

UNIVERSITY OF CAPE COAST

ASSESSMENT OF TRAINING PROGRAMMES IN THE MOTOR TRAFFIC AND
TRANSPORT UNIT OF THE GHANA POLICE SERVICE

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BY

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DECLARATION

Candidate's declaration

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's Signature.....Date.....

Name: RICHMOND NII ASHITEY LOMO BOI-BI-BOI

Supervisor's Declaration

I hereby declare that the preparation and presentation of this dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature..... Date.....

Name: MR. ALEX SOMUAH OBENG

ABSTRACT

This study was conducted on the premise that despite the importance of staff training in the attainment of organizational goals, most organizations do not conduct staff training programmes very well. The objective of this study was to assess the training programme of the Motor Traffic and Transport Unit (MTTU) of the Ghana Police Service in terms of expectation of the trainees before and after the training and its training activities.

The survey research design was adopted for this study while the multi-stage sampling techniques were adopted to arrive at a sample size of one hundred and ten (110) respondents out of a sample frame of two hundred (200). The simple random sampling technique was used to select 74 trained and 36 untrained personnel while the purposive sampling technique was used to select six (6) trainers. Questionnaire was utilised to solicit the needed information.

The study revealed that even though some forms of training activities are being carried out at the Police Training School, the MTTU programme is not comprehensive enough and lacks best practices while teaching and learning materials, course contents and teaching methods need a review. It was also discovered that training does not necessarily lead to improvement in job performance.

It is therefore recommended that MTTU should review its current training programme and develop an elaborate and comprehensive training policy document which spells out details and regulations governing the training activities and also seek logistical support especially financial and expert support.

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DEDICATION

To my parents and siblings and especially to my wife Lucy and my children Naa Otuah, Naa Shiorkor, Nii Amaah, Nii Tetteh and Jedidiah

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LIST OF ACRONYMS

ASP	-	Assistant Superintendent of Police
BRRRI	-	Building and Road Research Institute
CBT	-	Computer - Based Training
C/MTTU	-	Central Motor Traffic and Transport Unit
CCTV	-	Closed Circuit Television
CID	-	Criminal Investigation Department
DSP	-	Deputy Superintendent of Police
DIGP	-	Deputy Inspector General of Police
DOVVSU	-	Domestic Violence and Victims Support Unit
DVLA	-	Driver and Vehicle Licensing Authority
GPS	-	Ghana Police Service
HRD	-	Human Resource Development
IGP	-	Inspector General of Police
LI	-	Legislative Instrument
MTTU	-	Motor Traffic and Transport Unit
NGO	-	Non Governmental Organisation
NCO	-	Non – Commission Officer
OJT	-	On - the - Job Training
PIPS	-	Police Intelligence and Professional Standards
RTO	-	Road Traffic Offences
SPSS	-	Statistical Product and Service Solutions
TLM	-	Teaching and Learning Materials
VIP	-	Very Important Personality

CHAPTER ONE

INTRODUCTION

Background to the Study

In this 21st Century, road transport has become an integral part of every human activity. Every body is a road user in one way or the other. The present transport system has minimized distances, but it has on the other hand, increased the life risk. Every year, road crashes result in loss of lives and serious injuries to scores of people (MTTU, 2006).

Everyday, thousands of people are killed and injured on roads. Men, women or children walking, biking or riding to school or work, playing in the streets or setting out on long trips, will never return home, leaving behind shattered families and communities. Millions of people each year will spend long weeks in hospital after severe crashes and many will never be able to live, work or play as they used to do. Though current efforts to address road safety are minimal in comparison to this growing human suffering, major traffic crashes and injuries are preventable.

In high-income countries, an established set of interventions have contributed to significant reductions in the incidence and impact of road traffic injuries. These include the enforcement of legislation to control speed and alcohol consumption, mandating the use of seatbelts and crash helmets, the

safer design and use of roads and vehicles as well as modern training programmes (Scarman, 1982). Reduction in road traffic injuries can contribute to the attainment of the Millennium Development Goals that aim to have extreme poverty and child mortality significantly reduced. Road traffic injury prevention must be incorporated into a broad range of activities, such as the development and management of road infrastructure, the provision of safer vehicles, and law enforcement.

In Britain and the US, there has been a shift towards a broader interpretation of the police role, as one which requires greater social and self-awareness and improved interpersonal skills (Brogden et al., 1988). This is reflected in a training system which emphasizes the acquisition of appropriate skills and which is informed by the notion of police professionalism which suggests that the object of training is to produce a "reflective professional". The most recent developments in police training in Britain were provoked by the post-Scarman concern over police-community and race relations (Scarman, 1982). There is now an attempt to make training more "holistic", and to emphasise the police-community relationship which is the stated aim of the (London) Metropolitan Police Foundation Course to assist probationary constables in beginning the process of personal and professional development for their role as public servants and of the community's rights and liberties (Scarman, 1982).

The significance of the Motor Traffic and Transport Unit (MTTU) of the Ghana Police Service in the democratic dispensation in Ghana is its

inalienable purpose in road safety. This importance is unearthed when civil society interacts with the intelligence service thus demonstrating mutual relationship, emphasising a propagated public–police co-operation. Strategically, the MTTU as an monitor /enforcer of road safety, enforces all legal rules and regulations enacted by the state providing the necessary and needed protection and security for all citizens. This is also a unit, contributing to achieving the Police Service constitutional mandate in the provision of law and order. It is also necessary for the police through the MTTU to provide the demanded security and confidence for all and sundry to ensure security on our roads by appropriately educating both drivers and pedestrians on road traffic regulations.

Generally, Police officers work with people. This is because is it people who break the law and Police officers have to stop people from breaking the law. Although there are many duties and responsibilities assigned the police, their main duty and responsibility is to enforce the law and make sure that we live in a safe environment. Globally, the Transport Safety Department of what GPS provides mechanism to collect, analyze, and evaluate data to assess the effectiveness of training, increase the number of certified Traffic Safety Officers, increase the number of officers participating in the Traffic Safety Officers' Programme, take Traffic Safety Officers from initial training through actual field performance, assess and validate the traffic enforcement, investigate training of each participating law enforcement agency, obtain traffic grant funding, efficiently monitor and maintain a professional traffic

safety training track designed to enhance knowledge, skills and performance for both grant-funded officers and other law enforcement officers whose primary responsibility is traffic enforcement.

For the attainment of the general objectives of the Ghana Police Service as a law enforcer and a maintainer of peace and order, the MTTU as a wing of the service for the general management and control of traffic in the country performs functions such as traffic control and management, enforcement of road traffic rules and regulations, investigations into reported accidents cases, collection and collation of data on accident cases reported, escort and dispatch duties (Presidential, VIP, Diplomats etc.) and education and training on safety for drivers and the general public. The unit also ensures prevention and detection of crime, apprehension of offenders, maintenance of public order, safety of persons, property and the enforcement of all other Laws conferred upon a police officer as well as the compliance with of all lawful orders and directions in respect of the execution of his/her office which he/she may receive from his/her supervisor in the Police Service (Police Service Act 350/70).

To be able to effectively and efficiently enforce sanity in road traffic management, the following regulations and laws are in usage: -

- i. The Road Traffic Ordinance (RTO) No 55/52 (Parent Law)
- ii. Acts553/98 and 556/98 (replaced the Road Worthiness Certificates Act)

- iii. Act 683/2004 (Careless, Reckless, Drunk Driving and Punishment Act)
- iv. LI 952/74 (Amendment)
- v. LI 953/73 (Amendment)
- vi. LI 1605/98 (Embossment of Registration Numbers)
- vii. LI 1643/98 (Amendment to Punishment)

The Motor Traffic and Transport Unit (MTTU) enforce rules and regulations associated with road accidents, congestion and traffic sanitation. It is therefore mandatory for its personnel to acquire a certain level of skills, knowledge, attitudes, competencies to be able to discharge its duties in a more professional and decent manner, hence the need to give them specialized training to re-orient them to meet all manner of challenges in the course of their work.

The MTTU in a way liaises with other bodies and institutions such as the Road Safety Committee, the Ambulance Unit, Driver and Vehicle Licensing Authority (DVLA), Transport Unions and Organizations, NGO's, Law firms and other road transport consultants to complement their effort in bringing sanity on our roads. However, despite the numerous challenges of the MTTU, the unit has in various ways contributed significantly to the government efforts in making Ghana a peaceful state. A congenial environment has been provided for business activities necessitating a cogent path for a better economic growth geared towards the people's prosperity. In the words of Mr. Noble Appiah, Executive Director of the National Road

Safety Commission, “Ghana has been named by the World Bank as the only African country with effective and detailed road safety management programmes and that Ghana would be used as a benchmark which would attract other countries in Africa to come and under study its programmes.” (Daily Graphic August 2, 2005 page, 12). To ensure the effectiveness of the above stated general objectives of the service by way of general police training, personnel are recruited, oriented and trained in general police principles (Daily Graphic August 2, 2005). The question however asked is that, how effective is the existing training in meeting the aims and objectives of the service; do personnel undergo further training in their mother unit i.e. MTTU to meet current exigencies after the general training? If yes, for how long and if no why? The training of personnel for the enforcement of the general rules and regulations in achieving the above stated aims is at two key levels. The training of cadet officers at the police college level based in Accra, Winneba and Pwalugu in the Upper East Region with that for junior officers at various police training centers in Greater Accra, Central, Volta, Eastern, Ashanti and Northern Regions of the country.

Training institutions for the senior core include degree holders and non degree holders of long service with the ranks of chief Inspector and Inspector spend six [6] months in training at the Police College. Officers (Cadets) are taught traditional police duties, psychology, sociology, management, criminal law, and criminal procedure, law of evidence, criminal investigations and Computer literacy etc. At the end of the course, officers are assessed through

written examination and then posted out as Assistant Superintendents of Police (ASP) to man various Police Districts, with others to the National police headquarters often as Assistant Staff officers, Detectives, etc.

At the junior officer level, non degree holders are trained for nine (9) months. They are taken through briefs on police duties and its related criminal law subjects as well as briefs on sociology and psychology at the end of which they are granted written examination and posted out as constables to the CID, MTTU, Presidential Guard, Mobile and Striking Forces, Courts, Sports, Service Workshop, Domestic Violence and Victim Support Unit (DOVVSU) etc. Some of the Constables posted after the basic recruitment training to the MTTU are exposed to a certain level of induction training programmes.

The training programmes of the MTTU are Traffic Management, Investigation of Accidents, Traffic Patrols, Road Safety, Client Orientation and Charge Office duties.

During the induction or probation period, the constables are exposed to On- the -Job Training (OJT) by learning from their superior officers in addition to their class room work where they are taught subjects including history of the unit, accident causes and prevention, submission of accident cases returns, accident scene and investigation theory and practical, enforcement and use of enforcement gadget theory and practical, roles and functions of MTTU in road safety, prosecution of accident cases, processing of cases in traffic offences, road signs markings theory and practical, road traffic laws and regulations,

ethics of motor checks, traffic controls and management theory and practical, car parking theory and practical etc.

Those already on the job are brought back after some years of practice for an update, which ranges between one and three weeks at most.

Statement of the Problem

There has been unprecedented increase in the rate of motor traffic offences in the country from 1993 – 2003. The record shows that in 1993, 4018 road accidents occurred. This increased steadily to 7313 in 1999 and decreased fairly to 7117 in 2002, (MTTU confidential file, 2006).

