**UNIVERSITY OF EDUCATION, WINNEBA**

**AN ASSESSMENT OF THE INFLUENCE OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE IN THE TELECOMMUNICATION INDUSTRY (CASE STUDY: VODAFONE GHANA, CENTRAL REGION)**
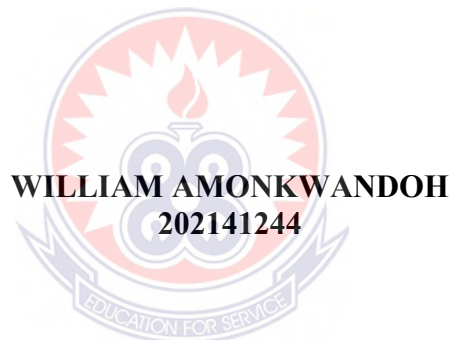
**WILLIAM AMONKWANDOH**

**MASTER OF BUSINESS ADMINISTRATION**

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**UNIVERSITY OF EDUCATION, WINNEBA**

**AN ASSESSMENT OF THE INFLUENCE OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE IN THE TELECOMMUNICATION INDUSTRY (CASE STUDY: VODAFONE GHANA- CENTRAL REGION)**

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**A dissertation in the Department of Management Science,
School of Business, submitted to the school of
Graduate Studies in partial fulfilment
of the requirements for the award of the degree of
Master of Business Administration
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in the University of Education, Winneba**

**NOVEMBER 2022**

# DECLARATION

**CANDIDATE'S DECLARATION**

I, William Amonkwandoh, hereby declare that this dissertation is the result of my original research and that no part of it has been presented for another degree at this University or elsewhere.

Signature: ….………………………………...

Date: ………………………...…………………

**SUPERVISOR'S DECLARATION**

I hereby declare that the preparation and presentation of the dissertation were supervised by the guidelines on the supervision of the dissertation laid down by the University of Education, Winneba.

Supervisor's Name: Dr. Emmanuel Erastus Yamoah

Signature: …………………………………………

Date: ………………………………...…………...

## DEDICATION

Dedicated to my father Mr. Isaac Amonkwandoh, my mother Mrs. Elizabeth Odoom, and my siblings Mr. Benjamin Amonkwandoh, Ms. Victoria Amonkwandoh, and Ms. Susana Amonkwandoh for the time and support they gave me to complete this study. God continues to bless you.

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## ABSTRACT

The purpose of the study was to investigate the influence of training and development on employees' performance at Vodafone Ghana in the Central region. In this study, the researcher used the descriptive survey design to specify the nature of the phenomenon. The census sampling technique was used to sample 54 workers for the study. The research instrument used for the study is a questionnaire. The instrument was pilot tested in a selected area which was not the area for the actual study. However, the respondents had similar characteristics as respondents for the actual study drew our attention to some sections for clearing ambiguities. The data obtained were analyzed and summarized using descriptive statistics. The results demonstrated that the variables had meaningful correlations with one another. The study's conclusions showed that the organization's training and development initiatives were in line with technology. According to the recommendations, top management should make sure that all of the tools and equipment utilized for employee training are in line with modern technology. The suggestions also state that management should be aware that the majority of people do not arrive at their employment with the full range of skills and knowledge needed to perform well. As a result, at Vodafone Ghana, employee performance should be improved by giving the staff the training they need to provide the necessary results. Additionally, pertinent literature on subjects relating to this research was reviewed. The final sections of this study are a recommendation and a conclusion.

## CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

The Ghanaian public and private sectors are encountering a major phase of decline in the delivery of services. This has seen a notable exodus of available skills and reduced investment in human capital development, which is in addition to the severe shortage of skills in various sectors (Rahman, 2022). The sectors, moreover, need intermediate artisan skills, which can be solved by a tremendous investment in human capital and workplace exposure which can increasingly develop interpersonal, analytical, and artisan skills (Cooke, 2020). Against this background, Vodafone Ghana Limited, like most private sector companies is affected by the canker of weak delivery of services, with employees in the organization not executing their duties up to the expected standards. Employees, who own the reputation of a company and can adversely affect its profitability, are the most valuable asset of every company (Bell & Monique, 2022). Employees, more often than not, are responsible for the majority of necessary work to be done as well as customer satisfaction, and the quality of events and products. Therefore, it is incumbent on organization on organizations to prioritize employee training so that they can realize the benefits in the short or long run.

Agreeably, out of the numerous functions of human resource management, the most crucial is employee development through proper training and development programs and policies. McCarthy (2020) stated that employee development refers to the capacity and capability building of an employee, and thus of the whole organization, to meet the standard performance level. The more developed the employees, the better satisfied they are with their job, hence increasing the firm productivity and profitability and consequently achieving a competitive advantage. According to

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Karam (2019), training and development is an interaction that gives workers abilities, data, and comprehension of the business and its objectives. Arslan (2018) explains that training and development help workers in making positive commitments that are important to the outcome of an organization. Effective training programs help in building a learning climate that is extremely favourable for the labour force and train them to manage the predictable difficulties on schedule and all the more effectively (Kwon, 2020).

## 1.2 Statement of the Problem

Training is presently in a country of crisis around the arena often due to the cruel financial climate (Pettit & Pettit, 2022). As a result, groups such as Vodafone Networks are pressured to cut down on training budgets as one of the first lines of gadgets to lessen expenses. It is a well-known fact that training enhances skills, knowledge, and ultimately worker performance and productivity in organizations. Many organizations in Ghana and indeed the private sector engage in the training of staff and have departments, units, and sectors in charge of training. Vodafone Ghana is one such organization that has been practicing training. However, for some years now it appears training in Vodafone Ghana is haphazard and several of the employees have not qualified for any form of training nor is there any systematic process of staff development in place (Vodafone Ghana, 2020). Currently, organizations are facing increased competition due to globalization, changes in technology, and political and economic environments and therefore prompting these organizations to train their employees as one of the ways to prepare them to adjust to the increases above and thus enhance their performance. Thus, Training enables them to change with aspects like technology and competition (Greer & Charles, 2021).

Several studies have shown that training and development have a positive link to organizational performance, and performance manifests itself in the form of employee satisfaction, profitability, productivity, and overall organizational success (Shahzadi, Javed, Pirzada, Nasreen & Khanam, 2016; Smith & Macko, 2014). The authors indicated that there is a large impact on employee performance in terms of training and development, commitment, acknowledgment, and employee recognition. Nguku (2018) investigated various factors that influence employee training and development in Kenya. The findings showed a positive connection between employee training and performance. The analyst ascertained that employee training that is designed to assist employees in acquiring better skills, knowledge, and attitudes toward their work yielded better performance. It concluded that the correlation between training and development and employee performance is significantly positive. Although there have been several studies on the influence of training on employee performance (Ampomah, 2018; Guest & Garuk, 2016; Musli, 2014; Olabisi, Hameed, & Mohammed 2019; Tetteh, Yong & Narh, 2020), none of these studies has been done to assess the effect of training and development on the performance of employees in the telecommunication industry. The research fills the gap by examining the effect of training and development on the performance of employees in the telecommunication industry specifically Vodafone- Ghana in the central region.

## 1.3 Purpose of the Study

The purpose of the study was to investigate the influence of training and development on employees' performance at the Vodafone- Ghana branch in the central region. To do this, a review of the relevant literature will be conducted to throw additional light on the relationship between training effectiveness and employee performance at Vodafone Ghana in the Central Region. The goal of the study was to evaluate and

explore the value of training in an organization as well as the staff training and development options available. Another goal is to offer Vodafone Ghana assistance on how to use training programs to their greatest advantage and improve employee performance.

## 1.4 Objectives of the Study

The objectives of the study were to:

1. examine the effect of job training on employee performance at Vodafone Ghana.

2. investigate the challenges associated with training and development at Vodafone Ghana.

3. ascertain the training and development strategies available at Vodafone Ghana.

## 1.5 Research Questions

The study was guided by the following research questions:

1. What effect does job training have on employee performance at Vodafone Ghana?

2. What are the challenges associated with training and development at Vodafone Ghana?

3. What training and development strategies are available for employees at Vodafone Ghana?

## 1.6 Significance of the Study

The outcome of this study is integral to management, members of staff, human resource management, and researchers in making informed decisions about employee training. Top management can make decisions that develop employee performance through organizing training and performance development programs. Also, the study

will help the organization identify their training need, the best training method, how to evaluate their employees, and the training system at large. The need for the improvement in the employees' skills is emphasized by different business executives in private companies therefore this study's findings will be a reference for many business executives and policymakers. Again, this study will enable the Government to come up with training policies for agencies and institutions that will enable organizations to take their employees for training or invite the trainers to train employees in their organizations.  In addition, the study will prompt more researchers and academicians in the area and contribute to literature related to job training and development programs, serves as a reference for private and public organizations interested in the dynamics of employee performance.

**1.7 Delimitation of the Study**

Geographically the study is delimited to the Vodafone offices in the central region of Ghana. Theoretically, the study is delimited to the relationship between job training and employee performance, technological changes and how it affects each day's activities and overall performance of employees, the nature of training for employees by way of themselves or least already trained employees, and the influence of worker training and development at the organization.

**1.8 Organization of the Study**

The study was organized into five (5) chapters. The first chapter dealt with the introduction, which gave an insight into the background of the study, the purpose of the study, the objectives of the study, and the research questions, which served as a guide to the study. It also dealt with the significance of the study, the delimitation, limitations, and the definition of terms. Chapter two also focused on the review of

related literature on the topic. It comprised the definition of concepts and the review of related literature.

Chapter three also comprised the methodology for the study. It highlighted the population, sample, and sampling techniques used in the study. It again described the research design as well as the instruments. The analysis of the data that was collected for the study opens in chapter four. It also contains the analysis of the questionnaires about the research questions. Chapter five dealt with the summary, conclusion, recommendations, and suggestions made on the topic for future research.

## CHAPTER TWO

## LITERATURE REVIEW

**2.0 Introduction**

In this chapter, the researcher critically analyzed the works of other people related to the variables under study. The theoretical review constitutes the theory underlying the influence of job training on employee performance. Further reviews relating to the objectives were done to highlight the empirical bases of the study.

**2.1 Theoretical Framework**

This study was anchored on the following theories; Reinforcement theory (1938), Social learning (1977) theory, and Human Capital theory (1993).

**2.1.1 Reinforcement Theory**

It was developed by Skinner (1938) and emphasized that human beings are stimulated to perform or keep away from positive or negative behaviours because of consequences that have resulted from the behaviours. It emphasizes that human beings are inspired to perform or avoid certain behaviours due to the sort of reinforcement that has resulted from one's behaviours. From a training angle, the reinforcement concept indicates that for newcomers to gather know-how, trade conduct, or alter capabilities, the instructor desires to perceive what effects the learner finds good and bad. The reinforcement concept permits gaining knowledge to grow or greater to perform the activity (Wang, 2016). Jara and Julian (2019) explained that to improve trainees' performance there has to be a reinforcement of what has been learned. This can be in the form of feedback where trainees are provided with responses about their progress and achievements during the training process. Rachel (2018) supports this by explaining that, learning must be reinforced and that

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behavioural scientists have demonstrated that people learn best with immediate reinforcement of appropriate behaviour. Hardy (2020) explains that positive reinforcement theory suggests that for trainees to acquire knowledge, change behaviour, and modify skills, the trainer needs to identify what outcomes the learner finds most positive and negative, then link those outcomes to the training practices. The analyst suggests that trainees are likely to adopt the desired behaviour, through training, if the changed behavior will be of benefit to them.

