UNIVERSITY OF CAPE COAST

EXAMINING THE EFFECTIVENESS OF TRAINING AND DEVELOPMENT PROGRAMMES AMONG MANAGEMENT STAFFS AT TAKORADI POLYTECHNIC

MICHAEL LARTEY AMU

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BY

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A Dissertation submitted to the Department of Management Studies, School of Business, University of Cape Coast, in Partial Fulfilment of the Award of Master of Business Administration (Human Resources Management)

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DECLARATION

Candidate's Declaration

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

Candidate's Signature……Date…….

Name: Michael Lartey Amu

Supervisor's Declaration

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

Supervisor's Signature……Date…….

Name: Prof. F. O. Boachie – Mensah

ABSTRACT

One way of improving the effectiveness of employees for greater performance is effective training and development. The main aim of this study was to assess the effectiveness of training and development programmes in Takoradi Polytechnic. The study solicited and analyzed responses from 120 Staff of the Polytechnic. Descriptive statistics were conducted including the description of the respondents' gender, age, position etc. In addition, the study employed a 25-item instrument on training and development issue as prescribed by human resource management practitioners and academics. On these items, the study analyzed the perception of the staff and the effectiveness of the training and development programmes at the Takoradi Polytechnic. In the opinion of the staff, Takoradi Polytechnic should embark on training and development programmes because training and development leads to better performance; employees' development; personal growth; less supervision and high morale. In addition, the employees perceive that induction training programmes at the Polytechnic has not been properly conducted. Moreover, the employees perceive that training programmes at the Polytechnic do not help employees acquire technical knowledge and skills. As perceived by the respondents, the overall effectiveness of the training and development programme at the Polytechnic has not been good but poor.The implication is that, authorities in the Polytechnic should have strategic orientation toward training and development. The council should incorporate training and development in the mission of the Polytechnic.

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DEDICATION

To my lovely family

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LIST OF ABBREVIATIONS

HR	-	Human Resource
HRM	-	Human Resource Management
KSA	-	Knowledge, Skills and Abilities
AEA	-	American Economic Association
STEM	-	Strategic Training of Employees Model
OJT	-	Off – the – job Training
EOPP	-	Employment Opportunity Pilot Project

CHAPTER ONE

INTRODUCTION

Background of the Study

The performance of any organisation largely depends on the performance of its employees. Successful organisations are increasingly realizing that there are a number of factors that contribute to performance but human resource is clearly the most critical (Mello, 2005). According to Khatri (1999), people are one of the most important factors providing flexibility and adaptability to organisations. Rundle (1997), also argues that one needs to bear in mind that people (managers), not the firm, are the adaptive mechanisms in determining how the firm will respond to the competitive environment. It is, therefore, appropriate for every organisation to pay attention to the development and training of its human resource. It is in this vein that the issue of employee training and staff development is important. This current study, therefore, examines the effectiveness of training and development programmes to ensuring higher performance of employees in Takoradi Polytechnic in particular.

Training and development of employees is an issue that has to be faced by every organisation. According to Cole (2002), training is any learning activity which is directed towards the acquisition of specific knowledge and skills for the purposes of an occupation or task. Training is, therefore, necessary to ensure an adequate supply of employees that are technically and socially competent for both departmental and management positions (Mullins, 2007). As employees become more highly trained and more highly skilled, their task performance improves and organisational effectiveness directly

enhances. “The ergonomics of the work environment, state of the art equipment as well as quality raw materials can make production possible, but it is the human resource that actually make production happen”(Asare-Bediako, 2008).

Heathfield (2012) also explains that the right employee training, development and education at the right time provides big payoffs for the organisation in increased productivity, knowledge, loyalty and contribution. Employee training in this view may be seen as a discrete management practice, one that enhances the human capital of the firm and directly leads to performance improvement. Successful human resource managers understand that it is their responsibility to ensure that their employees stay up to date in their skills and knowledge base, and hence willing to provide training. Employee training is not only desirable but it is an activity which management must commit human and fiscal resources if it is to maintain a skilled and knowledgeable personnel. Training increases the level of individual and organisational competence. It helps to reconcile the gap between what should happen and what is happening – between desired targets or standards and actual levels of work performance. The success or failure of any organisation depends on the human resource it has (Mabonga& Daniel, 2015).

Training and development has become an increasingly critical area of management for companies to enhance service quality, reduce labour costs, and increase productivity (Enz&Siguaw, 2000). Training and development programmes can also promote teamwork, improve staff attitudes and self-awareness (Clemenz, Weaver, Han, &McCleary,2004).According to Cole (2002), factors influencing the quantity and quality of training and

development activities include: the degree of change in the external environment, the degree of internal change, the availability of suitable skills within the existing work-force and the extent to which management see training as a motivating factor in work.

Guided by various studies on the relationship between training and development programmes and firm performance, this study takes a critical look at the effects of training and development programmes on employee performance in Takoradi Polytechnic.

Takoradi Polytechnic is a public tertiary institution located in Sekondi-Takoradi, the capital of the Western Region of Ghana. Takoradi Polytechnic was established as a Government Technical Institute in 1954 and was upgraded to become part of the Tertiary Education System by the Polytechnic Law of 1992 (PNDCL 321). It was replaced by Polytechnics Law (Act 745) in 2007. The institute has four schools currently including School of Engineering, School of Applied Sciences, School of Applied Arts and School of Business.

As part of Ghana educational reforms which began in the late 1980s, the Takoradi Polytechnic and other similar institutions were upgraded by the Polytechnic Law 1992 (PNDCL 321/1992) to become part of Ghana tertiary education system. The Polytechnics began to offer Higher National Diploma (HND) programmes in 1992/93 academic year. These reforms mandated the Polytechnics to complement the role of the universities to increase access to tertiary education by training middle and higher level manpower for the country's needs.

Currently Takoradi Polytechnic has two campuses at Effia (Takoradi) and Butumagybeu (Seckondi). The Takoradi campus is the main campus and houses the following schools:

- School of Applied Arts
- School of Applied Sciences
- School of Engineering

The Sekondi campus caters for the School of Business Studies. In the wake of the Oil find in 2007, Takoradi Polytechnic conceited the idea setting up petrochemical and hydraulic laboratories to facilitate the training of the Ghanaian youth in skills and competence necessary for the emerging industry. Takoradi Polytechnic maintains corporate partnerships with world-class top companies that aids in transfer of knowledge through training and development.

Statement of the Problem

In Ghana, the Labour Act 2003, Act 651, Article 9 (d) provides that it is the duty of the employer to develop the human resource by way of training and retaining of the workers, and Article 10 (e) also states the right of a worker to include the right to be trained and retained for the development of his or her skills. Development benefits both organisations and individuals. Employees and managers with appropriate experiences and abilities may enhance organisational competitiveness and the ability to adapt to a changing environment (Mathis & Jackson, 2010).

Despite the increasing effects of training and development oforganisational employees onorganisations, there is still limited literature on human resource development issues in developing countries (Debrah&Ofori,

2006) and increasing concerns from organisational customers, in particular the public sector. It is further worth noting that, while much is known about the economics of training and development of employees in the developed world, studies of issues associated with training in less-developed countries are rarely found. The existing studies in this relation (Harvey, 2002; Harvey, Matt,& Milord, 2002; Jackson, 2002; Kamoche, 2002; Kamoche, Debrah, Hortwiz, &Muuka, 2004; Kraak, 2005) have taken a general human resource management (HRM) focus, creating a gap on issues such as the effects of training and development on employee performance.

This study will contribute in minimizing the gap in the literature and, thereby, establish the basis to understanding of some aspects of human resource management in general and training and development in particular of management employees. Given the requirement by the labour law for employers (both private and public sector organisations) to organize training and development programmes for their staff, it is important to investigate the effects these investments have on the performance of employees. It is against this background that this study was conducted to examine the effectiveness of training and development programmes to ensuring the performance of staffs using Takoradi Polytechnic as a case study.

Purpose of the Study

This study aimed at gathering information regarding training and development programmes offered to management staff of Takoradi Polytechnic to ascertain improvement in their job performance. The training and development programmes include on-the-job training and off-the-job training. The frequency of providing these two training and development

programmes to management staff of the institution was examined and their impact on the job performance determined to see the effectiveness of these training and development programmes in the institution.

Research Objectives

To achieve the purpose of this study, the following specific objectives were outlined:

1. To examine reasons for providing training and development programmes for management staff in Takoradi Polytechnic.
2. To determine the perception of staff of Takoradi Polytechnic on training programmes.
3. To assess the effectiveness of training and development programmes at Takoradi Polytechnic.

Research Questions

To achieve the objectives of this study, the following questions were to be answered:

1. What are the reasons for providing training and development programmes for management staff in Takoradi Polytechnic?
2. What is the perception of management staff on training programmes in Takoradi Polytechnic?
3. What is the level of effectiveness of training and development programmes in Takoradi Polytechnic?

Significance of the Study

There is continuous pressure for efficiency in the various sectors of the Ghanaian economy and firms that do not respond to this pressure may rapidly lose its market. Training imparts skills and knowledge to employees, which develop them into effective engines in order to contribute to the organisation's efficiency and be able to cope with the pressures of environmental dynamisms. The viability of an organisation depends, to a considerable extent, not only on the machinery and financial strengths, but the skills of different employees, especially that of managerial staff, to relate the organisation with its environment.

The findings in this research will be relevant by providing more insight in decision making regarding investment in the training of employees. As managers improve their knowledge, they learn how they can use training as a tactical instrument to enhance employees' performance in the ever changing business environment. In practice, managers should, therefore, be able to make better decisions concerning the education and training of employees.

Also, since labour is a major input to the success of the organisation, investing in the right manner in employees by employers would increase labour efficiency, and help improve the performance of the organisation in the long run.

As an organisation performs better, it is able to increase output and contribute more to the national economy at large.Specifically, the findings of this study will be beneficial to management of Takoradi Polytechnic. It will aid in examining the effectiveness of its training and development policies to ensure that they are properly structured and working. This study will be useful

to other researchers interested in the area of employee training and development, specifically in the public sector, that is, the outcome of this study will serve as a reference document for future studies.

Limitation of the Study

This study is limited to only employees who have gone through some form of training and development programmes in the institution. Participant bias (employees with some form of training) could affect the internal validity and reliability of the study. Also, to reduce the negative impact of the constraints of time and financial resources on the quality of the research, this study adopted a structured questionnaire as a primary data collection instrument as indicated. This makes it easier for respondents, as opposed to other data collection instruments, e.g., open-ended questionnaires and interviews. This study, therefore, is purely quantitative as opposed to the qualitative or the mixed method approach.

Organisation of the Study

This study report is structured into five chapters. Chapter one presents the background of the study, the statement of the problem, the purpose of the study, objectives of the study, research questions, hypotheses, the significance of the study, and the organisation of the study which serves as the main introduction of the research. Chapter two reviews literature relevant to this study. The essence of this chapter is to help have an idea with existing studies related to the topic. Chapter three presents on the methodology of this study, showing the study design, describing the population, sample and sample procedure based on the number of respondents, instrumentation and data

collection procedures and data analysis method. Chapter four presents the finding of this study. This chapter also discusses the finding relative to the literature review. Chapter five constitutes the summary conclusion and recommendation of this study.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter seeks to determine and outline the main findings as well as the conclusions of previous studies which served as the basis of comparison for the findings of this study. The chapter therefore looks at existing theories on the subject of human resource training and development in an attempt to ascertain established findings and conclusions. This chapter has been reviewed in two folds, thus, theoretical as well as empirical reviews. Furthermore, while the theoretical review was done on the concept of employee training and development with particular reference to theory and practice of training and development issues, the empirical literature review on the other hand dealt with research done by others as spelt out in the rest of the chapter.

Concept of Organisation Human Resources (HR)

Every organisation consists of resources that make it function in other to achieve its purpose of incorporation, and human beings form major part of such resources. Both human and other resources should be managed effectively to optimally harness their potentials in other for the organisation to realize its goals. Human resource management is the design of formal systems in an organisation to ensure effective and efficient use of human talent to accomplish organisational goals (Mathis & Jackson, 2004).

