

The Morale of Trainers and Performance of Parliamentary Training Institutes: A Case Study of Selected Institutes in Africa

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Abstract

This Paper delves into the intricate dynamics surrounding the morale of trainers within Parliamentary Training Institutes (PTIs) across various African countries. The study combined qualitative interviews and a systematic review to gather data from trainers and administrators in PTIs to explore the factors influencing trainers' morale and their implications on the overall effectiveness of parliamentary training programs. Through a comprehensive examination of selected PTIs in Africa, the study aimed to identify common patterns, challenges, and best practices that shape trainers' work environments and morale. By adopting this approach, the study sought to gain a holistic understanding of the key elements contributing to or detracting from trainers' morale. The study examined various factors, including institutional support, leadership, communication, professional development opportunities, remuneration, job satisfaction, and the perception of trainers on their roles within the parliamentary training context. Insights from this offered practical recommendations for enhancing the morale of trainers in parliamentary institutions. The study established that comprehending and addressing the morale of trainers is crucial for effective management and performance of PTIs. The study established a significant positive relationship between factors that affect training and the morale of the trainers using a linear regression model. It recommended the following six broad areas of PTIs: Organizational Structure and mandates, Oversight, Quality Assurance, Work Environment and communication, Leadership and Management, and Networking. The study recommends further research on socio-political factors affecting the morale of trainers and the operationalization of PTIs in Africa.

Keywords: *Morale, Trainer, Training, Parliamentary studies, Parliamentary Training Institutes*

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1.0 INTRODUCTION

1.1 Background of Parliamentary Training Institutes in Africa

The establishment of PTIs in Africa stems from recognizing the importance of a well-trained workforce in parliamentary settings. These institutions provide specialised training programmes, seminars, conferences, and workshops to enhance parliaments' institutional capacity, promote good governance, and ultimately help democratic processes.

According to the International Foundation for Electoral Systems (IFES) Parliamentary Tool Kit (2005:27), legislators, just like other professionals, need continuing education programs and professional development to keep them updated on emerging democracy and governance trends. This underscores the need for effective Parliamentary Training Institutes (PTIs)

PTIs in Africa often collaborate with international partners, parliamentary bodies from other countries, and academic institutions to design and deliver tailored training programmes. These institutes' curricula typically cover a wide range of topics, including parliamentary procedures, legislative drafting, budget analysis, public speaking, Hansard production processes, and cross-cutting matters such as human capital ICT and leadership skills.

Moreover, PTIs in Africa serve as platforms for networking, knowledge exchange, and fostering cooperation among parliamentary staff and members from different countries. These institutes also play a crucial role in promoting transparency, accountability, and professionalism within parliamentary systems across the continent.

Overall, the background of Parliamentary Training Institutes in Africa underscores the importance of continuous learning and skill development for parliamentary stakeholders. PTIs contribute significantly to African parliaments' overall effectiveness and functionality, reinforcing democratic governance and legislative processes in the region.

1.2 Significance of Trainer's Morale in Training Institutes

The morale of trainers in training institutes significantly impacts the overall effectiveness and outcomes of the training programmes. Here are some key points highlighting the significance of trainers' morale:

- i. **Quality of Training Delivery:** According to Nayak (2024), trainers with high morale are more likely to be motivated, engaged, and enthusiastic in delivering training sessions. Their positive attitude can enhance the overall quality of training, making the learning experience more engaging and effective for participants. PTIs utilise key parliamentary officers and members with the requisite expertise and experience to undertake the training. This boosts the morale of the trainers as well as the interests of the participants.

- ii. **Retention of Skilled Trainers:** When trainers have high morale, they are more likely to stay committed to their roles in the training institute. This leads to better retention of skilled trainers who bring expertise, experience, and continuity to the training programs (Ford, n.d.). Further, creating a knowledge bank and a centre of excellence that adds value, allows skilled trainers in PTIs to adopt tools that will enable good practices and knowledge sharing.
- iii. **Positive Learning Environment:** Trainers with high morale contribute to a positive and supportive learning environment (Al-Halwachi, 2023). This can boost participants' confidence, motivation, and willingness to engage actively in the training sessions, leading to better learning outcomes. A positive learning environment allows PTIs to create a holistic knowledge network.
- iv. **Continuous Professional Development:** Trainers' morale can impact their willingness to engage in continuous professional development. Motivated trainers are more likely to seek opportunities for learning and growth, which can enhance their skills and knowledge, ultimately benefiting the training institute (AlRawahi et al., n.d.). The major contribution towards professional development is creating and retaining knowledge in PTIs for effective and efficient management and service delivery to core clients.
- v. **Role Modeling:** The fifth benefit of having trainers with high morale in a training institute is that they act as role models for the trainees. Cultivating a culture of excellence and devotion within the institute is possible when trainers display strong morale, professionalism, and devotion (Lparsons, 2024).
- vi. **Innovation and Creativity:** Trainers with high morale are more likely to think creatively, experiment with innovative teaching methods, and adapt to new technologies in training delivery (AlRawahi et al., n.d.). This can lead to more engaging and effective training programmes that meet participants' evolving needs. Indigenous and unique knowledge systems, such as legislative knowledge, can only be preserved through the innovation and creativity of PTIs (Tessema et al., n.d.).
- vii. **Participant Satisfaction and Feedback:** Trainers' morale can directly impact participant satisfaction with the training experience. Satisfied participants are more likely to provide positive feedback, recommend the training institute to others, and contribute to the institute's reputation and success (Tessema et al., n.d.).
- viii. **Organizational Performance:** The success and efficiency of the training institutes heavily depend on the trainers' morale. When trainers are happy and fulfilled in their work, it shows in their output, which benefits the institute and the trainers themselves.