### 2.1.2 Social Learning Theory

Social Learning Theory was developed by Bandura (1977) and emphasizes that people learn using observing, imitation, and modeling different people (models) whom they believe are credible and knowledgeable.

This theory emphasizes the importance of observing the behaviours, attitudes, and emotional reactions of others. It means people learn by observing other people (Braton, 2007). Observation allows people to see the consequences of other people's behaviour, in that people can gain some idea of what might happen if they act in one way or another (Zheng & Yang, 2021). Social learning theory is also influenced by a person's self-efficacy. Self-efficacy is the ability of a person to learn knowledge and skills from a particular job (Liu, 2021). It is important to determine one's self-efficacy, especially during the needs assessment stage of the training process. A trainee with high self-efficacy will put more effort to learn in a training program while in contrast, a person with low self-efficacy will have self-doubts about mastering the contents of the training program and is more likely to withdraw psychologically and or physically. These people believe that they are unable to learn, regardless of their effort level (Ernst & Anna, 2019). Kendel (2018) explains that social learning theory

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has four key processes that include attention, retention, motor reproduction, and motivational process. The theory encourages training practices to use training methods that allow trainees or employees to incorporate the knowledge, and skills acquired during training in their day-to-day work tasks.

### 2.1.3 Human Capital Theory

Human Capital Theory was developed by Becker (1993) and provided the basis for the perspective that training and development is a worthwhile investment. The theory proposes that training and education are a form of investment in human beings (Schultz, 1961; Smith, 1776) the analysts explained that the underlying belief then is that training creates assets in the form of knowledge and skills, which in turn increases the productivity of the worker. Marginson (2019) opined that the emphasis of human capital theory is how training and development influence on efficiency and productivity of workers through the growing level of cognitive inventory of economically productive human functionality.

Human capital theory shows that individuals and the whole society gain economic benefits from investments in people (Prasetyo, 2020). Investing in human capital, just like investing in physical capital is vital in adding to the productivity of individuals in terms of labor. This develops the labor force both qualitatively and quantitatively, mainly because a qualified labor force increases productivity and brings investments to entrepreneurship. Becker (2009) recognized that education and training are the most important components of human capital investment and that the income of a better-educated and trained person is normally higher than the average wage rate. According to Samson and Ramudu (2022), the human capital theory proposes that people's skills, experience, and knowledge are a form of capital and that returns are

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earned from investments made by the employer or employee to develop these attributes. The Human capital theory holds that employees should invest in specific training and further initiation of promotion opportunities to enhance employee path prospects (Shah, 2021). That is, the human capital perspective at the level of the organizations, due to its emphasis on skills and performance, appears to offer more support for generalized investments in human resources.

## 2.2 Concept of Training and Development

Nguyen and Cuong (2020) state that a company that seeks to train and develop its employees well and reward them for their performance has its employees in turn motivated and thus are more likely to engage in their work hence improving their performance and loyalty to their company. These same employees being the point of contact with customers will provide better service, leading to more repeat business and more referrals from satisfied customers. The increase in sales through repeat business and referrals will translate into an increase in business profits thus improving shareholders 'investment. According to Armstrong (2018) training is a systematic development of the knowledge, skills, and attitudes required by an individual to perform adequately a given task or job. Hasan (2020) stipulated that training is the act of increasing the knowledge and skills of an employee for doing a particular job. The term training indicates the process involved in improving the attitudes, abilities, and skills of the employees to perform specific jobs. Training helps in improving old talents and developing new ones. Successful candidates placed on the jobs need the training to perform their duties effectively and efficiently.

Employees need continued training even after they have worked for the organization for years. Training shows employees how to do the basics of their jobs and helps them

improve their skills. It also helps employees adapt to changes in the workplace (Certo & Certo, 2006). The department or management proposing the training begins the planning stage by setting objectives. The training objectives should meet the criteria for effective objectives. They should be written, measurable, clear, specific, and challenging but achievable. They should also support the organization's goals by helping develop the kind of employees who can make the organization more competitive. Training may also take into account the interest and motivation levels of employees as well as their skills. Training also has a significant effect on employee performance. Organizations can create and enhance the quality of the current employees by providing comprehensive training and development. Indeed, research indicates that investments in training employees in problem-solving, teamwork, and interpersonal relations result in beneficial firm-level outcomes (Greer & Charles, 2021).

Motivational and environmental influences on training effectiveness have received little attention. This analysis integrates important motivational and situational factors from organizational behavior theory and research into a model which describes how trainees' attributes and attitudes may influence the effectiveness of training (Kim & Park, 2019). According to Kandel and Ra (2020), training should improve the staff's skills and change their attitudes toward work. Training is a motivating factor and can enable the workforce to get to higher levels. Organizations that employ training have been known to achieve higher mission performance. Training also bridges the gap between work performance versus work goal attainment. There is therefore a continual need for the process of staff development, and training to fulfill an important part of this process. Training should be viewed therefore as an important part of the process of total quality management.

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## 2.3 Purpose of Training and Development

Several authors recognize the purpose of training as being to develop the capacities of employees and by extension represents an investment in human resources (Armstrong, 2019; Obisi, 2011; Saleem and Naseem, 2011; Tracy, Bruce & Smart, 2020) The quality of employees and their development through training and education are major factors in determining the long-term profitability of any business venture. Human Resource professionals also believe that an organization is only as good as its employees, and this understanding suggests that training should be more specifically responsive to employees' training needs (Carpenter & Lavigne, 2021). Arguing in the same line, Fields and Syheed (2022) affirm that successful corporate leaders recognize that their competitive edge in today's marketplace is their people. They also acknowledge that few organizations know how to manage human resources effectively, primarily because traditional management models are inappropriate in today's dynamic work environment. Managing an organization both large and small requires staffing them with competent employees. The formal educational system in Ghana does not adequately teach specific job skills for a position in a particular organization and few employees have the requisite knowledge, abilities, skills, and competencies needed to work. As a result, many employees require extensive training on the job to acquire the necessary knowledge, abilities, skills, and competencies needed to make substantive contributions to the organization's growth.

The effectiveness and success of an organization lie in the people who form and work within the organization. It follows therefore that for the employees in an organization to be able to perform their duties and make meaningful contributions to the success of the organizational goals, they need to acquire the relevant skills and knowledge (Armstrong, 2020). In the appreciation of this fact, therefore, it becomes imperative

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for organizations to ascertain the training and development needs of their employees, through their training need analysis and align such needs to the organizational overall needs and objectives to actualize the organizational vision and mission. Mahapatra (2022) opines that training motivates an employee and make them more productive and innovative. Smith (2018) asserts further that the reasons why training makes sense include, well- trained employees are more capable and willing to assume more control over their jobs; they need less supervision, with free management for other tasks; employees are more capable to answer questions from customers which enhances customer loyalty. Furthermore, employees who understand their job, complain less, are more satisfied and more motivated, and thus improve management-employee relationships. Mohammed arguing in the same direction opines that the opportunity to continue to grow and develop through training and development is one of the most important factors in employee motivation (Mohammed, 2020).

## 2.4 Training and Development Techniques

The techniques of employee training which are best suited to a particular organization depend on several considerations. The skill gap to be filled, the job description, the employee's present qualification, and the challenges faced by the employee in performing his/her job. The approaches that can be used in implementing training fall broadly into two categories namely: on-the-job and off-the-job techniques, notwithstanding that some of the training techniques cut across (Porter & Graves, 2019).

### 2.4.1 On-the-Job Training

Radeva and Svetlana (2019) assert that on-the-job training is designed to impart knowledge of the job by working under an experienced worker. The trainer or the

experienced worker teaches and advises the trainee on specific methods and techniques for doing the job. In some cases, the trainee is expected to learn by watching the master. The trainee is learning and at the same time working, although the trainee's output will not be much. The procedure is usually unsystematic and most times, it is by trial and error. Job instruction techniques, job rotation, coaching, and apprenticeship training are the common forms of on-the-job training methods. Na and Kyung (2021) opine that organizations should give their employees on-the-job training because it is cost-effective and time-saving. Besides, it helps their employees learn practically.

### 2.4.2 Off-the-Job Training

Off-the-job training is a process of acquiring skills and knowledge at a location different from the employee's office. It includes group discussions, individual tutorials, lectures, reading, training courses, and workshops (Pedrini & Giulio, 2020). It permits individuals to leave their primary place of work for a different location. Its advantage includes the trainee's ability to concentrate, analyze past behaviors, and reflect on what has been successful and what has not (Swart, Mann, Brown, & Price, 2005). This kind of training offers an opportunity to impart knowledge and skills that can be learned or practiced in a safe and conducive atmosphere. Yokoyama (2019) opines that if training is conducted in an organized and systematic way it should be able to develop new attitudes and experiences that contribute to the success of the organization and improve employee morale which would translate to better performance and greater productivity, and create a psychological climate which orients the activities of each employee towards achieving the goals of the organization.

## 2.5 Successful Models of Training & Development

There are many models of training and development that have significantly impacted organizational settings. Such models are Instructional Systems Design (ISD), Human Performance Technology (HPT), Performance-Based Instructional Design (PBID), and Total Quality Management (TQM). These models originated from research in the area of organizational development.

### 2.5.1 ADDIE Instructional Design Model

ADDIE is an acronym that stands for Analyse, Design, Development, Implementation, and Evaluation. The ADDIE Instructional Design Model is the generic process traditionally used by Instructional Designers and Training Developers. It is the basis of Instructional Systems Design (ISD) which is the practice of creating instructional experiences that make the acquisition of knowledge and skill more efficient, effective, and appealing (Piskurich, 2006). ISD was developed and used by the military during World War II as training material. The process consists broadly of determining the current state and needs of the learner, defining the end goal of instruction, and creating some "intervention" to assist in the transition. Tests for assessing learners' abilities were used to screen candidates for the training programs. It was after the success of military training that psychologists began to view training as a system and thus developed various analysis, design, and evaluation procedures to support their argument.

The ADDIE model was initially developed by Florida State University (Molenda & Michael, 2003). The ADDIE has five (5) Phases. They are Analyze, Design, Develop, Implement, and Evaluation. Ng and Siu (2004) list and explain the five phases as follows:

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- Analyse: The first phase of content development begins with Analysis. Analysis refers to the gathering of information about one's audience, the tasks to be completed, and the project's overall goals. The instructional problem is clarified; goals and objectives are established. The learning environment and the learner's existing knowledge and skills are identified.

- Design: The design phase deals with learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning, and media selection. Information gathered from the Analysis phase in conjunction with the theories and models of instructional design is meant to explain how the learning will be acquired.

