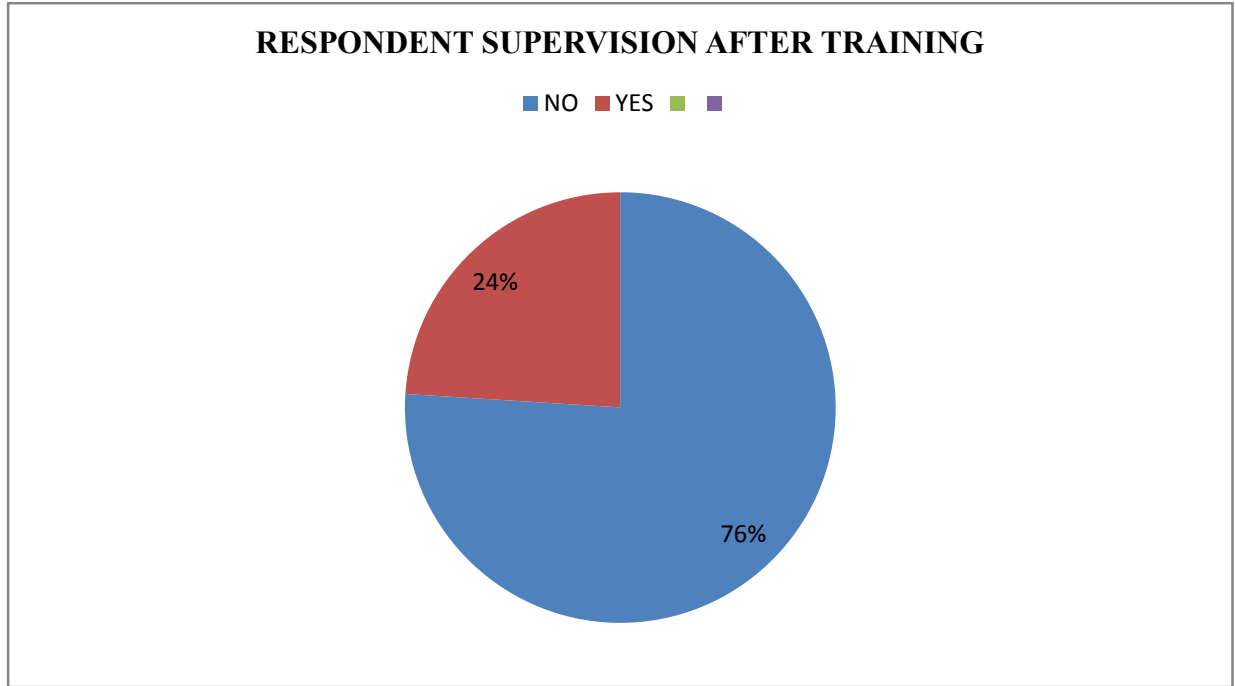
Valet : Boost Moral

From Figure 4:12 Respondents Benefits Derived From Training

After staffs were contacted to comment on the benefits they have gotten from training. The respondents were as follows: Fifty- three percent (53%) said, their training gave them the ability to become conscious of their work and enabled them to reduce as much as possible errors that used to affect their efficiency as far as productivity is concerned. Fifteen point eight percent (15.8) also said training served as a promotional tool single they used it as a criteria that has been used in the institution to promote a section of the workers. Thirteen point two(13.2%) said training led them employees' efficiency and finally eighteen percent(18%) admitted that training has boosted their morale and served as a source of motivation and incentives.

4.13 Table: Respondent Supervision after Training

SUPERVISION	NO	%
NO	29	76%
YES	9	24%
TOTAL	38	100



RED: Represent NO

Light Blue: Represent YES

CHAPTER FIVE

DATA, SUMMARY, CONCLUSION AND RECOMMENDATION.

This chapter is mainly concerned with the data summary, conclusion and recommendation.

