

UNIVERSITY OF CAPE COAST

IMPROVING STAFF PERFORMANCE THROUGH TRAINING AND  
DEVELOPMENT: A CASE STUDY OF RIDGE HOSPITAL, ACCRA

BY

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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.

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Signature:.....

Date:.....

### **Supervisor's Declaration**

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

Supervisor's Name: Prof. I.K. Acheampong

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## **ABSTRACT**

The study examined the improvement of staff performance through training and development at the Ridge Hospital. The problem was negative attitude observed toward patients by some of the nursing staff. The data were obtained from semi-structured interview and questionnaire (5 – point likert scaled questionnaire). The study design was a case study. The sample for the study involved fifty nurses and ten management staff. The data were analyzed using frequency tables and percentages

The study found that training and development needs of nursing staff were to improve upon staff interpersonal skills, skills and knowledge at work, acquire more skills and new knowledge to improve output of work and gaining more skills and knowledge in patients and diseases management, prevention and control, also to enhance quality staff patient relationship and knowing new trends in the management of HIV, malaria, tuberculosis, cholera, infection prevention among others and emergency and anesthesia training.

Also, the study found that training and development programmes of nursing staff were seminar, understudy training, job rotation, mentorship, workshops, refresher courses, job orientation, conferences and special meetings.

Furthermore, the study found that training and development motivate nursing staff to work harder, to adjust to new situations, to assist student nurses and boost their morale to asses and plan with students for a better care for the patients. Workshops on positive attitudes toward work were considered relevant since training and development was not panacea for improving staff performance.

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## **DEDICATION**

To my late father Samuel K. Tuglo and my uncle Joseph Mensah.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the study**

Training and development programmes are beneficial to a worker and the organisation where he belongs. Training and development programmes serve as stepping stones toward achieving one's personal goals and, at the same time, the goals of one's organisation. Training and development programmes provide a structured plan on how the employee can continuously improve on one's technical and inter-personal skills for an assured professional growth. This professional growth of an employee is tantamount to the advancement of one's organisation.

One important factor that contributes to an improvement in the performance of the employees is the positive attitude towards work. Such attitude is well developed when employees are made to attend positive attitude workshops. First timer attendees are trained to transform themselves to be well-mannered individuals. Eventually, this transformed attitude is carried over to their workplaces. Clients can easily spot positivity in an organisation upon entry. Negative aura is easily felt by clients upon seeing how the workers talk and how they move around the workplaces. A client will not desire to deal with an organisation again such encountering. Also, a negative attitude does not result in significant improvement in the performance of the employees. An employee's output, therefore, is expected to be favorable both in quantity and

quality. It is usually an advantage for organisations to let workers attend positive attitude workshops before technical and skills trainings. Completion of this workshop usually opens the minds of workers into appreciating their duties, co-workers, clients and their workplaces, and the organisation as a whole. As for the organisation, that positive attitude will be the assurance of productivity which is in anyway what an organisation is aiming at.

Also, positive attitude promotes good interpersonal skills among co-workers, clients and the organisation as a whole. In the case of interpersonal skills, a negative environment usually feels tiring for workers who experience working within it the whole day. This affects negatively the output of work.

Another important contribution of training and development programmes to an organisation is the morale boosting of workers. Workers tend to feel important whenever their supervisors announce that they are being sent for training. They feel that the organisation is aware of their existence. They feel proud seeing they stand tall among the multitude of workers to be singled out to attend a programme, whether big or small. For the organisation, it is a simple act but for an attending worker, it is considered a big honour. When they go back to their work areas, they tend to perform well because they have been recharged, thus yielding higher productivity.

Development programmes also produce workers with potentials to become team leaders and supervisors. These are where organisations may single out potential workers who they may send for specialized training in the future. For example, it may be through a simple training in accounting procedures where future Financial Analysts may be produced in the organisation.

For the organisational development, results of training sessions and development programmes serve as input to future organisational changes. These training sessions may trigger a change in organisational structure, management strategy, or specific supervisory role. Gathering feedback from staff of training is an important mechanism for higher management to view the organisational setup being taken by workers. Upon seeing unfavorable result of what they initially envisioned to be effective, they may get back to their drawing boards for a revised design. Employee training entails an expert working with learners to impart certain knowledge or skills for their improvement in their jobs.

Employee development refers to a broad range of ongoing activities that will bring learners or an organisation to an upgraded level of performance, frequently to perform a job or new roles in the future.

One of the reasons an employee or group of employees are to undergo training and development is when performance upgrading is needed based on performance evaluation. Another is to indicate status of upgrading in the course of a performance improvement undertaking. Besides, to make an employee eligible for a forthcoming role change in the organisation as well as to test the performance of a new system of management. Also, to train on a particular task (Bratton & Gold, 2001).

Training and development can be initiated for a variety of reasons for an employee or group of employees. For example, when a performance appraisal indicates performance improvement as part of an overall professional development programme and as part of succession planning to

help an employee to be eligible for a planned change in role in the organisation (Gilley & Egglund, 2002).

Noe (1999) was of the view that a planned effort by a company to facilitate employees' learning of job-related competencies includes knowledge, skills or behaviours that are critical for successful job performance. Truelove (1995) emphasized that training is only an appropriate solution if the cause of the problem is associated with lack of knowledge and skills. Werther & Davis (1989) were of the opinion that the contribution a manager is uniquely expected to make is to give others the vision and ability to perform. Through training, acquisition of skills and knowledge help in improving performance. It builds confidence and improves performance. Treatment and diagnosis as well as changes in roles and responsibilities require continuous professional development (Dotse, 1989).

In conclusion, the standard objective of an organisation for quantity and quality of productivity may not only be achieved by a good drawing of how things are to be done. A good percentage also is the factor of how workers collaborate in achieving the objective of the organisation. As such, a company needs not set aside the factor of investing in people and their development, not only professionally but also in positive attitude into appreciating their duties, co-workers, clients and their workplaces, and the organisation as a whole.

Training and development of the hospital staff is informed by the vision and mission of the hospital. The hospital's vision is to improve the health status and reduce inequalities in the health outcomes of all people of the Greater Accra Region and its mission is to ensure that every individual,

household and community in the Greater Accra Region is adequately informed about health and has equitable access to high quality health care and related interventions. This can only be achieved if an effective training and development programme are instituted. Therefore the mission of the hospital spells out effective special development and how it can be done. From the interaction hospital management staff organized training for the nurses to acquire more skills. When the nurses acquire the knowledge, the nurses become aware of new development and changes. The nurses acquire skills and knowledge to improve their performance in the issues related to health sector. After training nurses apply the skills and knowledge they acquire. But the some nurses' attitude towards every patients is the concern of the patients as observed by the researcher. The concern of the patients involved getting healed, treated well, attended to as early as possible and talked to in a manner not to be put off among others. The attitude of nurses towards patients will go a long way to affect their performance so the study intends to explore among other training and development programmes available to improve the performance of nurses at the Ridge Hospital.

Quality health care delivery system is anchored on a conducive hospital environment.

### **Statement of the problem**

Its efficiency is also judged through the performance of the staff. This important feature of performance is to guide and monitor hospital management. The challenge within the hospital as observed by the researcher is the negative attitude of some nurses towards patients. The

concerns and problems of the patients involved among others is to be treated well, attended to as early as possible and talk to in a manner not to be put off. This is because people would not like to come to the hospital and talk good about the hospital. The patients concern was the enhancement of quality nursing staff and patient relationship. Therefore, how would training and development improve the performance of nursing staff?

### **Objectives of the study**

The general objective of the study was to assess improvement of staff performance through training and development at the Ridge Hospital. In order to manage all the related information well, there were three specific objectives that needed to be satisfied. These were to:

1. determine training and development needs of the nursing staff.
2. identify training and development programmes available at the Ridge Hospital.
3. find out how training and development motivate staff in the improvement of performance at the Ridge Hospital.

### **Research questions**

1. What are the training and development needs of the nursing staff?
2. What are training and development programmes available at the Ridge Hospital?
3. How would training and development motivate staff in the improvement of performance at the Ridge Hospital?



### **Significance of the study**

It is expected that the study will inform the management of the Ridge Hospital as to how to improve staff performance and the need to have and retain well trained and motivated employees. It is also to help develop and maintain a quality work life. Finally, it is to aid management of the Ridge Hospital to introduce modern schemes for training and development to meet the challenges of health issues.

### **Delimitation of the study**

The study was about improving performance of nursing staff through training and development in order to address the challenge within the hospital which is the attitude of nurses towards patients in the face all these health issues. For example, amidst the numerous health challenges in the world today, Swine-flu, H1N1 Bed-flu, Avian Influences, HIV-AIDS, Hepatitis A, B, C, D infections among others are more life threatening if nurses are not up to the tasks.

Ridge Hospital was chosen because all other hospitals were many and would be too large to cover and also the researcher resides within vicinity of the Ridge hospital and wanted to bring to light the problems and the concerns of the patients at the Hospital. 5 – point likert scale was used for the nurses and semi-structured interview was used for management staff in the gathering of data on the study. The method, the sample and findings were the true reflection of the situations in the Ridge Hospital.

