Scholars Journal of Science and Technology
Published By Scholar Indexing Society
Subject: Educational Management and Leadership
Homepage: https://globalweb1.com/index.php/ojs
E-ISSN: 2955-7844 - Volume 4, Number 04, pp. 215-229

Training Effects on Lecturer Motivation and Satisfaction: Examining UEW's Distance Education Approach

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Abstract: This study examines the impact of training programs on lecturer motivation and job satisfaction at the Techiman and Sunyani Study Centres of the College for Distance and E-Learning, University of Education Winneba. Utilizing a quantitative research approach, the study surveyed lecturers to assess their perceptions of the effectiveness of training programs and their influence on job satisfaction and motivation. Key findings indicate a significant correlation between participation in training programs and enhancements in lecturers' professional competencies. The data reveals that training not only impacts knowledge and skills but also positively affects lecturers' attitudes towards their work. The study also uncovers a nuanced interplay between intrinsic and extrinsic motivational factors. Lecturers express intrinsic motivation derived from learning new things and personal development, while also valuing extrinsic motivators like financial incentives. Moreover, the research shows that well-structured training programs contribute to moderate levels of job satisfaction among lecturers. This satisfaction is linked not just to the acquisition of new skills but also to the quality of work and alignment with organizational goals. The study suggests the need for continuous improvement in training programs, advocating for a more holistic approach to faculty development. This includes balancing intellectual stimulation with tangible rewards and ensuring that training programs are in tune with the latest pedagogical and technological advancements. The findings have implications for policy makers and educational administrators, highlighting the importance of investing in and regularly updating training programs to cater to the evolving needs of educators, especially in the context of distance learning. This research contributes to the broader understanding of faculty development in higher education, specifically in the realm of distance and e-learning, and lays the groundwork for future studies on the long-term effects of such training programs.

Keywords: Training Programs, Lecturer Motivation, Job Satisfaction, Distance Education, Faculty Development

1. INTRODUCTION

Training is a key motivational tool in organizations, essential for employee satisfaction (Tumi, Hasan, & Khalid, 2022). Its significance has spurred extensive research on optimizing training methods. While organizations have valid reasons and goals for training programs aimed at empowering employees, success hinges on choosing the right methodology. Adeyemi (2011) emphasizes that a training needs assessment is vital to determine the most effective approach for a specific situation. In a broader context, survival of any organization or social unit depends on elements like physical, financial, and human capital (Bahroun et al., 2023a). Numerous studies have explored motivation and job satisfaction, offering various definitions. Tzifopoulos (2020) views job satisfaction as a combination of an individual's perceptions and attitudes toward their job. Motivation and job satisfaction are crucial for

an organization's success, impacting the quality of products and customer service. Employees' satisfaction and identification with the company play a pivotal role. Bahroun et al. (2023b) note that employees perceive rewards differently, with some preferring intrinsic rewards and others extrinsic rewards. This is in line with Bahdanovich Hanssen & Erina's (2022) findings on diverse attitudes towards work.

The main strategy for reaching institutional goals in the modern business environment is training. It improves performance for both employees and employers (Bahdanovich Hanssen & Erina, 2022). The most valuable resource for any firm in enhancing or harming its reputation and profitability is its workforce (Pardo-Garcia & Barac, 2020). Training of employees, organizational policies, working conditions, job satisfaction, and interactions within the organization are some of the elements that affect employees' performance (Bhavya, & Satyavathi, 2017). Thus, training is one of the best methods for enhancing employee performance and efficiently achieving business objectives and goals (Hidayat et al., 2022).

Similar to this, (Steiner-Khamsi & Quist, 2000) finds that training promote cognitive flexibility, which in turn is indirectly associated to employee work performance (motivation). This indicates that the relationship between training and employee work performance is mediated by employees' motivation. The findings of Twumasi (2018) and other recent studies on the mediation role of motivation in the training-employee performance relationship were also corroborated by Ruttledge and Cathcart in 2019. The authors also came to the conclusion that motivation is a factor mediator between job design and employees' performance in their study, "Is motivation a mediating factor between job design and job performance?"

