

UNIVERSITY OF EDUCATION, WINNEBA

**TRAINING AND DEVELOPMENT AND ITS IMPACT ON EMPLOYEE
PERFORMANCE IN HOSPITALS: A CASE STUDY OF ABRAFI MEMORIAL
HOSPITAL**



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HOSPITAL**



**A Dissertation in the Department of Management Studies Education, Faculty of Business
Education submitted to the School of Graduate Studies, University of Education, Winneba
in partial fulfillment of the requirements for the award of Masters of Business
Administration (Organisational Behaviour and Human Resource Management Option)**

AUGUST, 2017

DECLARATION

STUDENT'S DECLARATION

I, KOFI PEPRAH AMPONSAH, declare that this thesis with the exception of quotations and references contained in published works which have been identified and duly acknowledge, 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 the work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: NAME: DR. BENJAMIN ANSU

SIGNATURE.....

DATE.....

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DEDICATION

This work is dedicated to my family, friends and loved ones for their strong and loving care and support throughout my study.



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ABSTRACT

The success of every organization depends largely on the competence of their workforce. Training and development for employees has been identified as a major strategic tool adopted by organizations to enhance and achieve their goals and objectives. The study sought to examine the impact of training and development on the performance of employees using Abrafi Memorial Hospital as the case study. The target population involves employees (50) of the hospital. The study adopted census approach to select participants for the study. Questionnaire served as the main data collection tool for the study. It was established that training programmes were frequently organized for the employees of the hospital and the respondent felt it has had enormous impact on their work. It was further found that training and development leads to efficiency and improved the performance of employees. There was a strong positive correlation between training and development and the performance of employees through enhancement of skills, talents and capabilities. However, training and development were challenged with institutional, situational, lack of team work and poor communication among stakeholders. It is expected that management of Abrafi Memorial Hospital invest more resources into the provision of training and development programmes for their workforce to enhance their performance.



CHAPTER ONE

INTRODUCTION

This chapter contains the background of the study, statement of the problem, purposes of the study, research questions, significance of the study, limitations and delimitations of the study as well as organization of the study. It seeks to give an overview of the problem and justify the motive behind this research.

1.1 Background of the Study

Training and development of employees are typically associated with the improvement of performance, knowledge and skills in their present job position. According to Cheng and Ho (2001), positive training offered to employees usually assist with the reduction of anxiety or frustration, which most employees have experienced on more than one occasion during their employment careers. Training and development of employees therefore has been identified by various scholars to be very crucial to an organization's effectiveness. In light of this, most organizations have realized the imperativeness to train and develop their employees to the maximum of their abilities in order to enhance their effectiveness (Cheng and Ho, 2001).

Training and development are also seen as the processes of investing in people so that they are equipped to perform. These processes are part of an overall human resource management approach that hopefully will result in people being motivated to perform (Barron and Haggerty 2001). Qayyum et al. (2012) suggest that it is an organization's management responsibility to facilitate the workforce through training and development to remain competent in their profession. They support their argument by saying that allocating resources and funds for training the employees is in the very interest of the

organization itself as it has a positive effect on productivity (Imran & Tanveer, 2015). If employees are to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills, and if they are to believe that they are valued by the organization they work for, then they need to see visible signs of management's commitment to their training and career needs (Asfaw *et al.*, 2015). Training and development are the processes of investing in people so that they are equipped to perform well. These processes are part of an overall human resource management approach that hopefully will result in people being motivated to perform (McDowall & Saunders, 2010).

Dzamesi (2012) emphasized that in any industry the success of an organization is extremely dependent on its human resources. Human Resources have played a significant role in the economic development in most developed countries. Although there are many other factors that play a key role, an organization must have effective employees in order to stay financially solvent and competitive. It can, therefore be concluded that a developing country like Ghana, with its rich natural resources and the necessary financial support can also experience such economic success if the appropriate attention is given to the development and training of her human resource. According to Cole (2002), factors influencing the quantity and quality of training and development activities include; the degree of change in the external environment, the degree of internal change, the availability of suitable skills within the existing work-force and the extent to which management see training as a motivating factor in work. Bhartiya (2015) noted that training is always an important and integral part in furthering many kinds of human learning and development. If organizations are to make the best of the training function in their response to and promotion of change, the training function will need to be closely

linked with business plans. This means that a detailed training policy needs to be agreed and implemented from the top of the organization and supported by management at all level. Training is the process of increasing the knowledge, and skills for doing a particular job.

Any organization whose goal is to survive and prosper in this present day economy has found it imperative to invest in ongoing training and development of employees to improve proficiencies in production as well as to acquire the greatest return in investment of human capital (Knoke and Kalleberg, 1994). Although this area of training effectiveness seems paramount, Sahinidis and Bouris (2008) have suggested that training is most extensive only in establishments which operate in complex market environments. In addition, Rowden and Conine (2005) indicate that there is limited research on human resource development in small and midsized businesses.

The amount, quality and quantity of employee training carried out vary extremely from organization to organization. Cole (2002), identified factors like the degree of change in the external environment, the degree of internal change, the availability of suitable skills within the existing staffs and the extent to which management see training as a motivating factor in work particularly in the financial institution which influence the quantity and quality of employee training and development activities.

1.2 Statement of the Problem

Hospitals are the social systems, which combine science, people and technology and are formed on the basis of mutual interests. Human resource development in the hospital is directed by various physical and psychological factors. Research has proved that not only

fine materials, sophisticated technology, good working conditions make for progress and effectiveness of an organization but employees motivation, performance, abilities and skills plays a crucial role in determining the effectiveness of organization (Armstrong, 2009). All jobs in organisations are done through people, yet over the years, most organisations have failed to attach the necessary attention to employee training and development. Some organizations particularly, do not see the need to train and develop their employees (Yawson, 2009). Many organizations in Ghana and indeed the private sector engage in training and development of staff for which Abrafi Memorial Hospital is no exception. Unfortunately, many organizations never make the connection between their strategic objectives and their training programs. As a result, much of an organization's investment can be wasted - training programs are often misdirected, poorly designed, inadequately evaluated - and these problems directly affect organizational performance. Training and development in many organisations are done in an unsystematic manner while others set about identifying their training needs and activities, design and implement them in a manner inimical to the overall success and objectives of the organisation. In spite of that, Abrafi Memorial Hospital is still confronted with challenges in the area of effective performance of employees in the provision of services. This research seeks to examine the effect of training and development of employees on job performance within the Abrafi Memorial Hospital. It is based on this notion that the study is undertaken to evaluate the training and development and its impact on employee performance in Hospitals, using Abrafi Memorial Hospital as a case study.

1.3 Purpose of the Study

The main purpose of the study was to evaluate the impact of training and development on employee performance in Abrafi Memorial Hospital.

1.4 Objectives of the Study

The specific objectives were to;

1. Identify the existing challenges associated with training and development Programs at Abrafi Memorial Hospital
2. To identify methods of training adopted by the hospital.
3. Assess the relationship between Training and Development and employees' performance.

1.5 Research Questions

The following questions were developed by the researcher to address the research objectives.

1. What challenges exist with training and development Programs at Abrafi Memorial Hospital?
2. What methods adopted to undertake training and development at Abrafi Memorial Hospital?
3. How does Training and Development impact employees' performance?

1.6 Significance of the Study

The study is being carried out with the hope to assist management of Abrafi Memorial Hospital in reviewing, planning and implementing training and development programs for its staff so as to reap the benefits of their maximized performances. Also, staff of the

institution will also benefit from improved training and development programs from the institution to enable them gain more knowledge and skill to be able to perform better on their jobs and also for self-fulfilment.

Other health institutions as well as institutions in different industries can adopt this study to enable get more from their employees through training and developing them.

This study will also add to the existing literature on training and development for other researchers in their future researches.

1.7 Limitations of the Study

In the course of information gathering, the following problems were encountered. The first problem relates to the unresponsiveness of some staff members, which despite numerous extensions granted, did not result in the submission of completed questionnaires. Also, the sampling method used by researcher was limited as the respondents were selected conveniently instead of using a more regulated method such as simple random sampling. The analysis and discussion based on the perceptions of the sample respondents may vary if the sample was collected at a different time of year and from a different geographic region. Also, the researcher chose to use close-ended questions in the questionnaire for data collection because it facilitated data analysis.

1.8 Delimitations of the Study

The study was conducted using only Abrafi Memorial Hospital in the Kumasi metropolis instead of other institutions in the industry or other industries in the Metropolis and other geographical locations in the country because of its proximity to the researcher and easy access to information.

1.9 Organization of the Study

This study consists of five chapters. The first chapter is the introduction. It talks about the background of the study, statement of the problem, purpose of the study, research questions, and significance of the study and limitations of the study. The review of related literature is discussed under chapter two. The third chapter covers the methodology adopted for the study, which describes the research design, the population for the study, the sample size and sampling techniques. It further addresses, research instruments, data collection procedure and analysis of data. The fourth chapter discusses the analysis of the data and findings. Chapter five summarizes the findings and also contains suggestions, recommendations and conclusion made by the researcher.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The main purpose of the study was to evaluate the impact of training and development on employee performance in Abrafi Memorial Hospital. This chapter reviews literature on the concept, theories and studies done by other researchers concerning training and development and performance.

2.2 Overview of Training and Development

Having an understanding of the Training & Development importance for the organizations, a lot of research has been done in this area. This importance is in terms of the enhanced performance of the people working in the organization with increased work commitment and dedication. As emphasized by Abbas and Yaqoob (2009), this fact is of no question that the most imperative concern for organizations is performance. Researchers have engraved through their studies the different dimensions of Training and Development in various sectors of corporate world in gaining edge over the competition. Not that people are once trained and the game is over but the actual thing of concern is to continuously train the workforce about the change and learning to achieve high in such a change. Studies have been done discussing the training methods, their delivery, employees' perception of training, training defects, development opportunities, training investment outcomes for organizations, and impact of training on employees' behaviour. Our meta-analysis section elaborates the different authors' views on Training & Development, the rationale behind Training & Developing employees, Training elements, the role of Training & Development in Organizations using a funnel approach by starting from all around the world and closing to the Pakistani context.