From the foregoing, trainers' morale is a critical factor for the effective management and performance of Parliamentary Training Institutions. High morale among trainers directly influences their motivation, engagement, and overall effectiveness in delivering training programs. When trainers feel valued and supported, they are more likely to invest their time and energy into developing innovative training methodologies that enhance the learning experience for parliamentary staff and legislators. Furthermore, positive morale fosters collaboration among trainers, leading to the sharing of best practices and resources that can improve institutional performance. Conversely, low morale can result in disengagement, high turnover rates, and a lack of commitment to professional development initiatives. This not only hampers the quality of training provided but also affects the institution's reputation and ability to fulfill its mandate effectively. Therefore, it is essential for management within Parliamentary Training Institutions to prioritize strategies that bolster trainer morale through recognition programs, professional development opportunities, and supportive work environments.

1.3 Research Objectives and Hypotheses

1.3.1 Research Objectives

The study sought to address the following specific research objectives relating to the morale of trainers in PTIs in Africa:

- i. To identify the contributions of job satisfaction, work environment, and capacity building to trainers' morale.
- ii. To examine trainers' perceptions regarding their roles, responsibilities, and challenges within PTIs.
- iii. To investigate the influence of organisational structures and leadership styles on trainer morale.
- iv. To assess the role of training resources and remuneration in shaping trainer morale.
- v. To analyse the impact of communication on trainers' morale.
- vi. To propose recommendations to improve trainer morale within African PTIs.

1.3.2 Research Hypothesis

The study evolved the following specific research hypotheses that were tested to target the realization of the outlined objectives:

1. Ho1: There is no significant difference in the job satisfaction, work environment, and capacity building to trainers' morale in PTIs in Africa.
2. Ho2: There are no significant differences in the trainers' perceptions regarding trainer's roles, responsibilities, and challenges within PTIs in Africa.

3. Ho3: There are no significant differences in the influence of organisational structures and leadership styles on trainer morale within PTIs in Africa.
4. Ho4: There are no significant differences in the role of training resources and remuneration in shaping trainer morale within PTIs in Africa.
5. Ho5: There are no significant differences in the impact of communication on trainer morale within PTIs in Africa.

2.0 LITERATURE REVIEW:

2.1 Understanding Trainers' Morale and its Importance

The morale of trainers within parliamentary training institutes is critical to ensuring effective capacity building and knowledge dissemination in parliamentary practices and procedures. Trainers' morale directly influences their motivation, job satisfaction, and overall performance, ultimately impacting the quality of training provided to parliamentarians and parliamentary staff. This literature review explores the significance of understanding trainers' morale within parliamentary training institutes, drawing insights from existing research and theoretical frameworks.

i) The Importance of Trainers' Morale:

Trainers' morale plays a pivotal role in shaping the success of PTIs for several reasons. Firstly, high morale among trainers is associated with increased motivation and commitment to their roles, leading to more enthusiasm for delivering training sessions and engaging participants effectively (Eraut, 2004). A conducive learning environment is one where there is enthusiasm, creativity, and a willingness to go above and beyond to meet trainees' needs.

Secondly, trainers with high morale are more likely to exhibit job satisfaction, which is closely linked to retention and organisational commitment (Harter et al., 2002). Retaining experienced and skilled trainers is essential for maintaining the institutional knowledge base and ensuring continuity in training programmes. Additionally, satisfied trainers are more likely to advocate for the institute, contributing to its reputation and attracting potential participants.

Furthermore, trainers' morale influences their interactions with trainees and colleagues, affecting the overall organisational climate within parliamentary training institutes (Cohen et al., 2009). Positive morale fosters a sense of camaraderie, collaboration, and support among trainers, which can enhance teamwork and knowledge sharing. Conversely, low morale may lead to disengagement, conflicts, and reduced productivity, undermining the institute's effectiveness and reputation.

ii) Factors Influencing Trainers' Morale:

Several factors contribute to trainers' morale within parliamentary training institutes, including organisational culture, leadership, recognition, resources, and job autonomy (Nica et al., 2016). Organisational culture, characterised by values, norms, and practices, can either bolster or hinder trainers' morale depending on its alignment with their professional values and needs (Dysvik & Kuvaas, 2013). Supportive leadership that provides clear direction, feedback, and opportunities for professional development can positively impact morale by instilling a sense of trust and confidence among trainers (Liden et al., 2004).

Recognition and appreciation for trainers' contributions are essential for fostering a sense of value and belonging within the organisation (Saks, 2019). Training institutes prioritising, recognising, and rewarding trainers' achievements will likely experience higher morale and engagement. Adequate resources, including funding, technology, and training materials, are also crucial for enabling trainers to perform their roles effectively and maintain job satisfaction (Grant et al., 2007). Lastly, job autonomy, or the degree of control and discretion trainers have over their work, can influence their sense of empowerment and motivation (Deci et al., 2017).

In conclusion, understanding trainers' morale and importance is vital for enhancing the effectiveness and sustainability of African parliamentary training institutes. High morale among trainers is associated with increased motivation, job satisfaction, and performance, ultimately contributing to the quality of training provided to parliamentarians and parliamentary staff. Organisational culture, leadership, recognition, resources, and job autonomy significantly shape trainers' morale. Parliamentary training institutes can create a supportive and conducive environment for capacity building and knowledge dissemination by addressing these factors and prioritizing trainers' well-being.