5.1 SUMMARY OF FINDINGS

It was realized that:

- Most of the workers at the Centre who underwent training were all permanent workers/staff of the centre.
- Training has improved productivity and has had a great impact on the institution's creation of cultural awareness and also motivated staff.
- Efficiency and moral values have also been increased.
- Most training programmes were financed or sponsored by the Centre for National Culture, Kumasi in collaboration with cultural limitative support programme (CISP) funded by the European Union
- There are five departments in the centre so they have divided their training programmes into five for them to achieve better results.

5.2 CONCLUSION

It was known and realized that, training of staff of the centre affected them positively in their delivery thus increasing productivity and efficiency. And has added value to the performance of the workers.

5.3 RECOMMENDATIONS

The sample size of the survey was relatively smaller where it covered a small number of public servants. With a longer time frame, perhaps it will allow a higher response rate thus making the survey more representative and convincing. Due to limited resources and time,

the survey was designed to utilize questionnaire as an instruments of study to collect the necessary information from selected respondents using the quantitative method. An established questionnaire is a means by which respondents expressed their feedback regarding the effectiveness and impact of training on government institutions. A more details analysis will then be more meaningful with a larger sample size.

In future, an in-depth analysis and review could be useful if the following recommendations and considered. Performance and promotion of staff could be made to understand how their training and development help in their career development and growth. Why reaction part/level scores high percentage could be studied.

The mobility of staff moving from public sector to private due to the competencies acquired through training could also be interesting topics to be researched on.

Training should be intensified departmentally so as to provide quality feedback in the delivery of workers.

Authority should be decentralized so that Head of department who are more friendly with their employees would lower the kind of training they should organized and at what time. Staff who have undergone the training should exercise the model of Altruism thus be selfless. They must help or show concern to others who have not been trained and help these who have very work loads. Trained staff must also obey the institutions rules and regulations even when no one is watching.

Orientation should be extended to workers who is new in the organization to enable familiarization to take place in the environment. Researchers should be helped financially to enable them achieve their objectives.

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APPENDIX 1
CHRISTIAN SERVICE UNIVERSITY COLLEGE
BUSINESS DEPARTMENT
QUESTIONNAIRE FOR TOP EXECUTIVES

We are researching on the impact of training on Government Institutions and would be glad if your information and cooperation are accorded us.

We promise to keep all information given very confidential.

1. How many categories of workers do you have at CNC? Please specify

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

2. How many workers /staff (total number) do you have?

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

3. Do they undergo training? Yes [] No []

4. Are they sponsored by Centre for National Culture,Kumasi? Yes [] No

[]

5. Can you please identify some of the training programmes they undergo?

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

6. What type of training do they undergo?

On the job [] both [] others []

If others, please specify

7. Does training involve high costs? Yes [] No [] Sometimes []

8. What benefit does the institution desire after training?

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

9. How are the workers motivated after training?

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

APPENDIX II

CHRISTIAN SERVICE UNIVERSITY COLLEGE

BUSINESS DEPARTMENT

QUESTIONNAIRE FOR STAFF

You have selected at random to answer the following questions on the topic; The impact of training on some selected government institutions. Your response will be treated as possible, we humbly entreat you to answer the questions honestly and truthfully for the study to be meaningful and useful. Please tick where necessary.

1. Which of the following category of workers do you belong?
 - a. Permanent workers []
 - b. Casual workers []
 - c. Natural Service []

2. In which Department are you working?
.....
.....

3. For how long have you been working at the Centre for National Culture?
.....

4. When was your first appointment at Centre for National Culture?
.....

5. What is your present position?

6. Have you been engaged in any training programme since you were employed?
Yes [] No []

7. If yes, what type of training was it?
 - a. On –the – job [] b. off- the – job [] c. both []

8. If No (reference to Q.6) What were the reasons?

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

9. Identify some of the programmes you have attended

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

10. How many times have you gone on such training? Please specify.

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

11. Where were those training organized?

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

12. Were those training organized by CNC?

Yes [] NO []

13. How have these training programmes unproved your skills, knowledge and attitudes towards the job?

.....
.....

14. Are there any benefits you have derived from your training? Please specify.

.....
.....

15. How have you been able to adopt a new method after training.