2.2.1 Defining Training and Development

Training & Development have been defined in several ways by different authors. The main idea that each one of them highlighted in their studies is the workforce capability enhancement. Nadler & Nadler (1991, as cited in Kumpikaite & Sakalas, 2011) identified Training and Development as the components of the human resource development (HRD) model. The same authors Nadler & Nadler (1970, as cited in Khan, Khan, & Mahmood, 2012) have defined HRD to be a system or an assortment of such activities that enable organizations to add to the worth of their workforce by bringing behavioural reforms through training, development, and education within a specified time period. Thus, T & D help building and strengthening the work related attributes of the human resource (workers or employees) in any organization. Moreover, in training there is a specialist who delivers the understanding about the expertise required for enhancing the job proficiency keeping in view both present and future job related skill requirements (Saleem et al., 2011). Hence, we may say that T & D is a more logical and organized way of improving the skills, knowledge, and attributes needed by the workers to better fulfil their job tasks.

Training is imparting a specific skill to do a particular job while development deals with general enhancement and growth of individual skill and abilities through conscious and unconscious learning (Hamblin, 1974, Cole (2002). The main purpose of training and development is by improving the employee competencies so that organizations can maximize efficiency and effectiveness of their human assets Meyerand Smith (2000).

If employees are to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills, and if they are to believe that they are valued by the organization they work for, then they need to see visible signs of management's commitment to their training and career needs McDowall& Saunders (2010). Training

and development are the processes of investing in people so that they are equipped to perform well. These processes are part of an overall human resource management approach that hopefully will result in people being motivated to perform McDowall & Saunders (2010), Elnaga & Imran (2013)

Although Training & Development have been taken as one for sake of simplicity in this study yet going into the depth there are present certain distinguishing features. These features, as given by Noe (2008), are: focus, use of work experiences, goal, and participation. In training the focus is current, use of work experiences is low, goal is to gain skills for the present job, and participation is mandatory if initiated while vice versa is applicable for development initiatives. Development is more self-directed and requires self-motivation to explore and find the ways for career and personal advancement.

Similarly, Armstrong (2009) has differentiated training from development by putting his concept into words that development is meant to acquire new knowledge and skills that help to progress into some future job requirements while training helps in gaining those competencies that enable the employees to better perform in their present jobs. In the same way, we find training to be confined only on enhancement of skills pertaining to a particular job while development has its scope stretched across the growth and personal development of the employees (Obisi, 1996 as cited in Obisi, 2011). Moreover, Cambell (1971) has given his views as training improves the skill level of technical staff during a short period of time for a specific objective while development allows the managers to learn and grow during a long term learning period having wide-ranging objective. Hence, the two T & D may be used as one but there is a distinction based on the basis of broadness of scope, focus of the efforts, and time span as mentioned above.

2.2.2 Rationale of Training and Development

The changing business practices and broadened organizational scope strongly put stress on the importance of training & development in transforming the human resource into human capital (Gusdorf, 2009) for incorporating a culture of team work, innovation, and continuous learning (Paton, Peters, & Quintas, 2005) at the work place. The term human capital is associated to Garry Becker's workforce reforms in terms of investment in training and development of the employees to give a boost up to the organization's human capital (Paton et al., 2005). The similar concept is put forward by Saleem et al., (2011) in the way that T & D allows the organizations to maintain a collection of employees for promotion and replacement purposes. This confidence to replace and promote employees comes due to the advancement and change management attributes rightly imparted into the workers by virtue of T & D. Karl, Alan, & Nigel (2010, as cited in Qayyum et al., 2012) in the same way advocate T & D practices by putting light on the benefits gained in terms of improved competencies engrossed into the employees thus changing their work behaviour as well. Similarly, as given in the mission of Nestle Business Academy, "Training will play an ever more critical role, as organizational excellence can only be assured in a lifelong learning environment. Continuous learning, training and development, preparing people for their next task, and hence, T & D are a strategic part of organizations' mission and vision. Various studies have been conducted to unveil the fruits of providing training to the employees in the form of improved organizational productivity. Hung (2010) suggests that training and development are without any doubt meant to give a boost up to performance at work. This is the reason many renowned companies make considerable investments in training and developing the workforce i.e. in a report by National Economic and Development Office it has been mentioned that the rate of training in high performing companies is 8.9

days/employee/annually as compared to 2.8 days/employee annually of those companies whose performance is low (Garner, 2012). Not only this as we can see that Taiwan is making mark in terms of international business practices, in Taiwan the top performing organizations are also focusing on training and development of their workforce. Chen, Holton, & Bates (2005, as cited in Hung, 2010) in their paper give reference that a study conducted by Common Wealth, a key business and industrial magazine, revealed that out of 1000 Taiwan companies 47.8% considered T & D to be the top most business priority. This is how the emerging businesses and economies understand the importance of T & D for progress and growth. They respond to the changing world order, business globalization trends, and increasing customer expectations by investing into the training and development initiatives. According to the contemporary practices, any organization's productivity is measured using a balanced scorecard (BSC) across the four perspectives that are: the organization's financial standing; services and satisfaction provided to its customers; the trends of growth and learning opportunities for both the organization itself and its employees; the internal and external business processes of the organization (Glaveli & Karassavidou, 2011). So, providing the training and development opportunities is one of the metrics that quantify an organization's growth and success.

2.3 Theories underlining the Concepts of Training and Development

For effective training and development process to take place, learning is a precondition. Following the increasing role of learning theories in educational psychology, there has been an ongoing trend with the educators and trainers to highlight the importance of learning theories in training and development. An understanding of these theories is essential to find out their implications in the field of training and development. A generally accepted definition of learning is any relatively permanent

change in behaviour that occurs as a result of experience (Robbins,1998). Training and development programmes are seen as instructor-led and content-based interventions which lead to desired changes in behaviour (CIPD, 2005). In training and development programmes, learning is viewed as an intervening variable to cause behavioural change, which is a dependent variable and the experience or practice works as the independent variables.

2.3.1 Behavioural Theories

The term "behaviourism" was coined by John Watson (1959). Watson believed that theorizing thoughts, intentions or other subjective experiences was unscientific and insisted that psychology must focus on measurable behaviours. For behaviourism, learning is the acquisition of a new behaviour through conditioning (Myers, 2010). According to Myers (2010), there are two types of conditioning namely classical and operant conditioning.

- i. Classic learning process: This is a process of learning by temporal association in which two events that repeatedly occur close together in time become fused in a person's mind and produce the same response. That means learning occurs when a natural reflex responds to a stimulus.
- ii. Operant learning process: This process occurs when a response to a stimulus is reinforced. If a behaviour is rewarded, that behaviour is repeated. With this process, learning is a function of change in overt behaviour. Changes in behaviour are the result of an individual's response to events (stimuli) that occur in the environment.

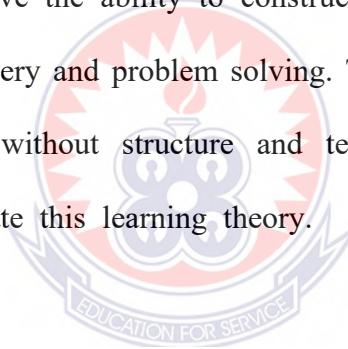
Behaviourists view the learning process as a change in behaviour, and will arrange the environment to elicit desired responses through such devices as behavioural objectives, Competency-based learning, and skill development and training (Smith, 2002).

2.3.2 Cognitive Theories

Cognitive theories grew out of Gestalt psychology, developed in Germany in the early 1900s and brought to America in the 1920s. The German word *gestalt* is roughly equivalent to the English configuration or pattern and emphasizes the whole of human experience (Yount, 1996). According to Yount (1996), over the years, the Gestalt psychologists provided demonstrations and described principles to explain the way we organize our sensations into perceptions. Gestalt psychologists criticize behaviourists for being too dependent on overt behaviour to explain learning. They propose looking at the patterns rather than isolated events. Gestalt views of learning have been incorporated into what have come to be labelled cognitive theories. According to Yount (1996), two key assumptions underlie this cognitive approach: that the memory system is an active organized processor of information and that prior knowledge plays an important role in learning. Cognitive theories look beyond behaviour to consider how human memory works to promote learning, and an understanding of short term memory and long term memory is important to educators influenced by cognitive theory (Yount et al., 1996). Yount et al. (1996) indicated that this theory views learning as an internal mental process (including insight, information processing, memory and perception) where the educator focuses on building intelligence and cognitive development. The individual learner is more important than the environment.

2.3.3 Constructivism

Constructivism emphasizes the importance of the active involvement of learners in constructing knowledge for themselves, and building new ideas or concepts based upon current knowledge and past experience (Smith, 2002). Constructivism is recognized as a unique learning theory in itself. Behaviourism and cognitivist both support the practice of analysing a task and breaking it down into manageable chunks, establishing objectives, and measuring performance based on those objectives. Constructivism, on the other hand, promotes a more open-ended learning experience where the methods and results of learning are not easily measured and may not be the same for each learner (Smith, 2002). According to Smith (2002), constructivists believe that all humans have the ability to construct knowledge in their own minds through a process of discovery and problem solving. The extent to which this process can take place naturally without structure and teaching is the defining factors amongst those who advocate this learning theory.



2.3.4 Social Learning Theories

Social learning theory plays an important role in training and development. First, the manager, by becoming a role model for his/her co-workers, can improve their behaviour. In fact employees are more likely to imitate their superiors than their peers because of their status, experience and reward power. Second, modelling has a considerable role to play in implementing a self-managed approach through self-observation and self-monitoring (Davis and Luthans, 1980). Third, for improving the effectiveness of training, a vicarious or modelling principle has been proposed to be used in four stages, namely;

- i. presentation of models displaying the desired behaviours,

- ii. imitation or rehearsal by the observer of the modelling behaviours,
- iii. social reinforcement or favourable recognition for adoption of the modelled behaviours by the observer; and
- iv. transfer of training to encourage the use of learned behaviours back on the job (Goldstein and Sorcher, 1974; Manz and Sims, 1981).