2.2 Previous Studies on Trainers' Morale in Educational Settings

Trainers' morale in educational settings is a subject of significant interest due to its implications for teaching effectiveness, student outcomes, and institutional performance. While much of the literature focuses on educational institutions such as schools and universities, there is relevance in examining trainers' morale within parliamentary training institutes, which also serve as educational entities aimed at capacity building and knowledge dissemination. This literature review seeks to explore previous studies on trainers' morale in educational settings and draw insights that could inform our understanding of trainer morale within parliamentary training institutes in Africa.

i) Factors Influencing Trainers' Morale:

According to research by Hoy and Sabo (1998), transformational leadership, which consists of empowering and supportive behaviours, is positively associated with teachers' job satisfaction and morale. Similarly, principals or directors in parliamentary training institutes who adopt a participative and supportive leadership approach will likely foster higher levels of trainer morale.

Job autonomy and control over instructional practices significantly predict trainers' morale (Smylie et al., 1997). Trainers who can design their training programmes, choose instructional methods, and make decisions about their work report higher levels of job satisfaction and morale. In parliamentary training institutes, trainers may benefit from autonomy in designing curriculum content, selecting teaching methodologies, and adapting training materials to meet the needs of diverse participants.

Rice et al. (1996) observe that the availability of resources, including funding, technology, and administrative support, is a crucial determinant of trainers' morale. Insufficient resources can lead to frustration, stress, and burnout among trainers, negatively impacting their morale and effectiveness. PTIs must ensure adequate funding and infrastructure to support trainers in delivering high-quality training programmes and staying abreast of developments in parliamentary practices.

Furthermore, organisational culture and climate significantly shape trainers' morale (Louis et al., 1999). Institutes prioritizing collaboration, professional development, and recognition of trainers' contributions have higher morale and job satisfaction among staff. Conversely, a negative organisational culture that lacks support, abounds with micromanagement, and bureaucratic obstacles can undermine trainers' morale and motivation.

ii) Implications for Parliamentary Training Institutes in Africa:

Drawing from previous studies on trainers' morale in educational settings, several implications emerge for African parliamentary training institutes. First, the PTI leadership should prioritise creating a supportive and empowering work environment that values trainers' contributions and provides opportunities for professional growth. Transformational leadership practices that foster trust, collaboration, and innovation can positively impact trainer morale and organisational effectiveness.

Second, PTIs must ensure that trainers have sufficient autonomy and resources to perform their roles effectively. This includes providing opportunities for trainers to participate in curriculum development, access to training materials and technology, and support for ongoing professional development initiatives.

Additionally, fostering an environment of open communication, transparency, and achievement recognition can boost trainers' morale and job satisfaction. Institute leaders should actively solicit feedback from trainers, involve them in decision-making processes, and recognize their contributions to the institute's mission and objectives.

In conclusion, previous studies on trainers' morale in educational settings offer valuable insights that can inform our understanding of trainer morale within PTIs in Africa. Leadership style, job autonomy, resources, and organisational culture are critical in shaping trainers' morale and job

satisfaction. By adopting practices that prioritise trainer well-being and create a supportive work environment, PTIs can enhance trainer morale and improve the quality and effectiveness of training programmes for parliamentarians and parliamentary staff.

2.3. Parliamentary Training Institutes in Africa

Understanding the unique characteristics and challenges PTIs face in Africa is essential for contextualizing the study of trainer morale within these institutions. This literature review explores the specifics of PTIs in Africa, focusing on their organizational structures, functions, and contextual factors that may influence the morale of trainers.

i) Organizational Structures of Parliamentary Training Institutes:

PTIs in Africa vary in organisational structures, governance models, and affiliations. While some PTIs operate as independent entities, others may be affiliated with parliamentary bodies, academic institutions, or international organisations such as the Inter-Parliamentary Union (IPU) or the United Nations Development Programme (UNDP). The organisational structure of PTIs often reflects their mandate, resources, and the political context within which they operate.

- a. **The National Institute for Legislative and Democratic Studies (NILDS, Nigeria):** The NILDS is located in Abuja, Nigeria. It operates as an independent research and training institution established by the Nigerian National Assembly with a mandate to provide research support and capacity development for legislators and parliamentary staff (NILDS, 2024). The institute offers training courses on legislative processes, policy analysis, budgeting, and other areas relevant to effective lawmaking in Nigeria. It is structured with various departments focusing on research, training, library services, and consultancy. The institute offers programs tailored to enhance legislative effectiveness and promote good governance.
- b. **The African Parliamentary Knowledge Network (APKN):** The African Parliamentary Knowledge Network was established in June 2008 at an international conference hosted by the Parliament of Egypt and attended by representatives from 37 national and regional assemblies in Africa (Republic of South Africa, n.d.). The APKN is located in various African countries. It is a network of parliamentary training institutes in Africa that aims to enhance the capacity of parliaments and parliamentarians on the continent. It provides training programmes, workshops, and resources to strengthen parliamentary practices, procedures, and governance in Africa. Its organisational structure likely includes a network of parliamentary experts, researchers, and policymakers collaborating to strengthen parliamentary processes across the continent.
- c. **The Centre for Parliamentary Studies and Training (CPST) - Kenya:** The CPST is the capacity-building arm of the Parliament of Kenya located in Nairobi (Parliament of

Kenya, n.d.). It offers specialized training programmes for Members of Parliament, parliamentary staff, and other stakeholders in the legislative process. The institute conducts courses on legislative drafting, parliamentary procedures, Hansard production process, oversight functions, and leadership skills tailored to the needs of the Kenyan Parliament. Its organisational structure consists of two directorates: The Directorate of Curriculum, Training, and Research, the core of the Institute, and the Directorate of Administration, Finance, and Corporate Affairs, which oversees administrative divisions and partnerships with other institutions to support parliamentary development.