Wright, McMahan and McWilliams (1994), distinguished between an organisation's human resources (the skilled and experienced employees) and human resource systems.They argued that organisations human resources have a greater potential to generate value on a sustainable basis. But to create value,

the human resource must exhibit high levels of skill and the willingness, motivation, and commitment to exhibit productive behaviour that are generated by the human resource practices. Thus, human resource management (HRM) practices elicit some behavioural outcomes in addition to the improvement of skills and abilities of employees.

Barney (1991),also argued that human resource can provide a source of sustained competitive advantage when four basic requirements are met, that is, through valuable, rare, inimitable and well organized human resources. As a result, it is important that a firm adopts human resource management (HRM) practices that make best use of its employees.

Pfeffer (1998), proposed that seven HRM practices: employment security, selective hiring of new personnel, self-managed teams and decentralization of decision making as the basic principles of organisation design, comparatively high compensation contingent on organisational performance, extensive training, reduced status distinctions and barriers, including dress, language, office arrangements, and wage differences across levels, extensive sharing of financial and performance information throughout the organisation are characteristic of successful organisations.

Currently, organisations have faced intensity of competition that increases day by day. Hence, managers must be on constant lookout for ways to maximize the utilization of human resource for improving organisational performance.Thus, a good HRM system consists of a coherent set of practices that enhance employee skills and abilities, provide information, empowerment and participation in decision-making, and motivation (Pfeffer, 1998; Applebaum& Gallagher, 2000). It is in this regard that extensive training and

development of employees is relevant.

Overview of Staff Training and Development

Cole (1997), views training as a learning process which is aimed at impacting knowledge and skills to enable the employees execute their work task better. Trainings at work are normally task or job centered (Bach & Sisson, 2000). Training, therefore, is a learning process that is provided to employees in an organisation in order to improve performance on the present job (Nadler, 1984). According to Mathis and Jackson (2004), training is a learning process whereby people acquire capabilities to aid in the achievement of organisational goals. However, poorly trained employees may perform unsatisfactorily and make costly mistakes. Training therefore provides employees with specific, identifiable knowledge and skills for use in their present jobs. Noe (1999), also concur to training as an ideal way to learn a job.

Kreiter (1998), observed that no matter how carefully job applicants are screened, typically a gap remains between what employees know and what they should know. Training is needed to fill this gap. Thus, training processes, update the knowledge, and develop the skills bringing about attitudinal and behavioural changes, and improve the ability of the trainee to perform his/her tasks efficiently and effectively which occurs as a result of education, instruction, development and planned experience (Armstrong, 2009). Aryeetey, Doh and Andoh (2013), also regard training as a process to modify knowledge, skills, attitudes and behaviours through learning experience to achieve effective performance in an activity or range of activities.

According to DeCeiri and Kramar (2003), training refers to a planned effort by a company to facilitate employees learning of job related abilities.

Training can further be defined as a learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task (Cole, 2002). Training is the planned and systematic modification of behaviour through learning events, activities and programmes which result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively (Gordon, 1992). Pheesey (as cited in Saleem, Shahid, &Naseem, 2011) defines training as the systematic process of altering the behaviours and or attitudes of employees in a direction to increase the achievement of organisational goals. This means for any organisation to succeed in achieving its goals, the objectives of its training programmes must be well designed with its implementation being planned and systematic, tailored towards enhancing performance and productivity.From the above, the definition for training refers to a planned effort that seeks a relatively permanent change in an individual to facilitate the acquisition of job related abilities which are significant for successful job performance. Thus all the various writers see training as impacting new knowledge, skills and attitudes on employees to enhance their productivity.

Staff development on the other hand involves all activities, actions, processes, policies, programmes and procedures employed to facilitate and support staff so that their performance and potential may be enhanced and that they may serve their own and their institution's needs (Webb, 1996). Staff development is essentially concerned with realizing the potential of each staff member to be effective, successful, and creative and to take bold initiatives in their work to the benefit of their clients, their colleagues, their institution and their own career development or enhancement (Partington&Stainton, 2003).

This relates very well with the point that Brophy (2000)and Peters (1990), have repeatedly made, namely, the work force in any organisation is its principal asset. Peters recommends that training become a corporate obsession. Mathis and Jackson (2004), however refer to development as efforts to improve employees' ability to handle a variety of assignments and to cultivate beyond those required by the current job.

Staff development could be seen from the above as an ongoing process that by means of a systematic approach, serves to orient, train, and enhance for a higher responsibility and performance of each member of the organisation's staff be it for present or future use to serve both internal and external organisational clients, and to ensure internal efficiency and high quality service for external clients. Development, thus, is geared towards enhancing the horizon of an employee to take up higher responsibilities and normally for future changes, opportunities and threats.

The Need for Staff Training and Development

There are various reasons why training is accorded to employees, such as efficiency enhancement (Freudenberg,&Herper, 1998) work health and safety for machine operatives (Faidier,&Ciccotelli, 1999) maximization of products and sales services (Goldhar,&Jelinek, 1983) and competency building (Klingstam,&Gullander, 1999).

Previously, organisationssource of competitive advantage was their physical or financial capital (popularly known as assets), while human resources were regarded as a cost (Millmore, Biggs, & Morse, (2007). The current global economic, social, political and rapidly accelerating rate of technological innovation has forced organisation to invest more in human

resource as a source of comparative advantage (Ukpere, 2009). Organisations can only survive in the global market if their business strategy is designed around building a human resource foundation because people are the key drivers of today's business successes (Noe, Hollenbeck, Gerhard,& Wright, 2006).

Training and development effectiveness is furthermore defined byD'Netto, Baka, & Bordia, 2008) as the extent to which training and development programmes and activities yield desired results. Grugulis (2007), and Opperman and Meyer (2008), are also of the view that if training is effective, it should lead to productivity increases, improved job performance, higher job satisfaction, reduced labour turnover, less difficulty in filling vacancies and less stress from skill inadequacy. However, if training and development is a process with updating knowledge, skills and abilities of employees to improve their job performance as its main objective, then it is imperative that training and development activities are evaluated.

According to Goldstein and Ford (2002), evaluation "is the process of appraising something carefully to determine its value". Therefore, training and development builds a team of highly effective and efficient staffs. Employees who are trained regularly are well motivated, well-mannered and have enhanced confidence and self-esteem.

Training and development prepare and enhance employee's knowledge and skills to enable them so as to adapt new technologies, the changes that happen within the organisation and its external environment. Training and development also creates a pool of competent employees, and chances for promotion or to refill vacant positions as a result of employees leaving the

organisation at will or other.

According to Hannagan (2002) training helps the employees to gain new skills, knowledge and attitudes (KSAs). Training and development enhances job satisfaction for employees and productivity for organisations because the employees know what is expected of them as they are also equipped with the necessary KSAs (knowledge, skills and attitudes) and tools to perform their tasks efficiently. Cross–training, in which on-the-job and off-the-job trainings and multitasking of employees, allows them to perform tasks other than what is designated to them gives them a sense of importance in the organisation and brings about a feeling of security.

The other purposes of training and development are for safety considerations, the handling of equipment, facility and materials from the less risky to the very hazardous, and the prevention of the cost of accidents and idle resources. It is, therefore, obvious that training and development of employees bring about high efficiency through reduced errors, increased understanding of the work setting, and the effective use of equipment. A good training and development system ensures employees in every organisation understand what business the company is undertaking, what condition the company is in, KSAs (knowledge, skills and attitudes) required, and keep update on the skills employees need to possess to perform their day to day job so as to rain in confidence and improve performance (Mathis & Jackson, 2004).

As a brief review of terms, training involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve in their current jobs and in future. However, development is a broad,

ongoingmulti-faceted set of activities (including training) to bring an employee or a group of employees up to a certain level of acceptable gradient of performance, usually to perform specific tasks or new roles in the foreseeable future for the enhancement of the organisation in image, practice and performance, thus attainment of set goals (Armstrong, 2010).

Development and training programmes are intended to help employees gain a broader perspective of what they are currently doing or next advanced job. It is therefore seen as a process by which Organisations plan for the future by tutoring young workers for other senior management roles (Moses, 2005). Organisations may encourage employees to attend these more general development programmes as part of a long-term strategy for the development of high potential employees and lower level managers who in the future may eventually become upper level managers (Hellriengel, Jackson, & Slocum, 1999).

Cole (2002) summarizes the benefits of training and development to include;

1. High morale – employees who receive training have increased confidence and motivation.
2. Low cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste.
3. Low turnover – training brings a sense of security at the workplace which reduces labour turnover whiles avoiding absenteeism.
4. Change management – training helps to manage change by increasing the understanding and involvement of employees in the change process

and also provides the skills and abilities needed to adjust to new situations.

5. Provide recognition, enhanced responsibility, the possibility of increased pay and promotion.
6. Gives a feeling of personal satisfaction and achievement, and broaden opportunities for career progression; and
7. Help to improve the availability and quality of staff.

Theories on Training

The Human Capital Theory

In the 1960s, Theodore Schultz and Gary Becker developed Adam Smith's original notion (described in The Wealth of Nations) that investment in education and skill formation was as significant a factor in economic growth as investment in physical plants and equipment – the phrase human capital was born (Schuller& Field, 1998). In 1960, Theodore W. Schultz became the President of the American Economic Association (AEA). In his presidential address to the AEA, Schultz presented his views on the impact a person's investment in education and training can have on the potential for productivity in an economic system – the impact of human capital (Schultz, 1961). Schultz saw that the quality of the workforce was a valuable element in the economy and could be improved to increase the human variable in the economic equation, and therefore increase productivity.

However, Becker (1964), advanced the Theory of Human Capital in his book "Human Capital". Through his analysis of census data, he provided empirical "rate of return" data demonstrating that an investment in training and education to increase one's human capital was as important (and

measurable) as an investment in other forms of capital. A significant aspect of this theory is that the investment in knowledge, skills and health would not only benefit the individual; it could also increase an employer's or country's human capital resource pool and potential productivity. However, if sufficiently skilled labour was plentiful, such as in developing countries or service industries requiring minimum skills, most employers do not see the need to invest in their employees' education (Galor&Moav, 2001).

However, as the essential skill set for many "knowledge worker" jobs become more complex and the demand for highly-skilled employees rises, employers should see a direct productivity benefit by investing in their employees' capabilities through training programmes and the funding of post – secondary education (Galor&Moav, 2001). Economist Theodore Schultz believed human capital was like any other type of capital; it could be invested in through training and education and enhanced benefits that will lead to an improvement in the quality and level of production.

Yet, despite the benefits employers can realize from supporting the education of their employees and potential hires, complete support for this concept has not been attained.Responsibility to increase one's human capital still rests largelywith the individual (Fitzsimons, 1999).

This same notion is being applied under this context that if Takoradi Polytechnic trains its workforce adequately on timely bases, it would in the end provide many benefits to the organisation as was proposed in this theory.

General and Specialized Training

In his seminal article, Becker (1962), laid the foundation for the study of human capital acquisition when he distinguished between "general human

capital" and "specific human capital". General human capital has multiple usesand is, therefore, portable. Key to the Theory of Human Capital is the concept that acquisition of more knowledge and skills raises the value of a person's human capital, thereby increasing their employability, income potential and productivity. For example, if an individual has acquired knowledge and skills in a number of different disciplines, the theory suggests that when one area of the economy suffers and their company closes, they can apply another skill set to get a job in another industry. This flexibility can also benefit a company or society as employees with knowledge of a number of different jobs can be transferred between positions to respond to rising and falling demand in the market place for different products and services.

However, this kind of inter-job flexibility is most applicable to positions requiring a lesser amount of training or education. The time an employee needs to invest in increasing their human capital needs to be supplemented by on-the-job experience and productivity. An employee cannot devote years of time to a great number of lengthy, advanced education degree programmes and still get the work experience and compensatory productivity they need in each area of study. Similarly, employers cannot afford to educate their staff in a great many disciplines requiring advanced knowledge and skills, without compromising corporate productivity (Bouchard, 1998).