According to (Jarodzka et al., 2021), there is a considerable correlation between employee performance and training. Training is regarded as a key tool for enhancing organizational performance and achieving its goals (Steiner-Khamsi & Quist, 2000) claims that training and development is a strategic instrument used by organizations to improve employee performance. It accomplishes this through acquiring and disseminating to staff members the most current knowledge and abilities, as well as the correct organizational mind set and best practices, to enable them to perform their jobs in line with the set goals and objectives. Training develops employees' skills, competencies, and recognition for their work and obligations, which is the main component that significantly determines how well they perform (Jarodzka et al., 2021).

2. MATERIALS AND METHODS

Philosophical Underpinning

The philosophical assumption that underpins this study is pragmatism. As a research paradigm, pragmatism is based on the proposition that researchers should use the philosophical and /or methodological approach that works best for a particular study being investigated. According to (Oyelere et al., 2020), pragmatist epistemology is that knowledge which always based on experiences. One’s perception of the world is influenced by his or her social experience. Each person’s knowledge is unique as it is created by his/her unique experiences. In the pragmatic approach, it usually attempts at clarifying every factor influencing people's behaviour in specific situations (Goodman, & Frank, 2016). Theoretically, nothing in the world is certain, thus pragmatists admit that their research unlikely to yield any assurance. A key proponent of this philosophy, William James, stated that pragmatism avoids abstract, established ideas and refuses to believe there is just one absolute truth. Instead, pragmatic research applies principles to human experience to define them (Papadima, 2021). Therefore, in his, the researcher believed that there were several approaches that could be used to motivate employees, specifically lecturers in question. Numerous methodologies could be applied in the training process to influence their satisfaction to perform better.

Research Approach

The second layer of the research onion, according to Saunders et al. (2016), is the research approach, of which there are two sorts. Inductive and deductive techniques are used. Considering the primary goal of this investigation, the study employed a deductive approach. The deductive approach

is used in research to test theories by analyzing hypotheses. The deductive technique necessitates that the research adheres to a positivist worldview (Habahbeh & Alkhalaileh, 2020).

Research Design

The study utilized institutional (School-based) descriptive cross-sectional design. The descriptive cross sectional design means describing what is existing in the population at a particular point in time. Quantitative method was used to analyse data in order to answer the research questions. Quantitative study approach is defined as the systematic investigation of phenomenon by gathering quantifiable data and performing statistical, mathematical or computational techniques (Zou et al., 2018). Information from quantitative methods tend to be standardized, efficient and amenable to tests of reliability, easily summarized and analyzed, and accepted as "hard" data.

Population of the Study

Population according to (Iqbal et al., 2022) is the universe of units from which a sample is to be selected. In other words, all elements, individuals, or units that meets the selection criteria for a group to be studied, and from which representative sample is taken for detailed examination. Sampling is the process of selecting units from a population of interest so that by studying the sample, a fairly generalize results is trace back to the population from which they were chosen (Miracle & Adaobi, 2023). The population of this study covered all the sixty-seven (67) and forty-four (44) lectures at the College for Distance and E-Learning, University of Education, Winneba, Techiman and Sunyani Study Centres respectively. Hence the population for the study was 111 Lecturers'.

Sample Size

The sample for the study comprised all the 111 Lecturers from the Techiman and Sunyani Study Centres of the College. This was done by carefully selecting a sampling to represent the most important characteristics of the population being investigated (Peter Dzah et al., 2023). It is worth knowing that the College for Distance and E-Learning have forty-five (45) study centres nationwide. The Techiman and Sunyani Study Centres are among the Study centres with high student population and also among the centres that offer both Undergraduate and Postgraduate programmes. Therefore, the data solicited from Lecturers of these two Study Centres give a clear representation of what transpires at the other Study Centres.