### **Definition of terms**

Training: short term programmes to enhance performance

Development: short term and long term programmes to enhance performance

Performance: ability to work according to a set standard

Staff: Nurses in the various departments at the Ridge hospital

### **Organisation of the study**

The study was structured into five chapters. Chapter One was the introductory part which tackled the issue of the background of the study, statement of the problem, the general objective, specific objectives, research questions, significance of the study, delimitation of the study and definition of terms. Chapter Two dealt with the review of the theoretical literature and the related review empirical studies as presented by other authors, whereas chapter three catered for methods adopted. The fourth chapter was concerned with results and discussion. This dealt with the result/findings. It presented the results on the study. It indicated result from the analysis of data. The fifth chapter includes summary of the study, conclusions and recommendations.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Introduction**

This chapter reviews the conceptual framework/theoretical literature and empirical literature. The discussion has been organized under the following sub-headings:

- Review of theoretical and Conceptual framework
- Improving staff performance through training and development
- The types of training and development programmes of staff
- The function of motivation in the improvement of staff performance

#### **Review of theoretical and conceptual framework**

Different theories and concepts of learning are reflected in the design and implementation of different training and development programmes. One of the theories and its implications for training and development are located within the systems theory. Kwamifoli (2008) argues that systems theory is a group of interrelated and interdependent parts of processes operating in sequence, according to a predetermined plan, in order to achieve a goal or series of goals. The processes may be viewed as having inputs, outputs and feedbacks. To understand or set up a system, one should start by determining the objectives of the system, that is, what it seeks to accomplish. The inputs are to be identified and the

outputs specified. Then the processes by which the outputs are to be obtained are to be examined. All systems have boundaries that separate them from their environment and these boundaries define the scope of activities to be supported by the system. Systems may also consist of numerous sub systems, each of which has elements, interactions, and objectives related to the overall objectives of the constituent sub systems. Every system then must have a feedback, which is a form of control. Effective control means there must be a way of measuring performance against a set standard.

### **The systems approach to training**

A training system is therefore a set of parts coordinated to accomplish the goal of helping individuals gain competence in the present or future work through the acquisition and development of appropriate skills, knowledge and attitudes. Like any other open system, it consists of four main elements: inputs from the environment, a conversion process, output and feedback (Alromaihy & Reynolds, 1981 & Kwamifoli, 2008).

Kwamifoli (2008) shared the opinion that in the limited and imperfect view of looking at a training course, it may be said that, the trainees form the basic input together with other resources such as physical facilities, reading materials, resource persons among others. The design and conduct of the training programme constitute the process and the trained employee, the output. The evaluation of the training course is the feedback on the basis of which the training may be judged as effective or ineffective, and where necessary, improvements are made in subsequent

courses.

The significant and meaningful approach to a proper understanding of the training effort as a systems concept consists not in regarding the conduct of the training programme as the sole process involved, but viewing the training programme as a link in the chain of professional development of an employee. If this view is accepted, then a systems concept of training would cover the environment and the organisation in which the employee works including the identification of his training needs and other salient aspects such as the determination of training objectives, designing the training programme, its implementation and the evaluation not only of the training as such, but also the improvement in organisational effectiveness of the competence of the trainee (Friedlander & Greenberg, 1971; Kwamifoli, 2008).

When training needs of employees are not properly assessed, the training objectives cannot be precisely formulated and these will have no relevance to the actual requirements of the employees, and organisational needs as well.

The design of the training programme depends on its objectives as well as the level of competencies required of the participants and the nature of learning they are expected to acquire. Unless the training objectives are clear, no purposeful evaluation is possible because the evaluation can be done only in terms of the predetermined objectives.

The design of a training programme therefore determines its implementation and may have to be revised in the light of the evaluation (Gilley & Egglund, 1989, DeSimone & Harris, 1998).

As postulated by Goleman (2002) a systems approach to training

follows a logical sequence of networked activities commencing with the establishment of a policy and the resource to sustain it. This is followed by:

- an assessment of training needs.
- specifying training objectives.
- specifying target population who should be trained.
- designing training programme.
- implementing training.
- evaluating and validation (Goleman, 2002:426).

Systematic training is training which is specifically designed to meet defined needs. It is planned and provided by people who know how to train, and the impact of training is carefully evaluated (Armstrong, 2003:548; & Kwamefoli, 2008). Concerning systematic training, Armstrong (1995) indicates that systematic training is based on a simple 4-stage model expressed as follows:

- define training needs
- decide what sort of training is required to satisfy these needs
- use experienced and trained trainer to plan and implement training
- follow up and evaluate training to ensure that it is effective.

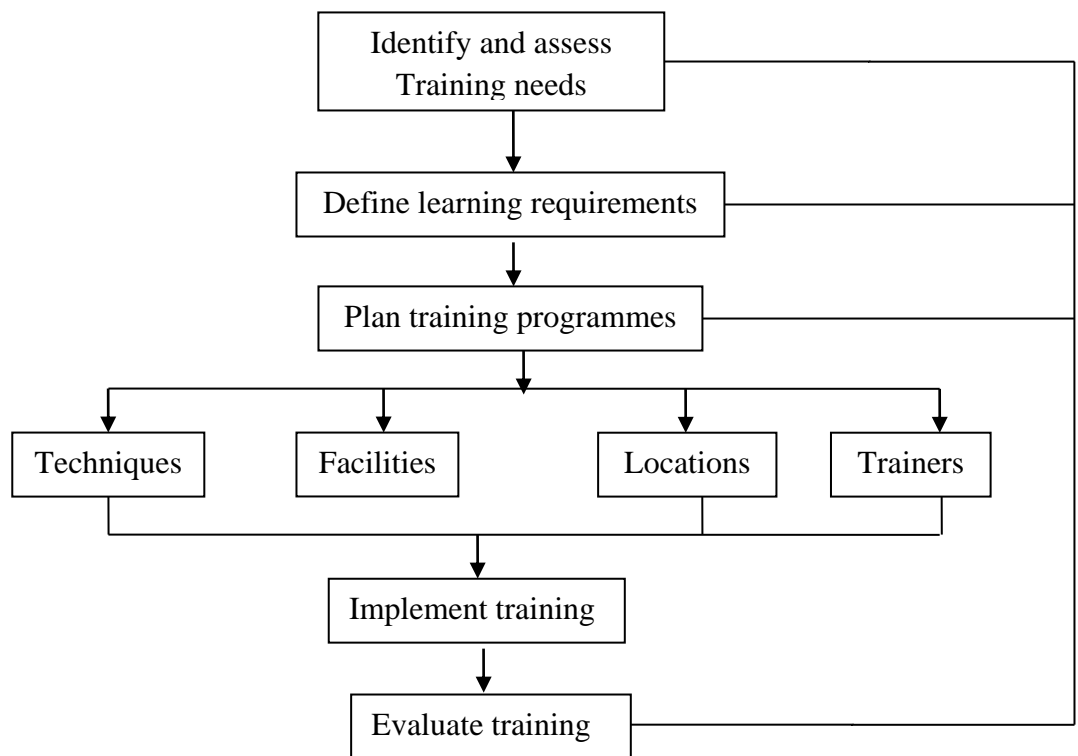
Goleman (2002) indicated that systems approach to training focuses on training policy, assessment of training needs, training objectives, specifying target population, who should be trained, designing training programmes, implementing training and evaluating training programmes. Armstrong (2003) approach on the other hand deals with training needs identification, the sort of training required to satisfy the training needs, planning and implementing training programmes and

evaluation of training programmes.

The approach of Goleman (2002) was more detailed than the Armstrong's (2003) version because the former included training policy and the number of people to be trained thus population. Goleman (2002) factored in the demand for training since no organisation could offer training to all personnel at the same time.

### **The planned training model**

The conceptual framework of this study is based on the Planned Training Model (Armstrong, 2003). Kwamifoli (2008) shared the view that planned training is deliberate intervention aimed at achieving the learning necessary for improved job performance (Figure 1).



**Figure 1: The process of planned training**

Source: Armstrong (2003:550)

### **The planned training concept**

The planned training concept as shown in Figure 1 involves the identification and definition of training needs. This involves analysis of corporate, team, occupational and individual needs to acquire new skills or knowledge or to improve existing competences. The analysis covers problem to be solved as well as future demands. Decisions are made at this stage on the extent to which training is the best and most cost-effective to solve the problem. In applying the planned training concept, one has to specify as clearly as possible the skills and knowledge that has to be learnt, what competencies need to be developed and what attitudes need to be changed. By so doing, the learning requirements will be defined as shown in Figure 1. The planned training concept will also consist of defining the training objectives. The learning objectives not only define what has to be learnt but also what learners must be able to do after their training programme.

There is also the need to plan training programmes in the planned training concept. The training programmes must be developed to meet the needs and objectives of staff by using the right combination of training techniques and locations. In deciding who provides the training, the extent to which training is provided from within or outside the organisation needs to be decided. At the same time, the division of responsibility between the training department, managers, team leaders and individuals has to be determined. In implementing the training, care must be taken to ensure that the most appropriate methods are used to enable trainees to acquire the skills, knowledge, levels of competencies and attitudes they need. In the training evaluation the effectiveness of training is monitored during



programmes and subsequently, the impact of training is assessed to determine the extent to which learning objectives have been achieved.