- Development: The third phase is the development phase. Here the creation of activities being implemented is handled. Storyboards are created, content is written and graphics are designed. The proposals in the design phases are assembled.

- Implement: At this stage, the procedure for training the facilitators and the learners is developed. The facilitator's training should cover the course curriculum, learning outcomes, and method of delivery. This stage allows the instructional designer to test all materials to identify if they are functional and appropriate for the intended audience.

- Evaluation: This phase ensures that the materials are developed to achieve the desired goals. This phase consists of two parts – formative and summative. Formative evaluation is inbuilt into each stage while summative is at end of the whole process and it provides opportunities for feedback from the users.
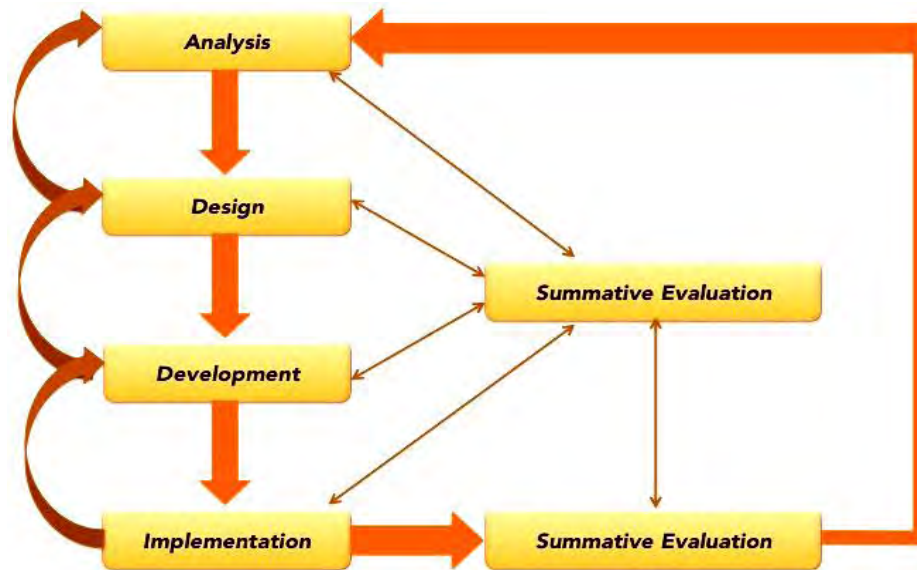
**Figure 2: ADDIE Model (Grainger & Deborah, 1998)**

**2.5.2 Human Performance Technology (HPT)**

HPT is a systematic approach to improving individual and organizational performance (Pershing, 2006). Human performance technology emerged as a field designed to help practitioners critically analyze, prescribe, influence business leaders, and develop interventions that are best suited to the performance problem presented (Martin & Florence, 2017). HPT allows a rigorous analysis of the requirements of the organization and human performance as well as identifying the causes of performance gaps. It also proffers a wide range of interventions to improve performance. HPT as a field of study is related to Process Improvement, Six Sigma, Lean Six Sigma, Organization Development, Motivation, Instructional Technology, and Human Factors.  It focuses on improving performance at the organization, process, and individual performer levels. HPT is based on the following assumptions: Technology is a set of empirical and scientific principles and their application. Human performance technology is the technology concerned with all variables which impact human performance. All organizational processes and practices impact the production of valued results, whether positively or negatively. (Everything that an organization

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does affects what it accomplishes, whether or not the results are acknowledged or desirable). The purpose of all organizations is the same.

## HUMAN PERFORMANCE TECHNOLOGY (HPT) MODEL
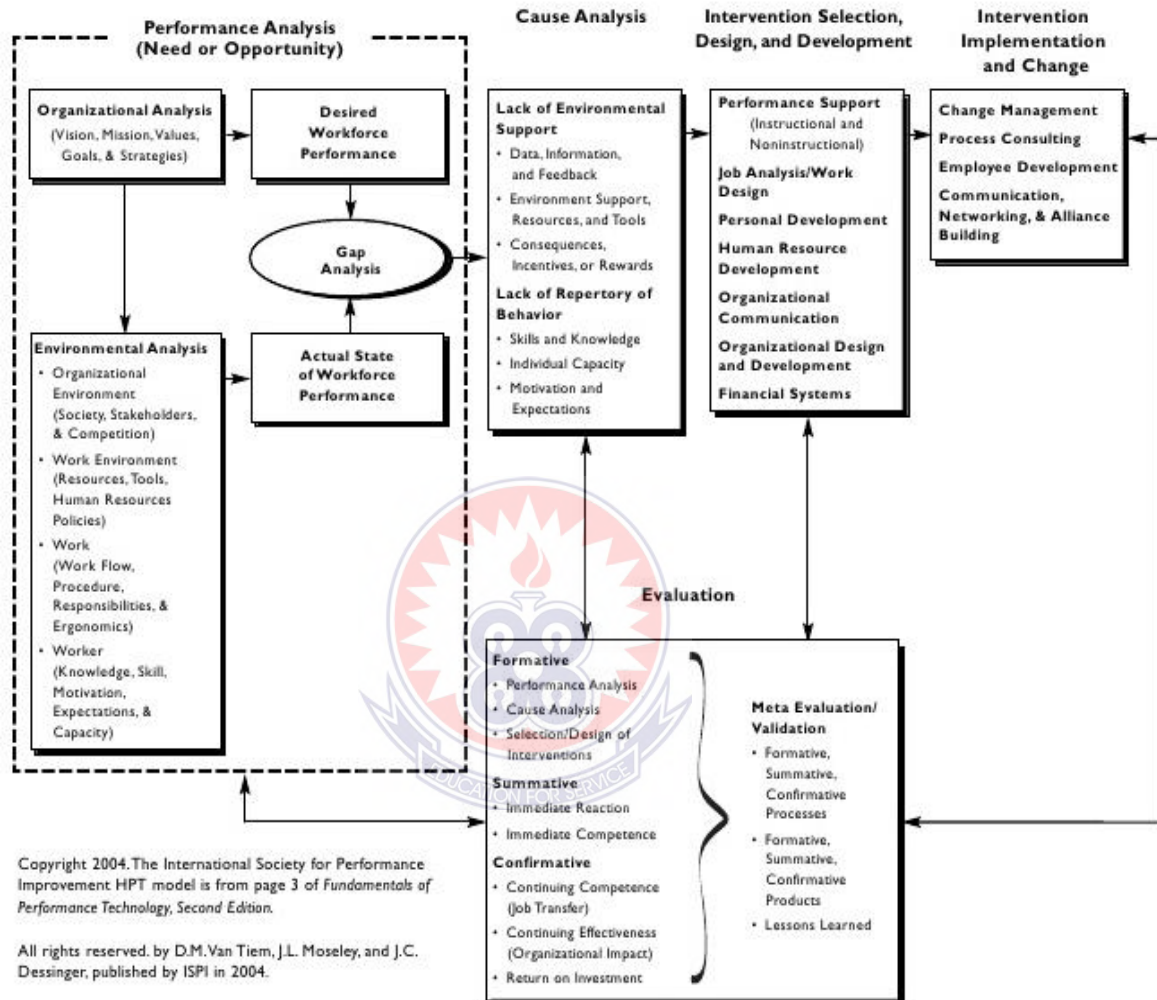


**Figure 3: Human Performance Technology Model (Bowser & Reed, 1995)**

### 2.5.3 Performance-Based Instructional Design (PBID)

According to Tiem and Dessinger (2004), PBID was designed to help learners perform more effectively in the workplace. PBID was designed by David J. Pucel (2005) a professor from the University of Minnesota and a specialist in the development and evaluation of training and development.

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PBID as a system has seven major components (Gilbert & Thomas, 2007). They are as follows:

1. Program description

2. Content analysis

3. Content selection

4. Content sequencing

5. Lesson structuring

6. Lesson delivery formatting

7. Evaluation and feedback procedures development

The output of the system is an integrated plan of the instruction, and each system component contributes to the output.

### 2.5.4 Total Quality Management (TQM)

Total Quality Management is a management style based on continuously improving the quality of products and processes (Glogovac, 2022). The philosophy of TQM is on the premise that the quality of products and processes is the responsibility of everyone who is involved with the creation or consumption of the products or services offered by an organization (Wesley, 2021). The nine common TQM practices are cross-functional product design, process management, supplier quality management, customer involvement, information and feedback, committed leadership, strategic planning, cross-functional training, and employee involvement. The processes of TQM as outlined above cannot be achieved without training (Bettina & Warzecha, 2017). Among the entire model x-rayed above, ADDIE Model is the basis of this research project.

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## 2.6 Identification of Training Needs

Identification of training needs is the most common term that can be used to refer to either training needs analysis or training needs assessment and both terms are often used interchangeably as are generally used as similar terms (Khalid & Hussain, 2018). Training needs identification to become critical to changing the employees' orientation and managing smooth change in the organization (Ali & Koehler, 2020). A training needs assessment is the primary element to determine who needs to be trained, where training is needed, and what training needs to be taught and conducted (Laing & Ferguson, 2021). The purpose of training is to ensure the effectiveness of the training program is well managed in the right types of training that are needed by the employees, employers, and organization. Amos and Natamba (2015) in their study found that identifying training needs in the training process, having training objectives, articulated training content, and app, and lying off-the-job training techniques significantly influence job performance. Therefore, the existence of these factors significantly influences how employees are likely to perform their respective tasks on the job. They also describe that among the tested factors identifying training objectives and training needs was proved to be of more significant importance in predicting job performance.

## 2.7 Importance of Training and Development

Training is important and an imperative tool for the organization to revamp the performance of all the personnel for organizational growth and success (Yamoah, 2013). It is beneficial to both employers and employees of an organization. An employee will become more efficient and productive if he is trained well (Mahapatra, 2022). Firms can develop and enhance the quality of the current employees by providing comprehensive training and development. Training is essential not only to

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increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information, they need to perform those jobs (Sesen & Ertan, 2021). The general benefits received from employee training are increased job satisfaction and morale, increased motivation, increased efficiencies in processes, resulting in financial gain, increased capacity to adopt new technologies and methods, increased innovation in strategies and products, and reduced employee turnover (Majeed & Shakeel, 2017).