Sampling Techniques

Sampling is the process of taking a subset to represent the sampling frame or entire population. Sampling can be used to make inferences about a population or to make generalizations in relation to existing theory (Appeaning Addo Professor et al., 2023). Here, purposive sampling technique was employed in the study. The researcher purposively selected Techiman and Sunyani centers of College for Distance and E-Learning at the University of Education, Winneba. The decision to use purposive sampling was driven by the need to gather data from lecturers who had experienced training programs, as these programs were the focus of the research study. By targeting lecturers who had undergone training, the researcher aimed to examine the relationship between training programs and lecturers' satisfaction in the context of distance and e-learning. This means that participants could provide valuable insights, and deemed the most appropriate respondents who are intellectuals and have deep insight of the subject matter (Peter Dzah et al., 2023). Cohen, Manion and Morrison (2003) also assert that purposive sampling enables researchers to handpick the cases to be included in the sample on the basis of their judgment and typicality, to investigate the impact of training on lecturers' motivation and job satisfaction within the College for Distance and E-Learning. This sampling approach allowed for a targeted and focused investigation of the research question, ensuring that the study's objectives could be adequately addressed.

Data Collection Instruments and Procedure

Before the start of the data collection, the researcher obtained an introductory letter from the Catholic University of Ghana. With such an introductory letter, permission was sought from the management of CODEL to use the lecturers at the Techiman Centre for the study. The researcher visited the Centre and interact with the lecturers. The objectives of the study were made known to them. Opportunity was given to the respondents to ask questions and clarifications were given. Dates for the

administration of the instruments was agreed upon. The researcher ensured all ethical issues were observed during the data collection.

Data Collection Instrument

Questionnaire was the main instrument used for the data collection. The questionnaire was made up of close-ended questions. The researcher developed the questionnaire based on the research objectives and was guided by the literature aligned to this study. The questionnaire had five sections. The first section of the instruments cover socio-demographic profile of the respondents, the second section dwelt on the main responsibilities of the Lecturers, additional responsibilities and their perception towards such roles. The third section involved the training programmes available in the school, assessment of training needs and the conduct of the training programmes in the school. Section fourth, elicited information evaluation design, conduct of evaluation, and its interpretation. Finally, the fifth section cover the satisfaction of teachers of the training programmes in the school and other motivational tools such as remuneration and work environment.

Data Analysis

Data was gathered through primary source using questionnaire and analysed by the means of the SPSS programme version 25.0. The three objectives of the data analysis are to acquire an understanding of the data, evaluate its reliability, and test the research's hypotheses (Sekaran and Bougie, 2013). Descriptive statistics was used to get the feel for the data through summaries of the detailed data in order to make it easier to understand for both researcher and reader by means of using frequencies, percentages, means and standard deviations to present them. Reliability statistics is also used to test the consistency and stability based on Cronbach's alpha which is a reliability measurement that indicates how well the items in a set is positively correlated to another (Sekaran and Bougie, 2013). Inferential statistics was also used to test the hypotheses that was developed and to answer the research questions (Sekaran and Bougie, 2016), and with that, both Chi square and correlation analysis was used for the purpose of finding the relationship training as a motivation for lecturers' job satisfaction.

3. RESULTS

Socio-Demographic Characteristics of Respondents

This segment examines the demographic attributes of participants, focusing on variables such as sex, age, education level, department, employment type, and tenure. Table 1 showcases the socio-demographic profiles of participants, sorted by Centre and sex, including count and percentage per category. Among the 111 part-time lecturers from Techiman and Sunyani who completed the comprehensive surveys, 67 were from Techiman and 44 from Sunyani. Of these, 77 males (69.4%) and 34 females (30.6%) participated. In Techiman, there were 47 male (42.7%) and 20 female (18%) respondents, while in Sunyani, 30 males (27%) and 14 females (12.6%) participated. Techiman Centre's gender distribution included 8 female (11.9%) and 17 male (25.4%) respondents. Sunyani Centre had 10 female (22.7%) and 15 male (34.1%) respondents, highlighting a higher male prevalence in both Centres. Most respondents at Techiman Centre were in the 30-39 age bracket (11.9%), while at Sunyani Centre, this group constituted 22.7%. The predominant age group in both Centres was 40-49, with 16.4% in Techiman and 29.5% in Sunyani. The least represented age group was 50-59, with only 1.5% in Techiman and 4.5% in Sunyani.