Because of the importance of human interaction in management, social learning theory (particularly modelling and role-playing) provides general framework for many aspects of management education. Coaching and monitoring are commonly used management development techniques that attempt to harness social learning in the work place (Rossett, 1990).

Beyond the many theories underlying training and development, it is also important to recognize that the theories relate to training and development processes.

2.4 Training and Development Process

According to Armstrong (2006), training and development program should be systematic that is, it should be specifically designed, planned and implemented to meet defined needs. Therefore a good training and development program should involve the following fundamental steps: establishment of a training policy, determining training needs assessment, developing training objectives and plan, developing training methods, identifying the trainees and finally, evaluating the effectiveness of training development program.

2.4.1 Training Policies and Resources

Kenney et al. (1992), makes a point that organizations should have different policies for training depending on the class or level of employment or level of employees to be trained. They pointed out that training policies are necessary for the following reasons:

- i. To provide guidelines for those responsible for planning and implementing training;
- ii. To ensure that a company's training resources are allocated to pre- determined requirements;
- iii. To provide for equality of opportunity for training throughout the company; and
- iv. To inform employees of training and development opportunities

As much as these policies seem to be accurate, they are silent on the elements of budgetary provision and top management support for training. According to Armstrong (1996), indicated that training policies are expressions of the training philosophy of the organization. Armstrong (1996) further stated that training policy shows the proportion of turnover that should be allocated to training. He again advocated that a training philosophy is imperative to indicate the degree of importance the organization attaches to training. This will if not eliminate entirely, reduce the laissez- faire approach to training. Notwithstanding the essence and the benefits of training, policies can prove to be a difficult task for Directors especially if they are doing so for the first time, and if they do not have the advice of a training officer with previous experience at the level.

2.4.2 Training Needs Assessment

Training needs can be assessed by analyzing the major human resources areas: the organization as whole, the job characteristic and the needs of the individuals. This analysis will provide answers to the following questions: Where is training needed; what

specifically must an employee learn in order to be more productive and who need to be trained. According to Pynes (2008), a need can be defined simply as the difference between what is currently being done and what needs to be done. It is impossible to design and implement a training program without carrying out the analysis as this will result in providing the solution to a problem that is not related to a training deficiency.

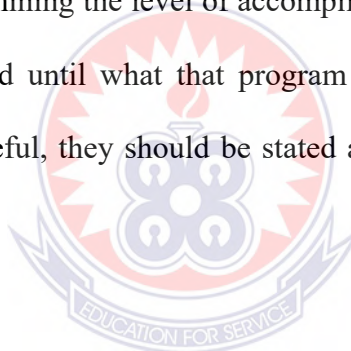
Training needs should be based on organization's need, type of work to be done and skills necessary to complete the work. Kapinga (2008), makes a point that, the organization should begin by assessing the current status of the organization, what it does best and the ability of your employees to do these tasks. This analysis will provide some benchmarks against which the effectiveness of training program can be evaluated. Secondly, organization should consider whether the organization is financially committed to supporting the training efforts. If not, any attempt to develop solid training program will fail. Next, organization should determine exactly where training is needed. He also pointed out that, the Human Resource person will help to identify the areas that may be important from training and skill inventory and can also help to determine the skills possessed by the employees in general. This inventory will help the organization determine what skills are available now and what skills are needed for future development. Individual employees can be evaluated by comparing their current skill levels or performance to the organization's performance standards or anticipated needs. Any discrepancy between actual and anticipated skill levels identifies a training need.

Pynes (2008) emphasizes that organizations can determine training needs through a variety of techniques. One of them is through job analysis which will be performed prior to the needs assessment. The job analysis should identify the knowledge, skills, abilities and other characteristics (like motivation and drive) that incumbents need to effectively perform their jobs. He further added that, surveys and interviews with incumbents and

supervisors; performance evaluations that identify performance deficiencies; criticisms or complaints from clients, staff, or personnel in agencies working with your employees; changes in regulations or operating procedures; and requests for additional training by incumbents can all provide clue as to what training is needed.

2.4.3 Training objectives and plan

Once the need has been determined, it is easier for the training objectives to be established. Training objectives are statements that specify the desired employee knowledge, skills, abilities and other characteristics that employees will possess at the end of training. The objectives provide the standard for measuring what has been accomplished and for determining the level of accomplishment. In other words a training program cannot be designed until what that program is to accomplish is known. For training objectives to be useful, they should be stated as specifically as possible (Pynes 2004).



In addition to that training objectives should however be attainable and measurable. It should also be clear to both supervisor and the employee because they can be used to evaluate their success. A training program will be successful if the objectives are achieved. Hence, it is advisable when developing the training objectives that, it should be in a collaborative process incorporating input from management, supervisors, workers, and trainers to ensure that the objectives are reasonable and realistic (Ngiwra 2009).

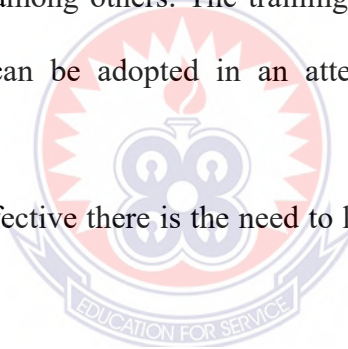
2.4.4 Identify the Trainees

The question of who should be trained is crucial. Training of employee is expensive, and therefore it is important to carefully select who will be trained. Further, training programs

should be designed to consider the ability of the employee to learn the material and to use it effectively, and to make the most efficient use of resources possible. It is also important that employees be motivated by the training experience. Employee failure in the program is not only damaging to the employee but a waste of money as well. Selecting the right trainees is important to the success of the program.

Identification of the trainees involves identification of job categories where the training needs have been identified which is performed by the training analyst. The identification of the actual names of the employees who attend the training is performed by a supervisor using guidelines that govern the selection of the employee for training from Human Resource department (Ngirwa, 2009). Some of these guidelines include education, years of service among others. The training and development process reflect the various methods that can be adopted in an attempt to understand training and development organizations.

For these processes to be effective there is the need to know the methods of training and development.



2.5 Training and Development Methods

The program of training and development helps the employee to adjust to rapid changes in job requirements and keeps them updated to new technologies and methods. Generally there are two broad types of training and development methods available to organizations: On-the-job and Off-the-job training methods. What method should be used for the organization is determined by the individual circumstances and other factors like, „who“, „what“ and why of your training and development program (Armstrong, 2006).

According to Armstrong (2006), on-the-Job training methods refer to the methods that are applied in the work place, while the staff is actually working so as to acquire specific skill. This method is required to improve the staff that had inadequate academic qualification for his or her job performance. It is also regarded as training within the organization policy. There are three common techniques that are used by the organization to train employees and these are: orientation, job instruction, job rotation and coaching.

Off-the-Job methods are used away from work places. Some skills and knowledge are difficult to teach at the worksite, so off-site training will be necessary. Staffs receive training away from their posts or workstation. The method also permits the use of a greater variety of training techniques, these includes: lectures, apprenticeships, internships and assistantships, special study, films, television, conferences or discussions, case studies, role playing, simulation, programmed instruction and laboratory training (Armstrong, 2006).

Beyond these methods, the techniques for training and development in organization also need to be understood.

2.6 Training and Development Techniques

According to Armstrong (2006) an organization can determine which techniques to use depending on the needs and objectives of the training in the organization. Among the most commonly used techniques in many organizations are as follows:

2.6.1 Orientation

Orientation which is a training technique is given to newly appointed staff immediately after being employed. It protects new employee from making costly mistakes, it helps

them to understand the general objectives, mission, scope, programs, problems and policy, structure and key members of the organization. Orientation method is also important for the newly employed officers to enable them gain self – confidence and perform better to meet the desired expectation. The periods may vary from few days to few weeks depending on the situation.

2.6.2 Coaching

Coaching another training technique is often provided by specialists from inside or outside the organization who concentrate on specific areas of skills or behaviours, for example leadership. It is also something that can happen in the workplace. As a HR manager or head of the section you should be prepared and able to act as a coach when necessary to see that learning takes place.

2.6.3 Job Rotation

Job rotation which is a development technique involves moving employees to various positions in the organization so as to expand their knowledge and abilities. The method is excellent for broadening an individual’s exposure to the organizational operations and for turning a specialist into generalist, increase the individual experiences, allows the staff to absorb new information and stimulate new ideas.

2.6.4 Lectures Courses and Seminars

According to Khanka (2008), lectures are the most commonly used direct method of training. This technique involves both practical and theoretical teaching process, which could be done within or outside an organization.

It is a traditional technique of training employees. Employee's go through formal lecture courses and seminars to acquire specific knowledge and develop their conceptual and analytical abilities. Lecture courses and seminars benefit from today's technology and are often offered in a distance-learning format. Feedback and participation can be improved when discussion is permitted along with lecture process.

2.6.5 Workshop/Conferences

According to Saakshi (2005), the conferences method which is a development technique is used to help employees develop problem solving skills. It is a series of educational and work sessions. Small groups of people meet together over a short period of time to concentrate on a defined area of concern. These workshops include skills that can be applied immediately in the workplace.

2.7 Elements of a Successful T & D Program

Elements of T & D refer to those critical considerations that constitute a successful training program. Ten such elements had been identified by Frank Waltmann, the learning head at Novartis.



Figure 1: Elements of a Successful T & D Program. Source: Waltmann, 2011.

2.8 Role of Training & Development in Organizations

Organizations reap undeniable fruits from training and development. Most important advantages are in the terms of improved productivity and customer services. Productivity is no doubt increased due to the enhanced performance of the workers attending various training programs. So, there is no question in it that T & D uplifts both the employee work performance and organizational productivity but together with this while designing training and development programs it must be kept in the strategic purposes of training to

generate creative thinking and innovativeness. These will then strengthen the organization's knowledge base enabling it to establish a competitive advantage. Training and development also makes ways for employees to take an active part in the decision making process (Vemic, 2007).

