

UNIVERSITY OF EDUCATION-WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

**IMPACT OF TRAINING PROGRAMME ON THE PERFORMANCE OF
EMPLOYEE'S AT MAMPONG MUNICIPAL EDUCATION**



AFRIYIE SIAW AUGUSTINA

2017

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**DISSERTATION SUBMITTED TO THE DEPARTMENT OF MANAGEMENT
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AND ORGANISATIONAL BEHAVIOUR IN THE UNIVERSITY OF EDUCATION,
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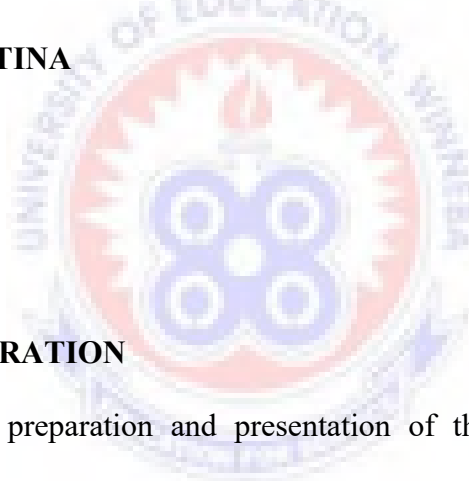
DECLARATION

STUDENT'S DECLARATION

I, AFRIYIE SIAW AUGUSTINA, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: DATE:

AFRIYIE SIAW AUGUSTINA



SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

SIGNATURE: DATE:

DR. ALFRED OWUSU

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I am grateful to the Almighty God for his grace, protection and wisdom that has led me to reach this far.

I am grateful to my supervisor, Dr. Alfred Owusu, who painstakingly went through the entire work to correct the mistakes and offered suggestions; I say my God bless him.

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DEDICATION

This project work is dedicated to my family members, Pastor and Peers.



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ABSTRACT

If every organization wants to achieve its goals and objectives in the modern period, it needs to adopt training and development programmes to ensure the success of their organization through effective utilization of their human resources. Training and Development has become an integral part of most successful organizations. This study sought to investigate the training and development programmes on teachers' performance and suggest ways to improve these programmes. The study used primary and secondary data, qualitative and quantitative approaches to solicit data. A cross sectional survey was employed. Researchers use questionnaires and interviews as an instrument to gather data on training and programmes organized in each school mentioned. It was confirmed that indeed training and development programs in the five selected schools have significant impact on the teachers' performance such as enhancement of teacher acquisition of skills and broadening their scope of knowledge. Teachers in Mampong Municipal acquire new strategies and methodology to deliver on their tasks or duties as assigned to them. It was found that various kinds of trainings implemented by the selected schools were classroom/group instructors and technology aided. The methods that were employed in the undertaking of training and development programs were in-service training, induction training and understudy and of-the-job training. One's training and development program is implemented effectively and the trainees are fully in support of it. With the necessary attention given, there is no doubt that a fruitful outcome based on improvement in performance would be achieved. Therefore, it is advisable for every manager to include all the stakeholders in the planning and organizing training and development programs in order to make it effective to affect performance of work.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter outlines the impact of training programme on the performance of employee's to improve their working performance. Therefore every employer needs to adopt training programmes and development in order to equip needed skills and abilities as well as bring new blood into the organization with the hope of achieving maximum returns.

This chapter also comprises Background of the study, Statement of the problem, purpose of the study, Research Question of Hypothesis, Significance of the study, Limitation of the study, Delimitation Definition of Term and Organization of the study.

1.1 Background of the Study

Training and development is the antidote employees need to enhance their performance and potentials that will, in turn, enhance organization effectiveness, Personal and awkward influences are affecting employee-training efforts. Laissez-Faire approach to employee training is thus retrogressive. Indeed, a situation where organizations believe that training and development is an act of faith and that employees should find their way is fraught with dangerous consequences. Some managers of organizations accept training programmes from their friends and relatives which are not based on the needs of their organization.

Employee training and development programmes are big bus today's world running into trillion of Ghana cedis every year. Training investment data is one of the parameters investors look for before they determine which company they need to invest in. This is so because investors believe that if a company has got high training investment data, it means well qualified personnel who can manage their investments for them to yield better returns.

It is necessary to know that international competition technological advances and co-operate re-organization have increased the importance of training and development in almost all workplaces. Training is important for every organization no matter how small, or big the organization is. In Ghana, some of the institutions that offer training programmes to employees are; Management Development and Productivity institute (M.D.P.I) “Ghana institute of management and public Administration” (G.I.M.P.A) etc. Chapter One.

Some employees also do not show seriousness whenever they are sent on a training program. They come late, in some cases, on a five-day training program; others would show up on the last day only. Training should therefore be based on the needs of the organization.

It must benefit the employee in term of performance and knowledge which will in turn affect the. As it is, some of the micro and macro institutions designed to train the equip employees with the necessary skills and knowledge are not doing very well in terms of number of people they train (Obisi, 2011).

The training, development and education employees at all levels within organizations are now considered a vital component in maintaining competitiveness in both national international arenas. It is also of some significance within the human resource management (HRM) and human resource development (HRD) literature. If one accepts competitive market perspective on HRM or development then the central notion is that training, development and education strategies are key meanings by which the inefficiencies of the employment relationship can be reduced and a closer approximation to competitive labour market outcome attained. Corporate commitment to training and development should be demonstrated not only in quantitative terms, but also more importantly, in terms of quality.

Training helps increase upward mobility within the organization, adjusts workers to technological changes being undertaken at the workplace, and also introduces people to the world of work at the entry level. The advantages of organizational training activities may extend throughout a person's entire career and may help develop the individual for future responsibility. Training involves the development of the person's knowledge, skills and attitude. It is a person's resource developmental activity that is closely related to increasing or maintaining the productivity of employees (Anane-Appiah, 2011). For this reason, the government of Ghana is making all strenuous efforts to train and develop its human resource to ensure that all employees including teachers acquire the requisite skills and knowledge.

For employees to experience flexibility and effectiveness on the job. They need to acquire and develop knowledge and skills and also see visible signs of management's commitment to their training and career needs. Training and development therefore are the tools of investing in people so that they are well equipped to perform. These tools are part of an overall human resource management approach that results in people being motivated to perform (Barron & Hagerty, 2001). Indeed, it is apt to say that the training and development of employees is an issue that has to be tackled by every organization.

However, the quantum of quality and quantity of training carried out differ considerably from organization to organization. According to Cole (2002:29), factors influencing the quantity and quality of training and development activities include; the degree of change in the external environment, degree of internal change, availability of suitable skills within the existing work-force and extent to which management see training as a motivating factor in work.

Shaw (2012) stated that investment in training can improve a company's financial standing.

Poor performance often results when employees don't know exactly what they're supposed to do, how to do their jobs or why they need to work a certain way. Training can help solve these performance problems by explaining the detail of the job. This should reduce duplication of effort in the workplace; the time spent correcting mistakes and problem solving necessary to correct bad performances. Improved performance from employee training can reduce staff turnover, lower maintenance cost by reducing equipment breakdowns and result in fewer customer complaints. Better performance from employee typically creates less need for supervision and brings increased worker output.

Mazin (2012) wrote that training touches the lives of employees from the first day of a new job through retirement. Knowledge is transferring in setting that range from a formal classroom to trial by fire in the workplace, using organized lesson plans, survival of the fittest or an orderly transition to a well-prepared replacement. The type of training must be matched to the participant and task in order to achieve maximum result. Employee are more like to enjoy their work and produce desired result when they know what is expected of them and have the tools and knowledge to perform the task. Job satisfaction

Unfortunately, training and development in main organizations are done in an unsystematic manner while others set about identifying their training needs and activities, design and implement them in a manner inimical to the overall success and objectives of the organization. It is worthy to note that Ghana has a huge public sector that has several employees with varied skills. One such establishment is the Ghana Education Service (GES). This study therefore intends to investigate the impact of training and development on teacher's performance in the Ghana Education Service (Mampong Municipal). In doing so,

attempts would be made to investigate performance of teachers in ten public senior high schools in the metropolis.

1.2 Statement of the problem

Training is programs that will help employees learn specific knowledge or skills to improve performance in their current roles. Development will be more expensive and focus on employee's growth and future performance, rather than an immediate job role. It is for this purpose that several organizations in Ghana (Public and private) that has been précising training and development for teacher its inception in 1975 and particularly over the past twenty years.

Training is one of the most important strategies for organization to help employees gain proper knowledge and skills needed to meet the environmental challenges. Employee training will represent a significant expenditure for most organization. Training too often is viewed tactically rather than strategically. Organizational leaders are often not clear about what they want from training and therefore fail to connect training with the overall organizational goals and strategy. To Daniel, training should not be regarded as a luxury to be undertaken when time and budgets allow. Nor is it wise to think of training as remedial, as a matter of shoring up weak employees or fixing problems (cited in Isika, 2011).

Unfortunately, it is apparent that training and development in the Ghana Education service over the year is unplanned. This has resulted in many teachers being denies of any form of training. Besides, it appears there is no coordinated process of staff development programme in the service. A brief interaction with some teachers in ten senior high schools in the Mampong Municipal showed that Management of the Ghana Education Service recognized the cost incurred in the building of classrooms, provision of teaching and learning logistics for students as more relevant that the cost of training and development of its staff.

All jobs in organizations are done through people, yet over the years, most organizations have failed to attach the necessary attention to employee training and development.

Organizations particularly public institutions, in most cases, do not see the need to train and develop their employees. However, in an era where public institutions are required by governments and major stakeholders both internal and external to contribute favorably to national development, the capacities of their employees in order to meet the realized importance of developing the capacities of their employees in order to meet the ever increasing demands and expectations of the government and the public (Yawson, 2009).

In summary, the absence of systematic, planned and efficient training and development of teachers by Management of the Ghana Education Service, a majority of teachers sponsored themselves to further their education to obtain higher level academic and professional certificates. Even those who expressed the desire to pursue higher education were sometimes denied study leave with pay while those who managed to pursue university education without study leave with pay had their names struck out of the government payrolls.

Besides, those who applied for part-time programmes more often than not realized that the programmes were irrelevant to their job as teachers. Thus, there exist problems with the Ghana Education Service with regards to training and development and this ought to be examined and addressed. This study will primarily aim at evaluating the role of training and development on the human resource and how it affects teacher performance. Basically the study will seek to achieve the following specific objectives:

1. To examine the training and development practiced in the Ghana education service
2. To evaluate the impact of training and development programmes on teachers' performance.

3. To investigate some of barriers to training and development programmes.
4. To suggest ways to improve the training and development programmes in the Ghana education service.

1.4 Research Questions

In the light of these objectives, the following research question would be investigated.

1. How is training and development practiced in the Ghana education service?
2. What are training and development practices in the Ghana education service?
3. How does training and development affect teachers 'performance in the Ghana education service?
4. What are the ways to improve training and development in the Ghana Education Service

1.5 Justification of the study

Based on the research problem outlined and the related questions posed, the following arguments have been formulated to guide the study:

1. Ghana Education Service has, over the past few years, been involved in training and development activities.
2. The purpose of the training and development activities at Ghana Education Service has is to achieve individual and organization performance.
3. The policy fashioned to achieve the purpose of training and development is the provision of a coherently structured document for guidance and improvement in access to training that is consistent with the purpose.