## 2.8 Concept of Employee Performance

Performance is a multi-component concept and on the fundamental level one can distinguish the process aspect of performance, that is, behavioral engagements from an expected outcome (Budur & Poturak, 2021). The quality and efficiency of employees and their development through training are key factors in determining long-term profitability and continuity in the performance of organizations. According to Johnson (2018) retention of quality, employees require investment in the development of their skills, knowledge, and abilities. Busser (2019) points out that fulfillment is the specific duties or assignments measured against predetermined requirements of accuracy, completeness, and cost or the accomplishment of precise tasks measured towards predetermined or diagnosed standards of accuracy, completeness, and price. Employee performance involves all aspects which directly or indirectly affect and relate to the work of the employees. Performance means both behaviour and results (Krijgsheld & Scheepers, 2022). Employees could be only satisfied when they feel competent to perform their jobs, which is achieved through better training programs. Recognizing the role of training practices, enable the top executives to create a better working environment that ultimately improves the motivational level as well as the performance of the workforce

**2.9 Relationship between Training, Development, and Employee Performance**

Most researchers provide strong evidence to support the assertion that one of the most important human resource management practices that affect the quality of the worker's knowledge and thus enhance the higher performance of employees is training and development programs (Manu and Luthra, 2018; Sharma, 2022; Sudhanshu & Kumar, 2022). This ultimately gives higher organizational performance. It can be seen from the results of varied research that training and employee performance have a positive correlation between them. Mira and Thim (2019), depicted in their work that learning through training is said to be a key factor in increasing employees' performance, achieving corporate goals, and also influencing the performance of the organization. According to Muhammad (2018), the performance gap of employees can be bridged by implementing a relevant training method to develop particular skills and abilities of the workers thereby enhancing the performance of employees. He went further to elaborate that training helps organizations recognize whether or not employees are performing to devise strategies that will help in shaping the knowledge, skills, and attitudes of the employee.

Various factors such as inadequate motivation, personal life conflict as well as lack of confidence may affect the performance of an employee (Cooke, 2020). Firms are therefore advised to consider those factors when selecting appropriate training interventions for their employees to enhance their motivational level of employees, and to help them participate and meet the desired goals of the organization. Martins and Pedro (2021) further mentioned that employees perform better when they are given adequate and appropriate training programs that motivate and also lead them to fulfill their needs. According to Wright and Geroy (2001), effective training programs change the competency level of an employee positively. It improves the skills,

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attitude, knowledge, and overall performance of the employees to perform their assigned jobs effectively which contributes immensely to an increase in organizational performance. Training helps in developing the competency level of employees and also enables them to perform their given tasks efficiently and competitively.

However, certain environmental factors such as organizational structure, corporate culture, performance appraisal systems, job design, power, and politics affect the performance of employees in an organization. Additionally, Ahmad and Bakar (2003), suggested that if training, both on an individual and organizational level is achieved, it brings a high level of commitment on the part of employees. It can generally be argued that effective training programs impact positively employee outcomes notably job satisfaction, motivation, and organizational commitment. Training, according to Serkan and Emir (2014), should be planned in such a way that it results in the commitment of the organization.  Abdullah (2020) on the hand proposed that commitment of employees is a result of some human resource practices such as career development and training opportunities as well as promotions and succession planning. When these practices are well catered for, they bring higher employee performance.

## 2.10 Training and Development Strategies

Training and development have their strategic positioning and it directly contributes toward organizational business goals and objectives (Ozkeser, 2019). According to Sesen and Ertan (2021), training and development strategies are learning-related activities that an organization should take to accomplish its business strategy. The training strategy that a company adopts depends mainly on the business environment,

goals, resources, and insight regarding the need for competitive advantage in the industry. Johnson (2018) states that the failure or success of an organization rests on the effectiveness of training and development strategies. Training and development of employees is an essential part of improved employee performance.

In Ghana, most organizations see training and development as an important issue in improving employee performance. Armstrong (2020) opined that training and development are part of an integrated system in which performance is measured against set criteria. Sharma (2022) affirms that there are two training strategies that a company can adopt, namely on-the-job training and off-the-job training strategies. According to Na and Kyung (2021), on-the-job training depends on current employees to train newcomers. The trainee is placed on the job and the supervisor or the manager demonstrates to the trainee how to do the job Busser (2019) asserts that training strategies for on-the-job training include the following: apprenticeship training, induction training, and job rotation. Yokoyama (2019) states that off-the-job training includes discussions, individual tutorials, lectures, and other forms of training done outside the work environment.

Development may be conducted by an internal training department or outsourced from training specialists. Muhammad (2018), explained that training strategies may be regarded as an enabling strategy as they empower employees to improve on their shortcomings. Training strategies must take long-term goals and objectives into account. Furthermore, Ali and Koehler (2020) postulate that "training strategies should develop the workforce's core competencies through knowledge, skills, abilities, and attitude. These core competencies are critical for long-term success such as creative thinking, problem-solving, and self-development". Training and

development strategies are essential to the organization that seeks to gain a competitive advantage through a highly skilled and flexible workforce. In support, Abdullah (2020) argues that "there is a direct relationship between high employee performance and quality of training and development". Swanson (2022) emphasizes that an effective training strategy enables employees to be confident in using new technologies and provides progressive adjustment to change. Furthermore, Armstrong (2020) mentions that "employee performance improvement is the most vital aspect a training strategy should possess". Continuous training is required to review and update the knowledge and skills of employees as it makes them functionally effective in their performance.

## 2.11 Challenges Associated with Training and Development

The genuine success of organizations begins from employees' willingness to utilize their inventiveness, and abilities and the organization's task is to encourage and nourish performance (McCarthy, 2020). Karam (2019) postulates that the challenge facing most organizations in the telecommunication industry lies in identifying appropriate training methods, such as training programs and methods for specific needs (on-the-job or off-the-job, formal or informal), training and competence development for managerial staff; and validation of informal skills and qualifications. Rahman (2022) states that the lack of adequate information influences most employers' decisions on training investment. For example, the lack of knowledge to access the available training program and methods. In addition, the external training available on the market might be unsuited to the size of the organization and the cost is expensive.

Businesses are currently facing very changing environments from the viewpoint of new technologies, competition, and employee needs. Managers with relevant responsibility can play a vital role in employees' training and development where they identify needs and allocate resources, as well as accept personal responsibility to encourage employees to participate in activities and support them to transfer developed skills (Bell & Monique, 2022). Organizations are surrounded by different political, economic, social, and technological changes which create challenges to which they need to pay attention regardless of their size, location, and industry (Pettit & Pettit, 2022). These changes have challenged organizations to learn how to manage or confront the changes quickly and successfully. Organizations are relying on human assets- knowledge, competence, and capabilities of their workforce as a source of success.

It is, therefore, imperative for organizations to develop effective human resource management practices and policies that will enable them to attract, retain and motivate competent employees who will, in turn, contribute to the achievement of organizational objectives. Nguku (2018) in his study asserts the relationship between job training and productivity, however, job training tends to lose value when the workers change job, therefore the organization or firm increase the cost of keeping the trained position filled. The organization must design the training very carefully. The design of the training should be according to the needs of the employees (Kwon, 2020). Those organizations which develop a good training design according to the need of the employees, as well as the organization, always get good results (Amankwah, 2019).

## 2.12 Evaluation of Training and Development

The process of evaluating training has been defined by Swanson (2022) as an attempt to obtain information on the effects of training programs and to assess the value of the training in light of that information. Watts (2017) defined evaluation as the systematic collection and assessment of information for deciding how best to utilize available training resources to achieve organizational goals. From these definitions, it follows that evaluation leads to control which means deciding whether or not the training was worthwhile (preferably in cost-benefit terms) and what improvements are required to make it even more efficient and effective. Armstrong (2020) indicates that organizations should start by measuring how trainees (the employees being trained), reacted to the training. It's important to measure reaction because it helps you understand how well the training was received by your audience. The second level is to measure what your trainees have learned. How much has their knowledge increased as a result of the training? It's important to measure this because knowing what your trainees are learning and what they aren't will help you improve future training. The third level is to evaluate how far your trainees have changed their behavior, based on the training they received. It's important to realize that behaviors can only change if conditions are favorable. Finally, you analyze the final results of your training. This includes outcomes that you or your organization have determined to be good for business, good for the employees, or good for the bottom line.

## 2.13 Empirical Literature Review

Studies have tried to demonstrate that high skills are contributory factors responsible for the success of organizations (Clarke, 2018; Martins & Pedro, 2021; Park, 2019). A report confirms that employees of telecommunication companies with on average higher/additional qualifications perform better (Rukumba & Bravo, 2020). Research

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indicates a substantial relationship between an effective workforce and employee performance mainly measured by the level of workforce productivity. Sultana and Mahabuba (2013) studied training practices that were taking place in Pakistan's telecommunication zone and pinpointed that careful use of training methods can be a very cost-effective investment in the sense of using appropriate methods. Ozkeser (2019) examined the training environment and how it affected the structure of organizations in Kuwait and concluded that internal political and cultural factors affect training and development. On their part, Ayentimi and Burgess (2019) claim 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. They add that most of them will need some type of training at one point or the other to sustain an efficient level of job performance. Earlier research has established that employees who are highly educated and highly skilled are not only able to adjust more swiftly and proficiently to new responsibilities and technologies but also serve as a source of change and improvement (Appiah, 2010; Hanaysha, 2016). This suggests that education and preceding informal preparation can also increase an employee's capability to be inventive in their work roles substantially.

Gopinath and Ray (2021), contend that the quality of employees and their development through training and development are major influences in determining the long-term profitability of an organization. Therefore, companies that are devoted and committed to quality are inclined to invest in training and education. Tajeddini and Altinay (2020) found that the immense training encounters resulted in improved employees' passion for the job and pride in their jobs, which translated into measurable improvements in productivity. They, therefore, recommended training be

made a key part of every organization since is vital for worker performance and career development. According to Ullah and Mehmood (2022), training and development offer more than just increased knowledge but also offer the added advantage of networking and drawing from others' experiences. This explains why it is a regular trend to hear justifications on why an employee is not given training at any point in time. In today's competitive environment, efficient production even of technically unsophisticated products benefits from technically advanced machinery operated by a workforce with a high level of skills which in turn is a pre-condition for such careful selection of appropriate machinery and its efficient utilization (Kiruja & Mukuru, 2018). Brown and Harvey (2021) found that increased funding for training reduces the chances of an organization closing down. For smaller organizations, informal workers' training had an impact whereas for larger organizations, the training of informal workers. Employees' motivation and positive outlook are evidence-based benefits of training programs.
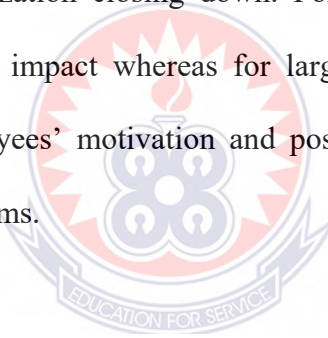
## 2.14 Chapter Summary

The researcher critically examined the relationships between training and development on employee performance, reviewed the theory of the study, examined the main training techniques, investigated the relationships between training and development on employee performance, formulated employees' conceptual framework, and performed empirical reviews. From the reviewed empirical studies, it was discovered that training would help an organization compete in a particular industry. A few related studies found a significant relationship between training and employee performance. An overview of the empirical studies reveals a few global and local studies on training and employee performance.

# CHAPTER THREE

## METHODOLOGY

### 3.0 Introduction

This chapter is a description of the procedures that were adopted in conducting the research. It discusses the research design, the population, the sampling methods, the techniques employed in the collection of data for the study as well as the instrument used in collecting data, and how data were presented and analyzed.

### 3.1 Research Design

Research design is the blueprint of the entire study. Research design aims to guide the researcher through the process of collecting, analyzing, and interpreting data. Research design provides a framework for the collection and analysis of data and subsequently indicates which research methods are appropriate (Yin, 2003).

