

AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND
ENTREPRENEURIAL DEVELOPMENT

THE EFFECT OF TRAINING AND DEVELOPMENT ON STAFF PERFORMANCE IN
SELECTED GHANA EDUCATION DIRECTORATES IN THE UPPER EAST REGION



**A Dissertation in the Department of Educational Leadership, Faculty of Education and
Communication Sciences, submitted to the School of Graduate Studies, Akenten Appiah-
Menka University of Skills Training And Entrepreneurial Development, in partial
fulfilment of the requirement for award of the Master of Arts (Educational Leadership)
degree**

DECEMBER, 2020

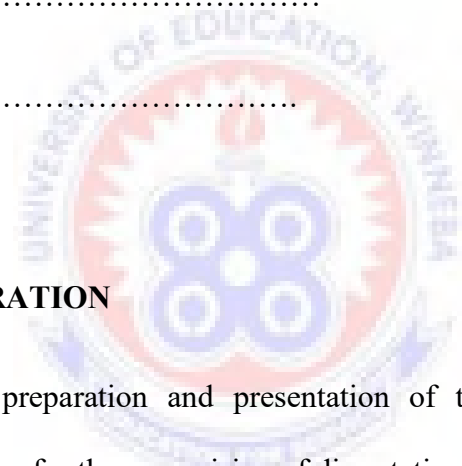
DECLARATION

STUDENT'S DECLARATION

I, AGATHA AWIAH, declare this dissertation, with the exception of quotations and references contained in publish works which have all been identified and dully acknowledged, is entirely my own work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE.....

DATE.....



SUPERVISOR'S DECLARATION

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

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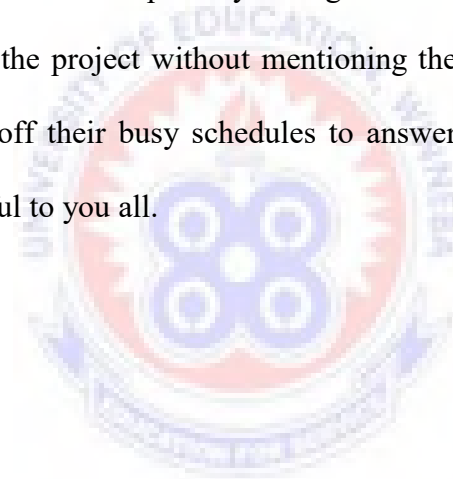
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ACKNOWLEDGEMENT

This work would not have materialized without the various assistance and encouragements that were received from loved family and friends. I am profoundly grateful to all these personalities who assisted, in various ways, to make this project a success. I wish to however, still first and foremost to express the great deal that I owe to Dr. Stephen Baffour Adjei, my supervisor, whose priceless criticisms, suggestions and patience helped me greatly to bring this project to a successful completion. The Lord richly bless you.

Secondly, I wish to say special thanks to my husband and children for their moral support throughout my education and especially during the writing of this dissertation. Finally, I cannot end this section of the project without mentioning the staff of the selected education directorates who took time off their busy schedules to answer the research questions for the dissertation. I am very grateful to you all.



DEDICATION

To my husband, Mr. Ali Eric Ayine, my children; Ali Joel Amiyine, Jesses Nsobono, Ali Jasmine Yinbono and Ali Justin Yinboora



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ABSTRACT

The purpose of the study was to investigate the impact of training and development on staff performance in three selected Education Directorates in the Upper East Region. It therefore sought to analyze how employee training programs influence performance of staff of education directorates. The descriptive survey design was employed for the study. Population for the study was 130. Convenient sampling technique was used to select 60 respondents for the study. Data was analyzed using descriptive statistic of percentages and frequencies. The results revealed among others that training programs are not administered regularly but whenever there is the need to train staff. The directorates made use of both off-the-job and on-the-job training method, but it predominantly uses on-the-job training method and the job performance of the staff increases whenever training is provided for them. The results revealed that the directorates had various training programs to help improve both individual and organizational performance. Almost all sampled staff without respect to educational background had benefited from on-the-job training program. It was also found that training and development had positive impact on employees of the Directorates. The study concludes that the trainings and development programs offered by the education directorates are very effective has a positive impact on employee job performance, comfortability, skills and talents and employee satisfaction. Therefore, a positive relationship between training and development and employee performance. The researcher therefore recommends that management of organisations should frequently assess the training and development needs of the staff and come out with effective training and development programs to meet the needs of the staff regularly.

CHAPTER ONE

1.0 INTRODUCTION

This chapter is divided into four sections, which will give the reader a comprehensive overview of the study. The first section presents the subject matter by presenting the background of the study. This will be followed by the statement of the research problem, objectives of the study, research questions, significance of the study as well as the scope and limitations of the study. Finally, the last section presents the organization of study.

1.1 Background to the Study

Human resources are the main asset of modern organizations, which makes the skills mastered by employees an important factor in determining the current situation as well as the future of an organization, which are impacted by the performance of the human resources. The way an organization train's its staff can influence its efficiency (Padamanaban & Shakeel-Ul-Rehman, 2013; Elanga & Imran, 2013).

Training and development therefore is a very important aspect of human resources management which must be embarked upon proactively to meet any change brought about in the course of time. The rationale behind it is to web the job and the job-performer together to achieve the organizational objective.

In an era of global competitions where organizations always compete with each another in terms of goods and services, there should be a link between the organizations goals and the training and development that it undertakes (Wilson, 1999). Therefore any organization which combines its goals and training and development is regarded as having a good business sense. Recruiting, retaining, training and developing the right and

talented people gives an organization a competitive edge over its competitors: this is what Human Resource Management (HRM) is about. It is therefore a great strategic concern to the organization how it manages its people in order to develop their commitment and produce the best out of them for its benefit.

Wilson, (1999) states that “a range of organizational changes has contributed to providing circumstances making the development of Human Resource Management (HRM) both pertinent and possible”. (p. 249-270). The provision of quality services to customers of an organization has necessitated that the employees give out their best and that the organization can rely on their commitment. If staff is to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills, and if they are to believe that they are valued by the organization they work for, then they need to see visible signs of management’s commitment to their training and career needs.

The quality of the staff of an organization is essential to its success. Thus, every organization must seek to improve the quality of its workforce. One way of achieving this is through training. The importance of training can only be appreciated with a clear understanding of its direct impact on staff performance. An improvement in staff performance also leads to an improvement in the company’s performance.

The core strength of any organization comes from its staff. To develop and equip them, leads to a solid ground for the organization’s future. Therefore a manager must continue to develop himself and also have a commitment to help his employees develop their full potential. The staff depends on the managers, and the organization depends on all of them for its success. For organizations to maintain a competitive advantage they must focus on enhancing performance through a process of continual learning.

For these reasons organizations are now focusing more on improved productivity from optimal human resource utilization and thus, investment in training and development with the sole aim to improve human productivity at the workplace. Staff training therefore is becoming a necessity to every organization and training enables staff to carry out their roles and responsibilities efficiently and also learn new things, which will equip them to take up higher responsibilities in the future. The amount and quality of training carried out varies enormously from organization to organization due to factors such as the degree of external change, increased competition due to globalization, changes in technology, political and economic environments (Evans, Pucik & Barsoux, 2002).

In the education sector, the quality of human resources, skills and expertise are crucial assets that drive performance. These skills and expertise needs to be nurtured to enable job satisfactory. The study therefore seeks to investigate the effect of training on staff performance at selected Ghana Education Directorates in the Upper East Region.

1.2 Statement of the Problem

Dale (1980) defines training as ‘the organized procedure by which people learn knowledge and/or skill for a definite purpose’. Training refers to the teaching and learning activities carried on for the primary purpose of helping members of an organization acquire and apply the knowledge, skills, abilities, and attitudes needed by a particular job and organization. Every organization needs to have well trained and experienced staff to perform their duties efficiently. The district educations directorates have training programs for its employees and for this reason the appointment of a

Training Officer for each directorate. The objective of the programs is to improve both individual and staff performance.

Every staff no matter their educational background or level within the directorates had benefited from a training program. However, it appears that the training programs for the staff and the training management system is not handled systematically and comprehensively. It is further worth noting that while much is known about the effects of training in the developed world, studies of issues associated with training in less-developed countries are rarely found. The existing studies in this relation (Harvey 2002; Harvey, Matt & Milord 2002; Kraak 2005) have taken a general human resource management (HRM) focus creating a gap on issues such as the effect of training on employee performance. This study will contribute in minimizing this gap in the literature and thereby establish the basis to understanding of some aspects of human resource management in general and training in particular.

The questions then are: Does the Directorates offer the appropriate training to staff to help achieve its objectives? Are these done timely and comprehensively? These prompted the researcher to assess staff training in selected Ghana education directorates, Upper East Region and how training impacts on staff performance.

1.3 Purpose of the Study

The purpose of the study was to investigate the impact of training and development on staff performance in three selected Education Directorates in the Upper East Region.

1.4 Objectives of the study

The objectives of the study were to;

1. Examine the training and development programs in the Education Directorates in Upper East Region
2. Assess the effectiveness of the training and development programs.
3. Evaluate the impact of the training and development programs on job performance.

1.5 Research Questions

The research questions addressed in this study were as follows:

1. What training and development programs are provided to staff of the Education Directorates in Upper East Region?
2. How effective are the training and development programs in the Directorates?
3. What is the impact of the training and development programs on job performance?

1.6 Significance of the Study

The study will help Directorates understand the importance of training programs. It will also enable them structure their training programs to make them more effective in terms of helping to improve the efficiency of the workforce which will lead to better performance. This also ensures the existence of a pool of skilled workforce who could be utilized for national development. Staff both Teaching and Non-teaching is a major input to the success of the directorates. If staff is efficient it will help improve the performance of the directorates. As directorates perform better they are able to increase output and contribute more to the quality of education delivery.

This work will help explore the best training methods and processes available to optimize employee performance. It will also help identify the lapses in the training management systems used. Its findings will provide data for further research in training not only in the selected directorates but also in other directorates.

1.7 Limitations of the Study

In the course of information gathering, the following problems were encountered. The first problem relates to the unwillingness of some staff members respond to the questionnaire. It took numerous extensions and follow-ups to get them to submit completed questionnaires. Also, the sampling method used by researcher was limited as the respondents were selected conveniently instead of using a more regulated method such as simple random sampling. The analysis and discussion based on the responses of the sample respondents may not be the same if the sample was collected at a different time of year and from a different geographic region.

1.8 Delimitations of the Study

The study was conducted using only three selected Education Directorates in the Upper East Region instead of all the directorates in other geographical locations in the country because of the ease to access of information.

1.9 Definition of Key terms

i. **Training:** technically relates to job specific skills and involves change in attitude, skills or knowledge of a person with the resultant improvement in the behaviour for effective performance at work.

ii. Job Training; is a method of preparing an employee to perform a task by providing them with information about the task, a demonstration of its performance, an opportunity for the employee to imitate the demonstration and subsequent feedback. It provides the employee with facility to gain technical knowledge and to learn new skills to do specific jobs.

iii. Employee learning: explains the process of acquiring knowledge through curiosity to learn. It is a mind-set of people who has anxiety to get information. Employee learning will increase the abilities and competency of the employee. The abilities and competencies are helpful in employee performance and productivity.

iv. Employee performance: is defined as the job-related activities expected of a worker and how well those activities were executed. It is the outcome or contribution of employees to make them attain goals.

v. Organizational Effectiveness: refers to the achievement of overall organizational goals. Employee development leads to employee performance. Individual performance of an employee will lead to the organizational effectiveness.

vi. Human resource development is the integration of individual, career and organization development roles in order to achieve maximum productivity, quality, opportunity and fulfillment of organizations members as they work to accomplish the goals of the organization.

vii. Development relates to opportunities created to help employees grow. It is more of long term or futuristic in nature as opposed to training, which focus on the current job. It is also not limited to the job avenues in the current organization but may focus on other development aspects also.

viii. Organization is a social unit of people that is structured and managed to meet a need or pursue collective goals. All organizations have a management structure that determines relationships between the different activities and members, and subdivides and assigns roles, responsibilities, and authority to carry out different tasks. Organizations are open systems; they affect and are affected by their environment.

1.10 Organisation of the Study

This study is organized into six chapters. The first chapter introduces and outlines the background to the study. It states the research problem and gives the objectives of undertaking the study. It also gives the scope and expected limitation to the study. Chapter two will present a comprehensive review of relevant literature. Thus it will discuss findings of related researches to this study. Chapter three discusses the methodology of the study. Chapter three presents the methodology to be employed for data gathering as well as the relevant statistical analytical tools that will be employed for analyzing the survey results gathered during the study. Chapter four, deals with the results as well as the data analysis of the findings. Chapter five is the discussion of findings and Chapter six is the summary, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

This chapter will present a comprehensive review of relevant literature in an attempt to position the study in an appropriate theoretical framework. Thus it will discuss findings of related researches to this study.