Becker (1992), argued that workers, rather than firms (employers), should pay the cost of general training because the employers would not be able to capture any future return on their investment. Therefore, general training may be arranged in a formal education group because it is valuable to a wide range of employers and can be obtained in other ways than training in

the firms. The firm should only pay for the firm's specific component of training which does not help the worker receive higher wages elsewhere.Specific human capital in contrast is useful in a narrow line of work and therefore has limited portability (Bassi, 1994).

According to Becker (1975), training that increases productivity more in firms providing it will be called specific training. Completely specific training can be defined as training that has no effect on the productivity of trainees that would be useful in other firms. The returns on specific training might be lost when the relationship between the employer and employee dissolves. Thus, specific training is clearly associated with turnover of the firm and that employers would be more inclined to training employees they expect to stay long with the firm so as to reap the returns on their investment. Specific training could be seen to be unique to the firm in carrying out duties or tasks in that firm which may have certain level of variations in the firm's industry.

Bishop (1994), has questioned Becker's human capital theory whereby the worker pays the full costs of and receives all the benefits of general training that is useful at another firm. His research shows that there are some reasons for the employer to share the costs of general training with the worker. The most important reason of them all, being government regulation. Workers can pay for general training by receiving reduced wages during the training period. However, wage reduction during the general training would probably be forbidden by wage and hours regulations because of minimum wage constraints. In times of technological evolution and pressure by competitors, a firm has a critical decision to make whether to provide general training under minimum wage constraints and predetermined wage structure.

However, due to budget constraints of employees, employers may voluntarily pay for (or share the cost of) general training because of the unwillingness or inability of most employees to foot such huge amounts for general training. The principal benefit of such training however rest with the individual (employee) but the firm (employer) is not exonerated. Therefore, firms will offer an option to induce workers to undertake general training by sharing the costs of training.

In summary, the onus rest on both individual employees and the firm (employer) to evaluate the benefits as against the setbacks of "general training" and "specialized training" respectively, based on their individual requirements, working philosophies, and goals (for both employee and organisation).

The Strategic Training of Employees Model (STEM)

Organisations have changed and are changing as a result of a focus on the customer (Marfo-Yiadom&Boachie-Mensah, 2009), and this has made the strategic training and development of its most valued asset (employees) critical to its survival. The workforce of an organisation is considered as its live blood, and for this reason, huge investments in right proportions are made in training and development of these employees. These are expected to yield certain outcomes. Those outcomes may not be realised if the right model is not ensued for the strategic training of employees towards the fulfilment of the purposes of the organisation.

The Strategic Training of Employees Model (STEM) is a comprehensive training frameworkthat balances the need for trainingagainst the constraints (including financial resources) existing within organisations.

STEM utilizes the marketing mix concept by providing human resource practitioners with a comprehensive framework (the Four P's Approach); product (content of the training programmes), place (location factors), promotion (communicating information about training programmes), and price (cost considerations) in determining target audience and content. The final stage of the model consists of implementation, feedback, and evaluation.

The underlying axiom of STEM is that an organisation can be described as an entity that consists of three components namely, people, a goal(s) or purpose(s) and structure (Robert, & Cooper, 1998).Of the three components, the people (human capital) factor is the most important because without human beings the other two components (and the organisation itself) cannot exist. Human beings form the structure of an organisation, set the goal(s) or standard(s), and any product (good or service) that an organisation brings to the market place is fundamentally dependent upon the abilities of the employees at all levels of the organisation.

The Four P's of STEMs Framework

Marketing strategies consist of selecting a target market and developing marketing mix to satisfy that market. A target market is defined as a group of consumers or organisations with whom a firm wants to create marketing exchanges (Marfo-Yiadom&Boachie-Mensah, 2009). With the employee as the target market, the four P's approach (Product, Place, Promotion, and Price) provides a framework for guiding training content and outcome decisions by HR professionals and organisations. The familiar “four Ps” of marketing(product, price, place, and promotion) presents a good starting point for consideration of the requirements of strategy implementation

in (Marfo-Yiadom&Boacie-Mensah, 2009) training and development.

Product: Product analysis focuses upon issues such as what type of training to begiven? What is the purpose of the training? How should the training be presented? What organisational constraints limit the amount of training that can be provided? In terms of the purpose of the training, two factors need to be considered. The first involves the determination of whether the reason for the training is a regular job training or career development? Besides, distinguishing between training and career development, the second factor relating to the purpose of the training is a clear understanding of what type of skills is the training attempting to develop? Skill development could include improving basic literacy, technological know-how, interpersonal communication or problem solving abilities (Robbins, 1995). For example, if the purpose is for career development then several training activities are applicable such as mentoring, coaching, job rotation and tuition assistance programmes (Gomez-Mejia, Balkin, &Cardy, 1995).

Finally, product consideration involves the decision of whether the training activity should be provided by an in-house person or outsourced. In the event where training activity provided by an outsider is economically less than engaging the services of an insider while ensuring project quality, then that training activity should be subcontracted.

Place: Place analysis refers to location decisions such as an on-the-job (OJT) or off-the-job training as well as equipment, and other facilities criteria. OJT basically involves the trainee working in the actual work setting usually under the supervision of an experienced worker, supervisor or trainer. Examples of OJT programmes include job rotation, apprenticeships and

internships. An alternative to OJT is off-the-job training. Common examples of off-the-job training are formal courses, simulations and role playing exercises in a classroom setting. In addition, the seating arrangement should also be considered.

In summary, a proper training location is one which is comfortable, accessible, quite, private, free from interruptions, has sufficient space and equipment to ensure that a quality training environment is created (Noe, 1999).

Promotion: The main objective of the promotion is to effectively communicate thepurposes of the training programme, foster a partnership between stakeholders. It, therefore, seeks to further build a relationship of trust between the training area and other departments within the organisation so that the training function will be supported and viewed as a valuable asset to the organisation. The most effective method of promoting the training function is for the HR department to become more strategic in scope and improve its overall image (HR Focus Survey, 2001).

Besides becoming more involved in the strategic planning process other promotional avenues include utilizing the company's newsletter to report training related events and having administrators in the training area, as well as the trainers visit managers throughout the organisation to promote the benefits of training. Finally, the best form of promotion is positive word-of-mouth communication among employees, which is only generated by providing a quality training experience.

Price: Price analysis reports on the economics of the organisation in line to training programmes. This basically is seen in it budgetary analysis of

training programmes to see its economic benefits. Budgetary analysis begins with identifying the specific costs associated with developing a training activity.

Traditionally, seven cost sources have been utilized. Those cost sources include: programme development or purchase, instructional materials, equipment and hardware, facilities, travel and lodging, salary of trainer and support staff, and finally,lost of productivity while trainees attend the programme or cost of temporary employees, who replace the trainees while they are at training (Noe, 1999). With these cost elements forming the basis of analysis, an aggregate annual training budget can be determined by identifying each of these costs elements fora specific training activity and then multiplying the total cost of each training activity by the number of training sessions forecasted for the year. Once costs have been determined, those figures must be weighed against the benefits received from the training.

Additionally, pilot training programmes can be conducted to assess the value of the training or observing the on-the-job performance of the employees after they have received the training can also serve as an assessment tool (Noe, 1999). The cost benefits analysis of a training programme can widely be assessed, for example, taking the time spent in performing a particular task before and after training, wastage recorded before and after training, output level before and after training, among others quantified in monetary terms. It would be regarded as good training programme when the outcome of the training brings about high efficiency, low cost, reduced absenteeism and employee turnover among other positive indicators all improving the bottom line of the organisation.

Implementation, Feedback and Evaluation

If the benefits of a training programme exceed its costs, then it makes economic sense that the programme should be implemented. Following implementation, feedback is needed to be received and an evaluation of the process conducted to insure that the quality of the programme does not diminish. As long as benefits exceed costs the training programme should continue to be offered.

The STEM framework on training is based on inroads made in economic and educational research. The following are three of the theories that lay at the STEM's foundation: the reinforcement theory and expectancy theory, adult learning theory, social learning theory, goal setting theory and the needs theory.

The Reinforcement theory emphasizes that people are motivated to perform or avoidcertain behaviours because of past outcomes that have resulted from those behaviours. There are several processes in reinforcement theory. Positive reinforcement is a pleasurable outcome resulting from behaviour. Negative reinforcement is the removal of an unpleasant outcome. Eliminating any reinforcement, that is, maintaining behaviour is called extinction. Punishment is presenting an unpleasant outcome after behaviour. From a training perspective, reinforcement theory suggests that for learners to acquire knowledge, change behaviour, or modify skills, the trainer needs to identify what outcomes the learner perceives as being positive (or negative). Trainers then need to link these outcomes to learners acquiring knowledge, skills, or changing behaviours (Docherty, Robbins, & Hodgson, 2004).

The Expectancy theory implies that an individual's behaviour is a function of three factors (expectancy, instrumentality, and valence). The *expectancy* factor refers to an individual's belief that effort will lead to a particular performance level and that the performance level is associated with a particular outcome (*instrumentality* factor) and that the outcome is valued by the individual (*valence* factor). From a training perspective,expectancy theory suggests that learning is most likely to occur when employees believe they can learn the content of the programme (expectancy), learning is linked to outcome such as better job performance, a salary increase, or peer recognition (instrumentality) and employees value the outcomes (Noe, 1999).

Adult Learning Theory (Andragogy).According to Mathis and Jackson (2004), the classic work of Malcolm Knowles on adult learning suggest five principles for designing training for adults. This and subsequent work by others suggests that adult:

1. Have the need to know why they are learning something.
2. Have a need to be self-directed.
3. Bring more work-related experiences into the learning process.
4. Enter into a learning experience with a problem-centered approach to learning.
5. Are motivated to learn by both extrinsic and intrinsic motivators.

Akin to the above principles, Mathis and Jackson (2004), further asserts that, adult learners in the work organisation present different issues for training design based on Knowles's principles. For instance, trainers cannot expect to do a "brain dump" of material without giving trainees the context or bigger picture of why participants need the training information. This concept

is referred to as whole learning or Gestalt learning.

The Social Learning Theory suggests that learners first watch others who act as models. Next, they develop a mental picture of the behaviour and its consequences. Finally, they try the behaviour themselves. If positive consequences result, the learner repeats the behaviour and, if negative consequences occur, no repetition occurs. In a training scenario, a group of trainees can be presented with models of effective behaviours, such as serving customers or performing managerial analyses as well as the relationship between these desirable behaviours and consequences, such as praise, promotions, or customer satisfaction. Trainees then rehearse the behaviours and consequences, building cognitive maps that intensify the links and set the stage for future behaviours. The learning impact occurs when the subject tries the behaviour and experiences a positive result (Gordon, 1996).

The Goal Setting Theory implies that the establishing and committing to specific andchallenging goals can influence an individual's behaviour. Once the goals have been established the individual then directs his (or her) energy and attention towards obtaining the goals. From a training perspective, goal setting could be utilized to identify the specific outcomes that should be achieved from the training (Hellriegel, Slocum & Woodman, 1995).

Need Theories (Maslow's Hierarchy of Needs, Alderfer's ERG Theory, Herzberg's Dual-Structure Theory, and David McClelland's Need Theory) assume that needdeficiencies cause or influence behaviour. A need deficiency is when an individual is experiencing a shortfall or no fulfilment of a particular need at any point in time. Needs theories suggest that to motivate learning, trainers should identify trainees' needs and communicate how

training programme content relates to fulfilling those needs (Neck & Moorhead, 1995).

The Training Process

Effective implementation of strategic training requires the use of systematic training process (Mathis & Jackson, 2004). In their work, Mathis and Jackson (2004) put the training process into four phases namely: Assessment (analyze training needs, identify training objective and criteria), Design (pre-test trainees, select training methods, plan training content), Delivery (schedule training, conduct training, monitor training), and Evaluation (measure training outcomes, compare outcomes to objectives/criteria). However, Certo (2003) also put into four phases, the processes of effectively training individuals as:

1. Determining training needs
2. Designing the training programme
3. Administering the training programme
4. Evaluating the training programme

Armstrong (2009) and Cole (2000) used the same model to explain the process of training in four stages as identifying training needs, designing and developing of training programme, carrying out the training and evaluating the training programme. But Cole (2000) differs slightly with the introduction of training policy and establishment in organisations.