1.6 Significance of the Study

The study is justifiable in that it will enable authorities to better appreciate the relationship between training and development and the challenges associated with staff performance.

This chapter will inform Management of the Ghana Education Service and other organizations, especially public ones to re-evaluate their training and development policies and take bold steps to ensure that objective are achieved.

Also, is significant to establish that there is the need to attract and retain well again trained and motivated employees.

Moreover, it will also help develop and maintain a quality work life, which employees' job satisfaction and self-actualization.

Finally, it will enable Management of the Ghana Education Service to introduce modern training and development schemes modeled on international lines in order to meet its future challenges.

1.8 Limitations:

It was difficult to meet most workers especially Human Resource Personnel to handle over the proper document of records, stating when did they organize training programmes. Also to get to get all teachers at post were difficult. The researcher had to spend a lot of time and time for respondents to answer the questionnaire. One had to explain some terms before the respondents could answer them.

1.9. Organization of the study

This chapter is grouped into five chapters. Chapter One deals with the background of the study based on the research problem, research questions, scope, significance and the organization of the study.

Chapter Two contains a review of the relevant literature on the research problem and concepts with specific reference applicable to the Ghana Education Service (GES- Mampong Municipal). Chapter Three explains the research methodology for adopted for the study and relevant justification. In doing so, it outlines the methodology for carrying out the secondary and primary data collections and how the results were analyzed.

Chapter four presents the findings on the practices and imp act of training and development on teachers in the Ghana Education Service (Mampong Municipal). It also explains the role of such training on employees in general in terms of performance and productivity. Finally, Chapter Five presents the conclusions draw from the research findings and recommendation to enhance the efficiency effectiveness of the Ghana Education Service through training and development.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter throws much light on the benefits employees derive when undertaken training development programme, sharpening needed skills and abilities as well as bring new blood into the organization with the hope of achieving greater returns.

This chapter explains and reviews training and development literature in theoretical frame work , Conceptual frame work and Empirical frame work by basing on three thematic areas namely; human resource management, training and career development. It also discusses the relevance of training and development in organizations in general.

To start with, it is significant to understand that training has traditionally been defined as the process by which individuals change their skills, knowledge, attitudes, or behaviour (Robbins & DeCenzo) (cited in Encyclopedia of Business and Finance, 2001). In this context, training involves designing and supporting learning activities that result in a desired level of performance. In contrast, development refers to a long-term growth and learning, directing attention more on what an individual may need to know or do at some future time. According to Encyclopaedia of Business and Finance (2001), whereas training revolves more on current job duties or responsibilities, development points to future job responsibilities.

The incessant need to improve upon the quality of goods and services in order to allow an organization to compete effectively and efficiently has made it mandatory for employers to strive to improve the knowledge, skills and attitudes of their employees. Management of organisations also need to be developed to be on top of the work. The increasing diversity of the workforce therefore demands continuous training and development to help ensure that

organisational members have the requisite knowledge, skills and attitudes needed to perform their jobs effectively and efficiently, take on new responsibilities and more so, adapt to fast changing conditions. While training primarily focuses on coaching or assisting people on how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers, development focuses on building knowledge and skills of people to enable them to be prepared to take on new responsibilities and challenges (Typepad, 2011).

2.1 Human Resource Management

Conjecture Corporation (2012) stated that human resource management is based in the efficient utilization of employees to achieve two main goals within a company or other organisation. The first is to effectively make use of the talents and abilities of each employee to meet the operational objectives that are the ultimate aim of the organisation. Along with this, the practice also seeks to ensure that individual employees are satisfied with both their working environment and the compensation and benefits that they receive.

From an organisational perspective, human resource encompasses the people in an organisation - its employees - the human potential available to a business. The people in an organisation offer different skills, abilities and knowledge that may or may not be appropriate to the needs of the business. In management terms, human resource refers to the traits people bring to the workplace - intelligence, aptitude, commitment, tacit knowledge and skills and the ability to learn. But the contribution of this human resource to an organisation is typically varied and unpredictable. From the foregone discussion, it is evidently clear that human resource management (HRM) portrays a fundamental belief that people (human capital) really make the difference in organisation; and that only people among other resources have the capacity to generate value. This follows

from the premise that human knowledge and skills are strategic resource that needs to be judiciously managed. Consequently, employee productivity increases when organisations hire, develop and motivate employees effectively (Sarkodie, 2011).

Heathfield (2012) wrote that human resource management (HRM) is the function within an organisation that focuses on recruitment, management, and providing direction for the people who work in the organisation. HRM can also be performed by line managers.

HRM is the organisational function that deals with issues related to people such as compensation, hiring, performance management, organisation development, safety, benefits, employee motivation, communication, administration and training.

The Business dictionary (2012) emphasized that human resource management includes (i) conducting job analyses, (ii) planning personnel needs, and recruitment, (iii) selecting the right people for the job, (iv) orienting and training, (v) determining and managing wages and salaries, (vi) providing benefits and incentives, (vii) appraising performance, (viii) resolving disputes, (ix) communicating with all employees at all levels formerly called personnel management.

2.2 The Theoretical Framework to explain Training and Development

In education, academic development is an indispensable aspect of human resource management and development. In Further Education and Training Colleges (FETC), academic development programmes should be implemented in order to help FET College lecturers sustain high quality performance in their classroom teaching and also encourage them to pursue life-long learning which is vital to their academic development. Obviously, it is really impossible for academic and skills development managers in public FET colleges to build a strategic plan for lecturers' academic development

without the full understanding of its nature and factors related to lecturers’ ‘career advancement’ (Mokone, 2011).

The demand for high calibre staff in the civil service has coincided with growing problems in their retention and recruitment, especially those with technical and professional expertise and those with specific experience. International studies suggest that job satisfaction and opportunities for personal development are significant factors in countering this problem. These factors and recent developments in the area of staff performance management have increased the importance of training and development in the overall context of human resource management in the civil service worldwide (Government of Ireland, 2000).

Research shows that productivity increases when training takes place. Staff members who receive formal training can be 230 per cent more productive than their untrained colleagues who work in the same role (Rasmussen & Simonsen international Pte Ltd, 2006). Organisations can also offer training Opportunities and create learning potentials by the way production processes are laid out. Properly structured, they become learning organisations in which workers have the opportunity to develop professional and social competences through peer learning (Cedefop, 2011). Employee training has been a matter of grave concern and attention to many business entities nowadays. Organisations realise that employee training is an essential element to increase efficiency of job performance and keep their business running, as competition is getting more intense. According to HuYanan (2011), training is the process of providing employees with specific skills in order to correct deficiencies in the performance of their work.

Traditionally, training and development in organisations has been part of the human resources function. Giving advice to human resource professionals on how to develop competitive-edge leaders, Lombardo and Eichinger postulated that human resource personnel and top management ‘must take the lead in long-term talent development and in filling the leadership bench’ (cited in Waldman & Chastukhina, 2001). It is significant to note that employee development is a system for assisting employee to develop within their current jobs or advance to fulfill their goals for the future (Shelton. 2001). Encyclopaedia of Business (2012) also indicated that training and development describes the formal ongoing efforts of organisations to improve the performance and self-fulfilment of their employees through a variety of methods and programmes. In modern workplaces, these efforts have taken on a broad range of applications-from instruction in highly specific job skills to long-term professional development. In recent years, training and development has emerged as a formal business function, an integral element of strategy, and a recognised profession with distinct theories and methodologies.

For the most part, the terms “training” and “development” are used simultaneously to describe the overall improvement and education of an organisation’s employees. However, though they are closely related, there are important differences between the terms that centre on the scope of the application. In general, training programmes have very specific and quantifiable goals, like Operating a particular piece of machinery, understanding a specific process, or performing certain procedures with great precision. On the other hand, developmental programmes concentrate on broader skills that are applicable to a wider variety of situations, such as decision making, leadership skills, and goal setting (Encyclopedia of Business, 2012).

In the works of Dahama, Van Dersal and Jucious (cited in Halim & Ali, 2011) it was revealed that training is the process of acquiring specific skills to perform a job better. It helps people to become qualified and proficient in doing some jobs. Usually an organisation facilitates the employees' learning through training so that their modified behaviour contributes to the attainment of the organisation's goals and objectives.

Niazi (2011) wrote that training and development refers to the process to obtain or transfer knowledge, skills and abilities (KSA) needed to carry out a specific activity or task. Therefore, the benefits of training and development both for the employer and employee are strategic in nature and hence much broader. In order to meet current and future challenges of business, training and development assumes a wide range of learning actions, ranging from training of the employees for their present tasks and more so, knowledge sharing to improve the business horizon and customer service.

Olaniyan and Ojo (2008) observed that training physically, socially, intellectually and mentally are essential ingredients in facilitating not only the level of productivity but also the development of personnel in any organisation. Therefore, training can be put in a context relevant to school administrators. However, knowledge is the ability, the skill, the understanding, the information, which every individual requires acquiring in order to be able to function effectively and perform efficiently. The Rothschild Corporation (2012) opined that employee training and development is essential to the ongoing success of every organisation. Although technology and the internet have enabled global collaboration and competition, people are the organisation's competitive advantage. Employee training and development enables employees to develop skills and competencies necessary to enhance bottom-line results for their organisation.

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In the previous chapter, training and its importance has been discussed citing various references from the experts. Then a glance about the auto components industry and particularly about the profile of the REVL has been dealt in detail. The research questions, the problems, the significance and need of the study were also discussed. In this second chapter, an attempt has been made to discuss elaborately the theoretical concepts on training and developments. The following are some of the definitions through which, the concept has been exhaustively studied. The present empirical research is carried out at M/s Rane Engine Valve Limited in order to measure the effectiveness of its training program conducted for their employees across various levels.

2.3 Training

“Accordingly, training refers to the methods used to give new or present employees the skills that they need to perform their jobs.”¹ “Additionally, the focus of training is performance improvement,”² which are directed towards maintaining and improving current job performance”³. Hence training is the important function that directly contributes to the development of human resources”⁴. “Training is an essential part of the organization since technology develops continuously at a faster rate. Systems and practices get out-dated soon due to new discoveries in technology. These include technical, Please purchase PDF Split-Merge on www.verypdf.com to remove this watermark.

Managerial and behavioural aspects. Organizations, which do not develop a system, to catch up with uses the growing technology which soon become stale. However,

developing individuals in the organization can contribute towards effectiveness of the organization” 5. A good training sub-system would greatly help in monitoring the directions in which employees should develop in the best interests of the organization. “A good training system also ensures that employees develop in directions congruent with their career plans”.6 “Training can provide employees with knowledge and skills to perform more effectively, preparing them to meet the inevitable changes that occur in their jobs. However, training is only an “opportunity” for learning. What is learnt depends on many factors such as the design and implementation of training, the motivation and learning style of trainees, and the learning climate of the organization. Evidence now shows that companies investing more in training will show higher net sales per employee, gross profits per employee and ratio of market to book value”.7 Training is an important process because employees need to learn new knowledge and skills. “Action learning is a powerful form of training for organizational change because it develops management skills while discovering ways to improve the organization”8. “Subsequently, some of the most often mentioned reasons for adults engaging in new learning are problems on the job, job/occupational changes, home and personal responsibilities, and competency at some hobby or recreational activity”9 .

