UNIVERSITY OF CAPE COAST

THE STATUS OF TRAINING AND DEVELOPMENT

OF HUMAN RESOURCE IN SSNIT – TEMA BRANCH OFFICES

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BY

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DISSERTATION SUBMITED TO THE INSTITUTE FOR DEVELOPMENT STUDIES OF THE FACULTY OF SOCIAL SCIENCES, UNIVERSITY OF CAPE COAST IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR AWARD OF MASTER OF ARTS DEGREE IN HUMAN RESOURCE DEVELOPMENT

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:……………………………. Date:…………………..

Name: Cecilia Panford-Quainoo

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature:……………………………. Date:………………….

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ABSTRACT

It is an indispensable fact that training and development of human resource is paramount to the achievement of organisational goals and enhancement of organisational image. Most recently, however, it was common knowledge that some employers have overlooked the importance of human resource development. The critical question this study seeks to address is "to what extent is human resource development appreciated in SSNIT?

The sample size of the study is 70 and it comprises employees of three SSNIT Branch offices in Tema: namely Community Two Branch office, Harbour Branch office and Tema Last Branch office.

It was observed from the study that the often-used method of training is out-the-job training and it appears to be very advantageous. Findings from the study indicate a relationship between Human Resource Development and achievement of organisational goals. Based on the above, recommendations are made as to how SSNIT can strengthen the training and development of its human resource.

The conclusions of this study include the following;

- To a very large extent, the importance of human resource training and development is well appreciated in SSNIT.

- In SSNIT, it is the responsibility of the Head of Human Resource Development (HRD) to ensure that employees attend training programmes after training needs have been indentified at the Branch Offices by Branch Managers.

ACKNOWLEDGEMENTS

DEDICATION

To my husband Kwesi and my children Baaba and Araba.

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CHAPTER ONE

INTRODUCTION

Background of the study

In contemporary times, organisations of all types and sizes including schools, retail shops, government agencies, restraurants and manufacturers are in keen competition with one another (DeSimone and Harris, 1998). What has made the competition even keener is the fact that every organisation is leaving no stone unturned to offer quality services and products to its consumers in order to perfectly fit into the global market. Consequently, the need to employ competent and motivated human resource has become inevitable. This need has become even stronger as organisations grapple with the challenges presented by a fast-paced, highly-dynamic and increasingly competitive global market. To compete and thrive both in the local and global markets, a variety of strategies are used, but the most commonly used strategy is the training and development of human resource.

It is important to underscore the fact that in order to produce the goods or offer services that society requires, trained and developed human resources will have to be employed among other factors of production, such as land, capital and entrepreneurship with rapt efficiency so as to enhance the growth and development of organisations (Acheampong, 2006).

Human resource consists of the productive contribution of labour to the production process and active agent in the whole arrangement. In order to improve the quality of labour to make it more productive, there is the need to undertake investment in human resource. This investment will encapsulate both the explicit and implicit costs involved in the acquisition of skills and experience through training and development (Acheampong, 2006).

Modern day organisations consist of three main types of resources and these are physical, financial and human. Physical resources are machines, materials, facilities, equipments and component parts of products. Financial resources refer to the liquid assets of an organisation. These include cash, stock, bonds, investments and operating capital. Human resource refers to the people employed by an organisation (Gilley and Eggland, 1989).

Although both the physical and financial resources play a critical role in the achievement of organisational goals and objectives, the role played by human resource cannot be underestimated. This is explained by the fact that it is the human resource who utilizes both the physical and natural resources to generate wealth. Harbison (1976) sums this up by saying that "Human Resource constitutes the ultimate basis for the wealth of nations. Capital and natural resources are passive factors of production: human beings are the active agents who accumulate capital, exploit natural resources and build social, economic and political organisations" (p.3).

It is mentioned the "The level of Human Resource Development is the central force in the achievement of economic development. Many economists are

of the view that the key asset that propelled their self- sustained economic growth and development is not their physical capital but the body of knowledge amassed by empirical science, coupled with the ability to train and equip the population to use knowledge efficiently" (Acheampong, 2006:9).

Development of people refers to the advancement of knowledge, skills and competencies for the purpose of improving performance within an organisation. This reflects a focus on the individual advancement of the people within the organisation. Next, development of people within an organisation is directed at performance improvement for efficiencies, more effective competitive practices and greater profitability (Eggland, 1986).

Human Resources Development (HRD) may be defined as "a set of systematic and planned activities designed by an organisation to provide its members with the necessary skills to meet current and future job demands". (DeSimone and Harris, 1998:2). Similarly, Harbison (1976) broadly defined HRD as the process of building the knowledge, the skills, the working abilities and innate capabilities of all people.

The Oxford Advanced Learners' Dictionary (Fifth Edition, 1995) defines 'training' as the process of teaching a person a particular way by regular instruction or practice.

Training also involves interpersonal skills such as coaching, group problem facilitation and problem solving (DeSimone and Harris, 1998). It is also the process of providing knowledge, skills and abilities specific to a particular task or job. Training may also be seen as part of a process which begins with

identifying a need, determining appropriate training, evaluating the outcome and identifying the need for further training.

From all indications, training and development of human resource need to be given a priority considering the increasing pace of technology, structural and social change. Some employers have risen to this occasion and so they see human resources as the most valuable asset to such an extent that it is regarded as investment. As such, colossal sums of money are used to train human resource because it is envisaged that the investment will yield dividends, in that trained or developed human resource will use skills and knowledge acquired, to perform tasks efficiently so as to achieve or even exceed set targets.

Generally, training may be classified into three categories, namely; the training or formal education a person receives to prepare him or her for the job market, furtherance of education whilst one is in employment, and on - the -job training. The first category, formal education refers to the level of education a person has acquired before entering the job market. It is worth mentioning that training received in school (formal education) may prepare people for jobs but not adequately equipping them for tasks assigned them on the job, hence the need for newly employees to be provided with the relevant skills, knowledge and abilities.

Furtherance of education refers to the educational facilities that exist within an organisation that employees can access to enable them pursue further studies, all of which are aimed at equipping them to accept greater challenges and higher responsibilities. This facility is normally in the form of study leave, with or without pay.

Furthermore, training at workplaces is directed at increasing the ability of individuals and groups to contribute to organisational effectiveness and achievement of goals. Specifically, such training seeks to correct deficiency and equip individuals to perform better and prepare them to accept greater responsibilities (Gilley and Eggland, 1986). Thus, it is aimed at bridging the gap between what is possessed, and what is required for the job.

Training at workplaces includes orientation courses, refresher courses, seminars and other HRD programmes. HRD programmes should not be a one - time activity but should begin when an employee joins an organisation and continues throughout his or her career, regardless of whether the employee is an executive or a semi-skilled line worker.

"Human Resource Development programmes must respond to job changes and integrate the long-term plans and strategies of the organisation to ensure the efficient and effective use of resources". (DeSimone and Harris,1998:2). Any organisation that does not make provision for training its human resource, will later realize that it is not meeting either its basic requirements or its overall goals effectively. Using human resource in its raw and natural state will not benefit an organisation. If organisations are to play their roles effectively, they need to use human resource who are well motivated, informed and trained.

In summary, the success of every organisation is dependent on the efficiency and effectiveness of its human resource. To sustain economic and effective performance, it is imperative to optimize their contribution towards the achievement of the aims and objectives of the organisation. There is therefore the

need for management of organisations to appreciate training and development of human resource and put a high premium on them during their organisational pursuits. This has informed the choice of this topic on how human resource development has been tackled in SSNIT.

Statement of problem

Every organisation aims at performing creditably to achieve organisational goals and objectives. Equally, it is true that every organisation thrives on its skilled human resource. Therefore, if an organisation's human resource is untrained, undeveloped or unskilled, there is the likehood that set targets may not be achieved.

It is common knowledge that both in past and recent times, there has either been privatisation or liquidation of certain organisations that are believed to be performing below expectation or are not achieving set targets. When privatisation or liquidation becomes inevitable, the organisation is compelled to lay off some or all of its human resource. In certain instances too, some organisations undertake retrenchment or redeployment exercises because they do not break even. These have brought in their trail social problems such as unemployment , poverty, high school drop-out rate (because laid-off parents are unable to see their children through school) armed robbery, prostitution and streetism.

The critical question that needs to be asked is that " to what extent is the training and development of human resource appreciated in SSNIT?" Though human resource training is crucial to the success of the operations of SSNIT, no

empirical research has been undertaken. This has necessitated the need for this research.

Objectives of the study

The general objective of this study is to investigate the status of training and development of human resource in SSNIT. Specifically the purpose is to:

- Ascertain whose responsibility is it to provide training programmes in SSNIT.

- Find out whether training programmes are based on training needs of employees.

- Identify the methods of training used in SSNIT.

- Establish whether training programmes are evaluated.

- Find out the benefits of training programmes.

Research questions

- Whose responsibility is it to provide training programmes?

- In what ways do training programmes relate to training needs of employees?

- What are the methods of training used in SSNIT?

- What are the ways in which SSNIT evaluate training progrmmes?

- In what ways are training of staff beneficial?

Significance of study

Staff incompetency has been an organisational difficulty that some employers have had to grapple with. It is this phenomenon that has brought about the need for training and development of human resource. It is an undisputed fact that training of human resource is critical to the achievement of organisational goals. However, some employers and management staff perceive this as a mere waste of time and organisational resources. This has indeed accounted for the non-performance of some staff with its subsequent poor organisational performance.

In this regard, it is envisaged that this study will be of immense to the management of SSNIT and management of other organisations, employees, policy makers and other stake holders of SSNIT in general. By this study, the relevant role training and development play will be brought to bare. This will give employers the opportunity to appreciate training and development and ensure their inclusion in their organisational policies.

Similarly, this study will enable policy makers place training and development issues high in all spheres of their endeavours. Furthermore, staff of organisations, especially SSNIT, will be better informed of the need to take advantage of training and development programmes and other educational facilities that exist within their organisations. This will enable them enhance themselves in order to work conscientiously to achieve organisational goals so as to earn commensurate income.

Organisation of work

        Chapter 1, which is the introduction, consists of the Background of the study, Statement of the problem, Objectives, Research questions, Significance of the study and Organisation of work. Chapter 2 deals with the Review of literature, whilst chapter 3 is devoted to the Methodology of the study which comprises the Study area, Research design, Target population, Sample size, Sample procedure, Research design, Research Instrument, Pre –testing and Data handling. Data analysis and discussions are the focus of chapter 4, whilst chapter 5 contains a Summary of Conclusions of the study and Recommendations.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

This chapter provides a review of the relevant literature on training and development. Areas that were reviewed include some definitions of training and development, methods of training programmes and evaluation and appraisal of training of programmes. A review was also made on needs assessment, the benefits of training programmes and the existence of educational facilities in organisations.

Definitions of training

Many definitions have been given to the concept "training". Cole (1977), defines training as any learning activity which is directed towards the acquisition of specific knowledge and skills for the purposes of an occupation or task. Armstrong (1996), on the other hand defines training as the systematic modification of behavior through learning which occurs as a result of education, instruction, development and planned experience.

The Manpower Services Commission of the U.K (1981), defines training as a planned process to modify to achieve knowledge, skill or behavior through learning experience to achieve effective performance in activity or range of

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activities. Similarly, the Department of Employment of the U.K (1978), defines training as a planned and systematic effort to modify or develop knowledge, skill or attitude through learning experience to achieve effective performance in an activity or range of activities. French (1990) defines training as the organisationally- directed experience that is designed to further the learning of behaviours that will contribute to organisational goals. Milchovich and Bordreau (1990) define training as a systematic process of changing behaviour, knowledge, and or motivation of present employees to improve the match between employee characteristics and employee requirements.

Ahujah (1988) defines training as an organized procedure for increasing the knowledge and skill of people for definite purpose, whilst Goldstein (1993) defines it as the systematic acquisition of skills, rules, or attitudes that result in improved performance in the work environment.

