

UNIVERSITY OF EDUCATION, WINNEBA

**ASSESSING EMPLOYEE SATISFACTION WITH EMPLOYERS SUPPORT
FOR HIGHER EDUCATION, A CASE OF ECOBANK GHANA LIMITED**



BEATRICE ATTAKORAH ASARE

AUGUST, 2017

UNIVERSITY OF EDUCATION, WINNEBA

**ASSESSING EMPLOYEE SATISFACTION WITH EMPLOYERS SUPPORT
FOR HIGHER EDUCATION, A CASE OF ECOBANK GHANA LIMITED**

BEATRICE ATTAKORAH ASARE

(7151790013)



**A Dissertation in the Department of Management Studies, Faculty of Business
Education, Submitted to the School of Graduate Studies, University of Education,
Winneba in partial fulfilment of the requirements for the award of Master of
Business Administration (Organisational Behaviour and Human Resource) degree**

AUGUST, 2017

DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE

DATE.....



SUPERVISOR'S DECLARATION

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

NAME: DR. LORD OPOKU-ANTWI

SIGNATURE

DATE.....

ACKNOWLEDGEMENT

I am indebted to the almighty God for His protection throughout my master's programme. My sincere appreciation to my supervisor Dr. Lord Opoku-Antwi for taking time to correct all errors and also for his guidelines throughout the study. His suggestions have contributed immensely to the success of this study.



DEDICATION

I dedicate this work to God Almighty, Asare family and loved ones.



TABLE OF CONTENTS

CONTENT	PAGE
DECLARATION	ii
ACKNOWLEDGEMENT	iii
DEDICATION	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	viii
ABSTRACT.....	ix
CHAPTER ONE:INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	5
1.3 Objective of the Study	6
1.4 Research Questions.....	6
1.5 Significance of the Study.....	7
1.6 Limitations to the Study.....	8
1.7 Organization of the Study	8
CHAPTER TWO:LITERATURE REVIEW.....	10
2.1 Introduction.....	10
2.2 Training and Development	10
2.3 Effective Education/Training for Quality Job Performance	15

2.4.1 The Impact of Employer Support for Employee Education on Employee Commitment	19
2.4.1.1 Education/Training and Employee Investment.....	19
2.4.1.2 Education and Reciprocity	22
2.4.1.3 Training and Social Identity.....	24
2.5 Importance of Training and Development on Job Performance	25
2.5.1 Types of Education/Training Programs	27
2.6 Role and Impact of Training and Development on Job Performance.....	28
2.7 Employee Performance	32
2.7.1 Evaluation of employee performance	33
2.8 Relationship between Training and Employee Performance.....	34
CHAPTER THREE: METHODOLOGY	37
3.0 Introduction.....	37
3.1 Research Design.....	37
3.2 Sampling Technique and Sampling Size	38
3.2.1 Sampling technique.....	38
3.2.2 Sampling size.....	38
3.3 Research Instruments or Data Collection Tools/ Instruments	39
3.4 Validity and Reliability of Data.....	40
3.5 Data Analysis	41

CHAPTER FOUR:RESULTS AND FINDINGS.....	42
4.0 Introduction.....	42
4.1 Demographic Data of Respondent	42
4.2 Training and Development Programmes Available To Employees at Ecobank.....	43
4.3 Impact of Training and Development on Employees	44
4.4 Roles Played By Employers While Were Pursuing/Pursued Further Studies	45
4.5 Challenges Faced by Employees with Employers in Pursuit of Higher Education	46
4.6 Impact of Ecobank Support for Employee Education	47
4.7 Discussion of Results.....	48
CHAPTER FIVE:SUMMARY, CONCLUSION AND RECOMMENDATIONS	54
5.0 Introduction.....	54
5.1 Summary of Findings.....	54
5.1.1 Impact of Training and Development on Employee Performance	54
5.1.2 Role Played By Employers in Helping Employees Pursue Higher Education	55
5.1.3 Challenges Faced by Employees in their Pursuit of Higher Education	55
5.2 Conclusion	56
5.3 Recommendations.....	57
REFERENCES	60
APPENDIX:QUESTIONNAIRE	63

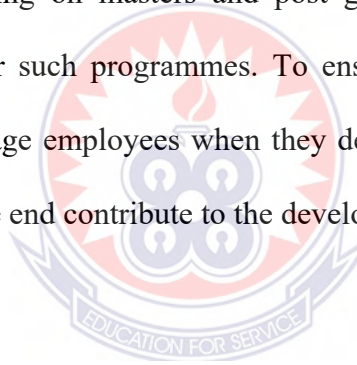
LIST OF TABLES

Table	Page
1: Demographic Data of Respondents	42
2: Training and Development Programmes Available To Employees at Ecobank	43
3: Impact of Training and Development on Employees	44
4: Roles Played By Employers While Were Pursuing/Pursued Further Studies	45
5: Challenges Faced by Employees with Employers in Pursuit of Higher Education.....	46
6: Impact of Ecobank Support for Employee Education	47



ABSTRACT

The study assessed employees' satisfaction with employers support for higher education at Ecobank Ghana Limited. Data for the study was obtained from a sample of one hundred (100) respondents through self-administered questionnaires. Both qualitative and quantitative data were used for the study. The results indicated that training and development help improve employees' performance within organizations, the study showed that the input from employers was minimal or non-existent. It was realized that employers did not pay any of the tuition fee of employees, employers did not pay part of the tuition fee. Among the recommendations made were that employers hardly encourage employees when embarking on masters and post graduate programmes even though employers do not pay for such programmes. To ensure the confidence of employees, employers should encourage employees when they desire to pursue higher education as such employees will in the end contribute to the development of the organization.



CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Improved capabilities, knowledge and skills of the talented workforce prove to be a major source of competitive advantage in a global market (McKinsey, 2012). To develop the desired knowledge, skills and abilities of the employees to perform well on the job requires effective training programs that may also effect employee motivation and commitment (Meyer and Allen, 2011). In order to prepare their workers to do their job as desired, organizations provides training as to optimize their employee's potential. Most of the firms, by applying long term planning, invest in the building new skills by their workforce, enabling them to cope with the uncertain conditions that they may face in future, thus, improving the employee performance through superior level of motivation and commitment. When employees recognizes their organization interest in them through offering education and training programs, they in turn apply their best efforts to achieve organizational goals, and show high performance on the job (Meyer and Allen, 2011).

Employees are the most valuable asset of every company as they can make or break a company's reputation and can adversely affect profitability. Employees often are responsible for the great bulk of necessary work to be done as well as customer satisfaction and the quality of products and events. Without proper training and education, employees both new and current do not receive the information and develop the skill sets necessary for accomplishing their tasks at their maximum potential.

Employees who undergo proper training tend to keep their jobs longer than those who do not (Becker, 2013).

Training is a necessity in the workplace. Without it, employees do not have a firm grasp on their responsibilities or duties. Employee training refers to programs that provide workers with information, new skills, or professional development opportunities (Becker, 2013).

A company's aim at gaining competitive advantage realizes the importance of training in improving employees' performance. Past researches provide the evidence regarding the positive effect of training programs on both employee and organizational performance. On one hand previous work in the field proved that effective training programs leads to superior return on investment while the other researches mentioned the positive role of training in attaining the supreme levels of employee retention (Colarelli & Montei, 2010).

Due to fast pace global and technological development the firms are now facing new changes as well as challenges. Technological advancements have moulded the need of capabilities and competencies required to perform a particular tasks. Thus, to cope with these challenges, more improved and effective training programs are required by all corporate bodies. Effective training programs helps in constructing a more conducive learning environment for the workforce and train them to cope with the upcoming challenges more easily and in time (Wei-Tai, 2010).

According to Farooq and Aslam (2011), managers are trying their best to develop employee's capabilities, ultimately creating good working environment within the organization. For the sake of capacity building managers are involved in developing the effective training programs for their employees to equip them with the desired knowledge, skills and abilities to achieve organizational goals. This struggle by the top management not only improves the employee performance but also creates positive image of the firm worldwide, (Jia-Fang, 2010). Effective training programs helps employees to get acquaintance with the desired new technological advancement, also gaining full command on the competencies and skills required to perform a particular job and to avoid errors and mistakes (Robert, 2009).

Amongst the important function of human resource management is employee development through proper training and development programs. Employee development refers to the capacity and capability building on an employee, and thus as of whole organization, to meet the standard performance level (Elena, 2010). The more developed the employee, the more they are satisfied with their job, hence increasing the firm productivity and profitability (Champathes, 2010).

According to McClelland (2012), for any nation to succeed in internationally competitive markets, the following requirements are essential:

1. Companies need to invest fully in the people;
2. Individuals need to achieve their full potentials;
3. Enterprise and ideas must flourish; and
4. Learning must be accessible, relevant and stimulating.

Throughout the world companies are realizing that the development of their Human resources is the key not only to business survival, but also to business success. The alternative to training and development are nowhere near as effective and efficient as they may appear in the short term (Sisson, 2010). It will be ridiculous and equivalent to backwardness when an organization makes efforts to recruit highly potential employees who possess the entire certificate require doing such job and fails to train such employee then, automatically the organization will not make such employee perform effectively and efficiently. Training is salient for new employees and those who do routine job. Training and development is a continuous process which will make the objectives and aspirations of the organization achievable through its manpower. Money invested in training and staff development is money well invested.