The MTTU which is the co-coordinating body for controlling traffic and the reduction of road traffic accidents in the country has been blamed for being partly responsible for this increase in the rate of motor traffic accidents in the country. For instance, in Tuesday 5th July 2005's edition on the daily Graphic, the Police was blamed for the death of persons as a result of their inability to remove an articulator vehicle which was parked on the highway on the Spintex road, Accra. There was another publication in the Daily graphic of May 6, 2005 blaming the failure of the Police to take action against unlicensed motor bikes riders. Other publications (Daily Graphic publications of 19th April, 2004 page 11, Daily Graphic publications of 28th July, 2004 and Ghanaian Times publication of 20th April 2004, page 6) in the dailies pointed to the need for NGOs assistance, nuisance and indiscipline respectively.

The MTTU controls traffic and reduces accidents through enforcement of rules and regulations associated with road accidents. It is necessary for each

personnel to acquire a certain level of skills, knowledge, attitudes and competence to enable them to work effectively. The MTTU therefore put in place training programmes to impart the necessary skills to its personnel to improve their performance. However, the rate of accidents kept on increasing raising questions on the effectiveness of existing training programmes for MTTU officials. There is therefore the need to assess the effectiveness of the existing training programmes which is the thrust of this study.

Research objectives

The study aimed at assessing the effectiveness of training programmes of MTTU.

The specific objectives of the study were to:

- i. Assess the expectation of the trainees before and after the training session,
- ii. Examine the course contents of the MTTU training programmes
- iii. Assess the teaching methods of the MTTU training programmes,
- iv. Examine the major challenges and problems faced by the trainees.
- v. Examine the relationship between training programmes of the MTTU and the job performance of trainees and non trainees.
- vi. Make recommendations towards the improvement of the MTTU training programmes.

Research Questions

To achieve or meet the objectives of the study, the following research questions were formulated:

- i. What are the expectations of the trainees before and after the training sessions?
- ii. What is the relevance of the course contents to the MTTU training programmes?
- iii. What is the relevance of the teaching methods to the MTTU training programmes?
- iv. What are the major challenges faced by trainees?
- v. What is the relationship between training programmes and participants performance?
- vi. What can be done to improve the performance of the MTTU personnel?

Significance of the Study

A study of police training programmes of the MTTU of the Ghana Police Service will help deepen the needs and necessities of police service in Ghana as well as broaden the understanding of the training needs of the Police Service in the delivery and performance of their duties. In particular, the study will help in the redesign of training programmes in the future.

It is also hoped that the result of the study will serve as a guide to policy makers as well as guide stakeholders in the transport industry especially, Ministry of Interior in understanding the needs and necessity of

training programmes for improving police service delivery and performance of the MTTU in particular and, finally, the study will contribute to the empirical literature of the Police Service sector, especially in the sub-Saharan Africa.

Limitations of the study

This study had the following limitations. The study involved trained and untrained personnel of the MTTU of the Ghana Police Service, Greater Accra Region. The number of trained and untrained personnel of the MTTU of the Ghana Police Service, Greater Accra Region constitutes a small proportion of the number in the Service. This implies that the study was limited to a small sample. The researcher, having been a Police Officer with the Ghana Police Service Headquarters Operations (MTTU) in the Greater Accra Region for the past five years had established a cordial working relationship with the Officers in the Region. The Officers involved in the study were aware of the cordiality between the researcher and the MTTU. The respondents might have feared that if they exposed any weaknesses of the MTTU to the researcher this might be revealed to the Police Headquarters Management Board (HEMAB). This fear could have influenced the responses made.

The study also had the limitations of all survey type research such as clarity of wording and respondents' understanding of terminology. Generalisability of this study was limited by the fact that the research was

conducted in only the Central MTTU in the Greater Accra Region because of funding and time constraints.

Organisation of the study

The study is organised into five chapters. Chapter one contains the background to the studying including the history importance of the MTTU, statement of the problem, research objectives and questions, significance, and limitations of the study. Chapter two comprises empirical literature on training programmes of the MTTU of the Ghana Police Service. The study area, design of the study, population and sample, data collection procedures, fieldwork and data analysis are described in chapter three. Chapter four contains the data analysis and discussion of findings that emerged from the study in response to the research questions. Finally, chapter five consists of summary of findings, conclusions and recommendations for policy measures to the Police Headquarters Management Board.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In this chapter, existing literature on training in particular and the MTTU is reviewed. The review include training, training methods, training managers' roles, effects of training, training assessment, empirical findings on training within the MTTU.

Training

Training is defined as the systematic process of developing knowledge, skills, and attitudes for current or future jobs. Staff and organisation development enable the performance of employees and processes within the organisation through robust development programmes and consulting services. Law enforcement curricula help ensure individuals achieve their greatest professional potential, while customized courses, developed through consultation with clients, help build staff expertise and high-performance organizational units.

Shearing (1991) asserted that the central assumption of our understanding of Motor Traffic Unit (MTTU) is that, policing is a discretionary activity. This means that, there is no one way of "doing police work", and that the individual MTTU police officer perpetually could make

decisions and take appropriate action whenever and wherever. There can be no training for police work which would or could cover all the possible scenarios and the appropriate response for each. Training which emphasizes legal knowledge and "law enforcement" misses the crucial point that action will always be the product of judgments made in concrete situations that cannot be submitted to rules (Shearing, 1991).

What therefore is needed is a training programmes which equips recruits or traffic personnel with the appropriate skills and information for the exercise of discretion in a complex and changing external environment.

The purpose of effective traffic training is to provide the finest police instruction in a wide variety of traffic-related topics. They need to be considered as part of any strategy which seeks to recruit and retain high quality staff and manage diversity successfully. The police service, although a flexible organisation in many ways, has yet to take full advantage of the benefits which varied working patterns can bring for individuals and organisations (Singer, 2001).

Human resource development must be encouraged in every organizational setup for the attainment of its aims and objectives. Training being the tool for the achievement of this objective is seen as the process whereby people learn the skills, knowledge, attitudes and behaviors needed in order to perform the job effectively. It is seen as a systematic planned and deliberate intervention aimed at achieving the learning necessary for improved performance (Kenney & Reid, 1986).

Training involves a process of providing Knowledge Skills and Abilities (KSA) specific to a particular task of job (DeSimone and Harris, 1998). Training is also seen as planned efforts by organisations to increase employees' competences (Harris, 2000).

According to Asare-Bediako (2002), training can also be seen as a systematic and planned modification of personality through learning processes. It assists in the orienting of new employees, identifying training needs, designing and delivering training, measuring training, transfer, planning, succession, developing career and finally determining what the organisation wants to do and how it wants to do it.

Emphasising on the above explanations as to what training is, Tripathi (1992), posits training as the act of increasing the knowledge and skills of an employee for doing a particular job. In an argument, the author stated that specific skills are imparted for particular purposes during training; that training is always applied and practical.

Raynold and Reinderer (1991), see training as the participation in a learning activity by the individual to update his/her skills, knowledge and competencies. They were of the view that adult education literature is a specifically pragmatic field; that it is heavily populated by part-time with in and out educators who simply pass on what they have learned through experience to the next generation. Such approach results in a static, if not downright stagnant profession. To promote efficient adult education, theory and practice must be constantly interactive. The author stated further that an

effective training and development programme must be pursued by policy formulation in order to define the relationship between the organization's objectives and the current and future human resource needs; provide a framework for facilitating development and training; provide information for employees i.e. to stress the performance standards expected and to inform employees of opportunities for training and development, enhance public relations e.g. to help attract high calibre recruits, reassure clients and the public about the quality of products or services.

According to Cole (1997), the process of training follows a logical sequence of activities commencing with the establishment of policy and the resources to sustain it followed by an assessment of training needs to which appropriate training is provided and ending with some form of evaluation and feedback. It is therefore necessary for employers to always assess employees work enabling them recognise the type of skills relevant for efficiency and organise training to that effect.

According to Chandan (1987), training must be a continuous process, planned systematically in order to accomplish the desired results efficiently to benefit both the organisation as well as the employee. He further stated that, the effectiveness of training can be appraised by written and oral tests, by observing the trainees when put on the job independently and comparing results after the training initiated. It is therefore of the view of the researcher that training should be on-going for all employees to improve on their capabilities of doing the job but not a planned effort. It is also of significant

importance that contents of training be not made narrow but tailored in relevance with changes in job demands as expressed by Harris (2000); that it should be structured to meet the changing needs of the work place and the workforce.

This does not bring benefits only to the individual worker in the form of greater versatility and extra skills, but also to the organisation in the form of employees becoming more flexible with productivity and quality of work improving. Job satisfaction might also increase with consequent reduction in absenteeism and staff turnover rates.

Personnel management sees training in the form of a systematic modification of behaviour, attitudes, knowledge or skills through which learning accrue as a result of education, instruction, development or planned experience. Employee training is therefore the process whereby people learn, change knowledge, attitudes and behaviour needed in order to perform their job effectively. Training as stressed by Storey (1990), is the change in the behaviour of the trainee as a result of systematic assimilation of knowledge, skills, for desired goal (Storey, 1990). Further stressed, training helps organisations to take informed decisions on particular training programmes and methods. If part of a programme is ineffective, it may need to be changed and if a certain programme proves valuable, it may be replicated in other parts of the organisation. Judy and D'Amico (1997), as cited in DeSimone and Harris (1998), view training as a trend that has brought about technological changes

in corporate goals as a result of improvement in cognitive and inter personal skills through the systematic updating of knowledge and skills.

Howell and Cooke (1989), as cited in DeSimone and Harris (1998), illustrated that when people are trained, they learn and have a form of change in behaviour. There is always coordination amongst training, learning and behaviour irrespective of how it is perceived. Training should create conditions and stimuli to accomplish evoking response in others, develop knowledge, skills and attitudes, produce changes in behaviour and attain specific objectives.

Kenney and Reid (1986), see training as the act of increasing knowledge and skills of employees for doing a particular job. Training therefore by these explanations is concerned with the imparting of specific skills in an individual for particular purposes. It also offers planned experiences, coaching or assignments to extend knowledge fill in gaps, opportunities to acquire or develop skills or modify attitudes by serving as a framework to analyze past experiences as well as providing opportunities to reflect on ways in making better use of future experiences. Training would be of much advantage if they are well conducted for the achievement of better results for the company. Kenney and Reid (1986), opine that training should be systematic and specifically designed to meet defined needs as well as the achievement of improved performance. It could therefore be inferred that, training is a linking process through which the individual's behaviour is modified through learning activities. The behaviour modification would

therefore lead to the acquisition of skills and improve the individual's performance in his/her daily life. Training also enhances the individual's level of achievement and results in increased productivity, improved employee morale and the reduction of employee's anxiety.

Walker (1992) captured it all when he stated that training has become increasingly vital to the success of modern organisations. That, an organisation often competes on competencies – the core sets of knowledge and expertise that give them an edge role in nurturing and strengthening these competencies and in this way become part of the backbone of strategy implementation. In addition, rapidly changing technologies require that employees continuously have their knowledge, skills and abilities improved to cope with new processes and systems. Jobs that require little skill are rapidly being replaced by jobs that require technical, inter personal and problem solving skills. Other trends towards empowerment, total-quality management, teamwork and international business make it imperative to develop the skills that will enable them to handle new and more demanding assignments.