In this study, the researcher used the descriptive survey design. This is a type of design that assesses current status, opinions, beliefs, and attitudes by questionnaire or interviews with the known population (Mitchel & Jolley, 2010). This design enables information to be obtained concerning the current status of a phenomenon as well as determining the nature of a situation as it exists at the time of the study (Mello, 2021).

To answer the research questions, this research adopted the quantitative research approach. In this kind of research, unstructured and semi-structured interviews and questionnaires can be used. The quantitative approach provides data that is descriptive and reliable. It is useful in addressing specific questions about the relatively well-defined phenomenon (Kazdin, 2021).

## 3.2 Population of the Study

A population is defined as a study of all subjects in an organization e.g., managers and employees, or study units such as organizations that are the focus of a study (Spector, 2021). Better still population is referred to as an aggregate or totality of all the objects, subjects, or members that conform to a set of specifications (Mukail & Onyema, 2018). The target population comprised some selected branch workers of Vodafone Ghana in the central region. There were 22 (twenty-two), 20 (twenty), and 12 (twelve) workers in the Swedru, Cape Coast, and Winneba branches respectively including the managers of the various branches totaling 54 (fifty-four) workers.

## 3.3 Sample and Sampling Techniques

Sampling refers to the process of picking up a few or a small unit out of the whole population for study. Such a unit is expected to be representative of the whole population. A sample can be small enough for convenient data collection and large enough to be a true representative of the population from which it has been selected. Sample size refers to the number of items to be selected from the universe to constitute a sample. It is a collection of some parts of the population based on which judgment is made (Liu & Alahi, 2020).

The Census technique was used in selecting an appropriate sample for the study. According to Sullivan (2020), the term "census" refers to the quantitative research technique in which the entire population is counted. Census denotes a thorough count of the research objects (Ruggles & Schroeder, 2019). The census is a systematic way of gathering information about people in the population (Sari & Aliansyah, 2022). A census is an efficient process for acquiring, documenting, and analyzing data regarding the population's members (Pandy & Pandy, 2021). A population with a

varied makeup is best served by a census (Weber & Reith, 2018). Every unit of the population is studied during the census (Sari & Aliansyah, 2022). The sample size of 54 was determined as from the population. It is based on the formula for the sample size of Krejcie and Morgan (1970).

## 3.4 Research Instrument

The research instrument that was used for data collection was a questionnaire. This is very useful in social science research (Guthrie & Gerard, 2010). A questionnaire is a formalized set of questions for obtaining information from respondents (Krejcie & Morgan, 2018). Close-ended questions were used to elicit responses needed to answer the research questions and achieve the objectives set for this study. The closed-ended questions required the respondent to choose from among a given set of responses and require the respondent to examine each possible response independently of the other choice. It also employed a Likert scale, which is more useful when behaviour, attitude, or other phenomena of interest needs to be evaluated in a continuum (Leedy & Ormrod, 2019). Groves and Tourangeau (2011) posit that there are distinct advantages to using questionnaires rather than an interview methodology. One such advantage is that questionnaires are less expensive and easier to administer than personal interviews. Using questionnaires makes the analysis of data easier and more reliable. Again, in most of the items in the inventory, the respondent is given a scope of choice because there are pre-determined responses after each of the items (Kusi, 2012). The set of questionnaires was distributed personally by the researcher.

## 3.5 Piloting the Instrument

A pilot study can be defined as a small study to test research protocols, data collection instruments, sample recruitment strategies, and other research techniques in

preparation for a larger study (Lowe & Shaw, 2019). A pilot study is performed reflecting all the procedures of the main study and validates the feasibility of the study by assessing the inclusion and exclusion criteria of the participants and testing the instruments used for measurements in the study (Derrick, 2016). The data collection instruments were pilot tested in a selected area which was not the area for the actual study but the respondents had the same characteristics as respondents for the actual study. This was to help in the refinement of the instruments. The pilot study was to help adapt the tools to the study objectives and improve the data collection technique or items of the study.

### 3.5.1 The Results of the Piloting

The piloting brought to light, the inability of some items to elicit desired results. Also, some items appeared ambiguous, and the number of items was too many for respondents. To reduce fatigue which was likely to affect reliability and validity, the items were reduced and some questions were reframed.

### 3.6 Validity and Reliability

Nicolella (2018) postulated that the goal of a good study is to have measures that are reliable and valid. Validity concerns whether the findings are really about what they appear to be about (Sember & Jurak, 2020). Given Kusi (2012), it is based on the view that a particular instrument measures what it purports. Validity is the measuring instrument's degree of measurement (Heale, 2015). The validity of the content is related to the degree to which a measuring instrument's content is measured for measurement purposes (Mello, 2021). Before the questionnaires were distributed to the respondents, steps were taken to ensure that the data on the scale was adequate. A copy of this questionnaire was sent to the supervisor to check the wording of the

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instrument. This is to get an overview, as well as any necessary suggestions, of the suitability and sequence of the questions. The questionnaires were modified after the supervisor had gone through the questions. The reliability of the research instruments was checked using Cronbach's alpha coefficient.

## 3.7 Data Collection Procedure

The researchers obtained an introductory letter from the Department of Management Sciences of the School of Business at the University of Education, Winneba to facilitate the process of data collection. Permission was sought from the managers and the various departmental authorities of the various branches of the Vodafone Ghana office to enable the researcher to conduct the study.

The consent of the participants was sought concerning the study, and they were given 45 minutes to answer the questionnaire to the best of their knowledge. Questionnaire items that were not clear to their understanding were clarified by the researchers.

## 3.8 Data Processing and Analysis

Data analysis is a process that involves drawing conclusions and explaining findings in words about a study (Creswell, 2009). The information that was retrieved from the field through the use of questionnaire was analyzed through the use of quantitative tools. The data obtained from the research questions based on the research were analyzed and summarized using descriptive statistics. Statistical Package for Social Sciences (SPSS) version 24 was used in analyzing the data gathered where applicable.

## 3.9 Ethical Consideration

Van and Harrison (2013) largely accept the ethical rights of a participant to be: the right to privacy and voluntary participation; anonymity and confidentiality. The

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thought of anonymity can be easily overcome by ignoring the names of the participants or classifying the respondents by a code instead of by name (Choy, 2014). Many people are, however, prepared to divulge this information of a very private nature on the condition that their names are not mentioned (Watts, 2009). Ethical consideration was followed by the analyst. The researcher introduced himself to the respondents and assisted them to respond to the questionnaire. The respondents were advised to be objective in responding to the questionnaires given to them. They were encouraged to express their views as objectively as possible and decide whether to participate or not. Confidentiality and privacy were guaranteed that the information they gave would be used for the study only.

## CHAPTER FOUR

## RESULTS AND DISCUSSIONS

### 4.0 Introduction

The results from the data analysis are thoroughly examined in this chapter. The chapter includes descriptive statistics that were used to present data on important demographic factors in the study using frequency tables and display charts. The study's target population consisted of 54 Vodafone Ghana employees in the selected district in the central region. Section A of the questionnaire contained the respondents' biographical information; Section B contained statements about training and development, and Section C contained remarks on employee performance.

**Table 4.1 Demographic Information of the Respondent**

**Table 4.1: Gender Distribution of Participants**

| Variable | Frequency | Percentage |
|----------|-----------|------------|
| Male | 33 | 61.10 |
| Female | 21 | 38.90 |
| **Total** | **54** | **100.0** |

Source: field survey (2022)

Table 4.1 depicts the description of the gender distribution of participants. Table 4.1 suggests that the majority of the participants 33(62.10%) were males whilst a minority of the participants 21(38.90%) were females. The gender of the participants may influence their career aspirations and selection. Greer and Charles, (2021) assert that the telecom sector has among the lowest number of women in the overall workforce.

**Table 4.2 Age Distribution of Participants**

| Variable | Frequency | Percentage |
|---|---|---|
| Below 25 | 9 | 16.70 |
| 25-30 years | 14 | 25.90 |
| 31-35 years | 19 | 35.20 |
| 36-40 years | 8 | 14.80 |
| 41 and above | 4 | 7.4 |
| **Total** | **54** | **100.0** |

Source: field survey (2022)

Table 4.2 shows the description of the age distribution of participants. The analysis indicated that the majority of respondents (35.20%) who participated in the study were in the age group of 31-35 years. The minority margin of 7.40% was respondents above 41 years, whilst 25.9% of the respondents were between the ages of 25-30 years old. A total of 14.80% of respondents were between 36-40 years old, while 9% were respondents below 25 years old. The analysis revealed that the majority of the respondents 61.10% (35.20%+25.9%) were between 25-35 years of age. Considering the statutory retirement age of 60 years for workers in Ghana, it could be said that 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.
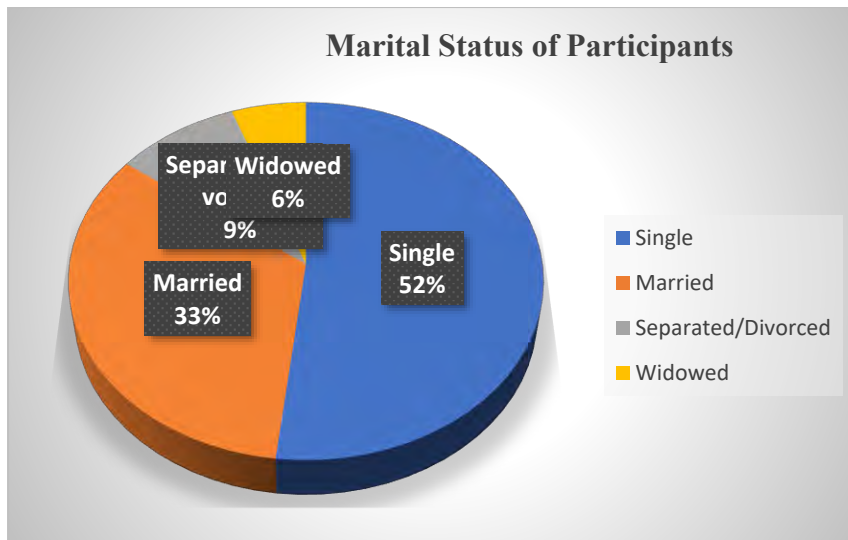
**Figure 4.1 Marital Status of Participants**

Figure 4.1 indicates the marital status of the respondents who participated in the study. A total of 52% of the respondents were single, while 33% were married. 9% of respondents were separated, while 6% were widowed.
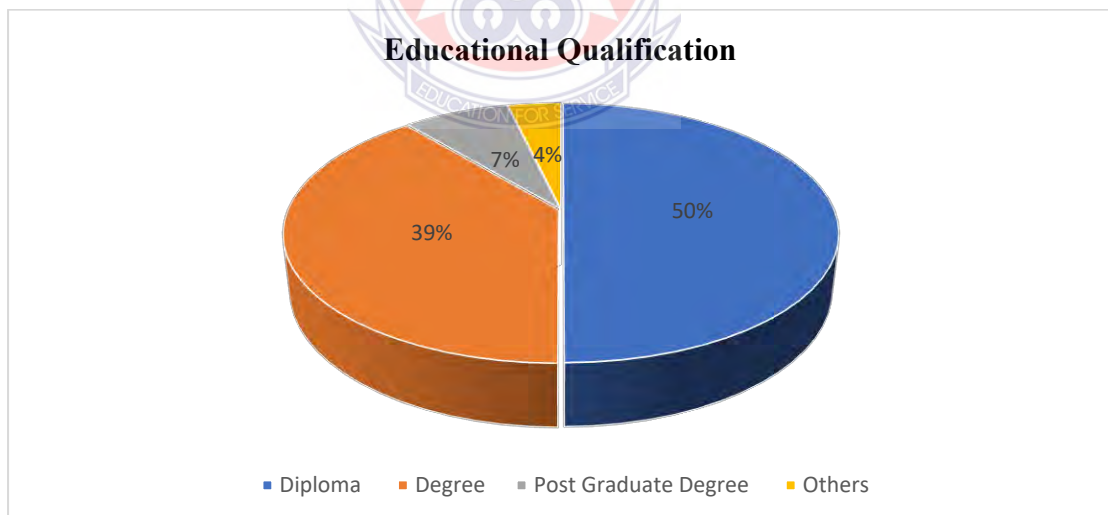


**Figure 4.2 Educational Qualification**

Figure 4.2 indicates the qualifications of the respondents who participated in the study. A total of 50% had a diploma as their highest qualification while

38.90% had a degree. 7.40% of respondents had a post-graduate
qualification, while 3.70% had other qualifications.