In spite of the large number of researches on the relationship between training and employee performance, there appears to be a gap, concerning employees' satisfaction with employers support for higher education. This has come about as a result of some employers failing to support their employees in such ventures while employees have to pay the full cost of their higher education without the help of employers. This research therefore tries to assess employee satisfaction with employers support for higher education.

1.2 Statement of the Problem

It has also been observed that the success of organizations in this modern business environment depends on the type of manpower that steers the day to day affairs of the organization. Training is a systematic process to enhance employee's skill, knowledge and competency, necessary to perform effectively on job. Overall, training impacts organizational competitiveness, revenue and performance. Unfortunately, the majority of governmental, private organization and international organizations are not recognizing the importance of training to increase their employee's productivity and when the economy slows or when profits decline, many organizations first seek cuts in their training budgets. This will leads to high job turnover then increase the cost to hire new employees which low down the organizational profitability (Becker, 2013).

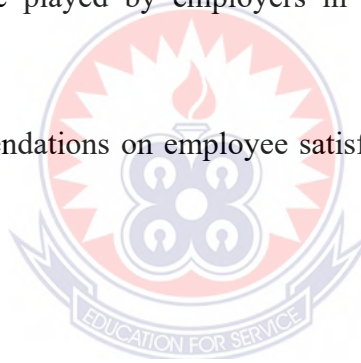
In a rapidly changing competitive environment, human resources are one important source of competitive advantage. Manpower planning and development can contribute to sustained competitive advantage through facilitating the development of competencies that are firm or organizational specific. Even though it is the wish of every organization to attract the best human resource in order to channel their collective effort into excellent performances, unconventional selection practices can mar any business plan. Even though training and development play an important part of every organization, its activities has come under scrutiny as some quarters are of the opinion employers are not in support of employee gaining higher education either through discouraging them or not supporting employees financially in the pursuit of higher education. In the light of this

the study seeks to assess employee satisfaction with employers support for higher education.

1.3 Objective of the Study

The general objective of the study is to assess employee satisfaction with employers support for higher education. The specific objectives are:

1. To identify the impact of training and development on employee performance
2. To investigate the challenges faced by employees in their pursuit of higher education in organizations
3. To assess the role played by employers in helping employees pursue higher education
4. To make recommendations on employee satisfaction with employers support for higher education.



1.4 Research Questions

The study will seek to address the following questions:

1. What is the impact of training and development on employees performance?
2. What are challenges faced by employees in their pursuit of higher education?
3. What roles does employers play in helping employees pursue higher education?

1.5 Significance of the Study

This study is expected to contribute to the knowledge base on Human Resource management in the areas of development and motivation. The study findings will also provide a link between effective performance, appraisal and training in the private and the larger public service in general. This may lead to attraction and retention of qualified personnel in organizations who will be assured of requisite rewards for high levels of performance. The study could benefit other organizations (both public and private) in coming up with an effective training and development programmes. The study would also be useful to HR practitioners since one of the functions of HR management is training and development. Finally, the study would help other researchers who might want to undertake research in the area of training and development, staff appraisal, performance and motivation.

It will also be beneficial to the academic community and decision makers who deal directly with the organizations and to make meaningful proposals and suggestion to improve training and development schemes in organizations. The study will serve as a spring board to those who want to delve much into development of employees in organizations.

Furthermore, to the academia, the output of this study will serve as a written document to add to existing literature on the subject under study and will be useful source of reference for researchers, academics, students and professionals interested organizational development.

1.6 Limitations to the Study

During the research a lot of limitations were encountered in the collection of data. Firstly, a sizeable number of the respondents were reluctant and others refused to assist in the administration of the questionnaire since most of them claimed that the questions were too lengthy while others thought that through their responses they could be victimized. This in a way affected the responses of responses which in a way will have an impact on the reliability of information from respondents.

Financial constraint posed a lot of difficulty to the researcher in the entire course of the study. It was not easy for the researcher to raise funds to settle cost incurred in respects of transportation, typesetting among others.

Finally, time constraint also limited the scope and coverage of the study because it is the researcher's belief that a broader scope would have painted a better picture of the situation. In spite of all these challenges, the researcher made the necessary effort to make the study come into fruition.

1.7 Organization of the Study

Chapter one provides an introductory overview of the full study comprising the statement of the problem, objectives of the study, research questions, and relevance of the study. Delimitation of the study, operational definition of terms and how the thesis was organized are also captured in this chapter.

Chapter two follows with a review of relevant literature on working capital management practices of small and medium scale enterprises.

Chapter three presents the methodology used for the study and gives a detailed overview of the population sampling technique, the research design, research instrument, the data collection procedures and data analysis procedures. It also provided analytical framework and the relevant variables that were included in the model to be used in the study.

Chapter four focuses on the characteristics of the respondents and the analysis of the data.

Chapter five and six summarizes, concludes and offer recommendations for the study.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The main purpose of the study is to assess employee satisfaction with employers support for higher education. This chapter looks at a review of literature related to the study. For the purpose of making any meaningful and realistic conclusions on the data that will be drawn from the study, it is very important that a closer look is taken at similar works done on employer support for higher education and review some of the related literatures pertinent to the study, in order for comparison, confirmation and differences to be laid bare. Due to this, this chapter is meant to contain the review of various literatures considered to be relevant to the study. This section would deal with a review of relevant literature on the following topics; training and development, employer support for higher education, importance of training and development on job performance, role and benefits of training and development on job performance.

2.2 Training and Development

Human Resource Management involves the management of the human resources needed by an organization and also being certain that human resource is acquired and maintained for purposes of promoting the organization's vision, strategy and objectives (Archer and Davison, 2011). In other words, HRM focuses on securing, maintaining, and utilizing an effective work force, which organizations require for both their short and long term survival in the market. In order for HRM to achieve its organizational objectives, managers should perform a number of basic functions which represent what is often

referred to as the management process (Callender, Hopkin and Wilkinson, 2010). It is worth noting that in the existing management literature, HRM functions have been differently classified by different researchers despite the fact that they all serve the same purpose of making available effective human resources. The basic functions being referred to above are human resource planning, organizing, staffing, leading, and controlling. In relation to the above and a focus in this study are Hameed' score HRM functions namely staffing, training and development, performance appraisal, compensation and benefits, and finally union and employee relations and health and safety (Hameed, 2011).

In the field of human resource management, training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development, and learning and development (Harrison 2011).

“Training is the process that provides employees with the knowledge and the skills required to operate within the systems and standards set by management.” (Sommerville, 2010). “Training, in the most simplistic definition, is an activity that changes people’s behaviour” (McClelland 2010). Training has traditionally been defined as the process by which individuals change their skills, knowledge, attitudes, and/or behavior. In this context, training involves designing and supporting learning activities that result in a desired level of performance. In contrast, development typically refers to long-term

growth and learning, directing attention more on what an individual may need to know or do at some future time. While training focuses more on current job duties or responsibilities, development points to future job responsibilities. However, sometimes these terms have been used interchangeably or have been denoted by the single term performance consulting, which emphasizes either the product of training and development or how individuals perform as a result of what they have learned (McClelland, 2010).

This involves training and development of workforces and managers (McNamara, 2010). Training and development are often used to close the gap between current performances and expected future performance. Training and development falls under HRD function which has been argued to be an important function of HRM (Weil & Woodall 2009). Amongst the functions activities of this function is the Identification of the needs for training and development and selecting methods and programmes suitable for these needs, plan how to implement them and finally evaluating their outcome results (Vemic, 2012).

Hutchings, Zhu, Brain, Zhang and Shao (2009) argue that policies are necessary to ensure that employee performance is evaluated, which in turn ensures that the appropriate training and development take place. With the help of the performance appraisal reports and findings, the organization can be able to identify development needs. However, individuals themselves can help to indicate the areas requiring improvement as a result of the issues raised in the performance appraisal process and their career path needs. The

main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations.

The goal of training is to create an impact that lasts beyond the end time of the training itself. The focus is on creating specific action steps and commitments that focus people's attention on incorporating their new skills and ideas back at work. Training can be offered as skill development for individuals and groups. In general, trainings involve presentation and learning of content as a means for enhancing skill development and improving workplace behaviors (Booth, 2011).

These two processes, Training and Development, are often closely connected. Training can be used as a proactive means for developing skills and expertise to prevent problems from arising and can also be an effective tool in addressing any skills or performance gaps among staff. Development can be used to create solutions to workplace issues, before they become a concern or after they become identifiable problem (Khawaja and Nadeem, 2013).

Development is a process that “strives to build the capacity to achieve and sustain a new desired state that benefits the organization or community and the world around them” (Paradise, 2010). Development perspective examines the current environment, the present state, and helps people on a team, in a department and as part of an institution identify effective strategies for improving performance. In some situations, there may not be

anything “wrong” at the present time; the group or manager may simply be seeking ways to continue to develop and enhance existing relationships and job performance. In other situations, there may be an identifiable issue or problem that needs to be addressed; the Development process aims to find ideas and solutions that can effectively return the group to a state of high performance. Development implies creating and sustaining change (Rohan and Madhumita, 2012).