Moreover, Saleem et al., (2011) have proposed that continuous training caters for bringing employees' motivation, confidence, their general behaviour, and self-esteem up. Similarly, they are of the view that it is T & D that increase employees' satisfaction towards their job, improves their work efficiency, and gives return on investment (ROI) in terms of making the employees more knowledgeable, skilled, and productive. It also makes them more loyal, committed, and contributing to the organization. Batool & Batool (2012) also support this view that job satisfaction, confidence on self, and sense of self-worth is given a boost up among the employees through training. Zenger (1989, as cited in Batool & Batool, 2012) points out that providing expert skills makes the workers to energetically take part in the process of improving quality. In the same way, Graig (1976); Akintayo (1996); Obisi (1996); Oribabor (2000); & Oguntimehin (2001) as cited in Saleem et al., (2012) have put forward the benefits of T & D as improvement in human, theoretical, & managerial competencies, enhanced skills, work efficiency, knowledge, mind-set & punctuality (including be on time and less absenteeism), expertise in operating technology and handling machines with reduced wastage, and also decreased level of skill obsolescence. So, training is and should be meant to enhance the skills and performance level of employees in all ways (Obisi, 2011). The central role of T & D in bringing transformational reforms to the organizational strength and capabilities in terms of making the employees competent, hence, gets proven. In the words of Glaveli & Karassavidou (2011), it is the human resource that acts as a multiplicative factor for

putting the organization on the track of victory. Although each of the HR practices is vital at its place in supporting the advancement of its workforce but training plays the most vital role of all in developing an organization's leveraging factor for progress i.e. its human asset. The positive outlook of the job gained through training and development generates feelings of loyalty in the employees who then perform well in terms of serving the customers better. Hence, training promotes loyalty that in turn stimulates to perform up to the mark. Better performance of employees is significant as according to Khan et al., (2011), employee performance drives performance of the organization.

2.9 Training & Development Effectiveness

Hung (2010) has proposed four categories of factors that can describe the effectiveness of a Training & Development program being implemented. These categories are: Behavioural changes, Improvements in knowledge, skills and attributes, Substantial and measureable outcomes, & Reaction of the trainees (employees) in terms of perceived training benefits and improved performance. On the other hand, Noe (2008) presented some conditions that need to be fulfilled for making a T & D program efficient and beneficially effective. These are: employees who get training must be provided with sufficient chances to put the learned things into work and then get review response (feedback) on that; complete, relevant, and interesting training material should be delivered while keeping in view the outcomes expected from the training program; the basic requirements must also be met to ensure the smooth completion of training event and then getting transfer of learned skills; observation and practice based learning opportunities must be given to the individuals attending the training session. These all factors can help to develop and successfully implement a training program that will aid

the employees to literally advance in their knowledge, skills and attributes (KSAs). For making training effective following points have been given by Armstrong (2009):



Figure 2: Conditions for Effective Training. Source: Armstrong, 2009.

2.10 Defining Employee Performance

There is no doubt in it that employees are the building blocks of an organization. As put forward by Hameed & Waheed (2011), the most value adding possessions (assets) available to any firm, business, or organization are its workforce. The performance on part of the workforce is the driving force behind the survival of any business firm. Further, they are of the view that well performing employees contribute to the efficiency and success of the organization. So, performance is crucial for the organizations and making strategies to improve performance and measuring it from time to time are a basic step that is to be taken. Without desired performance results, it is of no use continuing to invest in processes and projects.

If we define employee performance then we may say that “the set of employee behaviour, results, and outcomes that come after completing the job tasks using certain competencies and that are measured through different metrics constitute employee performance.”

Two types or dimensions of performance are being given by Aguinis (2006): Tasks Dimension of Performance (includes all those work activities that allow the completion of tasks in a job); Contextual Dimension of Performance (includes all those behaviours that make an employee act responsibly toward the organization).

2.11 Indicators/Determinants of Employee Performance

Determinants of employee performance are those competencies or factors that are used to measure the effectiveness and level of individual performance. These are the indicators of workforce performance in any organization. The indicators of performance as given by Aguinis (2006) are: procedural knowledge, declarative knowledge, and motivation. These are the constituents of performance and their product is equal to performing well i.e. ***Motivation × Declarativeknowledge × Proceduralknowlede = Perfomance***

It is important to know that motivation refers to the degree of hard work inserted into the job and the level of contribution toward achieving the goals; declarative knowledge is inclusive of the knowledge about different guiding principles, procedures, particulars and the job responsibilities; procedural knowledge is to know the way of doing the job properly and the skills required to perform the job e.g. technical, functional, and cognitive skills. Any one of these determinants equal to zero results in zero performance. It is not like that no performance exists in such a case, but actually the contribution of performance in producing results becomes zero. On the other hand, Hailesilasi (2009), in his study about determinants of public sector employees’

performance, has declared motivation and awareness about job roles as the determinants of employee performance. Moreover, in a lecture, available online at zeepedia.com (n.d.) for human resource management via VU (Virtual University) courses, the determinants for employee job performance are mentioned as: readiness of an employee to carry out job tasks (willingness to perform), an employee's individual capability to do the work (capacity to perform), and the encouraging conditions available to do a job (opportunity to perform).

According to the view of Glaveli & Karassavidou (2011), providing training and learning opportunities, innovation, and cost reductions stimulate performance. Together with these the competencies gained during training and development have a dramatic impact on job performance if transferred properly. Khan et al., (2011) also declared training to be greatly impacting employee performance. The biggest issue that has been observed in failure of training programs in organizations and particularly in banks is the inability of the employees to not to apply at the workplace what they learned during training sessions. Talking of the banks particularly, Glaveli & Karassavidou (2011) also pointed out loyalty of the employees with their branch of the hospital they are working and the quality of services provided to the branch customers as the indicators of performance. Noe (2008) has given the factors that hinder the transfer of training on individual's part. These include the unavailability of appreciation and positive feedback from co-workers, managers, and the organization itself in terms of not providing the required resources and working conditions.

2.12 Measuring Employee Performance

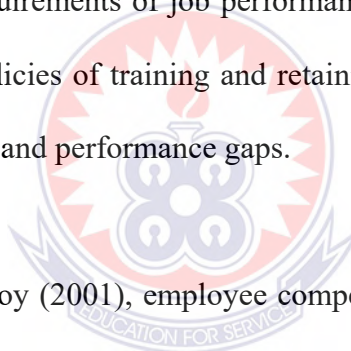
Employee performance is measured using several methods based on the organizational preferences and the performance management system in practice over there. The performance management system defines the performance measures for employees i.e. the criteria to quantify and calculate the level of performance. Kaplan & Norton (1992, as cited in Glaveli & Karassavidou, 2011) tell that the BSC transforms the mission and strategic vision of the firms into such metrics that can aid in measuring and quantifying performance of both the organizations and their workforce. Dessler (2005); Aguinis (2006); and Dessler & Varkkey (2010) have discussed the various methods for measuring the performance of employees: Alternate ranking (ranks employees from best to the worst performer), Graphic rating (rank employees based on the score won in the list of traits included on the rating graph), Paired comparisons (making pairs of employees by deciding on certain traits then measuring the individuals' standing on each trait and declaring who is better), Forced distribution (employees are to be ranked on predefined criteria), Critical incidents (manager notes down the incidents of critical importance both good & bad and then evaluate the employee), and Behaviourally anchored rating scale (it uses a combination of rating methods and critical incidents). These methods are selected by supervisors based on the evaluation policies of the organization. Also the selection of measure method could be based on the approach being preferred by the performance management system in practice in any organization. Aguinis (2006) identified three basic approaches to performance measurement: Approach of traits is during the year approach and deals with measuring the individual characteristics indicating the performance; Approach of behaviour deals with evaluating the ways employee uses to carry out his/her job; Approach of results that is an end of the year evaluation approach and deals with evaluating the employees based on achievement of targets.

2.13 Effect of training on performance

In the real world, organizational growth and development is affected by a number of factors. In light with the present research during the development of organizations, employee training plays a vital role in improving performance as well as increasing productivity. This in turn leads to placing organizations in the better positions to face competition and stay at the top. This therefore implies an existence of a significant difference between the organizations that train their employees and organizations that do not. Existing literature presents evidence of an existence of obvious effects of training and development on employee performance. Some studies have proceeded by looking at performance in terms of employee performance in particular (Purcell, Kinnie & Hutchinson 2003; Harrison, 2000) while others have extended to a general outlook of organizational performance (Guest 1997; Swart et al. 2005). In one way or another, the two are related in the sense that employee performance is a function of organizational performance since employee performance influences general organizational performance. In relation to the above, Wright & Geroy (2001) note that employee competencies change through effective training programs. It therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

The branch of earlier research on training and employee performance has discovered interesting findings regarding this relationship. Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behaviour (Appiah 2010;