- d. **The Parliamentary Training Institute, Ghana:** The IPS is in Accra, Ghana. It provides training and capacity-building programmes for newly elected Members of Parliament, parliamentary staff, and other stakeholders Draman (n.d.). The institute focuses on enhancing the understanding of democratic governance, legislative processes, and effective representation among parliamentarians in Ghana. Its organisational structure includes academic faculty, administrative personnel, research units, and collaborations with international partners to promote legislative excellence in Ghana.
- e. **The Southern African Development Community Parliamentary Forum (SADC-PF) - Zimbabwe:** The SADC-PF is located in Harare, Zimbabwe. It serves as a platform for regional parliamentary cooperation among Southern African countries and provides training opportunities for parliamentarians. The forum conducts workshops, seminars, and conferences to promote dialogue on regional integration, democracy, human rights, and good governance within the SADC region. Its organizational structure may involve committees, secretariat offices, working groups, and partnerships with national parliaments to address regional challenges through legislative initiatives.
- f. **The Institute of Parliamentary Studies Uganda:** The IPS Uganda provides Parliamentarians, Parliament staff, and stakeholders with institutionalised opportunities for systematic capacity building in various disciplines of parliamentary processes. However, the institute was restructured and currently operates minimally as a department in the Parliament of Uganda.
- g. **The African Centre for Parliamentary Affairs (ACEPA), Accra, Ghana:** ACEPA is an African not-for-profit organization registered in Ghana and dedicated to building the capacity of African Parliaments and elected representative bodies at all levels of governance. ACEPA supports African countries in ensuring effective performance throughout the governance chain - from local to national representative institutions.

ii) Functions and Activities of Parliamentary Training Institutes:

PTIs in Africa undertake a range of functions and activities to enhance the capacity and effectiveness of parliamentary institutions. These may include:

- a. **Training Programmes:** PTIs design and deliver training programmes tailored to the needs of parliamentarians, parliamentary staff, and other stakeholders. These programmes cover various topics such as legislative drafting, eloquent oratory, effective audience engagement, negotiation, finding consensus through dialogue, policy analysis, and evaluation of governmental programs. PTIs enhance lawmakers' abilities in the law-making process by providing tailored workshops, seminars, and courses (Bächtiger et al., 2018).
- b. **Orientation Programs for Inexperienced Participants:** Once new members are elected to parliament, PTIs often provide orientation or induction workshops to familiarise them with parliamentary procedures, rules of order, and ethical standards. These sessions are crucial for newly elected MPs to fully understand their responsibilities within the broader context of democratic governance (Meyer & Henningsen, 2019).
- c. **Research and Policy Analysis:** Many PTIs conduct research and policy analysis on parliamentary issues to inform legislative debates, policy formulation, and institutional reforms. Research outputs may include policy briefs, reports, and academic publications. Kumar and Singh (2020) postulate that PTIs serve as central locations for researching legislative processes and policies. Their studies offer Members of Parliament vital insights into the most effective approaches to government and legislation. They also disseminate knowledge through various channels like publications, reports, and websites. The resources mentioned provide significant insights into contemporary issues that influence legislative bodies.
- d. **Technical Assistance:** PTIs provide technical assistance and advisory services to parliamentarians and parliamentary committees, including support for drafting legislation, conducting parliamentary inquiries, and developing strategic plans.
- e. **Networking and Collaboration:** PTIs facilitate and foster the formation of connections and collaboration among parliamentarians, parliamentary staff, and other stakeholders through conferences, seminars, and workshops both domestically and internationally. These platforms enable knowledge sharing, peer learning, and the exchange of best practices (Harrison & McMillan, 2021). Networking opportunities can enhance the interchange of innovative solutions to common challenges parliaments face.

- f. **Promoting Gender Equality in Politics:** PTIs strongly promote gender equality in legislative bodies by implementing specific training programs for women parliamentarians as well as gender mainstreaming their training programs. These endeavors aim to enhance female leaders' capacities to advocate for their rights and exhibit effective leadership while simultaneously addressing the barriers hindering women's political involvement (UN Women, 2020).

iii) Contextual Factors Influencing PTIs in Africa:

Several contextual factors shape the operations and effectiveness of PTIs in Africa, which may have implications for the morale of trainers:

- a. **Political Environment:** The political context, including levels of political stability, democratization processes, and government priorities, can impact the autonomy and mandate of PTIs. Trainers may face challenges related to political interference, funding uncertainties, and shifting policy agendas. In many African countries, political instability, corruption, and lack of transparency can create a challenging environment for trainers (Mokhantso & Mothibe, 2020). When trainers perceive that their efforts are undermined by political interference or lack of support from government officials, it can lead to frustration and decreased motivation.
- b. **Resource Constraints:** The availability of institutional support and resources is another critical factor influencing trainer morale. Many PTIs in Africa operate under resource constraints, including limited funding, staffing shortages, and inadequate infrastructure. Trainers may experience morale issues due to heavy workloads, lack of professional development opportunities, and insufficient support systems. Many training institutes struggle with inadequate funding and facilities and limited access to modern training materials (Adebayo & Ojo, 2019). When trainers do not have the necessary tools or resources to conduct effective training sessions, it can lead to feelings of inadequacy and low morale.
- c. **Professional Development Opportunities:** Opportunities for professional development are crucial for maintaining high morale among trainers. Continuous learning and skill enhancement are essential for trainers to stay updated with best practices in parliamentary procedures (Khan & Moyo, 2021). If trainers feel that they are not given opportunities for growth or advancement within their roles, it can lead to disengagement and reduced enthusiasm for their work.
- d. **Technological Infrastructure:** Access to technology and digital resources can vary across PTIs in Africa, influencing the delivery of training programmes and the effectiveness of online learning platforms. Trainers may require training and support to adapt to digital teaching methods and overcome digital divides.