Definition of development

Development has been defined by Cole (2002), as any learning activity that is directed towards future needs rather than present need. From the viewpoint of the Manpower Services Commission of the U.K. (1998), development is the general enhancement and growth of an individual's skills and abilities through conscious and unconscious learning. In a similar vein, the Department of Employment of the U.K. (1978), defines development as the general enhancement and growth of individuals' abilities through conscious and unconscious learning.

Having examined the various definitions of training and development, the crucial question that needs to be asked is whether the two terms are the same in meaning   or not. Training that is provided in the work situation is to help employees acquire skills, knowledge and abilities specific to a particular task or job. For example, training a typist to use a new word processor. Development activities, on the other hand, have a long term focus on providing employees with increased capacities in the performance of their roles. Development programmes also focus on   equipping employees with skills, knowledge and abilities that enable them to take up leadership roles.

It must be noted that the two terms are very much related in that they are both tools used in human   resource development to identify, ensure and help develop the key competencies that enable individuals perform current and future jobs. For this study, training and development will be taken as any attempt to improve current or future employee performance by increasing, through learning, an employee's ability to perform, usually by increasing the employees' skills and knowledge (Goldstein, 1980).

Responsibilities for training and development

Goldstein and Gessner (1988) are of the view that training and development are responsibilities shared by top management, Human Resource Department, the immediate supervisor and the employee. The relationships are shown in Figure 1.
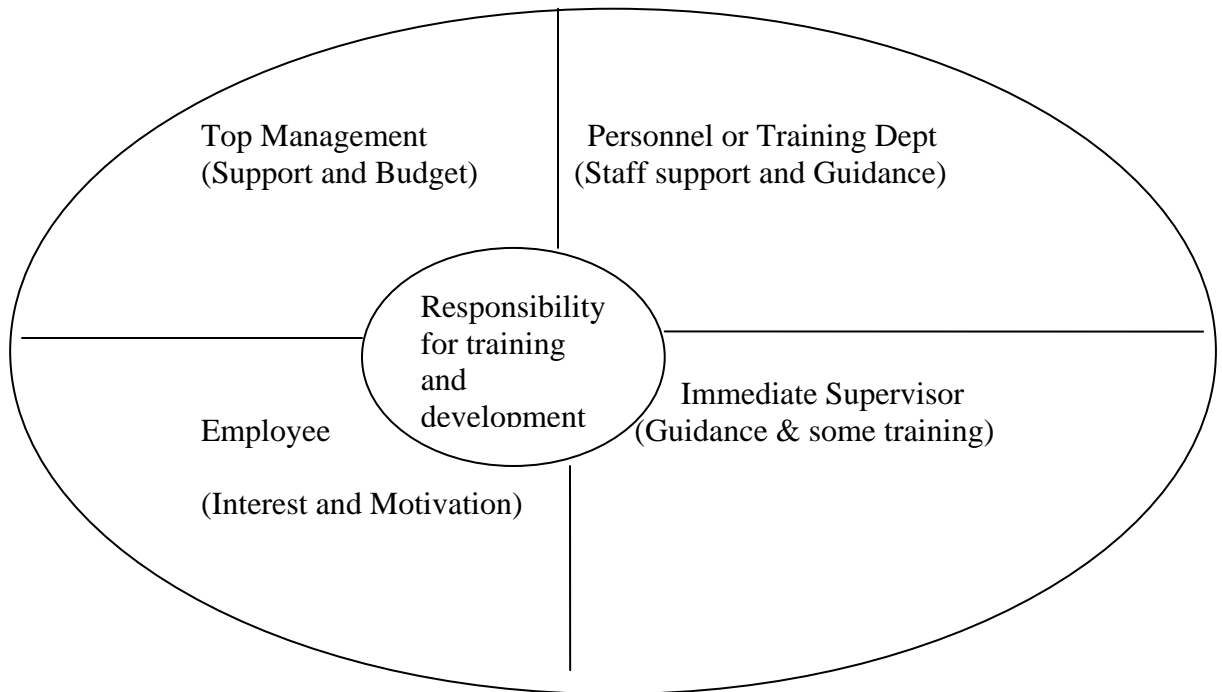
Figure 1: Training and development as a shared responsibility

Source: Adopted from Goldstein and Gessner (1988)

Webster (1994) on the other hand observes, that top management has the sole responsibility for the provision for general policies and procedures required for the implementation of the training programmes. Top management carries a main strategic responsibility for placing training among their key planning policies; for requiring sectional managers or employees' supervisors to fulfill their responsibility for training. He notes that training begins in the Boardroom and, unless it is recognized as a strategic priority, it is unlikely to be pursued by those responsible elsewhere in the organisation.

Human Resource Department performs essentially a staff function and assists management in training and development by providing expertise, resources

and recommending training, conferences and programmes to immediate supervisors. Each employee's immediate supervisor has the direct responsibility for ensuring that training and development occur. It is the duty of supervisors to encourage employees to develop themselves and should also provide time for this to occur.

On the immediate supervisor's role in training and development, Zorn (1984) notes that a supervisory manager may interact with subordinates to facilitate their training and development, to develop a new inexperienced employee into a competent worker or refine and expand the skills of an accomplished performer.

Contrary to the view of Zorn that the supervisory manager is responsible for the training of employees, Goldstein and Gessner (1988) again maintain that the primary responsibility for training and development lies with the individual employee. The employee has the responsibility of demonstrating interests in personal career development relative to the goals of the organisation. Thus, unless employees are willing to invest their time, effort and readiness to change behavior, little training can take place.

From the above, there is the need to emphasize that Goldstein and Gessner cannot be far from right. Although it is indeed true, as Webster and Zorn have suggested, that training and development are the responsibility of managers and supervisors, the individual employee also has the responsibility of developing himself or herself. To this end, employees should take advantage of educational

facilities that exist within organisations to pursue further studies in order to upgrade themselves.

One may note from the discussion that training and development are a concerted effort of top managers, the Human Resource Department, the immediate supervisor as well as employees.

On the issue of training and education, some writers have shared their views. Mayo and Dubois (1987) have suggested that there are dis-similarities between the two. They insist that education seeks broader, more generalizable capabilities, while the goals of training are more specific and task- oriented. Training therefore usually involves the acquisition of, for example, behaviours and facts that are more easily defined in a specific job context.

Buckley and Caple (1995) seem to agree with Mayo and Dubois that there are differences between training and education. The two main distinctions they draw are that:

- Training is more job–oriented whereas education is more person – oriented, with broader process of change and less amenable objectives.

- Training programmes aim at providing knowledge and skills and to inculcate the attitudes which are needed to perform specific tasks. Educational programmes on the other hand, usually provide more theoretical and conceptual framework designed to stimulate an individual's analytical and critical abilities.

It must be noted that while considerable emphasis has been placed on the way in which training and education differ, they are in a way, closely interrelated

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processes. Buckley and Caple (1995) emphasize that the ability of an individual to acquire knowledge, skill and attitudes in training context is dependent directly or indirectly on the quality of previous educational experiences. Similarly, education may be influenced by the skills that an individual has acquired through training.

One can deduce from the above that basic competence in mathematics, physical sciences and the social sciences are often a pre – requisite for achieving the objective of training programmes. Knowledge and abilities gained from educational courses often enable the employee who has also completed a training programme to adapt to new or unexpected conditions that arise on the job. The generalizable knowledge acquired from an educational setting often permits an individual to solve problems for which a training programme would be an adequate preparation.

Although a meaningful distinction can be made between education on one hand and training on the other, in reality many courses that are primarily educational have a strong training component. Professional schools can be cited as an example.

Other writers have stressed that recruitment is another key area that employers will have to give serious attention. "Recruitment refers to the process of making workers interested in a particular job so as to apply for it. It is a positive process for searching for prospective workers and stimulating them to apply for specific jobs. The recruitment process has shown the need for new workers or promotions of the incumbent" (Acheampong, 2006:99).

The recruitment of personnel begins from the institution or school where students make their decisions to select certain professions. It is therefore important that Human Resource managers make certain professions attractive enough for prospective personnel to develop people's interest at an early stage. When a Human Resource manager has determined that there is the need to fill up a particular position and has been given approval by Management Board to have the position filled, the next is to determine the recruitment sources.

According to Acheampong, (2006), there are two recruitment sources, namely; internal and external. The internal recruitment source is important for promotions and it has many motivational and job satisfaction advantages among employees. The other advantage is that it reduces the cost which may be incurred from recruitment to training. A major disadvantage of internal recruitment is in-breeding.

The external source of recruitment, according to Acheampong,(2006), is resorted to when a particular position requires a worker whose qualification is not possessed by the available work force, or when some vacant staff positions require filling with new employees. Methods used in external recruitment include direct advertisement, making direct contact with the particular training institution or university, government employment agencies and head hunting.

Every organisation can choose to recruit trained individuals rather than to train its current employees in order to save training and development costs. Where an organisation adapts this strategy, they risk reducing the promotional rewards that could be used as incentives for their current employees. They also risk

negatively by affecting employee commitment to the organisation (Schuler, 1987).

Apart from views shared on recruitment that have just been discussed above, Schuler (1987) comments on compensation in relation to training and development. From his standpoint, rewards should be attached to every training and development activity; otherwise employees may not be interested in performing better if there are no monetary or promotional rewards. He notes that the use of incentives is important not only for getting employees into training and development programmes, but also maintaining the effects of these programmes.

One observes that training and development should not be taken in isolation. It must be linked to human resource planning, job analysis, performance appraisal, recruitment and selection, as well as compensation. When this is done, the organisation is bound to reap immense benefits from training and development.

Needs assessment

Training is designed to help organisations accomplish their objectives. Determining organisational training needs is the diagnostic phase of setting training objectives. Just as a patient must be examined before a physician can prescribe medication to treat the ailment, so does an organisation or an individual employee needs to be studied before a cause of action can be planned to make the "patient" function better (Mathis and Jackson, 1991).

DeSimone and Harris (1998) state that "needs assessment is a process by which an organisation's HRD needs are identified and articulated." (p. 97). It is the starting point of the HRD training process. According to these writers, it is a study that can be used to identify an organisation's goals and its effectiveness in reaching these goals. From the viewpoint of these writers, needs assessment is also a means of identifying discrepancies between employees' skills and skills required for effective job performance. According to them, it serves as a channel through which discrepancies between current skills and the skills needed to perform the job successfully in the future can be identified. They note that a need can be a current deficiency such as poor employee performance or a new challenge that demands a change in the way the organisation operates.

Buckley and Caple (1995) comment that training needs can be assumed to exist when training in some form is the most effective and the most appropriate means of overcoming a current or an anticipated shortfall in performance. This suggests that a training need may occur when an employee is not doing a job well because he is suffering from a shortfall in his knowledge and skills. Training needs may also occur when an employee needs to acquire additional knowledge, skills or abilities in order to perform a new or amended work task in the near future. Newby (1995) describes the former as an improvement or remedial need and the latter as an anticipatory or developmental need.

Need can exist at three levels; the organisation, the job and the individual. To ensure an effective HRD effort, needs must be measured on each level. As a result, three types of needs assessment must be conducted: organisational

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analysis, tasks analysis and person analysis (McGhee & Thayer 1961). Each level of assessment measures different aspects of the organisation.

From the viewpoint of DeSimone and Harris (1998), needs assessment at the organisational level is usually conducted by performing an organisational analysis and it is the first way of diagnosing training needs. Organisational analysis considers the organisation as a system. As part of the corporate strategic human resource planning, it is important to identify the knowledge, skill and abilities that will be needed by employees in the future as both jobs and the organisations change. During organisational analysis, both internal and external forces that will impact on the training of workers must be considered.

Organisational analysis can also be done using various operational measures of the organisational performances. Departments or areas with high turnover, high absenteeism, low performance or other deficiencies can be pinpointed. After such problems are analyzed, training objectives can be developed. Specific sources of information for an organisational level needs may include, among others, grievances, observations, exit interviews, complaints from customers, training committee observations and equipment utilization figures (DeSimone and Harris, 1998).