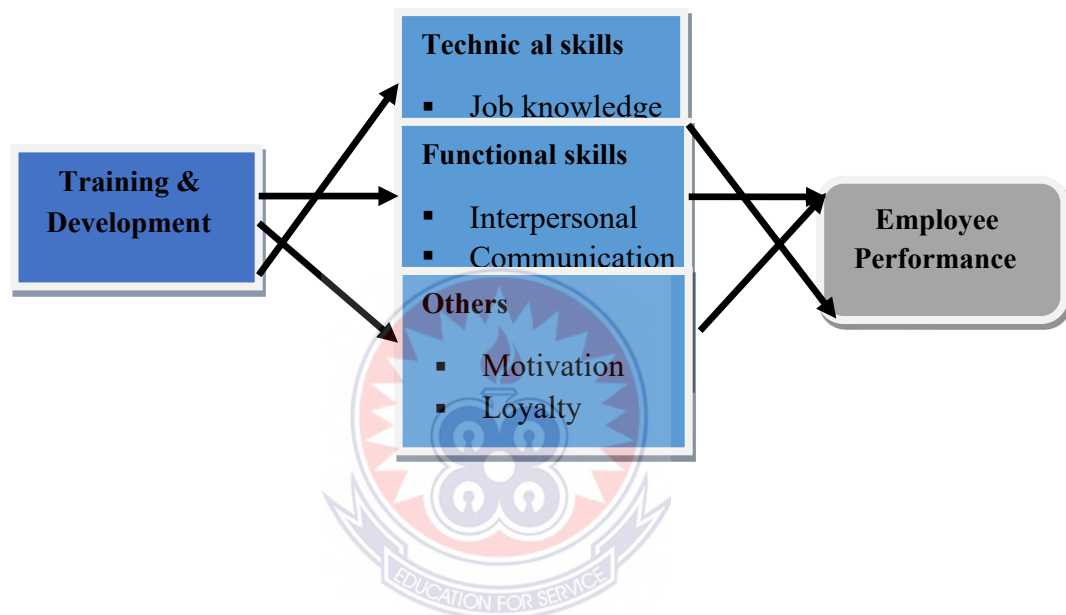
Harrison 2000; Guest 1997). Moreover, other studies for example one by Swart et al. (2005) elaborate on training as a means of dealing with skill deficits and performance gaps as a way of improving employee performance. According to Swart et al., (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance. He further elaborate the concept by stating that training facilitate organization to recognize that its workers are not performing well and a thus their knowledge, skills and attitudes needs to be moulded according to the firm needs. It is always so that employees possess a certain amount of knowledge related to different jobs. However, it is important to note that this is not enough and employees need to constantly adapt to new requirements of job performance. In other words, organizations need to have continuous policies of training and retaining of employees and thus not to wait for occurrences of skill and performance gaps.



According to Wright & Geroy (2001), employee competencies change through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner. Further still, dissatisfaction complaints, absentism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities (Pigors & Myers 1989).

Most of the benefits derived from training are easily attained when training is planned. This means that the organization, trainers and trainees are prepared for the training well in advance. According to Kenney & Reid (1986) planned training is the deliberate intervention aimed at achieving the learning necessary for improved job performance. Planned training according to Kenney and Reid consists of the following steps:

Conceptual Model



CHAPTER THREE

METHODOLOGY

3.1 Introduction

Chapter three of this study provides essential methods or strategies for collecting and analyzing the data. Basically issues dealt in this section involve research design, population, sample size, sampling techniques, sources of data, instruments for data collection and procedure, pilot study as well as data analysis.

3.2 Research Design

A research design can basically be defined as strategy adopted by researchers to conduct a study in coherent and logical manner which addresses the problem under study. With reference to this study, a descriptive research is adopted. Descriptive research entails providing adequate description of various characteristics of a given population under study. A cross sectional survey which involves collection, comparison and analyzing data at a particular point in time was adopted. The brain behind the use of descriptive research in this study involves opportunities that come with it to merge or fuse qualitative and quantitative data to ascertain underlying issues the study seeks to achieve. The study adopts triangulation which involves both quantitative and qualitative techniques to deal with issues understudy. The quantitative aspect will help in measuring data in figures or numerical terms whilst the qualitative aspect gives detail explanation on several issues which emerges out of the survey through words.

3.3 Population

The target population for this study involves employees of Abrafi Memorial Hospital. For the purpose of ensuring reliability of information in the survey. The staff strength of the hospital was 50.

3.4 Sample Size and Sampling Techniques

A sample is basically a subset of people, animals, objects or materials used to represent a broader or entire population under study. A sample size of 50 employees were selected for the study. This was made possible through adoption of census approach which ensures that all participants are used when the population is very few. This study adopted both probability and non-probability sampling techniques. This gives equal chance on each member within the population to be selected without any bias.

3.5 Sources of Data

This study depended on data from two main sources namely; primary and secondary. The primary source involves first hand data which included responses from the questionnaire. The questionnaire provides the basis for the quantitative analysis. Secondary data in this study consists of reports on training and development in organisations with specific reference to hospitals and other reliable materials already known to the public which the researcher deemed appropriate to use in dealing with issues under study.

3.6 Instruments of Data Collection and Procedure

The researcher resorted to the use of questionnaire as means of gathering data for the study. The questionnaire was designed to include both open and closed ended- questions. Dichotomous questions with Yes or No answers were also provided in the questionnaire. The respondents were given opportunity to give out their opinions on the various questions mostly through rankings on a 5- point likert scale where 1- strongly disagree, 2- disagree, 3- not sure, 4- agree, 5- strongly agree. The researcher visited the selected hospital and administered the questionnaires and gave respondents two weeks to

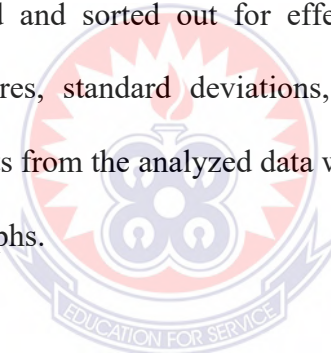
complete. However opportunity was given to people willing to complete and submit on the same day.

3.7 Pilot Testing

The questionnaire was pilot tested at Tiwaa Memorial Hospital at Kwadaso. All ambiguous and vague questions were corrected and rephrased. These were done to ensure that validity and reliability were achieved. The validity aspects were achieved through accurate information contained in the data whilst the reliability was ensured through consistency in the findings.

3.8 Data Analysis

Data gathered were checked and sorted out for effective categorization. Descriptive statistics such as mean scores, standard deviations, percentages were employed in handling data analysis. Results from the analyzed data were captured and presented in the form of tables, charts and graphs.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

Chapter four of this study presents results and discussion of data gathered during the survey. It includes demographic characteristics of respondents, adoption of training and development programmes in organisations and its effect on employees.

4.2 Demographic Characteristics of Respondents

The demographic characteristics of respondents in this study include their gender, age, number of years worked at the hospital and educational background. These formed the basis for analysing their demographics.

Table 1: Gender of respondents

Gender	Frequency	Percentage (%)
Male	18	36.0
Female	32	64.0
Total	50	100.0

Source: Field survey, 2017

Table 1 shows that, majority of the respondents, 64%, were females whilst the remaining 36% were males. This implies that there are more females at Abrafi Memorial than males and this is shown in Figure 1 below. However, there was no positive link between a person's gender and knowledge on training and development in organisations with specific reference to Abrafi Memorial Hospital.

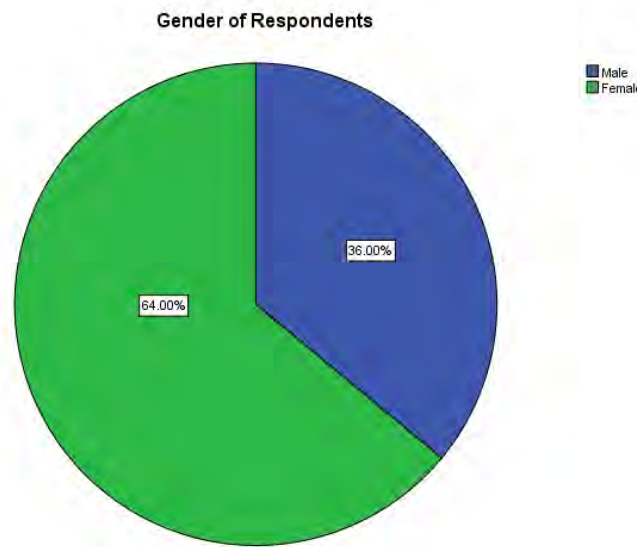


Figure 1: Gender of respondents

Table 2: Age of Respondents

Age Range	Frequency	Percentage (%)
Below 20 years	2	4.0
20 - 30 years	16	32.0
31-40 years	20	40.0
Above 40 years	12	24.0
Total	50	100.0

Source: Field survey, 2017

Table 2 shows that, a total of about 72%, representing majority of the respondents were aged between 20 and 40 years with just 4% of the respondents being below 20 years. The remaining 24% of the respondents were however above 40 years. Figure 2 below presents a pictorial representation of this information. Per this outcome, the results indicate majority of respondents are in their youthful ages. There was no positive link of a person's age and knowledge of training and development issues at the hospital. This

means a person's capability to deal with training and development related issues cannot be dwelled on their age. In view of this, age was not a significant factor influencing the training and development at the hospital.

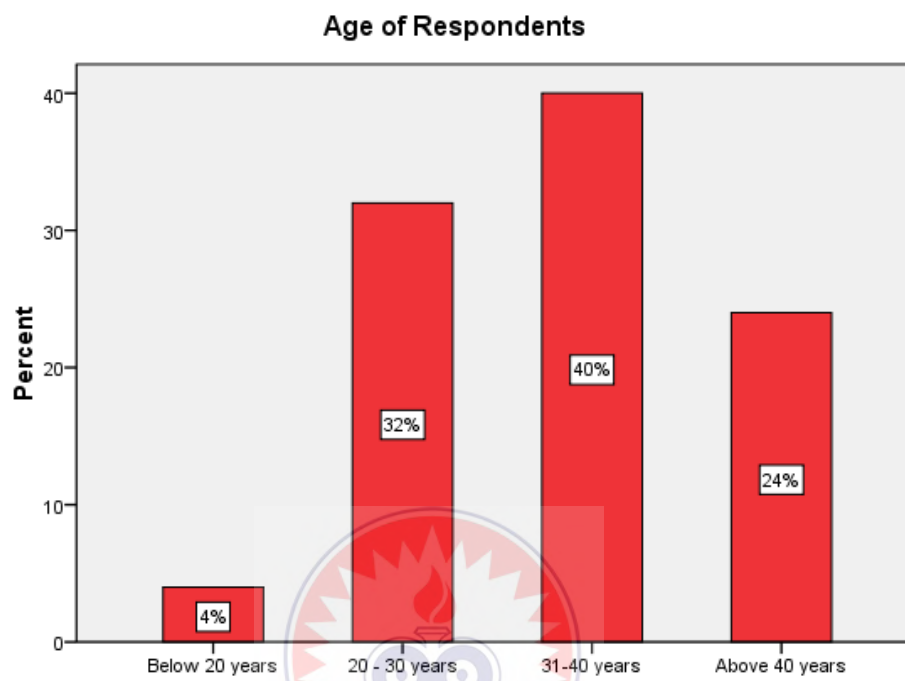


Figure 2: Age of Respondents

Table 3: Educational Level of Respondents

Qualification	Frequency	Percentage (%)
Diploma/ HND	24	48.0
First Degree	13	26.0
Masters' degree	9	18.0
PHD	4	8.0
Total	50	100.0

Source: Field survey, 2017

Table 3 presents educational background of respondents. It was realized that majority of respondents Diploma/HND holders who obtained 48%. Next to this were those with first degree and respondents from this category constituted 26%. Some respondents were found to have attained Master's degree (18%) and 8% had attained Medical Doctors. The results indicate all respondents were literates. The higher one acquires knowledge, the more he/she acquires the skills to work and understand training and development issues at the hospital.