In terms of educational attainment, the data reveals a notable trend across both Centres, with a majority of respondents possessing a Master's Degree. At Techiman Centre, this is demonstrated by 18 individuals, constituting 26.9% of respondents, holding a Master's Degree. Similarly, at Sunyani Centre, the prevalence of Master's Degrees is even higher, with 30 respondents, accounting for 68.2% of the total. However, the presence of Ph.D. holders is considerably less. In the Techiman Centre, only 3.0% of respondents, equating to 2 individuals, have earned a Ph.D., and notably, there are no Ph.D. holders among the respondents at the Sunyani Centre.

Further insights can be gained by examining the distribution of respondents across different departments within these Centres. At Techiman Centre, there is a diverse spread of respondents across various academic departments, indicating a wide range of academic interests and specializations. The

department with the highest representation is English, with 9 respondents making up 13.4% of the total. Interestingly, certain departments like Basic Education and Mathematics have no representation at all, which might suggest a need for more focus our resources in these areas. In contrast, the distribution at Sunyani Centre is slightly different. Here, the Social Science department emerges as the most represented, with 16 respondents or 23.9% of the total, followed by the mathematics department, which includes 9 respondents or 13.4% of the total. This difference in departmental representation between the two Centres could reflect varying academic priorities or strengths within each location.

In terms of employment, the majority of respondents in both Centres are engaged in part-time employment. At Techiman Centre, 20 respondents (29.9%) are part-time employees, while in Sunyani Centre, there are 30 respondents (68.2%) in part-time employment. Regarding years served, the distribution of respondents in Techiman Centre shows that the highest number of respondents (14.9%) have served for 1-5 years, followed by 6-10 years with 10 respondents (14.9%). In Sunyani Centre, the majority of respondents have served for more than 10 years, with 17 respondents (25.4%). Overall, the results indicate variations in the socio-demographic characteristics of the respondents between the Techiman and Sunyani Centres. These differences in demographics may have implications for understanding the job satisfaction levels and experiences of the lecturers at each Centre.

Table 1 Socio-demographic Characteristics of respondents **(Source: Field Work, 2023)**

	Techiman				Sunyani			
	Sex							
	Female		Male		Female		Male	
Variable	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Age Group								
30-39	8	11.9	17	25.4	10	22.7	15	34.1
40-49	11	16.4	26	38.8	4	9.1	13	29.5
50-59	1	1.5	4	6.0	0	0.0	2	4.5
Educational Level								
Master's Degree	18	26.9	44	65.7	14	31.8	30	68.2
Ph.D.	2	3.0	3	4.5	0	0	0	0.0
Department								
Basic Education	0	0.0	4	6.0	0	0.0	2	4.5
Business	1	1.5	0	0.0	0	0.0	0	0.0
Catering and Hospitality	4	6.0	0	0.0	2	4.5	0	0.0
Education	0	0.0	6	9.0	1	2.3	4	9.1
English	9	13.4	4	4.0	9	20.5	2	4.5
IT	1	1.5	4	6.0	0	0.0	0	0
Mathematics	0	0.0	9	13.4	1	2.3	5	11.4
Science	0	0.0	4	6.0	0	0.0	8	18.2
Social Science	5	7.5	16	23.9	1	2.3	9	20.5
Employment								
Part-Time	20	29.9	47	70.1	14	31.8	30	68.2
Years Served								
1-5	10	14.9	17	25.4	3	6.8	11	25.0
6-10	10	14.9	13	19.4	10	22.7	12	27.3
More than 10 years	0	0.0	17	25.4	1	2.3	7	15.9

The State of Training Programmes of Lecturers at the Study Centres

The first object of the study was to assess the state of the training programmes organised by the college for the lecturers at the Techiman and Sunyani study centres. To achieve this objective, the study examined the types of training programmes attended by the lecturers and the training evaluation, and the results are presented as follow.

Types of Training Programmes Attended by Lecturers

The section assessed the types of training programmes attended by lecturers in order to ascertain more understanding on the various training programmes attended by lecturers at the study centres, and the results are shown in Table 2.

