UNIVERSITY OF CAPE COAST

TRAINING AND WORK PERFORMANCE: PERCEPTION OF

EMPLOYEES OF GHANA HIGH WAY AUTHORITY (GHA) IN THE

SUNYANI MUNICIPALITY

BY

EMMANUEL KOFI OPPONG

Dissertation submitted to the Department of Accounting and Finance of the School of Business, University of Cape Coast, in partial fulfillment of the requirements for the award of Master of Business Administration in General Management

NOVEMBER 2015

DECLARATION

Candidate's Declaration

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

Name: Emmanuel Kofi Oppong

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

Supervisor's Declaration

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

Name: Dr. Anokye Mohammed Adam

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

ABSTRACT

This study is a descriptive survey, which sought to find out the perception of employees of Ghana Highway Authority, Sunyani with respect to the extent to which these employees perceive training as influencing their work performance in the organization. It also sought to determine the factors considered when selecting employees for a training programme. Furthermore, the study also sought to find out the perception of the employees on the extent to which training affect their performance and also the challenges encountered by them when they embark on a training programme.

A total of seventy one respondents were randomly selected. The main research instruments used to collect data was the questionnaire. Descriptive statistics such as frequencies, percentages, means and standard deviation were used to analyze the data of respondents. Findings of the study showed that seniority was the main factor used in selecting an employee for a training program. The study also revealed that training helped in reducing the number of complaints received from clients.

The researcher therefore recommends that need analysis should first be done to determine the training needs and based on the results determine who attends a training program. Furthermore, enough time should be allotted for training programs to allow for more practice at training sessions.

ACKNOWLEDGEMENTS

My heart-felt thanks and appreciation go to all those who assisted me in a variety of ways. I would like to express my profound gratitude to my supervisor, Mr. Anokye Adam whose experience, encouragement, motivation, and advice and supervision saw this dissertation completed. I am very thankful to all lecturers at the School of Business, Department of Accounting and Finance and Department of Management Studies, University of Cape Coast for their contribution towards my successful completion of the master's programme. I cannot forget my family who not only encouraged me but also supported me in various ways especially during the period of studies.

DEDICATION

To my family.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER ONE

INTRODUCTION

Background to the study

Training is of growing importance to companies seeking to gain an advantage among competitors. Brum (2007) posits that there is no consensus on researchers as to the effect of training on both employee and organizational goals. Colarelli and Montei (1996) and Becker (1993) argued that while some authors are of the view that training leads to an increase in turnover, others are of the view that training is a tool that can lead to higher levels of employee retention. Brum (2007) further put that regardless of where one falls within this debate; most professionals agree that employee training is a complex human resource practice that can significantly impact a company's success.

Schuler, Jackson and Decaro (1996) define training as a systematic development of knowledge, skills and attitudes required by employees to perform effectively at any given task or job for the achievement of organizational goals. Training thus is an essential requirement for facilitating not only the level of productivity but also the development of personnel in any organization. Organizations that recognise and respond to the needs of employees and provide opportunity for development provide a higher quality working life thereby increasing their ability to attract and retain the best talent.

According to Harbinson (1973), human resources constitute the ultimate basis for the wealth of nations. While capital and natural resources are passive factors of production, human beings are the active agents of organizations that carry forward organizational development. Frazis,

1

Gittleman, Horrigan and Joyce (1998) provide a picture of the training industry. The authors posit that the training industry as a whole has shown significant growth through the years. Further, the authors indicate that statistics on training indicates the training industry is expected to rise as more and more companies are realizing its importance. In 1995, $7.7 billion was spent on the wages and salaries of in-house company trainers and $2.8 billion was spent on tuition reimbursement in the United States of America. Currently, over $4.68 billion are being spent on training and development.

The American Society for Training and Development found that in 2004, the average annual training expenditure per employee was $955, which is an increase of $135 per employee from the previous year. The number of formal learning hours per employee also rose from 26 hours in 2003, to 32 hours in 2004 (www.atsd.com, 2005). As the investment in various training programs continue to rise, it becomes even more imperative for employers to understand the impact that training has on their organization.

It is, however, not surprising to see a rise in the number of employees of Ghana highway authority who have been sponsored to undergo training. In 2005, five employees of the Ghana Highway Authority from Sunyani were sponsored to undergo various forms of training. The number doubled in 2006 and has kept rising year on year up to date. According to Onyango and Wanyoike (2014), the aim of every manager is not only to meet the organizational goals but also to meet personal goals of their employees. To be able to achieve this, the authors accentuate that management must strive to improve the efficacy of their staff by providing training and supervision, ensuring the availability of essential means, materials and supplies as well as

2

equipment and the provision of adequate working conditions. Against this background the study thus investigates the extent to which training of staff of the Ghana Highway Authority (GHA) in Sunyani municipality is affecting the work performance of its staff and Ghana Highway Authority (GHA).