The systems approach to training therefore provides a good basis for planning training programmes but it is over simplified. Training is a more complex process than this. Another drawback to the concept of systems approach to training is that insufficient emphasis is placed on the responsibilities of managers and individuals for training (Armstrong, 2001). What needs to be done is to develop a more realistic approach such as "planned training" (Armstrong, 2003), which will form the basis of this study as illustrated in Figure 1. Training must be relevant in that, it must satisfy identified and appropriate training needs.

Training should be problem-based. This means that it should be planned to fill the gap between what people can do and what they need to do now or for the future. The problem may be negative in the form of a weakness that needs to be remedied. Otherwise it may be positive because it refers to how the need to develop new skills or enhance knowledge to meet future requirements will be satisfied (Armstrong, 2003 & Kwamefoli, 2008).

This study on staff training and development is based on 'planned training' as illustrated in Figure 1. The diagrams portray learning activities aimed at improving job performance at the workplace. The steps involved include:

- Training needs identification - For every job, there are required skills, abilities, knowledge, potentials etc. needed to perform the job while the individual job holder possess certain skills, knowledge, abilities among others. The difference between the individual's actual

competence and the required competence needs to be identified to determine the performance gap or problem. The performance deficiency identified must be analyzed to find out whether it could be solved by training or not. The next step will be to define the learning required. Here, it is expected to state clearly the skills, knowledge, attitudes, abilities etc. to be learnt or developed. Setting training objectives. Every training programme should have two main objectives (a) what needs to be learnt and (b) what trainees should be able to do after the training. The objectives of the training programme should be indicated before the training is embarked upon. Planning training programmes: The right training programmes should be developed to meet the needs and objectives of the training.

- Who provides the training: Training can be provided within the organisation. It could either be on - the - job training or in-house where trainers from within or outside the organisation are made to train the personnel concerned. Personnel in the organisation could be trained in institutions outside the organisation.
- Implementing the training: The training programmes should be put in place to ensure that the staff members concerned receive the required skills, knowledge, attitudes among others.
- Evaluating training: The training programme should be evaluated to determine whether the objectives have been met and the areas which need improvement have been covered. If the above processes of planned training are carefully followed, then it is assumed that

staff training and development will meet the needs of the individual and the organisation.

The justification for training and programmes is that there must be the need for such programmes. There is no need for training unless there is a problem which such programmes can solve. Therefore the attention for the present study is focused on finding out the improvement of staff performance through training and development. The performance problem could be due to lack of motivation in terms of various extrinsic rewards or non-recognition for performance or due to wrong placement, poor quality or lack of equipment and machinery required and or poor human relations as indicated in the study. It can therefore be concluded that training may solve certain problems. For performance to improve, the potentials of its employees should be enhanced. To be able to do this, training needs must be properly identified by management.

### **Improving staff performance through training and development**

Werner and DeSimone (2004) said that the origins of Human resource development can be traced to apprenticeship training programmes in the eighteenth century. During this time, small shops operated by skilled artisans produced virtually all household goods, such as furniture, clothing, and shoes. To meet a growing demand for their products, craft shop owners had to employ additional workers. Without vocational or technical schools, the shopkeepers had to educate and train their own workers for little or no wages. These trainees or apprentices learned the craft of their masters usually working in the shop for several years until

they became proficient in their trade. Not limited to the skilled trades, the apprenticeship model was also followed in the training of physicians, educators, and attorneys. Even as late as the 1920s, a person apprenticing in a law office could practice law after passing a state-supervised examination. Success in hospital comes at the time that all the nurses in the hospital have been able to prove their skills, abilities and worth to the entire hospital. He agreed that learning is a continuous process in order to improve and excel in every endeavour. As a matter of fact, training and development can magnificently improve performance. Investing in this area will be an effective investment for the betterment of the employees and most especially the hospital itself. This involves reinventing strategies and strategic value of learning in order to adapt to the existing and emerging health issues. In this way, hospital has the capacity to be more receptive to the patients, more supple in the health service delivery. The health service delivery can never be done alone by the doctors; they need nurses to function effectively in the hospital, to perform better and productively.

Investment in nurses never stops. It is a continuous process. If the management wants a continuity of its success and growth, it / depends on the investing heavily on the skills and potentials of nurses. Furthermore, they all have to refresh and enhance their proficiency and knowledge in the health service delivery and its other aspects that are involved in the operation of the hospital. Training and development aligned with the hospital's goals and objectives improve performance.

Werner and DeSimone (2004) explained that the field of training

and development reflects both the role and importance in achieving higher employee performance and meeting organisational goals.

Training has traditionally been defined as the process by which individuals change their skills, knowledge, attitudes, and/or behavior (Robbins & DeCenzo, 2006).

There are various ways training and development may help to improve the performance of nurses in the field. In the first place, training and development provides them with great motivation to learn more, to increase their knowledge and skills on how to redesign their jobs. In addition, innovative interventions are very essential in determining the capability of the nurses to step up into higher level in the healthcare profession. The retention of knowledge and skills gained from training and development programmes among nurses are crucial element to examine their ability to cope with different task assigned to them. Assigning them to different departments in the hospital will be easier with their acquired knowledge and skills in different areas such as cardiopulmonary, critical care practice, development resuscitation among others. Through enhancing the retention of knowledge and skills during and after resuscitation training, it will absolutely optimize the rate of survival of patients from cardiopulmonary arrest (Hamilton, 2005).

Albrecht (1983) also saw training as learning for the purpose of improving performance on the job. Goldstein (1986) saw training as a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skill for a definite purpose. Storey (1987) opined that training is the systematic process that alters the behaviour and

attitudes of employees in a direction to increase the achievement of organisational goals. Guest (1997) viewed training as the organized procedure by which people learn knowledge and /or skills for a definite purpose. Rossett (1998) whose definition of training buttressed this point as he defined training as the formal procedures which a company utilizes to facilitate learning so that the resultant behaviour contributes to the attainment of the company's goals and objectives. This emphasizes the close relationship that exists between the objectives of an organisation and its training programme. Rossett stressed that the outcomes of training are in the form of increased capabilities or improved behaviours. Dessler (1999) opined that training emphasizes the development of a skill and learning for a definite purpose, characteristically associated with the goals of an organisation.

Anderson (1993) expressed that training is a process to change employee behavior at work to improve performance. Truelove (1995) explained that training endeavours to impact knowledge, skills and attitude necessary to improve job performance in a direct way. Tyson (1997) also, explained that training in an organisation is basically a learning process which is to develop in the organisation's employees the knowledge, skills and attitudes necessary for the effective performance of their work and hence for the achievement of organisational aim and objectives. Fletcher (2004) shared the view that training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. Acheampong (2006) expressed his opinion that training is the process which expose junior employees to specific knowledge in order to enable them

perform specific task.

In addition, Storey (1995) explained that development as a systematic process of training and growth by which individuals gain and apply knowledge, skills, insights and attitude to manage work effectively. This points out the fact that development is a continuing activity. Truelove (1995) explained development as a process whereby individuals learn through experience to be more effective. It aims at to utilize the skills and knowledge that education and training has given them not only in their current jobs but also in future post. Noe (1998) indicated that development refers to formal education, job experiences, relations and assessment of personality and abilities that help employees prepare for the future. Acheampong (2006) saw development as the process of providing senior employees with the conceptual skills for performing general duties.

Werther and Davis (1989) saw general benefit from employee training and development as job satisfaction and morale among employees. Fletcher (2004) was of the view that training and development can help achieve a lot of benefits. For instance, employees who receive training have increased confidence and motivation. Armstrong and Baron (2005) argued that training and development should involve certain factors that need to be in place for workers to be able to perform well on their jobs and these among others include clear job expectations, clear and immediate performance feedback, adequate physical environment, including proper tools, supplies and workspace, motivation and incentives to perform as expected, skills and knowledge required for the job. Acheampong (2006) also explained that training has inherited benefits as an important

investment in Human Resources since it increases employees' productivity. The acquisition of newer skills and knowledge helps employees to increase both quantity and quality of output in their work. Acheampong also added that it enhances job motivation and satisfaction.

Training and Development help in optimizing the utilization of human resource that further helps the employee to achieve the organisational goals as well as their individual goals. It helps to provide an opportunity and broad structure for the development of human resources' technical and behavioural skills in an organisation. It also helps employees in attaining personal growth. Also, it helps in increasing the job knowledge and skills of employees at each level. It helps to expand the horizons of human intellect and an overall personality of the employees. Again, it helps in increasing the productivity of the employees that helps the organisation further to achieve its long-term goals. Training and development helps in inculcating the sense of team work, team spirit, and inter-team collaborations and helps in inculcating the zeal to learn within the employees, develop and improve the organisational health culture and effectiveness. It helps in creating the learning culture within the organisation and builds the positive perception and feeling about the organisation. The employees get these feelings from leaders, subordinates, and peers. Also, it helps in improving upon the quality of work and work-life as well as create a healthy working environment and builds good employee relationships so that individual goals aligns with organisational goals by improving the health and safety of the organisation thus preventing obsolescence. This helps in improving the



morale of the work force, in creating a better corporate image which leads to improve profitability and more positive attitudes towards profit orientation and aids in organisational development. That is organisation gets more effective decision making and problem solving. Besides, it helps to understand and carry out organisational policies, develop leadership skills, loyalty, better attitudes, and other aspects that successful workers and managers usually display and demonstrates as commitment to keeping employees on the cutting edge of knowledge and practice (Gilley & Egglund, 2002).