**Table 4.3: Rank/ Position of Participants**

| Variable | Frequency | Percentage |
|---|---|---|
| Senior Manager | 5 | 9.26 |
| Department Head | 8 | 14.81 |
| Line Manager | 14 | 25.93 |
| Customer Relation Officer | 15 | 27.78 |
| Others | 12 | 22.22 |
| **Total** | **54** | **100** |

Source: field survey (2022)

From Table 4.3, when the respondents were asked about the training and
development methods the staff members took through, 15 respondents were the
highest, representing 27.78% were customer relations officers. 14 of the
respondents representing 25.93% said they were line managers. A total of 8
respondents representing 14.81% were departmental heads. 5 of the respondents
representing 9.26% were senior managers. A total of 12 respondents representing
22.22% were in diverse rant and positions.
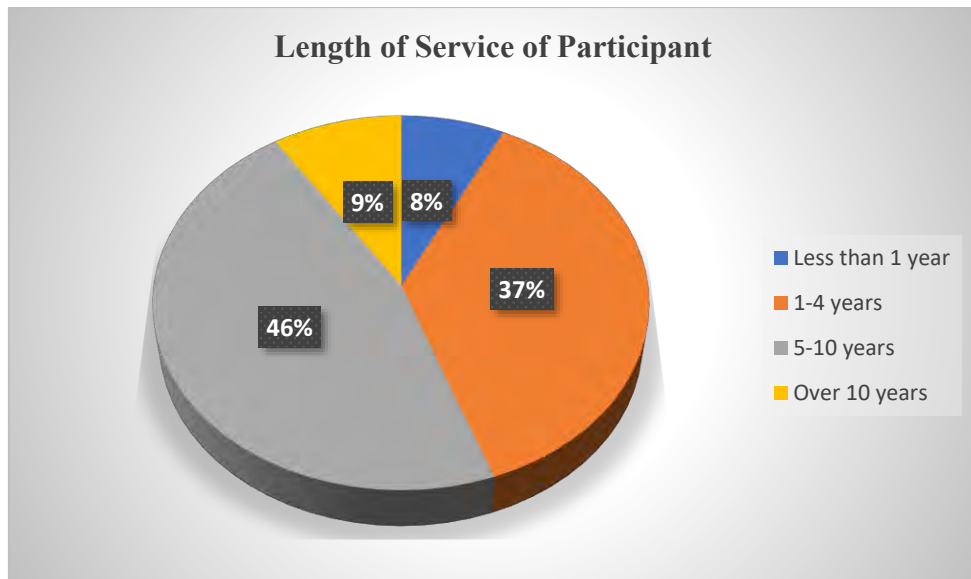
**Figure 4.3 Length of Service of Participant**

Figure 4.3 indicates the length of service of the respondents. The analysis indicated that the majority of respondents (46.30%) had 5-10 years of working experience in Holdings. A total of 33.30% of the respondents had 5-10 years of service. Meanwhile, 7.40% had less than 1 year of service; and 37% of respondents fell between 1-4 years of service. A meager 9.30% of the respondents had 11 years and above of service.

**Table 4.4: Training Method at Vodafone Ghana**

| Variable | Frequency | Percentage |
|---|---|---|
| On-the-Job | 26 | 48.10 |
| Off-the-Job | 13 | 24.10 |
| Both | 15 | 27.80 |
| **Total** | **54** | **100** |

Source: field survey (2022)

From Table 4.4, when the respondents were asked about the kind of training and development methods the staff members were taken through, 26 respondents being the highest representing 48.10% indicated that they have been taken through on-

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the-job training in the cooperation as part of the training methods offered. This indicates that quite a number of them are taken through training methods in the company to enhance their knowledge and skills. 13 of the respondents representing 24.10% said they have been offered off-the-job training. This indicates that only a few people out of the respondents have undergone off-the-job training only. However, 15 of the respondents representing 27.80% 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 company.

This result implies that Vodafone Ghana offers both on-the-job training and off-the-job training to enhance the knowledge and skills of its senior staff. However, it is fair to conclude that Vodafone Ghana mostly relies on on-the-job training methods as against off-the-job training which involves taking employees away from their usual work environments. This result confirms the studies by Na and Kyung (2021); Fields and Syheed (2022), and Radeva and Svetlana (2019) whom all found that most organizations make use of both on-the-job and off-the-job training methods. Again, studies by Pedrini and Giulio, 2020; Yokoyama (2019); and Porter & Graves, (2019) also confirm the result of this study as they all found that the off-the-job training method is the least commonly used type of training used by organizations.

**Table 4.5: How often do you undergo training?**

| Variable | Frequency | Percentage |
|---|---|---|
| Every 3 month | 2 | 3.70 |
| Every 6 month | 3 | 5.60 |
| Once a year | 43 | 79.60 |
| Every two years | 6 | 11.10 |
| **Total** | **54** | **100** |

Source: field survey (2022)

From Table 4.5, the majority of the respondents (79.60%) revealed that Vodafone Ghana conducts training once a year. This means that after a formal induction program to prepare new employees to perform their jobs, the organization makes effort to organize a training program at least at the end of each operational year. Conducting training programs once a year is not bad but considering that the company is in competitive competition in the country, it would be prudent to have training sessions more regularly. Kandel and Ra (2020) 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.

**Research Question One: What effect does job training have on employee performance at Vodafone Ghana?**

The first research question was to identify the aspects of job training on employee performance at Vodafone Ghana. To examine this research question, several issues were considered. The results obtained were presented in Table 4.6

**Table 4.6 What Aspects does Job Training have with Employee Performance at Vodafone Ghana?**

| | N | Range | Minimum | Maximum | Sum | Mean | | Std. Deviation |
|---|---|---|---|---|---|---|---|---|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic |
| Training and development provided improved my job performance. | 54 | 2.00 | 2.00 | 4.00 | 176.00 | 3.2593 | .08012 | .58874 |
| The training meets my needs for my current job. | 54 | 3.00 | 1.00 | 4.00 | 175.00 | 3.2407 | .10553 | .77545 |
| The company provides the training that I need to do my job well. | 54 | 2.00 | 2.00 | 4.00 | 177.00 | 3.2778 | .10037 | .73758 |
| The work environment supports me to perform to the best of my abilities. | 54 | 3.00 | 1.00 | 4.00 | 157.00 | 2.9074 | .13549 | .99562 |
| My performance is determined by the methods that I use to perform a task. | 54 | 31.00 | 2.00 | 33.00 | 210.00 | 3.8889 | .55618 | 4.08710 |
| Clear methods of performing tasks lead to my efficiency and effectiveness. | 54 | 3.00 | 1.00 | 4.00 | 166.00 | 3.0741 | .11478 | .84344 |
| Clear training and development identify key performance areas | 54 | 3.00 | 1.00 | 4.00 | 169.00 | 3.1296 | .11537 | .84778 |
| Valid N (listwise) | 54 | | | | | | | |

*Source (field survey, 2022)*

From table 4.6, a significant majority of the respondents (a total sum of 210) indicated their performance is determined by the methods that they use to perform a task. Karma (2019) postulates that the challenge facing most organizations in the telecommunication industry lies in identifying appropriate training methods, such as training programs and methods for specific needs (on-the-job or off-the-job, formal or informal), training and competence development for managerial staff; and validation of informal skills and qualifications. Wesley (2021) explains that an organization that discovers an efficient method of managers development won't run out of talented, time-efficient managers; it will cut down on the time and resources it spends looking for qualified candidates and be able to retain a team of capable, intelligent, and initiative-displaying workers. Na and Kyung (2021) also underlined the need for excellent training and development methods that help employees advance their abilities to the point where they can take initiative if they want to perform better and more efficiently.

Additionally, a significant majority of the respondents (Sum of 176) felt that the training and development they were receiving were enough to improve their job performance. Kandel and Ra (2020) postulate that training should improve the staff's skills and change their attitudes toward work. A motivating factor, training can help the workforce advance to higher levels. According to Armstrong (2020), firms that invest in employee training have a history of achieving superior mission performance. Additionally, training closes the gap between job performance and goal achievement. Training and development have been linked positively to organizational performance, which is measured by employee satisfaction, profitability, productivity, and overall organizational success, according to several studies (Smith & Macko, 2014; Shahzadi, Javed, Pirzada, Nasreen & Khanam, 2016). Training enables individuals' performance

to have a beneficial long-term impact on the productivity of the company. According to Abdullah (2020), "excellent employee performance and quality of training and development are directly related.

Furthermore, Table 4.6 revealed that a significant majority of the respondents (sum of 175) indicated that the training they were receiving was meeting the needs of their current jobs. Johnson (2018) posits that training and development strategies that meet job needs are essential to the organization that seeks to gain a competitive advantage through a highly skilled and flexible workforce. According to Greer and Charles (2021), the quality and efficiency of employees and their development through training are key factors in determining long-term profitability and continuity in the performance of organizations. Job Performance means both behavior and results (Busser, 2019). Employees could be only satisfied when they feel competent to perform their jobs, which is achieved through better training programs.

Again, from the table, a significant majority of the respondents (sum of 157) indicated that their work environment permits them to perform well on the job. Fields and Syheed (2022) stated that "the ability to share knowledge throughout organizations depends on how the work environment is designed to enable organizations to utilize the work environment as if it were an asset. Carpenter and Lavigne (2021) argued that a working environment designed to suit employees' satisfaction and free flow of exchange of ideas is a better medium for motivating employees toward higher productivity. Krijgsheld and Scheepers (2022) opined that an attractive and supportive working environment provides conditions that enable employees to perform effectively, making the best use of their knowledge, skills, and competencies and the available resources to provide high-quality organizational service. Yokoyama (2019)

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stated that the elements of the working environment need to be proper so that the employees would not be stressed while getting their job done. Ali and Koehler (2020) postulate that better outcomes and increased productivity is assumed to be the result of a better workplace environment.

