



EVALUATION OF PUBLIC SERVICE TRAINING POLICY IN THE MINISTRY OF EDUCATION IN LUSAKA DISTRICT, ZAMBIA.

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Abstract

The purpose of this quantitative and qualitative research was the evaluation of public service training policy in the ministry of education in Lusaka District, Zambia. Teachers are considered as the key determinants of the success in the Ministry of Education that shall have different trainings and development so as to cope up with fast changing business world. Since the launch of the 1996 Public Service Training and Development Policy (PSTDP), a number of issues affecting the training and development function have emerged in the Public service. The PSTDP is the independent variable and delivery and success of the policy is the dependent variable.

Key Words: *Training Plan, On the Job Training, Delivery Training and Off the Job Training.*

Introduction

The quality and effectiveness of an education system depend heavily on the quality of teachers employed and deployed in various working stations. Teachers are critical persons in determining the quality of teaching and learning, and ultimately meeting the education's goals. The educational and well-being of learners in schools hinges crucially on teacher's qualifications, competence, commitment, creativity and innovation. Human capital is one of the most critical resources needed for socio-economic development of an organization or nation. Human resource is an investment for organization or a nation at large.

Literature Review

The term policy is defined differently by researchers and scholars. For this research policy will be defined as a statement about practice, a set of mandatory directives that regulate decisions and can be at any level of an education system driven by those in a position of authority (Miller-Grandvaux, et al, 2002). Examples of policies include school level policy, government policy, nation-level policy, educational policy, training policy just to mention a few.

Policies are usual formulated in response to a problem or set of problems the country is facing or undergoing. Guest (1987) argues that policies are necessary to ensure that employee performance is evaluated, which in turn ensures that the appropriate training and development take place. For example each Government department in Zambia is responsible for the training and development of its staff and has an annual training budget and policy to help with the training of its staffs whether it is in-house training or external training.

Training and development defines the formal, ongoing activities that are made within an organization design to improve the performance and self-fulfillment of their employees through a variety of educational methods and programs (Frieswick, 2013). To meet training objectives and expected organization goals there is need for a training policy. A training policy according to S.M. Gnu is defined as a written statement on organizational plans or programmes to develop the skills of the workers (Gnu,

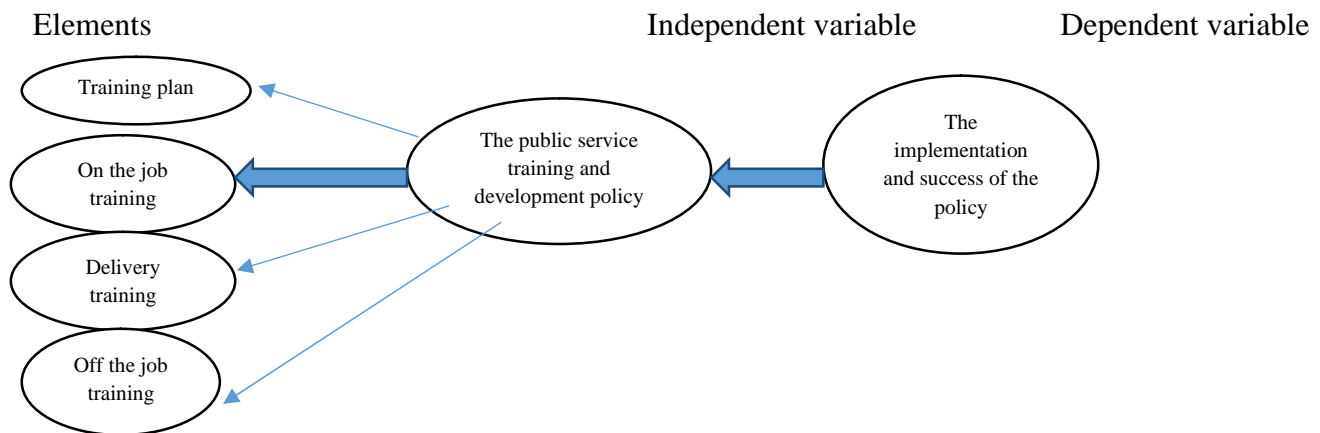


1994). A training policy constitutes part of the general personnel policy which itself is an aspect of the entire national development plan.

Training has proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Appiah 2010; Harrison 2000; Guest 1997).

Theoretical and Conceptual Framework

Human Capital Investments involve an initial cost (tuition and training course fees, foregone earnings while at school and reduced wages and productivity during the training period) which the individual or firm hopes to gain a return in the future (for example, through increased earnings or higher firm productivity). To implement the research following dependent and independent variables are shown in the theoretical framework. The public service training and development policy is the independent variable and delivery and success of the policy is the dependent variable. These two variables have been chosen to see the relationship between these variables that is to see the evaluation of the public service training and development policy on the implementation and success of the policy. The theoretical framework can also be seen from the following diagram below:



Hypothesis development is very important because acceptance and the rejection of hypothesis show the significance of the research. On the basis of literature review and above conceptual frame work the research came to develop following hypothesis. Therefore our first hypothesis is:

H10: Training plan has no significant effect on the implementation and the success of the policy.