2.1 Overview of Training

Training and development falls under Human Resource Development (HRD) function which has been argued to be an important function of Human Resource Management (HRM) (Weil & Woodall 2005). Almost everyone now recognizes the significance of training on the success and growth of organizations. Employees are therefore a very crucial and expensive resource to every organization.

There are significant changes today in terms of the value of the employee. Along with these changing values are the workplace norms that have great effect on employees' knowledge and skills. Training is therefore necessary to enhance the knowledge, skills and attitude of employees. In order to sustain performance there is the need for training in empowering staff an organization to be creative and innovative. Training of staff will aid in the productivity, profitability or survival of businesses in the present competitive work environment. Training is therefore the key element in successful achievement of organization objectives

2.2 Training

2.2.1 What is training?

As one of the major functions within HRM, training has for long been recognized and thus attracted great research attention by academic writers (see e.g. Gordon 1992, Beardwell, Holden & Claydon 2004). This has yielded into a variety of definitions of training. For example, Gordon (1992) defines training as the planned and systematic modification of behavior through learning events, activities and programs which result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively.

It is worth noting that, as researchers continue with their quest into the training research area, they also continue their arguments into its importance. Some of these researchers argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized. Related to the above, Beardwell and Holden (2004) add that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, thus a need for considerable and continuous investment in training and development.

Training can also be defined as a learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task (Cole, 2002). The focus of training however is on the job or task to be performed. According to De Cenzo and Robbins (1996), “training is basically a learning experience, which seeks a relatively permanent change in an individual's skills, knowledge, attitudes

or social behavior. This means that, there is the need to improving employee's skills and knowledge so that he or she becomes efficient to work on both present and future jobs and tasks.

Almost all organizations have realized the importance of training to the development of their organizations. For a training program to be successful there is the need for the organization to identify the training needs of the organization. The organization can measure if the training has been successful or not if the trainees do not learn what they are supposed to learn, therefore do not perform better than they used to. However, if trainees return empty from the course designed for them without any substantial contribution, it could also mean that even though the organization might have done all that is necessary to ensure a successful training program, the wrong staff might have been selected for the training program.

Learning takes place when there is a change in behavior based on the results from experiences (McGhee, 1996). One can thus examine if learning has effectively taken place by comparing individual's behavior before on specific jobs and tasks to after experiences gained on jobs and task. Learning therefore is evident on behavioral change. Since training is generally intended to provide learning experiences that will help employees attain more skills and knowledge, it must follow the learning principle. Training thus can be defined as a learning experience which creates a permanent change in the skills, knowledge, and attitude of individuals on a currently held job.

According to Armstrong (2008), training is the planned and systematic modification of behaviour through learning events, programs and instructions, which enable individuals to achieve the levels of knowledge, skill and competence needed to

carry out their work effectively. Employee training is the planned and systematic modification of behavior through learning events, activities and programs which results in the participants achieving the competencies, levels of knowledge, abilities and skills to carry out their work effectively.

Rowden (2002), argue that training may also be an effective tool for improving ones job fulfilment, as employee better performance leads to gratitude by the top management, hence employee feel more accustomed with his job. Armstrong (1996) stated an understanding of training by underscoring that training should be developed and functioned within an organization by appreciating learning theories and methods if the training is to be well understood. Sherman, Bagglan and Steven (1996), indicated that, the success of a training program will be contingent more on the organization's capacity to recognize their wants and care with which it makes the program so that if the trainees do not learn what they ought to learn, the training has not been successful.

Similarly, Barrington and Stimpson (2002), training is required so as to present a new process; advances the efficiency of the employees; provides training for untrained workers to make them more valuable to the firm; decline supervision needed; improves the opportunities for interval advancements as specific skills, communication and behaviour; decrease the chances of accidents.

2.2.2 Importance of training

Training is a tool which helps organizations to gain a competitive edge. According to Krietner (1995) in his book *The Good Manager's Guide*, no matter how carefully job applicants are screened, typically a gap remains between what the employee

does know and what they should know. There is therefore the need for organizations to train their human resource to be able to learn in order to acquire more skills and knowledge to beat competition.

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. There are so many benefits associated with training. Cole (2001) summarizes these benefits as below:

- 1) High morale – employees who receive training have increased confidence and motivations;
- 2) Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
- 3) Lower turnover – training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided;
- 4) Change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;
- 5) Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;
- 6) Help to improve the availability and quality of staff.

Among the many benefits of training, training can also eliminate risks in organizations because the trained personnel will be efficient, thus will be able to make better use of the organizations property thereby reducing and avoiding waste. Training will also make the employees feel a sense of security thus labor turnover can be avoided.

There exists a gap between desired targets or standards and actual levels of work performance in every organizational setting. This means that there can be both a negative and positive correlation between what should happen and what actually happens in terms of the work performance in any organization. This calls for the need for every organization to adopt strategies in order to achieve the desired targets or standards set by the organization. Training is one of the important tools that organizations can use to reach their targets or standards. Casio (1989) puts it this way “The economic and technological trends, the pace of innovation, change and development have been growing faster year-by-year and as a result, these are clear signals that training and development are very important that both organizations and individual stakeholders must consider as very serious”.

The concept of Development

Development is a process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and proficiencies are vital. It takes the procedure of learning events that reparse people to exercise wide or improved tasks. It does not concentrate on improving performance in the present job (Armstrong, 2008).

Harrison (2000), opined that development as a learning experience of any kind whereby individuals or groups acquire skills, knowledge, behaviours and values. It is

more of job based than career oriented and is concerned with the longer-term development and capable of the individual. Development does not cover only those activities, which improve job performance, but also those which bring about growth of the individual; supports personality in the development towards maturity and recognition of their potential abilities so that they become not only good employees but enhanced workers.

As the career and job development is concern, employees require new skills and abilities. There is therefore, the need for employee development which helps the individual to improve ability to handle a different types of assignments; boosts performance at all stages in their current jobs; assists to maintain good performance of employees throughout their career exploring their full potential; answer accessibility of required numbers of personnel with the needed skills so as to achieve the current and expected future demands of the organization and also to provide the prospects for the employees to accomplish their career goal, and to answer that the managerial resources of the organization are put to optimum use. According to Itika (2002), development sees the employees as being appropriate resources with a variety of skills and places within the institute and it is also concerned with giving the individual the right mix of abilities, experiences and contacts to enable them to attain their full potential.

Training and development

Training and development are both procedures for improving employee skills. Development was typically used for skill improving process for managerial level staff whereas training was usually used for skill-enhancement process for jobs in lower level in the organization (Salas, Weaver & Shuffler, 2012). Cascio (1993) said traditionally,

lower level employees were trained while higher-level personnel were advanced. According to Bohlander and Snell (2004), training and development based on intention and time frame of the training. They further argued that training tends to be more barely focused and leaning toward short terms performance concerns while development is concerned with more toward widening an individual's skills for the future tasks. In addition, the difference between training and development is that while training usually indicates preparation for an occupation or specific skills thus it is job oriented rather than personal.

Development generally proposes a wider outlook of skills and knowledge acquisition, it is less job oriented, centered more with employee potential than with immediate skill; it sees employees as adaptable resources (Cole, 2002). According to Cascio (1993) notwithstanding the distinctions between training and development, they are often used synonymously. Most managers tend to use these words exchangeable with the objective of improving the skills of employees.

Benefits of training and development

Training has assisted individuals, organizations and nations as a whole in many ways. There are so many benefits that an organization enjoys or obtains when it undertakes training and development programs (Cascio, 1993). Prospective returns from training and development programs are substantial.

Training aids deal with employee flaws. Most employees have some flaws in their workplace skills. Through training employees are able to sharpen those skills they need to advance. There are many ways to overcome paucities in human performance at work and training is one of them (Cole, 2002).

Training develops employee performance. Training assist a person to perform a job better because through training the employee becomes conscious of the proper procedures and safety practices for basic task at the work place which increases their assurance due to a stronger understanding created by the awareness. Training programs improve performance at the individual, group and organizational levels (Cascio 1993). Employee satisfaction also emerges through training. Employees who are trained by their firms have benefit over other employees in other companies who undertake training programs using their own money as training comes with enormous cost.

For this reason employees trained by their organization get an opinion that the organization cares about their advancement which makes them fulfilled. Employees feel more satisfaction when they are appreciated and challenged through training opportunities (Freeman, Boxall & Haynes, 2007). Training helps maintain the image of the company. Training programs like ethics training, sexual harassment training and others helps an organization to reduce risk as training would give employee the knowledge about business ethics and sexual harassment which makes them act according.

Trautman (2012) espoused that Organisations give 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) emphasized that training and development is a vital part of the human resource development. It assumes an important role in the wake of the advancement of technology which has occasioned 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.

According to McClelland (2002), claimed that better productivity is the most significant 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 motivation, job satisfaction and morale, efficiency in processes resulting in financial gain, capacity to embrace new methods and technologies, reduced staff turnover, and finally innovation in strategies and products.

Quality Management and other quality management techniques require staff training as a vital requirement 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 acquire how to increase 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 competitors. This explains the essential decisions that guide the organisation's marketing, financial management and operating strategies (Manu, 2004).

Cedefop (2011) explains that training being observed as a gift, as something which elicits commitment to the organisation, appears more likely in a context in which much consideration is paid to the 'human factor' in the firm and to the relationship of

employees to their employer. This is confirmed by Ansar (2009) who argued that training is one of the most imperative parts of an organisation's overall strategy. He espoused that before starting a particular venture or considering a potential procurement, the first question that arises is, whether there are required skills present in the organisation or not? Typically, all key abilities 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 (2009) indicated that training-related alterations should result in improved job performance and other positive changes, that is, acquisition of new skills. Reassuringly, Arthur et al. conducted a meta-analysis of effect sizes from 165 sources and established that in comparison with pre-training or no-training states, training had an overall positive effect on job-related behaviours or performance. Nevertheless, although differences in terms of effect sizes were not large, the efficacy of training varied conditional on the training delivery method and the skill or task being trained. Ekot (2010) acknowledged that when companies with business difficulties are given a fresh or an unbiased professional opinion, evaluation, job fulfilment, employee impetus and self-esteem are improved, reducing employee turnover. He further argues that practices also increase in efficiency resulting in financial gain. In a similar vein, innovation is enhanced which breaths new strength to strategies, products and the company's capacity to adopt new technologies and methods. Brum (2002) observed that, once a training programme is completed, productivity of a worker is anticipated to increase. The benefits will be to the company, due to an increase in worker

productivity and output, and to the worker, as the increase in output would translate into higher wages and opportunities for career advancement.

The principal 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. (Kárpáti, 2009)

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 result conforms 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 layoff, remaining workers are given management skill and the technical 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 conflict, stress, frustration, tension, and 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-versed skills and list additional training on their resumes, they have a better chance of landing new positions (String fellow, 2012). Pacific Oaks College (2012) stated 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 relaxed, and inspires them to partake in classroom activities and ask questions. This leads to a more effective lesson and greater overall learning.

Training cycle

Organizations spend about one-third of their payroll on training their employees. Even though training has many benefits, an organization can waste huge sums of money if training is not well conducted.

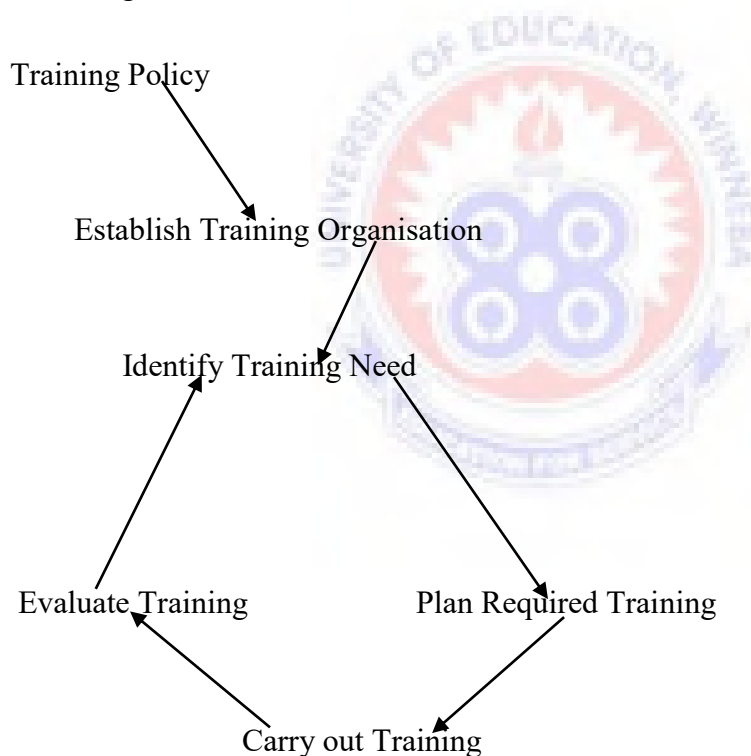


Figure 1: Systematic training cycle

Source: Cole, 2004

Figure 1 above, depicts that in training an organization must first set policy for the training trailed by establishing training organization, this is followed by the needs

assessment which ascertains the needs of employees. Subsequently, it is imperative to design a training program which will be followed by implementing the details of the design.