Training and development describes the formal, ongoing efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programmes. In the modern workplace, these efforts have taken on a broad range of applications from instruction in highly specific job skills to long-term professional development. In recent years, training and development has emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies (Mamoria, 2010). More and more companies of all sizes have embraced "continual learning" and other aspects of training and development as a means of promoting employee growth and acquiring a highly skilled work force. In fact, the quality of employees and the continual improvement of their skills and productivity through training are now widely recognized as vital factors in ensuring the long-term success and profitability of small businesses and in addition create a corporate culture that supports continual learning (Rohan and Madhumita, 2012).

For the most part, the terms "training" and "development" are used together to describe the overall improvement and education of an organization's employees. However, while

closely related, there are important differences between the terms that center on the scope of the application. In general, training programmes have very specific and quantifiable goals, like operating a particular piece of machinery, understanding a specific process, or performing certain procedures with great precision. Developmental programmes, on the other hand, concentrate on broader skills that are applicable to a wider variety of situations, such as decision making, leadership skills, and goal setting (Jacob, 2013).

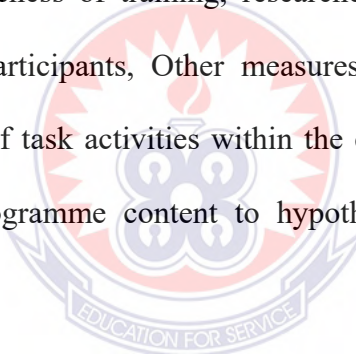
2.3 Effective Education/Training for Quality Job Performance

Implementation of formal training and development programmes offers several potential advantages to quality job performance in business organizations. For example, training helps companies create pools of qualified replacements for employees who may leave or be promoted to positions of greater responsibility. It also helps ensure that companies will have the human resources needed to support business growth and expansion. Furthermore, training can enable a small business to make use of advanced technology and to adapt to a rapidly changing competitive environment (Rohan and Madhumita, 2012). Finally, training can improve employees' efficiency and motivation, leading to gains in both productivity and job satisfaction. All of these benefits are likely to contribute directly to a business's fundamental financial health and vitality (Ambler, 2012).

Effective training and development begins with the overall strategy and objectives of the small business. The entire training process should be planned in advance with specific company goals in mind. In developing a training strategy, it may be helpful to assess the

company's customers and competitors, strengths and weaknesses, and any relevant industry or societal trends. The next step is to use this information to identify where training is needed by the organization as a whole or by individual employees (Jacobs, 2013). It may also be helpful to conduct an internal audit to find general areas that might benefit from training, or to complete a skills inventory to determine the types of skills employees possess and the types they may need in the future. Each different job within the company should be broken down on a task-by-task basis in order to help determine the content of the training program (Devi & Nagurvali Shaik, 2012).

In measuring the effectiveness of training, researchers have typically relied upon the subjective reactions of participants. Other measures that have been used previously include the performance of task activities within the context of training programmes or their ability to apply programme content to hypothetical situations similar to those encountered on the job.



2.4 Employer Support for Higher Education

In recent years, there has been significant growth in the number of U.S. workplaces offering financial education programs to their employees. This phenomenon provides an excellent opportunity to assess the effects of these programs on employees' financial literacy, financial expectations, and satisfaction with the employer. Being able to quantify these effects helps justify continuous promotion and improvement of adult financial education in the workplace (Cappelli, 2013).

According to Kewin and Casey (2011) businesses will invest in higher-level vocational training/qualifications that are specific to the roles of their employees or that can deliver measurable bottom-line benefits to the organization. Returns on training investment are, however, notoriously difficult to accurately quantify. The main reasons for investing in higher skills or education of employees can be seen that HR issues such as improved retention, increased staff motivation and staff reward are the most frequently cited reason with a significant proportion of businesses also investing in training in order to meet business strategy goals such as increased sales, productivity and profitability. It can be concluded, therefore, that amongst this sample of businesses investment in higher level skills training is primarily for strategic reasons rather than as a short-term response to market demands (Kewin and Casey, 2011).

The market for employer investment in higher skills is considered to be quite considerable. Connor and Hirsh, (2013) for example, estimates annual employer expenditure on training at £38.6bn an average of £1,750 per employee in the workforce and £2,775 per person trained although just 7% of this constitutes fees paid to external providers, including universities (Capelli, 2013).

Despite these figures it remains difficult to distinguish investment in higher skills as opposed to other forms of provision. Most businesses do not generally keep a central record of the amount spent with external providers at HE level or the financial support given to part-time learners. The overall picture that emerges is of companies generally willing to contribute in some way towards the costs of higher education for their

employees yet seeking to supplement this with external funding and/or student contributions. A recent report from HEFCE, for example, indicated that whilst the majority (77%) of 2010/11 part-time foundation degree qualifiers had some financial support from their employer, only 29% had their full fee paid. Research by Universities UK and Guild HE suggests that, whilst evidence is sometimes contradictory, most part-time students in higher education pay their own fees although some may subsequently recover these costs from their employers (Green, 2011).

The 2010 HEFCE HE-Business and Community Interaction Survey indicated that, overall UK companies appear to be more reluctant than their overseas competitors to invest in formal staff development, spend less than others with external training providers and place greater emphasis on knowledge and skills acquired in the work-place. Despite this, the HE-BCI data for 2005-06 indicated that universities earned over £400m from businesses and other external sources for CPD and training (compared with less than £130m in 2002-03), although the CBI estimated that total spending in this area was £23.5bn in 2004 thereby implying that formal HE currently accounts for only a very small part of this market (Green, 2011).

Of employer funding for higher education in universities a significant proportion comes from healthcare and teacher training. The HEFCE strategy on Engaging Employers with Higher Education (2006), for example, reported that 64,970 of 620,680 new entrant UG students (10 per cent) were on programmes funded by NHS/DOH and social care. Such areas demonstrate well established and successful links between higher education and

employers and, although it is unclear to what extent to which this model could be transferred to other sectors and occupations, it is certainly worthy of investigation (Green, 2011).

2.4.1 The Impact of Employer Support for Employee Education on Employee Commitment

There is not a significant body of literature relating to the impact of employer support for employee education on organizational outcomes. The following sections will attempt to add to this literature by examining the effect that employer support for employee education has on employee commitment.

2.4.1.1 Education/Training and Employee Investment

An investment is a contribution that an employee makes today in anticipation that the benefit and “pay off” will be achieved in the future. Becker (2010) identified these investments as “side bets”. In many aspects, education is one such “side bet” that may increase employee investment and commitment.

Becker (2010) sought to better understand the relationship between the costs and returns to training and education by identifying two mutually exclusive forms of education – general education and specific education. General education is education that provides the worker with skill development not only applicable at the present employer, but also at other firms throughout the labour market. Some examples of general training programs are apprenticeship education, general degree or masters’ programme. Educational

reimbursement is also an example of general training, as the skills acquired can be of use to many different employers (Kaufman, 2010).

Becker's model suggests that because general education provides skill development that can be used at other companies, the employer will not invest in it. The underlying premise is that within a competitive labour market, employees are typically paid for their level of production. With that, a company that provides general education or training will have to pay the employee a wage that coincides with their newly learned skills and their higher level of production. Companies that continue paying employees the pre-training rate of pay, risk losing the employee to a firm that will provide the higher wage. As a result, turnover would increase. By paying the higher wage, as well as paying for the general education, the current employer would be unable to recoup its overall investment. As a result, companies have no incentive to pay for general education or training and it is the workers themselves that will need to bear this cost (Frazis and Spletzer, 2011).

In contrast, specific on-the-job training is training that increases the workers productivity and output only at the company that provides it. The training is "specific" to that particular company only. An example of specific training may include operating machinery that is company specific.

Specific on-the-job training also differs from general education or training in that it is typically the company and not the individual worker that bears the cost of the training. The thought is that because training is specific to the individual company and non-

transferable, the productivity of the worker increases for that particular company, but would remain the same for any other organization within the labour market. As a result, it is unlikely that specific training would result in turnover.

Becker's argument essentially states that the more specific the training the less likely turnover will occur. As the skills obtained are non-portable and non-transferable to other organizations, this type of specific training is paid for by the employer. In turn, employees typically receive less pay during the specific training period in anticipation of future wage increases. By contrasting Becker's model with a commitment approach one can see that the employee's investment of time and the anticipation of higher wages as potentially leading to an increase in commitment. Training in this context becomes a "side bet". The investment of time and effort expended during the training process is one such factor that may enhance an employee's commitment to the organization.

In contrast to Becker's belief that companies have little reason to invest in general training, from a commitment perspective one is able to ascertain several benefits to doing so. As stated initially this section, the time, energy, and effort, that employees display in any type of training can result in a more invested and committed employee. Education, whether it is general or specific, can be viewed by the employee as a current investment that may offer a greater "pay off" at a later date. This increased investment on the part of the employee ties them closer to the organization (Scholl, 2012). Should the investment achieved from training become linked to part of a more global human resource strategy within the organization, then commitment will grow even more (Bartlett, 2012).

2.4.1.2 Education and Reciprocity

Reciprocity essentially states that an employee will help the company because the company helped them. This parallels the notion of the employee having a “sense of debt” toward the organization. Research on this element of commitment indicates that employer supporting employee education can play an integral role in building a sense of debt to the company. Education that achieves reciprocity in the employee will foster an individual’s commitment to the organization.

Many scholars agree that organizations that provide assistance to education and train their employees consistently have better outcomes than those that do not. When business environments change quickly and abruptly, it is typically the companies with the best trained employees that adapt and adjust most efficiently.