2.4 Strategic Training and Development

Strategic Training and Development focuses on the design and implementation of training systems to successfully impact organizational performance. Tannenbaum (2002) provided one of the most comprehensive models of the strategic training and development process. Please purchase PDF Split-Merge on www.verypdf.com to remove this watermark.

2.5 Training and Development: A Conceptual Framework

A manager develops people. How well or how poorly subordinates develop themselves in their work depends on the way a manager manages. A manager: Directs people or misdirects them; Brings out what is in them or stifles them; Strengthens their integrity or corrupts them; Trains them to stand upright and strong or deforms them. Every manager does these things knowingly or not. A manager may do them well, or may do them wretchedly, but always does them'. —Peter F. Drucker 1.1 Introduction In the world of training and development, impact measuring program is a frequent discussion topic.

Everyone seems to be searching for the perfect measurement system to increase organizational capabilities, performance and link them with the business strategy. Human resource practitioners, organization development consultants, training managers, and senior managers realize that any training and development activities should eventually show a positive return and improve the bottom line. Hence, the training and development has an important role in the human resource management. It is generally agreed that human beings began amassing knowledge at the beginning of the stone-age. As they invented tools, weapons, clothing, shelter and language, the need for training became an essential ingredient in the march of civilization. However, our ancestors stumbled upon or invented the various facets of civilization, which are very little significance, they transmitted the knowledge and skills acquired by them from generation to generation. This 18 was done through various methods. Through these methods, the development process called training came into operation. Before industrial revolution the methods of training in agriculture, trade and business, crafts were not very formal. The techniques were learnt from father to son gradually through practice. The experienced persons were highly recognized in these fields.

2.6 Empirical Basis of the Study

Systematic Approach to Training and Development

Adopting a systematic approach to training helps ensure that organizations are getting the most out of themselves and their employees. A systematic approach to training includes taking the time to analyze what results the organization needs from its employees, if employees are accomplishing those results, and what training and development approaches are needed by employees to better accomplish those results. A systematic approach includes evaluating approaches before, during and after training to ensure whether employees truly benefited from the training in terms of enhanced results to the organization. (McNamara, 1997). Effective training and development includes using sound principles of performance management and good, basic training techniques.

2.7 Historical growth of training and development

The twentieth century saw dramatic changes within the world of work, and the twenty-first appears to have continued the theme of change. Organizations have evolved in terms of purpose, size, structure, management philosophy and relationships with the outside world. Technological advances have revolutionized all work methods, and for many organizations the operational horizon has moved from a small geographical area to literally the world; for government, 'being competitive' is now a global (as opposed to a selective international) requirement. Everything has speeded up, including the pace of change itself. It is natural that in a period of change and opportunity, approaches to learning, development and training have grown in importance, broadened in scope, and became more sophisticated in method. Once the object of training would have been the individual employee, and the training method would involve teaching. Now, the picture is much more complex: training may involve any grouping up to and including the nation itself, and even sometimes may have an international

dimension. It may also extend to nonemployees such as suppliers, customers or outsourcers. Learner-centered 19 activities are becoming just as important as if not more important than, those that are teacher or tutor led. Learning is no longer mainly the province of the psychologist or sociologist: researchers in fields such as systems engineering, artificial intelligence, cybernetics, communications technology, management and even biology have extended relevant theory by drawing on their own specializations, extending and modifying ideas originally geared only to a human dimension. The organisations think of individuals as being 'able to learn', and indeed of both as being capable of 'learning to learn' - which means much more than acquiring knowledge of how learning happens. Three fundamental (and to some extent contrasting) ideas have grown in importance over the last 20 years or so. The first is that the continuously changing environment demands lifelong learning on the part of all - even governments are aware that this is a key to future prosperity, and are attempting to promote it widely. The second is that real-life experience itself offers significant learning opportunities, and that experiences can be designed to stimulate learning - hence more emphasis on the learner than the trainer. The third is that the government should create and encourage national vocational schools to improve occupational competence, and they should be recognized by the award of national vocational qualifications (NCL, 2012).

To understand the reasons for these diverse developments, and how they have gathered momentum in recent years, they will be briefly reviewed by their evolution, focusing on the key themes that have emerged from almost a hundred years of thinking about learning, and showing how and where these have influenced trainers and educators in achieving their aims.

20 After industrial revolution, machines were used in various fields and formal training process came into operation. In the beginning phase of industrial revolution the machine system of production was confined to industrial sector. Gradually highly developed

techniques were applied in the fields like agriculture, fishing, forestry, etc. The importance of training in the industrial sector is explained in the theory of "Scientific management" given by Taylor (2010). His theory explained about the importance of training for high productivity, low accident rate, low wastage and maximize profit. He emphasized on the need for special training of the production line workers for a specific job. The substitution of machine power for people power, required more specialized hands. Adam Smith and Taylor (2010) wrote on the importance of specialization for increasing efficiency. Babbage (Wikipedia) in his work "On the economy of machinery and manufacturers" listed six reasons for making jobs as specialized as possible and all these reasons imprinted the essence of training. Babbage (2011) has given more emphasis on specialized training than general training. To support his argument he says that specialized training requires less time and less wastage of material. Training gained importance during the world wars. World War-I promoted a tremendous stimulus for training. To fulfill the sudden demand of military requirements, the organizations set up training wings to train new workers to meet the challenges of huge supplies of war front. During World War-II the management of defense in America found that without training, skilled supervisors were unable to produce adequately for the war effort. The wartime trainers had to move vast number of people through orientation, attitude building and technical instruction.

2.8 Benefits of Training and Development to Organisation

Trautman (2012) indicated that Organisations offer training and development to their employees in order to stay competitive in the global marketplace. While the human resource department is responsible for training and development programmes, all managers throughout an organisation work with their employees to create individual training and development plans that address the needs of each employee. Management

Study Guide (2012) stressed that training and development is a vital part of the human resource development. It is assuming an important role in the wake of the advancement of technology which has resulted in an ever increasing competition, rise in customer's expectation of quality service and a subsequent need to lower costs. It has also become more important globally in order to prepare workers for new jobs.

In the work of McNamara (cited in McClelland, 2012) it is argued that increased productivity is the most important reason for training. However, it is vital to note that it is only one of the benefits. Training is essential not only to increase productivity but also to motivate and inspire workers by making them know how important their jobs are and giving them all the information they need to perform those jobs. This leads to increased job satisfaction and morale, motivation, efficiency in processes resulting in financial gain, capacity to adopt new technologies and methods, innovation in strategies and products and finally reduced employee turnover (McClelland, 2012).

Quality is one of the key features required for survival of an organisation in long term. Total Quality Management and other quality management techniques require staff training as an important prerequisite for its successful implementation (Ansar, 2009). Empowerment will give managers the opportunity to move away from telling employees exactly how to solve a problem, and rather provide employees with guidance necessary for long-term growth and performance improvement. Managers will also learn how to expand the organisation's "human assets" by assigning projects that stretch the skills of employees and allow them to confront and overcome areas of weakness. The competitive strategy builds a sustainable competitive advantage over the organisation's rivals. This

defines the fundamental decisions that guide the organisation's marketing, financial management and operating strategies (Manu, 2011).

Cedefop (2011) wrote that training being perceived as a gift, as something which triggers commitment to the organization, seems more likely in a context in which much attention is paid to the 'human factor' in the firm and to the relationship of employees to their employer. This is corroborated by Ansar (2009) who submitted that training is one of the most important parts of an organisation's overall strategy. He expounded that before starting a particular venture or considering a potential acquisition, the first question that arises is, whether there are required skills present in the organisation or not? Typically, all key skills required for efficient management of a company must be available in it; however other non- core activities can be outsourced. The need for training arises due to the advancement in technology, need for improving performance or as part of professional development.

Kraiger and Aguinis (2010) stated that training-related changes should result in improved job performance and other positive changes, that is, acquisition of new skills; (Hill & Lent), (Satterfield & Hughes) that serve as antecedents of job performance (Kraiger). Reassuringly, Arthur et al. conducted a meta-analysis of 1152 effect sizes from 165 sources and ascertained that in comparison with no-training or pre-training states, training had an overall positive effect on job-related behaviours or performance. However, although differences in terms of effect sizes were not large, the effectiveness of training varied depending on the training delivery method and the skill or task being trained. Ekot (2010) stated that when companies with business problems are given a fresh or an unbiased professional opinion or exploration, evaluation, or critique, job

satisfaction, employee motivation and morale are increased, reducing employee turnover. He argues that processes also increase in efficiency resulting in 'financial gain. In much the same vein, innovation is enhanced which breaths new strength to strategies, products and the company's capacity to adopt new technologies and methods. Brum (2012) observed that, once a training programme is completed, worker productivity is expected to increase. The benefits will be to the company, due to an increase in worker output and productivity, and to the worker, as the increase in output would translate into higher wages and opportunities for career advancement,

Evidence can be traced in the work of Gustafsson (cited in Kárpáti, 2010) that the primary aim of teacher training is to develop educational skills that are compatible with education policies and to enable teachers to deliver these policies, It is a complex task to define teaching practices that have an impact on student performance since what counts as an effective teaching strategy varies by student age group, personality, learning ability and social background, and different strategies call for different teaching skills.

Training has a positive impact on productivity and wages. The marginal product of a trained worker is on average 23% higher than that of an untrained worker while wages only increase with 12% in response to training. The difference is statistically significant. This finding is consistent with recent theories that explain training by models with imperfect competition in the labour market and is robust against different kinds of specifications and estimation strategies. Among the different manufacturing sectors, the largest productivity gains can be found in the Chemicals and Rubber & Plastic Industries (Konings & Vanormelingen, 2010).

Ekot (2010) stated that training is an organisational effort aimed at helping employees to acquire the basic skills required for the efficient execution of the functions for which they are hired. She emphasised that through training, workers are helped to focus, and priority is placed on empowering employees. Productivity is increased, positively affecting the bottom line. In addition, employee confidence is built, keeping and developing key performers, enabling team development and contributing to better team morale. Besides, employees are kept current on new job-related information thereby contributing significantly to better customer service. Employees are updated on new and enhanced skills, with a view to aligning them to business goals and objectives. After a downsizing, remaining workers are given the technical and management skills to handle increased workloads.

Training and development is beneficial not just to the organisation itself but also to the individual employees. Furthermore, training and development leads to improved profitability and more positive attitudes towards profit orientation, improves the job knowledge and skills at all levels of the organisation, the morale of the workforce and helps the employees identify with organisational goals. Training and development again benefits individual employees by helping them make better decisions and effective problem-solving, assisting in encouraging and achieving self-development and self-confidence. It also helps an employee handle stress, tension, frustration, and conflict, increase job satisfaction and recognition and move the person towards personal goals while improving interaction skills evidenced in the works of Sims cited in (Feedjit, 2012).

Companies and employees benefit from career development and training programmes. Organisations are able to train their existing staff to handle additional responsibilities, while employees benefit from receiving additional training on a resume. If employees are able to show well-rounded skills and list additional training on their resumes, they have a better chance of landing new positions (Stringfellow, 2012). Pacific Oaks College (2012) wrote that it should come as no surprise if students better understand the subject material, and are taught in a more efficient way, they will flourish both in and out of the classroom, and even help to achieve better rankings for their school. Creating a setting that interests students makes them feel comfortable, and encourages them to participate in classroom activities and ask questions. This leads to a more effective lesson and greater overall learning.