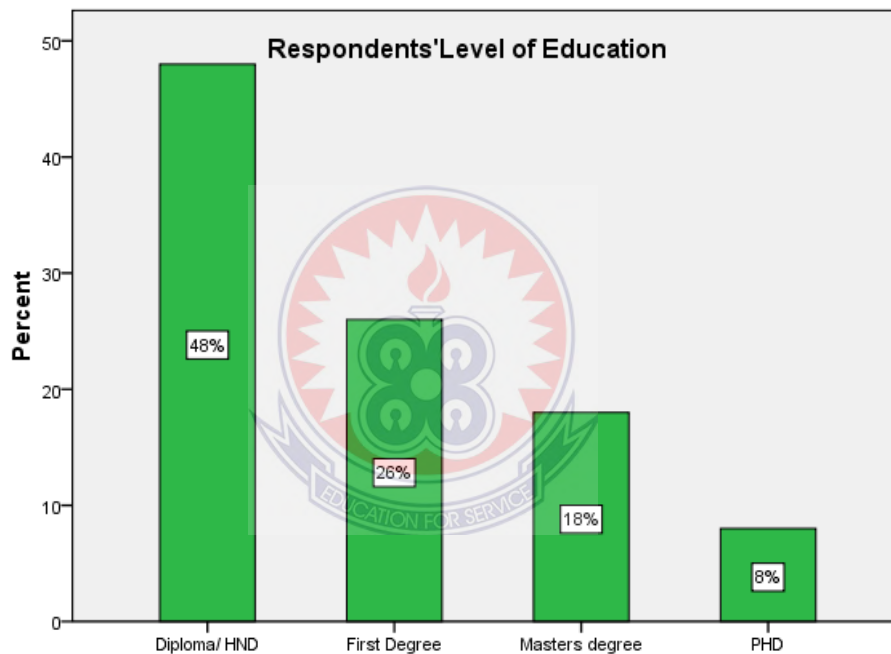


Figure 3: Level of Education

Table 4: Respondents' Length of Service

Number of Years	Frequency	Percentage (%)
Below 5 years	18	36.0
5-10 years	5	10.0
11-15 years	14	28.0
Above 15 years	13	26.0
Total	50	100.0

Source: Field survey, 2017

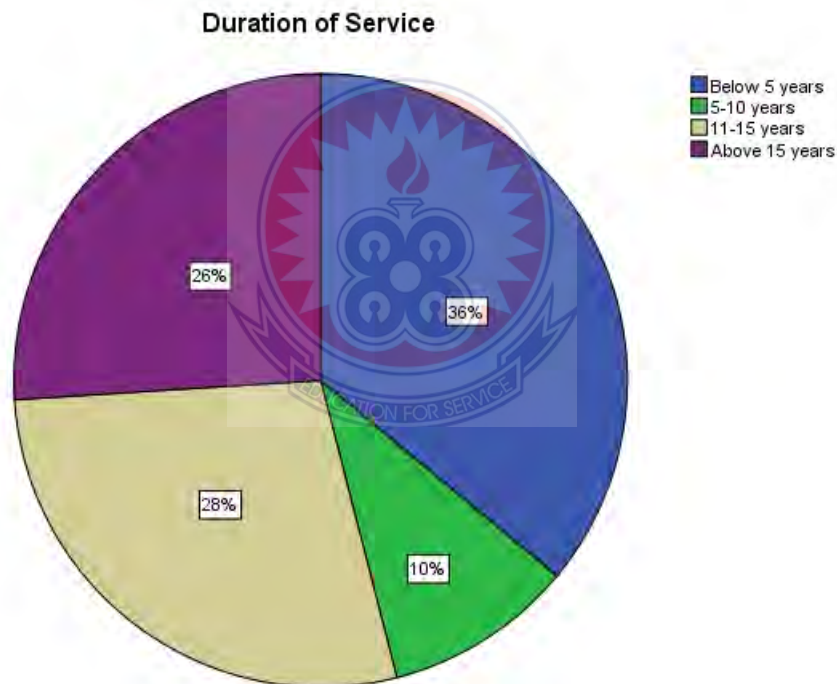


Figure 4: Working Experience

Figure 4 indicates that, a total of about 54% of the respondents, representing the majority, had been with Abrafi memorial for 11 years or more whilst about 46% of the respondents in total had been with the institution for 10 years and below. Ascertaining the number of years respondents have served at the hospital was crucial to the study in the quest to

know their level of experience on their job and its impact on training and development issues.

4.3: Training and Development Related Questions

Table 5:

Response	Frequency	Percentage (%)
Yes	50	100.0
No	0	0.00
Total	50	100.0



Figure 5: Attendance of Training

Figure 5 shows that, all the respondents had been part of a training and development programme since joining the organization. The results imply that majority of respondents

are conversant and have benefited from training and development programmes at the hospital.

Table 6: Methods of Training

Method	Frequency	Percentage (%)
On the job training	29	58.0
Off the job training	21	42.0
Total	50	100.0

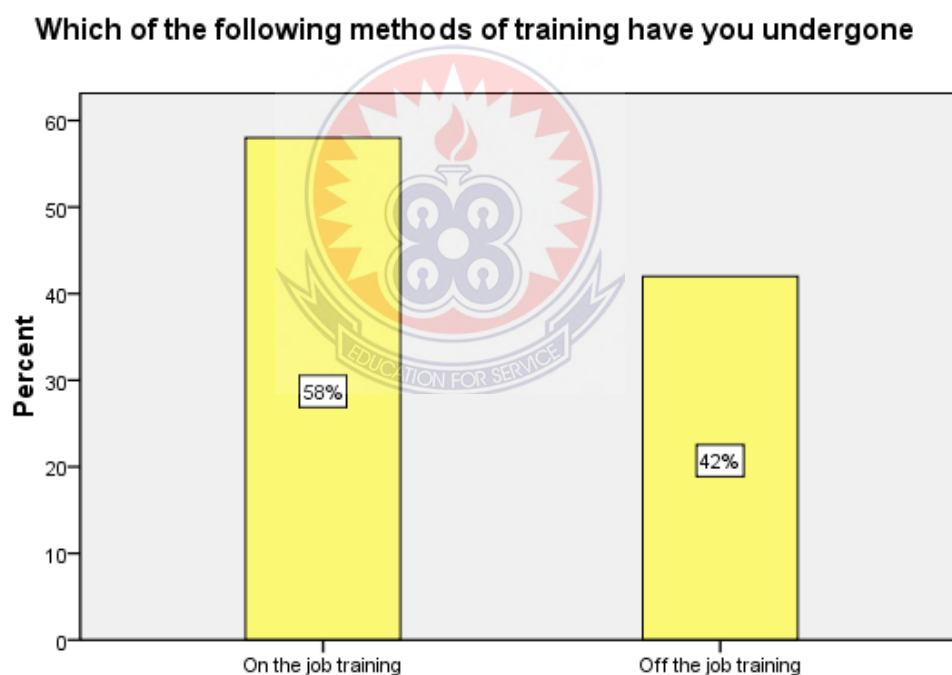


Figure 6: Methods of Training

According to figure 6, most of the respondents, 58%, revealed that they often had training on the job whilst 42% of them talked about having their training off the job.

The commonest method employed for most of the training and development programmes is on the job training such as *in-service training* (58%). This type of training empowers employees to undertake their duties effectively on the job. It also serves as a booster to help employees carry out their tasks well according to set standards within the hospital. In addition, it equips the trainees with the needed skills and methodologies to deliver on the job. Obviously this buttresses the work of Aguinis (2006) that in-service training is a type which an officer or staff undertakes while he is still in the employment of an establishment or institution and should be regarded as supplementary to rather than substitute for the formal study programme.

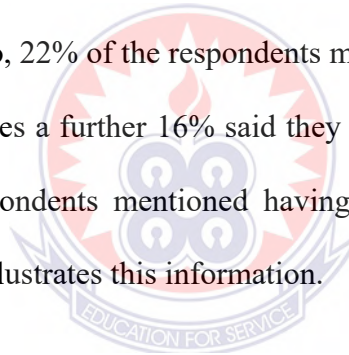
Another major factor was *under-study training*. This is the type of training where a person is made to learn from competent individuals by carefully studying how the experts conduct, perform and execute their task. For instance, a new employee can learn from the old members who have great experience on the job.

Induction training was rated equally as off-the- job training with the percentage of 7%. This training is given to enable new employees to be conversant with the culture, practices, ethical standards and how to execute effectively on the job. Mostly, these are done by the Heads of departments and often serve as a welcoming tool to the department and the hospital in general. *Off- the -job training* (42%) deals with sending employees outside the hospital to be trained. It can be seminars or workshops organised by different group of hospitals or by stakeholders in the hospital industry. This motivates them to work harder and increase their commitment levels towards their work.