Glance, (2012) determined these statements to be accurate in their study that looked at employers that support employee education, training and turnover from the perspective of evolving organizations. The researchers affirmed that supporting employees’ education and consistent training encourages “spontaneous cooperation” in many large companies. Even in fast moving and ever evolving industries, the cooperation that can be achieved through educational support and training could lessen the need for complicated company policies. From a reciprocity perspective, one can ascertain that this “spontaneous cooperation” which results from employers assisting employees’ education and persistent training is due to the training participant’s sense of debt to the company. These fast paced, ever-changing industries need to retain employees in order to achieve company

goals and gain a competitive advantage. As the study found, organizational support for employees' education and consistent training can offer these employees an opportunity they may have not been able to achieve elsewhere. This translates to the employee feeling a sense of debt to the company and desiring to "spontaneously cooperate" as a means of repaying the reward that they received.

Burke (2011) found that employees that participated in the most number of training programs and rated the trainings they attended as most relevant and employees who had support from their employers on further education, viewed the organization as being more supportive, looked at the company more favourably, and had less of an intent to quit. One could argue that employer support for employee education and training was able to enhance the employee's sense of debt towards the organization. The result is a more committed employee that has a greater desire to remain. In this example, reciprocity holds that the employee received a "benefit" of support in education and training from the company and will attempt to repay it in the future. In essence, the employee will need to remain committed to the organization until the "benefit" is paid off (Scholl, 2012).

O'Connell (2011) clearly portrayed the idea of reciprocity in his empirical research of organizations in Ireland. The researchers found that because of the transferability of skills that general training or education offers, employees devoted greater effort and energy to general education. O'Connell found that the outcome of education or training depends on the effort that the participants put into it. The greater the sense of debt incurred with the education or training program, the more of a return on the investment that organizations

will secure from the employee. From an employee perspective general education was found to be more valuable to employees than specific. Since a great deal of research indicates that general and specific training are many times enmeshed and intertwined in each other, it may best serve organizations to promote and encourage participation in general education or training programs.

2.4.1.3 Training and Social Identity

Literature suggests that an individual's identity is closely related to their employment. In turn, training that serve's to increase an employee's identification with the organization is likely to produce a more committed worker. Upon hire, training is typically one of the first human resource practices that organizations offer to their new employees. Training plays an integral role in the socialization process for many employees. Employees enter the employment relationship with many expectations and desires. When these expectations and desires are fulfilled, then the employee is able to better identify with the company. The result is an employee that becomes more committed. In turn, when a training program fails to meet these expectations, then there is usually a negative attitude change. These unmet expectations can lead to a decrease in commitment and a greater likelihood of turnover (Tannenbaum, 2011). The decrease in commitment can be directly related to the employee being unable to identify with the organization. In contrast, when employee expectations and desires are achieved through training the worker is able to feel a greater connection.

Management support for employee education and training that attempts to increase identification with the organization is greatly enhanced when used within a strategic approach to building commitment. Social support for training is a major factor in ensuring its successful integration. Support from upper management, middle managers, and colleagues can significantly impact the level of investment an employee will make. Cues from these people and from company policies can send a message to employees regarding the importance of development of the individual. The more positive the cues, the more likely education and training will enhance an employee's identification with the company. As a result, employee commitment is enhanced due to the perceived support that one receives from colleagues and managers.

Fostering an environment where participation in educational programs are encouraged and linked to an overall human resource strategy can have a significant impact on an employee's level of commitment. In these organizations, commitment is likely to be higher, as employees are better able to identify with the organization (Bartlett, 2012). Training can be utilized as a tool that serves to entrench the employee deeper into a particular social identity. Doing so will make it more difficult for the employee to change and more committed overall (Scholl, 2012).

2.5 Importance of Training and Development on Job Performance

Training is one element many corporations consider when looking to advance people and offer promotions. Although many employees recognize the high value those in management place on training and development, some employees are still reluctant to be

trained. Training and development offers more than just increased knowledge. It offers the added advantage of networking and drawing from others' experiences therefore it is not uncommon to hear excuses regarding why someone has not received training (Choo, 2009).

Training in an organization can be mainly of two types; Internal and External training sessions. Internal training occurs when training is organized in-house by the Human resources department or training department using either a senior staff or any talented staff in the particular department as a resource person (Bowley, 2010). On the other hand, External training is normally arranged outside the firm and is mostly organized by training institutes or consultants. Whichever training, it is very essential for all staff and helps in building career positioning and preparing staff for greater challenges.

While the applications of training and development are as various as the functions and skills required by an organization, several common training applications can be distinguished, including technical training, sales training, clerical training, computer training, communications training, organizational development, career development, supervisory development and management development (Schmidt, 2009).

Hamid (2011) is of the opinion that for every employee to perform well, there is the need for constant training and development. The right employee training, development and education provide big payoffs for the employer in increased productivity, knowledge, loyalty, and contribution to general growth of the firm. The reasons behind employee

training and development cannot be overemphasized. One can easily deduce some reasons behind firms engaging in training and developing their staff. Some of the reasons thus are;

1. When needs arise as a result of findings from the outcome of performance appraisal.
2. As part of professional development plan.
3. As part of succession planning to help an employee be eligible for a planned change in role in the organization.
4. To imbibe and inculcate a new technology in the system.
5. Because of the dynamic nature of the business world and changing technologies.

2.5.1 Types of Education/Training Programs

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

Job Training

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

Orientation Training

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

Career Development Training

This is also given to employees at all levels in the organization to prepare them for future changes, new venture creations and responsibilities.

2.6 Role and Impact of Training and Development on Job Performance

According to the Organization for Economic Co-operation and Development (OECD) Employment Outlook 2004, policies aimed at enhancing workers' skills contribute to an improvement in employment performance. Lifelong learning is shown to be a vital element in employment strategies. Staff training is a significant part as well as the key function of Human Resource Management and Development; it is the crucial path of motivating employees and increasing productivity in the business (Hamid (2011)).

With the development of the technologies and the whole business environment, employees are requested to be more skilled and qualified, even if you are a good employee today, you could be out of the line some other day if you do not keep studying. A company needs organized staff training if wants to be competitive among others (Wang 2009) Staff training is the key task to help everyone in the company to be more united. An enterprise could hire experienced employees or train employees to be skilled. When the company trains their own staff, by providing and forming a harmonious atmosphere, accurate work specification and the passion of work, team spirit will be built between employees and management team within the process. Training of work tasks is one of the main aspects of staff training, including principles at work, professional knowledge and skills, by offering employees these essentials, staff training helps personal

abilities match with business requirements. Training could be enormously demanding and should be in-depth; lack of training or poor training brings out high employee turnover and the delivery of substandard products and services (Sommerville, 2010).

Staff training enhances the capabilities of employees and strengthens their competitive advantage. Effective training will improve the personal characters and professional abilities. Not only employees, management and organization would benefit from staff training, customers and guests benefit as well, because of the received quality products and services (Sommerville, 2010).

According to Sommerville (2010) training increases job satisfaction and recognition of the employee. During the training, employees will be introduced what the work is about, how to do, what kind of role does the job play in the whole business, it helps them to understand their work better and also love what they do by understanding the work.

He also stated that training encourages self-development and self-confidence among employees. After systemized training, employees will understand what important role their jobs play, and with the information, knowledge and experiences obtained during the training, they will be more confident with their work, so that better services will be provided.

Training also helps to clearly identified career opportunities of employees. Employees gained not only professional knowledge and skills during training, training also broads

their choices on setting career targets. They can get the opportunity to get to know other positions, increases the possibilities of promotions in the meantime (Vemic, 2012).

It helps the employee become an effective problem solver. Practical experience can be taught and guided in the training; employees will learn the methods of solving problem or complaints during training (Daft, 2011). It allows the employee to become productive more quickly. By training, employees get familiar with their work tasks, advanced knowledge and techniques which improve their capabilities, increases productivity.

To management, Training aids in evaluating employee performance. People who are responsible for training will find out those employees during training, who are quick learners, who have better knowledge and skills, so that different methods of training can be chosen, therefore, better results will be acquired (Khawaja & Nadeem, 2013).

It also aids in sustaining systems and standards. Within the training, employees will be introduced to the principles and standards of financial institutions, together with the policies and procedures; hence banking institutions can sustain its standards and system with the help of training.

It also helps management to identify employees for promotions or transfers. During the training, employees' abilities and personalities will be easily identified by experienced trainers, or some employees are more suitable for other positions, hotels can adjust and make best use of employees' knowledge and abilities.

According to Kinicki and Kreitner (2009), training ensures that the people implications of change are raised and understood by the organizational decision makers. According to Sommerville (2010), Training leads the organization to improved profitability. Owing to the growth of productivity and better services after training, it is more promised for the industry to have more profits in return.

Brookes, (2010) mentioned that training reduces accidents and safety violations in the organization. Without organized training and guidance, especially employees who work with dangerous facilities, accidents are easily occurred, training can help organizations to prevent accidents.

Kraak (2011) also said that training reduces wastage and costly employee turnover. Wastage and damages in different departments are commonly found out in organization operation, with the help of staff training; unnecessary wastage and damages can be avoided. Regular trainings can decrease work pressures and employee turnover, as a result, less labor cost will be spent and better service can be achieved.