Table 2 Training programmes frequently attended by Lecturers

SN	Statement	Responses	
		Frequency	Percent
1	Regular courses	28	25.22%
2	Institutes	2	1.80%
3	Conferences	22	19.81%
4	Workshops	86	77.47%
5	Seminars	54	48.64%
6	Correspondence Courses	6	5.40%
7	Exhibitions	4	3.60%
8	Professional reading	4	3.60%
9	Visits and demonstrations	2	1.80%

Source: Field Work (2023)

Table 2 in the study provides a detailed overview of the types of programs that lecturers frequently attend, as gathered from multiple-choice responses. The data is revealing in terms of the preferences and priorities of the academic staff. A significant majority, representing 77.47% of the respondents (86 lecturers), indicated that they have attended workshops, highlighting these as a primary choice for ongoing education and professional development. Following closely are seminars, which also show considerable interest, with 54 lecturers (48.64%) participating, suggesting these are also valued for their educational content and networking opportunities. Regular courses are the third most popular option, attended by 28 lecturers, accounting for 25.22% of the responses. This indicates a steady interest in more structured and formal educational settings. Conferences, though less frequented, still draw a notable percentage of the academic staff, with 19.81% (22 lecturers) attending, pointing to their importance in keeping abreast of latest academic developments and collaborations. On the lower end of the spectrum are institute visits and demonstrations, each attracting only 1.80% of the respondents (2 lecturers). This lower rate may reflect the specific nature or the perceived lesser immediate relevance of these activities in the lecturers' professional development. The overall data from Table 2 thus provides valuable insights into the professional development preferences of lecturers in this study.

Assessing the Training Programme

The training evaluation aimed to evaluate the lecturers' perception of satisfaction of the training programmes in the area of knowledge, skills, attitudes, understanding, productivity, and mind-set. The participants rated their responses on a Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The mean and standard deviation were calculated to determine the overall level of agreement and the variability among the responses.

On how training increased knowledge, forty-two (42) participants (48.3%) agreed that training programmes have increased their knowledge. The mean score for this is 3.5, indicating a moderate level of agreement. The low standard deviation of 0.5 suggests that the responses were relatively consistent, with minimal variation among the participants. With respect to training and the development of new skills, the results show that forty-seven (47) participants (34.6%) agreed with the statement that the training has developed their skills. The mean score for this statement was 3.5, indicating a moderate level of agreement. The low standard deviation of 0.5 suggests that the responses were relatively consistent, with minimal variation among the participants.

With regard to how training programmes have changed the attitudes of lecturers, the results indicate that thirty-one (31) participants representing (35.6%) agreed with this statement. The mean score for this statement was 3.4, indicating a moderate level of agreement. The low standard deviation of 0.5 suggests that the responses were relatively consistent, with minimal variation among the participants.

Statement 4: "As a result of the training, I have a better understanding of what I do on the job."

Thirty-four participants (39.1%) agreed with this statement. The mean score for this statement was 3.4, indicating a moderate level of agreement. The low standard deviation of 0.5 suggests that the responses were relatively consistent, with minimal variation among the participants.

Statement 5: "I get more work done and have more ideas as a result of the training."

Thirty participants (34.5%) agreed with this statement. The mean score for this statement was 3.2, indicating a moderate level of agreement. The slightly higher standard deviation of 0.7 suggests some variability in the responses, with participants having slightly different levels of increased productivity and creativity.

Statement 6: "As a result of training, more energies are directed on the positives rather than the negatives."

Twenty-one participants (24.1%) agreed with this statement. The mean score for this statement was 3.2, indicating a moderate level of agreement. The low standard deviation of 0.4 suggests that the responses were relatively consistent, with minimal variation among the participants.

The cluster (overall mean) of 3.4, and the benchmark of 2.5, suggests that the lecturer's state of training was quite good at the centre.

Table 3 Assessment of Training Programme

S/N	Statement	F (%)	Mean	Std. Dev
1	As a result of the training I have subsequently attended, I have substantially increased my knowledge on	54 (48.3)	3.5	0.5
2	I have developed new skills as a result of the training.	38 (34.2)	3.5	0.5
3	Some of my attitudes toward specific topics have changed as a result of the training	40 (36.0)	3.4	0.5
4	As a result of the training, I have a better understanding of what I do on the job.	43 (38.7)	3.4	0.5
5	I Get more work done and have more ideas	38 (34.2)	3.2	0.7
6	As a result of training, more energies are directed on the positives rather than the negatives	27 (24.3)	3.2	0.4

Cluster Mean	3.4	0.5

Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4). Benchmark value (2.5, below disagree, above agree)

Source: Field Work (2023)

Assessment of Motivation and Job Satisfaction

Motivation

The assessment of motivation among the participants revealed interesting findings. The responses to each statement were measured on a Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The mean and standard deviation were calculated to assess the overall level of motivation and the level of variation among the responses.