Table 7: Training Techniques

Technique	Frequency	Percentage (%)
Workshops/Conferences	24	48.0
Orientation	11	22.0
Coaching	7	14.0
Job rotation	8	16.0
Total	50	100.0

From Table 7, it can be observed that, the respondents are accustomed to workshops/conferences as a training technique. According to figure 7, 48%, representing majority of the respondents revealed that, their training was facilitated through workshops/conferences, also, 22% of the respondents mentioned that their training was in the form of orientation while a further 16% said they had it in the form of job rotation. However, 14% of the respondents mentioned having being trained through coaching technique. Figure 7 below illustrates this information.



What mode of training is normally used in your organisation

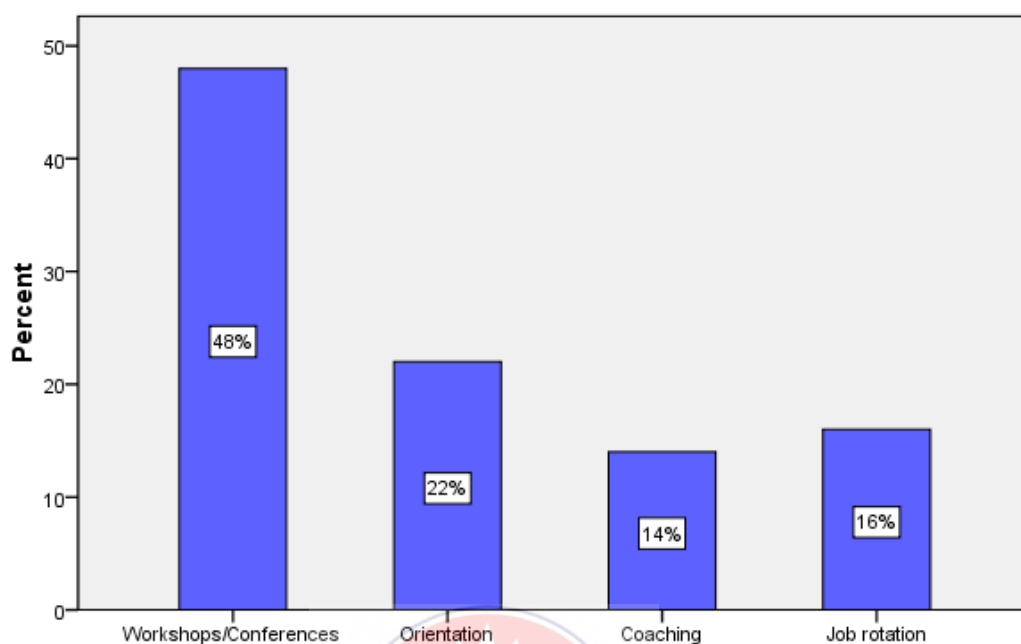


Figure 7: Techniques used in Training



Table 8: Frequency of Training

Frequency	Frequency	Percentage (%)
Quarterly	11	22.0
Half yearly	11	22.0
Yearly	1	2.0
Upon the emergence of new policies	27	54.0
Total	50	100.0

According to Table 8, 54%, representing the majority of the respondents revealed that, the frequency of their training was dependent upon the emergence of new policies and procedure in their line of duty. Also, 22% of the respondents mentioned that, the attended

training programmes at least once every three months while a further 22% also mentioned attending training programmes once every six months. However, just 2% of the respondents said they attended training programmes just once in a year. This information is presented in figure 8 below.

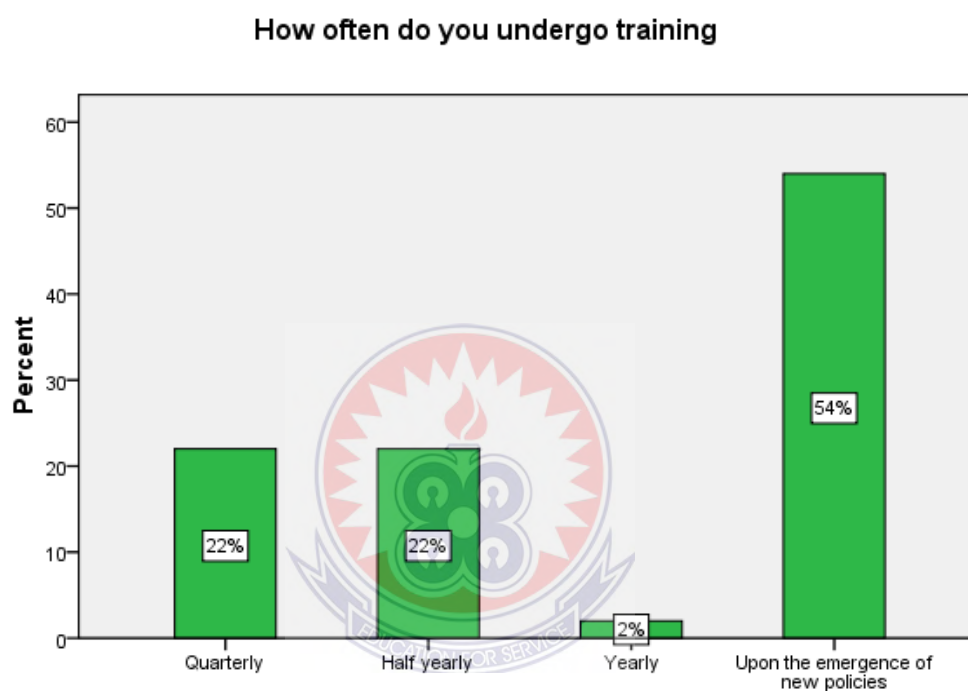
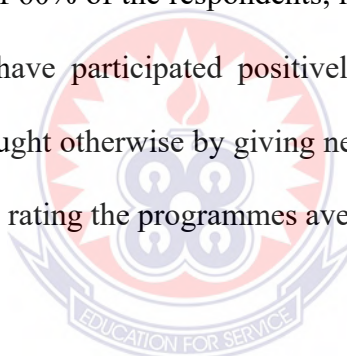


Figure 8: Frequency of Training

Table 9: Quality of Training and Development Programme(S)

Ratings	Frequency	Percentage (%)
Very poor	4	8.0
Poor	5	10.0
Average	11	22.0
Good	18	36.0
Very good	12	24.0
Total	50	100.0

Table 1 shows that, a total of 60% of the respondents, representing the majority rated the training programmes they have participated positively (good or very good) whilst a minority of 18% in total thought otherwise by giving negative ratings (poor or very poor) with 22% of the respondents rating the programmes averagely.



4.4 Barriers to training and development programmes

Table 10 shows some of the barriers that respondents think can hinder the training and development programmes.

Table 10: Frequency distribution of barriers to training and development programmes

Challenges	Mean	SD
Dispositional/Psychological	3.10	.20
Convenience	3.20	.22
Lack of direction	3.45	.20
Situational	4.29	.22
Institutional	4.21	.19
Lack of team spirit and poor communication	4.18	.20

Source: Field survey, 2017

The three major barriers respondents stated as hindrances to training and development programmes in their company were situational (Mean= 3.10, SD= .22), institutional (Mean=4.21, SD= .19) and lack of team spirit and poor communication (Mean= 4.18, SD= .20). It was found from majority of respondents that situational and institutional barriers were the major issues confronting effective utilisation of training and development programmes at the hospital. *Situationally*, some employees complained that there were inadequate source of funding to support these programmes and inertia of some employees does not show high level of commitment towards these programmes for certain reasons.

The researcher deduced that granted that concerns on *institutional barriers* were issues that challenged most of the employees. Moreover, some reiterated that the location of these training programmes are sometimes unfavorable to them because they face

transportation problems in addition to heavy traffic congestion. This suggests that work institutional barriers consist of established practices and procedures that exclude or discourage participation offered at inconvenient times or locations.

The Situational and institutional barriers were followed by lack of team spirit and poor communication. Based on the responses, some of the employees indicated that it was sometimes appalling to see the authorities divided over implementing the training courses for employees. Sometimes, the misunderstanding leads to partial implementation and bias towards certain departments. This depicts high level of discrimination and the affected employees are demoralised in given out their best. Lack of team spirit and poor communication can undermine learning and development programmes because they occur through communication between managers and employees.

Table 11: Planned and Systematic Training Programmes

	Frequency	Percent
Strongly Disagree	3	6.0
Disagree	5	10.0
Undecided	11	22.0
Agree	16	32.0
Strongly Agree	15	30.0
Total	50	100.0

According to Table 11, majority of the respondents thought that the training programmes they participated in were planned and systematic, 32% agreed and a further 30% agreed

strongly to that notion. Also, 22% of the respondents were undecided whilst 10% of the respondents disagreed and 6% more disagreed strongly.

Table 12: Achievement of Training Objectives

Response	Frequency	Percent
Disagree	4	8.0
Undecided	14	28.0
Agree	23	46.0
Strongly Agree	9	18.0
Total	50	100.0

Table 3 shows that, a total of 64% of the respondents were sure that the objectives of the training programmes were achieved with 28% of the respondents being undecided whilst just 8% of the respondents disagreed. This implies that training programmes organised for employees of Abrafi memorial Hospital usually achieves the purpose for which they were intended.