- e. **Recognition and Reward Systems:** Recognition plays a central role in motivating trainers in PTIs. Lack of acknowledgment for their contributions can diminish their sense of value within the organization (Osei-Tutu & Asante, 2020). Implementing reward systems that recognize outstanding performance can enhance trainer morale by fostering a culture of appreciation.
- f. **Collaboration with Stakeholders:** According to Nwankwo & Ezeani (2018), collaboration with various stakeholders—including civil society organizations, international partners, and academic institutions—can positively influence the effectiveness of parliamentary training programs. When trainers engage with diverse groups and receive external support for their initiatives, it enhances their sense of purpose and commitment to their roles.

In summary, the morale of trainers in PTIs in Africa is influenced by a complex interplay of political environments, institutional support structures, professional development opportunities, recognition systems, and collaborative efforts with stakeholders. Addressing these contextual factors is essential for fostering an environment where trainers feel valued and motivated to contribute effectively to legislative capacity building.

2.4 Theories Related to the Morale of Trainers

The study analyzed various theories of learning and development and narrowed to several as follows:

- i. **Self-Determination Theory (SDT):** This theory, developed by Edward L. Deci and Richard M. Ryan, posits that human motivation is driven by fulfilling three basic psychological needs: autonomy, competence, and relatedness (Deci & Ryan, 2000). In the context of trainers' morale, SDT suggests that when trainers feel autonomous in their roles—having the freedom to make choices and decisions—they are more likely to experience higher levels of intrinsic motivation. Additionally, when trainers perceive themselves as competent in their skills and receive support from colleagues (relatedness), their overall morale improves. This theory emphasizes the importance of creating an environment where trainers can thrive personally and professionally, enhancing job satisfaction and performance. The theory is related to the study because it helps us to understand how providing trainers with autonomy in their teaching methods, opportunities for skill development, and a supportive work environment can enhance their morale.
- ii. **Transformational Leadership Theory (TLT):** This theory was developed by James MacGregor Burns and later expanded by Bernard M. Bass. It focuses on how leaders can inspire and motivate followers to achieve exceptional outcomes through a shared vision (Bass & Riggio, 2006). In relation to trainer morale, transformational leadership is crucial in fostering an uplifting atmosphere where trainers feel valued and empowered. Leaders

who exhibit transformational qualities—such as providing intellectual stimulation, offering individualized consideration, and articulating an inspiring vision—can significantly enhance the morale of their training teams. By cultivating trust and encouraging personal growth among trainers, transformational leaders contribute to a positive organizational culture that boosts motivation and commitment.

- iii. **Social Learning Theory (SLT):** This theory was proposed by Albert Bandura, who emphasizes the role of observational learning, imitation, and modeling in behavior acquisition (Bandura, 1977). This theory is particularly relevant to trainer morale, highlighting how trainers can learn from one another's successes and challenges within a collaborative environment. When experienced trainers model effective teaching strategies or demonstrate resilience in overcoming obstacles, less experienced trainers will likely observe and adopt these behaviors in their practice. This process enhances individual competencies and fosters a supportive community among trainers. As they share knowledge and experiences through social interactions, overall morale is bolstered as they feel connected to a larger purpose within the training ecosystem. Considering this theory can help examine how peer relationships among trainers, mentorship programs, and collaborative learning initiatives influence morale within educational institutions.

2.5 Summary of the Literature Review

Understanding the specifics of PTIs in Africa is essential for contextualizing the study of trainer morale within these institutions. PTIs are vital in strengthening parliamentary processes, enhancing democratic governance, and building the capacity of parliamentarians and parliamentary staff. The organizational structures, functions, and contextual factors that characterize PTIs can shape the experiences and morale of trainers, highlighting the need for tailored interventions and support mechanisms to promote trainer well-being and effectiveness within these institutions. The key factors that shape the morale of trainers and, consequentially, the performance of PTIs from the theoretical literature include job satisfaction, work environment, training resources, professional development, leadership, capacity building, communication, perception of roles, remuneration, and organizational structure.