Fletcher (2004) shared the view that although training and development can improve performance, there are five ways to improve employee's performance:

- Every staff member is unique; therefore the motivation to perform better will be different for each person. This involves the identification of the motivator for each staff member and provision of opportunities that encourage their interest and performance.
- Making sure of a vision for how to practice to operate now and in the future. Communication of vision to staff so that they are directing their energies toward a common goal. They will feel like they are a part of the practice and this will enhance performance.
- Taking advantage of big and small opportunities to praise staff for work well done. The recognition of their performance means a lot and it is important to acknowledge their efforts.
- Offering kind words of constructive feedback that makes staff feel respected and valued.

- Management staff as a resource to staff so that would feel comfortable to approach management staff with questions and concerns. They should be able to depend upon management staff guidance and as a model of what excellent performance is all about.

Furthermore, the study carried out in the year 2009 by Irene Ferguson Laing at Ghana Ports and Harbors Authority - Takoradi. The study sought to determine the impact of Training and Development on public sector organisations using Ghana Ports and Harbours Authority (GPHA) as a case study. The research was intended to determine the role and impact of training on employees with emphasis on the lower, middle level staff and the administrators of GPHA, who were randomly selected. The sample size was 100, made up of 21 engineers, 16 office clerks, 17 account clerks, 20 computer operators, 9 secretaries, 17 drivers, security officer and machine operators. The study assessed the training and development process of GPHA and whether training has improved employee performance. A questionnaire was designed using structured questions to collect primary data from employees of GPHA. Personal interviews were held with some management staff of the organisation. The results indicated that GPHA's employees were not well informed about training and development programmes in the organisation. Most of the employees were of the view that training and development were effective tools for both personal and organisational success. It was recommended among other things, that the processes involved in training should help GPHA staff identify their career paths and to guide them in the pursuit of higher education.

Another study was on training needs and effectiveness of hospital management teams under Ghana health services in the central region of Ghana by Kwamifoli (2008). The study was fact finding, or exploratory and descriptive. The sample size was 87 making 11 supervisory, 70 junior and managerial staff. Interview and questionnaires were used for individuals such as management, supervisory and staff members of the company. The methods were used to find out the staff training and development within the SHC. On the whole, the findings of the study have shown that the training development programmes initiated by management had made some impact on one individual staff as well as the company.

In addition, one other study was carried out by Appiah (2007) on training as a tool for performance improvement in the modern banking industry: A case study of rural banks in the Brong-Ahafo region. The study design was descriptive research. The sample size was 35% of the accessible population of 248 making 203 males and 45 females. It comprised junior, senior and management staff. The research instruments used were questionnaire, interview schedules, documents, and observation. The findings indicated that the types of training available in the rural banks were on-the-job and off-the-jobs Training of staff and directors of rural banks proved to be an effective tool in enabling the banks to withstand the competition in the banking industry.

Conclusion is that, performance can be improved through training. Training and development reflects both the role and importance in achieving higher employee performance and meeting organisational goals.

Training is necessary for performance improvement on the job. Training and development involve learning of technical knowledge and skill for a definite purpose. It also alters the behaviour and attitudes of employees in a direction to increase the achievement of organisational goals. As a result of training, staff have confidence and motivation among others which contribute to improvement in performance.

Also, from the various explanations of the improvement of staff performance through training and development, various authors indicate that training is a systematic process planned to bring about changes in an organisation's employees that brings about improvement in their performance. Training and development has numerous inherited benefits which involves among others increase employees' productivity, enhances job motivation and satisfaction, and enhances employees' abilities to learn new work methods or technique. To the author, training and development is a process geared at bringing about change in an employee's skills, attitude and behaviour to make him or her competent and confident towards the achievement of organisational goals.

### **The type of training used to improve staff performance**

Acheampong (2006) indicated that there are two types of training methods which are on the job and off the job training methods. Decouza, Robbins and Stephen (1996) were also of the view that the most popular training and development methods used by organisations are classified as either on-the-job or off-the-job training. Acheampong explained on-the-job training method as a type of job training in which a new employee learns

various aspects of his or her job while at the same time actually performing these tasks. He is of the view that it is widely acknowledged that most training activities take place on the job and it tends to be the most effective method of training and that it is the simplest training to organize and the most cost effective. He also indicated that for on-the job training to be successful, instructors should be well qualified with the necessary instructional methodologies. Also, employees are able to translate their theoretical work skills better into practice during the actual performance if human resource managers provide them with the conditions which promote on the job training.

Observing this method critically, there is a close collaboration between trainer and learner. Some of the on the job training include apprenticeship, job rotation, mentorship or coaching and understudy. He explains that in apprenticeship a worker learns wide variety of skills under the guidance of an experienced worker. For this method to be successful the employee must be very skillful in the work methods. In the case of job rotation, it involves the lateral transfer of employees to work on different job assignments. This helps in broadening the background of workers and helps them to see the interrelatedness in the various aspects of an organisation. Mentoring or coaching is a kind of apprenticeship for senior members. In this case, a senior member of staff assumes responsibility for the career development of his/her subordinate. It is a close and a long-term work relationship. Also, in understudy, an employee is specifically designated a role of a very senior member. Here a trainee learns from his/her superior with the aim of taking over the responsibility in the future.

Acheampong (2006) continued that a modification of on the job training is the job instruction training method which includes preparing trainees by telling them about the job, presenting essential information for the performing of the job, allowing them to demonstrate their understanding of the job and setting the trainees on their own and assigning a resource person to assist them if help is needed.

Concerning off the Job Training, Acheampong (2006) said that these are training methods that are used to train workers outside their work environments. These include various kinds of programmes such as special courses or classes, role-play, lectures, simulations, workshops conferences and special meetings. Special courses can be designed by the organisation itself or by a University and implemented on behalf of the organisation. Acheampong also indicated that the lecture method is the best suited in conveying information. And in role-play, employees are trained to perform specific roles like that of a supervisor. According to him, simulations involve the imitations or simulation of the real life issue or situation. Simulations relate to imitating and acting of the real life situation. Role-play and case studies are examples of simulations. He was of the view that vestibule training is a method whereby employees learn their jobs on the same equipment, which they will be using in their specific jobs. To him, special courses can also be designed and mounted by educational institutions (such as the Universities) for employees. This can be coordinated between the organisation and the University in terms of the pinning needs of employees.

Laing (2009) said that in an on-the-job training method, the

emphasis is more on the acquisition of specific, local knowledge in a real situation. Unlike on-the-job method, off-the-job method emphasises developing an understanding of general principles providing background knowledge and generating an awareness of comparative ideas and practices. Laing is also of the view that the selection of a method for training need to be based on identified training needs, training objectives, an understanding on the part of the trainees, the resources available and an awareness of learning principles. Laing noted some various types of training as refresher course where the employees will be made to attend refresher courses at specific training institutions. Orientation training which is mainly concerned with acquainting new employees with the organisation. This training is aimed at getting all new entrants familiarise with the organisation's goals, structure, culture, work standard and other conditions of employment. Career or development training as a type of training that aims at preparing employees for the future. This enables employees to take up higher responsibilities. Job training involves teaching the employee new skills to perform the job for which he or she has been hired or employed for. This is to help employees to acquire the necessary skills and experience for specific jobs.

### **The function of motivation in the improvement of staff performance**

Motivation is the set of processes that determine the choices people make about their behaviours. It is a force which encourages and promotes 'a willingness of every employee to cooperate with every member of the team. Motivating is the work managers perform to inspire, encourage and

impel people to exert high level of effort to reach organisational goals. Every hospital concern requires physical, financial and human resources to accomplish its set goals through motivation, that the human resource can be utilised to its full. This can build willingness in employees to work. This can help the hospital in securing best possible utilisation of resources.

The level of a subordinate or an employee does not only depend upon his qualifications and abilities. To get an employee's best performance, the gap between ability and willingness has to be filled to help in improving the level of performance of subordinates. This will result in increase in productivity, reducing cost of operations, and improving overall efficiency which leads to achievement of organisational goals. The best possible utilisation of resources, co-operative work environment, employees are goal-directed and act in a purposive manner, co-ordination and co-operation can take place simultaneously which can be effectively done through motivation. Motivation is an important factor which brings employees satisfaction. This can be done by keeping in mind and framing an incentive plan for the benefit of the employees. This could be involved monetary and non-monetary incentives, promotion opportunities for employees, disincentives for inefficient employees (Singh, 2010).

A focus on training to improve individual's ability depends on developing intrinsic motivation that leads to performance improvement in organisations. Staff performance is influenced by personal attributes such as knowledge, skills, abilities, temperament, attitudes and personality. Organisational context includes leadership, physical setting, social setting



and human resource practices.