Training policy

Training policies are therefore rules and procedures which govern the standard and scope of training in an organization. Policy statement sets out what the organization is prepared to do in terms of developing its employees (Cole, 2003). Training policy helps the organization to make sound and consistent training decisions. Just like a person without rules is like a city with broken walls so a training program without policies will lead to loss of huge sums of money hence every organization needs to have an elaborate training policy. Policies are ideas or set of principles of what to do in particular situations agreed by the management.

Establishing training organization

Much prominence is often placed on the techniques and methods of training while little consideration is given to what the employee should learn in relation to the desired job behaviours (Cascio, 1993). Organizations need to identify what deficiencies their employees have before choosing a training method or organizing a training program for them as training involves huge amounts of money. Selecting effective training can vastly improve the business' chances of success. It will help build competitive advantage and equip employees with the skills that businesses need for prosperity.

Identifying individual and team training needs will ensure that the training budget is spent wisely and that people have the right skills to effectively contribute to the business. Need assessment is what will help organizations determine or know employee deficiencies and also which area training is needed. According to Raymond (1999) assessment is the process used to determine if training is necessary. Need assessment involves gathering information to identify areas where employees can improve their performance to their benefit and that of the business.

The need assessment phase has three level of analysis namely; organizational analysis, task analysis and personal analysis. Bohlander and Snell (2004) believe that managers should approach needs assessment systematically by utilizing the three different types of analysis: organization analysis, task analysis and person analysis. Organizational analysis involves determining the appropriateness of training, given the company's business strategy, its resources available for training and support by managers and peers for training act. Personal analysis involves identifying if current performance or expected performance indicates a need for training.

Task analysis includes identifying the important tasks and knowledge, skill and behaviour that need to be emphasized in training for employees to complete their task. Task analysis involves four steps, first by selecting the jobs to be analysed. Secondly, develop a preliminary list of tasks performed on the job by interviewing and observing expert employees and their managers and talking with others who have performed a task analysis. Third by validating or confirming the preliminary list of tasks and lastly identify the KSA's necessary to successfully perform each task.

Program design

The program design is the second stage of the training cycle. It is important for an organization to design the training very carefully. It is important to know the needs of employees however the success of a training program is not solely dependent on it only. The success of training programs depends not only on the organization's ability to identify training needs (Bohlander & Snell 2004). Once the organization identifies the needs of employees there is the need to transform these needs into a program design. This phase has four related areas; instructional objectives, trainee readiness & motivation, principles of learning and characteristics of instructors.

There are four related issues of the program design (Bohlander & Snell 2004). Instructional objective describes the skills or knowledge to be acquired and the attitudes to be changed. It provides a sound basis for choosing the methods and materials and for selecting the means to assess the instruction (Bohlander & Snell, 2004). This means that the instructional objective informs you the kind of methods and materials for training.

Trainee's readiness and motivation refers to both maturity and experience factors in the trainee's background. Bohlander & Snell (2004) believe that it is important to determine trainee's background to help develop contents of training programmes. They continued that trainee motivation is a pre-condition for learning. Principle of learning refers to the laws of learning. Training is aimed at solving employee deficiencies which in turn will solve the deficiency of the organization as a whole. The principle of learning has a significant influence on knowledge acquisition, skill enhancement and competence development it is therefore necessary to give noticeable importance to how employees

learn. According to Bohlander & Snell (2004) it is important to give full consideration to the psychological principles of learning.

The fourth component of the four related issues is characteristics of instructor. How successful a trainee will be depends on both the trainee and the trainer. The trainer plays a major role in training. According to Bohlander & Snell (2004) the success of any training effort will depend to a large extent on the teaching skills and personal characteristics of those conducting the training. They stressed the following characteristics as necessary to identify a good trainer; knowledge of the subject matter, adaptability, sincerity, sense of humour, interest in the subject, individual assistance and enthusiasm.

Program implementation

A good strategy without good implementation leads to failure. It takes a good strategy coupled with good implementation to achieve success. Delivery style is a very important part of training (Diaz-Lazaro & Cohen, 2001). There are many methods and techniques that can be used to execute a training program. According to Decouza, David, Robbins and Stephen (1996) training methods can be in two groups on the job training which are orientation, apprentice, coaching mentoring, job rotation, lectures and seminars, distant and internet based and special assignment trainings. Secondly off-the job methods includes vestibule training, case study, lectures and demonstrations and examples. Each method or technique to be selected depends on the program design chosen by the organization as any of the methods above yields results.

Program evaluation

Evaluation has to do with measuring the success of a training program. It is assessing if the set objectives or outcome expected has been achieved. Evaluation helps the company to determine whether it is necessary to revisit the needs assessment or not. It plays a pivotal role in the training process. Beech and Leather (2006) asserts that there are four levels of training evaluation namely, reaction, learning, behaviour and results evaluation. There is the need for evaluation of the training program to help assess its programme's effectiveness and making adjustment for further or future training. Cascio (1993) said while potential returns from well conducted training programs are hefty considerable planning and evaluation are necessary in order to realize these returns

Theories in training and productivity

Knowledge and skills of workers acquired through training have become imperative in the face of the progressively fast changes in products, technology, and systems. Most organisations invest in training because they believe that higher performance will be the end result (Kozlowski & Klein, 2000). However, the theoretical framework for the relationship between training and firm performance has been subjected to extensive debates. Devanna and Tichy (1984) proposed a model which accentuates the interrelatedness and consistency of Human Resource Management (HRM) policies and performance. According to their model, training and other HRM activities aim to boost individual performance. Thus, the result leads to higher firm performance.

Guest (1987) propounded a theoretical framework to show how HRM policies have effects on organisational outcomes and human resources. The forte of Guest's (1987) model is that it is a valuable analytical framework for studying the relationship

between HRM policies and organisational performance because it is more clear, careful, and easy for realistic testing. He argued that commitment as an important outcome, concerned with the goals linking employees with firm performance. The goal of quality is vital to ensure the high quality of products and services. Therefore, development policy and training play an importance role in HRM and contribute to improved strategic integration, employee commitment, flexibility and quality. HRM outcomes then lead to high job performance, reduced absence, high problem-solving, low turnover, high cost-effectiveness, and fewer grievances. HR practices, firm strategy and firm-level outcomes (Wright & McMahan, 1992). They present six theoretical models altogether from the fields of organisational theory, finance, and economics. Three of them (resource-based view of the firm, cybernetic systems, and behavioural perspective) consider the relationship between training and firm performance.

First and foremost, in the resource-based view, firm resources include physical capital, human capital and organisational capital that enable the firm to improve its efficiency and effectiveness. Its resources determine the strength of a firm in the long term. In order for a firm's resources to provide sustained competitive advantages, however, it must have four attributes: valuable, rare, imperfectly imitable, and cannot be replaced with another resource by competing companies (Barnes & Kennard, 2002). Therefore, human capital is a primary source of sustained competitive advantage to a firm because apart from the criteria mentioned above it cannot be duplicated or bought in the market by competitors. Applying the resource-based view to training suggests that training can provide knowledge and skills for employees and in turn this may lead to high firm performance.

Secondly, in the behavioural perspective models, employee behaviour plays an important role as a mediator between strategy and firm performance (Salas, Weaver & Shuffler, 2012). The models do not focus on knowledge, skills or abilities of employees, but focus only on employee role behaviours because the employee's attitudes, behaviours, and commitments could affect the firm performance. Thus, the employee role behaviour can be instrumental in the creation of a competitive advantage. HRM practices can be considered as an option to promote the role behaviour more efficiently and effectively, especially HR training policy.

Thirdly, a popular theoretical model applied to HRM literature is the cybernetic model of HR systems. It is based on the general systems models and includes input from the environment (i.e., inputs of HR knowledge, skills, and abilities), through (HR behaviours) and output systems (productivity, sale, job satisfaction, turnover, etc.). This model focuses on two major responsibilities competence and behavioural management. Competence management (deals with individual skills required to implement a given organisational strategy) and behaviour management (activities that seek to agree and coordinate attitude and behaviour of individuals for organisational strategy and goals). Therefore, training will improve knowledge, skills, abilities and behaviour of employees. This in turn leads to positive organisational outcomes. Recently, an excellent analytical framework which uses a multilevel approach to training has been offered by Kozlowski et al. (2000). The multi-level model bridges the gap between theoretical models of training needs assessment, design, and evaluation, and the higher levels at which training must have an impact if it is to contribute to organisational effectiveness.

It is focused on training transfer and embedded in two distinct transfer types: horizontal and vertical transfer. Horizontal transfer concentrates on traditional models of training effectiveness. Kozlowski and Klein (2000) proposed “top-down contextual effects” which they described as a group and organisational factors that have direct and moderating effects on learning and transfer. These effects have been the source of recent theory and research addressing the influence of organisational factors on motivation to learn, transfer, and training effectiveness at the individual level of analysis. Vertical transfer examines the link between individual training outcomes and organisational outcomes.

There are two distinctive forms of vertical transfer processes that is, composition and compilation. Composition concentrates on individual contribution at the same content, while compilation focuses on individual contribution at the different or diverse content. To summarize, first, it is obvious that similarities exist between the normative models of HRM, whether it is the US or the British (Guest model). They have put training on a set of HRM policies and consider training as an important and vital policy for improving knowledge, skills, attitude and motivation of employees.

Second, the HR system is a complex set of policies designed to manage labour in the organisation and integrate into organisational strategy in order to create high performance for organisation. Third, this review of theoretical models linking training to firm performance also suggests that it is explicitly recognized that no organisation can attain its goals or organisational strategy without labour that has the right knowledge, skills, abilities, behavior, and attitudes. Therefore, training plays an important role in

improving the quality of employees directly and effecting on firm performance through HR outcomes.

Finally, organizational researchers studying training and firm performance need to consider the impact of various dimensions of employee training programmes, the type of training methods and design, the type of employees trained, and time spent by employees in training on firm performance.

2.2.3 Best ways to develop training programs

According to Wognum (2001, p. 408), training and development needs may occur at three organizational levels namely; (1) *strategic level* where needs are determined by top management while considering organizations goals, mission, strategy and problems, which need to be resolved or fixed (2) *tactical level* where needs are determined with middle management while considering developments needs to the coordination and cooperation between organization units and (3) *operational level* where needs are determined with lower executive management and other employees while considering problems related to operations such as performance problems of individual workers and departments in subject

2.2.4 Determining training needs

The first issue is to identify the needs relevant to the organizations objectives. According to Wognum (2001) and Torrington, Hall and Taylor (2005), there are three categories of identifying training and development needs. These include: *resolving problems*, this focuses on workers' performance, *improving certain working practices*,

this focuses on improvement regardless of the performance problems and *changing or renewing* the organization situation, which may arise because of innovations or changes in strategy.

Training needs therefore analysis and answers the questions, who needs training? And what training should be given? There is therefore the need for any organization to first identify the training needs of the organization. The need for training should be identified in accordance with a well-organized procedure looking at the training needs from the *strategic level, tactical level and operational level*.

A number of approaches have been highlighted in previous literature for identifying needs (Edmond & Noon 2001; Torrington et al. 2005). These are the problem-centred (performance gap) and profile comparison (changes and skills) approaches. Similarly, a number of approaches for analyzing training needs depending on either new or current employees have been pointed out by earlier studies (Torrington et al. 2005, p. 390-392). The two most traditional approaches being the problem centered approach and the profile comparison approach. The problem centred approach focuses on any performance difficulties and the corporation analyses if the problems are due to insufficient skills, which then need to be developed if the problem is to be solved. Profile comparison approach on the other hand focuses on matching the competencies with the job filled, whether new position or existing position. Some changes in strategy and technology may also bring the need for new or additional skills. The difference in the organization and employees performance as well as feedback from customers and shareholders of the organization all can help identify training needs.