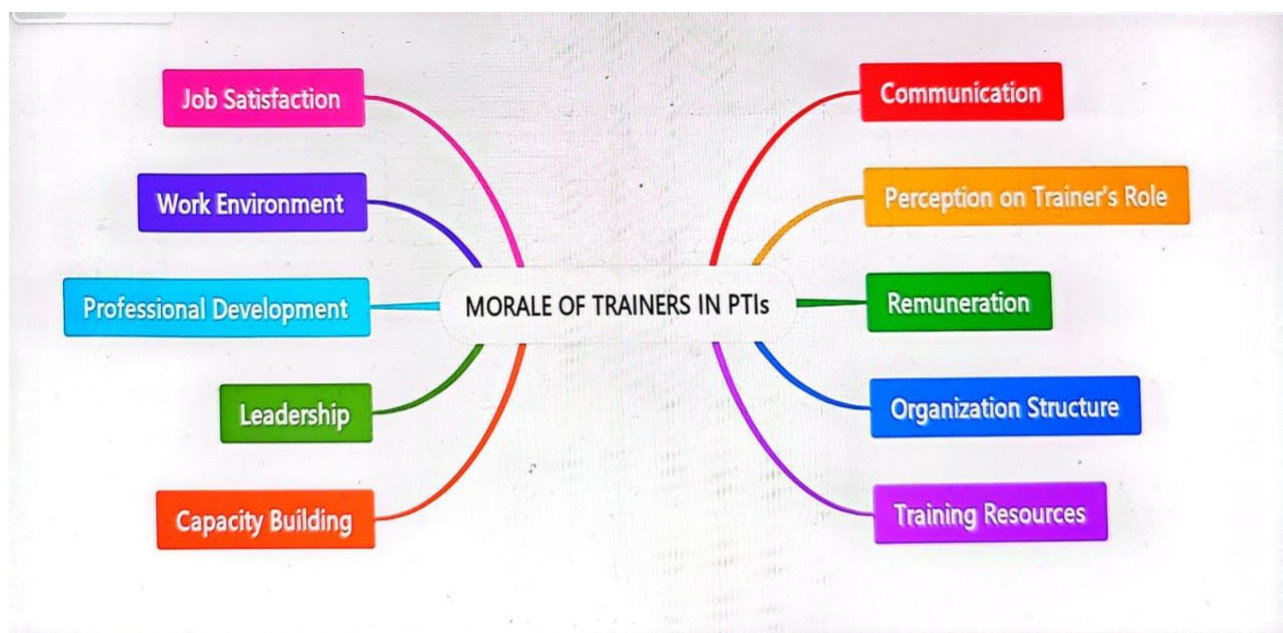
3.0 METHODOLOGY OF THE STUDY

3.1 Conceptual Framework

From the literature review, the study adopted a conceptual framework, as shown in Figure 1, to illustrate the relationship between trainers' morale and the performance of PTIs. The conceptual framework demonstrates how the performance of PTIs can be enhanced using the available techniques to boost trainers' morale.

Notably, the Performance of PTIs is dictated by the trainers' morale, which affects the implementation of training programs in PTIs. A critical focus on trainers' morale is imperative to ensure the optimal performance of PTIs in Africa. From the literature review undertaken, the key factors that affect the performance of PTIs are equivalent to the morale of trainers, which can be summarized as job satisfaction, work environment, training resources, professional development, leadership, capacity building, communication, perception of roles, remuneration and organizational structure. It is in this respect that the Study conceptualizes trainer's morale and, consequently, the performance of PTIs in Africa, as shown in Figure One below:

Figure One: Conceptual Framework



Source: Own analysis

3.2 Methodology of the Study

The study combined qualitative interviews and a systematic review to gather data from trainers and administrators in PTIs. Using this approach, the study sought a holistic understanding of the key elements contributing to or detracting from trainers' morale.

The sampling framework was based on clustering the respondents into four regions targeting supranational and national PTIs from the north, east, south, and west of Africa as attached (Annex I. Regional PTIs selected). The study utilised simple random and purposive sampling to arrive at the target population. The justification for this selection was that these PTIs were purely parliamentary training for the legislative arm of government and have existed for more than five

years. Out of this, we got 30 respondents, of which ten were from the management of PTISs, while 20 were trainers.

After simple purposive sampling that narrowed to three (3) PTIs in Africa, the study used a questionnaire and interview guide (attached as Annex II). The case of three (3) PTIs was used to test the study's hypothesis. Further, the study applied a linear regression model to establish the relationship between the dependent and various independent variables.

From the literature review, the performance of PTIs depends on trainers' morale (job satisfaction in PTIs, work environment, Training Resources, Professional Development, Leadership, capacity building, communication, perception of roles, and organizational structure). Applying a linear regression to establish the relationship between the various independent variables to the dependent variable, the dependent variable Y (Morale of Trainers in PTIs) and an independent or explanatory variable X (Job satisfaction in PTIs, Work Environment, Training Resources, Professional Development, Leadership, capacity building, communication, perception on roles, organizational structure and an error term for other factors that affect the Performance of PTIs apart from Morale of Trainers).

The constant variance is the current measurement of the results, whether the Trainers are motivated or not; $Y = b_0 + b_1 X_1 + b_2 X_2 + b_3 X_3 + b_4 X_4 + b_5 X_5 + b_6 X_6 + b_7 X_7 + b_8 X_8 + b_9 X_9 + b_{10} X_{10} + \sum$

Where: Y= Morale of Trainers in PTIs; b_0 = Results of PTIs which is constant; X_1 = Job satisfaction; and X_2 = Work Environment, X_3 = Training Resources X_4 =Professional Development X_5 = Leadership X_6 =Capacity Building X_7 =Communication X_8 =Perception on Roles X_9 =Remuneration X_{10} =Organizational Structure $\sum$ = Other factors apart from Trainers Morale.

4.0 DATA ANALYSIS AND RESULTS

The study drew data from respondents who were trainers or administrators of PTIs. The data collected was qualitative in nature. Inference statistics are also considered to test the relationship between independent and dependent variables using linear regression. The study collected data on the relationship between a dependent variable Y (Morale of Trainers in PTIs) and an independent or explanatory variable X (Job satisfaction in PTIs, Work Environment, Training Resources, Professional Development, Leadership, capacity building, communication, perception on roles, organizational structure and an error term for other factors that affect the Performance of PTIs apart from Morale of Trainers. The data was analysed using Stata, and the results are shown in Tables 1, 2, 3, and 4 below.