2.9 How to Assess the Impact of Training on Staff Performance

Browne (2012) gave tips on how to assess that impact of training on staff performance. According to him, modern businesses have to be flexible and change along with rapidly evolving society. Given this reality, almost all businesses today need to conduct some kind of staff training on a regular basis. Most often, this training relates to employees acquiring new work-related skills, but sometimes legal or regulatory changes mandate the sessions. Training cost businesses a good bit of money's and companies want to know that they are getting their money's worth and that employees actually internalize these new skills.

Discuss training evaluation methods upfront with the training companies and consultants you are interviewing to conduct your training. Communicate your expectations for the training and insist that the training include both test-based initial evaluations of the

training and follow-up assessment methods that will allow you to determine a return on investment from the training.

Perform some type of test-based evaluation of the training immediately after its completion. This test should cover the material presented during the training, focusing on applying the new knowledge to job processes. All employees must pass this test (or retake the training).

Establish a training assessment period during which you assess the effect of the new training. This period should be at least a few weeks and perhaps a few months, depending on the extensiveness of training and the specific business processes involved. You need a training assessment period so that the staff can have time to adjust and incorporate what they learned into their job activities. This bottom-line assessment of the training should measure an objective output before and after the training, that is, the number of widgets produced by the company a day or the number of new clients, or the amount of gross sales a month, and so forth.

2.10 Measurement Criteria for Training and Development

Bernthal (2011) outlined that the following are some criteria to consider when identifying the measures of effectiveness for training and development curricula:

Ensure that the measurement systems are easy to understand by everyone involved.

Decide what you are going to do with the data you gather. For instance, are you going to distribute it? It is going to be part of a presentation?

Manage your internal customers' expectations. Make sure that they are comfortable with the type of data you are collecting and that they will have confidence in the results.

Before deciding on which measurements to use, identify the business needs. What is the root problem that is driving the training.

Identify the objectives of the training curriculum for the short term and the long term.

Where should you see immediate versus long-term effects?

Candidly discuss and barriers, drivers, or constraints to implementing the training and development curriculum.

Define the audience levels of employees who will benefit from the training. How will the training affect these breakouts? Link the business strategy and cultural strategy to the training and development curriculum. How does the training support the strategy?

Allow the measurement systems to be influenced by those making the decisions. If you do not involve your primary customers in the design of the measurements, they will be less likely to accept the results.

Decide whether your measures will be “one shot” or long term. Are you going to evaluate the programme once, using a single group of employees, or do you plan to collect data on a regular basis (that is monthly).

Identify a minimum acceptable level of effectiveness for your training and development curriculum. What kinds of results do you expect? What will satisfy you and your internal customers.

Use any measurements of training and development activities that can be converted to dollars-the most effective way to measure Return on Investment (ROI).

Table 2.1 Criteria for Measuring Training and Development

Level of Measurement	Definition	Examples of Measurement
Level 1 Reactions and Planned Action	How did participants respond to the training?	Post-session participant questionnaire. Verbal feedback. Observation of trainees

Level 2 Learning	To what extent did the participants experience changes in attitudes, skills, or motivations as a result of the training?	Pre-test/Post-test change scores on measures of skill or knowledge. Retrospective assessment of skills after training versus skills after training. Performance tests or simulations to gauge learning.
Level 3 Behaviour (on-the job Application)	Can behaviour change be observed on the job as a result of the training (training transfer)?	Pre-test/Post-test measures of behaviour (assessment, 360 feedback, surveys, interviews, etc.) might involve a control group. Retrospective assessment of skills before training versus skills after training (for example How was I before and after?)
Level 4 Result	How have organizational outcomes changed as a result of the training programme?	Changes over time against baselines.
Level 5 Return on Investment	Did the benefits of training outweigh the costs?	Cost of training and development versus ROI.

Adapted from Bernthal (2011)

2.11 Types of Training Methods

The success of any business organization, whether in the private or public sectors, lies mainly in the quality of its human resources. Literature confirmed that training of manpower is a major prerequisite for any organization that wishes to achieve maximum productivity through the efficient and effective performance of its employees.

Employees can only perform better through the acquisition of skills, knowledge and ability from training programmes.

2.11.1 On-the-Job Training

On- the –job training is delivered to employees while they perform their regular job. In this way, they do lose time while they are learning. After a plan is developed for what should be taught, employees should be informed of the details. A timetable should be established with periodic evaluations to inform employees about their progress. On-the-job techniques include orientation, job instruction training, apprenticeship, internships and assistantships, job rotaion and coaching (Yawson, 2009). Taiwo (2007) stated that on- the job-training is the method used to acquire specific skill while the individual is on the job. On-the-job training is required to prove the staff that had inadequate academic qualification for his job performance when he was employed specifically in a situation of acute manpower shortage. This is also regarded as training within industry or training within organizational policy. The definition also suggests that on – the – job method is a specific from of job instruction. It imparts only those skill needed by the work to perform a particular job competently. This is why it is mostly done in plant. However, it can be done outside the plant too. This specific form of training can both be formal and informal. Formal in the sense that, what is to be instructed is organized, manned or structured sequentially. These forms of training are:

On- the–job training (OJT); refers to a structured or non-structured system of training that occurs in the workplace. It may also be described as job instruction training in the study of Rothwell and Kazanaz (cited in Orser, 2001). Conjecture Corporation (2012) wrote that on-the job-training is a type of skill development where a worker learns how

to do the work through hand-on experience. This is in contrast to skill formation that is purely cognitive or perceptual. OJT generally gives the trainee the opportunity to work in the same place and with the same equipment that will be used regularly which can make it an efficient approach to learning new things. Taylor (2012) stated that on-the-job training often supplements other kinds of training, for example, classroom or off-site training; but on-the-job training is frequently the only form of training. It is usually informal, which means, unfortunately, that the trainer does not concentrate on the training as much as he should, and the trainer may not have a well-articulated picture of what the novice to learn. According to Business Dictionary (2012) on-the-job training involves employee at the place of work while doing the actual job. Unusually a professional trainer (or sometimes an experienced employee) serves as the course instructor using hands-on training often supported by formal classroom training.

2.11.2 Types of On-the-job-Training

Induction training

Induction training is important as it enables a new recruit to become productive as quickly as possible. It can avoid costly mistakes by recruits not knowing the procedures or techniques of their new jobs. The length of induction training varies from job to job and will depend on the complexity of the job, the size of the business and the level or position of the job within the business (Riley, 2012). This is given to newly appointed staff immediately they are employed. This of course is highly essential for newly recruited staff for the following reasons:

The new employee is protected from making costly mistakes.

It makes him understand the general objectives, scope, programmes, problems, policy and structure of the organization.

Induction courses are also very necessary for newly employed officers to enable them gain self-confidence and perform better to meet the desired expectation. The period may vary from few days to a few weeks depending on the situation (Taiwo, 2007)

In-service Training

This is the type of training which an officer or staff undertakes while he is still in the employment of an establishment or institution. It is intended to update the officer's activities at all levels (Taiwo, 2007). According to William, O' Domell, Garavan and Anao (cited in Taiwo, 2007), in-service training is necessary in such a dynamic field like modern agriculture in a developing country like Nigeria. He went further to say that it should be regarded as supplementary to rather than substitute for the formal study programmes. This is particularly so when the formal training given will be getting outdated. It is usually impossible to learn all essential required during the pre-service or induction-training period. The programme could be an informal agricultural training lasting two or more years.

2.11.3 Off-the-Job-Training

This is the type of professional training given to individuals before they are appointed. It is usually carried out on full-time basis, in schools, colleges and even universities lasting through a specific period (Taiwo, 2007). This occurs when employees are taken away from their place of work to be trained (Riey, 2012). A wider range of skills or qualifications can be obtained or learnt from outside specialists or experts. Employees can thus be more confident when starting job using off-the-job training.

However, it is more expensive, for instance, transport and accommodation, lost of working time and potential output from employees may still need some induction

training and employees have new skills or qualifications may leave for better job (Riley, 2012). Yawson (2009) wrote that off-the-job techniques include lectures, special study, films, television conferences or discussions, case studies role playing, simulation, programmed instruction and laboratory training. Most of these techniques can be used by small business although, some may be too costly.

2.12 Types of Training Programmes

The kinds of training selected by each organization should depend on the objectives and the level of education and position of employees in the organization. Some of these are job training, orientation training and career development training (Appiah,2010).

- **Job Training**

This helps employees develop the skill, knowledge, the right attitude and experiences needed on the job and involves teaching the employees how the work on the job hired for.

- **Orientation Training**

This is given to newly hired employees to induct them into organisation and also train them on the job they will hold. The employees are thought the culture, values, mission and processes and activities followed in the organization.

- **Career Development Training**

This is also given to employees at all levels in the organization to prepare for future changes, new venture creations and responsibilities (Appiah, 2010)

(Note that not all online learning or e-learning is distance learning, for example, a learner might use an interactive CD-ROM on his or her computer) (Kennedy, 2009).

2.13 Types of Skills Needed at Different Levels of Workforce

Paul identified three types of skill needed at different levels of work force namely:

Technical skills human skills and conceptual skills.

Technical skills

This implies a mastery of specific kind of activity such as those involving methodology procedures or techniques and may be more important at lower levels of the organization. It is more appropriate with the cadre of housekeepers or cleaners.

The human skills

This involves acting effectively as a group member (or leader) and building cooperative effort.

Conceptual skills

It involves the ability to see the enterprise as a whole and assume greater importance at top management level. The experiences acquired on the job and introduction of some electrical gadget, call for special skills at the various levels of the organization. It was observed that the technical trained personnel are promoted into supervisory position, making the chain of work force longer. The supervisors tend to push the bulk of work they are trained for to the junior workers who probably do not possess the technical knowledge of carrying out the work effectively (cited in Akinfolarin & Alimi, 2011).

2.14 How to make Training Effective

According to Encyclopedia of Business and Finance (2001), following a well-structured plan for designing, implementing, and evaluating training and development programmes is helpful

in ensuring the effectiveness of the programme and achieving a return on investment. To be effective, training should reflect the following guidelines:

It should be tied to the organisation's culture and goals. The current mission and goals should guide the development of all training activities. Each potential training activity should be reviewed by asking: how will this help achieve the organisation's mission or goals?

It should be relevant as important by trainee. Training should be viewed as important and relevant for achieving personal success and high performance levels.

It should be relevant be completed prior to training to ensure that the programme and learning activities are relevant to what the trainees need to learn or do.

It should be linked to the workplace. Once training is completed, a plan should be completed by all trainees, outlining how they will integrate the training results into their job.

Some type of action plan defining what activities will be completed, how they will be done, and when they will be implemented should be used.

It should be applied but based on should learning principles. Current learning and training theories and principles should be used as the foundation for developing and delivering training programmes, but the learning activities should stress how these theories and principles can be used in daily job duties.

It should be supported and reinforced. If training is to be implemented effectively, support should be given by the trainees' supervisor and others who have an impact on the performance of trainees. In addition, policies and performance reward systems should be adopted help support the training efforts and recognize when performance has improved as a result of training.

2.15 Barriers of Training and Development

Sussman (2002) identified three types of barriers towards training which include the following; Situational, Institutional and Dispositional or Psychological.

Situational barriers arise from one's situation in life at a given time—for example, being too busy with work, financial constraints, family responsibility or lack of child care, and language or health problems. Institutional barriers consist of established practices and procedures that exclude or discourage participation, such as high tuition fees, entrance requirements, limited course offerings, or courses offered at inconvenient times or locations.