H1a: Training plan has significant effect on the implementation and the success of the policy.

H2₀: On the job training has no significant effect on the implementation and the success of the policy.

H2a: On the job training has significant effect on the implementation and the success of the policy.

H3₀: Delivery style has no significant effect on the implementation and the success of the policy.

H3a: Delivery style has significant effect on the implementation and the success of the policy.

H40: The public service training and development policy has no significant effect on the implementation and the success of the policy.



H4a: The public service training and development policy has significant effect on the implementation and the success of the policy. Research Design and Methodology.

A descriptive cross-sectional survey was used to evaluate the public service training and development policy in the Ministry of General Education in Lusaka District consisting of open ended questions and closed ended questions which the researcher used to gather data through observations and questionnaire.

The choice of the design was chosen preferred as it has considerable ability to generate answers to the research questions. The design also allowed the gathering of both qualitative and quantitative data by the aid of tools such as questionnaires. The use of both qualitative and a quantitative techniques concurrently is supported by Amin (2005) especially where the study involves investigating people's opinions. The research was conducted in Lusaka District. Lusaka District is the capital city and one of the 103 district in Zambia.

Data Analysis

A data base was created in excel as a preparatory move for the analysis of data using mega stat. The coded responses to closed ended questions were entered in this data base. Questionnaires that had many missing values were deleted.

Only data dealing with the effectiveness of the Public Service Training Policy will be brought out in this analysis.

Figure 1.1.A Multiple Regressions of Four Independent Variables And Dependent Variable.

Hypotheses	t-value	p-value	Comment
H ₁ : Training plan has significant effect on the implementation and the success of the policy.	19.21	3.35E-47	Supported
H _{2a} : On the job training has significant effect on the implementation and the success of the policy	21.45	1.17E-53	Supported
H _{3a} : Delivery style has significant effect on the implementation and the success of the policy.	8.69	1.34E-15	Supported
H _{4a} : The public service training and development policy has significant effect on the implementation and the success of the policy	-4.42	1.65E-05	Not supported

Source: (Author's field survey compilation, 2017)

The table 5.4.1 above shows that the three hypotheses were supported as shown above apart from one which was not supported by the hypotheses test.



Table 1: Correlation Matrix

	Training plan	Inclusion	Performance	Types of training	Discipline	Criteria	Implementation
Training plan	1.000						
Inclusion	.106	1.000					
Performance	-.003	.121	1.000				
Types of training	.086	.159	.063	1.000			
Discipline	-.088	-.072	-.046	-.012	1.000		
Criteria	.023	.110	.015	.141	-.112	1.000	
Implementation	.053	-.025	.071	.052	-.019	.031	1.000
	200	sample size					
	± .139	critical value .05 (two-tail)					
	± .182	critical value .01 (two-tail)					

A look at the correlation matrix for the variables involved in the research showed that three variables were positively correlated. Only one variable that is implementation was not positively correlated with 1.0%.

Open ended questions were utilized in the survey to hear opinions of the respondents on certain issues. This section of the data analysis is dedicated to the responses obtained in the open question segments of the questionnaire. There were only seven opened questions in this questionnaire because the researcher had limited time to carry out the research and due to limited resource. The respondents did not do well in this section because most of the respondents were lazy to answer the opened questions. Therefore it proved difficult to analysis. The only question that well answered by most respondents was suggesting measures that can be put to ensure that the Public Service Training and Development Policy is effective. The recommended from respondents were adopted and taken as recommendations.

Conclusion and Recommendations

The public service training and development policy is not effective. The findings from the survey demonstrated that most of the teachers in their working stations are not aware of the existence of the training and development policy. The public service training and development policy is not effective. The findings from the survey demonstrated that most of the teachers in their working stations are not aware of the existence of the training and development policy. Those who are aware of it indicated that the policy is not effectively implemented at their work stations. The union should also develop guidelines on training and development including raising awareness among their members on the policy and procedure to be followed including implications of non-adherence to the policy when applying for study leave. The Human Resource Offices and Administrators should ensure that laid down procedures is followed for example assess training needs based on such subjects such as Science, Mathematics and



Computer studies and provide opportunities intending to further their studies without favoritism or corruption. All teachers should participate in developing the training plan for the training and development policy to be effectively and efficiently delivered. Also Information Communication and Technology (ICT) should be involved in assess the training needs so that only subjects that have inadequate teachers should be given first priority when it comes to training. The findings of the research have several contributions to the present literature. First of all, this research contributes to the already existing body of knowledge on the evaluation of the training and development policy. The research suggests changes that need to be done in order to make the training and development policy effective and efficient. Also this research makes the government and stakeholders aware that the policy is not effective and efficient because there is lack of sensitization and understanding of the policy by administrators and teachers.

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