Table 1: Variable measurement

Variable	Measurement	Hypothesis and Sign
Job Satisfaction, Work Environment, and Capacity Building	Training, training g Needs Assessment, distribution of training opportunities	Ho1: There is significant difference in the job satisfaction, work environment, and capacity building to trainers' morale in parliamentary training institutes in Africa. (+Ve)
Trainer's perception regarding roles, responsibilities, and challenges	Appreciation of job well done, opportunities for growth, employee recognition schemes	Ho2: There are significant differences in the trainers' perceptions regarding trainer's roles, responsibilities, and challenges within parliamentary training institutes. (+Ve)
Organizational structures and leadership styles	Vision, inclusivity, management action, clear separation of roles between trainers and non-training staff, Board not influenced in guidance provision on board oversight	Ho3: There are significant differences in the influence of organisational structures and leadership styles on trainer morale within parliamentary training institutes. (+Ve)
Training resources and remuneration	Physical facilities for effective training delivery, Wages and salaries, compensation policies, competitive pay	Ho4: There are significant differences in the role of training resources and remuneration in shaping trainer morale within parliamentary training institutes. (+Ve)
Communication	Timely release of information, feedback, accommodation of views	Ho5: There are significant differences in the impact of communication on trainer morale within parliamentary training institutes. (+Ve)

Source: Own analysis

Note: From the findings here, our five null hypotheses were negated.

Table 2: Summary statistics

Variable	Obs.	Mean	Std. dev.	Min	Max
Overall morale (1=low, 10=high)	30	5.30	1.64	2	8
Job satisfaction (0= Highly dissatisfied, 4= Highly satisfied)	30	2.33	1.03	0	4
Work Environment (0= Strongly disagree , 4= Strongly agree)	30	1.00	0.45	0	2
Training resources (0= Not at all , 2=Always)	30	0.90	0.40	0	2
Professional development (1= Not at all , 2= Regularly)	30	2.40	1.10	0	4
Leadership (0= Strongly disagree , 4= Strongly agree)	30	3.57	0.63	2	4
Capacity building (0= Strongly disagree , 4= Strongly agree)	30	1.50	1.11	0	4
Communication (0= Strongly disagree , 4= Strongly agree)	30	2.03	1.22	0	4
Perception (0= Strongly disagree , 4= Strongly agree)	30	2.57	1.30	0	4

Remuneration (0= Strongly disagree , 4= Strongly agree)	30	2.37	1.07	0	4
Organisational structure (0= Strongly disagree , 4= Strongly agree)	30	2.13	1.14	0	4

Source: Own analysis

Note: From the results, all the variables had a positive mean that job satisfaction, work environment, training resources, professional development, leadership, capacity building, communication, perception of roles, remuneration, and organizational structure affect trainers' morale.

Table 3: Regression Results for the determinants of the morale of parliamentary trainers

	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8	Model 9	Model 10
	Job satisfaction	Training resources	Professional development	Work environment	Leadership	Capacity building	Communication	Perception of roles	Remuneration	Organizational structure
Dissatisfied (=1)	2.500* (1.066)	-	-	-	-	-	-	-	-	-
Neutral (=2)	2.071* (0.806)	-	-	-	-	-	-	-	-	-
Satisfied (=3)	3.750* (0.843)	-	-	-	-	-	-	-	-	-
Highly satisfied (=4)	5.000* (0.924)	-	-	-	-	-	-	-	-	-
Sometimes (=1)	-	2.042** (0.920)	-	-	-	-	-	-	-	-
Always (=2)	-	3.333** (1.227)	-	-	-	-	-	-	-	-
Occasionally (=1)	-	-	1.400 (0.829)	-	-	-	-	-	-	-
Regularly (=2)	-	-	4.000** (1.721)	-	-	-	-	-	-	-
Disagree (=1)	-	-	-	0.000 (0.959)	0.000 (1.503)	-	1.767** (0.751)	1.357 (0.894)	-1.000 (1.395)	2.429 (1.609)
Neutral (=2)	-	-	-	0.600 (0.743)	-1.750 (1.476)	-	1.292 (0.786)	1.300 (0.956)	-0.250 (1.480)	3.800** (1.648)
Agree (=3)	-	-	-	2.364*** (0.733)	-2.300 (1.459)	1.611 (1.259)	2.367** (0.881)	2.667*** (0.823)	0.167 (1.336)	3.571** (1.558)

Strongly agree (=4)	-	-	-	3.500*** (1.088)	-2.800* (1.524)	2.079* (1.197)	4.167** (1.571)	3.000** (1.235)	-0.056 (1.336)	4.333** (1.738)
Constant	2.500* (0.754)	3.333*** (0.868)	4.000*** (0.770)	4.000*** (0.628)	7.000** (1.391)	3.500* (1.139)	3.833** (0.594)	3.500*** (0.713)	5.500*** (1.208)	2.000 (1.505)
Observations	30	30	30	30	30	30	30	30	30	30
R-squared	0.637	0.221	0.183	0.496	0.382	0.106	0.324	0.351	0.068	0.277

Source: Own analysis

Note: This table reports estimated coefficients and the corresponding standard errors (in parenthesis). *, **, and *** indicate statistical significance at the 10%, 5% and 1% level, respectively. The dependent variable is a continuous variable indicating the scale of the overall morale of trainers. All results are supposed to be interpreted vis-à-vis the reference categories.