Dispositional barriers involve attitudes and opinions towards learning, as well as perceptions of oneself as a learner.

Effective learning is directly related to and dependent on the social and emotional well-being of the learner. It is important to recognize that particular conditions may arise with the social, economic and political environment in which the learner's life impacts negatively on the learner's social and emotional well-being, thus placing the learner at risk of learning breakdown. Such factors either impact directly on the learner's family or community. Jennings (2010) gave five common barriers that Learning and Development (L&D) managers should think about when starting out to transform their learning operations to deliver greater value. They are:

1. Efficiency—No machine can work at 100% efficiency without breaking the first and second laws of thermodynamics. Efficiency can be improved in almost every case by changing case form 'learning' to 'performance'

2. Focusing on outputs rather than inputs. This sounds simple enough, but requires many L&D professionals to adopt a new mindset and new approaches to the way they do their jobs.
3. Inertia-L & D departments generally adapt to change slowly. However, L & D is not buffered from the rest of the world where change is increasing in speed and complexity and other professional groups need to find ways to respond faster, more flexibly, and more innovatively than they have in the past. If L&D as a function is to survive and then it needs to get on the front-foot and embrace change in the way it approaches performance challenges. This may need transforming L&D structure and organization (Jennings, 2010).

Convenience-There is a significant challenge for L&D to evolve from this type of fulfillment service to trusted advisor. A fulfillment service develops and delivers goods. In the case of traditional L&D fulfillment, these goods are almost exclusively in the form of modules, courses, programmes and curricula. L&D needs to morph into a strategic change agent and valuable consultant working with leaders and managers to solve pressing and emerging business problems where employee and supply chain performance are involved (Jennings, 2010)

4. Training Mindset-The fourth barrier is the prevalence of ‘training mindsets. Training is an input. Performance is an output. Performance is an output. Focusing on inputs has some, but limited, value.
5. Manager Engagement- one of the main challenges is to get human resource professional thinking ‘businesses rather than ‘HR’. Another challenge is to get business stakeholders to understand their role in HR activities.

Neither HR nor L&D can do their job effectively themselves. They need their stakeholders to be totally aligned and engaged in their activities. This is often a huge challenge. Many senior business leaders simply want to pass the baton to L&D and expect L&D to do their ‘magic’ and return fully-formed, competent and capable team members to them. Unfortunately life doesn’t work that way. (Jennings, 2010).Hallur (2012) stated lack of direction as a major factor. Trainers cannot deliver effective training if they do not understand the needs of their trainees. Trainers and managers require knowledge about the skills and weaknesses of staff. With the correct research, training can be customized to the needs of trainees. This involve information form team members, perhaps in the form of questionnaires or surveys. More generally, managers who do not interact with their team members on a regular basis may find it difficult to evaluate the need for training.

Lack of team spirit and poor communication can undermine learning and development because most forms of learning occur through communication between managers and employees. Training is therefore ineffective if staff is not motivated about participating openly in group activities. It is the managers’ responsibility to encourage employees to develop so that they feel they will benefit from training (Hallur, 2012). Curtain et al. (2000) wrote that older workers are commonly characterized as more difficult, and hence more costly to train. Such stylized views are not without foundation, and are consistent with predictions form psychological models of cognitive behavior. According to this body of theory, motor and cognitive skills, which are assumed to be crucial determinants of training performance, decline with age for at least three reasons. These are:

1. A general slowing in information-processing abilities;
2. A general reduction in attention resources (such as the ability to divide attention among several tasks; and

3. Declining work memory capacity.

2.16 Challenges of Training and Development

CHANGES IN SOCIETY

In the 1990s two significant changes took place in society which had a dramatic affect on training. First was the affordability, combined with the advanced technological development and accessibility of the personal computer and the Internet. This technology brought enormous capability to the development of training in the military as well as business and industry. The technology infusion of the personal computer not only affected organizational training but also had a tremendous developmental influence on the values of Generation X who was introduced to computers not only as an educational tool in elementary school but also used it as a popular means of entertainment at home. It became an expected way of life for many of Generation Next, who was introduced to computer technology practically from birth.

The growing popularity of using the computer and the Internet as a means to both entertain and educate influenced a second major change that occurred in society in the 1990s - a new philosophy of education emerged – constructivism. The constructivist philosophers view learning and instruction as “...knowledge [that] is *assumed to be constructed rather than acquired*” (Driskoll, 2000, p 375). The increased capability of the “affordable” personal computer in the 1990s and 2000s coupled with the new “freedom to discover” offered to the computer user by the Internet served to increase interest and popularity of this philosophy as it related to training Generation X. This is even more applicable to training Generation Y.

The goals of the constructivist philosophy differ somewhat from those of the behaviorist. The behaviorist believes that students should be trained to simply respond to cues from the

instructor (stimulus). The constructivist believes that the instructor should act like more of a facilitator and should allow the students to learn *where* and *how* to discover resources *when they are needed*.

According to Driskoll (2010) the goals of constructivist instruction involve problem solving, reasoning, critical thinking and the reflective use of knowledge. She maintains that there are five learning conditions that must be present in order to achieve the constructivist's goals:

1. Embed learning in complex, realistic, and relevant environments
2. Provide for social negotiation as an integral part of learning
3. Support multiple perspectives and the use of multiple modes of representation
4. Encourage ownership in learning
5. Nurture self-awareness of the knowledge construction process

These constructivist goals should govern the strategic design of modern instruction. This design must consider the adult learning principles as described by Malcolm Knowles's theory of androgogy, which is a set of assumption of how adults learn (Knowles, 2011). Additionally, the delivery of the training material should be via an eclectic mix of modern media such as interactive computer based training and advanced simulators with which Generation Next can readily relate (Andrews, Moses & Duke, 2012). This is especially applicable to the psychological motivation of Generation Y students who, as young adults, are beginning to develop their careers and actively participate in the learning organization.

Unfortunately, many curriculum developers who have been educated under the behaviorism philosophy of education that was predominant in the 1960s and 1970s are having a difficult time adapting to the conditions of learning required by the constructivism philosophy of the

2000s. The behaviorist philosophy is based upon control by the instructor, whereas the constructivist believes more on facilitation. This tends to create discontent, frustration, and anxiety between the Boomer generation and Generations X and Y, sometimes referred to as the “why” generation. In order to better appreciate the implications of these paradigms one must realize how training is traditionally developed according to the five phases of the ISD model.

2.17 The Instructional Systems Development (Isd) Model

Analysis Phase

The initial phase of the ISD Model is called the Analysis Phase. In this phase, the goal of the instructional analyst is to analyze the overall situation and determine if there is a training requirement. If *The Journal of Human Resource and Adult Learning Vol. 5, Num. 1, June 2009* 172 the analyst discovers that a training requirement exists then a determination of what tasks require training and the extent of that training must be made. The tasks requiring training are documented in a training task list, which is used as a foundation for training objectives that will usually be presented in a course. This phase is usually combined (or uses) information obtained from some form of gap analysis, needs analysis (Kaufman, 1998; Rossett, 1995) or Top Down Function Analysis (Duke, D.S., Guptill, R., Hemenway, M, and Doddridge, W., 2006).

Unfortunately, today’s Generation Next tends to question *why* such a large amount of training is needed since much of the information may become obsolete in the not too distant future. More specifically, they question why *all* of the information needs to be presented at a specific time in a traditional course. Consider that the technology savvy Generation Next trainee has been outwitting various electronic games for years – he has done this by learning how and

where to get relevant information (codes) for complex situations *only when it is needed* – realizing that it may change tomorrow as the scenario changes. He has learned to obtain and apply only “relevant” information to solve his “current problem” in the game. This illustrates the first major paradigm shift between traditional Boomer perspectives on instruction and how the younger technical generations view training.

Design Phase

In the Design Phase, the analyst uses the training task list as the foundation for the development of the various design activities such as the development of learning objectives (LOs) and associated test items. According to this traditional ISD model, in order for classroom instruction to be successful, the analyst must insure that the domain and level of complexity of the learning objectives correlate with the test items and the tasks identified in the list of tasks to be trained (Gagne, 1970; Gagne & Medsker, 1996; Bloom, et. al. 1956; Simpson, 1972; Krathwahl, 1956). Additionally, these objectives should be presented in a hierarchical manner that is logical (ideally simple to complex but can be chronological, spatial, etc.). However, consider the constructivist’s learning conditions. Social negotiation is an integral part of their learning. They desire information to be presented in multiple modes. The desire for “flexibility” is a frequently cited trait of Generation Next. Unlike the Boomers, they prefer not to be assigned to learn tasks in a prescribed order while sitting in a classroom environment. Their desire for flexibility is related to their learned ability to multitask, which requires slicing their time and attention into small increments and frequently shifting them between different topics. This has implications for instructional development. Not only must there be relevance designed into instructional content but there must also be options for the student to pursue “discovery.” This combination is essential for increased motivation to learn in the younger generations.

Development Phase

During the third phase, the Development Phase, lesson materials, unit exercises, drills, and other instructional materials (i.e., computer based training) for both the student and the instructor are developed. Here the responsibilities of the instructional systems specialist shift from undertaking an analysis to developing the actual curriculum. Herein lays perhaps the most visible difference, between the Boomers and the Millennials. The Boomers, many of who have been taught according to the behaviorist philosophy, tend to develop their instruction from the stimulus-response perspective. Unlike entertainment game designers, instructional developers find it quite difficult (although many are now learning) to develop interactive instruction according to the constructivist conditions of learning. This can be illustrated by comparing a typical on-line training program to any popular entertainment game. *The Journal of Human Resource and Adult Learning Vol. 5, Num. 1, June 2009 173*

Many of the early on-line computer based training programs were actually “electronic page turners” – a modern electronic version of programmed instruction introduced by Skinner in the 1960s. This type of instruction resulted in a complete turn off for many of the Generation X employees – many who grew up watching professionally produced TV shows on PBS as well as playing interactive electronic video games that encouraged them to actively participate in complex environments (scenarios) and allowed them to make their own choices. The military has realized that training programs must be realistic and incorporate modern technology that is more interesting to the younger generations. The “serious training games” being developed today are interactive computer programs that require players to make their own decisions while being involved in constant interaction with numerous individuals who are networked together to solve a problem in a realistic real time scenario. This is far from the programmed instructional modules that were popular in the 1970s.

Implementation Phase

Of all of the phases in the ISD Model, the fourth phase, the Implementation Phase is by far the most visible to the layman and the general public. Most individuals who are not involved with training on a regular basis or those who have little to no background in training design and development have no idea of the complex intricacies (described earlier) that serve as prerequisites to this implementation (delivery) phase. This phase involves actually delivering (presenting) the information to the students – teaching the course. Historically, this phase receives the most attention in colleges of education in the United States. This is because all of the “front end work” has been done by the state Board of Education and the curriculum in the public schools is prescribed. For example, we generally learn algebra in 9th grade. The principles taught in 9th grade algebra class have not changed in over 50 years. However, the method (and media) used to present these principles have changed considerably. The mission of many Colleges of Education is to teach students (future teachers) these new techniques of information delivery and make them feel comfortable with how to use them in the classroom. The paradigm shift occurring in this phase contrasts the Boomers preference for instructor led group instruction while Generation Y desires self-paced individualized instruction with numerous options.