Statement 1: "I get a great deal of pleasure from learning new things on the job."

A total of 35 participants (40.2%) agreed with this statement. The mean score for this statement was 3.4, indicating a moderate level of agreement. The low standard deviation of 0.5 suggests that the responses were relatively consistent, with minimal variation among the participants.

Statement 2: "Work tasks are both enjoyable and exciting for me.

Twenty-six participants (29.9%) agreed or strongly agreed with this statement. The mean score for this statement was 3.2, indicating a moderate level of agreement. The standard deviation of 0.7 suggests some variability in the responses, with participants having slightly differing levels of enjoyment and excitement towards work tasks.

Statement 3: "Sometimes the job inspires me so much that I almost forget about everything else.

Seventeen participants (19.5%) agreed with this statement. The mean score for this statement was 2.8, indicating a slightly lower level of agreement compared to the previous statements. The standard deviation of 0.8 suggests a higher level of variability in the responses, indicating that some participants strongly agreed while others strongly disagreed with this statement.

Statement 4: "It is necessary for me to have external motivation to work hard in order to produce a good job.

Forty participants (46.0%) agreed with this statement. The mean score for this statement was 3.2, indicating a moderate level of agreement. The standard deviation of 0.8 suggests some variation in the responses, with participants having different levels of reliance on external motivation to perform well in their job.

Statement 5: "If I am supposed to put in extra effort in my job, I need to get extra pay."

Forty participants (46.0%) agreed with this statement. The mean score for this statement was 3.1, indicating a moderate level of agreement. The standard deviation of 0.9 suggests a higher level of variability in the responses, indicating that participants had varying opinions on the need for extra pay to put in extra effort. The overall mean of 3.2 suggests that lecturers were somehow motivated.

Table 4 Assessment of Motivation

S/N	Statement	F (%)	Mean	Std. Deviation
1	I get a great deal of pleasure from learning new things on the job.	45 (40.2)	3.4	0.5
2	Work tasks are both enjoyable and exciting for me.	33 (29.9)	3.2	0.7
3	Sometimes the job inspires me so much that I almost forget about everything else.	22 (19.5)	2.8	0.8
4	It is necessary for me to have an external motivation to work hard in order to produce a good job.	51 (46.0)	3.2	0.8
5	If I am supposed to put in extra effort in my job, I need to get extra pay	51 (46.0)	3.1	0.9
	Cluster Mean		**3.2**	**0.7**

Strongly Disagree (1), Disagree (2), Agree (3) and Strongly Agree (4). Benchmark value (2, below disagree, above agree)
Source: Field Work (2023)

Job Satisfaction

The job satisfaction assessment aimed to evaluate participants' satisfaction levels related to various aspects of their work. Participants rated their responses on a Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The mean and standard deviation were calculated to determine the overall level of agreement and the variability among the responses.

Statement 1: "I am fulfilling the organizational rules and procedures."

Fourteen participants (16.1%) agreed with this statement. The mean score for this statement was 3.1, indicating a moderate level of agreement. The low standard deviation of 0.5 suggests that the responses were relatively consistent, with minimal variation among the participants.

Statement 2: "My reports are trustworthy and reliable."

Eighteen participants (20.7%) agreed or strongly agreed with this statement. The mean score for this statement was 3.2, indicating a moderate level of agreement. The low standard deviation of 0.4 suggests that the responses were relatively consistent, with minimal variation among the participants.

Statement 3: "I deliver high-quality work results."

Thirty-six participants (41.4%) agreed or strongly agreed with this statement. The mean score for this statement was 3.4, indicating a moderate level of agreement. The standard deviation of 0.6 suggests some variability in the responses, with participants having slightly differing perceptions of their own work quality.