Training needs therefore arises where there is the need for staff to adapt or adjust to changes in order to improve both employee and organizational performance. The purpose of a training needs identification program therefore is to identify the gap that exist between the required and the actual competencies expected of organizations and employees so as to determine the kinds of training that can help bridge the gap (Asare-Bediako, 2002).

2.2.5 Training Objectives and Plans

There is the need for the organization and the employees to know the motive for which they undergo training. Training programs will not be more effective unless the purpose for which it was administered is known. Therefore in planning training, it should go through these stages; develop a training plan, designing a training lesson, selecting the trainer and prepare the trainer. (Zaccarelli, 1997).

The training plan will serve as the guidelines for both the trainer and the trainee to follow in order to successfully implement the program. It covers the participants in the training, the facilitator, the required resources and the content to be followed. Once the plan for the program has been outlined then the training lesson is designed.

The training lesson is developed to help the participants focus on the sections developed and also set out the time frame for each section. After this, a competent trainer (facilitator) is hired to undertake the training. The trainer should be able to communicate and transfer knowledge effectively so that the needed impart is realized. Thus the trainer should be well prepared to take on the task in order to achieve the desired results.

2.2.6 Evaluating training programs.

In measuring the overall effectiveness of the training program there is the need to also consider the costs and benefits of the training program. This will help the organization know whether there has been cost effectiveness. Evaluation should take place before, during and after the training programs. According to Kenney (1992) review of the training program should be done during and after its completion and should be done by a training officer, the line manager, and the trainees themselves. Training can be evaluated in so many ways. Some of these are through questionnaires which will serve as the feedback from the participants; case studies where the participants will have to apply the learned skills to practical situations and many others. In the case of Ghana Education Service, the Training Officer takes charge of all the training needs of the directorates and writes evaluation report at the end of the programs.

2.2.7 Types of training programs

All the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives, Nadler (1984, p. 1.16) noted that. There are broadly two different methods that organizations may choose from for training and developing skills of its employees. These are *on-the-job training* given to organizational employees while conducting their regular work at the same working venues and *off-the-job training* involves taking employees away from their usual work environments and therefore all concentration is left out to the training. Examples of the *on-the-job training* include but are not limited to job rotations and transfers, coaching

and/or mentoring. On the other hand, *off-the-job training* examples include conferences, role playing, and many more as explained below in detail.

Job Training

This helps employees develop the skills, knowledge, the right attitude and experiences needed on the job and involves teaching the employees how to work on the job hired for. In GES directorates, the staffs appointed are mostly teachers from the classroom. They therefore need job training in the administrative circle.

Orientation Training

This is given to newly hired employees to induct them into the organization and also train them on the job they will hold. The employees are taught 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 them for future changes, new venture creations and responsibilities. It is in the light of this that after the introduction of the New Standard Based Curriculum for basic schools, the National Teaching Council of Ghana has introduced the professional development day on periodic bases to assist teachers develop themselves in the chosen profession.

Conferences

A as a training and development method involves presentations by more than one person to a wide audience. It is more cost effective as a group of employees are trained

on a particular topic all at the same time in large audiences. This method is however disadvantageous because it is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees follow at the same pace during the training sessions; focus may go to particular trainees who may seem to understand faster than others and thus leading to under training other individuals.

Role playing

Involves training and development techniques that attempt to capture and bring forth decision making situations to the employee being trained. Trainees are provided with some information related to the description of the roles, concerns, objectives, responsibilities, emotions, and many more and participants are required to act out their roles. This method is more effective when carried out under stress-free or alternatively minimal-stress environments so as to facilitate easier learning. It is a very effective training method for a wide range of employees for example those in sales or customer service area, management, teaching and support employees.

2.3 Employee performance

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong, 2000). Kenney (1992) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja 1992). *Profitability* is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or

return on capital employed (Wood & Stangster 2002). *Efficiency and effectiveness* - efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner, 1996). *Productivity* is expressed as a ratio of output to that of input (Stoner, Freeman & Gilbert Jnr, 1995). It is a measure of how the individual, organization and industry converts input resources into goods and services. The measure of how much output is produced per unit of resources employed (Lipsey 1989). *Quality* is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong 2002). It is increasingly achieving better products and services at a progressively more competitive price (Stoner 1996).

As noted by Draft (1988), it is the responsibility of the company managers to ensure that the organizations strive to and thus achieve high performance levels. This therefore implies that managers have to set the desired levels of performance for any periods in question. Performance management can focus on performance of the employees, a department, processes to build a product or service, etc. Earlier research on productivity of workers has showed that employees who are satisfied with their job will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs (Landy, 1985). Further still, Kinicki and Kreitner (2007) document that employee performance is higher in happy and satisfied workers and the management find it easy to motivate high performers to attain firm targets.

2.3.1 Evaluation of employee performance

When evaluating the performance of employees, it is very important to have a check list that will be used consistently in measuring the performance of all employees.

The techniques for measuring the performance of employees may differ from every organization. Some of these evaluation techniques are:

Ambition / Initiative: Is the employee able to show he has a vision and goal towards his job and makes the initiative to achieving these goals and vision.

Attitude / Cooperation: Does the employee have a positive attitude towards his/her fellow employees and his/her work and is he/she also able to work on different task?

Communication skills; Is the employee able to communicate effectively with other employees and customers? Has he been able to solve issues due to his communication skills?

Focus; Whether the employee is focused on his job and is able to distinguish his task from personal assignments.

2.4 Effect of training on performance

Organizational growth and development is affected by a number of factors. In line with the growth and development of organizations, employee training plays a vital role in improving performance as well as increasing productivity. This in turn enables organizations to be better positioned to face competition and stay at the top. This therefore implies an existence of a significant difference between the organizations that train their employees and organizations that do not. Existing literature shows evidence of existing effects of training and development on employee performance. Some studies have proceeded by looking at performance in terms of employee performance in particular (Harrison 2000) while others have extended to a general outlook of

organizational performance (Guest 1997; Swart et al. 2005). In one way or another, the two are related in the sense that employee performance is a function of organizational performance since employee performance influences general organizational performance. In relation to the above, Wright and Geroy (2001) noted that employee competencies change through effective training programs. It therefore not only improves the effective job performance of the employees entirely but also enhances the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

The branch of earlier research on training and employee performance has discovered interesting findings regarding this relationship. Training has been proved to generate performance improvement and related benefits for the employee as well as for the organization through the development of employee knowledge, skills, ability, competencies and behavior (Appiah, 2010; Harrison, 2000; Guest, 1997). Moreover, other studies elaborate on training as a means of dealing with skill deficits and performance gaps as a way of improving employee performance for example one by Swart et al. (2005). According to Swart, Mann, Brown and Price (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance. He further elaborate the concept by stating that training facilitate organization to recognize that its workers are not performing well and thus their knowledge, skills and attitudes needs to be molded according to the organization needs. It is always so that employees possess a certain amount of knowledge related to different jobs. However, it is important to note that this is not enough and employees need to

constantly adapt to new requirements of job performance. In other words, organizations need to have continuous policies of training and retraining of employees and thus not to wait for occurrences of skill and performance gaps.

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 details of the job. This should reduce duplication of effort in the workplace; the time spent correcting mistakes and the problem solving necessary to correct bad performances. Improved performance from employee training can reduce staff turnover, lower maintenance costs by reducing equipment breakdowns and result in fewer customer complaints. Better performance from employees typically creates less need for supervision and brings increased worker output.

Mazin (2012) states that training touches the lives of employees from the first day of a new job through retirement. Knowledge is transferred in settings that range from a formal classroom to trial by fire in the workplace, using organised 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 results. Employees are more likely to enjoy their work and produce desired results when they know what is expected of them and have the tools and knowledge to perform the task. Job satisfaction is enhanced by pride in results that meet and exceed expectations.

Shaw (2012) expressed that keeping well skilled employees pays off considerably for companies because the cost of employee turnover can be high. Costs include

separation costs, such as administrative functions related to termination and exit interviews, severance pay and unemployment compensation. Appiah (2010) indicated 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.

That is to say, training influences positively on employee's performance by engendering benefits to both the employees and the organisation they work for through the development of skills, knowledge, abilities, competencies and behaviour. Training plays a substantial role in the development of organisations, improving 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 momentous relationship between organisations that train their employees and those that do not (Appiah, 2008).

According to Wright and Geroy (2001), employee competencies change through effective training programs. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve organization objectives in a desired manner. In addition, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained and can experience the direct satisfaction associated with the sense of achievement and know that they are developing their inherent capabilities (Pigors & Myers 1989).

Most of the benefits derived from training are easily attained when training is planned. This means that the organization, trainers and trainees are prepared for the

training well in advance. According to Kenney & Reid (1986) planned training is the deliberate intervention aimed at achieving the learning necessary for improved job performance. Planned training according to Kenney and Reid consists of the following steps:

- Identify and define training needs
- Define the learning required in terms of what skills and knowledge have to be learnt and what attitudes need to be changed.
- Define the objectives of the training
- Plan training programs to meet the needs and objectives by using right combination for training techniques and locations.
- Decide who provides the training
- Evaluate training.
- Amend and extend training if necessary.

The current study therefore proposes to explore the extent of the various forms of training and its effects on the activities of the selected education directorates. It seeks to either confirm and or expand previous research findings.

At the education directorates, training is mostly done through education, that is, the individual training himself or herself and they also use on-the-job and off-the-job training. With the on-the-job training, they mostly use orientation, coaching or understudy method. The education directorates also have off-the-job training. This, they do by sending employees to workshops and seminars.

In conclusion, training is one aspect of human resource development that cannot be done away with since it gives one an upper edge over its competitors.

CHAPTER THREE

RESEARCH METHODS

3.1 Introduction

This chapter describes the research method that was employed in the study. It covers the research design, study area, study population, sample and sampling procedures, data collection instruments, the data collection procedures and data processing and analysis.

3.2 Research Design

The research design according to William (2006) refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data. This is used for the purpose of obtaining data to enable the researcher answer research questions. It is an outline or scheme that serves as a guide to the researcher in his/her effort to generate data for his/her study.

Robson (2002) explained that there are three possible forms of research design: exploratory, descriptive and explanatory. His base of classification relies on the purpose of the research as each design serves a different end purpose. For instance, the purpose of a descriptive study is to provide a picture of a situation, person or event or show how things are related to each other and as it naturally occurs (Blumberg, Cooper & Schindler, 2005). The descriptive survey was used by the researcher.

In order to answer the research questions, the research used the quantitative research approach. Quantitative approach provides data that is descriptive and reliable. It

is appropriate in addressing specific questions about relatively well-defined phenomenon. Questionnaires were used in the research.

3.3 Study Area/Study Description

The research is limited to three Education Directorates within the Central Zone of the Upper East Region. The Education Directorates are Bongo, Bolgatanga and Talensi. The directorates are responsible for the implementation of Pre-Tertiary Education Policies in the country.

3.4 Study Population

Polit and Hungler (1999, p. 37) refer to the population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. This study will focus on staff of the Directorates totaling One Hundred and Thirty (130) in number to include both teaching and non-teaching staff. This is based on the assumption that, this group of employees within the administrative set up is the pivot around which all administrative activities in the Directorates revolve. They perform the roles of Senior Management and schedule Officers of the Directorates, implementing the policies of management and ensuring that work progresses smoothly.

3.5 Sample and Sampling Procedure

According to Jankowicz (2000) sampling can be defined as the deliberate choice of a number of people (the sample) who are to provide responses from which the researcher will draw conclusion about some larger group, and the population, whom these people represent. The researcher used convenience sampling method to select members to be included in the sample. Convenience sampling is a statistical method of drawing

representative data by selecting people because of the ease of their volunteering or selecting units because of their availability or easy access. A sample size of 60 respondents was selected to answer the questionnaire. The sample size consisted of 15 Senior Management, 15 non-teaching staff and 30 teaching staff from the three Directorates.

3.6 Data Collection Instruments

Data collection tools according to Polit and Hungler (1999) are the instruments used to record the data or information that could be gathered through a particular method. In this study the data was collected through the use of a structured questionnaire which was distributed to 60 respondents by drop and pick strategy to ensure high response rate. The questionnaire was self-administered. The questionnaire sought to gather information on the existence of training programs for employees, the effectiveness of the training programs, and the impact of training on staff performance. The questionnaire consisted of open and closed ended questions. It was made up of three sections; ‘Section A’ demographic information of the respondents, ‘Section B’ their job information and ‘Section C’ training and development information.