Based on the study and literature review, the need for the police service to deliver best value and efficiency savings has prompted the service to examine how effectively they use existing resources. In so doing, a number of forces have started to question how training is provided and what impact it has on the availability of staff.

Training and Definitions

Generally, several writers on literature on human resource development have identified several methods of training but an Industry Report (1996) as cited in DeSimone and Harris, (1998) opines that, the particular method of training selected is determined by considering factors such as cost, time available, number of persons to be trained, background of trainees and whether the training is of relative importance to institutional development. It is the intention of the researcher therefore to categorize all the training methods suitable for this work under practical and theoretical training.

Practical Training

This type of training commonly called the On- The- Job Training (OJT) typically occurs in the employee's normal work setting. It is one of the most effective ways to train and develop skills. OJT has a proven track record dating back to the beginning of the Industrial Revolution. This type of training is most effective because the employee learns and develops the skill(s) under actual working conditions while training under an experienced OJT instructor. Rather than dealing with concepts and theories, the employee learns and develops actual skills on the job. On- the-Job Training (OJT) facilitates transfer of learning as the trainee has immediate opportunity to practice the work task on the job and also enhances the learning environment which is the same as the performance environment. The OJT reduces cost because no training facilities are needed.

OJT follows four simple principles which include:

- i. Observing the task being performed by an experienced employee,
- ii. Understanding the importance of the duty,
- iii. Performing a return demonstration of the skill, and
- iv. Finally knowing who to contact should a problem occur.

It involves job rotation or understanding of staff that have been exposed to training. This technique is most appropriate for teaching skills that can be learnt in a relatively short time and also where only a few employees need to be trained at the same time.

According to Glueck (1974), On-the-job training is seen as the most widely used method of training for shop floor employees. It is in both the physical and social environment of the work place and therefore engaged in the process of acquiring both the technical and social requirements of the job.

Tamakloe, Amedahe and Attah (1996) posits that, for on-the-job training to be effective, you sensitize the trainee for the work by putting his/her at ease, enquire whether he/she already has an idea of what you want to impart and get him/her to develop interest in learning the work; break the work down into components that can be readily identified by determining its relevant parts; present the ideas by showing, illustrating and attempting to impart the new knowledge and operations which also involve instructing systematically and making sure the trainee understands; vouching the trainee by testing and having him or her perform the task taught and correcting mistakes, repeating

instructions until such a period that the trainee is able to perform the task without your assistance and lastly putting the trainee on the job and checking him/her frequently to answer instructions and then gradually reducing supervision until trainee is qualified to work with little supervision.

Analoui (1993) describes on-the-job training as a way of responding to the expectations of role senders like peers, subordinates and bosses and that it serves as the way in which a job must be performed; that most managers prefer on-the-job method as the mode of training unskilled and semi-skilled employees because the training requires little special attention in terms of extra equipment or manpower which usually results in some form of production; that the method is based on the policy of ‘ work while you learn’; that it has advantages from the learning point of view and is consistent with several principles of learning.

Handy (1985) expressed that though on-the-job training provides the individual trainee with norms and the dominant cultural value system of the work organisation, these however do not automatically happen and. that it is important for the trainee to be exposed to different work groups to gain understanding of the organizational culture. Glueck (1974) on his part explains that, despite its highly potential degree of effectiveness, if not handled properly, the ultimate cost may be high due to problems associated with damaged machinery, inferior products and badly taught and developed trainees.

Tripathi (1991) on his part saw the on-the-job training as the most important type of training because the experience of actually doing the job makes a lasting impression and has a reality other types of training cannot provide; that the trainee learns to master the operations involved on the actual job situation under the supervision of his/her immediate boss; that, the advantage of this over others is the opportunity to learn in a relatively short period of time without any elaborate programme for its contents. He expressed that, this type of training does not possibly give rise to line staff conflict among workers and is also highly economical. Though Tripathi (1991) agrees with Handy (1985) it must be noted that, it is not all employees that benefit from on-the-job training. There is also the need to have a change of the normal working environment to share ideas and also observe how others are doing in other organisations as a form of challenge.

Kenney and Reid (1986) expressed that, during learning process with the on-the-job training, each successful attempt at doing the job provides the job and the trainee involved with reinforcement for the next learning stage. In an argument, he explained that, this process is beneficial if the trainee practices the correct method but if not, the trainee may reinforce errors that may be very difficult to correct and therefore not entirely true that 'practice makes man perfect'.

Though this method is affirmed as the most common type of training, the problem identified with it is that, it is often done haphazardly due to the fact that trainees may not have any experience in teaching or the time to do it

and without the desire to participate. Learning may not be effective with the method disrupting regular work. But if well planned and well executed, on – the- job training can be very effective. DeSimone and Harris (1998) argued that though others may learn from other organisations as a form of change, the on-the-job training is the most common type of training at all levels in an organisation whether planned or un-planned. People learn from job experiences even when change occurs over time. Training is done by the manager or the supervisor and does not result in conflict over work culture.

Induction Training

Induction training is important as it enables a new recruit to become productive as quickly as possible. It can avoid costly mistakes by recruits not knowing the procedures or techniques of their new jobs. The length of induction training will vary from job to job and will depend on the complexity of the job, the size of the business and the level or position of the job within the business.

The following areas may be included in induction training:

- i. Learning about the duties of the job
- ii. Meeting new colleagues
- iii. Seeing the layout of the premises
- iv. Learning the values and aims of the business
- v. Learning about the internal workings and policies of the business

Theoretical Training

This type of training popularly known as off-the-job training combines training in the classroom and a bit of practical demonstration. This occurs when workers are taken away from their place of work to be trained. This may take place at training agency or Local College, although many larger firms also have their own training centers. Classroom training methods are those conducted outside of the work setting. A classroom can be any training space set away from the work site such as the company cafeteria or a meeting room. This occurs when workers are taken away from their place of work to be trained. This may take place at training agency or Local College, although many larger firms also have their own training centres. Classroom settings permit the use of a variety of training techniques such as video, lecture, discussion, role playing and simulation. In this wise, the environments can be designed or controlled to minimize distractions and create a climate conducive to learning. Classroom settings can accommodate larger numbers of trainees than the typical on-the-job setting allowing for more efficient delivery of training.

Training can take the form of lectures or self-study and can be used to develop more general skills and knowledge that can be used in a variety of situations, e.g. management skills programme.

A 1996 industrial report on a survey conducted by training magazine revealed that contrary to popular beliefs, classroom programs were still most

popular instructional method as 91% of organisations uses the classroom format to deliver at least some of their training. (DeSimone & Harris, 1998)

There are various classroom methods used professionally for vocational, technical, managerial, and entrepreneurial personnel. These include: Instructional presentation and Experimental training.

a) Instructional Presentation

i) Lecture

The lecture method is an economical way of passing information to many people. Lectures are of little value if the aim of training is to change attitudes, or develop job or interpersonal skills.

This is a formal organised talking by the facilitator to an anxious learning group. The facilitator is presumed to have ideas and knowledge in the discipline at hand. This also involves the oral presentation of information by a subject matter expert to a group of listeners. The lecture is one of the popular training techniques due to its efficient way of transmitting factual information to a large audience in a relatively short amount of time. When used in conjunction with visual aids such as charts, maps and handouts, it becomes an effective way to facilitate the transfer of theories, concepts, procedures and other factual materials. Positive learning from the lecture both alone and in combination with other methods such as discussion and role playing are equally effective in a skills training course, DeSimone and Harris (1998).

b) Experimental Training

- i. Case Study method occurs through participation in the definition, analysis and solution of the problem or problems .It demonstrates the nature of group problem- solving activity and usually underlines the view that there is no one best solution to a complex business problem.
- ii. Role Playing requires trainees to put themselves into a situation that is intended to represent some relevant reality – say a confrontation between management and trade union.
- iii. Discussion methods are known ways of securing interest and commitment that can shape attitudes, encourage motivation and secure understanding and also underline the difficulties of group problem – solving.
- iv. In audio-visual methods, films and closed circuit television (CCTV) are used to describe company situation and how the different functions of a organization relate to one another, or for presenting an overview of production.
- v. Computer–based training (CBT) is a user –friendly systems that enable trainees work at their own pace on set programmes. This is the interaction between the learner and the computer by having one on one relationship between student and tutor resulting in immediate feedback.

Other Methods of Training Techniques

- i. Job Instruction training is a procedure used by the trainer to train employees while they work in their assigned jobs. This involves preparing the worker, presenting the task, practicing, and following up.
- ii. Job Rotation is where trainees are assigned positions for a specific period of time to develop a working knowledge of the organisation before they can be successful managers.
- iii. Coaching typically occurs between an employee and a supervisor by focusing on examining employee performance, taking actions to maintain effective performance and correcting performance problems.
- iv. Mentoring involves pairing of a more senior manager with a more junior employee for the purpose of group support, helping the employee learn the rules and preparing the employees for incoming responsibilities.

Training Manager's Roles and Responsibilities

For the efficiency and effectiveness of the training programme, there is the need to have many competent trainers or training managers who would be responsible for organizing, determining, managing and directing training activities as well as acting in an advisory capacity. In Greece, training of Police staff has been done through a programme prepared by the Ministry of Public Order for this purpose. Teachers and trainers from the Universities of Athens and Thessaloniki among other institutions were selected from different disciplines, such as road safety, traffic engineering and planning, traffic and

speed management, legislation, new technologies and equipment, enforcement techniques, statistics, psychology, sociology, etc. The majority of traffic police officers and policemen were given lectures in special courses that took place in these two Greek cities. A total of approximately 250 hours was used covering some 20 broad subjects. In South Africa, the Commanding Officer's involve in the training is the executive head of the Police College, who is responsible for management and for liaison with the head office training division and other branches of the traffic unit. The senior management staff comprises the head of the Academic and the head of the Physical sections (Brogden, 1991).

The number and workload of instructors vary considerably between the colleges. In some colleges, an instructor will teach up to four subjects, and will be teaching for practically the entire day. In other colleges, the instructors specialise in one subject and may teach only 3 or 4 periods a day. Traditionally, potential instructors were selected from the passing out class of police trainees, and then given a short course in teaching methods before being sent into the teaching situation. The result of this practice was that most of the instructors were extremely young and many of them had no police experience outside of the college. This trend is beginning to be reversed, and instructor posts are now more often filled after advertisement throughout the force (Shearing, 1991).

Personnel development in the organisation is inadequate thereby affecting performance and production outcome misdirecting employees focus from the aims and objectives of the organisation. The trainer's responsibilities

therefore include planning and organizing training activities which will involve establishing physical training facilities and equipment and also identifying human training resources i.e. lecturers, instructors etc. There may be a need to train the trainer, determining and managing training activities involving the establishment of a course structure, curriculum or syllabus and establishing a manual or computerized record system, directing training activities by monitoring of standards and activities, consulting and advising on both training and technical matters.

Successful training providing the desired result lies almost entirely in the hands of the trainer. It is the responsibility of the trainer to ensure that trainees achieve the maximum possible from the training. A measure of the success of training is the relationship that develops between trainer and trainees. In a sound productive training situation, there is mutual respect and trust between them with the trainer taking care to ensure that even the weakest trainee performs to the highest possible level and the trainees feel a desire within them to achieve. In this situation the trainer is the motivator and the trainees are the motivated.