Evaluation Phase

The last phase of the ISD Model, the Evaluation Phase, is a continuous process that starts during the analysis phase and continues throughout the development and life cycle of the instructional system. The major purpose of this phase is to evaluate the effectiveness of the instruction that is presented to students. During the design and development of the training program there are several formative reviews that take place culminating with a summative

review when the training program is completed. Over the life cycle of a training program there will be numerous evaluations undertaken as various updates are made to the curriculum. However, when considering the constructivist perspective, the major shift that must take place in the Evaluation Phase involves an increased concentration on actual job performance rather than just the academic achievement in the classroom. We, as instructional designers, must be able to assess a student's ability to retrieve and use the proper information when needed to solve a problem on the job. Training developed under the new constructivist paradigm should encourage students to properly use the technology to easily retrieve the "right" information in a timely manner to make proper decisions to improve overall job performance. The training evaluation should be designed to determine not only how well the graduate uses the technology to obtain information, but how they use that information to improve their performance on the job.

2.18 Evaluation of Staff Development and Training

Evaluation is the process of finding out how the development and training process has affected the individual, team and the organization (Hemus & Moores, 2008). In the work of Bernthal (cited in (Mohd, Noor & Dola, 2011), many organizations have realized the importance of measuring the impact of training on their employees in order to determine the effectiveness of the training programmes. These authors developed the following four critical stages of evaluating training and development;

Reaction: At this stage, evaluation provides information on the attitudes and opinions of participants to the learning they have undertaken typically via evaluation forms or comment sheets. It provides useful information to managers to modify the training programmes.

Learning attained: Evaluation at this stage looks at the extent to which learning objectives have need achieved. Evaluation of learning can place during the activity using interactive sessions, tests and practical application and after the activity by re-testing knowledge and skills and comparing them with pre-training results, observing the learner's new knowledge and skills in context.

Performance: evaluation at this stage looks at the impact of a learning experience on individual or team performance at work. Key to this level of evaluation is the need to individual or have agreed clear leaning objectives prior to the learning experience so that when evaluation takes place there are measures to use.

Organizational Impact: At this level, evaluation assesses the impact of learning on organizational effectiveness, and whether or not it is cost effective in organizational terms. How has this development activity affected the organization, faculty, central department or unit in terms of improved performance –for example, better results, enhanced quality or standards, financial stability, fewer complaints, increased morale, professional image?

Teachers' Expectations: Teachers' representations of professional development vary widely. In the hierarchy of needs expressed by teachers, training comes third after time and peer support and the updating of knowledge evidenced in the work of Lange in (cited in Endrizzi, 2011).

Training needs vary according to age, sex, seniority and discipline. For example, in scientific and medical disciplines, training needs tend to focus on ICTs, while the arts and humanities focus, to a greater extent, on building g relationship with students. Beyond these variations, teachers generally expect training to be relevant to their practices and tend to see pedagogical

knowledge primarily as an empirical matter as stated in the findings of Beney & pentecouteau work (cited in Endrizzi, 2011).

Some studies have reported a more instrumental approach among new entrants to the profession, who tend to focus on practical issues in seeking to develop a repertoire of techniques like Akerline's and Beney & Pentecouteau. Other studies have shown that the difficulties reported by new entrants are similar to those encountered by more senior staff as stated by Landgein, and Demouge-Label & Perret (cited in Endrizz, 2011).

In a study conducted on teacher training needs at the University of Dijon (France), two priorities were clearly identified: interactive lectures and active pedagogical methods.

The intervention strategies referred to by the participants were found to be relatively traditional (workshops, conferences, seminars). However, the study found that just 40% of participants were prepared to devote one to two days per year to pedagogical development evidenced in Demougeot-Label & Perret (cited in Endrizzi,2011)

2.19 Management Implication of Training Needs Analysis

A training need according to Cole is any shortfall in terms of employee knowledge, understanding, skill and attitudes against what is required by the job, or the demands of organizational change. There are many ways of carrying out performance analysis. These could be manager-centred method such as observation, tests and sample and analysis of record or staff approaches like questionnaires and interviews. Through a training needs analysis, it is possible to identify the unique development of personnel at various levels in an organisation to ensure that their training needs are appropriately met. David stated that training is an enormously complex area and what follows highlights some of the key areas

need to be considered by any team leader, supervisor, or an individual who to aspire to this level of responsibility. A good training and development programme according to Pual, should address the following five step; i) assessment, ii) setting objectives, iii) selecting methods, iv) implementation and v) evaluation of the programmes. Cole suggested that a good training development programme should have the following: i) planning and organization activities; ii) determining and managing activities; iii) direct training activities and iv consulting advisory activities.

It could be observed that one major reason why very little impact is made through training and staff development programmes the that not much effort goes into the assessment of the needs of both the individual and the organization. The following classic training cycle model was suggested by Stewart,

Identify performance shortfalls (current and potential);

Identify ways in which training might rectify this;

Implement appropriate training;

Evaluate result; then

Repeat the process continuously.

There are many ways of carrying out performance analysis. These manager-centred method such as observation, tests and sample and analysis of records or staff centered approaches like questionnaires and interviews. Through a training needs analysis, it is possible to identify the unique development requirement of personnel at various levels in an organization to ensure that their training needs are appropriately met. Staff of the Universities in Nigerial has been categorized into junior staff, and management or senior identify three types of skill needed at

different levels of work force namely: i) technical skills, ii) human skills and iii) conceptual skills (cited in Akinfolarin & Alimi,2011).

2.20 The effect of training on employee performance

Nickels (2009) emphasized the alone with supporting the organization, employees might recognize that type of employee development provide them benefits. Employee development programme that range from certifications to education reimbursement, to even basic job skill training have a certain cost to the organization that can easily be considered a benefit to the employee. Such awareness on the part of the employee can also lead to greater loyalty to the organization as well as enhance job satisfaction. Training and education that can be added to the employee resume are big ticket items in terms of compensation plans, and should treated as such

Shaw (2012) stated that investment in training can improve a company's financial standing. Poor performance often result when employees don't know exactly what they're supposed to do, how to do their jobs or why they need to work a certain way. Training can help solve these performance problems by explaining the detail of the job. This should reduce duplication of effort in the workplace; the time spent correcting mistakes and problem solving necessary to correct bad performances. Improved performance from employee training can reduce staff turnover, lower maintenance cost by reducing equipment breakdowns and result in fewer customer complaints. Better performance form employee typically creates less need for supervision and brings increased worker output .

Mazin (2012) wrote that training touches the lives of employees from the first day of a new job through retirement. Knowledge is transferring in setting that range from a formal classroom to trial by fire in the workplace, using organized lesson plans, survival of the fittest or an orderly transition to a well-prepared replacement. The type of training must be matched

to the participant and task in order to achieve maximum result. Employee are more like to enjoy their work and produce desired result when they know what is expected of them and have the tools and knowledge to perform the task. Job satisfaction is enhanced by pride hi results that meet and exceed expectations.

Shaw (2012) once again, submitted that keeping well-trained employees pays off significantly for companies because the cost of employee turnover can be high. Costs include separation costs, such as exit interviews, administrative functions related to termination, severance pay and unemployment compensation. Replacement costs consist of attracting applicants, entrance interviews, testing, travel and moving expenses, pre-employment administrative expenses, medical exams and employment information. A study by the University of Wisconsin found that 75 percent of the demand for new employees was related to replacing workers who left the company.

Appiah (2010) expressed that employees are motivated to work better on the job if they are made to feel their employers think of their well-being. Training is one strategy that employers can however adapt to make employees feel this way. When employers put in place training programs for their employees, they become aware of the desire of their employers to see them improve, thus will be motivated to work better.

Thus, training impacts positively on employee's performance by generating benefits to both the employees and the organisation they work for through the development of skills, knowledge, abilities, competencies and behaviour. Training plays a significant role in the development of organisations, enhancing performance as well as increasing productivity, and ultimately putting companies in the best position to face competition and stay at the top. This means that, there is a significant relationship between organisations that train their employees and those that do not (Appiah, 2010).

Implementation of formal training and development programmes offers several potential advantages to quality job performance in business organisations. For example, training helps companies create pools of qualified replacements for employees who may leave or be promoted to positions of greater responsibility. It also helps ensure that companies will have the human resources needed to support business growth and expansion. Furthermore, training can enable a small business to make use of advanced technology and to adapt to a rapidly changing competitive environment. Finally, training can improve employees' efficiency and motivation, leading to gains in both productivity and job satisfaction. All of these benefits are likely to contribute directly to a business's fundamental financial health and vitality (Kennedy, 2009).



CHAPTER THREE

METHODOLOGY

3.0 Introduction

The purpose of my research is to discuss the impact of Training Programme and how it enables employees improve their working performance on Mampong Municipal Education.

This chapter outlines the methodology that was employed in the process of conducting the research. It is made up of the population, sample size, data collection tools, research design, needed sampling procedures and relevant data analysis tools. The study focused on primary and secondary data, qualitative and quantitative approaches to the study and was based on descriptive mode of research. The ethical concerns relative to the study were effectively adhered to during the process and the needed permission was sought from the authorities of the various schools where the research were conducted.

3.1 Research Design

The researcher adopted descriptive method of research. A cross sectional survey was employed and this facilitated the quantitative approach used in gathering the data. The use of the structured questionnaires, for example aided the quantitative analysis of the data gathered. The questionnaires composed of the biographic data of the respondents, practices of training and development programmes in the Senior high Schools and the impact of these programmes on the performance of teachers. The qualitative aspects were largely based on the interviews conducted to elicit responses from these teachers. The data gathered were tested for their validity and consistency. The questionnaires were pretested to ensure that it was meaningful to get better feedback and this was done in a private senior high school in the Mampong Municipal. The primary data collected were generated from the outcomes of the survey mechanism. This provided the basis for the analysis since it consisted of both the

questionnaires and the interviews that were conducted during the process. For the purpose of anonymity, the names of the selected Senior High Schools used for the sampling were not mentioned but rather they were labelled School using Roman Numerals, i, ii, iii, iv, and v. This was done to prevent the possibility of selected schools from being attacked, painted and nailed based on the findings of the study

3.2 Population

In this study, the population was centred on teachers of all senior high schools in the Mampong Municipal Education. The eligibility criteria of the study considered only teachers from the municipal. The population of the five selected senior high schools in the Mampong Municipal were selected 500. The population covers the teachers of the various senior high school of the municipal.

3.3 Sample Size

A sample size of one hundred (100) was taken to represent the entire population of teachers within the Mampong Municipal. Ten Senior High Schools of the municipal were selected and 100 teachers were sampled from these five schools. The design was to capture ten teachers from each of the selected schools randomly to prepare the grounds for equal chances of being selected to prevent biases. The researcher used 20% of 500 to arrive at the sample size of 100. The researcher selected 20 teachers from each of the five selected senior high schools to arrive at the sample size.

3.4 Sampling Procedure

This method took into account the use of simple random sampling procedure to give equal opportunities to members of the population understudy. This is a kind of probability sampling

procedure that makes room for equal opportunity of every member of the population getting the chance of being selected. This was preferable to other ones like stratified sampling, multi-stage sampling and purposive sampling methods that focus on the people of interest and ignored those who do not form part of the focal point of study. This was to prevent the probability of exhibiting any sense of bias towards the study.