Schuler (1987) maintains that organisational needs analysis is extremely important in isolating where the training and development programme should be focused, and in providing some criteria against which to evaluate the effectiveness of the programme. Schuler regrets, however, that many organisations fail to do this analysis, preferring to train on impulse because every one else is doing it.

Task analysis, also called operations analysis, is another way to diagnose training needs. It is a systematic collection of data about a specific job or group of jobs to determine what an employee should be taught to achieve optimum performance (Moore & Dutton, 1978).

Gout and Dell 'Omro (1989) suggest that to do task analysis, it is necessary to know what the job requirements are in the organisation.. Job descriptions and job specification provide information on the performance expected and skills necessary for employees to accomplish the required job. By comparing the requirements of the job with the knowledge, skills and abilities of employees, training needs can be identified.

Person or individual analysis is another method used to determine the training needs of the individual employee. The focus is typically on how well each employee is performing key to tasks, but this process may identify a wide range of both common and unique HRD needs. Person analysis is best performed by someone with the opportunity to observe the employee's performance regularly (DeSimone and Harris, 1998). Traditionally, person analysis involves an employee and his supervisor. Depending on the nature of an individuals work, that employee's peers, customers, and subordinates may also be in a position to provide information that can be used to identify persons' level needs. An increasingly common performance evaluation approach, called 360 degree performance appraisal, uses as many of these sources as possible to get a complete picture of an employee's performance (DeSimone and Harris, 1998).

Similar to the idea of DeSimone and Harris, that close associates of an employee may assess his or her training needs, Noel and Ford (1987) observe that individual training needs can be identified by managerial and non – managerial employees. According to them, interviews, surveys, and tests can give managers insight into what they believe are their problems and what actions are recommended.

It can be observed that all the three levels of needs assessment discussed by the various writers are all very critical. However, it should be noted that these levels of needs assessment should not be done in isolation, that is all the three levels should be done together if organisational goals and objectives are to be achieved.

The methods of training and development

As regards the methods of training and development, diverse opinions have been shared by several authors. A 1996 survey conducted by "Training Magazine" revealed, contrary to popular belief, that classroom programmes are still the most instructional method. The survey indicated that 91 percent of organisations use the classroom method to deliver at least some of their training programmes (Industry Report, 1996).

Classroom methods are those conducted outside the work setting. In this sense, a classroom can be any training space set away from the work site, such as the company cafeteria or a meeting room. While many organisations capitalize on whatever usable space available to conduct training sessions, some larger

organisations (including Mc. Donald's Motorola, Dunkin Donut, and Pillsbury) maintain that such facilities serve as freestanding training centers (Ivancerich, 1986).

Conducting training away from the work setting has several advantages. These include the permission for the use of a variety of training techniques (such as video, lectures, discussion, role playing and simulation) and the possibility of designing or controlling the environment to minimize distractions and create a climate conducive to learning. Also classroom settings can accommodate larger numbers of trainees, allowing for more efficient delivery of training. Two potential disadvantages of classroom methods include increased costs (such as travel and the rental or purchase and maintenance of rooms and equipments) and dissimilarity to the job setting, making transfer of training more difficult (Korman, 1971).

In their discussion on methods of training, DeSimone and Harris (1998:139) state that training methods can be grouped into two broad categories: "on-the-job methods, which typically occur in the employee's normal work setting and classroom method which typically takes place away from the job (such as in a conference room or lecture hall)".

On-the-job (OJT) training involves conducting training at a trainee's regular work station (desk, machine and so on). This is the most common form of training; most employees receive at least some training and coaching on the job. Virtually any type of one -on-one instruction between co-workers or between the employee and supervisor can be classified as on-the-job training. However, much

of this training is conducted informally, without structure, planning or careful thought. Research suggests that "informal OJT leads to increased error rates, lower productivity, and decreased training efficiency" (Jacobs & Jones, 1995, p 19).

Structured OJT programmes are generally conducted by an assigned trainer who is recognized, rewarded and trained in correct instructional techniques. In a survey of OJT practice, Rothwell and Kazanas (1994) found that

- Supervisors, co-workers and to a lesser degree, HRD staff members conduct most of the structured OJT programmes.
- Majority of the organisations provided train-the –trainer's programmes for these assigned OJT trainers.
- Top management generally expressed support for structured OJT

According to Rothwell and Kazanas (1994), formal OJT has two distinct advantages over classroom training. First OJT facilitates the transfer of learning to do the job because the trainee has an immediate opportunity to practice the work tasks on the job. Transfer of learning is enhanced because the learning environment is the same as the performance environment.

Secondly, OJT reduces training costs because no training facilities are needed.

From the view point of these authors, Rothwell and Kazanas however, OJT may have its limitations. Firstly, job site may have physical constraints, noise and other distractions that could inhibit learning. Many of these cannot be changed because of the nature of the job.

Secondly, using expensive equipment for training can cause serious damage and disruption of the production schedule. Thirdly, using OJT while customers are present may create inconvenience and temporarily reduce the quality of service. Fourthly, involving heavy equipment or chemicals may threaten the safety of others who are working in close proximity.

Sharing his thoughts on OJT, Rebore (1982) notes that most training activities take place on the job and it tends to be the most effective method of training. He states further that it is the simplest to organize and also the least cost approach. At this juncture, Rebore appears to agree with Rothwell and Kazanas that it is the least expensive method of all training programmes. The major drawback of this method, however, according to Rebore is the possibility of low productivity because the individual must fully develop work related skills.

Commenting on how on-the-job training may be successful, Acheampong (2006) asserts that "instructors should be well qualified and must possess the necessary instructional methodologies. Employees are able to translate their theoretical work skills better into practice during their actual performances if Human Resource Managers provide them with the conditions which promote on-the-job training" (P. 131).

Job Instruction Training (JIT) has also been identified as one of the methods for training of Human resource. JIT is defined as a "sequence of instructional procedures used by the trainer to train employees while they work on their assigned job" (DeSimone and Harris, 1998:143). They stress further that preparing the workers is important because they need to know what to expect.

Preparation may include providing training manuals, handouts, or other training aids that can be used as references.

Cummins Engine Company combined the JIT – approach with the Japanese philosophy of continuous improvement, referred to as Kaizen, into a programme they call "JUST DO IT" (JDIT). The JDIT approach begins with instruction on basic principles and then moves to the job where a need for improvement has been identified. According to Taylor and Ramsey (1993), the improvement process follows five steps:

- observe work process in action and identity problems;

- brainstorm possible improvements;

- analyze each improvement option;

- implement improvements

- analyse results and make adjustments

Taylor and Ramsey stress further that the role of the trainer in this approach is to guide the learners and help them to discover potential problems and find solutions on their own. The success of JIT, they argue, depends on the ability of the trainers to adapt their own style to the training process. The trainer, particularly if this person is the trainee's co- worker or supervisor, should have an opportunity to assess the trainee's needs before beginning the training. If the training material is too difficult or too easy, the JIT trainer should adjust the material or techniques to fit the needs of the trainee.

Furthermore, Acheampong (2006) observes that off-the-job training is one of the various methods of training. He asserts that this type of training (off-the-

job) include programmes such as special courses or classes, role-play, lectures, simulations, workshops and conferences. According to Acheampong,(2006), special courses can be designed by the organisation itself or by a University and implemented on behalf of the organisation. He stresses further that the lecture method is the best suited for conveying information such as production methods, rules and regulations.

However, Korman (1971) does not appear to be in agreement with Acheampong on the claim that the lecture method is the best suited method in conveying information. He, (Korman), suggests that the lecture method perpetuates the traditional authority structure of organisations, thus promoting negative behaviour (such as passivity and boredom), and is poorly suited for facilitating transfer of training and individualizing training.

Other researchers have conducted surveys in relation to the best training techniques. Techniques that present dynamic sequences of events are considered dynamic media and include audio cassettes and compact discs (CDs), film, video tape and video disc. A recent survey conducted revealed that 79 percent of organisations use videos for employee training. Audio-cassettes are also widely used by 46 percent of organisations surveyed (Industry Report, 1996).

Stackel (1988), attests to the fact that the transmission of training programmes to different locations is now possible with the advent of satellite, microwave, cable (CATV) and fiberoptic networks. Linking several locations for instructional conference purposes, known as instructional television (ITV), allows entire courses to be televised. For example, 18 Universities collaborated on a

programme called Mind Extension University that will offer the final two years of baccalaureate degree with courses entirely by cable television and satellite (Watkins, 1991).

To support the idea of Stackel that training can be done by the use of telecommunication, Eurich (1990) notes that telecommunication technology allows organisations to conduct conferences and training between remote locations. This technique, known as teleconferencing, is being used by organisations such as JC Penney, IBM, AT & T, Domino's Pizza and Texas Instruments.

Business games and simulations are also used to develop or refine problem – solving and decision – making skills. However, theses techniques emphasize exclusively business management decisions (such as maximizing profits). It is estimated that 39 percent of organisations use games or simulations (Industry Report, 1996).

Research has proven that computer –Based Training (CBT) methods have had a significant impact on the delivery of training in organisations. It is estimated that nearly 70 percent of organisations use computers in some ways as part of their training effort, with 43 percent using Computer – Based Training (CBT) as a component of their strategy ("computers in Training", 1991). It is estimated that 37 percent of organisations use CBT or multimedia techniques in their training programmes (Industry Report, 1996). The primary advantage CBT has over other methods of training is its interactivity (Kaersley, 1984). According to Kersey, the interaction between the learner and the computer in many CBT programmes

mirrors the one –on – one relationship between student and tutor: questions and responses back and forth, resulting in immediate feedback. Advanced forms of CBT, like intelligent computer – aided instruction, can even analyze the pattern of students' responses and errors, draw conclusions and tailor the lesson the learner receives accordingly.

Other methods of training are Intranets – Based Training. Intranets are organisational computer networks that use Internet and World Wide Web technology, soft ware tools, and protocols for finding, managing, creating, and distributing information (Croft, 1996; Curtin, 1997).

The above discussions so far on the methods of training reveal that the techniques available to the trainer are many and varied. It has also been established from the discussions that each technique has its own limitations and strengths, and so trainers should use the technique that has the least limitations and that will be beneficial to the organisations. It should also be emphasized that in selecting any of these methods, the resources of the organisation, as well its human resource needs should be taken into consideration.

Evaluation of training progammes

After training and development programmes have taken place, there is the need for evaluation to be conducted. HRD evaluation is defined as "the systematic collection of descriptive and judgmental information necessary to make effective training decisions related to the selection, adoption, value, and modification of various instructional activities" (Goldstein, 1980:237).

Similarly, Russ – Eft and Preskill (2001) believe that evaluation is a systematic process: a planned and purposeful activity; a mechanism for collecting data on questions or issues; a process for enhancing knowledge and decision – making; a means of judging the evaluand's merit, worth or value.

Unfortunately, many organisations fail to do evaluation. Russ – Eft and Prekill (2001) list the following as some reasons for such a behaviour:

- Organisation members misunderstand evaluation's purpose and role.

- Organisation members fear the impact of evaluation findings.

- There is a real or perceived lack of evaluation skills.

- Evaluation is considered an add-on activity.

- Organisation members don't believe the results will be used; data are collected and not analyzed or used.

- Organisation members view evaluation as a time – consuming and laborious task.

- The perceived cost of evaluation out-weigh the perceived benefits of evaluation.

Philips (1983) has stated that evaluation can serve a number of purposes within an organisation and these include the following:

- Identify whether the programme is accomplishing its objectives.

- Identify the strengths and weaknesses of HRD programme.

- Determine the cost – benefit ratio of a HRD programme.

- Gather data to assist in marketing future programme.

- Determine if the programme was appropriate.

- Identify which participants benefited the most or least from the programme.

Given their importance, one might expect that HRD programmes are regularly and carefully evaluated. Unfortunately, this is not the case. A survey of management training and education practices of U.S companies (Saari, Johnson, McLaughlin and Zimmerk 1988) found out that while 92 percent of companies surveyed conduct some form of evaluation for company – sponsored training, 42 percent conduct no evaluation at all for the executive MBA programmes they used. The lack of evaluation of HRD programmes has been lamented by a number of HRD researchers (Goldstein, 1988; Latham, 1988; Wexley, 1984).