Statement 4: "I am quite particular about getting the job done correctly the first time."

Twenty participants (32.2%) agreed with this statement. The mean score for this statement was 3.2, indicating a moderate level of agreement. The standard deviation of 0.6 suggests some variability in the responses, with participants having slightly differing levels of emphasis on accuracy and correctness.

Statement 5: "My work performance always meets expectations."

Forty-one participants (47.1%) agreed with this statement. The mean score for this statement was 3.5, indicating a moderate level of agreement. The low standard deviation of 0.5 suggests that the responses were relatively consistent, with minimal variation among the participants

Statement 6: "My work has a significant impact on the overall performance of our work unit."

Forty-nine participants (56.3%) agreed with this statement. The mean score for this statement was 3.5, indicating a moderate level of agreement. The standard deviation of 0.6 suggests some variability in the responses, with participants having slightly differing perceptions of the impact of their work on the overall unit performance.

Note: Overall, the mean of 3.3 means that lecturers were satisfied with the job.

Table 5 Job Satisfaction

S/N	Statement	F (%)	Mean	Std. Deviation
1	I am fulfilling the organizational rules and procedures	18(16.1)	3.1	0.5
2	My reports are trustworthy and reliable.	23(20.7)	3.2	0.4
3	I deliver high-quality work results.	46(41.4)	3.4	0.6
4	I am quite particular about getting the job done correctly the first time.	36(32.2)	3.2	0.6
5	My work performance always meets expectations.	52(47.1)	3.5	0.5
6	My work has a significant impact on the overall performance of our work unit.	62(56.3)	3.5	0.6
	Cluster Mean		**3.3**	**0.5**

Strongly Disagree (1), Disagree (2), Agree (3) and Strongly Agree (4). Benchmark value (2.5below disagree, above agree)
Source: Field Work (2023)

4. DISCUSSION

Interplay of Training Programs and Lecturer Performance

The study's findings underscore a significant correlation between training programs and the performance of lecturers at the Techiman and Sunyani Study Centres. The data indicates a high participation rate in training activities, such as workshops and seminars. This trend is reflective of a broader understanding within the academic community that continuous professional development is key to enhancing teaching effectiveness. These findings are in harmony with the research of (Oteng et al., 2023; Peter Dzah et al., 2023; Rivaldo & Nabella, 2023), who posited that employee performance is significantly influenced by the quality and frequency of training. This correlation suggests that training programs are not

just a formality, but a critical component in shaping the skills and competencies of lecturers, which in turn influences their performance.

Impact of Training on Knowledge, Skills, and Attitudes

The research revealed that lecturers recognize a noticeable improvement in their knowledge and skills following participation in training programs. The moderate agreement scores indicate that while the training has been beneficial, there is room for improvement in its design and delivery. This outcome is particularly important in the context of teaching, where the acquisition of new knowledge and pedagogical skills is crucial. Furthermore, the data points towards a moderate change in lecturers' attitudes towards their work. This suggests that while training does influence attitudes, it is not the sole factor in shaping lecturers' perceptions and approaches to their roles.

Motivation and Job Satisfaction Nexus

The study highlights an interesting aspect of lecturer motivation. A significant number of lecturers expressed a sense of satisfaction from learning new things, indicating a strong presence of intrinsic motivation. However, the data also points towards a desire for extrinsic rewards, such as additional compensation for extra efforts. This blend of intrinsic and extrinsic motivational factors is crucial for policy-makers and administrators to understand, as it suggests that while intellectual stimulation is important, tangible rewards are also key in maintaining lecturer motivation.

Training, Satisfaction, and Quality of Work

The findings indicate that training programs have a moderately high impact on job satisfaction. Lecturers not only feel more competent in their roles post-training but also exhibit a sense of pride and satisfaction in their contributions to their respective units. This connection between training, satisfaction, and perceived quality of work is critical. It suggests that when lecturers are well-trained, they not only perform better but also develop a stronger allegiance to their organization's goals and standards.