3.5 Data collection Tools

The study was conducted by employing primary and secondary data. The primary data centred on a careful prepared set of questionnaires to elicit responses from the respondents. In addition, structured interviews were also conducted for those who could not get time to fill out the questionnaires. The administered questionnaires consisted of both open and closed questions. Appropriate permissions were sought from the various Heads of schools before commencement of work. The administered questionnaires were given to the teachers at the various schools for two weeks to be completed. Some section of the teachers completed and delivered the questionnaires on the same day.

The secondary data includes the review of related literature, journals concerning training and development, reports on T&D from the Ghana Education Services, books and some articles related to the study. To create some level of convenience, the schools were visited during break hours only in order not to interrupt teaching and learning activities.

3.6 Data Analysis

The Data gathered were analysed with a Statistical Package for Social Science (SPSS) (version 20). The data that was analysed was obtained from the primary data sources which include the questionnaires and interviews. The data was grouped and arranged according to their categories to pave way for effective analysis. The obtained data were coded, and tested for their validity and consistency. For example, all the data concerning the age aspect was

categorised under one section throughout the process separated from others like educational status and job positions. The final results were presented in tabular forms and percentages.

This made the quantitative analysis of the data easier for presentation. Descriptive statistics was employed in the process to organise the data into meaningful information.



CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter emphasizes much attention on the benefits derived after undergoing Training Development Programme and its effect on work performance in each institution mentions.

This section of the study covers a presentation of the findings from the analysis of the responses provided by the respondents. It is a sub-section based on the background characteristics of the respondents and the specific objectives of the study. For this purpose, a cross section of 80 teachers (who responded to the study) from five schools in the Mampong Municipal Education Directorate were interviewed and questionnaires administered to them on the impact of training and development programmes on the performance of Teachers.

4.1 Background Characteristics of Respondents

Table 1: Depicts the Demographic of the Respondents (gender)

Gender	Frequency	Percentage %
Male	47	58.8
Female	33	41.2
Total	80	100

Source: Filed Data, 2017

Table 1 above shows that out of the information gathered, male respondents were 47 (58.8%) and female respondents were 33 (41.2%).

Thus, the total number of respondents were 80 (100%).

Table 2: Demographic Characteristic of Respondents (Age Interval)

Age range	Frequency	Percentage %
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15-25	6	7.5
26-36	43	53.8
37-47	26	32.5
48-58	5	6.2
Total	80	100

Source: Filed Data, 2017

Table 2 above shows the age range of respondents. The respondents between the age range of 15-25 were 6 (7.5%), the number of respondents within the age range of 26-36 were 43 (53.8%), the number of respondents within the age range of 37-47 were 26 (32.5%) and the number of respondents also within the age range of 48-58 were 5 (6.2%).

Thus, the total number of respondents were 80 (100%).

The next table is on the educational background of respondents of the various senior high schools in Mampong Municipality.

Table 3: Demographic Characteristic of Respondent (Education Background of Respondents)

Educational Background	Frequency	Percentage %
Diploma	7	8.8
HND	2	2.5
Degree	59	73.8
Master's Degree	12	15
Total	80	100

Source: Filed Data, 2017

The above table shows the educational background of respondents in the various senior high schools in Mampong Municipality. The number of respondents with Diploma were 7 (8.8%),

the number of respondents with HND were 2 (2.5%), the number of respondents with Degree were 59 (73.8%) and the number of respondents with Masters' Degree were 12 (15.0%).

Thus, the data shows that majority of the respondents were Degree holders.

The next table displays how long the respondents have served in the teaching profession.

Table 4: Demographic Characteristic of Respondent (Duration in Education Service)

	Frequency	Percentage %
1-10 years	49	61.2
11-20 years	23	28.8
21-30 years	5	6.2
31-40 years	3	3.8
Total	80	100

Source: Filed Data, 2017

The above table 4 shows how long the respondents have served teaching. The number of respondents who have been in the service of 1-10 years were 49 (61.2%), the number of respondents who have been in the service of 11-20 years were 23 (28.8%), the number of respondents who have been in the service of 21-30 years were 5 (6.2%) and the number of respondents who have been in the service of 31-40 years were 3 (3.8%).

Therefore, the data shows that majority of the respondents have been in the service of 1-10 years.

The next table shows that various senior high schools of the respondents who were selected.

Table 5: Demographic Characteristic of Respondent (Teaching Institution)

	Frequency	Percent%
St. Monica's SHS	23	28.8
St. Joseph's Sem. SHS	20	25

Amaniampong SHS	24	30
Odiko Boatema SHS	8	10
Kofiase Adven. Technical SHS	5	6.2
Total	80	100

Source: Filed Data, 2017

The table 5 above shows the senior high schools of the respondents. The number of respondents in St. Monica's senior high school were 23 (28.8%), the number of respondents in St. Joseph's Senior high school were 20 (25%), the number of respondents in Amaniampong Senior high school were 24 (30%), the number of respondents in Odiko Boatemaa Senior High School were 8 (10%) and respondents in Kofiase Adventist Technical Senior High School were 5 (6.2%).

Majority of respondents were from Amaniampong Senior High School.

The next table deals with the rank/position of the respondents.

Table 6: Demographic Characteristic of Respondent Rank (Position in GES)

	Frequency	Percent %
Principal Superintendent	64	80
Assistant Director II	15	18.8
Assistant Director I	1	1.2
Total	80	100

Source: Filed Data, 2017

Table 6 above shows that the number of respondents who are principal superintendents were 64 (80%), the number of respondents who are with the rank Assistant Director II were 15 (18.8%) and the number with the rank Assistant Director I was 1 (1.2%).

Thus, majority of the respondents were with the rank Principal Superintendent.

The next table deals with the departments of the respondents.

Table 7: Demographic Characteristic of Respondent (Department)

	Frequency	Percent %
Science	15	18.8
General Arts	11	13.8
Mathematics	5	6.2
Business	10	12.5
Language	7	8.8
ICT	9	11.2
Home Economics	2	2.5
Social Studies	10	12.5
English	4	5
Visual Arts	7	8.8
Total	80	100

Source: Filed Data, 2017

Table 7 above shows the various departments of the respondents.

The number of respondents in the Science department were 15 (18.8%), the number of respondents in the General Arts department were 11 (13.8%), the number of respondents in the Mathematics department were 5 (6.2%), the number of respondents in the Business department were 10 (12.5%), the number of respondents in the Language department were 7 (8.8%), the number of respondents in the ICT department were 9 (11.2%), the number of respondents in the Home Economics department were 2 (2.5%), the number of respondents in the Social Studies department were 10 (12.5%), the number of respondents in the English department 4 (5%) and the number of respondents in the Visual Arts department 7 (8.8%).

Thus, the result shows that majority of the respondents were from the Science department.

The table 8, depicts the response of the respondents on having had any training and developmental programmes in their school.

Table 8: Have any training and development programmes in your school?

	Frequency	Percent %
Yes	75	93.8
No	5	6.2
Total	80	100

Source: Filed Data, 2017

The result shows that 75 (93.8%) of the respondents checked ‘Yes’ for having training and developmental programmes in their schools. The number of respondents who checked “No” were 5 (6.2%).

Thus, majority of the respondents checked “Yes” to have training and developmental programmes in their schools.

The next table shows respondents’ response to being part of any training and development programmes.

Table 9: Part of any training and development programmes.

	Frequency	Percent %
Yes	73	91.2
No	7	8.8
Total	80	100

Source: Filed Data, 2017

The result shows that 73 (91.2%) of the respondents answered “Yes” to have been part of training and development programmes. Also, 7 (8.8%) of the respondents answered “No” to show that you have not been part of any training and development programmes.

Thus, majority of the respondents answered “Yes” to have been part of training and development programmes.

Table 9: What was the duration of the programme?

	Frequency	Percent %
1-3 weeks	63	78.8
1-5 months	4	5
1 year and above	1	1.2
Others	5	6.2
Total	73	91.2
System	7	8.8
	80	100

Source: Filed Data, 2017

Table 9 above shows that the number of respondents who had 1-3 weeks training programme were 63 (78.8%), the number of respondents who had 1-5 months training programme were 4 (5%), the number of respondents who had 1 year and above training programme was 1 (1.2%) and those who had other training programmes were 5 (6.2%).

Thus, majority of respondents had 1-3 weeks training and development programmes.

The next table displays the responses of respondents on whether the selection was based on performance appraisal.

Table 10: Was your selection based on performance appraisal?

	Frequency	Percent %
Yes	71	88.8
No	9	11.2
Total	80	100

Source: Filed Data, 2017

It was found in above table 10 that majority of the respondents 71 (88.8%) responded “Yes” to their selection been based on performance appraisal.

Only a minority of the respondents 9 (11.2%) responded “No”.

Table 11: What was/were that purposes of the training?

	Frequency	Percent %
To boost performance	15	18.8
To help in acquisition of skills	30	37.5
To increase productivity	14	17.5
To broaden one's knowledge towards teaching	8	10
To ensure quality and commitment of teachers in the field.	5	6.2
To improve worker performance	3	3.8
Others	5	6.2
Total	80	100

Source: Filed Data, 2017

It was found in the table 11 above that 15 (18.8%) of the respondents agreed to boost performance, 30 (37.5%) agreed to help in acquisition of skills, 14 (17.5%) agreed to increase productivity, 8 (10%) agreed to broaden one’s knowledge towards teaching, 5 (6.2%) agreed to ensure quality and commitment of teachers in the field, 3 (3.8%) also to improve worker performance and 5(6.2%) agreed to other purposes.

Table 12: What was the nature/kind of training engaged in?

	Frequency	Percent %
Person-to-person	7	8.8
Group / Classroom	39	48.8
Technology Aided Training	25	31.2
Instructors	9	11.2
Total	80	100

Source: Filed Data, 2017

Table 12 above shows that 7(8.8%) of the respondents stated that they were engaged in person-to-person training, 39(48.8%) in group/classroom training, 25(31.2%) in technology aided training and 9(11.2%) in instructors training.

Table 13: Method employed in the training process

	Frequency	Percent
Induction Training	32	40
In-Service Training	35	43.8
Understudy Training	10	12.5
Off- the - Job Training	3	3.8
Total	80	100

Source: Filed Data, 2017

Table 13 above shows 32 (40%) of the respondents chose induction as the method of training, 35(43.8%) chose in-service, 10 (12.5%) chose understudy and 3(3.8%) chose off-the-job training as the method of training.

Thus majority of the respondents chose either induction or in-service as their method of training.

Table 14: Was the training effective and systematic?

	Frequency	Percent %
Yes	77	96.2
No	3	3.8
Total	80	100

Source: Filed Data, 2017

It was found in table 14 above that majority of the respondents 77(96.2%) affirmed that “Yes” their training was effective and systematic. Only a minority 3(3.8%) of the respondents stated “No”.

Table 15: What are some of the barriers to training and development programmes in your school?

	Frequency	Percent %
Situational	15	18.8
Institutional	34	42.5
Dispositional / Psychological	5	6.2
Efficiency	12	13.8
Inertia	2	2.5
Convenience	3	3.8
Lack of direction	1	1.2
Lack of team spirit and poor communication	7	8.8
Others	1	1.2
Total	80	100

Source: Filed Data, 2017

Table 15 shows that 15(18.8%) chose situational, 34(42.5%) chose institutional, 5(6.2%) dispositional / psychological, 12(13.8%) efficiency, 2(2.5%) inertia, 3(3.8%) convenience, 1(1.2%) chose lack of direction, 7(8.8%) chose lack of team spirit and poor communication and 1 (1.2%) stated that other barriers were the cause.