Some writers have provided models of evaluation. Kirkpatrick (1967, 1987, 1994), argues that training efforts can be evaluated according to any or all of these four criteria: reaction, learning, job behaviour and results. Galvin (1983) has provided four levels of evaluation and these are: Context, Input, Process and Product. Similar to the levels provided by Galvin, War et al, (1970) argues that training efforts can be evaluated according to any or all of the following levels; context, input, reaction and outcome.

In its simplest form, evaluation should address the question of whether the training programme achieved its objectives. Basing training objectives on needs assessment information and then evaluating those objectives, is the most parsimonious way of summarizing what training evaluation is all about (Campbell, 1988).

Benefits of training and development

A variety of views have been shared on the benefits of training and development by different writers. Schuler (1987) asserts that the major purpose of training and development is to remove performance deficiency, whether current or anticipated that may cause employees to perform less than the desired level. Training and development, according to Schuler, enables employees to be more productive. He further maintains that training for performance improvement is particularly important to organisations with stagnant or declining rates of productivity. It is also important to organisations that are rapidly incorporating new technologies and consequently increasing the likelihood of employee obsolescence.

A research conducted by Smith (1992) further buttresses the idea of Schuler that indeed, training and development has immense benefits. The research shows that productivity increases while training takes place. Staff who receive formal training can be 230 percent more productive than untrained colleagues who are performing the same role. High labour productivity increases business output and can open a greater share of the market or expand it by improving products, services and reputation.

Cole (1977) appears to be in agreement with Schuler and Smith on the benefits of training especially in relation to the organisation. Commenting on the benefits it gives to the organisation, he notes that with a well trained workforce, the organisation will form out a high standard of goods or services, probably in a more cost effective manner than others and therefore, with a better chance of

achieving organisational goals, be they profit – oriented or service -oriented. Increase in personal repertoire, skills, increased job satisfaction, increased value of employee in the labour market and improved prospects of internal promotion are some of employee benefits he mentioned.

Similarly, Mathis and Jackson (1991) maintain that training and development have both current and future implications for the success of organisations. Effective staff training and development are an investment in the human resource with immediate and long – range returns.

Buckley and Caple (1995) stress the intrinsic and extrinsic benefits that employees may derive from training and development activities. They claim that in relation to their current positions, employees may gain greater intrinsic and extrinsic job satisfaction. Intrinsic job satisfaction may result from performing a task well and from being able to exercise a new repertoire of skills. Extrinsic job satisfaction may be derived from extra earnings accrued through improved job performance and the enhancement of career promotion prospects both within and without the organisation they belong to.

Buckley and Caple, like Smith, argue that apart from benefits for employees, there are organisational benefits that accrue from training and development. They assert that these benefits include improved employee work performance and productivity, decrease in wastage, fewer accidents, less absenteeism, lower labour turnover and greater customer or client satisfaction.

To shed more light on the organisational benefits of training and development, Smith (1992) concludes from studies he conducted that training

and development increase staff retention, which is a significant cost saving, as the loss of one competent person can be the equivalent of one year's pay and benefits. The study further revealed that in some companies, training programmes have reduced staff turnover by 70 percent and led to a return on investment of 7,000 percent.

From the standpoint of Smith (1992), training that meets both staff and employer needs can increase the quality and flexibility of a business's services by fostering accuracy and efficiency, good work safety practices and better customer services. Moreover, for Smith, businesses must continually change their work practices and infrastructure to stay competitive in a global market. Training staff to manage the implementation of new technology, work practices and business strategies can also act as a benchmark for future recruitment and quality assurance practices.

According to Smith (1992), studies on training across developed nations revealed that organisations with lower staff turnover spend most of their resources on training. Minimizing staff turnover will benefit an organisation. Replacing staff is a costly process because skills are lost, resources are disrupted and recruiting new employees takes time and money.

In line of thought with earlier writers on the benefits of training and development already discussed. Acheampong (2006) states categorically that training is important in Human Resource since it increases employees' productivity. Training enhances job motivation and satisfaction.

Acheampong (2006) further maintains that training reduces problems which are associated with the supervision of employees. This is because a well designed training and development programme enhances employees' abilities to learn new work methods or technique and equipment, and also helps them adjust to changes in the context of their jobs. Furthermore, he argues that training and development increase the ability of an organisation since it creates a reservoir of qualified employees who easily replace those who are transferred, retire or exit from the organisation for various reasons.

Moreover, Acheampong appears to agree with Smith that training reduces accidents, by emphasizing that training and development reduce work -related accidents because proper training in job skills and safety techniques enhances employee's abilities to handle work -related equipments carefully. He concludes by noting that training and development increase a worker's value to an organisation and this prepares him or her for promotion.

Training and development have been recognized as important components of strategic human resource management and as a way of minimizing uncertainty in the market place. The stark fact is that it is intended to help the organisation to achieve its mission and business goals (Pennington and Edwards, 2000).

From the discussion on training and development so far, it stands to suggest that the benefits of training and developments are immeasurable. Thus, for any organisation wanting to remain at the top, it should have an urgent need to rate training and development high on organisational agenda.

The nature of training and development

Zorn (1984), suggests that training and development process is a systematic approach that should start on the assumption of duty of an employee and continue throughout his or her working life for him to remain productive. This therefore implies that for newly employed staff, organisational training and development activities must start with orientation or induction.

However, Mathis and Jackson (1991) observe that too often, unplanned, uncoordinated and haphazard training efforts significantly reduce the learning that is expected. Additionally, they hold the view that without a well designed systematic training and development process, what is learned may not actually be what is desired for the organisations.

The observation of Mathis and Jackson (1991) is worthy of comment. It is common knowledge that in some organisations, training and development are done haphazardly; that is employees who actually need some specific kind of training are not offered the required training. Others are provided with certain kinds of training and development that are not actually important to their job performance. Furthermore, in some organisations "whom you know" is the order, so that if an employee is not the favorite of management, then it will virtually be impossible for such an employee to be offered any kind of training.

Cole (1997) like Mathis and Jackson, recommend a systematic approach to training and development which follow a logical sequence of activities, commencing with the establishment of a policy and the resources to sustain it, followed by an assessment of training needs, for which appropriate training is

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provided, and ending with some form of evaluation and feedback. A systematic approach to training certainly ensures that it is not just a random exercise. Perhaps the most widely accepted systematic model of training is the one recommended by Goldstein (1993), reproduced in Figure 2.

ASSESSMENT / DESIGN   IMPLEMENTATION   EVALUATION

PHASE   PHASE   PHASE

```
┌─────────────────────┐
│ Determine training  │
│ needs               │
└─────────────────────┘

┌─────────────────────┐
│  Identify           │        ┌──────────────────────────┐
│  Training           │        │ Select Training Methods  │
│   needs             │        └──────────────────────────┘
└─────────────────────┘
                                ┌──────────────────┐
┌─────────────────────┐         │ Arrange for      │
│ Develop             │         │ training         │        ┌────────────┐
│ Criteria            │         └──────────────────┘        │ Evaluate   │
└─────────────────────┘                                     └────────────┘
                                ┌──────────────────┐
                                │ Coach /Training  │
                                └──────────────────┘
```
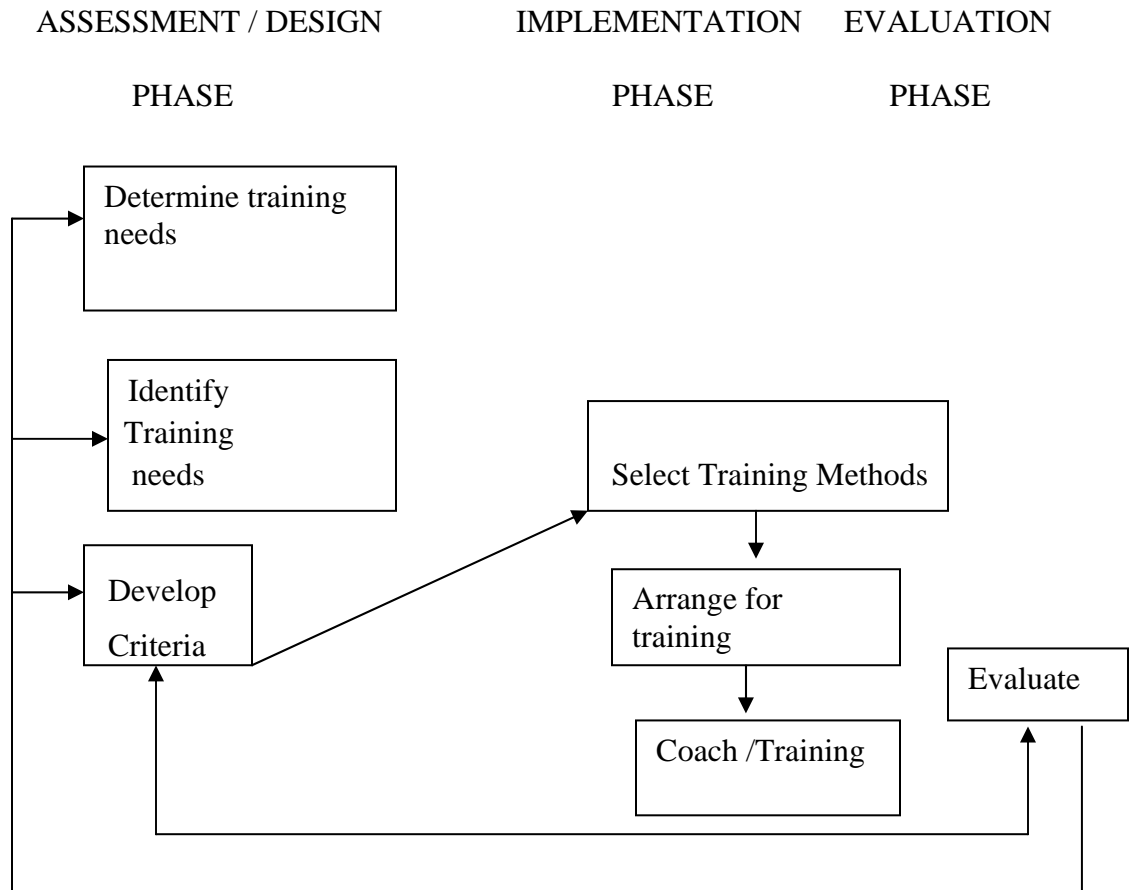
Figure 2:   Model for training and development system

Source: Adapted from Goldstein (1993)

Goldstein notes that an effective training process is made up of three equally important phases namely: the needs assessment phase, the implementation phase and the evaluation phase.

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The above diagram shows that at the assessment and design stage, the training needs that employee requires meeting current and future job demands are determined, identified and criteria developed for them. At the implementation stage, selection is made for the training method to be used and an arrangement made for coaching or training to take place. The evaluation stage is where the trainee is actually assessed to ascertain whether new skills and knowledge acquired are transferred to the job.

Buckley and Caple (1995) acknowledge that the decision to apply a systematic approach to training is made when management is convinced that training is the most appropriate way to overcome a current or anticipated shortfall in performance. According to them, the criticality of the process cannot be overemphasized, bearing in mind the consequences that might arise for the organisation which provides too little or no training at all when the real need exists.

Performance appraisal

After so many resources have been used in the training and development of human resource, it is imperative that performance appraisal is done. Anderson (1992) defines performance appraisal as the systematic review of the performance of staff on a written basis at regular time intervals and the holding of performance interview at which staff have the opportunity to discuss performance issues, past, present and future on a one – to – one basis with their immediate line manager. Invancerich (1986) defines performance appraisal as the human resource

management activity that is used to determine the extent to which an employee is performing the job assigned to him effectively. Cascio (1982) states that performance appraisal refers to the systematic description of the job; relevant strengths and weaknesses of an individual or group, while performance is an employee's accomplishment. DeSimone and Harris (1998) state that performance appraisal is a valuable tool for collecting person analysis data. Herbert and Doverspike (1990) have also noted that performance appraisal in the person analysis process begins with the four main steps as shown in their performance appraisal model in Figure 3.