As with other areas in human resource management, the responsibilities of personnel management are shared in a complex way between specialists in the personnel department and individual managers and supervisors. With training and development, the load is shared. The personnel department provides the framework and the manager or supervisor making the decisions by carrying out part of the work. There are no hard and fast rules about how

the work is shared between the departments. The personnel specialists will be responsible for analyzing the training needs, formulating the general policy, supervising apprentice training, arranging for outside training, training supervisors to train on the job and arranging management development programmes. Departmental managers, and supervisors may be responsible for the submission of information on departmental training needs, looking after apprentices, making sure that release is arranged for off-the-job training, coaching and giving on-the-job training.

With the above stated roles of the trainer, it could be said that, the trainer being the coordinator as well as the imparter of knowledge, without being granted any competence will render a training programme ineffective resulting in trainees not achieving any success thereby affecting the aims and objectives of the organisation.

Effects of Training

Effect on training could be looked at from the following angle: benefits to the organisation which include provision of trained personnel, improvement of existing skills; increased employee knowledge; improved job performance, improved customer service, greater staff commitment, increased value of organisation human assets, and the personnel development of employees. Benefits to the individual include increased motivation, individual goals equating with those of the organisation, needs and aims to develop abilities and talents satisfied, newly acquired skills for future use.

From the above mentioned points, it can be impressed that the purpose of training in the work situation is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organisation whilst that of the individual increases his/her motivation, develops his/her abilities, talents and skills. According to Nyadu-Addo and Adusei (2006), training enhances the efficiency and the effectiveness of employees through the acquisition of new skills and knowledge which may be lacking in them before the training program, Since training is shorter than education it overcomes the period of educating a person to acquire a skill or knowledge, leads to management efficiency which ultimately leads to high productivity, helps to satisfy the labour needs of an organisation without resorting to external labour, training can help solve operational problems such as grievances, accidents, low morale etc. It stimulates team work, empowers representation and monitors performance, builds confidence and gives satisfaction to employees who increase productivity or quality service.

Although the author appreciated the importance of training as enumerated above, he/she also looked at its negative side and explained that, training is expensive as participants may have to pay high fees and that it is not always that a person from a training programme is given the opportunity to implement what he/she has learnt or impart to others. In this case, the money spent is wasted as asserted by these authors, that inappropriate choice of an employee for training such as the selection of bad ones with the trained person

deciding to resign from the organisation any time Nyadu-Addo and Adusei (2006).

According to DeSimone and Harris (1998), the overall success of an organisation is directly related to the effectiveness of its management. In recognition therefore, management offer development programmes to ensure the effectiveness in carrying out their responsibilities; that the most important identifiable management programme is training.

The police Newsletter on MTTU and other literature on MTTU highlight that the MTTU sees training as a systematic learning process by which individual gain knowledge and improve their skills to enable them perform effectively and efficiently in their current job position and future position. Training enables the individual to behave different on the job. As a result, training programmes pursued must be evaluated to determine its impact on the MTTU. Personnel posted to the MTTU would have to undergo on the job training for some days. Personnel who exhibit exceptional qualities are selected by their immediate senior officers and recommended to the police officer in charge of MTTU for re-deployment.

Assessment of Training Programmes

The basis of assessment in this aspect of the research work will enable comparison of resources of the trained personnel as against the untrained who most often tackle their duties together in determining the effectiveness of the training programme in relation to its objectives. It is the systematic collection of descriptive and judgmental information necessary to make effective training

decisions related to the selection, adoption, value and modification of various instructional activities. Assessment also involves the systematic collection of information according to a predetermined plan or method to ensure that the information is appropriate and useful. It is conducted to help managers and employees make informed decisions about particular programs and methods.

The result of any training programmes embarked upon, could be interpreted by management especially, when management want to determine the effectiveness of the training programmes in relation to its objectives. The evaluation of the result after the trainees and non-trainees comparisons are expected to be built into the training efforts because training can be time consuming and very costly.

Purpose of Assessment

Assessment can serve a number of purposes within an organisation.

According to Philips (1996), it can help to:

- i. Determine whether a programme is accomplishing its objectives,
- ii. Identify the strengths and weaknesses of the programmes,
- iii. Decide who should participate in future programmes,
- iv. Identify which participants benefited the most or least from the programmes,
- v. Reinforce major points to be made to the participants,
- vi. Gather data to assist in marketing future programmes,
- vii. Determine if the programmes was appropriate,
- viii. Establish a database to assist management in making decisions,

- ix. Determine the cost benefit ratio of a program etc.

Training professionals should recognize the importance of training programs and the variety of ways assessment can be conducted. Given the many constraints placed on training, Lewis (1983), Cole (2002) and Bediako (2002), came out with certain ingredients to be followed when evaluating issues. The issues are:

- i. To help participants to get feedback for their improvement and efficiency,
- ii. To increase the effectiveness of the training programs to be held in the next training session,
- iii. To increase effectiveness of the training programs while they are in progress, and
- iv. To find out what extent the training objectives are achieved.

Models of Assessment

Bushnell (1990), Kraiger, Ford and Sales (1993), Kaufman and Keller (1994), Holton (1996), Philips (1996), Kirk Patrick (1967, 1987, 1994) as cited in DeSimone (1998) opined that we have various models of assessment which are synonymous with each other. In the light of this, it is worth stating that Kirk Patrick (1967, 1987 and 1994) as cited in DeSimone (1999) discussed into detail four models of assessment. These models are:

- i) Learning

Learning is assessed by assessing how well the trainees have learnt the principles, facts, concepts, ideas theories, skills knowledge and

attitudes. Test or quiz on the learning material can be used for assessing learning and can be given before and after the training session to compare notes.

ii) Reaction

Reaction involves assessing the reaction of trainees to the training programs by conducting interviews or by administering questionnaires. The assessment should take into consideration issues such as content, structure, formats, instructional techniques, instructional abilities, and qualities of learning environment, extent to which training objectives were achieved and recommendation or remarks for improvements. However if the trainees did not like the training programs, they may discourage others to attend and may be reluctant to use the skills or knowledge obtained in the training programs.

iii) Job Behaviour

It concerns the nature of the change in job behaviour of the trainees. Although it would be very difficult to measure Kirk Patrick, (1994) has offered the following guidelines for assessing change in behaviour.

iv) The post-training appraisal should be made several days after the training, so that the trainees would have the opportunity to put into practice what they have learned.

v) A statistical analysis should be made before and after a related change to the training program.

vi) A control group should be used.

The appraisal of performance should be made by one or more of the following groups:

- a. The trainee's supervisor/trainer,
- b. The trainees subordinate,
- c. The trainees' peers or other people thoroughly familiar with his/her performance.

vii) Results

Management/Employers at this stage attempt to measure changes in variables such as cost of production, improved efficiency, sales level etc. Basically the evaluation is to compare records before and after training. Also changes in measurements are not capable of unearthing whether training brought about improvement or not. However, by comparing for example productivity before and after training, an organisation can obtain some measure of the degree of effectiveness of training. Again, the examination of cost and benefit of training is a very important approach to evaluation of training programmes. Cost and benefit analysis are measures to get the training programmes implemented and also measure the output before and after the training, where increase in out put is seen as the benefit resulting from the training.

Police Policy and Purpose of Training in Ghana

The key policy on training is that the MTTU shall endeavour to depend on the commitment of its employees and the ability to build on their capacity to learn and improve so that the MTTU shall survive and grow in the highly indiscipline traffic environment.

The training programme however, is earmarked for the following principles:

- i. Leadership-high quality staff deserves high quality leadership.
- ii. Modernization of working practices and management structures.
Police officers are in a unique position and their employment arrangements must both reflect and accommodate this where necessary.
- iii. Active support for government at levels to encourage and demand performance improvement from all, with active intervention and support at early stage for those performing below the professional standards.
- iv. Appraisal must be engaged to identify the strength and weaknesses of both personnel and the organisation so as to meet the aims and objectives of the MTTU and the Police Service as a whole.
- v. Corrupt practices must be eschewed to raise the image of the service through the MTTU rather than tarnishing the image of the service. The rationale for training in the MTTU will be justified by the following reasons:

That training imparts the right attitude to employees. Attitudes are often derived from skill and knowledge acquisition. It has been proved beyond reasonable doubt that training helps to improve the effectiveness, efficiency and productivity of employees. For example Hogarth et al. (1995) emphasized that effective training contributes significantly towards the improvement of competitiveness, productivity and the quality of services to clients or customers.

The long-term benefits of training outweigh the short-term costs. For example, higher skill and knowledge levels, lower labor turnover, reduce recruitment costs and increase greater commitment to the organisation Hogarth et al. (1995).

CHAPTER THREE

METHODOLOGY

Introduction

The Purpose of this chapter is to describe the methodology employed for the study which includes choice of study area, research design, population and sampling methods which were used to collect data and the technique of data analyses.

Study Area

The study area was the Central Motor Traffic and Transport Unit (CMTTU) of the Ghana Police Service in Accra. It is located opposite the State Insurance Company Ltd, Tudu, Accra. The reasons for selecting the CMTTU were as follows: it is the head quarters (one word) and coordinating body for all MTTU in the country. It is the link between all the Regional MTTU and the Police Head quarters. It is also the link between the Police Headquarters on Motor Traffic Administration and other Motor Traffic Regulating bodies such as the Road Safety Commission, Motor Consultants, as well as transport units and driving schools. It runs and coordinates all MTTU training programmes and has all the various motor units under it. It compiles all statistics on motor cases including accidents in the country for the information of Government for policy making.

The location of the office has been discussed as well as its strengths and duties. Apart from it having the largest number of personnel, most of the motor traffic offences occur within its jurisdiction as well as leading to the recording of the highest motor incidents in the country.

Study Design

The survey research design was adopted for this study since the researcher was interested in studying the opinions or perceptions of a group of people on some items. A survey research according to Aborisade (1977), is one in which the researcher is interested in studying certain characteristics, attitudes, feelings, beliefs, motivations, behaviour, opinions, etc of a group of people or items. More often than not, the researcher finds that he cannot possibly study all the elements, subjects or items in the population. Hence the survey researcher selects and studies a sample from the population using some sampling techniques. This is to ensure that the sample is representative of the universe and the findings generalisable to the whole population. Therefore, in reality, survey researches are sample surveys. It solicited the input from trainees, non-trainees, and training staff on various aspects of the training programmes of the MTTU and the data were analyzed.

The study focused on the CMTTU as a case study police personnel not exposed to these training programmes were utilized to serve as a base line from which to judge effects of the training on those who have been trained. The assessment was through post test where questionnaires were given to those who successfully went through the training programmes as well as those who

have not gone through the programme. The objective of the post test was to find out whether the training objectives have been achieved.

Population of the Study

The CMTTU has six functional units with 200 personnel as shown in Table 1, The population of 200 included 150 males and 50 females. Out of the 200 population size, 136 are trained whilst 64 are untrained. The 136 trained personnel are made up of 102 males and 34 females. The untrained personnel of 64 are made up of 48 males and 16 females. Table 1 shows the distribution of the trained and untrained personnel within the units of the CMTTU.