Brinkerhoff (1986) also came out with the fact that the more highly motivated the trainee, the more quickly and thoroughly a new skill or knowledge will be learnt. This author indicated that motivation enables people to accept and commit themselves to achieving the target at work places. Armstrong (2003) stated that all organisations are concerned with what should be done to achieve sustained high levels of performance through people. This means giving close attention to how individuals can best be motivated through such means as incentives, rewards, leadership and most importantly the work they do and the organisation's context which they carry out that works.

The aim is to develop motivation processes and a work environment that will help to ensure that individuals deliver results in accordance with the expectations of management Wright (2001) and Meyer, Becker, and Vandenberghe, (2004). Armstrong (2005) said motivation theory examines the process of motivation. It explains why people at work behave the way they do in terms of their efforts and directions they take. It also describes what organisations can do to encourage people to apply their efforts and abilities in ways that will further the achievement of the organisation's goals as well as satisfying their own needs. He argued that motivation can be achieved by providing incentives and rewards, satisfying work, and opportunities for learning and growth. But managers still have a major part to play in using their motivating skills to get people to give off their best, and to make good use of the motivational processes provided by the organisation. To do this, it is

necessary to understand the process of motivation how it works and the different types of motivation that exist.

Craig (1995) explained motivation as the process that initiates, guides and maintains goal-oriented behaviours. It involves the biological, emotional, social and cognitive forces that activate behaviour. Craig added that there are three major components to motivation: activation, persistence and intensity. Activation involves the decision to initiate a behaviour. Persistence is the continued effort toward a goal even though obstacles may exist, though it requires a significant investment of time, energy and resources. Finally, intensity can be seen in the concentration and vigour that goes into pursuing a goal. It suggests inspiring, instigating and encouraging an employee to do his or her best, therefore it is the fuel that inspires employees to reach organisational goals.

Armstrong said motivation at work can take place in two ways. First, people can motivate themselves by seeking, finding and carrying out work (or being given work) that satisfies their needs or leads to achievement of their expected goals. Secondly, people can be motivated by management through methods such as pay, promotion, and praise among others. Hale (1998) shared the view that the different types of motivation frequently used are either extrinsic or intrinsic. Extrinsic motivations are those that arise from outside of the individual and often involve rewards such as trophies, money, social recognition or praise. Intrinsic motivations are those that arise from within the individual. Armstrong (2005) said that there are two types of motivation as originally identified by Herzberg, Mausner & Synderman (1957):

- Intrinsic motivation - the self-generated factors that influence people to behave in a particular way or to move in a particular direction. These factors include responsibility (feeling that the work is important and having control over one's own resources), autonomy (freedom to act), scope to use and develop skills and abilities, interesting and challenging work and opportunities for advancement. The intrinsic motivators, concerned with the 'quality of working life' are likely to have a deeper and longer-term effect because they are inherent in individuals and not imposed from outside.
- Extrinsic motivation- is about what is done to or for people to motivate them. This includes rewards, such as increased pay, praise, or promotion, and punishments, such as disciplinary action, withholding pay, or criticism. Extrinsic motivators can have an immediate and powerful effect, but it will not necessarily last long.

Since there is an acknowledgment on the intrinsic and extrinsic factors that might contribute to the performance of an employee, the leaders can formulate the set of motivational approaches that can effectively affect the said factors of an individual (Sonnetag, 2002).

There are also a number of different views as to what motivates workers. The following considered by the researcher are among the commonly held views or theories of motivation discussed as follows:

Locke and Latham (1984) shared the view that goal setting has been proven to be one of the most powerful techniques to increase motivation and enhance performance and productivity in a number of

organisational settings. They viewed goals as the object, aim, or endpoint of an action. Goals have been proven to be effective in increasing long term motivation and acts as a focus of one's efforts. They suggested that attainable goals would have more motivational influence than goals that were not attainable. They were of the view that the most productive goals to set were difficult yet attainable.

Several other elements are thought to be important in the motivational power of setting goals. Self-set goals are believed to be more influential than assigned goals, flexible short-term goals may be better than rigid short term-goals. These authors stated that employees were motivated by clear goals and appropriate feedback. They went on to share the view that, working towards a goal provides a major source of motivation to actually reach the goal which in turn improves a performance.

Goal setting theory was born out of Aristotle's theory of final causality and then researched into greater detail by Edwin A. Locke in the 1960s to understand how goals can influence an individual's performance.

Goal setting is a theory of motivation, which may give employees a sense of purpose, challenge, give meaning to work and serve as a sense of accomplishment. Effective goal setting has been a driver of performance for decades. Goals direct attention to the activity specified by the goal and simultaneously away from goal-irrelevant activities. The core findings of goal setting research is that, specific high goals when accepted, lead to higher performance than no goals. The importance of the goal to the individual influences the commitment of the individual to a goal.

However, if there is no commitment to the goal, no motivational effects will occur from goal setting. Goals motivate individuals to be persistent, and challenging goals inspire the individual to be determined and not settling for less than could be achieved. Furthermore, goals can affect performance indirectly by motivating the individual to develop task specific strategies. Goals are moderated by ability, goal commitment, feedback in relation to goal pursuit, the complexity of the task, and situational factors (presence of needed resources). An employee's motivation is affected by specific challenges and demands such high goals.

The basic theory behind goal setting is that human behaviour is stimulated and governed by goals and ambitions. Goal setting is a powerful way of motivating people. Goal setting is not of interest only to those studying organisational psychology, but for anyone seeking to increase productivity, enhance performance to reach for greater heights of success.

There are five principles of Goal setting. To motivate, goals must take into consideration the degree to which each of the following exists: Clarity indicates that clear goals are measurable, unambiguous, and behavioural. Researchers have established that the goals must be specified in quantitative terms. They should be accompanied by concrete actions, plans, and target among others. When a goal is clear and specific, with a definite time set for completion, there is less misunderstanding about what behaviours will be rewarded. That is to suggest, that specific goals increase the performance than general goals. For instance, take initiative — it has limited motivational value. To set clear goals that use specific

and measurable standards. For instance, respond to employee suggestions within 48 hours.

One of the most important characteristics of goals is the level of challenge. Research has proved that only challenging job content motivates employees. In such case everyone is anxious to prove that he or she is capable of attaining the task. However even though the task is challenging, it should be attainable. A goal that is difficult but attainable increases the challenge of the job. When what to be done will be well received, there is a natural motivation to do that job.

Commitment shows that, goals must be understood and agreed upon if they are to be effective. The employees are more likely to accept a goal if they feel they are part of creating that goal. This does not mean every goal has to be negotiated with and approved by employees. It does mean that, goals should be consistent and in line with previous expectations and organisational concerns. As long as the employee believes the goal is consistent with the goals of the company and believes the person assigning the goal is credible, then the commitment is there.

In addition to selecting the right type of goal, an effective goal programme must also include Feedback. Feedback provides opportunities to clarify expectations, adjust goal difficulty and gain recognition. It is important to provide benchmark opportunities or targets so individuals can determine for themselves how they are doing. The regular progress reports which measure specific success along the way are particularly important where it is going to take long time to reach a goal. In these cases, it involves breaking down the goals into smaller chunks, and link feedback

to this intermediate milestone.

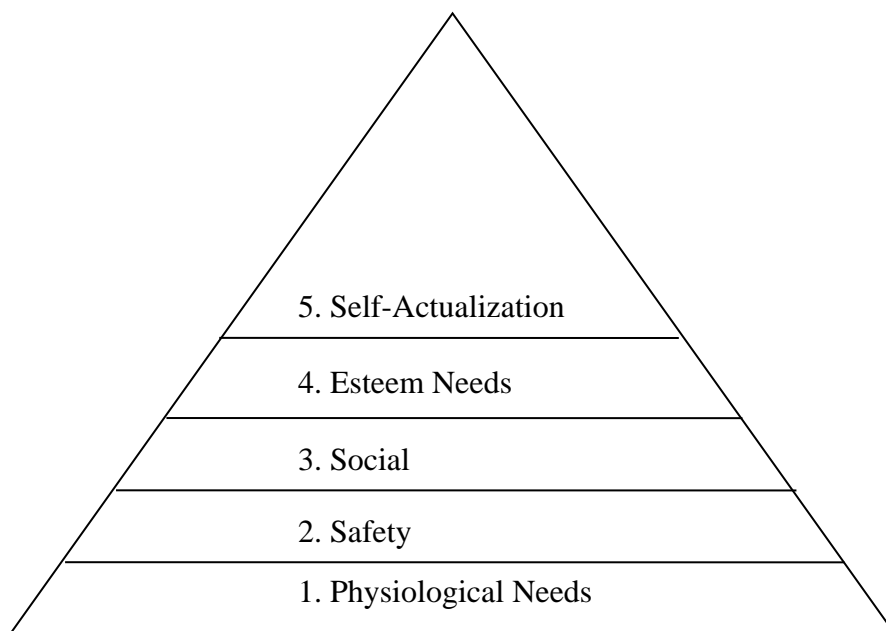
The last factor in goal setting theory introduces two more requirements for success. For goals or assignments that are highly complex, special care should be taken to ensure that the work does not become too overwhelming. It is therefore important to make sure the person is given sufficient time to meet the goal or improve performance and also enough time to be provided for the person to practice or learn what is expected and required for success.