Table 4: Correlation results

	1	2	3	4	5	6	7	8
Overall morale (1)	1							
Job satisfaction (2)	0.7551	1						
Work environment (3)	0.4614	0.516	1					
Training resources (4)	0.4118	0.4165	0.3766	1				
Professional development (5)	-0.5829	-0.487	-0.1376	-0.5287	1			
Leadership (6)	0.2983	0.1785	0.1211	-0.1779	-0.04	1		
Capacity building (7)	0.4647	0.3637	0.4111	0.5806	-0.5092	-0.2738	1	
Communication (8)	0.5638	0.5693	0.436	0.57	-0.576	0.1101	0.5505	1
Perception (9)	0.1592	0.2913	0.1743	0.3086	-0.3071	0.3954	0.3225	0.3351
Remuneration (10)	0.4468	0.4508	0.2844	0.5704	-0.5695	0.0396	0.57	0.5217
Organizational structure (11)	0.6425	0.5802	0.6003	0.5576	-0.6774	0.084	0.5484	0.5699

Source: Own analysis

Note: From the results shown, all the variables are highly correlated except for professional development, which was an outlier. This means that, based on the results, professional development does not correlate with the overall morale of trainers.

4.1. Limitations of the Study

The study establishes a positive relationship between the morale of trainers and the factors that affect the roles of trainers in PTIs (job satisfaction in PTIs, work environment, training resources, leadership, capacity building, communication, perception of roles, and organizational structure). From Table 3, there is a negative relationship between professional development and the morale of a trainer. Therefore, these results would be improved if we considered various regional PTIs as envisaged in the study if they were operational. In this regard, the study can be enhanced by increasing the scope of the observations so that we include PTIs outside Africa.

5.0. STUDY FINDINGS AND INTERPRETATION OF THE RESULTS

Table 3 above shows the summary of the statistical results after the analysis of the variables. There is a positive relationship between the morale of trainers and the factors influencing their roles. These factors include job satisfaction, work environment, training resources, professional development, leadership, capacity building, communication, perception of roles, and organizational structure. For instance, job satisfaction has a positive and significant effect on the morale of PTI trainers. The effect is higher when the level of satisfaction increases. This means that being satisfied with one's job increases his or her morale as a trainer in a PTI by 4 Units. When the trainer is highly satisfied, the morale will increase by 5 units across the variables, as shown in Table 3, which indicates a positive relationship between the other factors. This means that for high performance of PTIs in Africa, the policies or strategies should be geared towards enhancing the roles of trainers by improving job satisfaction, work environment, training resources, professional development, leadership, capacity building, communication, perception of roles, and organizational structure.

6.0 CONCLUSION

From the findings, the study concluded that improving trainers' morale in PTIs would require addressing the following key areas: work environment, training resources, professional development, leadership, capacity building, communication, perception of roles, and organizational structure. There is also need for the operationalisation of the proposed PTIs in Africa.

7.0 RECOMMENDATIONS

From the study, our recommendations are clustered into the following six broad areas:

- i. **Organizational Structure and Mandates of PTIs:** Positioning the PTIs strategically in Parliament as an organization puts them in a better place for funding and enhances the political goodwill to enable them to perform their mandate effectively and efficiently. This boosts the morale of trainers as opposed to when the PTI is not part of the mainstream parliament.
- ii. **Oversight of PTIs:** The Oversight of PTIs should be done objectively with less political interference. This may include forming management boards that have a mixture of both members of parliament and professionals, both from within and without parliaments.
- iii. **Quality Assurance:** PTIs should form associations and bodies geared towards quality control and standards that appreciate the mandate of PTIs. They should focus on trainer certification, regulation, and accreditation.
- iv. **Work Environment and Communication:** A conducive work environment characterised by transformational leadership and professionalism devoid of nepotism, tribalism, and favouritism, which have adverse effects on trainers' morale, should be cultivated to enhance trainers' morale.

- v. **Networking:** For instance, formulation of National and International Associations for quality standards, including formulating pre-requisite requirements for a PTI trainer.

vi. Leadership and Management of PTIs and Networking

The leadership and management of PTIs play a key component in boosting the morale of trainers. The transition of leaders and managers of PTIs should be within the trainers to encourage growth and professional development.

8.0 AREAS FOR FURTHER RESEARCH

The study recommends further research on socio-political factors that affect the morale of a trainer and the operationalization of PTIs in Africa. The study can also be enhanced by increasing the scope of the observations so that we include PTIs outside Africa.

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Annex I: Africa Regional Sampling List

REGION	PARLIAMENTARY TRAINING INSTITUTE (PTI)	TYPE
EAST AFRICA		
KENYA	Centre for Parliamentary Studies and Training (CPST)	National
UGANDA	The Institute of Parliamentary Studies	National
TANZANIA	East African Parliamentary Institute (EAPI)	Supra-National
SOUTHERN AFRICA		
ZIMBABWE	Parliamentary Training Academy (PTA)	National
SOUTH AFRICA	South African Parliamentary Institute (SAPI),	National
SADC	Southern African Development Community (SADC) Parliamentary Forum	Supra National
WEST AFRICA		
GHANA	African Centre for Parliamentary Affairs (ACEPA)	Private
	Parliamentary Training Institute for Ghana	National Public
NIGERIA	Nigerian National Institute for Legislative Studies	National
ECOWAS	Parliamentary Center	Supra-National
NORTHERN AFRICA		
EGYPT		
MOROCCO		
MAGHREB	Arab Institute for Parliamentary Training and Legislative Studies	Supra-National