**Research Question Two: What are the challenges associated with training and development at Vodafone Ghana?**

The second research question sought to assess the challenges associated with training and development at Vodafone Ghana. To measure respondents' views on this issue, several questions were posed. The results attained are presented in Table 4.7.

**Table 4.7: What are the Challenges Associated with Training and Development at Vodafone Ghana?**

| | N | Range | Minimum | Maximum | Sum | Mean | | Std. Deviation |
|---|---|---|---|---|---|---|---|---|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic |
| Management provides the emotional support I need to impact the newly acquired skills. | 54 | 2.00 | 1.00 | 3.00 | 110.00 | 2.0370 | .10888 | .80007 |
| All training and development initiatives had been made aware to me. | 54 | 3.00 | 1.00 | 4.00 | 121.00 | 2.2407 | .14220 | 1.04494 |
| I get feedback on my performance standards. | 54 | 3.00 | 1.00 | 4.00 | 127.00 | 2.3519 | .14027 | 1.03080 |
| The company undertakes performance appraisal exercises. | 54 | 3.00 | 1.00 | 4.00 | 122.00 | 2.2593 | .13527 | .99404 |
| the working conditions permit me to perform well | 54 | 3.00 | 1.00 | 4.00 | 123.00 | 2.2778 | .14092 | 1.03553 |
| Valid N (listwise) | 54 | | | | | | | |

**Source (field survey, 2022)**

Table 4.7 reflects that the majority of respondents (Sum 127) indicated that they are not getting feedback on their performance standards. Hardy (2020) emphasizes that employees should be given feedback on how they are performing to motivate them to perform effectively and efficiently at work.  Jara and Julian (2019) explained that to improve trainees' performance there has to be a reaction to what has been learned. This can be in the form of feedback where trainees are provided with responses about their progress and achievements during the training process.

Furthermore, from the table, a significant majority of the respondents (sum 122) felt that the performance appraisal exercise in the company they were receiving was not enough to improve their job performance. According to Busser (2019), Employee performance appraisals are a useful instrument or vehicle for evaluating employee performance and putting strategic initiatives into practice to enhance employee performance. But a substantial amount of data also suggests that staff members might be dissatisfied with the performance review process (Clarke, 2018; Martins & Pedro, 2021; Park, 2019). Swanson (2022) discovered that many companies' performance ratings were below what their employees had come to anticipate. A larger percentage of managers, according to an earlier study by Johnson (2018), believe that performance reviews have not been effective in improving employee and organizational performance. The outcomes of performance evaluations assist managers in making decisions regarding specific pay rates, promotions, demands for training and development, and elements of employee incentives (Cooke, 2020)

Additionally, from the table, a significant majority of the respondents (sum of 121) indicated that not all training and development initiatives had been made aware of them. According to Greer and Charles (2020), the business team's understanding of

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training activities, ability to collaborate with design management, and improvement in individual performances are all results of the awareness training initiatives. Mahapatra (2022) asserts that by extending and improving their concepts and tackling the topic thoroughly and methodically, they helped to comprehend design management challenges and that training initiatives are widely appreciated. Additionally, employees who are aware of their responsibilities make fewer complaints, are happy, and are more driven, and this enhances management-employee relations. Mohammed (2020), using a similar argument, asserts that one of the most crucial characteristics of employees is the ability to grow and develop through training and development activities.

Again, from table 4.7, a significant majority of the respondents (sum of 110) indicated that their management was not providing them with emotional support to transfer their newly acquired skills. When employees are transferring newly acquired abilities to their particular workplaces, management must provide significant emotional support in addition to outlining expectations for the workers (Bell and Monique, 2022; Pettit & Pettit, 2022). According to Armstrong (2018), these intellectual intangibles can be converted into organizational resources by the individuals who acquire and apply them to the realization of organizational-wide training and development.

**Research Question Three: What training and development strategies are available for employees at Vodafone Ghana?**

The second research question sought to assess the training and development strategies available for employees at Vodafone Ghana. To measure respondents' views on this issue, numerous questions were posed. The results attained are presented in Table 4.8

**Table 4.8: What Training and Development Strategies are Available for Employees at Vodafone Ghana?**

| | N | Range | Minimum | Maximum | Sum | Mean | | Std. Deviation |
|---|---|---|---|---|---|---|---|---|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic |
| Training and development strategies are conducted successfully on the job | 54 | 3.00 | 1.00 | 4.00 | 159.00 | 2.9444 | .11345 | .83365 |
| The exploration of different methods of doing jobs helped me improve my time and management skills | 54 | 3.00 | 1.00 | 4.00 | 169.00 | 3.1296 | .11537 | .84778 |
| The organization gave me the necessary resources to use my newly acquired skills. | 54 | 3.00 | 1.00 | 4.00 | 158.00 | 2.9259 | .12910 | .94872 |
| The training and development strategies are allocated with adequate time and budget for all activities | 54 | 3.00 | 1.00 | 4.00 | 136.00 | 2.5185 | .12039 | .88469 |
| management support on training initiatives improves individual or employee performance | 54 | 3.00 | 1.00 | 4.00 | 164.00 | 3.0370 | .13979 | 1.02723 |
| the working conditions permit me to perform well | 54 | 3.00 | 1.00 | 4.00 | 123.00 | 2.2778 | .14092 | 1.03553 |
| The work environment supports me to perform to the best of my abilities. | 54 | 3.00 | 1.00 | 4.00 | 157.00 | 2.9074 | .13549 | .99562 |
| Organizational standardized methods maintain the overall organizational performance. | 54 | 3.00 | 1.00 | 4.00 | 156.00 | 2.8889 | .13129 | .96479 |
| Valid N (listwise) | 54 | | | | | | | |

*Source (field survey, 2022)*

From table 4.8, a significant majority of the respondents (total sum of 169) indicated that exploration of different methods of doing jobs helped them improve their job and management skills. According to Muhammad (2018), the performance gap of employees can be bridged by implementing a relevant training method to develop particular skills and abilities of the workers thereby enhancing the performance of

employees. Wesley (2021) explains that an organization that discovers an efficient method of managers development won't run out of talented, time-efficient managers; it will cut down on the time and resources it spends looking for qualified candidates and be able to retain a team of capable, intelligent, and initiative-displaying workers. Na and Kyung (2021) also underlined the need for excellent training and development methods that help employees advance their abilities to the point where they can take initiative if they want to perform better and more efficiently.

Furthermore, from the table, a significant majority of the respondents (sum of 164) indicated that training initiatives improve their performance. Armstrong (2020), postulates that the awareness of training initiatives is well accepted, and contributed to understanding design management difficulties by extending and refining their ideas, and approaching the subject thoroughly and systematically. According to Smith (2018), additional arguments for why training is beneficial to include the following: properly trained employees are more capable and willing to assume more control over their jobs; they require less supervision, freeing management to focus on other tasks; employees are better able to respond to customer questions, which increases customer loyalty. Additionally, employees who are aware of their responsibilities make fewer complaints, are happy, and are more driven, and this enhances management-employee relations. Mohammed (2020), making a similar argument, asserts that one of the most crucial aspects of employees is their ability to continue to grow and develop through training and development efforts.

Additionally, from table 4.8, a total sum of 159 of the respondents indicated that the training and development strategies were carried out successfully on the job. Yokoyama (2019) asserts that a company's ability to deliver effective training and

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development initiatives determines whether or not it succeeds. Swanson (2022) emphasizes that an effective training strategy enables employees to be confident in using new technologies and provides progressive adjustment to change. Additionally, Armstrong (2020) mentions that "employee performance improvement is the most vital aspect a training strategy should possess. Muhammad (2018), explained that training strategies may be regarded as an enabling strategy as they empower employees to improve on their shortcomings. Training strategies must take long-term goals and objectives into account. In support, Ali and Koehler (2020) postulate that "training strategies should develop the workforce's core competencies through knowledge, skills, abilities, and attitude.

Similarly, a significant number of the respondents (sum of 158) felt that the organization provides them with the necessary resources to use their newly acquired skills. Kwon (2020 postulates that workplace resources can motivate employees and can result in high well-being through two methods (intrinsic and extrinsic motivation). According to Swanson (2022), sufficient enabling resources are necessary for a training policy's implementation to be successful. Watts (2017) postulates that, without adequate resources, services cannot be offered performance will be diminished. Rukumba and Bravo, (2020) suggested that resources are crucial for the proper implementation of policy. According to some researchers, adequate human resources and technical resources like computers and related technology ensure that primary-level policy is effective (Clarke, 2018; Martins and Pedro, 2021; Park, 2019). Ozkeser (2019), argues that resources might be either physical, financial, or human (technical or material). Managers with relevant responsibility can play a vital role in employees' training and development where they identify needs and allocate resources, as well as accept personal responsibility to encourage employees to

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participate in activities and support them to transfer developed skills (Bell & Monique, 2022).

Again, as illustrated in Table 4.8, a substantial majority of the respondents (sum of 156) agreed that their organization had standardized methods that maintain the overall performance of the organization. Mira and Thim (2019) opined that by having standardized methods within the organization, the overall performance of the work is easily measured and scrutinized. Cooke, (2020) asserts that all employees need standardized methods of training, whether it was to equip them to better their present jobs or to prepare them for the future. According to Muhammad (2018), the performance gap of employees can be bridged by implementing a relevant training method to develop particular skills and abilities of the workers thereby enhancing the performance of employees. Pedro (2021) further mentioned that employees perform better when they are given adequate and appropriate training methods that motivate and also lead them to fulfill their needs.
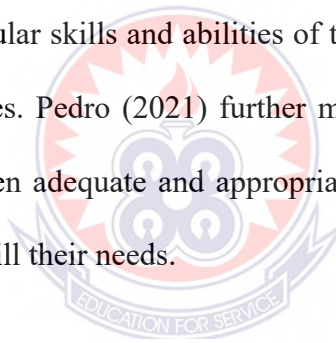
**4.1 Chapter Summary**

This chapter presented the results from the analysis of the data in accordance with the specific research questions of this study. Data were analyzed by using descriptive analysis of frequency and percentages as well as linear regression analysis was used. A detailed discussion was also provided for each key finding. Findings from the study showed that Vodafone Ghana predominantly made use of on-the-job training method which is mostly facilitated through job rotation. It was also found that the Vodafone Ghana conducts training session once a year. Finally, it was found that there was positive significant of training and development on employee performance.

## CHAPTER FIVE

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

### 5.1 Introduction

This section of the study highlights the conclusion and makes recommendations emerging from the experiential analysis of the outcomes, as well as demonstrating guidelines for the forthcoming study.

### 5.2 Summary

The study was conducted to assess the influence of training and development on performance of employees in the telecommunication industry precisely Vodafone-Ghana in the central region. Specifically, the study aimed to; (a) examine the effect of job training on employee performance at Vodafone Ghana, (b) investigate the challenges associated with training and development at Vodafone Ghana., and (c) ascertain the training and development strategies available at Vodafone Ghana. To achieve these objectives, the study was guided by three research questions, namely; What effect does job training have on employee performance at Vodafone Ghana? What are the challenges associated with training and development at Vodafone Ghana? and What training and development strategies are available for employees at Vodafone Ghana?