Table 1: Distribution of Trained and Untrained Personnel at MTTU

Unit	Trained personnel			Untrained personnel		
	Male	Female	Total	Male	Female	Total
Traffic management	16	8	24	8	2	10
Accident investigations	11	5	16	8	3	11
Traffic patrols	29	4	33	9	3	12
Education and public reform	14	5	19	6	3	9
Diplomatic and protocol	19	5	24	10	2	12
Charge office	13	7	20	7	3	10
Total	102	34	136	48	16	64

Source: Field Work, 2006

Sample and Sampling Procedures

The multi-stage sampling techniques were adopted for the study. First, the simple random sampling technique was employed to select a sample size of

120 respondents for both trained and untrained personnel out of the population of 200. The sample size of 120 was chosen because it represents sixty percent (60%) and a fair representation of the population size of 200. The percentage of 60% was arrived at as follows:-

Out of the sample size of 120, the study used 80 trained and 40 untrained personnel. This proportion was employed because the 40 untrained personnel out of the total number of 64 untrained shows a reasonable representation of approximately 63%. The 80 trained personnel also form approximately 59% of the total number of 136 trained personnel. The 80 trained and the 40 untrained personnel have a proportion of 2 to 1, taking into consideration their fair representation in connection with the respective total trained personnel of 136 and the total untrained personnel of 64. After the distribution, 74 out of the 80 questionnaires were retrieved from the trained respondents while 36 were retrieved from the 40 untrained. Second, 10 trainers were purposively selected since this number was considered to be too small for a sample to be taken.

Data Collection Procedures

The questionnaire was the main instrument for the primary data collection and the respondents were; trained, untrained, and trainers. Before embarking on the data collection exercise, the researcher obtained a letter of introduction from the MTTU Boss Chief Superintendent Victor Tandoh, requesting permission for the researcher to conduct the study. The purpose of the study was explained on the front page of the questionnaire.

The researcher went through the questionnaire with each respondent and explained to them items that were unclear to them. This was to ensure that the right responses were elicited. However, only a few of the respondents asked questions. The questionnaires were then left with the respondents to take their time to fill them. With this method, personnel were able to express themselves better as well as provided direct answers to the research questions.

Before the completed questionnaires were collected back, The researcher went through each respondent's completed questionnaire to ensure that the right thing was done. Where there were gaps, effort was made to rectify them with the respondent. It took one week to retrieve all the questionnaires. This helped to attain a 100% return rate. Therefore, the data collection exercise could be described as successful.

Field Work

The field work started sometime in May, 2006 and took about two three weeks to complete. Cooperation was high among the respondents. However, out of the sample size of 120, the study ended up with a total of 110 questionnaires because of non-response cases or indisposition across all the three categories of personnel. This was expected as it is often the case with self-administered questionnaires. After the distribution, 74 out of the 80 questionnaires were retrieved from the trained respondents while 36 were retrieved from the 40 untrained and only six questionnaires were retrieved out of 10 from the trainers or. Also, knowing very well that the trainers were from

the same Unit and therefore could have some demonstration effect, the researcher impressed upon the trainers to provide an objective assessment of how the training was affecting them so that the effects could be ameliorated by way of perhaps some intervention. In this context, the anticipated demonstration effect was reduced or controlled if not completely absent.

Data Analysis

First the field data was edited and scrutinised to ensure consistency in the responses provided by the respondents. Also an overview of the open-ended responses was done so that responses that expressed similar idea but were worded differently were put together. Next, both open-ended and closed-ended responses were written out and assigned codes. All the questions in the questionnaire were then coded and computerized. The Statistical Product and Service Solutions (SPSS) software was used to input and analyze the data. This aspect of the data processing included the definition of variables, keying in data (codes) and editing the data for missing values and filling in same. Guided by the research objectives and questions, the data analysis took the form of simple frequency tables, percentages and some cross tabulations to help determine relationship or associations between variables.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

Chapter four discusses assessment of training for MTTU observed from the data obtained through interviews and questionnaires. The main issues addressed in this chapter cover the background characteristics of the respondents, expectation of the trainees before and after the training session, course contents of the MTTU training programmes, teaching methods of the MTTU training programmes, major challenges and problems faced by the trainees and relationship between training programmes of the MTTU and the job performance of trainees and non trainees. The results and discussion are based on trained, untrained and trainers on MTTU training programmes.

Background Characteristics of Respondents

Sex of Respondents

The percentage distribution of the sex of the trained and untrained respondents is shown in Table 2. From Table 2, it is indicated that trained male respondents constituted 74.3 % of the sample as against 25.7% female, striking a difference of 48.6%. It is also noticed that 66.7% of the untrained respondents are males as against 33.3% female showing a difference of 33.4%.

The overall (trained and untrained) total by sex therefore indicates 71.8% males and 28.2% females demonstrating that the CMTTU is male dominated.

Table 2: Sex Distribution of Trained and Untrained Personnel

Sex	Trained		Untrained		N	Total %
	N	%	N	%		
Male	55	74.3	24	66.7	79	71.8
Female	19	25.7	12	33.3	31	28.2
Total	74	100	36	100	110	100

Source: Field work, 2006

From Table 2, it is realised, out of a total of 59.0% of both the trained and untrained, only 25.7% of female have been trained thus calling for not only more training for the female but also the male who play an important role in the running and the achievement of CMTTU aims and objectives. For improved efficiency, as in line with Shearing (1991), training is needed to equip recruits or traffic personnel with the appropriate skills and information for the exercise of discretion in a complex and changing external environment. Despite the male domination the female sex must be granted more training opportunities equal to the male for effective balancing status.

Age Distribution of Respondents

The age distribution of respondents is indicated in Table 3 as follows:

Ages for both trained and untrained respondents in Table 3 ranged between 20 and 50 with the majority being in the 20 – 29 and 30-39 age

bracket forming 69.1% of the 100% confirming the position of Glueck (1974), Tamaklo, et al. (1996) who believe in the training of the youth as backbone of development.

Table 3: Age Distribution of Respondents

Age	Trained		Untrained		Total	
	N	%	N	%	N	%
20-29	29	39.2	10	27.8	39	35.5
30-39	21	28.4	16	44.4	37	33.6
40-49	18	24.3	7	19.4	25	22.7
50 and above	6	8.1	3	8.3	9	8.2
Total	74	100.0	36	100.0	110	100.0

Source: Field work, 2006

Despite this position, it could be observed from Table 3 that, 67.6% of the trained and 72.2% of the untrained fall below age 40 indicating the lack of experience from respondents thus the need for more training of personnel to brighten the future of MTTU since majority of the personnel are in their youthful ages.

Personnel with/without Training and Level of Education

Table 4 is a presentation of the levels of education of both trained and untrained respondents. From Table 4, it is noted that, the MTTU is made up of personnel with diverse levels of qualification. Looking at those with training experience, 36.5% have secondary education while 41.7% of the untrained personnel have the same qualification. A total of 42 (trained and untrained)

representing 38.2% of the respondents have at least secondary education compared to the 29.1% who had tertiary qualification.

Table 4: Personnel with/without Training and Level of Education

Level	Trained		Untrained		Total	
	No	%	N	%	N	%
Basic	14	18.9	9	25.0	23	20.9
Secondary	27	36.5	15	41.7	42	38.2
Tertiary	20	27.0	12	33.3	32	29.1
Others	13	17.6	0	0.0	13	11.8
Total	74	100.0	36	100.0	110	100.0

Source: Field work, 2006

The 38.2% at the secondary level together with total 20.9% of the basic level indicates the low caliber of personnel in terms of educational qualification in comparison with the nature of job they perform and intelligence needed for the achievement of their aims. By looking at the total of 59.1% of both the basic and secondary levels over the 29.1% tertiary level, there is therefore the need for more educational programmes for personnel to enable them understand and absorb thoroughly lessons taught for the enhancement of the development of the MTTU.

Length of Service with the MTTU

With respect to the number of years police personnel have served the various units of the MTTU, the study indicated that 74 trained personnel have served a mean of 4.72 years while 36 untrained personnel have also worked a

mean of 4.31 years. From the above, it could be observed that the number of mean years indicated are too low a period for a person from the MTTU to gain enough experience for the achievement of the best for the unit. These limited years of experience, therefore call for more and continuous training programme for the personal of the MTTU to up date their knowledge on how to tacklings modern traffic problems.

Ranks of Trained and Untrained Personnel

Table 5 is a presentation of the various ranks of the respondents, which ranged from constable to other ranks.

Table 5: Ranks of Trained and Untrained Personnel

Rank	Trained		Untrained		Total	
	N	%	N	%	N	%
Constable	12	162	9	25.0	21	19.1
Lance Corporal	13	17.6	3	8.3	16	14.5
Corporal	10	13.5	7	19.4	17	15.5
Sergeant	22	29.7	13	36.1	35	31.8
Inspector	7	9.5	3	8.3	10	9.1
Chief Inspectors	7	9.5	1	2.8	8	7.3
Others	3	4.1	0	0.0	3	2.7
Total	74	100.0	36	99.9*	110	100.0

Source: Field work, 2006

* Note: Rounding error of percentage.

In the Police Service and especially the MTTU, ranking is based on long service or the ability to pass examination or the possession of academic

qualification. From Table 5, out of the 74 trained personnel, Sergeants formed the majority of 29.7%.

About 36.1% of the 36 untrained personnel also fell within the same rank. With the combination of both Constables and corporate (trained and untrained) who together formed 49.1% as against 31.8% Sergeants, it could be observed that majority of the respondents lacked the needed experience as they fell below the rank of Sergeants and for that matter needed much more training experience to enhance their knowledge in the combating of modern traffic challenges. In all it could again be observed that the junior Rank, that is Constable to Sergeant form 80.9% as against 19.1% of the senior rank confirming the lack of experience personnel needed to exhibit effective duties.

Motor Traffic and Transport Unit (MTTU) Training

With respect to MTTU training, respondents were asked to state whether they have attended any training programme on MTTU. In response, all the 74 respondents answered in the affirmative and called for more training programmes whiles the 36 untrained who responded in the negative said training was important and therefore must be extended and enjoyed by all working with the MTTU. This call by the untrained personnel is in line with the suggestion by Walker (1992). According to Walker, (1992) training is vital to the success of modern organisations. In addition, rapidly changing technologies require that employees continuously have their knowledge, skills and abilities updated to cope with the new processes and systems. Therefore, without training, employees can not perform as expected.

The Need for Training

From the data collected on the need for training, 87.3% as against 12.7% called for training which increases knowledge and skills of employees for enhanced performance. This is in line with Kenney and Reid (1986) who see training as the act of increasing knowledge and skills of employees for doing a particular job. In further support of the need for training, 61% of both the trained and untrained respondents believe training will improve their work knowledge, organizational styles and skills. This confirms what Harris (2000) and Bediako (2002) said about importance of training. Harris (2000) sees training as a planned effort by organizations to increase employees' competence. Bediako (2002) also says that training can be seen as a systematic and planned modification of personality through the learning process.

Lack of Training and Performance

Regarding the issue of lack of training and performance, all the respondents said it contributed to under performance and shortage of new ideas for work performance. This is a confirmation of the findings of Walker (1992), and Nyadu-Addo and Adusei (2006). According to Walker, rapid change in technology demands that employees continuously have their knowledge skills and abilities updated in order to meet the modern technological trends. Nyadu-Addo and Adusei (2006) also said that training enhances the efficiency and effectiveness of employees through the acquisition of new knowledge and skills which may be lacking before the training programme. Training is

therefore needed for the up dating of standards in the discharge of duties for the achievements of the aims and objectives of the MTTU. Importance must therefore be placed on all aspects of training within the set up.