Figure 3 indicates the four steps in the person analysis process which are the appraisal of the individual employee, identification of discrepancies, determination of source discrepancies and selection of intervention. After the employee's performance has been appraised, the sources of discrepancies are identified by comparing individual's behavior and traits to others' behaviours and traits or to an ideal. Determination of source of discrepancies requires the integration of information the organisation, job and person analyses. Integration of information may reveal internal factors such as motivational deficiency, knowledge skill or ability deficiency or may reveal external factors such as inadequate equipment. Whatever the source of discrepancy, an appropriate intervention is then selected.

```
┌─────────────┐      ┌──────────────┐       ┌──────────────────┐      ┌──────────────┐
│ Appraise    │      │ Identify     │       │ Determine source │      │ Select       │
│ Individual  │─────▶│ discrepancies│──────▶│ of discrepancies │─────▶│ intervention │
│ employee    │      │              │       │                  │      │              │
│ Performance │      └──────────────┘       └──────────────────┘      └──────────────┘
└─────────────┘             │                        │
                            ▼                        ▼
              ┌────────────────────────┐   ┌──────────────────────┐
              │ Compare individual's   │   │ Integrate in formation│
              │                        │   │                       │
              │ behaviour and traits   │   │ organisation, job and │
              │ to others' behaviours  │   │ person analyses       │
              │ and traits or to an ideal│ │                       │
              └────────────────────────┘   └──────────────────────┘
```
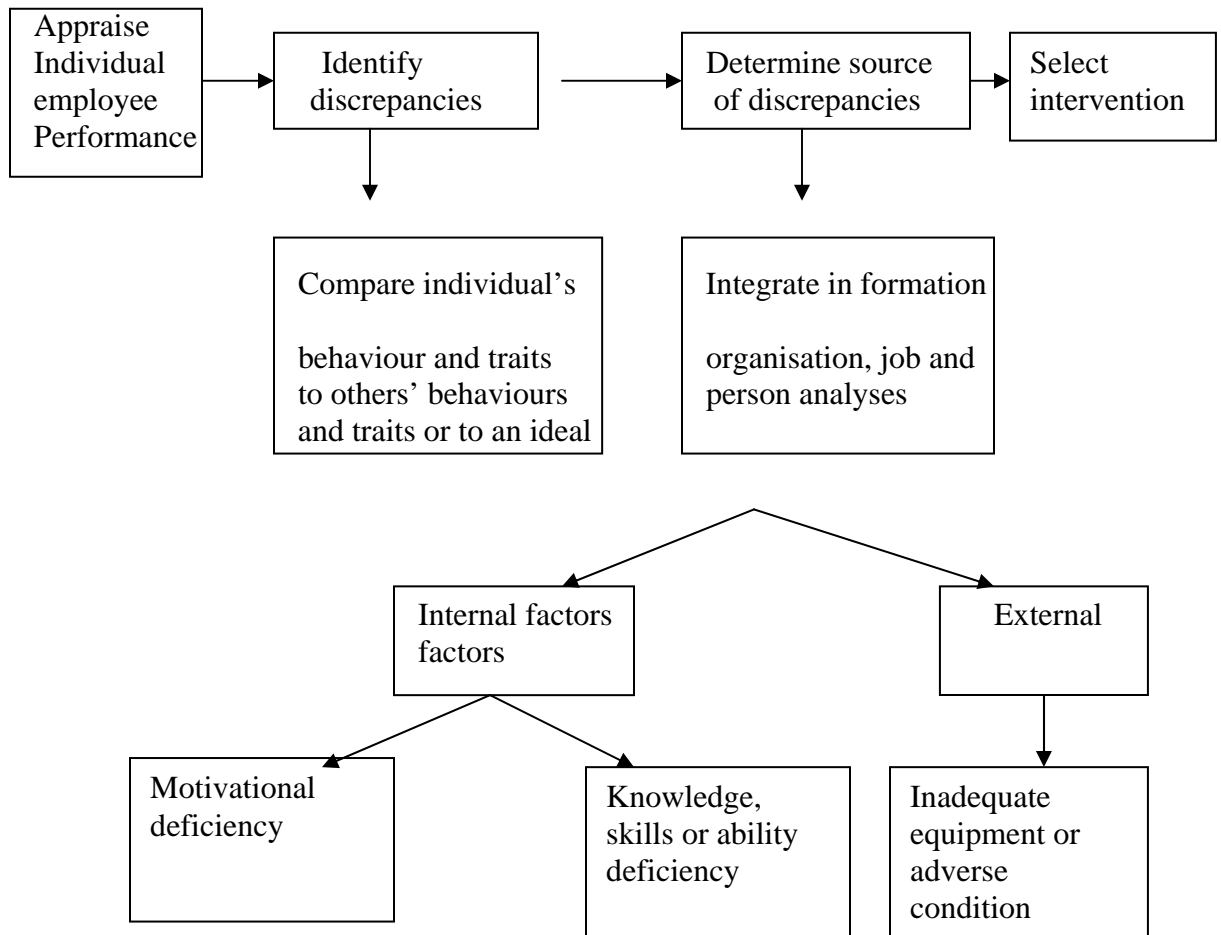
Figure 3: **A model of performance analysis in the person analysis process**

Source: From "Performance Appraisal in the Training Needs Ananlysis

Process: A Review and Critique"by G.R Herbert and D. Doverspike, 1990, public

type personnel Management. 19(3) p. 245. Reprinted by permission.

Commenting on those who are in a position to conduct performance

appraisal, DeSimone and Harris (1998) have suggested that employees' superiors

are in the best position to do so. This not withstanding, these writers are also of

the view that employees' peers, subordinates and customers may appraise them as

well. They further insist that the practice of using multiple sources to gather performance information, called 360 degree performance evaluation, is gaining greater use in organisations. Edwards (1996) reports that almost 90 percent of Fortune 1,000 companies use some form of multi-source appraisals for developmental feedback among other purposes. This approach encourages feedback from key constituencies representing the full circle of relevant viewpoints – subordinates, peers, supervisors, customers, and suppliers who may be internal or external to the   organisation, and self – ratings (London & Smither, 1995).

Job analysis and performance appraisal help identify specific training and development needs. Performance appraisal reports may reveal a performance deficiency and further analysis may indicate the cause as being an individual skill deficiency. This information, used in conjunction with job analysis, can determine the specific training needs required to reduce deficiency (McGehee, 1961).

Designing and implementation

A key area that has been identified in training and development is designing and implementation. DeSimone and Harris (1998) state the main activities involved in designing and implementing in an HRD programme as "setting objectives, selecting the trainer or vendor, developing a lesson plan, selecting programme methods and techniques, preparing materials, scheduling the programme and implementing the programme" (p.131).

Mager (1984; 3) defines an objective as "a description of a performance you want learners to be able to exhibit before you consider them competent". As such programme objectives describe the intent and the desired result of the HRD programme.

As regards the selection of a trainer, DeSimone and Harris (1998) hold the view that it can be a fairly easy process when an organisation has a large, multifaceted training staff with the competencies and subject – matter expertise to train in high demand areas. Training competency involves the knowledge and varied skills needed to design and implement a training programme. Effective trainers must be able to communicate their knowledge clearly, use various instructional techniques, have good interpersonal skills, and have the ability to motivate others to learn. Subject – matter expertise refers to the mastery of the subject matter.

The next step in HRD programme activities is developing a lesson plan. De-Simone and Harris (1998) maintain that a lesson plan is a guide for the actual delivery of the training content. Creating a lesson plan requires the trainer to determine in advance what is to be covered and how much time to devote to each part of the session. Gilley and England (1989) suggest that a lesson plan should specify:

- Content to be covered

- Sequencing of activities

- Selection or design of training media

- Selection or development of experimental exercises, or both

- Timing and planning of each activity.

- Selection of the method of instruction to be used

- Number and type of evaluation items.

Selecting programme methods and techniques is the next step in HRD programme activities. DeSimone and Harris (1998) suggest, that on-the-job training, job rotation, classroom training, discussions, audiovisual, case studies, role playing and computer – aided instruction, are some of the methods and techniques used in HRD training programmes.

After training methods have been selected, the next logical step is to prepare or purchase the training materials, depending on whether the programme is purchased or designed by the organisation. If a training programme is purchased from an outside vendor, training materials such as books, handouts, and videos will usually be part of the package. However, organisationally- designed programmes will require the preparation of materials. Programme announcements, syllabi or programme outlines, training manuals and text books are part of training materials (DeSimone and Harris 1998).

Another important area in HRD programme activities is the scheduling of the training programmes. The goal in scheduling an HRD programme is to ensure that the participants (both trainer and trainees) are available and have their attention focused on the learning task at hand. One popular option for programme scheduling is to run the programme during normal working hours. This timing both avoids outside conflicts (such as commuting, family and personal obligations) and sends a message to employees that learning is an important part

of their job. "When scheduling a programme during normal work hours, the HRD professional should consider factors such as the day of the week, time of day, peak work hours, staff meeting times and travel requirements" (Desimone and Harris, 1990:163).

The final step is the implementation stage, and here, according to DeSimone and Harris, all previous stages that have been discussed – the preparation of training objectives, the lesson plan, selection of training methods and techniques, materials and determination of best schedule, are put into practice.

From the discussion so far, one cannot be far from right to conclude that designing and implementation of training programmes, the usage of the appropriate training methods and frequent evaluation of training programmes, among others, are critical for the effective performance of every organisation.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter brings to bare the area where the study was conducted, a brief historical background of SSNIT, the research design employed in data collection and the target population of the study. The sampling procedure, research instrument adopted and the way data was handled are also discussed.

Study area

The study was conducted in Tema, specifically at the Community two, the Harbour and the Tema East Branch offices of the Social Security and National Insurance Trust (SSNIT). Tema is a cosmopolitan area and comprises people of different ethnic backgrounds. Majority of the inhabitants are in the informal sector with a minority in the formal sector. Generally, people in the area are in the low income strata. The Tema township was purposively selected for this study primarily because it is one of the few townships to have three SSNIT Branch Offices located in it.

SSNIT was instituted in July, 1965 by Parliamentary Act 297 "to operate for the first five years as a provident fund – providing lump sum benefit, and after

that be converted into a pension scheme (ILO 1960: Chapter 4). The Provident fund was eventually converted into a Pension Scheme by PND CL 247 of 1991.

Research design

In this study, the survey method was used to collect data. According to Sarantakos (1997), "surveys are methods of data collection in which information is gathered through oral and written questioning. Oral questioning is known as interviewing whilst written questioning is accomplished through questionnaire" (p. 223). Specifically, information was gathered through the latter that is through the use of questionnaire.

Furthermore, Warwick and Lininger (1975) state that the survey method may be used under the following conditions:

- When the goal of the research can call for quantitative data sources.

- When the researcher has prior knowledge of particular problem and the range of responses likely to emerge.

- When information sought is reasonably specific to, and familiar with respondents.

All the above conditions were applicable to this study, hence the use of the survey method.

Target population

Target population refers to the total units of population the researcher intends studying. The target population of this study consisted of staff of SSNIT

Tema Community Two, Harbour and Tema East Branch offices. Below is the population of each Branch office:

Community Two Branch   :   47

Harbour Branch   :   33

Tema East Branch   :   25

Total   :   105

Data source

Information was gathered from both primary and secondary sources. Primary sources of data included data collected from staff of SSNTT Community Two, Harbour and Tema East Branch offices. Secondary sources on the other hand, consisted of data obtained from researchers who had conducted studies that had a bearing on this work, as well as information from other related literature.

Sample size

Sample size refers to the number of sampling units selected from the target population for the study. According to Sarantakos (1997) if the population is homogenous with respect to study objects, a small sample may suffice. If the approach is qualitative, the sample will be relatively small. The intensity of research employed in qualitative research, the type of questions it explores, the purpose it pursues, and the methods and techniques it employs, make the choice for small sample inevitable.