The characteristic of effective goals are: Specific in the sense that the staff members know exactly what is expected, measurable because measurements are established so both the manager and staff members can monitor performance or progress toward meeting goals, achievable in the sense that the goal is not just a wish, it has a basis in reality, and results focused. The goal is focused on accomplishments, not activities. Also, time bound because the goal has a specific deadline or time frame for accomplishment.

Maslow's motivation theory states that human beings are motivated by unsatisfied needs, and that certain lower factors need to be satisfied before higher needs can be satisfied. According to Maslow, there are general types of needs (physiological, survival, safety, love, and esteem) that must be satisfied before a person can act unselfishly. He called these needs deficiency needs. As long as we are motivated to satisfy these cravings, we are moving towards growth, toward self-actualization.

Satisfying needs is healthy

As a result, for adequate workplace motivation, it is important that leadership understands the active needs for individual employee motivation. In this manner, Maslow's model indicates that lower-order needs like safety and physiological requirements need to be satisfied in order to pursue higher-level motivators along the lines of self-fulfilment. As depicted in the following hierarchical diagram, sometimes called 'Maslow's Needs Pyramid' or 'Maslow's Needs Triangle', after a need is satisfied it stops acting as a motivator and the next need ranked higher starts to motivate. Maslow's needs triangle is presented in Figure 2.



**Figure 2: Maslow's needs triangle**

Source: Field survey, 2011

Self-actualization is the summit of Maslow's motivation theory. It is about the quest to reach one's full potential as a person. That is realizing personal potential, self-fulfillment, seeking personal growth and peak experiences. Unlike lower level needs, this need is never fully satisfied. As



one grows psychologically there are always new opportunities to continue to grow. Self-actualized persons tend to have motivators such as truth, justice and wisdom. These persons have frequent occurrences of peak experiences, which are energized moments of profound happiness and harmony. According to Maslow, only a small percentage of the population reaches the level of self-actualization.

When people feel that they 'belong', the urge to attain a degree of importance emerges. Esteem needs can be categorized as external motivators and internal motivators. Internally motivating esteem needs are those such as self-esteem, accomplishment, and self-respect. External esteem needs are those such as reputation and recognition. Some examples of esteem needs are recognition (external motivator), attention (external motivator), social status (external motivator), accomplishment (internal motivator) and self-respect (internal motivator). Also, mastery, independence, dominance, prestige, managerial responsibility among others.

Also, social needs involved work group, family, affection, relationships among others. Besides, safety needs is about security, order, law, limits, stability among others and examples of biological and physiological needs are air, food, drink, shelter, warmth, sex, sleep among others.

Maslow later improved his model to add a layer in between self-actualization and esteem needs: the need for aesthetics and knowledge. Once a person has met the lower level physiological and safety needs, higher level motivators awaken. The first level of higher level needs is social needs. Social needs are those related to interaction with others and may include

friendship, belonging to a group and giving and receiving love.

Once physiological needs are met, one's attention turns to safety and security in order to be free from the threat of physical and emotional harm. Such needs might be fulfilled by living in a safe area, medical insurance, job security and financial reserves. According to the Maslow hierarchy, if a person feels threatened, needs further up the pyramid will not receive attention until those needs have been resolved. Physiological needs are those required to sustain life, such as air, water, food and sleep. According to this theory, if these fundamental needs are not satisfied then one will surely be motivated to satisfy them. Higher needs such as social needs and esteem are not recognized until one satisfies the needs basic to existence. Everyone is not motivated by same needs. At various points in their lives and careers, various employees will be motivated by completely different needs. It is imperative that you recognize each employee's needs currently being pursued. In order to motivate their employees, leadership must understand the current level of needs at which the employees find themselves, and leverage needs for workplace motivation.

Herzberg (1968) had close links with Maslow and believed in two-factor theory of motivation. He argued that there were certain factors that a business could introduce that would directly motivate employees to work harder (motivators). However, there were also factors that would de-motivate an employee if not present but not in themselves motivate employees to work harder (Hygiene factor). Motivators are more concerned with the actual job itself. For instance, how interesting the work is and how much opportunity it gives for extra responsibility, recognition and promotion.

Hygiene factors are factors which 'surround the job' rather than the job itself. For example, a worker will only turn up to work if a business has provided a reasonable level of pay and safe working conditions. Herzberg believed that business should motivate employees by adopting a democratic approach to management. Also, by improving the nature and content of the actual job managers could use job enlargement which is about workers being given a greater variety of tasks to perform (not necessarily more challenging) which makes the work more interesting. Also, is about the use of job enrichment which involves workers being given a wider range of complex, interesting and challenging tasks surrounding a complete unit of work. This should give a greater sense of achievement as well as by means of empowerment which means delegating more power to employees to make their own decisions over areas of their working life. Herzberg felt that job satisfaction and dissatisfaction exist on dual scales certain things called 'hygiene factors' could cause a person to become unhappy with his/her job. These things, including pay, job security, and physical work environment could never bring about job satisfaction. Motivating factors, on the other hand, can increase job satisfaction. Giving employees sense of recognition, responsibility, security brings satisfaction.

Herzberg (1968) showed that certain factors truly motivate ('motivators'), whereas others tended to lead to dissatisfaction ('hygiene factors'). Employees are only truly motivated by enabling them to reach for and satisfy the factors that Herzberg identified as real motivators, such as achievement, advancement, development, and so forth, which represent a far deeper level of meaning and fulfillment. Examples of Herzberg's 'hygiene'

needs (or maintenance factors) in the workplace are: policy, relationship with supervisor, work conditions, salary, company car, status, security, relationship with subordinates and personal life.

Herzberg's research identified that true motivators were other completely different factors, notably: achievement, recognition, work itself, responsibility and advancement.

Alderfer (2004) explained Maslow's theory a little further by suggesting that the first two needs on Maslow's Hierarchy are existence needs (survival needs), the second two are needs for relatedness (separateness and connectedness). These needs are fulfilled by establishing and maintaining relationships and the third part of needs are growth-oriented needs (learning something new). They are the primary motivators in our lives. This author further explained that existence needs include all material and physiological desires for example, food, water, air, clothing, safety, physical love and affection). Relatedness needs encompass social and external esteem; relationships with significant others like family, friends, coworkers and employers. This also means to be recognized and feel secure as part of a group or family. Maslow's third and fourth levels. Growth needs include internal esteem and self actualization. These impel a person to make creative or productive effects on himself and the environment for instance to progress toward one's ideal self. This includes desires to be creative and productive, and to complete meaningful tasks.

McGregor (1985) explained the two different motivational theories that managers tend to believe one or the other and treat their employees accordingly. Of these two is theory X which states that employees dislike

and try to avoid work, and must be coerced into doing it. Most workers lack ambition and value job security more than anything else. McGregor personally held optimistic theory, Y, as more valid. This theory holds that employees can view work as natural, creative, and can be self-motivated, and appreciate responsibility. McGregor further related his theories to the work of Abraham Maslow and compared the higher needs put forward by Abraham Maslow to a Theory Y leadership style, and lower needs to the Theory X leadership style. This posits that employee seeking higher needs such as self-actualization, may be motivated by a Theory Y leader, whereas employee not having higher order needs related to work life in general, may be motivated by a Theory X leadership style. Therefore, the use of either Theory X or Y should be balanced with the needs and wants of the employees. This also highlights the potential problems of using this theory internationally. Employee from different countries and cultures may want different leadership styles, and may not be willing to accept leadership styles normally used on similar workgroups and occupations in other countries.

To conclude, motivation initiates, guides and maintains goal-oriented behaviours which leads to the improvement of staff performance. Motivation is both extrinsic and intrinsic. This can be achieved by providing incentives and rewards, satisfying work, and opportunities for learning and growth among others.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

This chapter provides the research design and methods used in gathering the data for the study. The following sub-topics have been discussed. The research approach, the design of the study, population, sample and sampling techniques, data collection procedure and methods of analyzing the data obtained.

#### **Research design**

The design used was a case study which explored how staff performance is improved through training and development at Ridge Hospital. Semi structured interview was used for the management staff to gather in-depth data on the study while a 5 – Likert scale question was used for the nurses. As explained by Borg and Gall (1996) a case study involves an in depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon. A phenomenon is seen as the process of events, persons and things of interest to the researcher whilst a case study is a particular instance of the phenomenon. Avoke (2005) also stated that a case study is the development of detailed, interactive knowledge about a single `case' or of small number of related cases. Considering what these authors have said, the intent of this

research was to look into how nursing staff performance could be improved through training and development at Ridge Hospital. A case study was therefore deemed as the appropriate design to be used. Thus the case study design was adopted to enable the researcher understand how staff performance is improved through training and development at Ridge Hospital.

### **Population**

A research population is known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait (Yin, 1991). Therefore, the population of the study as at the time of the study was 259 at Ridge hospital. The study population involved general nurses.