Implications for Distance and E-Learning

For institutions like the College for Distance and E-Learning, these insights are invaluable. The findings advocate for the continuation and enhancement of training programs, emphasizing the need for these programs to be comprehensive, addressing not just skill enhancement but also motivational and attitudinal aspects. Given the unique challenges of distance education, such as the need for technological proficiency and innovative teaching methods, the role of training becomes even more pronounced. (Bahroun et al., 2023)

Limitations and Directions for Future Research

While the study provides crucial insights, it is limited by its focus on only two study centers. Future research could expand to include a more diverse range of study centers to validate these findings further. Additionally, examining the long-term effects of training on lecturers' performance and satisfaction could provide a more comprehensive understanding of the sustained impact of such programs. Such longitudinal studies could help in designing training programs that not only meet immediate skill gaps but also contribute to long-term career development and satisfaction among lecturers.

5. CONCLUSION

This study embarked on an explorative journey to understand the impact of training programs on lecturer motivation and job satisfaction, focusing on the lecturers at Techiman and Sunyani Study Centres of the College for Distance and E-Learning, University of Education Winneba. The findings provide insightful revelations into how training programs influence not only the professional competencies of lecturers but also their motivation and overall job satisfaction. The data clearly indicates that regular and

well-structured training programs are vital in enhancing the knowledge, skills, and attitudes of lecturers. These programs play a pivotal role in maintaining high standards of teaching and learning, particularly in the dynamic field of distance education. The positive correlation between participation in training programs and improvements in lecturers' performance highlights the importance of ongoing professional development.

Furthermore, the study unveils a nuanced understanding of motivation among lecturers, where both intrinsic factors, such as the joy of learning, and extrinsic factors, like additional incentives, are influential. This dual aspect of motivation underscores the need for a balanced approach in designing training programs, where intellectual stimulation is coupled with tangible rewards. The moderate levels of job satisfaction reported suggest that while training programs positively impact lecturers' perception of their job, there are other factors at play that determine overall job satisfaction. This highlights the need for a holistic approach to faculty development, encompassing not just skill enhancement but also addressing broader aspects of job satisfaction.

This research underscores the significance of training programs in enhancing the effectiveness and satisfaction of lecturers, particularly in the context of distance education. It suggests that institutions should not only invest in these programs but also constantly evaluate and adapt them to meet the evolving needs of their faculty. As the landscape of higher education continues to evolve, particularly with the growing emphasis on distance learning, the role of well-crafted training programs in empowering educators becomes increasingly paramount. The findings of this study provide a foundation for further research in this area, particularly in exploring the long-term effects of training programs and expanding the scope to include a broader range of educational settings. Such ongoing research is vital in shaping the future of academic development programs, ultimately contributing to the enhancement of quality education delivery in the ever-evolving landscape of distance learning.

6. RECOMMENDATION

The study conducted at the Techiman and Sunyani Study Centres of the College for Distance and E-Learning, University of Education Winneba, yields several key recommendations for enhancing training programs and their impact on lecturer motivation and job satisfaction. Firstly, it is imperative to continuously update and enhance training programs to align with the latest educational practices and technological advancements. This includes incorporating innovative teaching methodologies tailored to the unique challenges of distance education. A holistic approach to faculty development is also essential, encompassing not just skill enhancement but also considerations for work-life balance, mental well-being, and career progression opportunities.

Moreover, the study highlights the importance of balanced motivational strategies. Institutions should recognize the value of both intrinsic motivators, like personal growth and learning, and extrinsic motivators, such as financial incentives and formal recognition. Implementing regular feedback mechanisms where lecturers can voice their experiences and suggestions can also play a crucial role in refining these training programs.

Further research, particularly longitudinal studies, is recommended to assess the long-term impacts of such training initiatives. Expanding the scope of research to include a wider range of educational settings and demographics can provide a more comprehensive understanding of varying training needs. Additionally, integrating advanced technological tools in training programs can significantly enhance their accessibility and effectiveness, particularly vital in distance learning contexts.

Encouraging collaborative learning and networking among lecturers through organized workshops and seminars can also foster a sense of community, shared learning, and professional growth. Finally, educational policymakers should focus on formulating and regularly reviewing policies that promote

continuous learning and development for lecturers, ensuring adequate resource allocation for these initiatives.

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