Below is a model which is termed as “systemic training”.

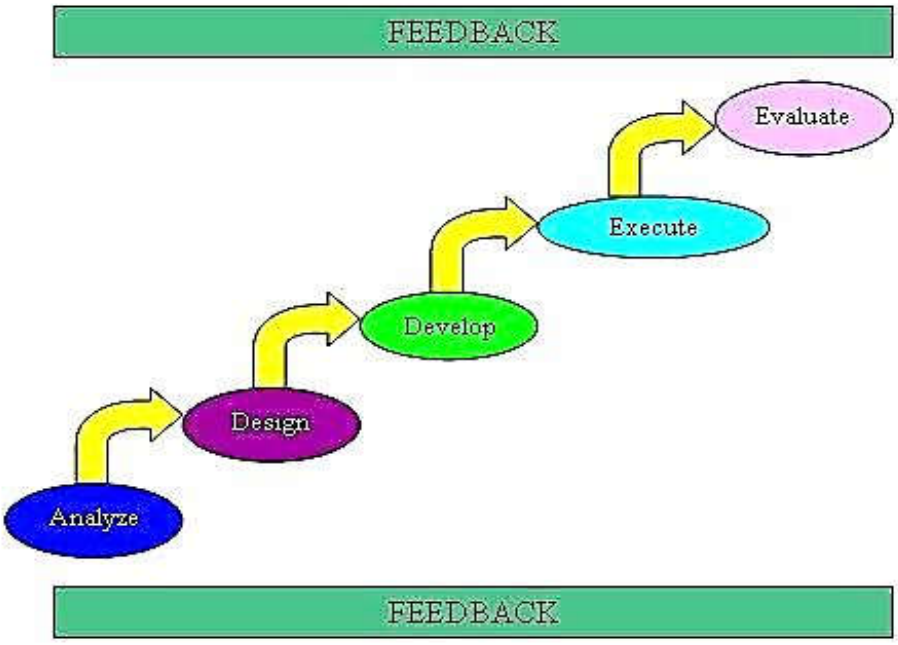

Figure 1: The Training Process

Source: Cole G. A. (2002). Personnel and human resource management (5th Edition).Beijing, C & C Offset Printing Co.

Figure 1 illustrates a systematic approach to training and that an organisation need to:

- Analyze the organisation's needs or the gap that exists to aid in identify training goals which, when reached, will equip learners with the necessary KSAs the organisation needs. Usually, this phase also includes timelines and target audience that is when training should occur, and who should attend as learners.
- Design a training system that learners and trainers can implement to meet the learning goals; typically includes identifying learning objectives (which culminate in reaching the learning goals), needed

facilities, necessary funding, course content, lessons and sequence of lessons.

- Develop a training "package" of resources and materials, including, e.g., developing audio-visuals, graphics, manuals, etc.
- Implement the training package, including delivering the training, support group feedback, clarifying training materials, administering tests and conducting the final evaluation. This phase can include administrative activities, such as copying, scheduling facilities, taking attendance data, billing learners, etc.
- Evaluate training, including before (pre-test), during (ongoing assessment) and after implementation (post-test) of training.

In a systematic approach to training, each phase of the process produces results needed by the next phase. Using such process reduces the likelihood that unplanned, uncoordinated, and haphazard training efforts will occur (Mathis & Jackson, 2004) and, typically, each phase provides ongoing evaluation feedback to other phases in order to improve the overall system process (McNamara, 1997).

Training Needs Assessment

The gap between "what is" and "what ought to be" regarding training and development activities is referred to as training need. Training needs assessment is the process of identifying gaps and providing information for a decision on whether the gaps could be addressed through training or otherwise. It is a thorough check done to ascertain where there is a deficiency and how this can be addressed. Therefore, assessing organisational training needs represents the diagnostic phase of setting training objectives (Mathis

&Jackson, 2004).

Until ones' deficiency is known, it would if not impossible, be very difficult to address or take measures to correct it. According to Blanchard (1999), management can use three (3) procedures to determine the training needs of individual in an organisation for which assertion Mathis and Jackson (2004) concur. Needs assessment must be conducted on three levels namely:

- Organisational Analysis
- Task/ Job Analysis
- Person/ Individual Analysis

Organisational analysis looks at the effectiveness of the organisation and determineswhere training is needed considering the changing nature of the business environment and under what conditions it will be conducted.

Task analysis provides data about a job or a group of jobs and the necessary KSAs needed to achieve optimum performance.

Individual analysis analyzes how well the individual employees are performing their jobsand determines which employees need training and what kind.The trending dynamisms in the business environment both internal and external, make training needs arise where there is the need to improve or adapt/adjust to changes and solve problems in order to improve on both employee and organisational performance to stay highly competitive. The purpose of training needs identification programme, therefore, is to identify the gap that exists between the required and the actual competencies expected of organisations and employees so as to determine the kinds of training that can help bridge the gap (Asare-Bediako, 2002).

Types of Training Programmes

Akinyele (2005) pointed out that the kinds of training selected by each organisation should depend on the objectives and the level of education and position of employees in the organisation. Training can be designed to meet a number of different objectives and can be classified in various ways (Mathis & Jackson, 2004). Both Akinyele (2005), and Mathis and Jackson (2004) agreed to some extent on the following as types of training; job/technical training, orientation training, and developmental and innovative training.

- **Job/Technical Training:** This enables employees develop the skills, knowledge,the right attitude and experiences needed on the job and involves teaching the employees how to work on the job hired for (Kraus, McGee, Carrell, &Zecker, 1996).
- **Orientation Training:** Orientation is the planned introduction of new employeesto their jobs, co-workers, and the organisation and is offered by most employers (Mathis & Jackson, 2004). The employees are thought the culture, values, mission and processes, and activities followed in the organisation (Drucker, 1998).
- **Developmental and Innovative Training:** This is also given to employees at all levels in the organisation to prepare them for future changes, new venture creations and responsibilities (Perrewe&Kacmar, 1991), and provides a long-term focus to enhance individual and organisational capabilities for the future (Mathis & Jackson, 2004).

Methods of Training and Development

Boateng, (2011) explained that the most popular training and development method used by organisations can be classified as either on-the-

job or off-the-job. According to DeCauza et al. (as cited in Boaten, 2011), there are a variety of training approaches that managers can use and these include:

1. On-the-job Methods

On-the-job training is by far the most commonly used form of training because it is flexible and relevant to what employees do, according to Mathis and Jackson (2004). Akin to the above, Decauza, Robbins and Stephen, (1996) also contends that On-the-job training is the most widely used training method, as in comparison, on-the-job method of training is simple and less costly to operate. Observing this method critically, the training places the employee in actual work situations and makes them appear to be immediately productive (O'Connor&Mangan, 2004). Here, there is a close collaboration between trainer and learner. DeCauza et al. (1996) proposes that there are three common methods that are used in on-the-job training and these are: learning by doing, mentoring and shadowing, and job rotation. Others include understudy and the apprenticeship method of training.

a. Learning by Doing

Learning by doing is a very popular method of teaching new skills to employees (DeCauza et al., 1996). Here, the new employee observes an experienced senior colleague, learns and practice what is being done. The advantage in learning by doing is that this method is tried and tested and fit the requirements of the organisation(Foti, Menghini, Orlandi, Rufini, Crinò, Spera, &Mandolesi, 2015). However, this comes with a limitation, as highlighted by Foti et al., (2015), that the senior worker is not usually trained in the skills and methods of training; therefore it can be a process that may be

time consuming as a new learner struggle to cope with the senior worker's explanations. In curbing this challenge, Espedal (2005) says, far more successful is to use a senior or experienced worker who has been trained in instruction or training method and whose teaching skills are coordinated with a developed programme linked to off-the-job courses.

b. Mentoring

Mentoring is a relationship in which experienced managers aid individuals in the earlier stages of their career. Such a relationship provides an environment for conveying technical, interpersonal, and organisational skills from the more-experienced to the less-experienced person (Mathis & Jackson, 2004). This suggests a much closer association than master/apprentice, and elements of a father/son relationship can exist whereby the mentor acts as an advisor and protector to the trainee (Dessler, 2002). It must be emphasized that it is a key tool in employee (management) development.

c. Job Rotation

It is a development technique with the process of shifting an employee from job to job. In some organisations, job rotation is unplanned whereas other organisations follow elaborate charts and schedules, precisely planning a rotation programme for each employee (Mathis & Jackson, 2004). Trainees must be encouraged to feel it is not time wasting and people in the various departments in which they are temporarily working must feel a commitment and involvement in the training process if it is to work properly.

Unfortunately, trainees are not usually welcomed and are seen by supervisors and workers in the department as obstacles to the daily routines (Gray& Iles, 2001). If well-structured and planned, with the cooperation of all

departmental supervisors, this method can be a worthwhile learning experience course (Espedal, 2005).

DeCauza et al. (1996) admonishes that job rotation is a management technique used to rotate incumbents from job to job or from department to department or from one plant to another in different geographical areas. It is done on a well-coordinated basis with a view to exposing the executives and trainees to new challenges and problems (Espedal, 2005). It also purports to give executives the opportunity to broaden their scope and horizon, and diversified skills. If appropriately implemented this can be an excellent learning experience for workers and suitably fits with Human Resource Management concepts of team-work and empowerment whereby people are encouraged to greater responsibility for their work and that of the team (Espedal, 2005).

2. Off –The – Job Methods

Off-the-job training is basically referred to as training at a site away from the actual work environment. This type of training is conducted outside the job environment where study materials are supplied, and there is full concentration on learning rather than performing, and allow trainees to freely express their opinions. Some of the methods under this type of training are:

a. Lectures and Conferences

Lectures and conferences are the traditional and direct method of instruction. Every training programme starts with a lecture and conference. It is a verbal presentation for a large audience. However, the lectures have to be motivating and creating interest among trainees. The speaker must have considerable in-depth knowledge in and control over the subject. In the

colleges and universities, lectures and seminars are the most common methods used for training.

b. Vestibule Training

This method of training is where the worker is trained to use machine or perform a task similar to the ones in the real work situation (DeCauza et al., 1996). Under this method of training, the training programme is conducted out of the job setting in an area separate from the work place under the supervision of a skilled instructor (Dessler, 2002). After going through the vestibule training for a specified time period, the trainees are expected to apply their newly acquired skills when they are assigned to their real job.

c. Behaviour Modelling

Social theory forms the basis of behaviour modelling and it is particularly an effective means for interpersonal or social skills training. This method of training incorporates the use of videos to clearly demonstrate the way things ought to be done, and what behaviours are to be avoided (DeCauza*et al*., 1996). Here, some of the methods used in the assessment centers include business games, in-basket, problem-centered cases to enable the trainee learn the behaviours appropriate for the job through role-playing.

However, Bryn (1990) puts it this way, that behaviour modelling is where target behaviours are selected and videos/visuals on each of the behaviours produced, showing competent persons achieving success by following specific guidelines. Basically, there is a trainer-led discussion on important points and learning is done by role playing.Other Off – the – Job training methods are Case Study, Business Exercise, and Group training.

Employee Performance

Many authors have defined Employee's performance as how well employees perform on the job and assignments assigned them measured against the generally accepted measure of performance standards set by their companies (McClelland, 1973; Boyatzis, 1982; Fulmer & Conger, 2004; Ganganiet *al*., 2006; and Sandberg, 2000). In the view of Byars and Rue (2008), performance is "the degree of accomplishment of that task that makes up an employee's job". It reflects how well an employee is fulfilling the requirement of the job. Often confused with effort, which refers to energy expended, performance is measured in terms of results. For example, a student may exert a great deal of efforts in preparing for an examination and still make poor grades. In such case, the effort expended is high, yet performance is low.

Effects of Staff Training and Development on Performance

Employee development is becoming an increasingly critical and strategic imperative for organisations in the current business environment (Sheri-lynne&Parbudyal, 2007). The following five variables of employee development are likely to have effect on employee performance; coaching, training and development, empowerment, participation, and delegation.