3.7 Data Collection Procedures

Data Collection is an important aspect of any type of research study. Inaccurate data collection can impact the results of a study and ultimately lead to invalid results. It is the approaches, principles, procedures and strategies that will be employed to obtain the data for the problem under study. With the source of information being the staff, the data

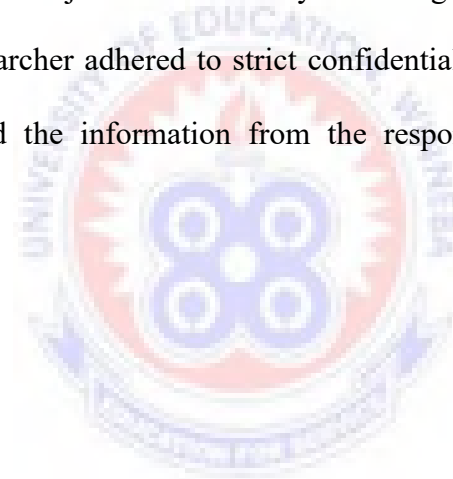
collection procedure was the administration questionnaire. The questionnaire was dropped and picked at a later date which enabled the respondents fill the questionnaire at their own convenience and in a relaxed manner hence, giving more accurate answers to questions. Before the questionnaire was administered, a letter of permission was written to the District Directors of the three directorates for their consent. The questionnaire was then handed over to the Administrator who identified the respondents as stated. All respondents identified returned their questionnaire.

3.8 Data Processing and Analysis

Data analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, reduce and outline, and evaluate data. According to Shamoo and Resnik (2003) various analytic procedures “provide a way of drawing inductive inferences from data and distinguishing the indicator (the phenomenon of interest) from the noise (statistical fluctuations) present in the data”. The data was analyzed given thought to the main research question: ‘The study employed quantitative research approach with a descriptive research design. Questionnaire was used to collect data from 60 staff from three selected education directorates in the Upper East Region. The analytical tool used was a descriptive statistic using percentages and frequencies to process the data. Tables and descriptive explanations were employed to illustrate data collected from the field to make the research findings more meaningful.

3.9 Ethical considerations

Ethics in research offers the researcher the opportunity to guide him/herself on how to the conduct research. This ensures that research is carried out in a manner that is in the best interest of the respondents. The researcher is responsible for this ethical manner (Bryman & Bell, 2007). When humans are used as study participants in a research investigation, care must be exercised that the rights of those individuals are protected (Polit & Hungler 1999, p. 132-134). In this study, attention was paid to ethical issues of informed consent, confidentiality and anonymity. The Director and Respondents were informed about the objective of the study in writing and their participation was non-compulsory. The researcher adhered to strict confidentiality of the information received from respondents and the information from the respondents was used only for the intended purpose.



CHAPTER FOUR

RESULTS

4.0 Introduction

The study sought to assess the effect of training and development on employee performance in three selected education directorates in the upper east region. The study employed quantitative research approach with a descriptive research design. Questionnaire was used to collect data from 60 staff from three selected education directorates in the Upper East Region. Convenience sampling technique was used to select the sample size. The analytical tool used was a descriptive statistic using percentages and frequencies to process the data. This chapter presents results and findings of the study. The first section provides the profile of the respondents. The second section of the chapter presents the results of the descriptive statistics in accordance with the specific objectives of this study.

4.1 Demographic Characteristics of Respondents

The demographic characteristics of respondents were in relation to sex, age, educational qualification, and length of service.

4.1.1 Sex of Respondents

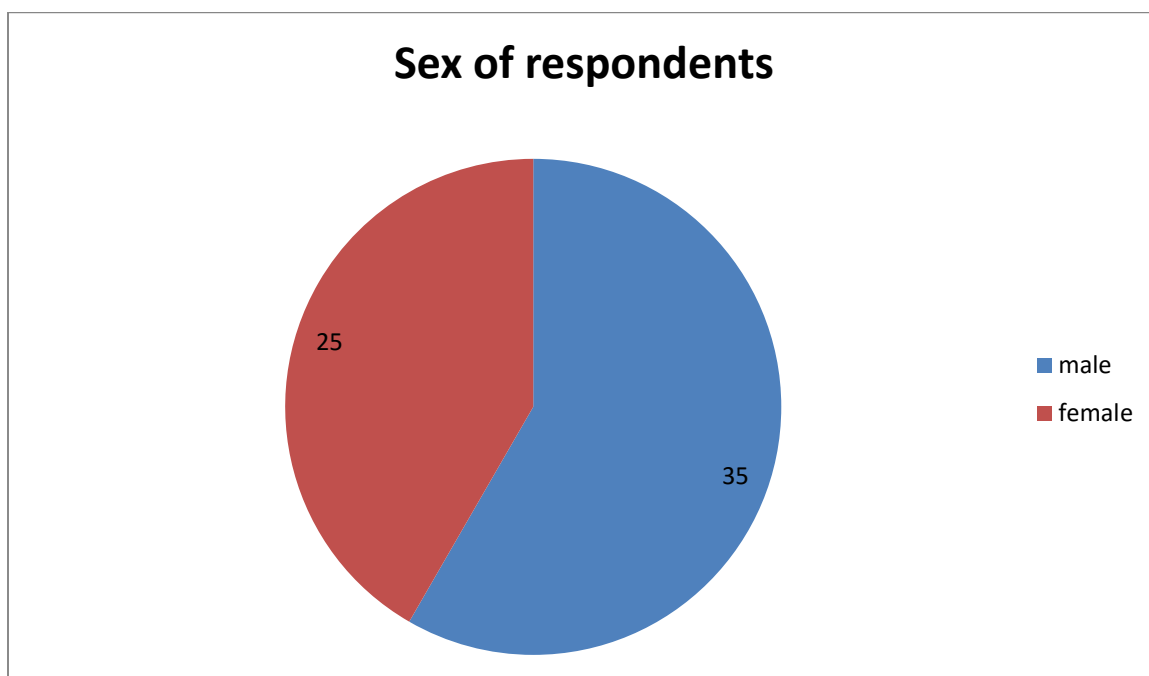
The respondents were asked to indicate their sex. The sex of the respondents are presented in the table below.

Table 4.1.1: Sex of Respondents

Sex	Frequency	Percentage (%)
Male	35	58.3
Female	25	41.7
Total	60	100

Source: Field work, Agatha (2020)

Figure 4.1.1



Source: Field work, Agatha (2020)

From Table 4.1.1 and figure 4.1.1, 35 respondents representing 58.3% are males whilst 25 respondents representing 41.7% are females. It shows that staffs of the education directorates are male dominant. This finding comes to emphasise the notion that men are directly engaged in the labour force at significantly higher rate than women, which conversely means that women engage more in non-labour market activity (ILO, 2005). Again, it asserts to the fact made in the Ghanaian Occupational Structure that the

employment-to-population ratio in the country is relatively higher in males than females (Ghana Statistical Service, 2014).

4.1.2 Age range of Respondents

The table below indicates the age range of the respondents

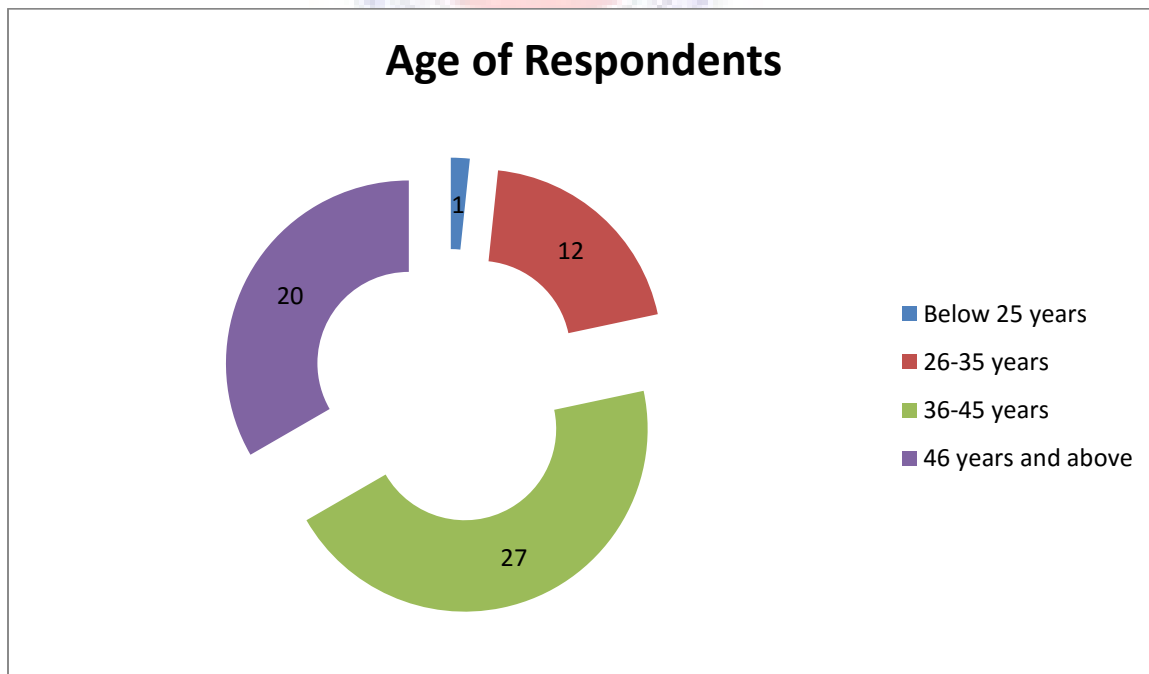
Table 4.1.2: Age Range of Respondents

Age	Frequency	Percentage (%)
Below 25 years	1	1.7
26-35 years	12	20
36-45 years	27	45
46 years and above	20	33.3
Total	60	100

Source: Field work, Agatha (2020)

Figure 4.1.2

Age of respondents



Source: Field work, Agatha (2020)

In terms of age, majority of the respondents were from 36 to 45 years old (45.0%). One out of the 60 respondents representing 1.7% was below 25 years of age and 12 respondents (20.0%) were in the age group of 26 to 35 years. A total of 20 respondents (33.3%) were in the age group of 46 years or more. Considering the statutory retirement age of 60 years for workers in Ghana, it could be said that, cumulatively, many of the respondents are still young and are having long and fruitful years of service ahead of them; hence, they can contribute tremendously to national development over a long period of time.

4.1.3 Educational Level of Respondents

It was also necessary for the study to determine the education levels of the respondents as that could determine what kind of training may be most appropriate. The table below presents the data on educational background of respondents.

Table 4.1.3: Educational Level of Respondents

Educational Level	Frequency	Percentage (%)
Diploma	0	0
HND	7	11.7
Degree	35	58.3
Masters	18	30
PHD	0	0
Total	60	100

Source: Field work, Agatha (2020)

From Table 4.1.3, it was revealed that no respondent had a Diploma or a PHD degree. Diploma holders are fresh teachers from the training colleges and are not qualified to be in the directorates while Phd holders would rather be in higher places of learning or seek greener pastures in other sectors of the economy. 7 respondents representing 11.7% hold

HND. Majority (35) of the respondents representing 58.3% hold first degree whilst 18 respondents representing 30.0%% hold postgraduate degree.

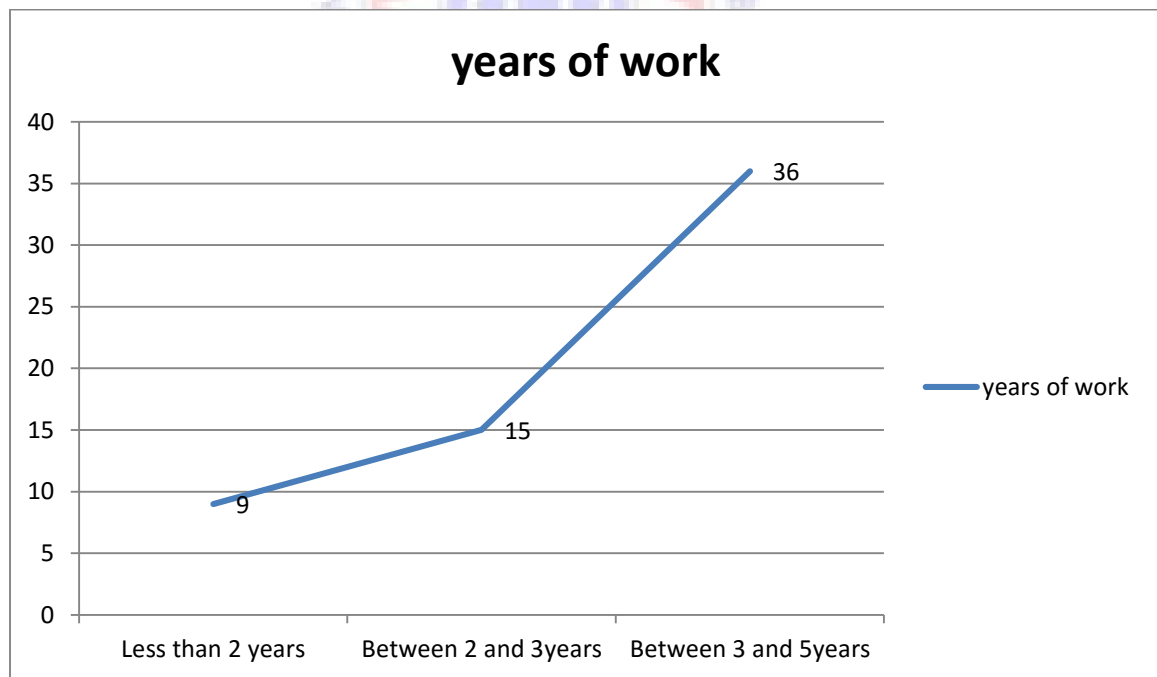
Table 4.1.4: Respondents’ years of work in the Directorates

No. of years in the directorate	Frequency	Percentage (%)
Less than 2 years	9	15
Between 2 and 3years	15	25
Between 3 and 5years	36	60
Total	60	100

Source: Field work, Agatha (2020)

Figure 4.1.4

Number of working years at the directorate



From Table 4.1.4, a total of 36 respondents representing 60.0% have worked in the directorates for the period between 3 and 5 years. 25.0% representing 15 respondents

have worked in the directorates for the period between 2 and 3 years. It could also be seen from the table that 9 respondents representing 15.0% have worked in the directorates for the period less than 2 years.