Neuman (2000) further states that "one principle of sample size is that the smaller the population, the bigger the sampling ratio has to be for an accurate sample. Larger populations permit smaller ratios. For small populations (under 1000) a researcher needs a large sampling ratio (about 30 percent)"

The above has informed the choice of a sample size of 70 which is fairly representative of the population. This figure was arrived at by using a sampling ratio of 67% for a population of 105. Specifically, 67% (31) of the population of community two Branch, 67% of the population of Harbour Branch (22) and 67% of the population of Tema East (17) were sampled respectively and this explains the sample size of 70.

Sampling procedure

In this study, the purposive technique or judgemental sampling and simple random technique were used to select respondents. These techniques afforded the researcher the opportunity to study specific elements of interest, ensure representativeness and prevent sampling errors. The purposive technique was strategically used to select the study area, Tema because it is one of the few areas in Ghana to have as many as three SSNIT Branch Offices located in it. The area thus became very ideal for the study.

The use of the simple random sampling technique ensured that all units of the sample had an equal chance of being selected .With this technique the lottery method was used. Here, all the names of names of the target population were written on pieces of paper, mixed together and picked randomly until the required

sample size 70 was obtained. Thus, all the names of the staff of Community Two Branch (47) were written on pieces of paper, mixed together and the required sample size of 31 picked randomly. The same procedure was used to obtain the sample size of 22 and 17 for the Harbour and Tema East Branch offices respectively. This method was convenient considering the relatively small size of the population (105), and so writing all the names was relatively easy.

Research instrument

The main research instrument that was used was the questionnaire. Neuman (2000) states that questionnaire produces quick results, can be completed at respondents' convenience, offer greater assurance of anonymity and are stable, consistent and a uniform measure without variation.

The same type of questionnaire was designed for all the three categories of respondents. Questions that were asked were mostly closed- ended with a few open – ended ones. According to Sarantakos (1997), closed –ended questions are easier and quicker for respondents to answer. Answers are easier to code and statistically easier to analyze, with respondents being more likely to answer sensitive questions. Respondents who are less articulate and less literate are not at a disadvantage. Some of the advantages of open-ended questions are that they permit unlimited number of possible responses, respondents can answer into detail and can qualify and clarify responses. They further permit creativity and self expression. All the above advantages have informed the choice of questionnaires.

Pre- testing

According to Sarantakos (1997) pre – tests are small tests of single elements of the research instrument and are predominantly used to check eventual 'mechanical' problems of these instruments. The staff of SIC Tema Community Two were chosen for the pre-testing because they share similar characteristics as staff of SSNIT. Responses given to questions determined whether certain questions were ambiguous or not. It also revealed whether some vital questions were not been asked. Also questions that appear too long and windy were be broken down into two.

Administration of instrument

Introduction letters from the Institute for Development Studies (I.D.S.) were sent to the managers of the three Branch Offices where the study was to be conducted. Discussions were held with them as regards the purpose of the study. A date was set to purposely meet with respondents who were obtained through simple random technique and purposive technique. On the set date, the purpose and motive behind the study were explained to them before the questionnaires were administered to them. Thereafter, respondents who could immediately complete theirs were allowed do so. Those who could not immediately do so were given a maximum period of five days for completion. As regards the retrieval rate, one hundred (100) questionnaires were Administered but seventy (70) were retrieved. Thus to a large extent, the retrieval rate was encouraging.

Data handling

Data was handled in three stages- the editing stage, the coding stage and the data analysis stage. The editing stage involved checking of questionnaires after they had been collected from the field to ascertain whether responses had been given to all questions. This stage also enabled the researcher to create categories for responses of open- ended questions and also discard irrelevant responses. The third stage was the data analysis stage. Based on the set objectives of this study, frequency distribution was used to analyze data.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter analyses data from quantitative study of 70 respondents from SSNIT, precisely three Branch offices in Tema. Analysis is done based on data collected on key areas such as the various methods of training and development in SSNIT, evaluation of training programmes and the benefits of training and development programmes.

Gender of respondents

Data collected on gender of respondents reveals that males constitute 48% while females constitute 52%. This is a further indication that female respondents exceed male respondents by 35%.

The high percentage of females over males is perhaps an indication that SSNIT employs more females than males. It may also be a reflection of the population statistics of Ghana that females constitute more than 52% of the nation's total population.

Qualification of respondents

It was of interest to the researcher to find out the educational qualification of respondents. Information obtained is found in Table 1.

Table 1: Qualification of respondents

Qualification	Frequency	Percent
Secondary	19	27.0
Training college	3	5.0
Secretarial	14	20.0
Tertiary	33	47.0
No response	1	1.0
Total	70	100.0

Source: Field work (2009)

From Table 1, it can be realized that 47% of the total respondents have tertiary education and they are in the majority. 5% possess training college education and they are in the minority, with 1% giving no response.   From these percentages, it may be inferred that most respondents have acquired tertiary education because in recent times, acquisition of higher education has become a pre-requisite for higher positions in workplaces. This is a further indication that employees have come to the realization that it is their responsibility, not their employer's, to pursue further studies so as occupy higher and more challenging positions.

The relatively high percentage (47%) of respondents who possess tertiary education confirms the assertion of Goodstein and Gender (1988) that the employee has the responsibility of demonstrating interests in personal career development relative to the goals of the organisation.

Responsibility for training programmes

One of the objectives of the researcher was to ascertain whose responsibility is it to provide training programmes in SSNIT. Table 2 gives a vivid description of information gathered**.**

Table 2: Responsibility for training programmes

Responsibility	Frequency	Percent
Supervisor	2	3.0
Top management	0	0.0
Branch manager	2	3.0
Head of human resource Development	66	94.0
Total	70	100.0

Source: Field work (2009)

Table 2 indicates that 94 % of respondents are of the view that the Head of Human Resource and Development is responsible for training of staff. Again, 3% each hold that training and development of staff is the responsibility of the supervisor and Branch Manager respectively. None of the respondents indicated that training of employees is the responsibility of top management.

Although the table portrays the Head of HRD as having the major responsibility as far as training of staff is concerned, top management also has a critical role to play. Webster (1994) sums this up by saying that top management has the sole responsibility for the provision of policies and procedures required for the implementation of training programmes. He further observes that the Head of HRD performs essentially a staff function and assists management in training and development, by providing expertise, resources and recommending training for staff.

Based on the above, one may deduce that in SSNIT, the Head of HRD only implements the policy of management on training by ensuring that employees get trained.

Zorn (1984) on the other hand, holds the view that supervisors have the sole responsibility for the training of employees. Table 2, however, shows that only 3% indicated that training of employees is the responsibility of supervisors. This is a clear indication that the observation of Zorn (1984), that supervisors have the responsibility for training, of staff has been defeated.

Number of times respondents have participated in training programmes

The researcher was interested in finding out the number of times respondents have participated in training programmes. Table 3 contains the information obtained on the set objective.

Table 3: Number of times respondents have participated in training programmes

Number of times	Frequency	Percent
Once	8	11.0
Twice	10	16.0
Three times	15	21.0
Four times	25	36.0
Five times	12	16.0
Total	70	100.0

Source: Field work (2009)

Table 3 shows that 36% of employees have attended training programmes four times while 11% have attended only once. What is striking about the table is that all 70 respondents have at least attended one form of training programme or the other. This is a further indication that the management of SSNIT appreciates the importance of training and has strategically incorporated training and development activities in their organisational policies. This is in agreement with the assertion of Webster (1994), that top management should strategically place training of employees among their key planning policies.

Identification of training needs before attending training programmes

The objectives set by the researcher included finding out whether training programmes are based on training needs of employees. To enable the researcher achieve the set objective, questions asked included: "Are training needs identified

before attending training programmes? and "who determines training needs?" Information obtained as to whether employees' training needs are identified before they attend training programmes is found in Table 4.

Table 4: Identification of training needs before attending training programmes

Identification	Frequency	Percent
Yes	63	90.0
No	7	10.0
Total	70	100.0

Source: Field work (2009)

One realizes from Table 4 that 90% of total respondents attest to the fact that their training needs are identified before attending training programmes. 10% has however indicated that their training needs are not identified before they attend.

The fact that huge resources are utilized in the training of employees cannot be under estimated. It is therefore vital that the needs of employees are identified before training activities are commenced so that the appropriate and needed skills may be provided with. Therefore, the fact that 90% of employees indicated that the needs are identified before they are trained is re-assuring and highly commendable.

Furthermore, the ultimate aim of every organisation is to achieve its organisational objectives and these can be achieved by determining training

needs. This is the first major step that needs to be taken before setting training objectives. From the responses given in the table, SSNIT appears to be in agreement with Mathis and Jackson (1991) that determining organisational training needs is indeed the diagnostic phase of setting training objectives.

Determination of training needs

The researcher sought to find out the person who determines training needs in SSNIT. Information gathered is found in Table 5.

Table 5: Person who determines training needs

Training needs	Frequency	Percent
Myself	0	0.0
Supervisor	18	26.0
Supervisor and myself	6	9.0
Manager	46	65.0
Manager and myself	0	0.0
Total	70	100.0

Source: Field work (2009)

From the distribution in Table 5, it is evident that majority of the respondents (65%) attest to the fact that their managers determine their training needs. Those who responded that it is they (respondents), together with their supervisors who identify their training needs, were in the minority (9%)). 18% however indicated that it is their supervisors alone who determine their training

needs. None of the respondents said it is either they alone or they and their managers who identify their needs.

DeSimone and Harris (1998) contend that needs assessment is best performed by a person who has the opportunity to observe the employee regularly. They hold the view that traditionally, needs assessment involves an employee and his supervisor.

From the table, however, it may be observed that only 9% have responded that they together with their supervisors determine their training needs. This is in sharp contrast to the position of Desimone and Harris (1998).

However, 65% of respondents indicate that their managers alone conduct needs assessment. This finding appears to be in agreement with the observation of Noel and Ford (1987). These writers contend that individual training needs should be identified by employees in managerial positions.

From the above, it is worth stressing that in conducting needs assessment, employees should be involved since it is geared towards identifying their training needs. Therefore, for 65% of respondents to indicate that it is their managers alone who conduct needs assessment is not a step in the right direction. In doing needs assessment, there is imperative for Branch managers to involve employees so that their special training needs may be identified.

Extent to which training programme has met training needs

It was of interest to the researcher to find out the extent to which training programmes have met the training needs of employees. Table 6 contains the information obtained.

Table 6: Extent to which training programme has met training needs

Extent to which training programmes has met training needs.	Frequency	Percent
To a very large extent	25	36.0
To some extent	35	50.0
Has not met training needs	10	14.0
Total	70	100.0

Source: Field work (2009)

After a training and development activity, an assessment needs to be done to determine whether training needs have been met. From Table 6, 50% of respondents hold the view that to some extent training programmes have met their training needs. Again, 36% have indicated that to a very large extent, their training needs have been met as a result of the training programmes. 14% of respondents however said their training needs have not been met at all by training programmes.

The fact that a total of 86% responded positively to the outcome of the training programme is commendable. However, the percentage of 14% of

respondents who responded negatively to the outcome of the training programmes, though minimal, should not be over-looked.

Methods of training programmes

One of the set objectives of the researcher was to find out the methods of training programmes in SSNIT. Questions asked to guide the achievement of the set objective included "Are you aware of the nature of training programmes in SSNIT?" and "are you aware of the existence of the training methods used in SSNIT?"

Information acquired from respondents on their awareness of the nature of training programmes can be found in Table 7.

Table 7: Awareness of the nature of training programmes

Awareness	Frequency	Percent
Yes	70 .0	100.0
No	0 .0	0.0
Total	70.0	100.0

Source: Field work (2009)

The distribution in Table 7 shows that all 70 respondents (100%) have indicated their awareness of the nature of training programmes in SSNIT.

From the above table, it may be deduced that in SSNIT, the nature of training programmes are common, to the extent that all the staff are aware of their

existence. This is a further indication that, at least, every employee has undergone one form of training programme or the other, and this is note worthy.