Coaching –Individuals are allowed to take the responsibility. They are treated as a partner to achieve personal and organisational goals. As goals are achieved, theperformance is enhanced (Agarwal, Broutman, &Chandrashekhara, 2006). It helps employees to identify their strengths, weaknesses, interests, and values by maintaining open, effective communication and on-going encouragement.

Training –Training is the permanent change in behaviour. Employee should be taught how to do a particular task? Development is a long term process (Leibowitz, 1981).

Empowerment –Empowerment means to increase the capacity of the employee and also provide freedom of work which will build the confidence among the employees. Organisations that offer employee development programmes are finding success with retaining workers (Logan, 2000). When employees are empowered, they feel a sense of belongingness which leads to organisational ownership and this boosts their interest of staying long on the job. Although many people involved with employee development programmes are not sure of a direct correlation between the programmes and employee retention (Rosenwald, 2000), some business managers find that a positive learning environment leads to higher retention rates (Dillich, 2000).

Participation – By allowing employees participate in organisational activities such as decision making can lead the employee to enhanced performance. Their decision making and judgment abilities are elevated through this endeavour. The intrinsic rewards (which serves as motivator) that employees feel have a significance on their loyalty, though, company loyalty is difficult to quantify. People enjoy feeling that their work has a purpose and their activities are significant to the company (Moses, 2000). When a company communicates to their employees that they are marketable outside the organisation, yet invests in their training and development, it makes a strong statement to workers that they are valued, and many are compelled to offer a high level of commitment (Moses, 2000).

Delegation – This is the transfer of authority and responsibility from a superior to a subordinate for specific performance. The employee here is given the will to perform which is a huge boost and mostly leads to higher performance. Through this effort, both the individual employee and organisational performances are enhanced and effectively geared towards the attainment of the overall strategic goals of the organisation.

Review of Empirical Literature

A study in America on the impact of human capital investments such as employer–provided training and development, Black and Lynch (1996), citing Bishop (1994), indicated that employer–provided training and development raises subjective productivity and performance measure by almost 16%. Again, Black and Lynch (1996), citing Bartel (1989) stated that returns on training and development investments increase productivity by 16%. A number of studies have looked at the effect of employee training on productivity. However, the measurement of training and firm performance varied across studies. Some studies used single firms to measure training and firm performance (Holzer, Block,Cheatham and Knott 1993; Philips 1994, Bartel 1994;Barret&O'Connell 1999; Aragon-Sanchez, Barba-Aragon&Sanz-Valle 2003; and Zwick, 2005). Other researchers used heterogeneous training and firm performance measures. For instance, Ichniowski, Shaw and Prennushi, (1997) collected data from 41 steel production lines in Japan and U.S and found that training has positive effects on production line uptime and overall customer satisfaction.

In recent years a number of papers have appeared which seek to measure the effect of Employer–provided training on productivity using firm-

level data (Holzer et al, 1993; Bartel 1994; Black & Lynch, 1996). Holzer, Block, Cheatham and Knott (1993) studied the effect of training grant to manufacturing companies. The study arose when the state of Michigan made grant available to finance training programme of between 171 and 250 firms, and it was evident that there is a relationship between training and productivity.

Bartel (1994) also looked at the link between employee training and productivity using a sample size of about 150 firms from another survey of employees; the Columbia Business School survey used a value added measure of productivity based upon net sales per employee and found that the introduction of new training programmes led to a productive gain of 6% per year. Significantly, this gain applied across board to low performing and high performing companies leading Bartel to observe that "implementation of formal employee training programmes can enable businesses that are operating at below expected level to eliminate this gap".

Barton, Berger and Black (1994), have also looked at the relationship between training and productivity by using a subjective measure of productivity. They estimated the impact of training in the first three months of employment on firm productivity using data from 1982 Employment Opportunity Pilot Project (EOPP) survey with 659 companies. The survey included information on formal and informal training, duration and intensity of training, wages and productivity. Their research found that 10% increase in training increases productivity by 3.7%.

Black and Lynch (1996) looked at the relationship between training and productivity using formal samples of 2,945 firms from the National Centre on the Educational Quality of the Workforce's National Employer Survey

(EQW-NES). The survey was designed to collect company information about the value of sales, receipts, or shipment, the book value of capital stock, and the cost of materials used in production during calendar year 1993. They also found that a 10 percent increase in average education will lead to 8.5 percent in manufacturing productivity and a 12.7 percent increase in non-manufacturing productivity.

Thang, Thu and Buyens, (2008) used data from the Vietnam Employer Survey to measure the impact of training programmes on firm performance. From the survey of 196 companies, the major findings indicate that companies that implemented training in 2006 have increased sales and productivity of both manufacturing and non-manufacturing companies in 2006. However, manufacturing companies that implemented training programmes after 2005, lead to an increase of 9 percent in total sales and 9.1 percent in productivity per year, between 2005 and 2006. However, this statistically, had no significant effect on 2005-2006 percent change in sales and productivity of non-manufacturing companies if these companies provided training after 2005.

Aragon-Sanchez, Barba-Aragon and Sanz-Valle (2003) also found that, training has a positive effect on quality, whilst Ely (2004), and Lawler, Mohrman and Ledford (1998), in their study, established that training has a significant and positive effect on new sales revenue, productivity, profitability, competitiveness, customer satisfaction, quality and speed. Horgan and Muhlau (2006) also established that training has positive effects on work performance, cooperation and discipline.

Despite the strong implications of training activities and firm productivity however, much of the empirical evidence by some researchers in

the area is inconsistent and lacks strong explanation for such varying results. The empirical research by Barton, Berger and Black (1994), for example, failed to obtain significant results of training impact on productivity. In fact, some studies failed to find any impacts of training on firm performance (Bishop & Kang, 1996; Loewenstein&Spletzer, 1999).Using a firm-level dataset Barret and O'Connell (1999) distinguished between general and specific training estimating the returns to in-company training. They tested for the relative effects of the two types of training on the productivity growth. They found that although general training has a statistically positive effect on productivity growth, no such effect is observable for specific training. This positive effect of general training remains when they control for factors such as changes in work organisation and corporate re-structuring, firm size and the initial level of human capital in the enterprise.

Moreover, the impact of training varies positively with the level of human capital investment. Alternatively, Ahmad and Schonewille (2001) also found that the general and specific training has statistically insignificant effect on productivity, and Lowenstein and Spletzer (1999) failed to demonstrate the impact of general training on firm productivity.

Zwich (2005) explains that the intricacy lies in the need to take account of 'unobserved heterogeneity' as explained by in the organisation in terms of their strategic objectives, training needs, training designs, implementation mechanisms, which are significant determinants of the responsiveness of productivity to the training interventions. These above factors have confused the theorist and those practicing it to draw an elaborate linkage between the training interventions and organisational productivity, consistent with the strategic objectives of the organisation.

Bartel (1994) concludes that, .researchers are still searching for appropriate methods to measure the effects of training and the magnitude of training itself. Although it has been shown that training generally works, it is remain a fact that we still do not know the determinants of the returns to training. Data availability and methods to measure training and its effectiveness need severe improvement and the scope of research has to be widened, in order to understand empirical results.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter describes the research methods used to conduct the study. The chapter examines the research design, the population and sampling process, sources of data, the data collection instruments as well as its validity and reliability, and ends with the data analysis processes.

Research Design

According to Lee and Kotzar (2005), research design is defined as the plan and structure of investigation and the way in which studies are put together. Also, Yin (2003) points out that the design to use for a study depends on the purpose of the study and the accompanying research questions. Yin's assertion however, brings into play the definition put forward by Burns and Grove (2003), when they stated that research design is a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings. The research design also includes the methodological approach used, the research strategy, and the time horizon of the research.

According to Leedy and Ormrod (2005), research methodology is a means to extract the meaning of data. The research approach involves collecting, aggregating and analysing data by using graphs and figures (Creswell, 2003). The types of research approach are three namely; quantitative, qualitative and mixed methods of research approach (Leedy&Ormrod, 2005).

Qualitative approach is used to answer questions about the complex

nature of phenomena and its purpose is describing and understanding the phenomena (Leedy&Ormrod, 2005), whereas quantitative research approaches are methods for analysing numeric information in the statistical form (Patel & Davidson, 1991). The Mixed method research approach is used when the researcher combines elements of both quantitative and qualitative approaches (Creswell, 2003).

In this study, a quantitative methodology was adopted because not only did it facilitate the comparison of data, but also helped to statistically aggregate data which presented broad illustrative findings in a concise and economic form. In contrast, qualitative method which typically produces a wealth of detailed information about a much smaller number of people and cases was not used. Qualitative approach of research, however, increases understanding of the cases and situations studied, but it also reduces the possibility of generalizing (Quinn, 1990). Also, the quantitative approach provides objectivity because the respondents are the ones who provide the numbers; therefore researcher's opinion does not have any impact on testing the hypotheses. In a general sense, the quantitative approach is used in explanatory researches as this study.

The purpose of the research comes in the following three forms: exploratory, descriptive or explanatory (Yin, 2003). However, researchers believe that a research may have more than one purpose which may change over time (Saunders, Lewis, Thornhill, & Wilson, 2009). This study, therefore, was descriptive and explanatory. As put by Saunders et al. (2009), explanatory studies also seek to provide an explanation to the causes and or effects of one or more variables. This study was also explanatory research because it sought

to examine the effect of training and development programmes on the performance of management staff in Takoradi Polytechnic.

Robson (as cited in Saunders et al., 2009) opined that a descriptive research is a study that seeks to portray an accurate profile of persons, events or situations. This study was also descriptive because it sought to describe the reasons why the institution provides training and development programmes for its management staff, described the extent at which the institution provided training and development programmes, and also described the challenges hindering effective implementation of training and development programmes in the institution.

On a time horizon, this study was cross-sectional because it was limited to a specified period of time (as of 2014), and as opposed to longitudinal research which focuses on the phenomenon successive time interval (Saunders *et al*., 2009). This study used a structured questionnaire as the main primary research instrument to gather information. Analysis of the data was done quantitatively using descriptive and inferential statistics.

Population

Watkins (2006) defined a population as a collection of all observations of a random variable under study and about which the researcher is trying to draw conclusions in practise. However, Zikmund (2003) said a population must be defined in very specific terms to include only those units with characteristics that are relevant to the problem. This study, specifically, targeted management staff in Takoradi Polytechnic. This included management staff in the Human Resource Department, Finance Department, and those in charge of Academic affairs. The target population is estimated to

be 300 (Takoradi Polytechnic Central Administration Report, 2015). Only employees who have been in employment with the institution for at least one year and have undergone some form of training were targeted.

Sample Size and Sampling Technique

The researcher purposely selected a sample size of 169 staff. This figure is large enough to solicit representative opinion from the management staff in Takoradi Polytechnic (Kirk, 1995). This study believes the respondents are more likely to experience similar training and development problems. Because of the above, the sample size is large enough to represent the opinion of all the management staff.

As Neuman (2006) indicated, by sampling, the primary goal of researchers is to get a small collection of units from a much larger collection or population, such that the researcher can study the smaller group and produce accurate generalizations about the larger group. Non-probability sampling techniques were used. Purposive and convenient sampling techniques (non-probability) were used to select employees of the institution. Purposive sampling technique was used because only employees who have been in employment for at least one year and have undergone some form of training were selected. Convenient sampling technique was also used because only employees and the targeted population who were willing to provide information for the study were included.

Data Collection Instrument

This study combined the use of primary and secondary sources of data. According to Talbot (1995), if a researcher wants to obtain information about

attitudes, feelings, beliefs and perceptions which are not immediately observable, the value of structured questionnaires cannot be overemphasized. For the purpose of this study, data collection was done by using a structured questionnaire as a primary data collection instrument.

Design of the Questionnaire

The questionnaire was organised in three sections: The first section (Section A) of the questionnaire examined the profile of the respondents. The demographic profile of the respondents included items such as: gender, age, level of education and position held in the institution. Section B identified the reasons the institution invests in training and development programmes for the management staff. In this regard, the researcher asked an open questions soliciting, in the view of the respondents, the reasons why the polytechnic should train its employees.

Section C determined the extent to which the institution has provided training and development programmes for it management employees. This study adopted an instrument developed by Rao (n.d.) to assess the effectiveness of training strategies for institutions such as Takoradi polytechnic. The instrument asks questions on training methods, transfer of training and benefits of training to the polytechnic.