4.2 Units in the directorate

The respondents were asked to indicate which unit in the directorate they belong to. This was to find out whether all staff of the units are considered in training and development programs in the directorates. The data is presented in table 4.2 and figure 4.2

Table 4.2

Various units in the directorates

Unit	Frequency	Percentage (%)
Supervision	14	23.3
Finance and Administration	10	16.6
Human Resource	18	30
Planning	12	20
Internal Audit	6	10
Total	60	100

Source: Field work, Agatha (2020)

Figure 4.2 Units in the directorates

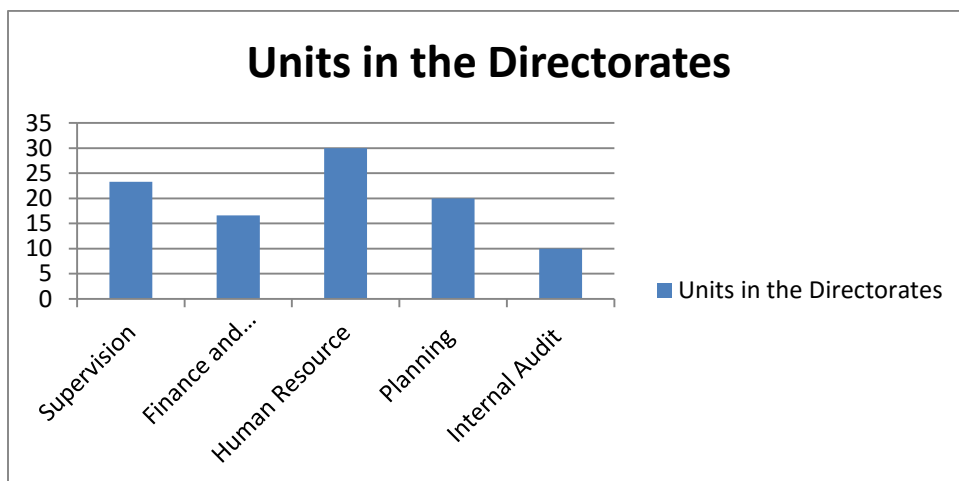


Table 4.2 and figure 4.2 shows the response received from the staff regarding the various units of the directorates they belong. A majority of 30% of respondents indicated that they were with the Human resource unit 23.3% said they worked at the Supervision unit, 20% said the planning unit. 16.6% of them were with the Finance and Administration while 10% came from Internal Audit unit. This implies that a higher percentage of the employee population worked at the Human resource Unit. This is the unit responsible for training and development.

4.3 Staff training and development programs in the Directorates

The respondents' level of awareness on training and development programs at the directorates were solicited. This part illustrates the staffs' responses on their awareness and participations of training and development programs, how often they undergo training, the type of training and methods of facilitation and the relevance of the training and development programs at the directorates. The respondents' views are presented in the tables and figures below.

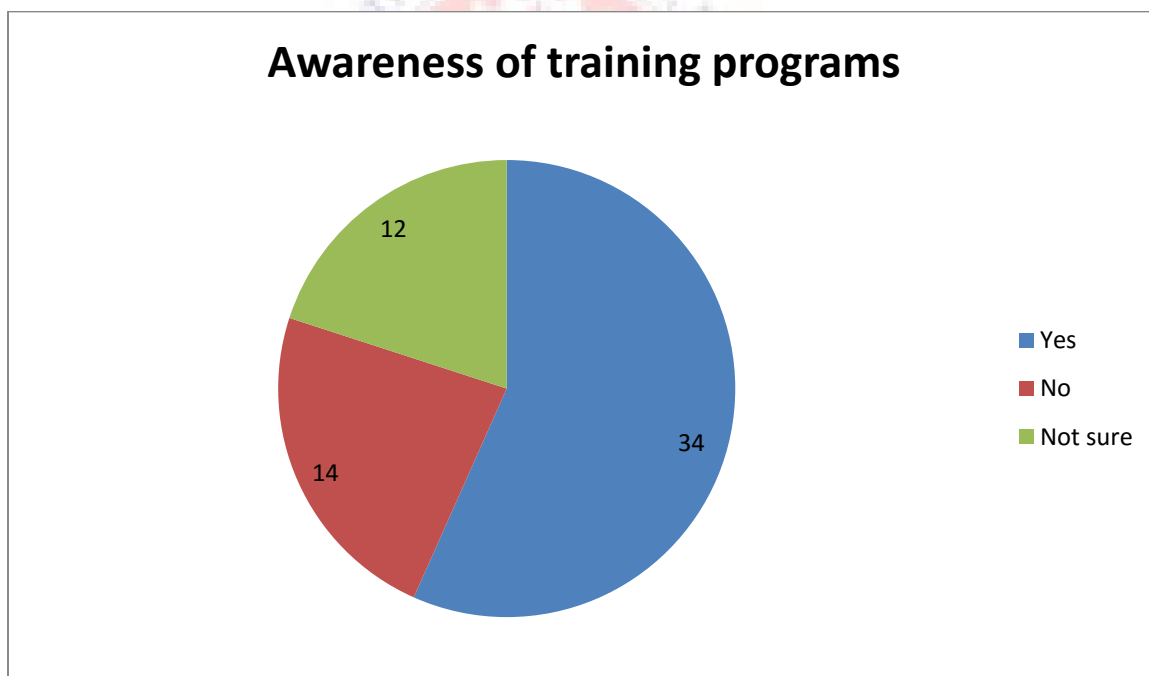
Table 4.3

Respondents' level of awareness of training and development programs in the directorates

Response	Frequency	Percentage (%)
Yes	34	56.7
No	14	23.3
Not sure	12	20.0
Total	60	100

Source: Field work, Agatha (2020)

Figure 4.3



Source: Field work, Agatha (2020)

From table 4.5 and figure 4.5 above, it is observed that 56.7% of the respondents are aware of training and development programs in the directorates whilst 23.3% and 20.0% are not aware and not sure respectively about the existence of training and development programs in the directorates. Again, out of the 34 respondents who are

aware of the training and development programs at the directorates, 13 of them representing 38.2% became aware of the existence of the programs during staff orientation whilst 17 of them representing 50.0% got the information by way of official communication to them. Only 4 of the respondents representing 11.8% got the information of the existence of the programs from colleagues.

4.4 Training received

The question sought to find out if staff has received any form of training working in the directorates. The table below shows the findings.

Table 4.4: Training received by respondents

Response	Frequency	Percentage (%)
Yes	48	80.0
No	12	20.0
Total	60	100

Source: Field work, Agatha (2020)

Table 4.4 above indicates a majority of the respondents (80%) have received various forms of training as staff of the directorates. 80% (48 of the respondents) has received training before and 20.0% (12 of the respondents) have not received any form of training.

4.5 How Often Staff undergo Training at the directorates

This part discusses the views of respondents when they were asked about the rate at which staffs of education directorates undergo training and development. The table below presents the respondents response on how often staff of education directorates go through training.

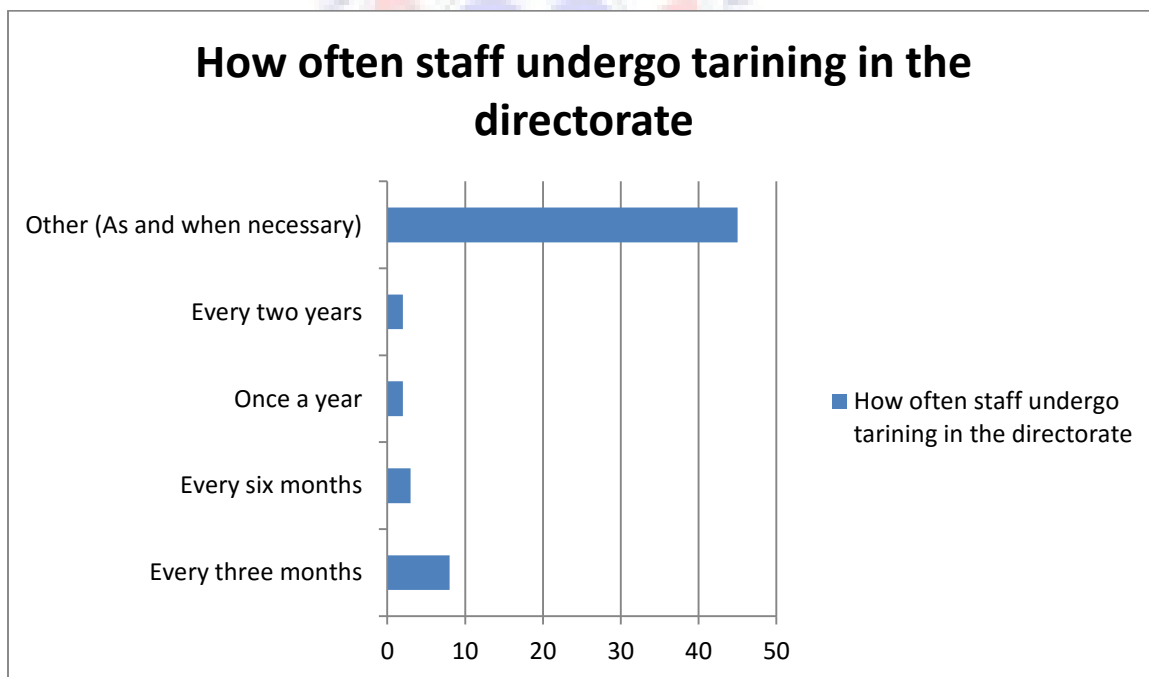
Table 4.5

How Often Do You Undergo Training

Response	Frequency	Percentage (100)
Every three months	8	13.4
Every six months	3	5.0
Once a year	2	3.3
Every two years	2	3.3
Other (As and when necessary)	45	75.0
Total	60	100

Source: Field work, Agatha (2020)

Figure 4.5



From Table 4.5 and figure 4.5, majority of the respondents (75%) revealed that the directorates conduct training for staff as and when there is the need to do so particularly upon the emergence of new policies. 13.4% of the total respondents said that

they are put through training every three months. Also, 3.3% and 3.3% of the respondents respectively revealed that the directorates train them every yearly and biennially. The table further revealed 5.0% of respondents said they are trained every six months. This means that there is no time frame for training of staff in the directorates.

4.6 Training and development methods

To identify the training and development methods available for staff of education directorates in Upper East Region, the researcher considered whether the trainings were conducted on-the-job or off-the-job or both. The results obtained are presented in Table 4.6, and Table 4.7.

Table 4.6

Training Methods used in the Education directorates

Training Methods	Frequency	Percentage (%)
On-the-Job-training	35	58.3
Off-the-Job-training	12	20.0
Both On-the-Job and Off-the-Job-training	13	21.7
Total	60	100

Source: Field work, Agatha (2020)

From Table 4.6, when the respondents were asked about the kind of training and development methods the staff members were taken through, 35 respondents being the highest representing 58.3% indicated that they have been taken through on-the-job training in the directorates. This clearly indicates that quite a number of them are taken through training methods to enhance their knowledge and skills. 12 of the respondents representing 20.0% said they have been offered off-the-job training. This indicates that

only few people out of the respondents have undergone off-the-job training whilst 13 of the respondents representing 21.7% said they have been taken through both on-the-job training and off-the-job training as part of the training programs offered by the directorates. It also shows that staffs are trained for efficiency at the work place.