Awareness of the existence of the methods of training programmes

The researcher was interested in knowing whether respondents were knowledgeable of the methods of training programmes used in SSNIT. Table 8 gives a clear description of information gathered.

Table 8: Awareness of the existence of forms of training programmes

Method of training	Frequency	Percent
On – the – job training	10	14.0
Off – the – job training	49	70.0
Orientation programme	11	16.0
Total	70	100.0

Source: Field work (2009)

The distribution in Table 8 portrays that 70% of respondents are aware of the existence of off- the- job training as a training method, while 14% and 16% are aware of the existence of on- the - job training and orientation course respectively.

Indication of the very often-used method of training programme

It was of concern to the researcher to find out the knowledge of respondents as regards the very often-used method of training method. A description of information obtained from the respondents is contained in Table 9.

Table 9: Indication of the very often-used method of training

Very often used	Frequency	Percent
On – the – job training	31	44.0
Off – the – job training	24	34.0
Orientation programme	15	22.0
Total	70	100.0

Source: Field work (2009)

From Table 9, one observes that majority of respondents (44%) indicated that on – the – job training is used very often. 34% however hold the view that off – the – job method is the mostly used .

The fact that majority of respondents (44%) are of the view that on – the – job training is the mostly used method, confirms the standpoint of Jacobs & Jones (1995). These writers contend that on – the – job training is the most common method of training.

Indication of the often – used methods

One of the interests of the researcher was to find out the often-used method of training in SSNIT. Responses obtained are presented in Table 10.

Table 10: Indication of the often used method

Often used	Frequency	Percent
On – the – job training	32	46.0
Off – the – job training	12	17.0
Orientation programme	21	30.0
No response	5	7.0
Total	70	100.0

Source: Field work (2009)

Table 10 contains the responses given to the often -used method of training in SSNIT. 46% of total respondents affirm that on- the – job training is the often- used method, 17% contend off – the – job training is the often- used, with 30% attesting to the fact that orientation programme is the often- used method. 7% gave no response at all.

Indication of the least used method of training

The researcher was interested in knowing the least used method of training. Responses gathered on this objective are shown in Table 11.

Table 11: Indication of the least used methods

Least used	Frequency	Percent
On – the – job training	14	20.0
Off – the – job training	25	36.0
Orientation programme	22	31.0
No response	9	13.0
Total	70	100.0

Source: Field work (2009)

Table 11 gives an indication of the training method that is least used in SSNIT. The table shows 20% attest to the fact that on the job training is the least used, while 36% are of the view that off- the -job is the least used. However 31% have indicated that orientation course is the method that is least used, with 13% giving no response.

Indication of two advantages of the mostly used training method (on-the-job)

It was of interest to the researcher to know some advantages of the mostly used training method (on-the-job training) in SSNIT. Information gathered is found in Table 12.

Table 12: Indication of two advantages of the mostly used training method (on-the-job)

Advantages	Frequency	Percent
Facilitates transfer of knowledge		
Gives first hand information on the job	21	30.0
Facilitates transfer of knowledge		
Gives insight into job	13	19.0
Facilitates transfer of knowledge		
Creates self confidence	36	51.0
Total	70	100.0

Source: Field work (2009)

From Table 12, it can be observed that all the 100% of the respondents mentioned facilitation of transfer of knowledge as one of the two responses to the advantages of on-the-job training.

This finding is in exact agreement with the view of Rothwell and Kazanas (1994) that on - the - job training facilitates the transfer of learning to do the job because the trainee has an immediate opportunity to practice the work task on the job. They further state that transfer of learning is enhanced because the learning environment is the same as the performance environment.

Indication of two problems associated with the mostly used method (on-the-job)

The researcher wanted to know whether there were any problems associated with the mostly used method of training. Respondents were thus made to indicate 2 problems associated with the mostly used method. Information obtained is captured in Table 13.

Table 13: Indication of two problems associated with the mostly- used form (on-the-job)

Problems	Frequency	Percent
Low productivity/Distractions	32	46.0
Low productivity		
Poor customer service delivery	15	21.0
Low productivity/Disruption of work	23	33.0
Total	70	100.0

Source: Field work (2009)

What is striking about Table 13 is that all the respondents (70) stated low productivity as one of the two problems associated with the mostly-used training method, on-the-job training. The other problems mentioned are distractions to work, poor service delivery and disruption of work.

Jacobs and Jones (1995) assert that on the job training leads to increased error rates and lower productivity. Robore (1982) is of the opinion that the major draw back of on-the-job training is low productivity because the individual must

fully develop work- related skills. From the above table, it can be realized that the assertion of the above writers have been proven right.

To determine whether training programmes are evaluated

One of the main objectives of the researcher was to find out whether training programmes are evaluated in SSNIT. Specifically, the researcher wanted to know at what point evaluation is done, whether evaluation is done on achievement of training objectives and problems encountered during training programmes, among others. Table 14 shows the information given on Evaluation of training of programmes.

Table 14: Evaluation of training programmes

Evaluation	Frequency	Percent
Yes	67	96.0
No	1	1.0
No response	2	3.0
Total	70	100.0

Source: Field work (2009)

From Table 14, one observes that 96% of respondents affirm that evaluation is done when they attend training programmes. Only 1% indicated that evaluation is not done when they attend training programmes, with 3% giving no response at all.

The fact that 96% of respondents confirm that evaluation is done during training programmes is an indication that the assertion of Russ – Eft and Prekill (2001) that many organisations fail to do evaluation, has been defeated. Similarly, the observation of Goldstein (1988) that HRD programmes lack evaluation has been proven untrue.

Point at which evaluation is done

It was of interest to the researcher to know at what point evaluation is done as for as training programmes are concerned. Table 4.15 gives a portrayal of information gathered.

Table 15: Point at which evaluation is done

Point at which evaluation is done	Frequency	Percent
Just before training programme	7	10.0
During training programme	15	21.0
After training programme	48	69.0
Total	70	100.0

Source: Field work (2009)

Table 15 gives a portrayal that in SSNIT evaluation of training programmes is done more often after training, than it is done before or during training programmes. 10% of respondents attested to the fact that evaluation is done just before training programme commences while 21% said evaluation is

done during training programme. 69% however indicated that evaluation is done after training programme.

Evaluation on achievement of Training objectives

Evaluation on achievement of training objectives was of interest to the researcher. Information acquired is vividly displayed in Table 16.

Table 16: Evaluation on achievement of training objectives

Evaluation on achievement of objectives	Frequency	Percent
Yes	37	53.0
No	15	21.0
No response	18	26.0
Total	70	100.0

Source: Field work (2009)

In order to determine whether training objectives are achieved, it is important that evaluation is done at the end of training programmes. From Table 16, more than half of respondents (53%) indicated that they are made to do evaluation when they attend training programmes. 21% of respondents however indicated that evaluation is not done, with 26% giving no response at all.

Campell (1988) has stated that evaluation should address the question of whether the training programme has achieved its set objectives. In a similar vein, Robinson and Son (1989) assert that basing training objectives on needs

assessment and evaluating those objectives, is the most parsimonious way of summarizing what the evaluation is all about.

The fact that 53% respondents have indicated that evaluation is done, SSNIT appears to be in agreement with Campell (1988) and Robinson and Son (1989) that evaluation should be done at the end of training programme in order to determine whether training objectives have indeed been achieved.

Evaluation of trainer

It was of interest to the researcher to know whether in SSNIT the trainer is evaluated. Information acquired is presented in Table 17.

Table 17: Evaluation of trainer

Evaluation of trainer	Frequency	Percent
Yes	47	67.0
No	13	19.0
No response	10	14.0
Total	70	100.0

Source: Field work (2009)

From Table 17, it can be observed that 67% responded that they are made to evaluate the trainer. 19% indicated during training programmes, no evaluation is done on the trainer, while 14% gave no response.

It is worth-mentioning that the success of training programmes largely depends on the trainer. It is therefore vital that during every training programme,

the trainer is evaluated or assessed so as to enable management determine the performance of the trainer. For 19% of respondents, though minimal, to indicate that they are not made to evaluate the trainer, should be a matter of deep concern.

Description of trainers' mastery over subject matter

It was of concern to the researcher to find out whether trainees are made to evaluate the trainer as regards his mastery over subject matter. Table 18 contains information given by respondents.

Table 18: Description of trainers' mastery over the subject matter

Description of trainers mastery	Frequency	Percent
Excellent	38	54.0
Very good	26	37.0
Good	6	9. 0
Bad	0	0.0
Total	70	100.0

Source: Field work (2009)

Table 18 gives a vivid portrayal of the responses given to the description of the trainers' mastery of the subject matter. 54% of the total respondents described trainers' mastery as excellent, 37% described it as very good, 9% described it as good, with none describing it as bad.

From the above responses given, it can be inferred that generally trainers that SSNIT hires are up to the task and highly qualified. The above responses

confirm the observation of Acheampong (2006) that for training programmes to be successful, instructors must be well qualified and must possess the necessary instructional methodologies.

Problems encountered during training sessions

One of the objectives of the researcher was to find out whether trainees encountered any problems during training sessions. Information obtained on this objective is shown in Table 19.

Table 19: Problems encountered during training sessions

Problems encountered	Frequency	Percent
Overload of course content	23	33.0
Short break periods	20	29.0
Large class size	9	13.0
Short course duration	14	20.0
No problems	4	5.0
Total	70	100.0

Source: Field work (2009)

Table 19 shows the distribution of responses given to problems encountered during training programmes. Out of the total respondents, 33% indicated that overload of course content was the problem they encountered. 29% cited short break periods as their problem, with 13% attesting to the fact that large class size was the problem they encountered. 20% of respondents indicated that the problem they encountered was the short nature of the course. 5% of respondents brought to bare that they encountered no problems at all. One may

however observe from the Table 19 that a higher percentage of respondents (33%) cited course content as a problem.

Korman (1981) mentions increased costs and dissimilarity in training environment to the job setting, which makes transfer of training more difficult, as some of the problems associated with training programmes. However, from the table none of the respondents mentioned any of the above as some of the problems they encountered at training programmes. Thus, to a large extent, the observation of Korman has been proven untrue.

Benefits of training programmes

The final objective of the researcher was to find out some benefits of training programmes. Specifically, the researcher sought to find out whether training programmes were beneficial to the organisation and to the individual employees, among others. Table 20 gives a portrayal of information obtained on the benefits of training programmes to the organisation.

Table 20: Indication of whether training programmes are beneficial to the organisation

Benefits	Frequency	Percent
Yes	67	96.0
No	0	0.0
No response	3	4. 0
Total	70	100.0

Source: Field work (2009)

From Table 20, 96% of respondents indicated that training programmes are beneficial to the organisation whilst 4% gave no response at all.

Ways in which training programmes are beneficial to the organisation

The researcher wanted to know the ways in which programmes are beneficial to the organisation. Information obtained is captured in Table 21.

Table 21: Ways in which training programmes are beneficial to the organisation

Ways	Frequency	Percent
Increased productivity	15	21.0
Work efficiently	15	21.0
Achievement of target	9	13.0
Acquisition of better skills	10	14.0
Enhancement of the organisation	18	27.0
No response	3	4.0
Total	70	100.0

Source: Field work (2009)

Table 21 shows the distribution of responses to the ways in which training programmes are beneficial to the organisation. 21% each of respondents indicate that increased productivity and ability to work efficiently are some of the benefits. 13% indicate achievement of target as the benefits, with 14% and 27% stating that

acquisition of better skills and enhanced organisational image respectively, are some of the benefits. 4% gave no response.

Undoubtedly, the responses appear to be highly inter-related. Acquisition of better skills leads to efficiency in working, thus bringing about increased productivity. Increased productivity brings in its trail achievement of targets which inevitably leads to an enhanced organisational image.

Increased productivity, ability to work efficiently, achievement of targets, acquisition of better skills and enhanced organisational image, appear to have a direct link with a research conducted by Smith (2001). The research shows that productivity increases while training takes place. It further reveals that high productivity, improvement in products and services and enhanced organisational reputation are some of the benefits of training and development activities.