### **Sample and sampling procedure**

Fraenkel and Wallen (2002) contended that sample refers to any group on which information is obtained. To obtain information for this study, a sample of fifty nurses and ten management staff were selected. Gay (1992) also saw sample as a small group or subset of a large identifiable group. The sample was made up of fifty general nurses and ten management staff since dealing with small numbers intensely will be of advantage. Simple random sampling was used since simple random sampling gives each member of the population an equal chance of being chosen. The lottery method was applied. The sample was obtained from numbered pieces of paper wrapped

corresponding to the total population of nurses at the Ridge hospital and put in a container. This was shaken and picked one at a time till sample size was attained.

### **Instrument(s)**

The study applied two instruments semi-structured Interview and 5 – likert scale involving open ended questions. The data were collected under Agree and Disagree. As the respondents were requested to give reasons or suggestions, opened ended questions were used. Semi-structured interview was used only for the management staff to gather in-depth information on the study.

### **Data collection procedure**

The method employed for collecting data for the study were semi-structured interview used for the management and 5 – point Likert scale questionnaire for the nurses to gather data on the study. The researcher personally administered the questionnaire in order to gather data on how staff performance was improved through training and development at Ridge Hospital. Due to time constraints on the part of the respondents, the researcher arranged a convenient time with the nurses for the collection of answered questionnaire and the interviewing of the management staff.

### **Validity and reliability tests**

Kumekpor (2002) observed that validity is one of the basic principles of research as well as the ability to produce or to obtain findings



that are in agreement with theoretical or conceptual values, accurate result, and to measure what it is supposed measure. A valid measure produces true results that reflect the true situation and condition of environment it is supposed to study. Pilot test was used. Creswell (2005) stated that it is necessary to pilot test instruments such as interview schedules and questionnaires to enable the researcher rephrase or make changes in the instrument based on the ambiguities identified by the respondents. The pilot test was done on twenty nurses at the 37 Military hospital to determine the consistency of questionnaire for the real study. Test was first administered. Three months later, the researcher administered the test for the second time. There were twenty general nurses involved in the pre-test and post-test. The pilot test revealed that the instrument was very suitable for the real study. The questionnaire was therefore adopted for the research. The identified ambiguities were corrected and were further verified by the researcher and her supervisor is an experienced researcher. In the case of the validity, the validity of questionnaire was determined also by the researcher and supervisor who is highly experienced researcher. The test retest reliability for the two administrations of the same questionnaire over a three months period gave a value ( $r$ ) of 0.68, which is significant at the 0.05 alpha levels. This gives a coefficient of determination ( $r^2$ ) of 0.46 meaning 46% of the total variation in the post test ( $y$ ) could be explained by the linear relationship between the post test ( $y$ ) and pre test ( $x$ ), the remaining 54% is left unexplained. This is because reasons why subjects gave some varied responses in the post test could be due to the maturation effects that affected their views during the three

months interval.

### **Data analysis**

The study used basic statistics such as frequency and simple percentages for the interpretation of the result from the semi-structure interview and 5 – point Likert scale. The data were gathered under Agree and Disagree.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **Introduction**

The purpose of the study was to find out how staff performance could be improved through training and development at the Ridge hospital. The instruments for gathering data was a 5 – likert scale questionnaire for nursing staff and semi structured interview for the management staff. The data were analyzed under the following subtitles:

- Training and development needs of the nursing staff
- Type of training and development programmes to improve staff performance
- Training and development and motivation of staff

#### **Training and development needs of the nursing staff**

Table 1 indicates that 40 out of 50 representing 80 per cent of the respondents agreed that training and development needs of nursing staff involve improving upon skills and knowledge at work and on the contrary 10 per cent disagreed. Also, 45 out of 50 representing 90 per cent of the respondents agreed that training and development needs of nursing staff was acquisition of more skills and new knowledge to improve output of work and the other hand 5 per cent disagreed.

**Table 1: Frequency of training and development needs of the nursing staff**

Training and development needs of staff	Frequency/Percentage					
	A	%	D	%	Total	%
You need to improve upon your skills and knowledge at work	40	80	10	20	50	100
I need to acquire more skills and new knowledge to enable me improve my output of work	45	90	15	30	50	100
You need to improve your skills in patients management	35	70	15	40	50	100
You also need to improve on your interpersonal skills	35	70	15	30	50	100
You need to gain more skills and knowledge in diseases management, prevention and control	50	100	0	0	50	100
You are to improve quality nursing staff patient relationship	50	100	0	0	50	100

Source: Field survey, 2011

More so, 50 representing 100 per cent agreed that training and development needs of the nursing staff were also gaining more skills and knowledge in diseases management, prevention and control.

Also, 35 out of 50 representing 70 per cent agreed that training and development needs of nursing staff were to improve patients' management. Again, 35 out of 50 representing 70 per cent of the

respondents agreed that training and development was to improve nursing staff interpersonal skills. Also, 50 representing 100 per cent of the respondents agreed that training and development needs were to enhance quality staff patient relationship. Some of the nurses added their training and development needs as knowing new trends in the management of HIV, management of malaria, tuberculosis, cholera, infection prevention among others, emergency and anesthesia training.

The reasons given indicated that the 44 out of 50 representing 84 per cent of the respondents were of the view that training and development deal with innovative interventions which are very essential in determining the capability of the nurse to improve their performance.

### **Type of training and development programmes to improve staff**

In relation to Table 2, 45 out of 50 representing 90 per cent of the respondents agreed to the statement that training and development programme of nursing staff was seminar. Besides, 40 out of 50 representing 80 per cent of the respondents agreed that available training and development programme nursing staff was understudy training. In addition, 45 out of 50 representing 90 per cent of the respondents agreed that training and development programme was job rotation.

**Table 2: Frequency of type of training and development programmes available at the Ridge Hospital**

Type of training and development programmes	Frequency/Percentage					
	A	%	D	%	Total	%
1. Seminar	45	90	5	10	50	100
2. Understudy training	40	80	10	20	50	100
3. Job rotation	45	90	5	10	50	100
4. Mentorship	45	90	5	10	50	100
5. Workshops	50	100	0	0	50	100

Source: Field survey, 2011

Also, 45 out of 50 representing 90 per cent of the respondents agreed that training and development programme was mentorship. Once more, 50 representing 100 per cent of the respondents agreed that training and development programme involved workshops. Also, 45 out of 50 representing 90 per cent added that training and development programme involved refresher courses on diseases management, prevention and control. Also, 45 out of 50 representing 90 per cent added that training and development programme included job orientation conferences and special meetings.

In accordance with Table 3, 40 out of 50 representing 80 per cent of the respondents agreed with the statement that training and development motivate nursing staff performance and 10 per cent disagreed. Moreover, 40 out of 50 representing 80 per cent of the respondents agreed that training and development motivate the nursing staff to work harder because it served as a challenge to learn and perform better, 20 per cent disagreed. Again, 41 out of 50 representing 86 per cent of the respondents

agreed that training and development motivate the nursing staff to adjust to new situations and 14 per cent disagreed.

**Table 3: Training and development and motivation of staff**

Training and development and motivation of nursing staff	Frequency/Percentage					
	A	%	D	%	Total	%
1. Training and development programmes motivate staff in the improvement of performance at Ridge Hospital	40	80	10	20	50	100
2. I am challenged to work harder because training and development served as a challenge for me to learn and perform better	40	80	10	20	50	100
3. It provides skills and abilities needed to adjust to new situations	43	86	7	14	50	100
4. You are inspired to assist students in their field of training	15	30	35	70	50	100
5. It boosts my morale to assess and plan with students for a better care for patients	30	60	20	40	50	100

Source: Field survey, 2011

In addition 15 out of 50 representing 30 per cent agreed that as a result of training and development they were motivated to assist student nurses in their field of training for the improvement of their performance. Also, 30 out of 50 representing 60 per cent also agreed that due to training and development they were motivated as it boosts their morale to assess and plan with students for a better care for the patients' management. Ten

representing 20 per cent added that training and development for acquisition of skills and knowledge without positive attitudes toward work would not yield any statistically significant improvement in the performance of the nursing staff.

### **The result from interview for management staff**

First of all, eight out ten of the management staff were of view that training and development improved nursing staff performance, enabled the nursing staff to improve upon their skills and knowledge at work. Also, acquired more skills and new knowledge for the improvement in the output of work More so, the nursing staff gained more skills and knowledge in diseases management, prevention and control.

Secondly, the ten management staff shared the view that training and development programme of nursing staff included seminar, understudy training, mentorship, job rotation, workshops, refresher courses as well as conferences and special meetings.

Thirdly, seven out of ten management staff were of the opinion that training and development motivate nursing staff because it served as a challenge for the nurses to learn and perform better and work harder to adjust to new situations. The majority of the management staff also shared the view that training and development for acquisition of skills and knowledge would not be panacea for improvement in the performance of the nursing staff therefore training and development should also focus on development of positive attitudes toward work to yield statistically significant improvement in performance of the nursing staff.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **Introduction**

This chapter deals with the summary of findings, conclusions and recommendations based on the findings of the study.