Validation and Reliability

In undertaking a research, mostly the researcher tries to minimize the measurement error. This error is reduced when the variables accurately and consistently represent and measure the concept. In the words of Hair et al. (2007), accuracy is related to the term 'validity', while consistency is referred to 'reliability'.

To ensure validity of the research instrument, the questionnaire developed was reviewed by the supervisor of this work (expert in HRM practices) to remove and correct the potential problems (content validity) before questionnaires were sent to the respondents. The expert (supervisor) also ensured that the questionnaire accurately measured the variables of this study. Also, samples of the questionnaire were pilot tested (pre-tested) in order to evaluate the respondents' comprehension of the questionnaire and to estimate the average time it took to complete it. Pre-testing refers to a procedure that involves a trial run with a group of respondents to iron out fundamental problems in the survey design (Zikmund&Babin, 2007). Therefore, pre-testing identifies problems with the questionnaire, as respondents may think some questions are ambiguous, or instructions on the questionnaire are too long and questions that should be included in the questionnaire were left out (Roberts-Lombard, 2006). In the pre-test of the questionnaire, samples of 10 questionnaires for employees were sent to the targeted group of respondents. Items in the questionnaire, which were not understood by the respondents, were clarified before full-scale collection of data.

According to Hair *et al*. (2007), reliability is concerned with the consistency of the research findings. In other words, a research can be considered reliable, if its measuring procedure yields the same results on repeated trials (Saunders *et al*., 2009). In this study, Cronbach's alpha coefficient (Cronbach, 1951) was used to measure the reliability of the items. The coefficient varies from zero for no reliability to one for maximum reliability. If the value of the coefficient obtained is 0.70 and above, the scales are judged to be reliable (Sousa, Aspinwall, &Guimarães Rodrigues, (2006).In this particular instance, a Cronbach’s alpha value of 0.856 was recorded for

the internal consistency and since it is above the standard 0.7, the scale can be considered as being reliable with the sample size.

Data Collection Methods

First, an introduction letter from the School of Graduate Studies of the University of Cape Coast, was sent to Takoradi Polytechnic to seek their consent and approval. The validated and pre-tested questionnaires were then distributed to the targeted employees through personal contact, while ensuring and upholding ethical standards such as confidentiality (non – disclosure). The employees were allowed ample time (two weeks) for them to respond to the questionnaires. The questionnaires were then retrieved through personal contact for sorting and analysis.

Secondary Data Collection

In the case of secondary source of data, reports on staff development from the study area were collected, and analysed. The analysis took into consideration the trends of each of the following training programmes organized by the Institutions in the last five years (2010-2014): Workshops / Seminars, Course (Short Course), Study Leave, Conferences, Induction / Orientation, Coaching, Mentoring and Demonstration. This was done to triangulate the findings for the extent to which the institution has provided training and development programmes for it management staff.

Data Analysis

Data analysis was done using descriptive statistics. Descriptive statistics such as percentages, mean and standard deviation were used to present findings. Mean and standard deviation were used to present the main

finding regarding on the institution's training strategies for its employees, the extent of training of the employees; and the performance of the employees relative to the training programme they have received. The mean values represented the average respondent of all respondents regarding a particular item in the questionnaire using the ranking scale while the standard deviation represented the spread of the respondents about the mean along the scale. The study processed the data using the statistical software of Statistical Product and Service Solutions (SPSS, Version, 20).

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

This Chapter present the empirical finding on the effectiveness of training programmes at Takoradi Polytechnic. The first section of this chapter describes the demographic characteristics of the respondents. The second section discusses the empirical findings on the reasons why Takoradi polytechnic conduct training and development programmes. The third section discusses the findings on the perception of management staff in Takoradi Polytechnic concerning training programmes in the institution. Finally, the chapter also presents the empirical result on the level of effectiveness of training programmes in Takoradi Polytechnic.

Demographic Characteristics of the Respondents

This study distributed 169 questionnaires to our respondents made up staff ofTakoradi Polytechnic. After two weeks, 120 questionnaires were returned in their usable form representing a response rate of 71.0%. On gender, out of the 120 respondents who ticked, 40.8% were female and 59.2% were male. Majority of the staff who responded on gender were male. However, it is difficult to conclude that male workers' domination is conclusive, but, the Polytechnic needs to attract more female workers to ensure gender balance.

In terms of age, majority of the workers who responded were those within 30 to 39 years age bracket. In terms of the age distribution, if we define the youth group as those between 18 and 39 years, we realize that the youth constitutes about 65.3% of staff at the Polytechnic. The Polytechnic therefore,

has a relatively youthful population. It is imperative that management developed the youthful group to assume strategic positions. In terms of education, most of the respondents have had some form of tertiary education which implies that, the literacy rate among the respondents is high and that not only were they highly qualified to appreciate the concepts in the question, they are also better positioned to assess the level of training at Takoradi Polytechnic. In Ghana, middle managerial employees must at least have some form of tertiary education. In higher educational settings, higher positions are occupied by highly skilled workers. It is, therefore, not surprising that close to 96 percent of the workers have some form of higher education.

Finally, responses on the positions of the staff were group into two categories: academic and non-academic staff. The results showed that non-academic staffs constitute about 76.7 percent whilst academic staff constitute only about 23.3 percent.

Table 1: *Demographic Features of the Respondents*

	Frequency	Percent	Cumulative
Gender			
Female	49	40.8	40.8
Male	71	59.2	100.0
Total	120	100.0	
Age			
20-29	22	19.3	19.3
30-39	41	36.0	55.3
40-49	32	28.0	83.3
50-59	19	16.7	100.0
Total	114	100.0	

Source: Field Work, 2015

Table 1: Continued			
Education			
High School	5	4.2	4.2
Degree/HND	65	54.1	58.3
Masters	50	41.7	100.0
Total	120	100.0	
Position			
Non-Academic	92	76.7	76.7
Academic	28	23.3	100.0
Total	120	100.0	

Source: Field Work, 2015

Reasons for Training Programmes at Takoradi Polytechnic

The first objective seeks to solicit responses from the staff on the reasons why they think the polytechnic should train its workers. The responses were grouped into four categories, which were based on the findings on the literature review. Table 2 provides the distribution of their responses. Most of the staff (40) stated that training programmes at the Takoradi Polytechnic would improve performance. In the same token, 28 of the respondents stated that training programme at the Polytechnic, whilst 27 of the respondents responded that training programmes at the polytechnic would promote personal growth of the employees.

Finally, in the view of the respondents, training would reduce the level of supervision given to lower level employees (15) and also promote high morale among the staff at the Takoradi Polytechnic.

Table 2: *Reasons for Training Programmes at Takoradi Polytechnic*

Benefits	**Frequency**
Better performance	40
Employees Development	28
Personal Growth	27
Less Supervision	15
High Morale	10
Total	120

Source: Field Work, 2015

Staff Perception on Training Programmes at Takoradi Polytechnic

The second objective of this study sought to determine the perception of staff on the training programmes atTakoradi Polytechnic. The questions, in this regard, were adapted from the instrument developed by Rao which is meant to assess the effectiveness of training programmes. For each statement, respondent had the option to tick from the least, "Not at all true"; "A little true"; Somewhat true"; "True to a great extent"; to "Very true".

Needless to mention, these responses were quantified as follows:

"Not at all true"=1;

"A little true"=2;

"Somewhat true"=3;

"True to a great extent"=4; and

"Very true"=5

The study adopted the following criteria for the assessment of the respondents' perception. If a respondent checked "Not at all true" or "A little true" they express a strong opinion against the statement to the extent that by

their view, the corresponding statement is incorrect. If a respondent checked "Somewhat true" it implies that he/she believe that the item of training programme exists at the Polytechnic however, he/she is the same time unsure that that item occurs frequently. Finally, if a respondent checked "True to a great extent" or "Very true", itimplies to express a strong opinion that the corresponding item exists in the Polytechnic. Table 3 presents the counts of the responses from the respondents.

On whether induction training is given adequate importance in Takoradi Polytechnic, 48.3 percent checked that the statement was untrue; 20.8 percent checked that the statement had a little truth and 10.8 percent checked that the statement could be true or could not be true. In the same token, 10 percent checked that the statement was true to a great extent and another 10 percent checked that the statement is very true. The implication is that majority of the staff (69.1 percent) believe that is not given adequate importance in Takoradi Polytechnic.

Similarly, on whether induction training is well planned in Takoradi Polytechnic, 52.5 percent checked that the statement was untrue; 30 percent checked that the statement had a little truth and 5.8 percent checked that the statement could be true or could not be true. In the same token, 7.5 percent checked that the statement was true to a great extent and another 4.2 percent checked that the statement is very true. The implication is that majority of the staff (82.5 percent) believe that induction programme is not well planned in Takoradi Polytechnic.

On whether induction training is of sufficient duration in Takoradi Polytechnic, 45.8 percent checked that the statement was untrue; 23.3 percent

checked that the statement had a little truth and 10.8 percent checked that the statement could be true or could not be true. In the same token, 15.8 percent checked that the statement was true to a great extent and another 4.2 percent checked that the statement is very true. The implication is that majority of the staff (69.1 percent) believe that duration for induction programmes has not been sufficient in Takoradi Polytechnic.

Moreover, on whether induction training provides an excellent opportunity for newcomers to learn comprehensively about Takoradi Polytechnic, 50.8 percent checked that the statement was untrue; 13.3 percent checked that the statement had a little truth and 10 percent checked that the statement could be true or could not be true. In the same token, 20 percent checked that the statement was true to a great extent and another 5.8 percent checked that the statement is very true. The implication is that majority of the staff (64.1 percent) believe that is induction programme at the polytechnic do not afford new employees the opportunity to learn from the institution. This is problematic because, theoretically, induction programmes are avenues for new employees to learn about the culture and policies of the organisations. The institution must take a proactive look at induction programmes as a way instilling the values of the Polytechnic in the workers.

Moreover, on whether the norms and values of the polytechnic are clearly explained to the new staff during induction training, 59.2 percent checked that the statement was untrue; 19.2 percent checked that the statement had a little truth and 1.7 percent checked that the statement could be true or could not be true. In the same token, 11.7 percent checked that the statement was true to a great extent while none checked that the statement is very true.

The implication is that majority of the staff (84.2 percent) believe that the induction programme at the polytechnic do not afford new employees the opportunity to learn about the norms and values of the institution. Presumably, employees learn about the values of the polytechnic after they have worked for the institution for some times.

The respondent also rejected the assertion that senior managers of the polytechnic take interest and spend time with new staff during induction training. On that issue, 64.2 percent checked that the statement was untrue; 20 percent checked that the statement had a little truth and 4.2 percent checked that the statement could be true or could not be true. In the same token, 11.7 percent checked that the statement was true to a great extent and another 8.3 percent checked that the statement is very true. The implication is that majority of the staff (78.4 percent) believe that management at the Polytechnic do not take active part in induction programmes.

Furthermore, on whether new employees find induction training very useful in Takoradi Polytechnic, the responses followed similar pattern: 50 percent checked that the statement was untrue; 25 percent checked that the statement had a little truth and 13.3 percent checked that the statement could be true or could not be true. Similarly, 11.7 percent checked that the statement was true to a great extent, and another, none of the respondents checked that the statement is very true. The implication is that majority of the staff (75 percent) believe that induction programme at the polytechnic do not afford new employees the opportunity to do their work effectively. This may be due to the fact that they (the respondents) do no perceive that inductions exist.

Moreover, in Takoradi Polytechnic, induction training programmes are

not periodically assessed. The respondents almost unanimously checked that the statement that induction training programmes are periodically evaluated is untrue. 70.8 percent checked that the statement was untrue; 1.7 percent checked that the statement had a little truth and 10 percent checked that the statement could be true or could not be true. In the same token, 7.5 percent checked that the statement was true to a great extent and another 10 percent checked that the statement is very true. The implication is that majority of the staff (72.5 percent) believe that induction programmes are not periodically evaluated and improved.