Response on Training and Performance

Table 6 indicates the responses obtained with regard to training and performance.

Table 6: Response on Training and Performance

Response	Trained		Untrained		Total	
	N	%	N	%	N	%
I performed well						
Better/creditably	16	53.3	7	70.0	23	57.5
I attained rich						
experience						
and became active	14	46.7	3	30.0	17	42.5
Total	30	100.0	10	100.0	40	100.0

Source: Field work, 2006

As indicated in Table 6, 53.3% of the respondents stressed that they performed well while 46.7% expressed the attainment of rich experience which is in line with Raynold and Reinderer (1991). They say that, training is the participation in learning activity by the individual to update his/her skills, knowledge and competence. The above shared experience by the trained is lacking on the part of the 100% untrained and therefore called for training for their up dating of knowledge on the job to enable them perform effectively along side their trained colleagues.

Nomination

Nomination of personnel for a training programme is based on the information on their appraisal forms indicating the need and importance of the training programme for the attainment of the required skills necessary for the development of the service. This is in line with the exposition of Walker (1992). According to him, rapid change in technology requires that employees continuously have their knowledge, skills and abilities to cope with new process and systems. In response to whether the respondents were consulted on their training needs before the training programme, 32.4% of the respondents were in the affirmative while 67.6% indicated negative response proving the point that, most participants were not consulted on their training needs before the training programme. This is not in support of Cole (1997), who attaches importance to training needs before commencement of any training programme.

Length of Training Programme

The durations of the training programmes are shown in table 7.

Table 7: Length of Training Programme

Duration	N	Trained	
			%
Short term	59		79.7
Medium term	9		12.2
Long term	6		8.1
Total	74		100.0

Source: - Field work, 2006

The duration of training programmes from Table 7 above ranges between 1, 2 and 3 weeks i.e. short term, medium term and long term respectively. Seventy-nine point seven percent (79.7%) as against twenty point three (20.3%) percent attended medium and short term programmes. This therefore means that majority of those trained attended a short term programme of one week which in fact can not be proven as enough for any improvement or development, looking at the course contents which includes sketching of accident scenes and the study of road signs though Tripathi's (1991) supports the position that the advantage of on-the-job training over others is the opportunity to learn in a relatively short period of time without any elaborate programme for its contents. For the proper achievement of any training, the short term programmes should therefore be held more often to progressively impart systematic and progressive knowledge into personnel to enable them perform creditably.

Personnel Expectations from Training Programmes

Responses received on the expectation of participants before the training session, indicated that 50% of respondents anticipated the acquisition of knowledge, 31.1% the acquisition of more experience after the training programme, 16.2% the upgrading of standards of work and 2.7% to more exposure. This shows the importance and need for training programmes as all respondents indicated some expectation of improvement after the training.

As to whether expectations of respondents were met after training, the following were expressed. 87.8% of the respondents indicated negative due to

the short duration of the course as against 12.2% on the positive. The idea of 87.8% not meeting their expectations therefore calls for extension of duration of courses in order to meet the objectives of training programmes. This therefore goes contrary to the idea of Tripathi (1991), who believes in the achievement of objectives within a short period of training programmes. There is therefore the need for proper planning before the commencement of any training programme as expressed by Handy (1985). The need then for the expansion of duration of training programmes to achieve aims and objectives of training is therefore made.

Applying knowledge, skills and attitudes learnt on training programmes to the job, 9.5% expressed the possibility to apply, 31% expressed their impossibility due to more of theoretical work as against practical.

About 33% associated their impracticability to “limitation of training period” and 36% to inexperience trainers. These expositions therefore call for the express position of Tripathi (1991). According to him, trainees learn to master the operations involved in the actual job situation under the supervision of his/her immediate boss. The duration and inexperienced characteristics of the trainers as expressed above therefore emphasised the need for more practical training to enhance understanding and proper application.

Training and Improved Performance

About 91.9% of the trained respondent felt not much have been achieved in terms of improved level of performance. They attributed this to the low level of training programmes embarked upon by MTTU administrators.

The responses suggested the running comprehensive programmes in order to improve the level of performance of personnel. Further reasons for the non-achievement of improved performance related to inadequate materials and insufficient training sessions. This outcome is therefore not in support of Tripathi (1991), Kenney and Reid (1986), Horgarth et al. (1995) who believe in improvement after training programmes. According to these authors, training is the tool for achievement of objectives and is seen as the process where people learn the skills, knowledge, attitudes and behaviour needed to perform the job effectively. The 8.1% of the respondents who indicated some improvement, associated their reasons to road users, road traffic regulations and drivers refraining from dangerous driving as is the position of Walker (1992), DeSimone and Harris (1998). They say that training involves a process of providing knowledge, skills and abilities (KSA) specific to a particular task or job.

On the need for further training, all the 74 respondents called for it in support of Singer (2001), who believes in further training which assists to update trainees. Also in support of the need for training, Storey (1990) says that, “training helps organisations to take informal decisions on particular training programme and methods” thus the need for training.

Assessment of Training Materials and Course Contents/Teaching

Methodology

An attempt was also made to find out the trainee’s assessment of the training materials and course contents. The results from the study show that

about 75.6% of the respondents assessed the training materials and course contents to be good or satisfactory. The rest of the respondents (24.4%) viewed it as very good or excellent.

With regard to the training methods used by trainers, the responses from the trained personnel are shown in Table 8. From 74.1% of respondents indicated the lecture methods, 17.5% indicated case study method while 8.6% mentioned the discussion method.

Table 8: Training Methods used by Trainers

Methodology	N	%
Lecture	60	74.1
Discussions	7	8.6
Case studies	14	17.3
Total	81*	100.0

Source: Field work, 2006

*Note: Total (Multiple responses).

By this indication, it is not only the lecture method that is used but other methods such as the case studies and discussion methods though the lecture method being most popular. Lecture is a formal organised talking by a facilitator to a learning group. It involves the oral presentation of information by a subject matter explained to a group of listeners. This confirms DeSimone and Harris's (1988) position on training methodology. According to them, lecture method is economical way of passing information to many people the discussion method is the way of securing interest and commitment that can shape attitude, encourage motivation., secure and also underline the difficulty

of group problem solving as indicated by Kenney and Reid (1986), and Kearsley (1984). To enable the efficient and effective achievement of training programmes, participants called for more usage of discussions and case study for the demonstration of a better position on effective teaching and understanding. In addition to the discussion and case study methods, participants also called for audio-visual as well as computer based methods which according to them demonstrate practically, lessons taught during trainings programmes. This is in line with the position of Kearsley (1984), who believes other methods such as audio-visual media bring complex events to life by showing and describing details that are often difficult to communicate in other ways. He also believes computer based training methods is user friendly and enables trainees work out their own pace and set programmes. To enable all trainees improve on training programmes, other methods as discussed above should be activated in addition to the traditional methods such as the lecture.

Effectiveness of Teaching Methods

On effectiveness for combining all the teaching methods, 69.4% said it makes teaching very effective while 25.8% said it makes one a good listener as well as a participator whilst the rest of 4.8% said it gives understanding of the training programme. This shows how effective training methods are on training programmes and therefore the need for the introduction of more of the teaching methods to enable programmes achieve their aims at the end of every course.

Educational Qualification of Trainers

Table 9 depicts the educational qualifications of the trainers.

Table 9: Educational Qualification of Trainers

Qualification	Trainers	
	N	%
Basic level	2	33.3
Secondary level	2	33.3
Tertiary level	2	33.3
Total	6	99.9*

Source: Field work, 2006

*Note: Rounding error of percentage.

As indicated in Table 9, 33.3% of the respondents have basic level education, 33.3% have secondary level education and 33.3% have tertiary level education. This demonstrates in a way that all the respondents have some kind of education which could ensure a better position of delivery during training programmes.

Ranks of Trainers

Ranking in the Police Service plays an important role in discipline. The ranks of trainers are shown in Table 10. From Table 10, 33.4% represents the Superintendent and Deputy Superintendent (DSP) ranks, and 66.7% for the Inspectorate and the non Commissioned ranks. This shows that, trainers are not only selected from the Senior Officers rank but also from the junior ranks depending on what one can teach. Despite the diverse nature of trainers,

majority are in the junior officer ranks of 66.7%. By their ranks one can infer the inexperience nature of the trainers who therefore need more training.

Table 10: Ranks of Trainers

Trainers	N	%
Corporal	2	33.3
Inspector	1	16.7
Chief Inspector	1	16.7
DSP	1	16.7
Superintendent	1	16.7
Total	6	100.1*

Source: Field Data, 2006

*Note: Rounding error of percentage.

About 66.6% of respondents by indication of the trainers have not gone beyond secondary education as against 33.4% who have tertiary level education. This therefore explain the difficulty of trainers' imparting adequate knowledge to trainees thus the lack of their demonstrations of acquired skills after training. By this experience therefore, trainers need more education and further training to enhance their contribution in training programmes of the MTTU.

Challenges of the Training Programmes

There were a lot of challenges associated with training programmes. Table 11 is a presentation of some of the challenges faced by trained personnel.

Table 11: Difficulties Encountered During Training

Experience	N	%
Inability to draw a sketch of a scene of accident	48	64.9
Difficulties in directing traffic where traffic lights are by lanes.	11	14.9
Insufficient training session	9	12.2
Lack of materials/kits	6	8.0
Total	74	100 .0

Source: Field work, 2006

From Table 11, 64.9% of the respondents associated their challenges to the inability to draw a sketch at scene of accidents and the rest representing 35.1% associated the challenges to lack of materials, insufficient training sessions etc. They also mentioned insufficient training programmes for trainers.

In respect of responses on whether trainers are given course syllabus to teach, 83.3% of trainers explained that they were given only teaching topics but they looked for their details and materials while 16.7% of the trainers said they were not given any syllabus but they chose their own topics. This indicates that training programmes were not properly planned. Trainers therefore taught what suited them depending on the topic for discussion. Detailed syllabus therefore must be provided on all training programmes and must also be updated regularly.

As Teaching and Learning Materials (TLM) plays a very important role in teaching and learning activities, to know of the positions of respondents on this, trainers were contacted. In their response to the question, 50% of the

trainers responded “No” to whether adequate materials were provided for facilitation. Thirty-three per cent showed no response while 16.7% said “Yes”. This shows the inadequacy in the supply of TLM which is the engine of teaching and learning. This position on inadequacy is in contrast to the expectation of Cole (1997) on teaching and learning materials. Cole (1997) states that there should be adequate and relevant TLM in every teaching and learning situation since it facilitate understanding.

In response to the question as to whether participants trained were selected from all the six units, 66.7% responded in the affirmative. This confirms what DeSimone and Harris (1998) stressed on the need for trainers to be picked from all units that perform similar duties.

Trainers’ Involvement in Co-ordination of Training Programmes

To ascertain the level of involvement of trainers in the co-ordination of training programmes, respondents were asked to answer “yes” or “no” to the question. 50% of trainers did not give any response, 33.3% said “No” and 16.7% said “Yes”. These responses indicate the indecisiveness in the coordination of training programmes as observed by trainers. This is not in line with the position of Tripathi (1992) who argues and believes in involvement of trainers in co-ordination of training programmes as indicated in the literature.