This result implies that the directorates offer both on-the-job training and off-the-job training to enhance knowledge and skills of its staff. It is fair, however, to conclude that the directorates mostly rely on on-the-job training methods as against off-the-job training which involves taking employees away from their usual work environments.

4.7 Methods of facilitation during training

On how the various training and development methods were facilitated, the results are presented in Table 4.7.1.

Table 4.7.1

Methods of Facilitating Training and Development programs

Training Techniques	Frequency	Percentage (%)
Lecture	8	13.4
Demonstrations	17	28.3
Discussions	9	15
Presentation	9	15
Group work	17	28.3
Total	60	100

Source: Field work, Agatha (2020)

On the method of training from the table above, 56.6.0% cumulatively (34 of the respondents) said that the instructional method of their training were group work method and demonstration method. 30.0% also cumulatively were trained through discussion and presentation methods. 13.4% of the respondents constituting the least indicated the

method of facilitating during their training was the lecture method. It can therefore be concluded that the common methods of facilitating during staff training are the demonstration and group work in the education directorates. This could be attributed to the fact that these are the best teaching techniques for learning in the classroom.

4.8 Extensive trainings at the directorates

The study sought to find out if the trainings provided are extensive in nature. The responses are shown below in table 4.8

Table 4.8

Does the Directorates Conduct Extensive Training programs for Staff

Statement	Agree (%)	Disagree (%)	Not sure (%)
The directorates conducts extensive training for its staff	22 (36)	28 (46)	10 (18)
There are formal induction programs to prepare new staff	30 (50)	18 (30)	12 (20)

Source: Field work, Agatha (2020)

From Table 4.8, majority of the respondents (46%) disagreed that the education directorates' conducts extensive training programs for its staff in all aspects and 50% of the respondents agreed that there are formal induction programs to prepare new staff to perform their jobs. This means that there are induction programs to train new staff however the trainings are not extensively carried out.

4.9 Objectives of Training

In organizing training staff, it is also good to have them know the objectives for each training program they participate in. The respondents were asked if they were

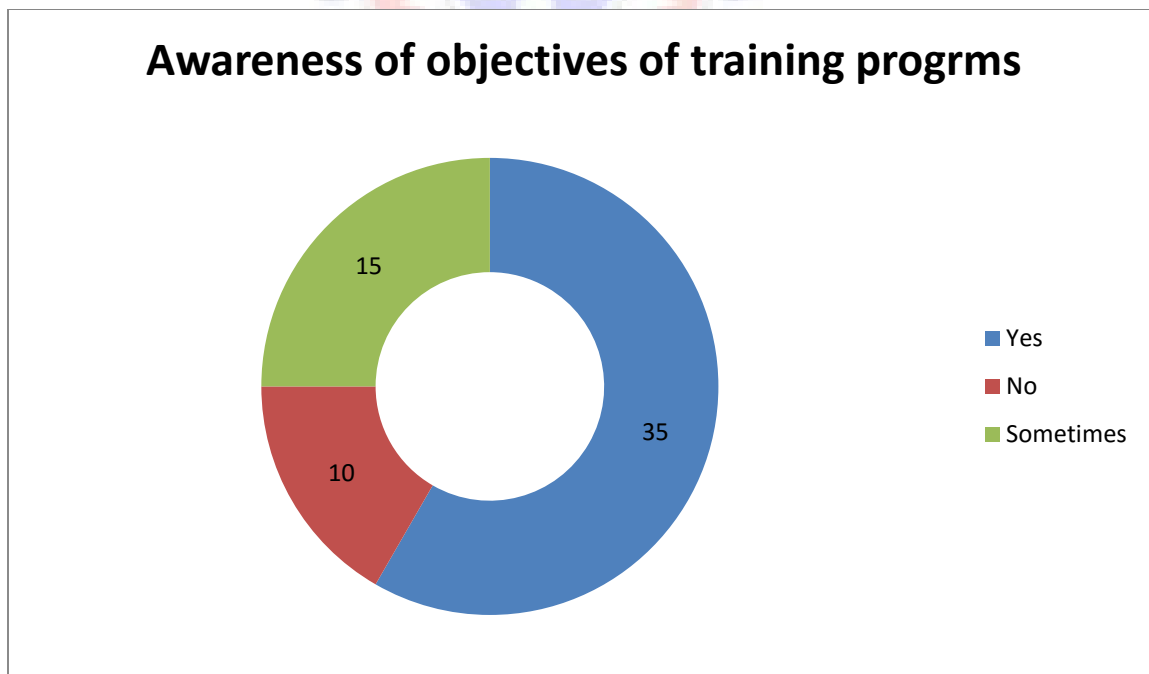
always informed about the objectives of each training program they participated in. The table below shows the responses f

Table 4.9
Respondents’ awareness of objectives of training programs

Responses	Frequency	Percentage (%)
Yes	35	58.
No	10	17
Sometimes	15	25
Total	60	100

Source: Field work, Agatha (2020)

Figure 4.9



Source: Field work, Agatha (2020)

Observation from the table and figure above indicates that majority (35) of the respondents are aware of the objectives training programs they have participated in. 10 of the participants are not aware of the objectives whilst 15 indicate that they are sometimes informed about the training objectives. It is therefore proper to inform participants what to look out for during the trainings. This will help them participate fully in the programs.

4.10 The Relevance of the Training and Development Staff Receive in the Directorates

This portion of the study shows the respondents' opinions on the relevance of the training and development they have received in the directorates.

The respondents were asked to indicate if indeed the programs they participated in were of relevance to their to job performance. The responses are indicated in the table and figure below.

Table 4.10
Relevance of training received at the directorates

Response	Frequency	Percentage (100)
Very relevant	10	17
Relevant	45	75
Not relevant	5	8
Total	60	100

Source: Field work, Agatha (2020)

Figure 4.10

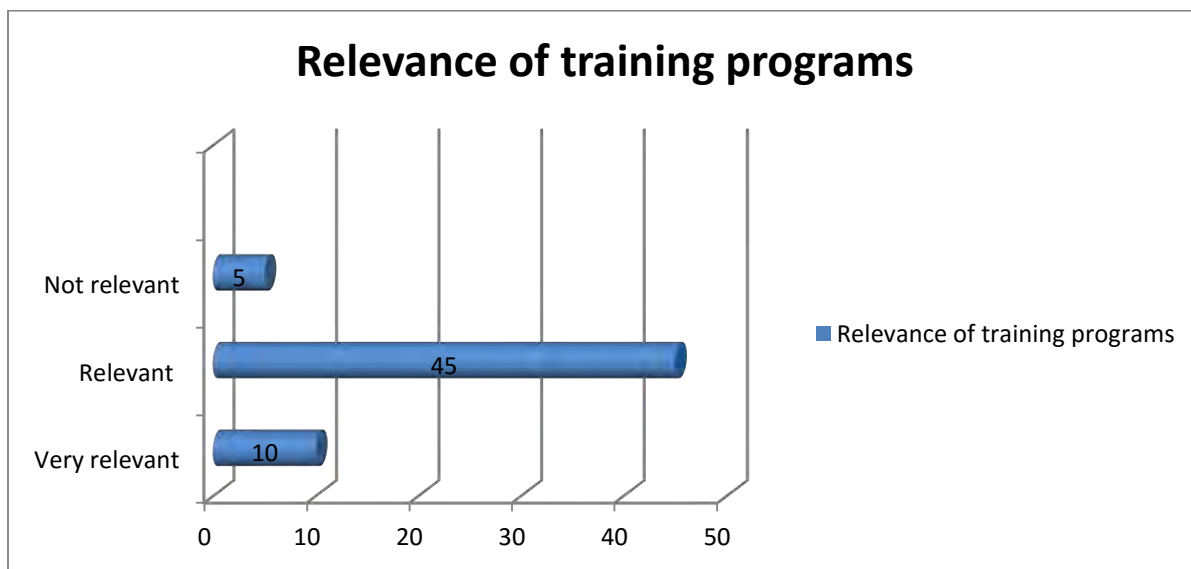


Table 4.10 and figure 4.10 revealed that 17% (10 respondents) and 75% (45 respondents) of the respondents respectively said the trainings they receive in the directorate are very relevant and relevant. On the contrary, 8% of the respondents indicated that the trainings they receive at the directorates are not relevant at all. It shows that the training and development programs offered are significant and important.

4.11 Impact of the Training and Developments Programs on Job Performance

The survey also gathers data on the respondents' level of agreement or disagreement to the impact of training and development programs on job performance. The findings are presented in the Table below.

Table 4.11: Impact of programs on Job performance

Statement	Agree (%)	Disagree (%)	Not Sure (%)
The actual performance of staff has improved due to formal induction program	30 (50)	15 (25)	15 (25)
Your promotion is a result of training programs in GES	33 (55)	22 (36.7)	5 (8.3)
Training and development programs in GES would contribute to effectiveness and efficiency of job performance	60 (100)	0 (0)	0 (0)

Source: Field work, Agatha (2020)

Table 4.12 reveals that 50% of the respondents agreed that by training and development, staff performance has improved. 55% revealed that promotion is as a result of training programs in the directorates. All respondents agreed that training and development contributes to effectiveness and efficiency in GES. The table further revealed that 25% each responded to Disagree and Not Sure respectively on improvement in actual staff performance due to formal induction programs and 36.7% and 8.3% responded to Disagree and Not Sure respectively to promotion of staff based on training programs in GES.

4. 12 Constraints to training and development

The study sought to find out if there are organizational issues that constrain training and development at the directorate. The respondents were asked to indicate as sure in the questionnaire. The data gathered are presented below.

Table 4.12.1

Are there organizational issues that constrain training and development at the directorates?

Response	Frequency	Percentage (%)
Yes	50	83.3
No	3	5.0
Not Sure	7	11.7
Total	60	100

Source: Field work, Agatha (2020)

Figure 4.12.1



Source: Field work, Agatha (2020)

Form table 4.12.1 and figure 4.12.1 above, it shows that majority of the respondents (50) have attested to the fact that there are indeed some issues in every organization that constrain training and development of staff. 3 out of 60 respondents indicated that there no issues that constraints and 7 were not sure about any issues that

constrain training and development. The study reached out for this data to assist in suggesting recommendations for the implementation of training programs at the directorates.

4.12.2

The respondents were asked to tick the issues that constrain training and development at the directorates. The responses are tabulated below. The questionnaire was to find out what kinds of issues constrain training and development in the directorates.

Table 4.12.2

Constraints to training and development at the directorates

Constraints	Frequency	Percentage (%)
The directorates' inability to understand the training needs of staff.	15	25
Lack of top management support for training and development	5	8.3
Inability to gain the understanding and acceptance of staff	2	3.3
Lack of adequate resources for training and development programs	38	63.4
Total	60	100

Source: Field work, Agatha (2020)

From the table above, majority of respondents (63.4%) agreed that lack of adequate resources affects training and development. The other issue that constrains

training and development has to do with management's inability to understand and identify training needs of staff. 8.3% of the respondents also indicated the lack of management support for training and development as another issue that constrain staff training and development.

4.13 Achievement of organizational goals

Every organization has its goals to achieve. It was therefore necessary to find out what strategies are the directorates using to achieve its goal/mandate. The responses of respondents are shown below

Table 4.13

What current training and development strategies have influenced the achievement of the directorates goals.

Strategies	Frequency	Percentage (%)
An attraction strategy that acts as a starting place for effective staff engagement	9	15
A development strategy that increases the technical and leadership competencies of staff	27	45
A rewards strategy that engages and motivates staff to deliver results.	24	40
Total	60	100

Source: Field work, Agatha (2020)

Figure 4.13

Strategies for achieving organisational goals



Source: Field work, Agatha (2020)

From table 4.13 and figure 4.13 it could be observed that 27 respondents representing 45% said the strategy used at the directorates to achieve its goals is to increase the leadership competencies of staff to be able to lead their subordinates. This increases the morale level of staff to perform better. 24 of them representing 40% however think that a reward is the strategy used to achieve goals in the directorates. These strategies used were to bring out the effectiveness and efficiency in staff in their job performance.

4.8 Chapter Summary

This chapter presented the results from analysis of the data in accordance with the specific research questions of this study. Data was analyzed by using descriptive analysis of frequency and percentages for the research questions.