Table 3:*Staff Perception of Training and Development Programmes at the Takoradi Polytechnic*

S. No.	Statements	Not At All True	A Lttle True	Some What True	True To A Great Extent	Very True
1.	Induction training is given adequate importance in Takoradi Polytechnic	58(48.3%)	25(20.8%)	13(10.8%)	12(10.0%)	12(10.0%)
2.	Induction training is well-planned.	63(52.5%)	36(30.0%)	7(5.8%)	9(7.5%)	5(4.2%)
3.	Induction training is of sufficient duration.	55(45.8%)	28(23.3%)	13(10.8%)	19(15.8%)	5(4-2%)
4.	Induction training provides an excellent opportunity for newcomers to learn comprehensively about Takoradi Polytechnic	61(50.8%)	16(13.3%)	12(10.0%)	24(20.0%)	7(5.8%)
5.	The norms and values of the Polytechnic are clearly explained to the new employees during induction.	71(59.2%)	23(19.2%)	2(1.7%)	14(11.7)	10(8.3%)
6.	Senior management takes interest and spends time with the new staff during induction training.	77(64.2%)	24(20.0%)	5(4.2%)	14(11.7%)	0(0%)
7.	The new recruits find induction training very useful in Takoradi Polytechnic	60(50.0%)	30(25.0%)	16(13.3%)	14(11.7%)	0(0%)
8.	The induction training is periodically evaluated and improved.	85(70.8)	2(1.7%)	12(10.0%)	9(7.5%)	12(10.0%)
9.	The employees are helped to acquire technical knowledge and skills through training.	49(40.8%)	23(19.2%)	39(32.5%)	4(3.3%)	5(4.2%)
10.	There is adequate emphasis on developing managerial capabilities of the managerial staff through training.	54(45.0%)	21(17.5%)	31(25.8%)	9(7.5%)	5(4.2%)

Table 4 continued

11.	Human relations competencies are adequately developed in Takoradi Polytechnic through training in human skills.	41(34.2%)	24(20.0%)	44(36.7%)	11(9.2%)	0(0%)
12.	Training of workers is given adequate importance in Takoradi Polytechnic.	35(29.2%)	53(44.2%)	4(3.3%)	18(15.0%)	10(8.3%)
13.	Employees are sponsored for training programmes on the basis of carefully identified developmental needs.	50(41.7%)	18(15.0%)	20(16.7%)	27(22.5%)	5(4.2%)
14.	Those who are sponsored for the training programmes take the training seriously.	22(18.3%)	16(13.3%)	33(27.5%)	44(36.7%)	5(4.2%)
15.	Employees in the Takoradi Polytechnic participate in determining the training they need.	48(42.1%)	11(9.6%)	13(11.4%)	32(28.1%)	10(8.8%)
16.	Employees sponsored for training go with a clear understanding of the skills and knowledge they are expected to acquire from the training.	24(20.0%)	22(18.3%)	34(28.3%)	35(29.2%)	5(4.2%)
17.	The HR department conducts briefing and debriefing sessions for employees sponsored for training.	64(53.3%)	24(20.0%)	16(13.3%)	11(9.2%)	5(4.2%)
18.	In-company programmes are handled by competent faculty.	67(55.8%)	24(20.0%)	6(5.0%)	16(13.3%)	5(4.2%)
19.	The quality of in-company programmes in your organisation is excellent.	51(42.5%)	37(30.8%)	6(5.0%)	21(17.5%)	5(4.2%)
20.	Senior line managers are eager to help their juniors develop through training.	55(45.8%)	21(17.5%)	19(15.8%)	20(16.7%)	5(4.2%)

Table 5 continued

21	Employees returning from training are given adequate free time to reflect and plan improvements in the organisation.	48(40.0%)	32(26.7%)	21(17.5%)	7(5.8%)	12(10.0%)
22	Line managers provide the right kind of climate to implement new ideas and methods acquired by their juniors during training.	39(32.5%)	19(15.8%)	24(20.0%)	28(23.3%)	10(8.3%)
23.	Line managers utilise and benefit from the training programmes.	18(15.0%)	28(23.3%)	36(30.0%)	33(27.5%)	5(4.2%)
24.	External training programmes are carefully chosen after collecting enough information about their quality and suitability.	29(24.2%)	40(33.3%)	24(20.0%)	15(12.5%)	12(10.0%)
25.	There is a well-designed and widely shared training policy in the company.	65(54.2%)	10(8.3%)	22(18.3%)	13(10.8%)	10(8.3%)

Source: Field Work, 2015

On whether employees are helped to acquire technical knowledge and skills through training, 40.8 percent checked that the statement was untrue; 19.2 percent checked that the statement had a little truth and 32.5 percent checked that the statement could be true or could not be true. In the same token, 3.3 percent checked that the statement was true to a great extent and another 4.2 percent checked that the statement is very true. The implication is that majority of the staff (60 percent) believe that training programmes do not help employees to acquire technical knowledge and skills in Takoradi Polytechnic.

Similar, on whether induction training is well planned in Takoradi Polytechnic, 52.5 percent checked that the statement was untrue; 30 percent checked that the statement had a little truth and 5.8 percent checked that the statement could be true or could not be true. In the same token, 7.5 percent checked that the statement was true to a great extent and another 4.2 percent checked that the statement is very true. The implication is that majority of the staff (82.5 percent) believe that induction programme is not well planned in Takoradi Polytechnic.

Furthermore, when the respondent were asked whether there was adequate emphasis on developing managerial staff through training, 45.0 percent checked that the statement was untrue; 17.5 percent checked that the statement had a little truth and 25.8 percent checked that the statement could be true or could not be true. In the same token, 7.5 percent checked that the statement was true to a great extent and another 4.2 percent checked that the statement is very true. The implication is that majority of the staff (69.1 percent) believe that training programmes do not help in developing

employees.

Also, on whether training improves human relation competence of the staff, 34.2 percent checked that the statement was untrue; 20 percent checked that the statement had a little truth and 36.7 percent checked that the statement could be true or could not be true. In the same token, 9.2 percent checked that the statement was true to a great extent and none of the respondents checked that the statement is very true. The implication is that majority of the staff (54.2 percent) believe that is induction programme at the polytechnic do not improve the human relation competent level of the employees.

Similarly, on whether the Polytechnic attaches adequate importance to training, the responses were not pleasant. 29.2 percent checked that the statement was untrue; 44.2 percent checked that the statement had a little truth and 3.3 percent checked that the statement could be true or could not be true. In the same token, 15 percent checked that the statement was true to a great extent while 8.3 percent checked that the statement is very true. The implication is that majority of the staff (73.4 percent) believe that the Polytechnic does not attach adequate importance to training. When the researcher enquired further through informal interviews, most staff were not aware that a training policy exist in the Polytechnic.

The respondent also rejected, on the whole, assertion that employees are sponsored for training programmes on the basis of carefully identified development needs. On that issue, 41.7 percent checked that the statement was untrue; 15 percent checked that the statement had a little truth and 16.7 percent checked that the statement could be true or could not be true. In the same token, 22.5 percent checked that the statement was true to a great extent and

another 4.4 percent checked that the statement is very true. The implication is that majority of the staff (56.7 percent) believe that management at the Polytechnic align training programmes to the development needs of the polytechnic.

Furthermore, on whether new employees who are sponsored for training programme take the programme seriously. 18.3 percent checked that the statement was untrue; 13.3 percent checked that the statement had a little truth and 27.5 percent checked that the statement could be true or could not be true. Similarly, 36.7 percent checked that the statement was true to a great extent and another 4.2 of the respondents checked that the statement is very true. The implication is that majority of the staff (40.9 percent) believe that employees takes training programme seriously.

Moreover, on the involvement of employees determining training need in Takoradi Polytechnic. The respondents almost unanimously checked that the statement that induction training programmes are periodically evaluated is untrue. 42.1 percent checked that the statement was untrue; 9.6 percent checked that the statement had a little truth and 11.4 percent checked that the statement could be true or could not be true. In the same token, 28.1 percent checked that the statement was true to a great extent and another 8.8 percent checked that the statement is very true. The implication is that majority of the staff (51.7 percent) believe that management do not involve employees in decisions concerning training needs.

On whether trainee understand their expectations when they are nominated for training, 20 percent checked that the statement was untrue; 18.3 percent checked that the statement had a little truth and 28.3 percent

checked that the statement could be true or could not be true. In the same token, 29.2 percent checked that the statement was true to a great extent and another 4.2 percent checked that the statement is very true. The implication is that majority of the staff have clear understanding of the skills and knowledge they are expected to acquire during training.

Similar, majority of the respondents believe that the institution does not have competent trainers to handle in-house training programmes. 55.8 percent checked that the statement was untrue; 20 percent checked that the statement had a little truth and 5 percent checked that the statement could be true or could not be true. In the same token, 13.3 percent checked that the statement was true to a great extent and another 4.2 percent checked that the statement is very true. The implication is that majority of the staff (75.8 percent) believe that Takoradi Polytechnic does not have competent faculty to handle training programme. The polytechnic needs to employ new trainers, provide further training to its trainers or outsource training tasks to external agencies.

The institution, as per the views of the employees, need to improve the quality of its training programmes. On whether the quality of training in Takoradi Polytechnic is excellent, 42.5 percent checked that the statement was untrue; 30.8 percent checked that the statement had a little truth and 5 percent checked that the statement could be true or could not be true. In the same token, 17.5 percent checked that the statement was true to a great extent and another 4.2 percent checked that the statement is very true.

More strikingly, most of the respondent stated that junior staffs receive support from the senior managers. They disagree that senior line managers are

eager to help junior staffs develop through training as45.8 percent checked that the statement was untrue; 17.5 percent checked that the statement had a little truth and 15.8 percent checked that the statement could be true or could not be true. In the same token, 16.7 percent checked that the statement was true to a great extent and another 4.2 percent checked that the statement is very true.

It is one thing providing training to the worker and another thing when management are prepared to allow employees to demonstrate or use their improved skills on the job. On this issue, the respondent mostly believes that employees who return from training are not given adequate free time to reflect and plan improvements in the organisation. Forty percent checked that the statement was untrue; 26.7 percent checked that the statement had a little truth and 17.5 percent checked that the statement could be true or could not be true. In the same token, 5.8 percent checked that the statement was true to a great extent while 10 percent checked that the statement is very true.

However, the respondents were indifferent on whether line managers provide the right kind of climate to implement new ideas and methods acquired by the junior staff during training. Regarding that issue, 32.5 percent checked that the statement was untrue; 15.8 percent checked that the statement had a little truth and 20 percent checked that the statement could be true or could not be true. In the same token, 23.3 percent checked that the statement was true to a great extent and another 8.3 percent checked that the statement is very true.

Similarly, the respondents were indifferent on whether line managers utilize and benefit from the training programmes. Fifteen percent checked that

the statement was untrue, 23.3 percent checked that the statement had a little truth, and 30 percent checked that the statement could be true or could not be true. In the same token, 27.5 percent checked that the statement was true to a great extent and another 4.2 percent checked that the statement is very true.

They also believe that external training programmes are carefully chosen after collecting enough information about their quality and suitability. Twenty-four point two percent checked that the statement was untrue; 33.3 percent checked that the statement had a little truth and 20 percent checked that the statement could be true or could not be true. Similarly, 12.5 percent checked that the statement was true to a great extent and 10 percent of the respondents checked that the statement is very true.

Finally, in Takoradi Polytechnic, there is no well-designed and widely shared training policy, in the view of the staff. Fifty-four point two percent checked that the statement was untrue; 8.3 percent checked that the statement had a little truth and 18.3 percent checked that the statement could be true or could not be true. In the same token, 10.8 percent checked that the statement was true to a great extent and another 8.3 percent checked that the statement is very true. For a higher educational institution like the Takoradi Polytechnic, the above information is striking. It may also be that, training policies exist however, the employees are oblivious. In any case, training policy must exist and employees must be aware of it.

Effectiveness of Training Programmes at Takoradi Polytechnic

The third objective is to assess the effectiveness of training programmes at the Polytechnic. The study employed the same 25 item questions in Rao's training effectiveness instrument. The responses on the

items were averaged for the overall score. If the average score on each item exceeds 3, then the respondent believe that the corresponding statement is true. If the average score is less than 3, then the respondent do not believe that the corresponding statement is true.