Training also aids in organizational development. Financial institutions need to develop their technologies and way of working in order to be competitive, and staff training assures the competitiveness, because training will bring good quality, effectiveness and loyal customers to the hotels (Sommerville 20010).

2.7 Employee Performance

Employee's performance means how well employees perform on the job and assignments assigned them measured against the generally accepted measure of performance standards set by their companies. This means there are general expectations expected of employees in relation to their performance in every company. Employees can be said to have performed when they have met the expectations and performed up to standard.

Employee performance can also be defined as the functioning and presentation of employees. This means, how employees are able to effectively administer their task and assignments and also how they present their assignment to reflect the quality and good service desired by their companies. Performance is associated with quantity of output, quality of output, timeliness of output, presence/ attendance on the job, efficiency of the work completed [and] effectiveness of work completed” (Mathis & Jackson 2009).

Employee Performance is the successful completion of tasks by a selected individual or individuals, as set and measured by a supervisor or organization, to pre-defined acceptable standards while efficiently and effectively utilizing available resource within a changing environment.

Aguinis (2009) described that “the definition of performance does not include the results of an employee’s behavior, but only the behaviors themselves. Performance is about behavior or what employees do, not about what employees produce or the outcomes of their work”. Perceived employee performance represents the general belief of the

employee about his behavior and contributions in the success of organization. Employee performance may be taken in the perspective of three factors which makes possible to perform better than others, determinants of performance may be such as “declarative knowledge”, “procedural knowledge” and “motivation”. HR practices have positive impact on performance of individuals.

Carlson et al. (2006) proposed five human resource management practices that affect performance which are setting competitive compensation level, training and development, performance appraisal, recruitment package, and maintaining morale. Tessema and Soeters (2006) have carried out study on eight HR practices including recruitment and selection practices, placement practices, training, compensation, employee performance evaluation, promotion, grievance procedure and pension or social security in relation with the perceived performance of employees. Therefore, it is concluded that these HR practices have positive and significant associations with the perceived performance of employees.

2.7.1 Evaluation of employee performance

When evaluating the performance of employees, it is very important to have a check list that will be used consistently in measuring the performance of all employees. The techniques for measuring the performance of employees may differ from every company.

Some of these evaluation techniques are:

Ambition / Initiative

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

Attitude / Cooperation

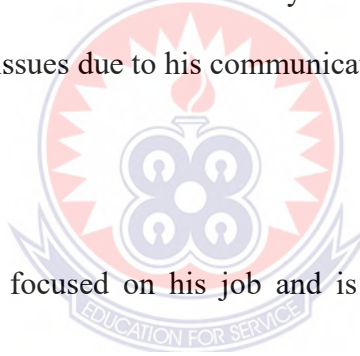
Does the employee have a positive attitude towards his fellow employees and his work and also he is able to work on different task?

Communication skills

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

Focus

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



2.8 Relationship between Training and Employee Performance

The information thus far reveals a seeming consensus in the belief that there is a positive relationship between training and employee performance. Thus training impacts positively on employee's performance by generating benefits to both the employees and the organization they work for through the development of skills, knowledge, abilities, competencies and behavior.

Training plays a significant role in the development of organizations, enhancing performance as well as increasing productivity, and ultimately putting companies in the best position to face competition and stay at the top. This means that, there is a significant relationship between organizations that train their employees and organizations that do not. According to Mathis and Jackson (2011) in his book *Human Resource Management: Gaining Competitive Advantage* in 2000, “he stated that only 16% of United States employees have ever received any form of training from their employers”. From the researcher’s point of view, there is a possibility that in about five or more years to come the rapid development in technology can cause high unemployment rate because these forms of technology will replace the unskilled labor in the United States. There is therefore the need for United States to put strategies and policies in place to ensure that its human resource is trained in order to meet the standards of the growing technology. In realization of this, General Electric, Texas Instruments and Federal Express have already made the initiative and now invest between 3% and 5% of their payroll in training.

Every organization that is committed to generating profits for its owners (shareholders) and providing quality service for its customers and beneficiaries invest in the training of its employees. (Evans and Lindsay 2010). According to Robert Simpson Managing director of Legna Construction Limited , a construction company located in the central region of Ghana which contributes substantially to the development of the country through its roads construction and employment of the country’s human resource, training of the company’s human resource contributed to the company gaining substantial

increase in revenue from 2005 – 2009. (40% increase from 2001 – 2004). He attributed this to the skills and knowledge the employees gained through the training that helped them be more efficient thus reduced cost on the job thereby gaining more revenue. Evans and Lindsay (2010) also stated that, Motorola & Texas Instruments provide at least 40 hours of training to every employee quarterly and this has significantly impacted on the employee performance.

Companies committed to investment in their human resource generate long term and sustainable profitability for the company. In a study in America on the impact of human capital investments such as employer-provided training and development, Black and Lynch (2012) stated that “returns on training and development investments increase productivity by 16%”. This further reinforces the role of training on employees. Based on the attributes that are developed the employees implement them on their tasks and thus the company is able to improve thus generate the profits for the firm. Also because the attributes are imparted and developed through the systematic and planned training program, it becomes a part of the employees thus they are able to implement them on every task thus the increased profit leading to sustainable profitability.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This Chapter deals with the research procedures used in the collection and presentation of field data for the study. It covers the research designs, population and sample size, research instrument, data collection procedure and data analysis procedure.

3.1 Research Design

The study design adopted was descriptive and analytical sample survey. It was chosen in view of the facts that, it is a small scale study of relatively short duration and it involves a systematic collection and presentation of data to give a clear picture of a particular situation. It was aimed at getting relevant information related to assessing employee satisfaction with employers support for higher education.

Fowler (1988) as quoted by Creswell (1994) defines a survey design as that which provides a quantitative or numerical description of some fraction of the population, which is the sample, through the data collection process of asking questions of people. This data collection in turn enables a researcher to generalize the findings from a sample of responses to a population.

The researcher employed both quantitative and qualitative methods of research analysis and mainly used primary data in addition to secondary data. Quantitative research because it generates statistics through the use of methods such as structured questionnaires. Also, this type of research reaches people in a much quicker way than

qualitative research. Under the qualitative method of research, descriptive analysis was used.

Data collected was primary data as it was collected directly from respondents, who were mainly staff or employees of Ecobank. Secondary data will be used because this research will use other materials like journals, the internet and many other materials for this study. The method of data collection was the use of structured questionnaires. The use of structured questionnaires was important because they served as point of reference for respondents as well as a good tool for collecting adequate primary quantitative data. Furthermore, apart from the fact that they were relatively easier to administer and analyze, most people are familiar with the concept of questionnaires.

3.2 Sampling Technique and Sampling Size

3.2.1 Sampling technique

The simple random sampling technique will be adopted in the selection of the sample units. In most findings, simple random sampling is one where each item in the universe has an equal or known opportunity of being selected. The researcher conveniently chose Ecobank Ghana Limited in the Ashanti Region as the case study due to accessibility and limited time frame for the research.

3.2.2 Sampling size

According to Descombe (2000) the case study approach calls for the researcher to make choices from among several numbers of possible events, people and organizations. He

further maintained that, the researcher may have to pick one or just a few examples from the group of things that are being studied. Moreover, he indicates that whatever the case and the subject matter, the case study normally depends on a deliberate and explicit choice about which case to select from among the numerous possibilities. The population of this study was the entire staff of Ecobank Ghana Limited in the Ashanti Region. This was because the research topic was on assessing employee satisfaction with employers support for higher education.

A sample size of one hundred (100) was selected for this study from ten branches in the Ashanti Region. The researcher conveniently chose the area as the case study due to accessibility and limited time frame for the research. The table below shows the sample unit.



Respondents	Frequency
Females	37
Males	63
Total	100

Source: field survey, 2015

3.3 Research Instruments or Data Collection Tools/ Instruments

There are lots of instruments used in data collection. They include observations, interviews, focus group discussions and questionnaires. Structured questionnaire was used as instrument to find out from the sampled respondents their knowledge on investment products. Questionnaire was chosen because it helped the researcher reach a large number of people quickly as compared to others like interviews. A questionnaire was developed by the researcher to obtain relevant information on the topic. The

questions were divided into sections that covered the research objectives and research questions.

3.4 Validity and Reliability of Data

For a given problem, validity is one of the concepts used to determine how good an answer is provided by research (Then, 1996). It means in essence that a theory, model, concept, or category describes reality with a good fit: a valid measure is one which measures what it is intended to measure. In fact it is not the measure that is valid or invalid but the use to which the measure is put. The validity of a measure then depends on how we have defined the concept it is designed to measure (De Vaus, 1991, cited by Amaratunga et al., 2002).

To ensure a good research conscious effort was made to ensure the validity of this project. The questionnaires were tested on experienced researchers such as colleagues who were also writing their master's thesis. The researcher was objective in his approach which also aided in its validity. Again the use of both questionnaire and documentation as sources of evidence has increased the validity of the project. Also, the choice to conduct the study at the Ecobank Ghana Limited, Kumasi also increased the validity of the research since it has provided us with a lot of information about the research area.

3.5 Data Analysis

The data was organized into tables and figures based on the questionnaire given to respondents. The result were then analyzed and converted into percentages and other charts. Quantitative and qualitative methods were employed in the analysis of the data. The result was subsequently computed into percentages. Percentage (%) values, which were not round figures, were approximated to the nearest whole numbers. Diagrammatic representations of the statistical summaries of the result were presented in the form of pie charts, graphs frequency tables.