From the previous chapter the results indicated that 80 per cent of the respondents agreed that training and development needs of nursing staff involved improving upon skills and knowledge at work and 90 per cent of the respondents agreed that training and development needs of nursing staff was acquisition of more skills and new knowledge to improve output of work. Besides, 100 per cent agreed that training and development needs of the nursing staff was also gaining more skills and knowledge in diseases management, prevention and control and 70 per cent agreed that training and development needs of nursing staff was to improve patients management and also 70 per cent of the respondents agreed that training and development was to improve nursing staff interpersonal skills. In addition, 100 per cent of the respondents agreed that training and development needs were to enhance quality staff patient relationship. Some of the nurses added that their training and development needs included new trends in the management HIV, management of malaria, tuberculosis, cholera, infection prevention among others, emergency and anesthesia training. Also, eight out ten of the management staff shared the views expressed by the nursing staff.

Secondly, 90 per cent of the respondents agreed that training and development programme of nursing staff was seminar and 80 per cent of the respondents agreed that available training and development programme of nursing staff was understudy training. In addition, 90 per cent of the respondents agreed that training and development programme was job rotation as well as 100 per cent of the respondents agreed that training and development programme was concerned with workshops on health related issues and also 90 per cent added that training and development programme involved refresher courses. Also, 90 per cent added that training and development programme included, job orientation, conferences and special meetings. Again, ten of the management staff mentioned the available training and development programmes as indicated by the nursing staff.

Thirdly, 80 per cent of the respondents agreed to the statement that training and development motivate nursing staff performance. Moreover, 80 per cent of the respondents agreed that training and development motivate the nursing staff to work harder because it served as a challenge to learn and perform better and 86 per cent of the respondents agreed that training and development motivate the nursing staff to adjust to new situations. In addition, 30 per cent agreed that as a result training and development they were motivated to assist student nurses in their field of training for the improvement of their performance and 60 per cent also agreed that due to training and development they were motivated because it boost their morale to assess and plan with students for a better care for the patients management. On the contrary, the interesting thing to note was that 20 per cent representing the minority of the nursing staff added and thought that training and development

for acquisition of skills and knowledge without positive attitude toward work would not yield any statistically significant performance of the nursing staff and majority of the management staff indicated similar views during the interview.

### Main findings

The results indicated that 80 per cent of the respondents agreed that training and development needs of nursing staff was the need to improve upon skills and knowledge at work and 90 per cent of the respondents agreed that training and development needs of nursing staff was acquisition of more skills and new knowledge to improve output of work and 100 per cent agreed that training and development needs of the nursing staff was gaining more skills and knowledge in diseases management, prevention and control and also 70 per cent agreed that training and development needs of nursing staff was the need to improve patients management and also 70 per cent of the respondents agreed that training and development need was to improve nursing staff interpersonal skills. In addition, 100 per cent of the respondents agreed that training and development needs were to enhance quality staff patient relationship. Additionally, training and development needs is to know new trends in the management of HIV, management of malaria, Tuberculosis, cholera, infection prevention among others, emergency and anesthesia training. Also, eight out of ten of the management staff shared the views expressed by the nursing staff.

Secondly, 90 per cent agreed that training and development programme of nursing staff was seminar. Besides, 80 per cent also agreed that

available training and development programme of nursing staff was understudy training. In addition, 90 per cent of the respondents agreed that training and development programme was job rotation. Also, 90 per cent of the respondents agreed that training and development programme was mentorship. Once more, 100 per cent agreed that training and development programme involved workshops. Furthermore, 90 per cent added that training and development programme involved refresher courses. Also, 90 per cent added that training and development programme included, job orientation, conferences and special meetings.

Thirdly, 80 per cent of the respondents agreed that training and development motivate nursing staff performance and 80 per cent of the respondents agreed that training and development motivate the nursing staff to work harder because it served as a challenge to learn and perform better and also 86 per cent of the respondents agreed that training and development motivate the nursing staff to adjust to new situations. But 30 per cent agreed that as a result training and development they were motivated to assist student nurses in their field of training for the improvement of their performance and 60 per cent also agreed that due to training and development they were motivated because it boost their morale to assess and plan with students for a better care for the patients management. Also, 20 per cent representing the minority of the nursing staff added and thought that training and development for acquisition of skills and knowledge without positive attitudes toward work would not yield any statistically significant performance of the nursing staff and majority of the management staff their views during the interview.

## **Conclusions**

The study concluded that training and development needs of nursing staff include the need to improve upon skills and knowledge at work, acquisition of more skills and new knowledge to improve output of work and gaining more skills and knowledge in disease management, prevention and control and the need to improve patient management and the need to improve nursing staff interpersonal skills. In addition, training and development needs involved the need to enhance quality staff patient relationship and knowing new trends in the management of HIV, management of malaria, tuberculosis, cholera, infection prevention emergency and anaesthesia training. Therefore, it is imperative for the hospital to take into consideration the training and development needs of the nursing staff and also make it the priority decision to enable the nursing staff to give out their best for the achievement of the goal of the individual and the hospital as whole.

Currently the available training and development programmes are seminar, understudy, job rotation, mentorship, workshops, refresher courses, job orientation, conferences and special meetings. It is therefore imperative that the hospital continue to give much attention to such programmes to solve problems of training and development needs and also meet the objectives of the hospital in order to see to the improvement in the performance of the nursing staff.

In addition, training and development motivate nursing staff in the improvement of performance and also serves, as a challenge to them to learn and perform better as well as work harder to adjust to new situations. Besides, training and development as a source of motivation would not be a panacea for

enhancing staff performance, workshops on developing positive attitude toward work should be encouraged.

### **Recommendations**

Based on the outcome of the study, I therefore recommend that:

- Training and development should be the priority decision of the hospital to enhance nursing staff performance.
- Acquisition of more skills and new knowledge should be paramount.
- Workshops on interpersonal skills among co-workers, should be encouraged and reinforced.
- New trend of management, skills and knowledge in diseases management, prevention and control and improvement in the quality nursing staff patient relationship as well as patients' management should also be the focus of the hospital as a result of the emerging diseases of late.
- Also, the available training and development programmes such as seminar, understudy training, job rotation, mentorship, workshops, refresher courses conferences and special meetings should also be strengthened and be goal- oriented.
- Training and development should be goal-oriented and motivating to enable the nursing staff give out their best in the discharge of their duties and workshop on positive attitude towards work should be promoted.
- For recommendation 1 – 4 the Hospital should seek assistance from NEW PARTNERSHIP FOR AFRICA'S DEVELOPMENT (NEPAD)

for the sponsorship of the training and development programmes.

### **Limitations of the study**

With regard to improving staff performance through training and development, the study was a case study and narrowed down to Ridge Hospital. Therefore the findings cannot be generalized to suit all the other nurses in the other hospitals in Ghana.

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**APPENDICES**

**APPENDIX A**

**QUESTIONNAIRE FOR THE NURSING STAFF**

**Instructions**

Please, rate each statement on the scale shown to indicate your level of agreement. The scale of notation indicates Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

1. What are training and development needs of the nursing staff?

Training and development needs of staff	Response
1. I need to improve upon my skills and knowledge at work	(SA) (A) (D) (SD)
2. You need to acquire more skills and new knowledge to enable you improve upon your output at work	(SA) (A) (D) (SD)
3. I need to improve my skills in patient management	(SA) (A) (D) (SD)
4. You need to improve your interpersonal skills	(SA) (A) (D) (SD)
5. You also have to improve your quality staff patient relationship	(SA) (A) (D) (SD)

Specify if any other:

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Give reasons for your choices:

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2. What are training and development programmes available at the Ridge Hospital?

Types of training and development	Response
1. Refresher course	(SA) (A) (D) (SD)
2. Seminar	(SA) (A) (D) (SD)
3. Understudy training	(SA) (A) (D) (SD)
4. Job rotation	(SA) (A) (D) (SD)
5. Mentorship	(SA) (A) (D) (SD)
6. Workshop	(SA) (A) (D) (SD)

Specify if any other:

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3. How would training and development motivate staff in the improvement of performance at the Ridge Hospital?

Training and development and motivation of staff	Response
1. Training and development motivate you in the improvement of performance	(SA) (A) (D) (SD)
2. I am challenged to work harder because Training and development serve as a challenge to me to learn and perform better	(SA) (A) (D) (SD)
3. You acquire the skills and abilities needed to adjust to new situations	(SA) (A) (D) (SD)
4. You are inspired to assist student nurses in their	(SA) (A) (D)

field of training for the improvement of their (SD)  
performance

5. It boosts my morale to assess and plan with (SA) (A) (D)  
students for a better care for the patients (SD)

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## **APPENDIX B**

### **THE INTERVIEW QUESTIONS FOR MANAGEMENT STAFF**

1. What training and development programmes will staff need to improve performance in the Ridge Hospital?
2. What role does performance appraisal play in the improvement of staff performance?
3. How would training and development motivate staff in the improvement of staff performance?

## APPENDIX C

### CORRELATIONS OF POST-TEST AND PRE-TEST OF DATA

POST TEST		PRE TEST	
POST TEST	Pearson Correlation	1	.667*
	Sig. (1-tailed)		.018
	N	20	20
PRE TEST	Pearson Correlation	.667*	1
	Sig. (1-tailed)	.018	
	N	20	20

\*. Correlation is significant at the 0.05 level (1-tailed).