According to Rao, if the total average score is 75 and above, then one can conclude that the training programme at the Polytechnic has been effective. Table 4 (below) presents the descriptive statistics on each and every item. When the mean of the items was summed, it was realized that the overall average score was just 54.6 which is completely less than the 75 threshold. The conclusion is that, per the opinion of the staff, the training programme at Takoradi Polytechnic is not effective.

Overall, the descriptive statistics show that the management staff rated all the items on training and development relatively low. The highest average score (2.95) was on item 14 which relates with the statement that those who obtained sponsorship for training take the training programme seriously. On the other hand, the lowest average score (1.49) was on item 8 which relates with the statement that induction training in the Polytechnic is periodically evaluated and improved.

Table 4: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	120	1	5	2.12	1.375
Q2	120	1	5	1.81	1.110
Q3	120	1	5	2.09	1.257
Q4	120	1	5	2.17	1.386
Q5	120	1	5	1.91	1.353
Q6	120	1	4	1.63	1.012
Q7	120	1	4	1.87	1.045
Q8	108	1	4	1.49	0.991
Q9	120	1	5	2.11	1.114
Q10	120	1	5	2.08	1.178
Q11	120	1	4	2.21	1.020
Q12	120	1	5	2.29	1.266
Q13	120	1	5	2.32	1.329
Q14	120	1	5	2.95	1.187
Q15	114	1	5	2.52	1.483
Q16	120	1	5	2.79	1.187
Q17	120	1	5	1.91	1.188
Q18	118	1	5	1.88	1.242
Q19	120	1	5	2.10	1.246
Q20	120	1	5	2.16	1.283
Q21	120	1	5	2.19	1.298
Q22	120	1	5	2.59	1.369
Q23	120	1	5	2.83	1.120
Q24	120	1	5	2.51	1.264
Q25	120	1	5	2.11	1.383
Valid N (listwise)	106				
Average Score	54.64				

Source: Filed Work, 2015

Discussions of the Results

The empirical results in this study showed that induction programmes have not been given strategic attention at the Polytechnic. Management do not have planned programmes in place to orient workers who are admitted into the institutions. A similar study in a similar certain to assess the effectiveness of training programme in a College in South Africa showed that induction programmes are informally carried out. In that study, Mabaso (2012) found that in that college, induction programmes were not evaluated and improved frequently. The author further suggested that "induction programme should ensure that new lecturers are treated with dignity and are allowed the opportunity to display their strengths and the knowledge they bring to their new college by implementing an effective induction programme". Furthermore, Vanatta (2012) realized that time is the most important factor affecting teacher induction programmes since teachers assume their duties and responsibilities almost as soon as they are employed. However, teachers and administrators perceive the content of induction programmes differently. Also, research based models are not utilized to their fullest extent within teacher induction programmes (Vanatta, 2012).

Similar, the staff of Takoradi Polytechnic perceived training and development programme as not too effective. The result is not different from that of Hamid (2011). Hamid (2011) found that training programme has not been effective for institutions because of: lack of incentive and initiative by management; absence of training cell/division; absence of training policy/rules/guidelines; defective design of training programmes; irrelevant and outdated training programmes; insufficiency of planning budgets for

training/programmes; incompetence of trainers; lack of trainees' interest and minimum use of communication aids.

Conversely, Srinivas (2012) found that training programme has been effective in other organisations, helping to improve the effectiveness of employees in those organizations. The first thing that an institution can do to improve the effectiveness of the training programme for employee effectiveness is through responsive needs assessment. Ramalibana (2005) advises that a training needs analysis be compiled in the organizations based on the individual staff training requirements expressed during annual performance appraisals. This, however, goes to buttress the assertion made by respondents that, training and development programmes should be policy driven.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Introduction

This chapter is the climax of this project. The first section of the chapter presents the summary of the work including the key findings. The chapter proceeds by discussing the conclusion. This was followed by the presentation of policy suggestions that would improve the effectiveness of training programmes at the Takoradi Polytechnic. The chapter concludes with the presentation of suggestion for further studies.

Summary

Higher educational institutions required highly skilled and knowledgeable personnel to achieve their objective of providing excellent training for middle level manpower to steer the economic affairs of this nation. One way of improving the abilities, skills and knowledge of workers is through training and development. Training and development are also avenues for improving the effectiveness of the organisation as well as those of its members in order to serve customers better for competitive advantage. Training and development are also avenues through which employees can materialize their career plan in their field of expertise.

Finally, training and development have a positive link to productivity. All other things being equal, training and development should improve productivity among employees in any organisation. However, organisations need to put in place effective training and development programmes to ensure that the above benefits are realized.

It is upon the above that this study was set out to assess the effectiveness of training and development programmes atTakoradi Polytechnic. Three research objectives were crafted for this study. The first objective was to find out from the management staff the reason why they think Takoradi Polytechnic should conduct training programmes. The second objective sought to ascertain the perception of the employees on the training and development programmes at the Polytechnic. And the last objective sought to determine the effectiveness of the training and development programmes in Takoradi Polytechnic. The study drew its theoretical foundation from a number of motivational theories including the needs theories, the expectancy theory, social learning theory and the adult learning theory.

The current study relied on a cross-sectional design to solicit responses from 200 management staff at the polytechnic. Out of the 200 questionnaires that were distributed, 120 respondents returned the instrument in a usable form. This represents a return rate of 60 percent which in the opinion of the researcher is representative enough to solicit views on the current study. Eventually, descriptive design was employed to analyze the responses.

Key Findings

The following findings emerged from the study based on the research objectives:

In a ranked order, the employees perceived that the reasons why Takoradi Polytechnic should conduct training and development programmes include: better performance; employees' development; personal growth; less supervision and high morale.

The employees perceive that induction training programmes at the Polytechnic has not been properly conducted. Most employees believe that management considers induction training as not all that important; induction training is not well-planned; induction trainings do not offer excellent opportunity for newcomers to learn comprehensively about Takoradi Polytechnic; and induction training at the Polytechnic is not well-structured.

The employees perceive that training programmes at the Polytechnic do not help employees acquire technical knowledge and skills.Employees perceive that training and development programmes do not help in developing the managerial capabilities of staff in the Polytechnic.Employees who are sponsored for training programmes take the training seriously. This illustrates the preparedness of employees for training programmes as the programmes enhance performance, employee development, and personal growth and motivate employees.

There is not enough system to ensure smooth transfer of training on the job. The respondents perceive that employees returning from training are not given adequate free time to reflect and plan improvements in the organisation. They also believe that line managers do not provide the right kind of climate to implement new ideas and methods acquired by their subordinates during training. They also do not believe that line managers utilize and benefit from the training programmes.

As perceived by the respondents, the overall effectiveness of the training and development programme at the Polytechnic has not been good but poor.

Conclusion

Conclusively, per the findings of this research work, it now known fact that among the major reasons as why Takordi Polytechnic performs training programmes include the quest of achieving better employee performance, the need for the promotion of employee development, capacity to enhance personal growth of staff, the need to promote the culture of lesser supervision of employees and the need to increase employee morale.

Generally, it is perceived that there is lackadaisical attitude by management of the institution towards training and development programmes for staff in Takoradi Polytechnic which manifests in issues such as absence of formally shared training policy institution-wide, little support for employees acquire the technical knowledge and skills through training, no planned induction in place, little emphasis on developing managerial staff, no importance is attached to training and development programmes, no sponsorship for employees to undergo training and development programmes through carefully identified needs as well as no evaluation of training programmes.

Regarding the overall level of effectiveness index of training programmes in Takoradi Polytechnic, it now revealed that training progammes in Takoradi Polytechnic is not effective as indicated by Rao training effectiveness index.

Recommendations

The following recommendations naturally flow from the findings of the study.

Firstly, the management of the institution should document and clearly

articulate the training policy of the Polytechnic. A training and development policy would direct all the training functions including induction, needs assessment, programme design, programme methods and content as well as programme evaluation. Secondly, the selection of employees for training programmes should be based on a highly structured procedure devoid of favouritism but based on merits and the needs of both individuals and the institution.

Also, systems should be put in place that should ensure a smooth transfer of knowledge and skill acquired through training on the performance of the job. Management must audit the capabilities of employees who attend training programmes and delegate corresponding responsibilities to them. This would improve their motivation for training and at the same time help the organisation improve its effectiveness through improvement in performance that results from abilities, skills and knowledge acquired through training.

Furthermore, training programmes at the institutions should be linked with the future employees' needs. There should be a laid-down system that ensures continued development of employees through training. Lastly, management must assume a strategic orientation toward training and development. Training and development issues should be incorporated into the mission of the institution and the Polytechnic council must be ultimately responsible for the development of the staff.

Suggestions for Further Studies

The current study can be replicated in other polytechnics in Ghana by applying the same methodology to ascertain whether similar findings would emerge.

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APPENDIX

UNIVERSITY OF CAPE COAST

DEPARTMENT OF MANAGEMENT STUDIES

QUETIONNAIRE FOR TAKORADI POLYTECNIC EMPLOYEES

Dear Respondent,

EXAMINING THE EFFECTIVENESS OF TRAINING AND DEVELOPLENT PROGRAMMES AMONG MANAGEMENT STAFF IN TAKORADI POLYTECHNIC

This questionnaire is intended to assess the effectiveness of the Training and Development function in your organisation. It is strictly for academic purposes and therefore the information that you provide shall be treated with maximum anonymity and confidentiality. Your full participation will be very much appreciated but, if you find some questions controversial to your emotions, please you may skip them. You also have the right not to respond to the questions in this instrument.

Thank you.

BIOGRAPHIC DATA

1. Your gender. Please specify……
2. Age classification. Please tick

   20-39 [ ] 30-39 [ ] 40-49 [ ] 50-59 [ ] 60-60+ [ ]
3. Education level. Please tick

   High School [ ] Bachelor Degree/HND [ ] Masters [ ]

   PhD [ ] Professional [ ]
4. Your position. Please specify ……

5. In your opinion, please state why you think the Polytechnic should have training and development programme.

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TRAINING AND DEVELOPMENT EFFECTIVENESS

Where: 1= Not At All True; 2= A Little True; 3= Some What True; 4= True To A Great Extent and 5= Very True

No	Statements	1	2	3	4	5
1.	Induction training is given adequate importance in Takoradi Polytechnic					
2.	Induction training is well-planned.					
3.	Induction training is of sufficient duration.					
4.	Induction training provides an excellent opportunity for newcomers to learn comprehensively about Takoradi Polytechnic					
5.	The norms and values of the company are clearly explained to the new employees during induction.					
6.	Senior management takes interest and spends time with the new staff during induction training.					
7.	The new recruits find induction training very useful in Takoradi Polytechnic					
8.	The induction training is periodically evaluated and improved.					
9.	The employees are helped to acquire technical knowledge and skills through training.					
10.	There is adequate emphasis on developing managerial capabilities of the managerial staff through training.					
11.	Human relations competencies are adequately developed in Takoradi Polytechnic through training in human skills.					
12.	Training of workers is given adequate importance in Takoradi Polytechnic.					
13.	Employees are sponsored for training programmes on the basis of carefully identified developmental needs.					
14.	Those who are sponsored for the training programmes take the training seriously.					
15.	Employees in the Takoradi Polytechnic participate in determining the training they need.					
16.	Employees sponsored for training go with a clear understanding of the skills and knowledge they are expected to acquire from the training.					
17.	The HR department conducts briefing and debriefing sessions for employees sponsored for training.					
18.	In-company programmes are handled by competent faculty.					
19.	The quality of in-company programmes in your organisation is excellent.					
20.	Senior line managers are eager to help their juniors develop through training.					
21	Employees returning from training are given adequate free time to reflect and plan improvements in the organisation.					

22	Line managers provide the right kind of climate to implement new ideas and methods acquired by their juniors during training.					
23.	Line managers utilise and benefit from the training programmes.					
24.	External training programmes are carefully chosen after collecting enough information about their quality and suitability.					
25.	There is a well-designed and widely shared training policy in the company.					