Computer data analysis such as SPSS and other relevant software such as Microsoft excel were the main tools employed to analyses the data in order to help interpreted results. The statistical program for social scientist (SPSS) was also used to analyze the pre-coded questions. This packaged was used to compute the percentages because it is easier to use. It can also be used to make a tables needed for discussions of the results. Also Ms Excel was used to draw the graphs for the computed data. This was used by the researcher because of the ease in using Ms excel for this purpose over the other software. The other questions that were open-ended were analyzed by listing all the vital response given by the respondents. They were then considered based on their relevance to the research.

CHAPTER FOUR

RESULTS AND FINDINGS

4.0 Introduction

This chapter explains data gathered from the field through the use of questionnaire. The analysis is done using various forms of tables and graphical representations. This chapter is divided into sections with various sub-headings based on questions asked on the field in relation to the objective of the research.

4.1 Demographic Data of Respondent

Demographic data is presented upon asking demanding information on gender, age, level of education and number of years in employment or at post.

Table 1: Demographic Data of Respondents

Responses	Frequency	Percentage %
Gender Distribution		
Male	63	63
Female	37	37
Age Distribution		
26-30 years	24	24
31-35 years	33	33
36-40 years	14	14
41-45 years	11	11
Above 45 years	18	18
Educational Level		
Masters/Mphil	29	29
Degree	40	40
ACCA	10	10
HND	21	21
Number of Years at Post		
Below 3 years	12	12
4-7 years	39	39
8-11 years	21	21
12-15 years	12	12
Above 15 years	16	16

Source: field survey, 2017.

Out of 100 copies of questionnaires administered all were received which represent 100% response rate. With regards to gender, as seen in Table 1, there were 63 males representing 63% of respondents with 37 females representing 37% of respondents. The study sought to find out the ages of respondents. Table 1 represented above, shows that 33% representing 33 respondents were between the ages of 31-35 years while 11 forming 11% of respondents were between 41-45 years of age.

The study also sought to find out about the educational qualification of respondents. From 100 respondent, 21 representing, 21% of respondents had HND/Diplomas, the majority of 40 forming 40% of respondents had degrees, 29 representing 29% of respondents had Masters/MPhil while 10 constituting 10% of respondents had ACCA.

The study also sought to find out from respondents the number of years they have been at post. It is realized from Table 1 that 39 respondents had been at post between 4-7 years, while 12 each had been at post below 3 years and 12-15 years.

4.2 Training and Development Programmes Available To Employees at Ecobank

Table 2: Training and Development Programmes Available To Employees at Ecobank

Training and Development Programmes	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree	
	frequency	percentage	frequency	percentage	frequency	percentage	frequency	percentage	frequency	percentage
Customer service excellence	26	26	60	60	14	14	0	0	0	0
People Management	14	14	68	68	18	18	0	0	0	0
Stress Management	11	11	53	53	11	11	25	25	0	0
Compliance Training	13	13	87	87	0	0	0	0	0	0

Source: field survey, 2017.

The findings in the above shows that customer service excellence (60%), people management (68%), stress management (53%) and compliance training (87%) are some of the training and development programmes available to employees at Ecobank Ghana Limited.

4.3 Impact of Training and Development on Employees

Table 3: Impact of Training and Development on Employees

Impact	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree	
	frequency	percentage	frequency	percentage	frequency	percentage	frequency	percentage	frequency	percentage
Improve Performance	17	17	66	66	17	17	0	0	0	0
Acquire more skills	32	32	68	68	0	0	0	0	0	0
Motivation	36	36	64	64	0	0	0	0	0	0
Enhances Capabilities	49	49	51	51	0	0	0	0	0	0

Source: field survey, 2017

Table 3 shows the impact of training and development on employees. It is realized that on improving employee performance 17% strongly agreed while 66% of respondents agreed. It is also observed that 32% strongly agreed that training and development help employees acquire more skills while the majority of 68 representing 68% agreed with the statement. Moreover, 64% of respondents agreed that it serves as motivation for employees while 51% agreed that training and development enhances capabilities of employees while 49% strongly agreed.

4.4 Roles Played By Employers While Were Pursuing/Pursued Further Studies

Table 4: Roles Played By Employers While Were Pursuing/Pursued Further Studies

Role played by employer	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree	
	frequency	percentage	frequency	percentage	frequency	percentage	frequency	Percentage	frequency	percentage
Paid all tuition fees	0	0	0	0	0	0	84	84	16	16
Paid part of tuition fees	0	0	0	0	0	0	76	76	24	24
Encouraged and supported me	7	7	0	0	36	36	57	57	0	0
Work schedule reduced	0	0	0	0	0	0	64	64	36	36

Source: field survey, 2017

Table 4 looks at the role played by employers while employees were pursuing or pursued further studies. It is realized from the table that 16 representing 16% of respondents strongly disagreed that employers paid all tuition fees while the majority of 84 forming 84% disagreed with the statement. Furthermore, 76 constituting 76% of respondents disagreed with the statement that employers paid part or are paying part of tuition fees of employees in their quest to further their education, 24 making 24% of respondents strongly disagreed with the statement.

On employer encouragement and support, Table 4 shows that seven forming 7% of respondents agreed with the statement that employers encouraged and supported them by word of mouth, 36 making 36% of respondents were not sure of the statement, however, 57 representing 57% of respondents disagreed with the statement that employers supported and encouraged employees furthering their education.

4.5 Challenges Faced by Employees with Employers in Pursuit of Higher Education

Table 5: Challenges Faced by Employees with Employers in Pursuit of Higher Education

Role played by employer	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree	
	frequency	percent	frequency	percent	frequency	percent	frequency	percent	frequency	percent
Failure to pay for education	0	0	21	21	23	23	56	56	0	0
Strain in relationship	0	0	33	33	8	8	59	59	0	0
Affected employees are not motivated	0	0	28	28	18	18	54	54	0	0
Threats of being fired/sacked	0	0	0	0	0	0	64	64	36	36

Source: field survey, 2017.

Table five shows the purported challenges faced by employees in their quest to further their education. The table shows that 21% of respondents agreed with the statement that a challenge faced by employees is failure on the part of employer to pay for education was a challenge employee face in their quest to further their education, while the majority of 56 representing 56% of respondents disagreed with the statement that a challenge faced by employees is failure on the part of employer to pay for education. It was also realized that 33% of respondents agreed with the statement that lack of support for higher education on the part of employers led to a strain in the relationship between employers and employees while the majority of 59% of respondents disagreed with the statement that employers failure to pay for employee education is having a strain on relationship between employees and employers.

4.6 Impact of Ecobank Support for Employee Education

Table 6: Impact of Ecobank Support for Employee Education

Impact	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree	
	frequency	percentage	frequency	percentage	frequency	percentage	frequency	percentage	frequency	percentage
Employee Commitment	6	6	47	47	16	16	21	21	0	0
Investment for the organization	14	14	27	27	19	19	40	40	0	0
Reciprocity and retention	32	32	21	21	0	0	47	47	0	0

Source: field survey, 2017.

It is realized from Table 6 that six making 6% of respondents strongly agreed with the statement that employers support for education among employees will lead to commitment on the part of employees, the majority of 47 forming 47% of respondents agreed with the statement while 16 constituting 16% of respondents were not sure of the statement. However, 21 representing 21% of respondents disagreed with the statement that employer support for employee education will lead to greater commitment on the part of employees.

It is also realised that 14 respondents forming 14% of respondents strongly agreed with the statement that employers support for employee education will be an investment to the organization, 27 making 27% of respondents agreed with the statement while 19 representing 19% of respondents were not sure of the statement. However, 40 making 40% of respondents disagreed with the statement that employers support for employee education will be an investment to the organization.

4.7 Discussion of Results

One hundred respondents were sampled for the study and it was realized that 37 forming 37% of the respondents were females whereas 63 representing 63% of the respondents were made up of males. This tells out rightly that there were more male participants as compared to females and this may be as a result of the study area being dominated by males compared to females. The findings also showed that most respondents thus 82% were between the ages of 26-45 years of age. This show a fairly youthful age and the hunger and quest for further education and development should be on the minds of such respondents. The results also showed that out of 100 respondents only 29% of respondents had Masters/Mphil while all other respondents had first degrees, HND and ACCA. This also shows that the likelihood of such respondents to further their education will be high.

The findings also showed that Ecobank Ghana Limited has lots of training and development of for its employees. The results showed the following as some of the training and development programmes of Ecobank Ghana Limited; customer service excellence training programmes, people management, stress management and compliance training programmes. Financial institutions deal with management of finances on behalf people, therefore these training programmes are important for employees to properly carry on with their work.

Training and development is of great importance to all organizations as its impacts on both employees and the organization at large. One objective of the study was to find out

the impact of training and development on employees performance. The findings revealed that training and development help improve employees' performance within organizations. The findings showed that about 83% of respondents were of the opinion that training and development improve employees' performance. Responses from respondents agrees with the assertion by Hutchings, Zhu, Brain, Zhang and Shao (2009) that the main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks thereby improving performance of employees in organizations.