CHAPTER FIVE

DISCUSSION

This section discusses the results gathered from the research using the research questions. In terms of the demographic representation, male represented 58.3% while female 41.7% meaning that males dominate the education directorates. In terms of the level of education, the company hires competent staff with at least a tertiary level training. With regards to the years of service, majority of the staff have been in the directorates for two years and this implies a good employee retention system and also need for constant training and development program to enhance their skills.

In terms of a training and development programs, majority have indicated that they have undergone training at the directorates and that the trainings have clear objectives and are relevant to their job performance. Ordinarily as an organization trains its staff on key operational initiatives, it is expected that skills, competencies and job know how is developed. With training in place employees are able to operate at optimum capacity which in turn translates into process efficiency. The study revealed that Ghana Education Directorates provide their staff with training and development programs to improve staff performance. 56.7% of the staff of the directorates are aware of the training and development programs and 80% of them have gone through training and development programs before.

It is also evident from the results that majority of the employees feel motivated to work after training. This is significant because motivation generally seeks to boost employee's morale to work hard and thus increase productivity. This finding is in line with Seligman (1978).

The study also revealed that there is no time frame for the training of staff but that as and when necessary the staff is trained to make them more competitive and confidence on their jobs. This however is not the case with the findings of Cummings and Worley (2014) who stated that conducting training and development programs regularly; (a) shortens the time needed for employees to become competent at their jobs; (b) reduces their need to ask other staff for advice or information, and thus increases their independence and decreases the drain on other staff members; (c) greatly diminishes the chance that they'll make mistakes that cost the organization in prestige, public relations, credibility, lawsuits, or money.

It was also revealed that on-the-job training is the type of training mostly used to train their staff followed by off-the-job training and both. The directorates' reliability upon on-the-job-training is consistent with the argument of Armstrong (2010) that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench.

The study further revealed that the most training method used to facilitate these training programs is demonstrations and group work methods followed by presentation and discussions methods and lecture method. Brookfield (1983), observes that demonstration method of teaching may be used in the circumstance of proving conclusively a fact, as by reasoning or showing evidence. This resonates with the methods of teaching in the classroom situation practiced in the teaching fraternity. Shostak (2003) explained that the discussion method allows open dialogue or interactions between students and students or students and teachers. This possibly accounts for why the directorates also use the discussion method of facilitation during training and development programs. According to Khanka (2007), lectures are the most universally used direct technique of training. The

finding of this mixture of training facilitation offered by the education directorates appears consistent with the observation of Al-Jenaibi (2011) who called for a mixture of lectures, presentations, group work, demonstrations, and discussions as the best means of training employees. Findings on the effectiveness of the training and development programs in the directorates showed that the training programs of the directorates are very effective. This is because all the respondents agreed that the training and development programs offered by the directorates are effective and contributes to staff efficiency. This finding clearly means that employee training and development play a vital role in improving performance as well as productivity. Thus through effective training programs employees competency increases, which does not only improve the overall performance of the staff but also enhances the knowledge, skills and attitude of workers necessary for future job which leads to the achievement of organizational goal (Qayyum, Sharif, Ahmad, and Khan, 2012). This finding is also in agreement with Abdul, Furqan, and Muhammad (2011) who revealed that training and development has positive effect on employee performance. Similarly, Emeti (2015) found out that there is a significant positive relationship between training/development and organizational performance.

On the method of training from the table above, 56.6.0% cumulatively (34 of the respondents) said that the instructional method of their training were group work method and demonstration method. It can therefore be concluded that the common methods of facilitating during staff training are the demonstration and group work in the education directorates. Findings from the study on the effects of training and development programs on staffs' job performance also revealed that there is a positive relationship between

training and development and staff performance. 50% of the respondents agreed that by training and development staff actual performance has improved and they know what is expected of them at work. This has enabled them to feel comfortable working with their team members. The study further revealed that 55% of respondents agreed that the variety of training and development programs they have received have helped them gain promotion. Finally, 100% of the respondents agreed that training and development programs have helped them to perform job effectively and efficiently than before. These findings show that training and development programmes have positive impact of employee job performance.

These findings of the study are consistent with previous studies that have established generally that there are positive relationships between training and development and staff job performance. HuYana, 2011 conducted a study in Scotland, UK, on 150 organizations to examine the main concerns of the present Human Resource performance, revealed that 89% of the organizations surveyed placed staff training and development as the most significant in the performance management. Anane-Appiah, 2011, suggest that if training leads to improvement in job performance which is appreciated by top management then training and development becomes an efficient tool for improving ones job satisfaction. Sherman (1996) also argues that many new employees can be equipped with most of the knowledge, skills and attitudes needed to start work, but others may require extensive training to ensure their effective contribution to the organization.

Chapter Summary

This chapter presented the results from analysis of the data in accordance with the specific research questions of this study. Data was analyzed by using descriptive analysis of frequency and percentages for questions. A detailed discussion was also provided for each key finding. Findings from the study showed that Education directorates in the Upper East Region predominantly made use of on-the-job training method which is mostly facilitated through demonstrations and group work. It was also found that the directorates conduct training session as and when the need arises. Finally, it was found that there is positive effect of training and development on staff performance.



CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The main objective of the study was to find out the effects of training and development on staff performance in three selected Education Directorates in the Upper East Region. This Chapter of the study consists of the summary, conclusion, recommendations.

5.1 Summary Findings

The following were the summary of findings of the study. The findings of the study are discussed under the specific objectives of the study. The study showed that education directorates provide their staff with training and development programs to improve their performance. From the findings of the study, 80% of the staff of the directorates has been put through some sort of training and development programs. The study also revealed that the directorates offer training and development programs as and when necessary to staff to make them more competitive and confidence on their jobs. It was further revealed that on-the-job training is the type of training mostly used by the directorates to train their employees followed by off-the-job training and a combination of both. It was further revealed that the most training methods used to facilitate these training programs are the demonstration and group work methods followed by discussion and presentation methods and lastly the lecture method. The study also revealed that majority of the respondents (72.9%) stated that the practices of training and development programs offered by the directorates are very relevant to the needs of the staff.

The study further revealed that the trainings and development programs are very effective. This is because 50% of the respondents agreed that the training and development programs are based on the needs of the staff. From study, improvements made on the job performance of the staff are by training and development thus, employees know the work they do and what is expected of them at work. The training programs have enabled them to feel comfortable working with their colleague members; it has improved their skills and have helped them to perform job better than before. These findings show that training and development programs have positive impact on staff job performance.

5.2 Conclusions

The study concludes that the trainings and development programs offered by the education directorates are very effective and matches the needs of the employees. The study also concludes that training and development has positive impacts on employee job performance, employee comfortability at work; employee skills and talents; employee satisfaction. Therefore, there is a positive relationship between training and development and employee performance.

5.3 Recommendations

Based on the analysis of the results and discussions of the findings, the following recommendations were made;

1. Training and development helps staff of the directorates to perform better than before. The researcher therefore recommends that management of organisations should frequently assess the training and development needs of the staff and come

out with effective training and development program to meet the needs of the staff regularly.

2. In order for management to yield optimum benefits of staff training and development, staff should be involved in the administration and management of the training and development programs.
3. Although the findings of the study revealed that on-the-job training is the most type of training used, it has the tendency to slow down production processes. The directorates should consider effective time management in organizing training programs.
4. Based on the finding that training and development have positive effect on employee performance, it is recommended that supervisors/managers should take the initiative to develop staff skills in various fields so that total human efforts will be displayed in the respective job tasks to further enhance performance. This should be done to ensure that employees do not feel bored doing the same thing over every time. Management should encourage staff to use this opportunity to develop their knowledge and skills.
5. Training programs must be conducted at frequent intervals to help the workers update themselves with new technologies and improve their performance.

5.4 Suggestion for Further Studies

This study was restricted to only the employees of three directorates, it is therefore suggested that future studies should be extended to cover a lot of the education directorates in the Region.

Again, only 60 staff of the directorates was sampled for the study. Future study should cover large sample size.

This study has attempted to assess the employee training policy, practices, evaluation and job performance in one organisation in Ghana. This makes generalization of findings difficult. It is therefore important to other studies to try to research in three or more organisation in one study.



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APPENDIX
QUESTIONNAIRE

Dear respondent,

The researcher is a Master of Arts in Educational Leadership student at the University of Education, Winneba (UEW), Kumasi. This questionnaire seeks to collect data on the topic: The effects of training and development on employee performance in three Education Directorate in the Upper East Region. Your honest opinion on the items that follow will be most welcome. Be assured of confidentiality and anonymity for all the responses you will provide. I count on your cooperation. Thank you.

Please tick [] the appropriate box or write in the space provided.

SECTION A: Socio-Demographic Data

1. Please indicate your sex? a. Male [] b. Female []
2. Age a. below 25 [] b. 26-35 years [] c. 36-45years [] d. 46 and above []
3. Academic qualifications attained? a. Diploma [] b. HND [] c. Degree [] d. Masters [] e. Phd []

SECTION B: Job Information (Please tick the most appropriate)

4. Which Unit are you in? a. Supervision Unit [] b. Finance and Administration Unit [] c. Internal Audit Unit [] d. Planning Unit [] e. Human Resource Unit []
5. What is your current position?
6. How long have you been working in the Directorate? a. less than 2 years [] b. between 2 and 3 years [] c. between 3 and 5 years [] d. 5 years and above []
7. Is your current position where you were first appointed to? a. Yes [] b. No []

SECTION C: Training and Development information (please tick the most appropriate)

8. Are you aware of any training and development program in the Directorate? a. Yes []
b. No [] c. Not Sure []

9. If yes, how did you know about it? a. During staff orientation [] b. Official communication to me [] c. Information from colleagues [] d. Other

10. Have you ever received any form of training since joining the Directorate? a. Yes []
b. No []

If your answer to question 10 is Yes, please answer questions 11 to 17. If No, please proceed to question 18.

11. Mention the type of training / course attended a. on- the job training (internal) [] b. off-the job training (external) [] c. Both []

12. What were the methods of facilitation at the training you have attended? a. Lecture []
b. Demonstrations [] c. Discussions [] d. Presentation [] e. Group Work [] f. Others.....

13. How often do you undergo training? a. Every three months [] b. Every six months []
c. Once a year [] c. Every two years [] e. Other (specify).....

14. Were you given any objectives to meet at the end of the training programme? a. Yes []
] b. No [] c. Sometimes

15. If yes, did the training you received meet any objective or standard you set for yourself before the training? a. Very much [] b. Not much [] c. Not at all []

16. How did the training impact your work performance? a. Excellently [] b. Very well []
] c. Quite well [] d. No change at all []

17. Was the training content relevant to achieving your personal needs, goals and future self-development? a. Very relevant [] b. Relevant [] c. Not relevant [] d. Cannot tell []
18. Are you aware of any service policy that details job progressions for staff with relevant training at the Directorate? a. Yes [] b. No []
19. The directorate conducts extensive training programs for its staff in all aspects of quality.
- a. I Agree [] b. I Disagree [] c. Not sure []
20. There are formal induction programs to prepare new employees to perform their jobs.
- a. Agree [] b. Disagree [] c. Not sure []
21. The actual performance of employees has improved due to the formal induction program? a. Agree [] b. Disagree [] c. Not sure []
22. Your promotion (if any) is as a result of introduction of training programs in GES.
- a. Agree [] b. Disagree [] c. Not sure []
23. Do you agree that training and development in the Directorate would contribute to achieving effectiveness and efficiency of GES goals? a. Agree [] b. Disagree [] c. Not sure []
24. Are there organizational issues that constrain training and development at the Directorate?
- a. Yes [] b. No [] c. Not Sure []
25. If Yes, indicate the organizational issues by ticking, a. the directorate's inability to understand the training needs of Employees' [] b. Lack of top management support for training and development [] c. Inability to gain the understanding and acceptance of

employees. [] d. Lack of adequate resources (finance, expertise and time) required to implement training programs. []

e. Other(s).....
.....
.....
.....

26. What current training and development strategies, in your opinion, have influenced the achievement of the Directorate's goals? a. An attraction strategy that acts as a starting place for effective employee engagement [] b. A development strategy and system that increases the technical, core and leadership competencies of Staff performance [] c. An integrated performance and rewards strategy that engages and motivates employees to deliver results and offers employees what they need to excel in their work []

d. Other(s).....
.....
.....
.....

27. Do you agree that training and development has been used to ensure that employees are abreast with their current job description (requirement). a. Yes [] b. No []

28. If no, what in your opinion are the reasons for the Directorate not using training and development to ensure that employees are abreast with their current job description (requirement)? a. inability to identify employee training needs [] b. No training and development centres [] c. Absence of a strategic training and development policy [] d. Other(s).....

29. What suggestions will you make in relation to training and development in general for staff of the Directorate.....

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Thank You.