Similarly, Cole (1977) mentions achievement of organisational goals and improved skills as some of the benefits taining programmes. Buckley and Caple (1995) also hold the view that the benefits include improved employee work performance and increased productivity. All the benefits mentioned by these writers are in perfect agreement with the responses given to the organisational benefits in Table 21.

Indication of personal benefits of training programme

It was of interest to the researcher to know the personal benefits of training programmes in SSNIT. Information acquired on this is presented in Table 22.

Table 22: Indication of personal benefits of training programmes

Personal Benefits	Frequency	Percent
Yes	64	94.0
No	6	6.0
Total	70	100.0

Source: Field work (2009)

Table 22 shows that 94% of respondents gave an indication that they have personally gained from training programmes, whilst 6% said they have not.

Ways in which personal benefits have been gained

The researcher wanted to know the ways in which personal benefits have been gained as result of training programmes. Information obtained is found in Table 23.

Table 23: Ways in which personal benefits have been gained

Ways	Frequency	Percent
Gained self-confidence	21	30.0
Gained insight into job	10	14.0
Gained promotion	25	36.0
Offer good customer care service	14	20.0
Total	70	100.0

Source: Field work (2009)

Table 23 shows the various ways in which personal benefits have been gained from training programmes. These are self-confidence (30%), insight into job (14%), good customer care service (20%), with a higher percentage indicating that they have gained promotion (36%).

Gaining of self-confidence and insight into one's job are very critical to good work performance. Therefore, for respondents to indicate that they have gained these qualities as a result of training programmes, is highly commendable. Furthermore, for 36% to say that they gained promotion is an indication that they are able to perform their tasks creditably as a result of the training programmes.

Buckley and Caple (1995) contend that intrinsic job satisfaction may result from performing a task well, whilst extrinsic job satisfaction may be derived from extra earnings accrued through improved job performance. These they attribute to training programmes. Smith (2001) is of the opinion that better customer care service is one of the several personal benefits.

From the responses given in Table 23, one realizes that these writers are right in their observation to a very large extent.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The study looked at the status of training and development of Human Resource in SSNIT. It also tried to determine whether training programmes are based on needs of staff, to establish whether training programmes are evaluated and to ascertain whether the importance of training of staff is well appreciated in SSNIT, among others. The research questions that guided the study included, "whose responsibility is it to provide training programmes in SSNIT?" and "what are the training methods used in SSNIT?" The survey research method was used and the study area was Tema, specifically Community Two, Habour and Tema – East Branch offices of SSNIT. The following were the findings of the study:

- The study revealed that in SSNIT, the Head of HRD has the responsibility for the provision of training programmes. This is confirmed by the fact that 66 (94%) of total respondents indicated that the Head of HRD ensured that their training needs were met.

- The study further revealed that generally, training programmes were related to training needs of employees. In this study, it was realized that a total of 60 (86%) of respondents mentioned that training programmes met their training needs either to a very large extent or to

some extent. Only 10 (14%) of respondents stated that training programmes had not met their training needs at all.

- Another finding was that the methods of training used in SSNIT were on- the- job training, off-the-job and orientation courses. The frequently-used method, however, was on-the-job training and it appeared very advantageous.

- Additionally, it was found out that that there were problems associated with the frequently - used method of training, on-the-job training, despite its several advantages. These included low productivity, poor customer service delivery, distractions and disruptions to work.

- The study further showed that before, during and at the end of training sessions, evaluation was done to determine whether training objectives had been achieved.

  It was revealed, however, that evaluation was done mostly at the end of training programmes.

- Furthermore, the study revealed that participants encountered several problems during training sessions. These included tiredness due to overload of course content, large class size leading to congestion and short break periods.

- This study further brought to bare that training programmes had organisational benefits as well as personal benefits. The former ranged from increased productivity to the enhancement of organisational

image, while the latter ranged from self confidence to good customer care service.

Conclusions

The fact that training and development form an integral part of every organisation cannot be under-estimated. In the same vein, there is no gainsaying the fact training and development programmes play no mean role in equipping employees with the appropriate and relevant skills. In times past, the general notion of some employers was that the provision of training programmes was a mere waste of resources and time. In recent times, however, there is the general awareness that, for businesses to remain in the competitive global market, there is the need to give serious and urgent attention to the training and development of employees. It was in the light of the above that this research was undertaken to find out the status of training and development of human resource in SSNIT.

Based on the findings of this study, the following conclusions are made:

- To a very large extent, the importance of human resource development is well appreciated in SSNIT. Most respondents interviewed indicated that they often attended training programmes and as such they are well-equipped with skills, abilities and knowledge needed to perform their schedules efficiently.

- Generally, in SSNIT needs assessment is a pre-requisite for attending training programmes. Thus employees who attend any form of training programmes are assessed before they do so. Some managers single-

handedly identified the training needs of employees without the direct involvement of staff concerned, to the effect that what was identified as employees training needs,were not be their actual training needs.

- All the known and common methods of training and development are employed in the training of staff. These include on-the-job training, off-the-job training and orientation programme.

- All the facilities that are helpful in the facilitation of training programmes, such as conference rooms, teaching aids, equipments, handouts and instructors are present in SSNIT.

Recommendations

The study showed that some Branch Managers determined the training needs of employees. Immediate supervisors are in a better position to identify the strengths and weaknesses of their subordinates. Management of SSNIT should therefore ensure that the training needs of employees are identified by a combined team of the immediate supervisor, the Branch Manager and the employee concerned.

The study further brought to bear that some problems encountered during training sessions included tiredness and stress due to overload of course content, congestion due to large class size and short break periods. Management of SSNIT, the Head of Human Resource Development (HRD) and other organizers of training programmes, should extend the duration of training programmes to an

appreciable period so that these problems could be avoided. Furthermore, the class size should be reduced to the bearest minimum in order to avoid congestion.

The Head of HRD should ensure that course content has a direct bearing on the training needs of employees and training objectives so that at the end of every training programme, these will be achieved.

The result of the study indicated that in SSNIT, evaluation is done mostly at the end of training programmes. In order to easily determine whether or not training objectives have been achieved, evaluation should be done immediately before training programmes and not only at the end of training sessions.

Branch Managers of the various branch offices should be determined in ensuring that staff become versatile. In this regard, when on-the-job training is in progress, staff who are versatile can be made to take charge of the various offices where on-the-job training is in session. This will help prevent distractions, disruptions to work, poor service delivery and low productivity, which the study revealed were some of the problems associated with on- the-job training.

In the study, 10% of respondents indicated that their training needs are not identified before attending training programmes. Although the percentage appears relatively minimal, it should not be over-looked. Branch managers and supervisors should ensure that the training needs of all employees are identified before they attend training programmes.

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THE STATUS OF TRAINING AND DEVELOPMENT OF HUMAN

RESOURCE IN SSNIT (TEMA BRANCH OFFICES)

This study is purely an academic exercise and every information disclosed will be treated confidential. Your honest response will therefore be highly appreciated.

BIO- DATA

PLEASE TICK √ 〔 〕 WHERE APPROPRIATE

Q1.　Sex　　　　a. Male 〔 〕　　　　　b. Female 〔 〕

Q2.　Age

　　a.　25 – 34　　　　　　　　〔 〕

　　b.　35 – 44　　　　　　　　〔 〕

　　c.　45 – 54　　　　　　　　〔 〕

　　d.　55 and above　　　　　　〔 〕

Q3.　Academic Qualification.

　　a.　Secondary　　　　　　〔 〕

　　b.　Training College　　　　〔 〕

　　c.　Secretarial　　　　　　〔 〕

　　d.　Tertiary　　　　　　　〔 〕

　　e.　Any other, [please specify]

　　　………………………………………………

Q4.　Which Branch Office do you currently work ?

…………………………………………………….

Q5.   Which of the following grade category do you fall into?

    a.   Junior Staff   [   ]

    b.   Senior Staff   [   ]

    c.   Managerial   [   ]

    d.   Any other, [please specify………………………………………………

RESPONSIBILITY FOR TRAINING PROGRAMMES

Q6.   Are training programmes usually organized for staff?

    a.   Yes   [   ]

    b.   No   [   ]

Q7.   Do you have any idea whose responsibility it is to organize training

programmes?

    a. Yes   [   ]

    b. No   [   ]

Q8.   If yes, whose responsibility is it?

    a.   Supervisor   [   ]

    b.   Branch Manager   [   ]

    c.   Head of Training Department   [   ]

    d.   Any other, [please

       specify]………………………………………………

Q9.   About how many times has the person responsible for training ensured your participation in training programmes?

    a. once   [ ]

    b. twice   [ ]

    c. three times   [ ]

    d. four times   [ ]

    e. five times   [ ]

    f. Any other, [please

specify]…………………………………………………….

NEEDS ASSESSMENT

Q10. Are your training needs identified before you attend training programmes?

    a. Yes   [ ]

    b. No   [ ]

Q11.   If yes, who identifies your training needs?

    a.   Myself   [ ]

    b   Supervisor   [ ]

    c   Manager   [ ]

Q12.   To what extent has training programmes met your training needs?

    a.   To a very large extent   [ ]

                                        [ ]

  [ ]

b. To some extent   {   }

c. Has not met training needs at all {   }

METHODS OF TRAINING

Q13. What was the nature of training programmes you have attended?

a. Lecture   〔   〕

b. Discussion   〔   〕

            〔   〕

c. Both lecture and discussion

            〔   〕

d. Seminar / Conference

e. Any other, please

[specify]………………………………………………….

Q14. Are you aware of the existence of the various methods of training

programmmes in SSNIT?

a. Yes   〔   〕

b. No   〔   〕

Q15. If yes, please tick those that you are aware of.

a. On -the- job training   〔   〕

b. Off- the- job training   〔   〕

c. Orientation course   〔   〕

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Q16.   Indicate how often each method is used. [Please tick]

Statement	Very Often	Often	Not at all
1. On-the-job-training 2. Off-the-job-training 3. Orientation course			

Q17. Indicate two benefits you derive from the mostly used training method

a) ……………………………………………………………………………………

b)…………………………………………………………………………………….

Q18.   State two problems associated with the mostly used method.

a)…………………………………………………………………………………

  …………………………………………………………………………………......

b)…………………………………………………………………………………

  ………………………………………………………………………………….

Q19.   Tick the facilities that are available or non- available for training and

development programmes

Statement	Available	Non- Available
1. Classrooms/Conference room		
2. Teaching and Learning equipment		
3. Audio Visual aids		
4. Handouts		

EVALUATION OF TRAINING PROGRAMMES

Q20.   When you attend training programmes are you made to do evaluation to do

evaluation to determine training objectives have been achieved?

a. Yes   〔 〕

b. No   〔 〕

Q21.   If yes, at what point is it done?

a.   Just before the training programme 〔 〕

b.   During the training programme   〔 〕

c.   After the training programme

Q22.   Apart from evaluating the training programme, are you made to evaluate

the trainer

a.   Yes   〔 〕
                                  〔 〕

b. No

Q23. If yes, how would you describe the trainers' mastery over the subject area?

a.   Excellent   [   ]

b.   Very good   [   ]
                                          [   ]
c.   Good

d.   Fair   [   ]
                                          [   ]
e.   Poor

Q24. What problems do you encounter during training sessions?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

BENEFITS OF TRAINING

Q25. Have the training programmes you have attended so far been beneficial to

the Organisation?

.

a. Yes   [   ]

b. No   [   ]

Q26. If yes, in what way?

....

Q27. Has it helped in the achievement of the overall mission and goals of the

Trust?

    a. No   〔　〕

    b. Yes   〔　〕

Q28. Have you personally benefited from training programmes you have

attended so

    far?

    a. Yes   〔　〕

    b. No   〔　〕

Q29. If yes, in what

way……………………………………………………..

Q30.   Generally, how would you describe the relevance of training programmes

you

    Have attended so far to your work schedule?

    a. very relevant   〔　〕

    b. relevant   〔　〕

    c. some-how relevant   〔　〕

    d. not at all relevant   〔　〕