The findings also showed that training and development help employees acquire more skills. The findings showed that respondents were unanimous in their response as majority of 68% agreed that training and development help employees acquire more skills with 32% also strongly agreeing. Responses from respondents corroborates with Booth (2011) who posits that the training can be offered as skill development for individuals and groups. In general, trainings involve presentation and learning of content as a means for enhancing skill development and improving workplace behaviours.

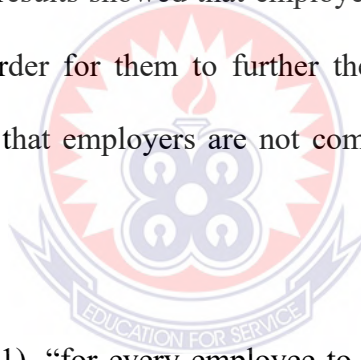
The results of the study further proved that training and development leads to employee motivation. Respondents agreed that training and development serves as motivation to employees to give off their best to the organization. Responses from respondents corroborates Sommerville (2010), who opined that, training increases job satisfaction and recognition of the employee thereby increasing their level of motivation as they feel part of the whole organizational set up. He also stated that training encourages self-

development and self-confidence among employees. After systemized training, employees will understand what important role their jobs play, and with the information, knowledge and experiences obtained during the training, they will be more confident with their work, so that better services will be provided.

In relation to the above, the findings showed that training and development enhances the capabilities of employees and strengthens their competitive advantage as 51% of respondents agreed with the statement while 49% strongly agreed. Sommerville (2010) shared similar ideas on training and development enhancing the capabilities of employee when he stated that “training enhances the capabilities of employees and strengthens their competitive advantage. Effective training will improve the personal characters and professional abilities. Not only employees, management and organization would benefit from staff training, customers and guests benefit as well, because of the received quality products and services”.

In recent years, there has been significant growth in the number of U.S. workplaces offering financial education programs to their employees. This phenomenon provides an excellent opportunity to assess the effects of these programs on employees’ development, financial expectations, and satisfaction with the employer. The researcher however wanted to find out whether employers in the country in this case Ecobank play a significant role in the education of their employees.

The results showed that employers as compared to their counterparts in the United States play no significant role in the education of their employees. The findings showed that employers do not pay the tuition fees or part of it of employees. That burden is left to employees themselves. The study by Kewin and Casey (2011) posits that “businesses will invest in higher-level training/qualifications that are specific to the roles of their employees or that can deliver measurable bottom-line benefits to the organization. However when education has no bearing on work to be done employers will be reluctant to pay for such programmes. The findings also showed that only 7% of respondents agreed that employers encouraged and supported during their pursuance of their education. Moreover, the results showed that employers did not reduce the schedule and duties of employees in order for them to further their education. From all the above discussions, it is realized that employers are not committed to employees in furthering their education.



According to Hamid (2011), “for every employee to perform well there is the need for constant training and development. The right employee training, development and education provide big payoffs for the employer in increased productivity, knowledge, loyalty, and contribution to general growth of the firm. Therefore those who do not get the chance are left unmotivated”. The findings showed that 28% of respondents were unmotivated in their pursuit of further education as employees did not support them. Training plays a significant role in the development of organizations, enhancing performance as well as increasing productivity, and ultimately putting companies in the best position to face competition and stay at the top. This means that, there is a significant

relationship between organizations that train their employees and organizations that do not (Mathis and Jackson, 2011). However the above discussions show that most employees are motivated by other means other than employers paying for their education. Threats of being sack or fired was not a challenge faced by employees in the pursuit of further education as shown by the results of the study. 33% of employees reported a strain in the relationship between employees and employers as being a challenge to their pursuance of further education.

The researcher's quest to find out the impact of employer support for employee education showed that employers support for further education will lead to commitment on the part of employees. The assertion by respondents that employers support for employee education will lead to commitment is supported by Frazis and Spletzer, (2011), who reiterates that "when employers support employees education, employees feel part of the organization and are more committed to work harder and stay at the same organization". The findings also showed that employers support for education will serve as investment for the organization. An investment is a contribution that an employee makes today in anticipation that the benefit and "pay off" will be achieved in the future. Becker (2010) looked at the relationship between the costs and returns to training and education by identifying two mutually exclusive forms of education general education and specific education. General education is education that provides the worker with skill development not only applicable at the present employer, but also at other firms throughout the labour market. Some examples of general training programs are apprenticeship education, general degree or masters' programme. Educational

reimbursement is also an example of general training, as the skills acquired can be of use to many different employers (Kaufman, 2010).

Becker's model suggests that because general education provides skill development that can be used at other companies, the employer will not invest in it. This assertion support respondents who disagreed with the statement that education will serve as investment to the organization.

Reciprocity essentially states that an employee will help the company because the company helped them. The results showed that respondents thus 47% disagreed that employers support for employee education will ensure reciprocity and retention. Glance, (2012) on the other hand had a different view of what majority of the respondents stated. He determined these statements to be inaccurate in their study that looked at employers that support employee education, training and turnover from the perspective of evolving organizations. The researchers affirmed that supporting employees' education and consistent training encourages "spontaneous cooperation" in many large companies.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the research findings, conclusion drawn from the study and recommendations. This chapter has three sections. The first is devoted to the summary of the major findings. The second section deals with the conclusion drawn based on the major findings while the third section deals with the recommendations to address the issues raised in the study.

5.1 Summary of Findings

The study was about assessing employee satisfaction with employers support for higher education, a case of Ecobank Ghana Limited. The issues studied included identifying the impact of training and development on employee performance, investigating the challenges faced by employees in their pursuit of higher education in organizations and assessing the role played by employers in helping employees pursue higher education. The study was based on the uses of questionnaires. Primary and secondary data were used in course of the study. One hundred (100) respondents were selected for the study.

5.1.1 Impact of Training and Development on Employee Performance

It was realized from the study training and development has lots of impact on the performance of employees. The study revealed that training and development help improve employees' performance within organizations as stated by Hutchings, Zhu,

Brain, Zhang and Shao (2009) that the main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks thereby improving performance of employees in organizations.

It was also realized that training and development help employees acquire more skills, furthermore it motivates employees to give off their best. Sommerville (2010) reiterated that, training increases job satisfaction and recognition of the employee thereby increasing their level of motivation as they feel part of the whole organizational set up. He also stated that training encourages self-development and self-confidence among employees. Finally it was also revealed that training and development enhances capabilities of employees and strengthens their competitive advantage.

5.1.2 Role Played By Employers in Helping Employees Pursue Higher Education

The study showed that the input from employers was minimal or non-existent. It was realized that employers did not pay any of the tuition fee of employees, employers did not pay part of the tuition fee. In terms of support and encouragement by word of mouth from employers only 7% of respondents agreed to that. Work schedules were not reduced for employee furthering their education. Employees simply were on their own in the pursuit of higher education.

5.1.3 Challenges Faced by Employees in their Pursuit of Higher Education

The study showed that employees face several challenges in their pursuit of higher education. Among the challenges faced included the following; failure of employer to

pay for employee tuition or education, lead to a strain in relation among some employees and employers, more so some effected employees according to the study are unmotivated.

5.2 Conclusion

Staff training and development has been identified by various scholars to be very crucial to an organization and its effectiveness. In the light of the above, organizations are therefore encouraged to train and develop their staff to the fullest advantage in order to enhance their effectiveness.

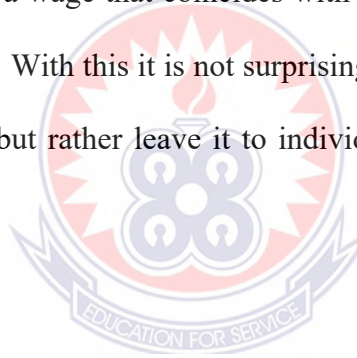
As training reduces the work of the manager in terms of close supervision it also improves the drive, initiative and quality of work of the employees thus assist them to be more committed to achieving the goals and objectives of the organization and this has the tendency of enhancing effectiveness among workers within the organization.

Many scholars are of the view that organizations that provide assistance to education and train their employees consistently have better outcomes than those that do not. When business environments change quickly and abruptly, it is typically the companies with the best trained employees that adapt and adjust most efficiently.

Becker (2010) sought to better understand the relationship between the costs and returns to training and education by identifying two mutually exclusive forms of education – general education and specific education. General education is education that provides the worker with skill development not only applicable at the present employer, but also at

other firms throughout the labour market. Some examples of general training programs are apprenticeship education, general degree or masters' programme. Educational reimbursement is also an example of general training, as the skills acquired can be of use to many different employers (Kaufman, 2010).

Becker's model suggests that because general education provides skill development that can be used at other companies, the employer will not invest in it. The underlying premise is that within a competitive labour market, employees are typically paid for their level of production. With that, a company that provides general education or training will have to pay the employee a wage that coincides with their newly learned skills and their higher level of production. With this it is not surprising most employers are not willing to pay for higher education but rather leave it to individual employees to work things out themselves.



5.3 Recommendations

For any organization to succeed, training and development of all staff in form of workshops, conferences, education and seminars should be vigorously pursued and made compulsory. Accordingly, when organizations adopt this learning culture, they create a variety of training opportunities for all employees and develop performance expectations that instill in all employees the need for and value of training and development on a continual basis.