Therefore majority of the respondents 34(42.5%) chose institutional as the barrier to training and development programmes in their school.

To conclude training and development is effective tool a worker can use to increase work performance in any organization.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The motive behind my research is to equip employees with needed skills, knowledge and abilities in order to affect the productivities in the working environment.

This chapter discusses summary of the findings of the study and draws conclusion based on the findings that was obtained. It also includes Recommendations for improving training and development programmes.

5.1 Summary of findings

The study was conducted to examine the impact of training and development on teachers' performance. It was gathered that, indeed, training and development programmes organized in the five selected schools have significant impact on the teachers' performance as compared to their previous outputs before the training exercise. Four basic impacts were enumerated by the respondents. These included the enhancement of teachers' acquisition of skills and strategies to deliver presentable, efficient and effective ways of imparting knowledge to the students. Moreover, training and development programmes were said to have enlightened teachers on new approaches to teaching and exposed them to a variety of related areas. This in effect, broadens the scope of their knowledge as they are able to deliver on diverse manner and are not narrowed to a particular way of delivering on their services. In addition to these, they served to motivate them so as to give out their best. According to them, the programmes strengthen their emotions towards their work as they feel recognized by their authorities. Another equally indispensable impact was adapting to innovative and new strategies or methodologies of delivering on the tasks assigned to them. This helps in ensuring accurate, timely and

quality services to the students and the school as a whole.

Again, it was discovered that the various kinds of training implemented by the selected schools were mainly Group or Classroom based which is mostly organized. Trainers with expertise knowledge in the particular course they are tasked to handle in a well-structured manner. This was followed by instructors contracted outside the schools to train the teachers by considering their needs before execution. The least was Home Economics.

The methods that were mostly employed in undertaking the training and development process were in-service training where teachers are empowered to undertake their duties effectively while in the service. Understudy training where a person is made to learn from competent individuals by way of carefully studying how the expert conducts, performs and execute his or her task was another key factor that was considered. This was followed by induction training where new staff member is trained on how some of the activities within his or her department and the school are carried to minimize errors. Off-the-job training was considered as another significant way to train teachers by sending them outside the schools to undertake courses in the form of seminars and workshops. This was costly as compared to the other ones due to transportation and accommodation issues involved.

Several barriers were indicated to be the major hindrances towards effective training and development organized for teachers. These include situational challenges that consist of inadequate funding for the programmes, conflict of interest on the part of the trainees to commit themselves into the exercise due to other schedules they have and the duration factors as discussed earlier on. Institutional barriers were issues that challenged most of the teachers. Some stated that where the programmes were feasible, the high cost of tuition to

some extent rendered them incapacitated. Lack of team spirit and poor communication was a distasteful element because it was appalling to see the authorities divided over implementing the training courses for the teachers. Psychological, lack of direction and convenience were other matters that were raised in the sense that some of the teachers had negative impressions on why there should be training exercise. Some of the trainers who could not handle the courses due to inadequate preparations and the identification of their training needs before proceeding to the exercise tend to be a major setback to the intended purposes of the work.

The study found that most of the training programmes occurred within one to three weeks. It was alleged by some teachers that at times the training programmes are not fully utilized to maximize their purpose because the authorities often reduced the duration to prevent spending more on such activities in order to satisfy their parochial interest. For instance, a month's programme may be structured for two weeks to prevent high expenditure on the particular programme to suit their personal interest at the expense of the beneficiaries.

5.2 Conclusions

The findings in this study clearly show that all things being equal, once proper training and development programmes are instituted, with the trainees' willingness to participate in them, it leads to positive outcomes. These include broadening teachers' knowledge, equipping them with skills and innovations that help motivate them to work harder towards productivity.

Training serves as a welcoming tool to motivate new teachers in the teaching field by way of induction training. It reduces the high tendency of staff turnover because the

trainees feel much recognized for their efforts contributed to the school. It can lead to a harmonious improvement in the industrial relations between co-workers and their superiors at the various schools since the teachers' believe that the authorities do not only care about their welfare but also theirs. Off-the job Training Programme is also designed to make workers versatile to other work outside the job.

5.3 Suggested ways to improve the Training and Development Programmes

The study revealed suggestions that need consideration in planning training and development programmes. In the first place, publicity for the programmes should be increased. This means there must be maximization of awareness creation at the various selected schools so as to draw the attention of teachers' about the existence of training and development programmes. They must be educated on the criteria base selection of candidates be it on departmental, subject or whether it is centred on performance appraisal on the teachers.

Enough funds should be generated by the schools to support the training and development programmes. For this reason, a budget should be allocated to handle effectively these programmes since it is a better weapon to ensure motivation, job satisfaction and improvement in teacher's performance. These funds can be internally generated by the school by sourcing funds from parents through their P.T.A meetings and explaining in detail the need for such programmes for the teachers and its indirect impact on the high performance of the students. The schools can also use part of their grants from the government to host the programmes. It is therefore crucial to note that the government plays its role well in making sure that the grants are paid regularly and timely to ensure that the schools can utilize them responsibly towards these programmes.

The training programmes should be mostly organized during vacations. This is to

ensure maximum turnout by the trainees since they would be less busy and there is the tendency of a majority of them getting ample time for themselves and the programmes. It prevents possible distraction from the students like noises and lesson clashes. This ensures a conducive atmosphere for the programmes to commence and carry out successfully.

It is equally imperative for the activities of the various schools to ensure that they make provisions for adequate training tactics so that its operational challenges would be minimal. For example, technology aid trainings should involve modern projectors and other ultra-modern machines. This speeds the processes and enhances the quality of delivery by the trainers.

One important issue that can help is providing incentive packages for the trainees. This helps to capture high attention of the courses. It can also motivate the participants towards the programme and those who would be more than willing to undertake them whenever possible. A certificate that enriches the resume of the trainees can be used to entice and motivate the trainees.

Positive attitudes should be exhibited towards training and development programmes by both the authorities and teachers. The employers should not see the programmes as cost burden to them but rather prioritize them as their important administrative matters. They should ensure that every type of training designed gets the needed duration to make it effective. The teachers on the other hand- should cultivate accommodative, adaptive and positive impressions on the need for training. Another key factor that deserves better attention is to run the programmes regularly. This keeps the teachers current on issues and how to deliver professionally through modern methods

5.4 Limitations

Due to the large number of teachers in senior high schools in the Mampong Municipal Education, the researcher encountered many problems of interviewing a large number of teachers. Majority of the teachers were also apathetic as they thought the whole exercise could not solve their problems. These were the major limitations to the study. Furthermore, the absence and inaccessibility of reliable records and reports on activities of the Ghana Education

Service with specific reference to training and development in the service undertaken over the years was another limitation to the study. Also most of the respondents fail to submit their questionnaires and hence reduced the number of questionnaires designed for the exercise. Finally, due to financial constraints, the researcher was unable to reach out to quite a number of teachers.



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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA-KIJMASI

DEPARTMENT OF MANAGEMENT STUDIES

The investigator, Afriyie Siaw Augustina is an MBA student of the University of Education, Winneba-Kumasi. She is conducting an academic research on the topic: The Impact of Training and Development on the Performance of employees; A case study of Teachers in the Mampong Municipal Education. The work is purely for academic purposes and all data gathered would be treated as such. Therefore, your co-operation and assistance would be much appreciated to make the study a successful one.

Please tick as appropriate and provide additional information as you wish.

1. Gender; a) Male () b) Female ()
- a) 15-25() b) 26-36() c) 37-47() d) 48—58() e) 59-69()
3. What is your Educational Background?
- a). Senior High School () b). G.C.E. ‘0’ Level () c). G.C.E. ‘A’ Level ()
- d). Diploma () e). HND () f) Degree () g).Master’s Degree ()
- h).PHD()
- i). Other Specify
4. How long have you served in the Education Service?
- a) 1-10 years ()
- b) 11-20 years ()
- c) 21-30 years ()
- d) 31-40 years ()
5. What is the name of the institution you teach
6. Indicate your rank/position in the Ghana Education Service;
-

7. Which Department do you belong to in your school?

.....

8. Do you have any training and Development programmes in your school?

- a) Yes ()
- b) No ()

9. If yes, have you been: part of any of these training and development programmes?

- a) Yes ()
- b) No ()

10. If Yes, what type of programme?

11. If yes, what was the duration for the programme?

- a) 1-3 weeks ()
- b) 1-5 months ()
- c) 1 year and above ()
- d) others (please specify)

12. Was your selection based on performance appraisal?

- a) Yes
- b) No

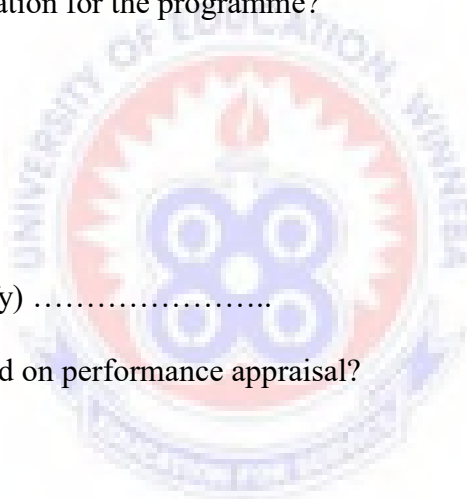
13. If No, what was the medium?

13. What was/were the purpose(s) of the training?

- a) To boost performance () b) To help in the acquisition of skills () c) To increase productivity () d) To broaden one's knowledge towards teaching () e) To ensure quality and commitment of teachers in the field () f) To improve worker performance ()
- g) Others (please specify).....

14. What was the nature/kind of training you engaged in?

- a) Person-to-Person () b) Group/Classroom () c) Technology Aided Training ()



d) Instructors ()

15. What method (s) was employed in the training process?

- a) Induction training ()
- b) In- service Training ()
- c) Understudy training ()
- d) Off-the - Job- Training ()

16. How do you evaluate the training programmes in your school? Please specify;

.....

.....

.....

17. In your opinion, was the training effective and systematic?

- a) Yes ()
- b) No ()

18 [a]. If Yes, Why?

.....

[b] If No, Why?

.....

19. What are some of the barriers to Training and Development programmes in your school?

- a) Situational () b) Institutional () c) Dispositional/Psychological () d) Efficiency ()
- e) Inertia () f) Convenience g) lack of Direction () h) Lack of team spirit and poor Communication () i) others (please specify.....)

20. In your opinion, what are some of the impact of Training and Development towards employees' performance?

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.....

21. In your opinion, what can be done to improve the Training and Development issues at your school?

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.....

.....



APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA-KUMASI

DEPARTMENT OF MANAGEMENT STUDIES

Interview Guide for Teachers on Training and Development Programmes

1. How long have you serve in the Education Service?
2. What is your rank in the Ghana Education Service?
3. Which department do you belong to?
4. Do you have any training programmes in your school?
5. If yes, what was the duration?
6. What was/were the purpose (s) of the training?
7. What was the nature/kind of training you engaged in?
8. What method (s) was employed in the training process?
9. How do you evaluate the training programmes in your school?
10. What are some of the barriers to Training and Development programmes in your school?
11. In your opinion, what are some of the impact of Training and Development towards employees performance?
12. In your opinion, what can be done to improve the Training and Development at your school?