Seasons and Duration of MTTU Training Programmes

Respondents were asked to indicate the occasions and duration of MTTU programmes to determine their adequacy. From the responses, 50%

mentioned Christmas and Easter seasons, 33.3% said when there is an increase in motor accidents on our roads and 16.7% gave no response. This shows that training programmes were organized as and when it became necessary but not as a policy. This is in contrast with Chandan (1987), who posits regular training programme as a form of policy implementation. On the issue of duration of MTTU training programmes, 50% indicated 1 week, 33.3%, 2 weeks and 16.7%, 3 weeks. This indicates that, majority of the trained personnel spent only one week this is too short a time to cover topics which included sketching. This is in contravention with Kenny and Reid (1986), Tripathi (1991) and Hogarth et al., (1995), who call for longer training programmes in order to achieve the aspirations of participants as well as the objectives of the programme. On the issue of the last time that training programme was organised, 50% said 2007, 16.7% said 2006 with 33.3% not remembering the last time they attended any programme. Whatever the situation, there is an indication of absence of regular training programme within the MTTU which must not be encouraged. Efforts must therefore be made by the Police Administration to ensure continuous training of personnel. .

Monitoring After Training

In respect of monitoring of performance after training, 78.4% of the respondents indicated inadequate monitoring while the rest of 21.6% expressed the absence of any monitoring. This is contrary to the expectation of Chandan (1987) and Cole (1997) who attribute importance to monitoring and assessment after a training programme. The belief is that monitoring assist

programme managers to have feed back on programmes to enable them ascertain whether objectives have been achieved for the prediction of future training programmes.

Effects of Training

There was 100% response from all the 6 trainers indicating that training, to some extent, have reduced road traffic accident, as referenced in Table 12.

Table 12: Motor Traffic Accident Returns in the Greater Accra Region (1993-2006)

Year	Total no. of cases	Vehicles involved	Fatal cases	Serious cases	Minor cases	Persons killed	Persons injured
1993	2613	3804	125	606	1882	129	1721
1994	3305	4953	113	945	2243	155	1790
1995	4875	6555	207	1161	3507	257	2588
1996	4741	7260	191	1111	3439	205	2608
1997	6033	9054	199	1815	4019	208	2001
1998	7483	11017	242	1656	5585	278	3005
1999	7313	11443	198	1231	5884	234	2670
2000	7597	11564	191	1164	6242	193	3693
2001	6748	11101	303	1233	5212	468	3496
2002	7117	11801	249	1532	5336	264	3343
2003	6752	10149	265	1484	5003	276	3160
2004	6251	9626	229	1144	4878	250	2604
2005	5844	9347	195	1205	4444	213	2396
2006	4946	8695	185	860	3901	157	1834

Source: MTTU (2006)

It could be concluded that there is the need for more training for both trainers and The table shows the period from 2002 to 2006, when the total number of accident cases started reducing from 7117 in 2002 through 6752, 6251, 5844 to 4946 in 2006 as compared to the period 1996 when the figure was 4741 and rose to 7117 in 2002 when it started to reduce again. When you compare the reduction figures of 2002 to 2006 to the stated figures in 1996 to 2002 which are smaller by same reference trainees to further reduce the total number of accident cases in the country.

Reasons for Reduction in Road Traffic Accidents

The reasons given, by respondents, for the reduction in road traffic accidents is captured in Table 13.

Table 13: Reasons for Reduction in Road Accidents

Reasons	Trainers	
	N	%
Police driver education	2	33.3
Police vigilance	3	50
Police drastic actions	1	16.7
Total	6	100.0

Source of field work 2006

From Table 13, it could be deduced that training has assisted in the reduction of road traffic accidents to some extent due to Police driver education, vigilance and drastic action on the roads. Despite these effects, there is still the need for continuous training to make the institution more viable and

effective to ensuring a more reduced accident figure than available currently as indicated above.

Respondents' Recommendations for Future Training Programmes

Respondents were asked to give their own recommendations on future training programmes since they are also part of the system. In response to the need for Regular Training, 83.3% called for regular training, with 16.7% without any response, indicating a positive need for regular training. Reasons assigned to the call for continuous training were that, 60% believed regular training creates awareness while 40% felt it improves mental alertness of personnel. These suggestions support the positions of Nyadu-Addo and Adusei (2006), Chandam (1987), Walker (1992) who affirmed the need for continuous training programmes.

On continuous training of staff, 83.3% felt the need for efficient and effective delivery. This confirms Chardam, (1987)'s stance on continuous training which he says "Is geared towards efficiency and effectiveness". In response to whether trainers are involved in identification and determination of training needs, 66.7% responded in the affirmative with the rest of 33.3% responding in the negative. This indicates the irregular involvement of trainers in the identification and determination of training needs. On trainers' involvement in designing and developing of MTTU training programmes, 66.7% responded in the negative, indicating their non-involvement in the designing. Only 33.3% showed some concern. With this indication therefore,

efforts must be made to involve trainers for commitment and development of effective training programmes.

Need for Further Training

To establish the need for further training, respondents were asked to indicate which areas will need further training. 93.3% mentioned education for road users ie., drivers and pedestrians, while the rest of 6.7% called for continuous training programmes, supporting the stance of Chandan (1987). According to him, training must be a continuous process, planned systematically in order to accomplish the desired results efficiently to benefit both the organisation as well as the employee.

The need for Assessment of Trainees

To ascertain whether trainers were involved in the assessment of trainees, 66.7% gave a non-involvement response as against 33.3% who were not very sure. The total response therefore demonstrates the absence of assessment of trainees on training programmes. This stance is in contrast with the position of Cole (1997) and Harris (2002) who attach importance to assessment of training programmes. There is the need therefore to encourage post assessment of trainees to enable trainers determine the impact of training after every training programme/session.

Mode of Assessment

In response to the question on mode of assessment by the 33.3%, they mentioned monthly feedback on performance from the general public. This supports the positions of Reid et al., (1986), Philips (1996), and Cole (1997), DeSimone (1998). Harris (2002) on the need for the assessment of trainees to ensure effective performance.

Involvement of other Institutions in MTTU Programmes

Talking about the improvement of training programmes, respondents suggested the involvement of BRRI (Building and Road Research Institute) as well as the Road Safety Commission to support the improvement of training programmes for affectivity. This is in line with the ideas of Chandan (1987). According to him, training must be a continuous process, planned systematically in order to accomplish the desired results to benefit both the organisation as well as the employee.

Suggestions for Further Improvement of MTTU Training Programme

Table 14 shows the suggestions made by respondents for further improvement of MTTU training programmes.

Table 14: Suggestions for Further Improvement in Training Programmes

Suggestions	Trainers	
	N	%
Logistics should be made available	1	25.0
Availability of permanent buildings fully furnished	1	25.0
Introduction of new technology to address current programmes	2	50.0
Total	4	100.0

Source: Field work, 2006

On the idea of further improvement of training programmes, 25% mentioned the provision of logistics and another 25% suggested the availability of permanent building fully furnished and the rest of 50% mentioned the introduction of new technology to march current trends for the improvement of training programmes. All these are positive suggestions that need to be considered to improve performance.

Suggestions for Improved Performance

Suggestions made by respondents for improved performance are presented in Table 15.

Table 15: Suggestions for Improved Performance

Suggestions	Trained	
	N	%
Frequent seminars	23	31.1
Constant interaction with personnel to know of their problem	43	58.1
Materials/kits to enhance the work	6	8.1
Investigation of accident	2	2.7
Total	74	100 .0

Source: Field work, 2006

On the need for further improvement, 58.1% spoke about constant interaction with personnel to know their problems, while the rest of 41.9% called for frequent seminars, supply of enough logistics and much work at scenes of accidents. These suggestions therefore call for continuous training to update trainees to enable them meet current traffic problems.

In response to further training for MTTU trainers' programme, all the 100% respondents agreed to further training for trainers to enable them update their knowledge for a meaningful impact. On other areas of improvement, 50% of the respondents called for improvement in the driver-pedestrian education, first aid and defensive driving, while the rest of 50% called for more qualified trainers and exposure to external training programmes. This confirms the position of Raynold and Reinderer (1991) who talk about update of skills, knowledge and competency and also Judy and D'Amico (1997) as cited in DeSimone and Harris (1998) on similar basis.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents a summary of the study conclusions and recommendations. The study assessed MTTU training programme(s). The objectives included: expectation of trainees, identify MTTU training contents; teaching methods, challenges and needs to enable it provide suggestions that can address emerging new road traffic management problems through better training programme (s).

To achieve these objectives, a simple random sampling technique was employed to select a sample size of 120 respondents for both trained and untrained personnel out of the population of 200. Intelligence was also obtained from six (6) trainers of the CMTTU.

Summary of Findings

In respect of expectation of trainees before and after the training programme, about 50% of the trainees expected to acquire knowledge and another 50% anticipated acquiring more experience, up-grading of skills and exposure even though the majority of respondents (88.0%) indicated that the duration of the course is too short.

With respect to the course contents the majority of the respondents (75.6%) assessed the training materials and course contents to be good or satisfactory indicating the need for improvement or review of the current curriculum.

On the issue of teaching methods, MTTU's training programmes continues to rely on traditional teaching methods such as lectures, discussions and case studies with lectures being the most frequently mentioned method (74.1%) while discussion was the least mentioned method (8.6%). However, in the opinion of most of the respondents, (69.4%) discussion and case studies methods were effective in terms of listening and participation.

The most frequently mentioned major challenges of the training programme were; inability to draw a sketch of a scene of accident, difficulties in directing traffic with multiple traffic lights, insufficient training sessions while lack of teaching and learning materials was the least challenge of the training programme.

About 91.9% of the respondents admitted that not much has been achieved in terms of improved level of performance. In proportional terms, more untrained personnel (70%) compared to trained personnel (53.3%) performed better while more trained personnel (46.7%) than untrained ones had attained rich experience and had become more active. Hence, training programmes do not necessarily lead to improved level of performance.

Conclusions

- i. Knowledge, experience, upgrading of more standards, exposure, efficiency and effectiveness and keeping abreast with modern ways of doing things are the training needs of most of the respondents but the short duration of the course does not allow respondents to have a comprehensive coverage of their training needs. However, the training programmes in no small way have helped to improve on the performance of personnel on current jobs and prepare for further areas of professional development.
- ii. In this day of technological advancement and computer era, the training programmes of the MTTU in terms of training materials and course contents require a serious review. In other words, there is more room for improvement in the training materials and course contents since few of the respondents saw it as very good or excellent.
- iii. The training methods appear to be woefully inadequate since training methods such as audio-visuals, computer based methods which could bring complex events to life by showing and describing the details that often are difficult to communicate are absent.
- iv. The challenges as revealed in the study reflect lack of practical training, inadequate comprehensive coverage of course contents due to short duration of the course and inadequate logistical support especially teaching and learning materials

- v. For over (90%) of the respondents to admit that not much has been achieved in terms of improved level of performance reflects the fact that not all training programmes necessarily lead to improved level of performance.