Judging from the study and inability of employee to pay for Masters/Mphil or post graduate studies, the following are recommended:

It was realized that some respondents are not motivated enough through employer refusal to pay for their education and at the same time it was realized most respondents are motivated without the support of its employers to support their education. Motivation generally seeks to boost employees' morale to work hard and thus increase productivity. It is against this fact that the researcher wishes to recommend that in instituting proper training and development programs, Ecobank Ghana Limited should initiate a policy for motivation attached to training. Motivation include both extrinsic, such as more pay, allowance, fringe benefits, and intrinsic such as recognition, appreciation, acceptance by fellow workers, opportunities for promotion, career development and consultation for important matters. Ecobank should therefore intensify its motivation systems to ensure staff are truly satisfied in what they do as some are not motivated by training and development especially in the area of employer support for employee education.

It is recommended that Ecobank Ghana Limited should continue with its in-house program with periodic analysis of the program to ascertain its effectiveness in improving employees. It is important for the Ghanaian corporate sector to understand that training, development and education does not have an impact on just employee performance but on a firm's overall performance. There should be a willingness thereof, to invest in employee training with the understanding that it is an investment that will yield returns.

It was also realized from the study that employers hardly encourage employees when embarking on masters and post graduate programmes even though employers do not pay

for such programmes. To ensure the confidence of employees, employers should encourage employees when they desire to pursue higher education as such employees will in the end contribute to the development of the organization.

Finally, performance appraisal information system which is used to assess employees' performance should provide specific information to employees about their performance problems and ways they can improve their performance. This assessment should provide a clear understanding of the differences between current and expected performance, identifying the causes of the performance discrepancies and develop action plans to improve performance of employees through training and development programs.



REFERENCES

- Ambler, H. (2012). Achievement Motivations Training and Executives advancement, *Journal of Applied Science*, New York, 7(1).
- Archer, W. & Davison, J. (2011). *Graduate Employability: What Do Employers Think and Want?*, London: Council for Industry and Higher Education.
- Becker, G. S. (2013). *Human capital: A theoretical and empirical analysis with special reference to education*, (3rd ed.). Chicago, IL: University of Chicago Press.
- Booth, B., R. (2011). *Employer engagement with higher education: A literature review* Centre for Leadership Studies, University of Exeter: Exeter
- Callender, C., Hopkin, R. & Wilkinson, D. (2010). *Career Decision-Making and Career Development of Part-Time Higher Education students: Report to the Higher Education Careers Services Unit*.
- Cappelli, G. (2013). *Higher Education Student Enrolments and Qualifications Obtained at Higher Education Institutions in the United Kingdom for the Academic Year 2010/11*, Statistical First Release No. 169, Cheltenham: Higher Education Statistics Agency.
- Champathes, L., (2010). *Organizational behaviour*, (6th ed.), New York: McGraw-Hill.
- Colarelli, S. M., & Montei, M. S. (2010). Some contextual influences on training utilization. *The Journal of Applied Behavioral Science*, 32(3): 306-322.
- Connor, R., & Hirsh L. (2013). *Organizational Behaviour*, (6th Ed.). New York: McGraw-Hill.
- Elena, M., (2010). *A handbook of human resource management practice*. London: Kogan Press Limited.
- Frazis, H. & Spletzer, (2011). Why Do Employers Pay For College?, *Journal Of Econometrics*, 121, (1-2), 213-241.
- Green, D.F. (2011). *The Effects of Workplace Financial Education on Personal Finances and Work Outcomes*. PhD dissertation, Virginia Polytechnic Institute and State University.
- Hameed, F. (2011). Employee Benefit Programs and Attitudinal and Behavioral Outcomes: *A Preliminary Model*. *Human Resource Management Review*, 4, (2): 117–129.
- Harrison, R. (2011). *Employee Development*, Beekman Publishing, Silver Lakes, Pretoria.

- HEFCE (2010). *The Higher Education Workforce in England – a framework for the future*. HEFCE.
- Jacob, E. P. (2009). *Human Resources Management for Public and Non-profit Organizations: A Strategic Approach*, (3rd ed.). Jossey-Bass: A Willey Imprint.
- Jai, F. (2010). *Personal Financial Wellness and Worker Job Productivity*. PhD dissertation, Virginia Polytechnic Institute and State University.
- Kewin, A., & Casey K. (2011). The effect of workplace education on earnings, turnover, and job performance. *Journal of Labor Economics*, 16(1): 61-94.
- Khawaja, M. & Nadeem Kewin, J., (2013). *Beyond Known Unknowns: a Further Exploration of the Demand for Higher Level Skills from Businesses*. Leicester: CFE .
- Mamoria, G. (2010). Does training matter? Employee experiences and attitudes, *Human Resource Management Journal*, 6(3), 7-21.
- McKinsey, Q. (2012). “An executive take on the top business trends”, a McKinsey Global Survey.
- McLleland, D. C. (2012). *Current directions in psychological science*, 2(1).
- McNamara, C. (2010). *Employee Training and Development. Reasons and benefits*. New York Authenticity Consulting, LLC. {<http://www.managementhelp.org/index.html>},
- Meyer, J. P. & Natalie J. Allen. (2011). *Commitment in the Workplace: Theory, Research, and Application*. Thousand Oaks, CA: Sage Publications.
- Paradise, R. (2010). Financial Education: Teaching employees that knowledge is power. *Workspan*, 46 (3): 48–52.
- Robert, L. Mathis (2009). *Human Resource Management*, (11th Ed.) Printed by: R. R Donnelley Willard, Ohio.
- Rohan, H. & Madhumiita S. (2012). *Personnel and Human Resource Management*. New Delhi: Himalaya Publishing House.
- Scholl, M. (2012). *Influence through Collaboration: Employer Demand for Higher Learning and Engagement with Higher Education*, London: Council for Industry and Higher Education.
- Sisson, B. (2010). *The Impact of Training and Development on Employees Performance: A Case study of Nigerian Bottling Company*. A B.Sc. Research Project: Faculty of Business and Social Sciences, University of Ilorin.

- Somerville, M. G. (2010). Human resource management and organizational commitment in different organizations. *Journal of the Indian Academy of Applied Psychology*, 32(3), 171-178.
- Tai, W. T., (2010). Effects of Training Framing, General Self-efficacy and Training Motivation on Trainees' *Training Effectiveness*, Emerald Group Publishers, 35(1), 51-65.
- Vemic, J. (2012). Employee training & development and the learning organization, *Economics and Organization*.
- Weil, H. & Woodwall, M. (2009). *A commitment in organization a normative view*. *Academy of Management Review* 7(3) www.mindtools.com Pages.



APPENDIX

QUESTIONNAIRE

This questionnaire is designed to assess employee satisfaction with employers support for higher education. Kindly complete this questionnaire as objectively as possible. The information given out is solely for academic purpose and would be treated as confidential. Thank you.

Section A: Personal Data

Write or tick (✓) the appropriate response to each of the questions.

1. Sex: Male Female
2. Age: Below 26 b. 26-30 c. 31-35 d. 36-40 e. 41-45
f. Above 45
3. Number of years at post: below 3 yrs 4-7yrs 8-11 12-15
above 15yrs
4. Educational Qualification: HND/Diploma Degree Masters/Mphil
Others.....
5. Position:

Section B: Training and Development of Employees

6. Are you aware of any training programmes at Ecobank? Yes No
7. Have you had any form of training since you joined Ecobank? Yes No
8. If you answered yes to question 6, how long did you get to know of the training programmes?
a) 1 – 6 months

b) 7 – 12 months

c) 1- 3 years

d) Over 4 years

9. How were you selected?

.....

.....

.....

Section C: Training and Development Programmes Available to Employees at Ecobank

Programmes	Strongly Agree	Agree	Not Sure	Disagree	Strongly Agree
10. Customer Service Excellence					
11. People Management					
12. Compliance Training					
13. Business Ethics					
14. Time Management					
15. Stress Management					

Section D: Impact of Training and Development on Employees

Please tick the appropriate response to each statement

Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
16. To help improve performance					
17. To acquire more skills					
18. To serve as motivation for employees					
19 as a retention strategy					
20. enhances the capabilities of employees and strengthens their competitive advantage					

21. Does the training and development programmes at Ecobank include formal education like Masters/Mphil, Post Graduate Studies etc?

Yes No

22. Did you further your education while working at Ecobank?

Yes No

Section E: Role Played By Employers While Pursuing Your Masters/Mphil Etc.

Role played by employer	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
23. Paid all my tuition fees					
24. Paid part of my tuition fees					
25. Employer did not pay anything in relation to furthering my education					
26. Disapproved furthering my education					
27. Threatened to fire/sack me if I did					
28. My employer cared less regarding me furthering my education.					
29. Encouraged and supported me by word of mouth					
30. Reduced my schedule and duties to allow me further my education					

Section F: Challenges Faced By Employees with Employers in Pursuit of Higher Education

Challenges	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
31. Failure of employers to pay for education					
32. Threats of being fired/sacked					
33. Disapproval from employers					
34. Strain in relationship between employees and employers					
35. Affected employees are unmotivated					
36. Resources/finance for higher education					

37. What other challenge(s) do you face with your employers in your quest to pursue your education?

.....

.....

.....

Section G: The Impact of Ecobank Support for Employee Education

Impact	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
38. Education as investment for the organization					
39. Reciprocity and retention					
40. Commitment on the part of employees					
41. Helps improve personal characters and professional abilities.					
42. Lead to self-development and self-confidence.					
43. Motivates employees to give off their best.					
44. Improves employee and employer relations					