Literature review was done on training, development and employee performance. Descriptive survey was used as the research design and the study population was staff of selected district of Vodafone Ghana in the central region. A sample size of 54 was obtained from a total population. Questionnaire was used as the data collection instrument. The study findings were analyzed using SPSS version 24.0. Regression analysis and descriptive statistics (Frequencies, percentages, mean and standard deviation) were used to present the data.

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The study's findings showed that participants agreed that most organizational goals and the internal training and development programs offered by the business go hand in hand. The majority of participants agreed that there were clear instructions given during the session. Additionally, they agreed that employee performance inside the firm is improved by training and development programs.

Only a few participants, meanwhile, agreed that the organization's working environment is conducive to allowing learning to be transferred. The inquiry also revealed that management is always available to offer assistance following staff training and growth. A sizable portion of participants agreed that feedback is not given following training. Additionally, only a small number of participants agreed that a lack of resources has an impact on training, indicating that the majority of participants believe that a lack or shortage of resources has no bearing on training or growth.

The study's results also showed that employee performance is improved by training and development techniques. Despite the majority of participants agreeing that training and development strategies increase employee confidence while executing their responsibilities after the training, just a few people agreed that employees acquire new knowledge and understanding following training and development.

The study's results also showed that training and development techniques boost employee morale, and the majority of participants agreed that these strategies encourage workers to perform better. Participants also agreed that employing training and development initiatives helps staff members within the firm adjust to new developments. According to the study's findings, participants thought that training improved the quality of the products that employees created and that, as a result,

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doing so led to employees making fewer mistakes. On the other side, a small minority of interviewees claimed that workers only need a little supervision, particularly after training. The majority of participants agreed that most errors and product defects may be reduced through training and development.

## 5.3 Conclusion

The majority of telecommunications firms that focus primarily on human resource management comprehend and consider training and development programs as an opportunity to increase organizational productivity and long-term employee performance.

The study's findings suggested that employee performance in their careers is influenced by training and development techniques. Any firm that invests in training and development programs for its employees will undoubtedly see a return on that investment and profit from it. In the telecommunications sector, employees are by far the biggest resource for a company, and most importantly, they are considered human capital. The greater the organizations' investments in them, the greater the performance behaviour that can be expected from them, which can automatically provide the firm with its competitive edge.

The appraisal procedure that comes after training and development strategies is quite important because there can be flaws in the training program. As a result, it is critical to get input if management is to address issues that may need to be evaluated or addressed. Motivating employee development and training programs lead to an improvement in quality because there may be fewer errors. Additionally, effective development programs enable the company to retain staff that can adequately replace

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workers who may quit the company or go to other areas. However, personnel are required to conduct personal self-evaluations where they are expected to

## 5.4 Recommendations

Based on the findings obtained from the study, the following recommendations are made.

Based on the finding it was revealed that, Vodafone Ghana predominantly uses the on-the-job training method which is mostly facilitated through job rotation, it is recommended that management should utilize the off-the-job training method as well. Training and development of all staff through workshops, conferences, and seminars should be actively pursued and made mandatory for any company to prosper. As a result, when firms adopt this learning culture, they build performance goals that teach all employees the importance of and value ongoing training and development. They also create a variety of training opportunities for all employees. Once employees are involved in both on-the-job and off–the–job training process, they will be able to understand that they are governed by the policies of the company.

Additionally, from the findings it was discovered that, Vodafone Ghana conducts training programs once a year, it is recommended that since the company is in competition with other networks, it will be prudent to have training sessions more regularly. Vodafone Ghana should hold training sessions at least twice a year. As a result, it might take less time for staff to become proficient at their jobs, they might rely less on other staff for guidance or information, increasing their independence and relieving the load on other employees. It might also be much less likely that they will make mistakes that harm the company's reputation, credibility, or finances.

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Again, based on the finding it was seen that training and development have a positive effect on employee performance, it is recommended that managers and supervisors take the initiative to help employees grow in a variety of areas so that they can give their all to their assigned work and perform better. To prevent staff from getting bored doing the same thing over and over, this should be done. Management should motivate employees to take advantage of this chance to advance their training and expertise.

**5.6 Suggestion for Further Research**

According to the study, employees believe that training and development are important, but over half of them were dissatisfied with the results of the training they had taken. Further investigation by other researchers may be desirable to determine the conditions under which training is beneficial but the results may not be to the employees' satisfaction.
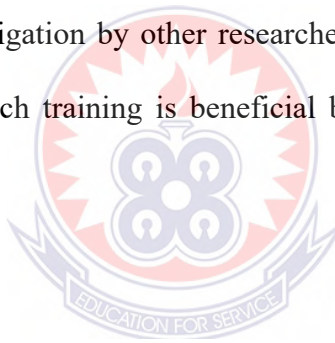
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**APPENDICES**

**APPENDIX I**

**UNIVERSITY OF EDUCATION, WINNEBA**

**SCHOOL OF GRADUATE STUDIES-SCHOOL OF BUSINESS**

**DEPARTMENT OF MANAGEMENT SCIENCES**

**RESEARCH QUESTIONNAIRE FOR EMPLOYEE QUESTIONNAIRE**

**Dear Participant,**

The researcher is a Master of Business Administration (MBA) student at the University of Education, Winneba (UEW). This questionnaire seeks to collect data on the topic: *Influence of training and development on employee performance in the telecommunication industry using Vodafone Ghana, the central region as a case study.* The data will be used for academic purposes only and will be treated with strict confidence. You are requested to participate in the study by providing answers to the items in the sections as indicated. Thank you for your cooperation and assistance.
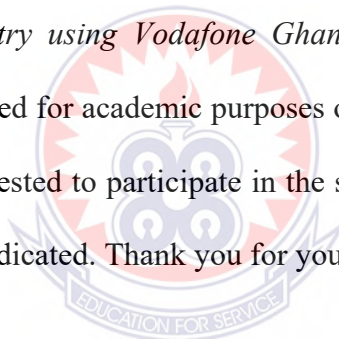
**PART I**

**SECTION A: DEMOGRAPHIC INFORMATION**

*Please place a tick (√) in the appropriate box.*

1. Gender

   a. Male [   ]          b. Female [   ]

2. Age Range

a. Below 25 years [   ] b. 25-30 years [   ] c. 31-35 years d.   [   ] 36-40 years e.

   41-above [   ]

b. Marital Status

   a. Single [   ]   b. Married [   ]   c. Separated/ Divorced [   ]   d. Widowed [   ]

3. Educational Level

a. Diploma [   ]  b. Degree  [   ]  c. Master's [   ] d. Other(s)

   specify…………………….……

4. Rank

a. Senior Manager [   ]   b. Department Head [   ]   c. Line Manager [   ]

d. Customer Relations Officer [   ]  e. Other(s)

specify………………………………………

5. How long have you been employed?

   a. Less than 1 year [   ]  b. 1-4 years [   ]  c. 5-10 years [   ]  d. Over 10 years [   ]

**6.** Which department do you work in? a. Customer service [   ]   b.  Finance[   ]

c. Information Technology     d. [   ]  Research and Development [   ]

e. Other(s) specify……………………………………………………………………

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7. Have you ever received any form of training since joining Vodafone Ghana? Yes [

]  No [   ]

**8**. If yes, mention the type of training/course attended.

a. On-the-job training [   ]      b. Off-the-job training [   ]  c. Both [   ]

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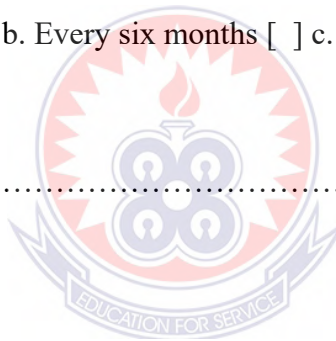
a. Yes [  ]        b. No [  ]

**10.** 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 [  ]

**11.** How often do you undergo training?

a. Every three months [  ] b. Every six months [  ] c. Once a year [  ] c. Every two

years [  ]

e. Other(s) specify…………………………………………………………………………

**PART II**

The table below shows the responses in the Lirket scale, indicating the extent to which you agree with the following: Strongly Disagree (SD=1), Disagree (D=2), Agree (A= 3), and Strongly Agree (SA=4).

In relation to training and development, which of the following statements best describes your response**?**

**IN RELATION TO TRAINING AND DEVELOPMENT, WHICH OF THE FOLLOWING STATEMENTS BEST DESCRIBES YOUR RESPONSE**

| No | Items | SD | D | A | SA |
|---|---|---|---|---|---|
| 1 | The company provides the training that I need to do my job well. | | | | |
| 2 | The training meets my needs for my current job. | | | | |
| 3 | All training and development initiatives had been made aware to me. | | | | |
| 4 | The organization gave me the necessary resources to use my newly acquired skills. | | | | |
| 5 | Management provides the emotional support I need to impact the newly acquired skills. | | | | |
| 6 | The training and development strategies are allocated with adequate time and budget for all its activities. | | | | |
| 7 | The organization allows me to suggest ways to improve my skills and shortcomings | | | | |
| 8 | Training and development strategies are conducted successfully on the job | | | | |
| 9 | Training and development provided improved my job performance. | | | | |
| 10 | I know what is expected of me at work. | | | | |
| 11 | The training and development strategies that are provided in my workplace equip me with the knowledge and skills to be able to perform effectively | | | | |
| 12 | The exploration of different methods of doing jobs helped me improve my time and management skills | | | | |
| 13 | I can transfer the knowledge and skills that I acquired through training and development strategies back to my job situation | | | | |
| 14 | Each method of carrying out a task has acceptable time limits. | | | | |

**IN RELATION TO EMPLOYEE PERFORMANCE, WHICH OF THE FOLLOWING**

**STATEMENTS BEST DESCRIBES YOUR RESPONSE?**

| No | Statement | SD | D | A | SA |
|---|---|---|---|---|---|
| 1 | My performance is determined by the methods that I use to perform a task. | | | | |
| 2 | Organizational standardized methods maintain the overall organizational performance. | | | | |
| 3 | There is a clear link between my skill shortcoming and the training provided | | | | |
| 4 | Clear training and development identify key performance areas | | | | |
| 5 | The management development program improved my decision-making skills. | | | | |
| 6 | Management support on training initiatives improves individual or employee performance. | | | | |
| 7 | The work environment supports me to perform to the best of my abilities. | | | | |
| 8 | My performance is improving due to the training and development provided. | | | | |
| 9 | I feel comfortable when performing my duties. | | | | |
| 10 | Clear methods of performing tasks lead to my efficiency and effectiveness. | | | | |
| 11 | Different methods of carrying out a task affect performance. | | | | |
| 12 | I get feedback on my performance standards. | | | | |
| 13 | The company undertakes performance appraisal exercises. | | | | |
| 14 | The working conditions permit me to perform well | | | | |