Recommendations

Before the training programme starts, there should be a training needs assessment of potential beneficiaries of the training programme and an evaluation of the programme by either an independent consultant so as to advise on the way forward. There is also the need for the Police training College to review the duration of the training programme. This can be done in consultation with past beneficiaries and other institutions both within and outside the country that run similar programmes

The MTTU should make every effort to solicit the support of NGOs, Government as well as Road Safety Commission to support the improvement of training programmes in terms of the designing the curriculum/course contents for the programme.

The teaching methods of the MTTU training programmes need to be modified by the MTTU training institutions in collaboration with sister institutions, home and abroad to meet emerging new concepts of MTTU duties including management of heavy traffic lights especially in the cities.

There is the need for the MTTU in consultation with Donor agencies and Non- Governmental Agencies (NGOs) to acquire the necessary logistical support including the use of audio-visuals and computer based methods in the

training programmes. This will help address some of the challenges faced by trainees including difficulty in communicating important issues to the trainees.

With respect to the relationship between training and job performance, the MTTU should provide regular on-the-job training and off-the-job training in the form of workshops, and seminars for the untrained and refresher courses for the trained to enable all to update their knowledge, skills and build their capacity in job performance. Finally, there is the need for the MTTU to conduct effective pre and post evaluation strategy and designed to ensure that personnel are positively oriented to be abreast with current demands of policing.

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APPENDICES

APPENDIX “A”

QUESTIONNAIRE FOR TRAINEES

INTRODUCTION

This research study is being conducted by a student from the Centre for Development Studies, University of Cape Coast for the award of an MA in Human Resource Development. The purpose of the study is to assess the Training Programmes of the Motor Transport and Traffic Unit (MTTU) of Ghana Police Service.

I should be grateful if you respond to these questions candidly. Please fill and tick where appropriate and also note that this exercise is for academic purpose and every answer provided will be treated as confidential.

Thank you.

[a] BACKGROUND INFORMATION

A: 1 Sex Male [] Female []

A: 2 Age

A:3 What is your highest Educational qualification?.....

- 1) Middle School Certificate [] 2) J S S [] 3) S S S []
4) Tertiary [] 5) University [] 6) Other (specify) []

A:4 In what section are you working ?

- 1) Traffic Management Unit [] 2) Education Unit []
3) Investigation of Accident [] 4) Road Safety Unit []
5) Charge Office [] 6) Traffic Patrols Unit []

A:5 Rank

- 1) Constable [] 2) Lance Corporal []
- 3) Corporal [] 4) Sergeant []
- 5) Inspector [] 6) Chief Inspector []
- 7) Others (specify) []

A:6 How long have you been working with your unit?.....

A:7 What is your schedule?.....

**[b] IMPORTANCE OF TRAINING PROGRAMMES AND ITS
IMPACT ON DELIVERY**

Untrained

A: 8 Have you attended any training programme since you joined the MTTU?

- 1) Yes [] 2) No []

A:9 If No, briefly comment.....

A:10 Do you need any training? 1) Yes [] 2) No []

A:11 If yes, give reasons for your response to question 15

A:12 How is the lack of training affecting your performance?

A: 13 If you were given the training you need, how would you perform?

.....
.....

**[c] IMPORTANCE OF TRAINING PROGRAMMES AND ITS
IMPACT ON DELIVERY**

Trained

A: 14 Why were you nominated for the training programme?

.....

A: 15 How did you get on the training programme?

1) Selected 2) Qualified 3) I don't know

A: 16 Were you consulted on your training needs before the training programme?

1) Yes 2) No

A:17 If yes, how was it done?

A:18 How long did the training last?

A:19 Which of the periods were you enrolled on?

1) Short term: 1-3 months (2) Long term: 6 months and above

(3) Other(s) (specify)

A:20 What were your expectations before the training session?

.....

[d] PERSONNEL EXPECTATIONS FROM TRAINING SESSIONS

A:21 Were your expectations met after the training?

1) Yes 2) No

A:22 If No, which of the expectations were not met and what accounted for that?

A:23 Are you applying the skills, knowledge and attitudes you learnt from the training?

1) Yes [] 2) No []

A:24 If No, give reasons ?

A:25 In your view would you say your level of performance has improved?

1) Yes [] 2) No []

A:26 If No, give two reasons why you think your level of performance has not improved

A:27 If yes, give two reasons why you think your level of performance has improved.....

A:28 Do you need further training?

1) Yes [] 2) No []

A:29 If No, give reason(s)

A:30 Are the trainers committed in training?

1) Not at all [] (2) Quite committed [] (3) Very committed []

[e] ASSESSMENT OF TRAINING METHODOLOGY/CONTENTS OF COURSE MATERIALS

A.31 What training methods did the trainers use?

1) Lectures [] (2) Discussion [] (3) Case studies []

A: 32 How would you rate the appropriateness and effectiveness of the delivery/teaching methods applied during the training?

	Appropriate	Not Appropriate
1) Lecture	[1]	[2]
2) Discussions	[1]	[2]
3) Case Studies	[1]	[2]

A:33 Has your performance improved as a result of the appropriateness or effectiveness of the methods employed in training?

- 1) Yes [] 2) No []

A:34 If No, give reason(s)

If Yes, how effective has it reflected on your performance?

.....

A: 36 Are you given training materials during the training sessions?

- 1) Yes [] 2) No []

A:37 Are you assessed after training?

- 1) Yes [] 2) No []

A:38 If yes, explain briefly how beneficial the assessment is.

.....

[f] CHALLENGES OF THE TRAINING PROGRAMME

A:39 What difficulty, if any, did you experience during the training session?

.....

[g] SUGGESTED OUTPUTS TO IMPROVE TRAINING PROGRAMME

A:40 What can be done to improve upon the training programme?

.....

A:41 In you view what other areas will you need for further training?.....

A:42 Have there been any post-training performance evaluation visits by trainers?

- 1) Yes [] 2) No []

A:43 If Yes, briefly comment.....

A:44 Apart from the training programmes, what other areas when enhanced would improve performance.....

A45 Explain your response for QA 50

[h] SIGNIFICANT RELATIONSHIP BETWEEN TRAINING PROGRAMMES AND PERFORMANCE

Untrained

A:46 How would you describe your performance level since you have not been trained?

- 1) Very Good [] 2) Good [] 3) Average []
4) Below Average [] 5) Poor []

[i] SIGNIFICANT RELATIONSHIP BETWEEN TRAINING PROGRAMMES AND PERFORMANCE

Trained

A: 47 Before you attended the training programme, what was your responsibility?.....

A: 48 Have there been any changes in your responsibilities after the training programme? 1) Yes [] 2) No []

A:49 If Yes, which areas have the changes been realised or seen?

A:50 Do you attribute the changes to the training programmes?

1) Yes [] 2) No []

A:51 How do you measure whether the changes in your performances are related to the training Programmes?

APPENDIX 'B'

QUESTIONNAIRE FOR TRAINERS

INTRODUCTION

This research study is being conducted by a student from the Centre for Development Studies, University of Cape Coast for the award of an MA in Human Resource Development. The purpose of the study is to assess the Training Programmes of the Motor Transport and Traffic Unit (MTTU) of Ghana Police Service.

I would be grateful if you respond to these questions candidly. Please fill and tick where appropriate and also note that this exercise is for academic purpose and every answer provided will be treated as confidential.

Thank you.

[a] BACKGROUND INFORMATION:

B: 1 Gender of respondent 1) Male 2) Female

B: 2 Age: -----

B: 3 Qualifications:

1) Middle School Certificate 2) J S S

3) S S S 4) Tertiary

5) University 6) Other (specify)

B: 4 What is your work schedule? -----

B: 5 What is your rank? -----

B: 6 How long have you been working with your organization?--

B: 7 How were you selected to be a trainer?-----

**[b] TRAINING PROGRAMMES PURSUED BY THE MTTU AND
COURSE MATERIAL**

B: 8 Were you given course syllabus to study and teach?

- 1) Yes [] 2) No []

B: 9 If yes, explain whether they commensurate with the work ethics of the
MMTU -----

B: 10 Were you given adequate materials to teach?

- 1) Yes [] 2) No []

B:11 If yes, state the core materials-----

B:12 Do the personnel you teach cut across all the sections?

- 1) Yes [] 2) No []

B:13 If no, state the units?-----

B:14 Are there ways of improving the training programmes of the MTTU

- 1) Yes [] 2) No []

B:15 If yes, briefly state them -----

B:16 Should the MTTU continue to give training to its staff?

Yes No

B:17 Are you involved in the following:

- | | | |
|--|--------------------------|--------------------------|
| a) Identifying and determining police training needs | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Designing/developing the police training programmes | | |
| c) Assess the various courses | <input type="checkbox"/> | <input type="checkbox"/> |

d) Coordinating the police training programmes

Apart from special training needs of personnel, do they also have continuing general needs for training such as developing their experiences for a particular problem?

1) Yes [] 2) No []

B:18 If yes whose responsibility is it to determine these needs?

B:19 How are they determined?

B:20 What method(s) or techniques(s) is/are used in instructing police training programmes?

a) Discussions [] b) Lecturers []
c) Case studies []

B:21 Briefly explain the reasons behind a chosen method.

B:22 Are the trainers given handout during training?

1) Yes [] 2) No []

B:23 What are the opportunities for motivating trainees to learn the contents of the programme? -----

B:24 Have you attended training programme outside Ghana?

1) Yes [] 2) No []

B:25 If Yes, how does that compare to the ones organised in the MTTU? --

B:26 On what occasion does the MTTU carry out training programmes?

B:27 Is the MTTU Training done at regular intervals or when there is a need? -----

B:28 When was the last time that training was organised?

B:29 How long does MTTU training normally take?

B:30 Are there ways of improving the training programmes of the MTTU

1) Yes [] 2) No []

B:31 If yes, briefly state them -----

B:32 Should the MTTU continue to give training to its staff?

	Yes	No
B:33 Are you involved in the following:		
e) Identifying and determining police training needs	<input type="checkbox"/>	<input type="checkbox"/>
f) Designing/developing the police training programmes	<input type="checkbox"/>	<input type="checkbox"/>
g) Assess the various courses	<input type="checkbox"/>	<input type="checkbox"/>
h) Coordinating the police training programmes	<input type="checkbox"/>	<input type="checkbox"/>

Apart from special training needs of personnel, do they also have continuing general needs for training such as developing their experiences for a particular problem?

1) Yes [] 2) No []

B:34 If yes whose responsibility is it to determine these needs?

[c] **CHALLENGES ENCOURTERED DURING TRAINING
SESSION**

B:35 Have you identified any shortcomings in the training programmes of the MTTU.

1) Yes [] 2) No []

B:36 If yes briefly state them: -----

[d] **ASSESSMENT OF PERFORMANCE OF PERSONNEL**

B:37 What criteria are used to determine that trainees have improved their skills, competencies, and attitude in performance appraisals?

B:38 Have the MTTU training programmes reduced the incidence of Motor Accident and traffic jam congestions.

1) Yes [] 2) No []

B:39 If yes, in what areas? -----

B:40 If No, give your comment?-----

B:41 Would you say that the MTTU training programmes have been effective, in the sense that they have achieved what they set out to do?

1) Yes [] 2) No []

B: 42 If yes briefly explain-----

[e] **RECOMMENDATIONS FOR FUTURE TRAINING
PROGRAMMES**

B: 43 Should the MTTU training be done more often, less or remain the
same? -----

B: 44 Give reason(s) -----