How relevant were the training you received to your work

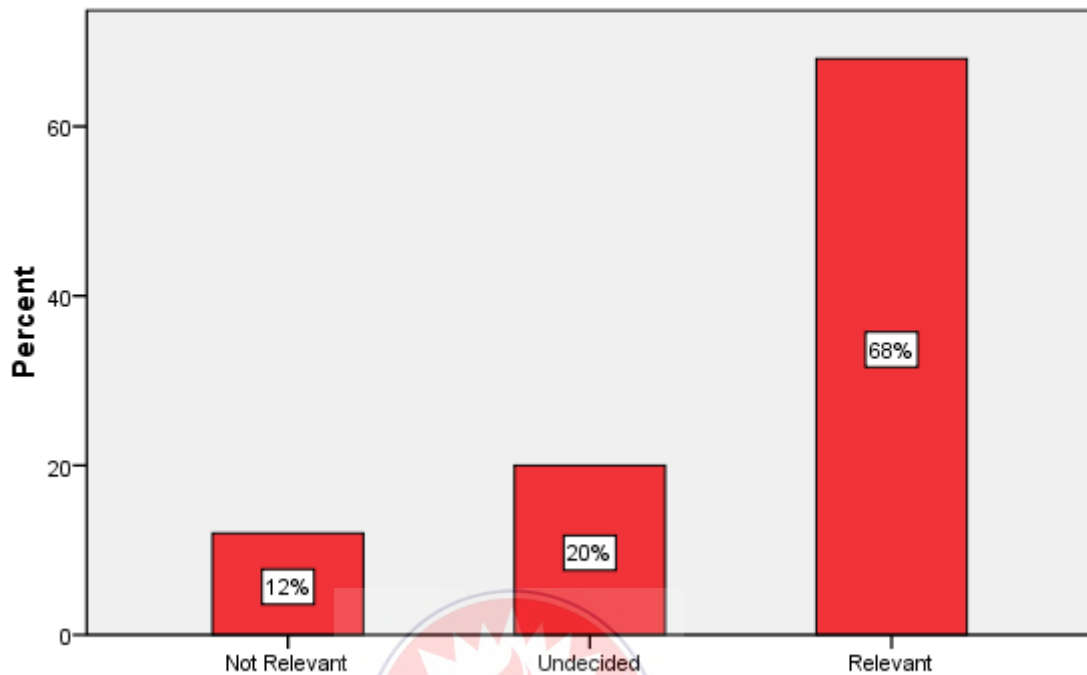


Figure 9: Relevance of Training

Figure 9 shows that, majority of the respondents, 68%, felt that the training they received was relevant to their day to day activities at work. However, just 12% of the respondents felt the training was not relevant while 20% of them were undecided. This implies that the provision of training programmes for employees of the hospital has been relevant to the employees and the organisation as whole based on the results.

Table 13: Relationship between Training and Development and Employee Performance

	Mean	Std. Deviation	N
Training and Development Efficiency	3.90	.814	50
Impact of Training and Development on Employee Performance	3.72	.757	50

Source: Field survey, 2017

Correlations

	Training and Development Efficiency	Impact of Training and Development on Employee Performance
Training and Development Efficiency	1	.649**
	Sig. (2-tailed)	.000
	N	50
Impact of Training and Development on Employee Performance	.649**	1
	Sig. (2-tailed)	.000
	N	50

** . Correlation is significant at the 0.01 level (2-tailed).

The test shows that, there exists a significant correlation between training and development and employee performance. A correlation coefficient of .649 indicates a strong positive relationship between training and development training and development

and performance of employees. This means that, as the training and development improves, there is a corresponding influence on the performance of employees. The relationship is significant at the .05 alpha level ($.005 < .05$). When better training systems are put in place, the performance of employees is improved. Training and development programmes broaden employees' knowledge. The researcher gathered from respondents that training and development programmes broaden the horizon of employees' knowledge base. That is, they are enlightened on new approaches and challenges to hospital issues and also exposed to a variety of innovations related to their field. This encourages and equips them to use modernised ways of delivering quality services to customers.

Due to the fact that employees are equipped with the requisite expertise in executing their tasks, they become creative and innovative and always try to maximise the scarce resources towards effective output. These have the tendency of reducing high labour turnover in the said hospital because the burnouts rate would be automatically reduced. Once a training course is executed, it is expected to achieve the 'needs' gap the trainees are facing. One of which is high performance levels. The issue of training and development leading to improvement in the employees' attitudes cannot be ignored. This corresponds to the findings of Swart et al. (2005) that, once a training programme is completed, worker productivity is expected to increase. The benefits will be to the company, due to an increase in worker output and productivity, and to the worker, as the increase in output should translate into higher wages and opportunities for career advancement.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The main purpose of the study was to evaluate the impact of training and development on employee performance in Abrafi Memorial Hospital. This chapter presents the summary of the research findings, conclusion drawn from the study and recommendations.

5.2 Summary

The main purpose of the study was to evaluate the impact of training and development on employee performance in Abrafi Memorial Hospital. A survey was used to gather information from a sample of 50 individuals drawn by the researcher using census approach strategy from staff of Abrafi Memorial Hospital. The researcher used questionnaires and interviews to collect primary data for the study. The data was analysed using SPSS version 17 and Microsoft Excel, 2010 version and presentation was done by using of frequency tables and bar graphs.

The researcher found that, there were more females at Abrafi memorial who were aged between 20 and 40 years and were diploma holders. Also, it was found that the respondents had been with Abrafi memorial for 11 years or more. It was further revealed that, all the respondents had been part of a training and development programme since joining the organization and the training was most often an on-the-job training. Again, the respondents revealed that, they were accustomed to workshops/conferences as a training technique which frequently occurred upon the emergence of new policies and procedure in their line of duty. Also, the research revealed that, the training programmes they participated in were planned and systematic was rated positively (good or very good) by the participants who were sure that the objectives of the training programmes were achieved and further that, the training they received was relevant to their day to day

activities at work. Moreover, the respondents disclosed that, training and Development addressed as a key issue in the work conditions of your organization, policies put in place by management favours the training environment, training contents are useful as it is relevant to the organisational and employees' need, contents of Training are designed to meet objectives, purpose and requirements of the job, there was a performance appraisal system to assess outcome, after employee training and employees were given the chance to assess the methods, contents, modes and other qualities of training at the end.

Furthermore, the researcher found that, training and development enabled the respondents in; demonstrating Team work, effectively managing cases, improved their communication skills, helped in efficient data management, improved interpersonal relationship, offered learning and developments opportunities for staff, aided in understanding and carrying out organizational policies and promoted organizational image. Most importantly, the respondents revealed that the Training and Development programme in your institution has helped them perform job better than before. Correlation test conducted by the researcher confirmed that, there existed a significant correlation between training and development and employee performance.

5.3 Conclusions

Based on the findings of the study, the following conclusions were drawn by the researcher.

- The role of Training and Development in the establishment is imperative to building capacity of employees necessary to achieving the overall vision and mission statements of the institution.

- Also, the study concluded that, the impact of Training and Development were mainly concerned with offering learning and development opportunities for staff and improvement of knowledge and skills at all levels in the organization.
- Again, it can be concluded from the research that, Appropriate Training and Development of staff of Abrafi Memorial can result in efficient performance of their job functions; therefore, inappropriate Training and Development could lead to underperformance of their job functions.
- Moreover, it was concluded that, there existed a significant correlation between training and development and employee performance.

5.4 Recommendations

Based on the conclusions of the study, the researcher makes the following recommendations.

- Training content and delivery approaches should be relevant to the job functions of employees.
- Training and development provided by Abrafi Memorial should result in a better understanding of performance objectives of employees.
- The institution should conduct appropriate training needs assessment to ensure that, training content for employees would result in efficient data management and improved interpersonal relationship.
- The frequency of external Training provided by the institution should be enhanced and targeted at improving employee job performance.
- Abrafi Memorial should encourage best practices Training programmes for employees to ensure consistency in the performance of their job functions.

- Training should be provided more frequently to ensure that more employees have access to Training and Development.



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APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

QUESTIONNAIRE

Dear sir/madam,

This questionnaire has been designed to collect information on evaluating the impact of training and development on employee performance at Abrafi Memorial Hospital. Please, you have been selected a respondent to this questionnaire. This research is for academic purpose only; your identity and responses will not be disclosed. Please read the questions carefully and answer them as honestly as possible by ticking [] against choices provided, filling in the blank spaces and where applicable for 'others, please specify'.

Thank you.



SECTION A

Demographic Background of Respondents

1. Please indicate your Gender

Male []

Female []

2. Please indicate the age bracket you fall within

Below 20 years

[]

20-30 years

[]

31-40 years

[]

40 years & above

[]

3. What is your highest level of education?

'O' Level

[]

'A' Level

[]

Diploma/ HND

[]

First Degree

[]

Master's degree

[]

PHD

[]

4. How long have you been in this institution?

Below 5 years

[]

5-10 years

[]

11-15 years

[]

Above 15 years

[]

11. Do you agree that the objective of the training programme was achieved?

Strongly Disagree []

Disagree []

Undecided []

Agree []

Strongly Agree []

12. How relevant were the training you received to your work?

Not relevant at all []

Not relevant []

Undecided []

Relevant []

Very relevant []

SECTION C

1 = Strongly Disagree, 2= Disagree, 3 = Undecided, 4= Agree and 5 =Strongly Agree

13. What are some of the barriers to Training and Development programmes in organisation?

No.	Challenges of training and development	RESPONSES				
		1	2	3	4	5
1	Situational					
2	Institutional					
3	Dispositional/ Psychological					
4	Efficiency					
5	Inertia					
6	Convenience					
7	lack of Direction					
8	Lack of team spirit and poor					

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

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

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

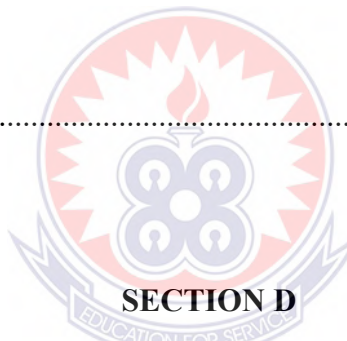
- a) Yes ()
- b) No ()

16[a].If Yes,

Why?.....

[b] If No,

Why?.....



SECTION D

Impact of Training on Performance

Rate on a scale of 1-5 to indicate your option,

1 = Strongly Disagree, 2= Disagree, 3 = Undecided, 4= Agree and 5 =Strongly Agree

17. Do you think that Training and Development programme in your institution has helped you to perform job better than before.

- Strongly Disagree []
- Disagree []
- Undecided []
- Agree []
- Strongly Agree []

18. Do you think you need to go through further training and development programme to improve upon your current performance?

Strongly Disagree []

Disagree []

Undecided []

Agree []

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

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