Statement of the problem

According to Hall (2004), training is regarded as one of the important means of making organisations more flexible, adaptable which are essential elements required for survival of organisations. However, much of the existing literature on organisational training and development lamented the failure of corporate efforts to significantly improve the knowledge, skills and attributes of employees that affect business performance. The Ghana Highway Authority for the past six years had been organising annual basis training and development programmes for its staff each year. This provides evidence to suggest the invaluable rate of training and development and the reverence given to it by the Authority. To what extents are these training able to improve the efficacy of its staff and improving the general performance of Ghana Highway Authority.

Though efforts have been made to sponsor staff to undergo training programmes and also organise training programmes for staff, little effort has been made to compare the investment in such training and how it is affecting the work performance of those individuals who have been involved in such training. Little has been done in the Ghana highway authority to critically examine the effect of such investment in training and how it is affecting the

3

work performance of these individuals as well as overall performance of the authority.

Though research has been able to establish the benefits of training to the individual as well as the organisations (Brum, 2007), the Ghana highway authority is yet to realise its full potential as no statistics is available to that effect. The study, thus, investigates the effect of training on the work performance of individuals as well as the work performance of Ghana Highway Authority in the Sunyani municipality.

Objectives of the study

The main objective of the study was to examine the effect of training on the performance of employees of Ghana Highway Authority in the Sunyani municipality. Specifically, the study sought to:

1. determine the factors considered before training employees of Ghana Highway Authority in the Sunyani Municipality;

2. examine the perception of employees of Ghana Highway Authority, Sunyani, on the effect of training on the work performance.

3. examine the challenges encountered by staff of Ghana Highway Authority embarking on training program.

Research Questions

To achieve the stated objectives, the following research questions were asked:

1. What are the factors considered before training employees of Ghana Highway Authority in Sunyani?

2. What is the perception of employees regarding the extent to which training affect their work performance at Highway Authority, Sunyani?

4

3. What are the challenges encountered by employees who embark on a training programme?

Significance of the study

The study is expected to benefit the Ghana Highway Authority and also to add to literature on the effect of training on performance. First the results of the study will enable policy makers of the Ghana Highway Authority to know the extent to which their investment in training their employees affect the work performance of the employee and also the performance of Ghana Highway Authority. Secondly, the results of the study will either affirm or contradict earlier findings on the extent to which training affects work and organisational performance. The study will also seek to identify challenges encountered by staff of Ghana highway authority embarks on a training programme. The result of the study will enable the Ghana Highway Authority to know some of these challenges and develop policies that will be aimed at reducing if not eliminating these challenges.

Scope of the study

Issues relating to training abound, however, the current study was limited to training and how it affects work and organizational performance. A research of this kind should have been done to cover all regional offices of Ghana highway authority since they all have policies which seek to support their staff to go for training in order that a clear and complete nation-wide account could have been obtained on this issue of training and its effect on work performance.

However, the study covered only the staff of the Sunyani Ghana Highway Authority in the Brong-Ahafo Region. This became necessary, because, the sheer number of respondents that would have been dealt with in such a nation-wide research would be too much for the researcher to handle. Also, even though many issues do exist in such areas of training and organizational performance, the study delimited the area of the study to cover training and work performance and challenges encountered by staff of the Ghana Highway Authority, Sunyani who embark on training programmes. This was to ensure an in-depth study of the phenomenon and to provide interaction that will lead to the adoption of an appropriate policy aimed at realizing the full benefits of training.

Organization of the rest of the study

This work has five chapters. Chapter one, which is the introductory chapter, provides background information to the study. To this end, the chapter clearly spells out the background to the study, statement of the problem, objectives of the study, the research question that underpins the study, the hypotheses, and scope of the study and significance of the study. Chapter two presents the review of related literature for the study and provides empirical evidence on training and its effect on work as well organisational performance and a summary of the findings of the literature review.

Chapter three presents the research methodology used in the study. It also explains the research design used for the study, the population of the study and the sample and sampling procedure used. It also states the research instrument used for data collection, data collection and data analysis

procedures. Chapter four presents the analysis of the data collected and discussion of the findings. Chapter five presents the summary of the main findings, conclusions, implications as well as recommendations for future research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter reviews literature on training and its effect on work performance. The essence of the literature review is to provide the researcher with the best possibilities to understand the problems within the subject (Karlsson, 2007). The literature review also provides the intellectual context for the study, acknowledging and examining prior knowledge on the topic and appreciating modes of presentation and discussions on research findings (Answers.com, 2012).

It further identifies areas of consensus and significant debates on relevant issues, helping avoid the replication of errors while better articulating the knowledge gap (Cano, 2013). The chapter begins with a review of concept of training and performance. Empirical review on the effect of training and performance will also be reviewed.

Concept of training

Elnaga and Imran (2013) define employee training as programs that provide workers with information, new skills, or professional development opportunities. Training thus help in bridging the gap between the current performance and the standard desired performance of a firm. Training could be given through different methods such as coaching and mentoring, peers' cooperation and participation by the subordinates. This team work enables

employees to actively participate on the job and produces better performance, hence improving organizational performance.

Chiaburu and Tekleab (2005) also provide a similar definition of training. The author refers to training as planned intervention aimed at enhancing the elements of individual job performance. In essence training thus helps organisations to improve upon their overall performance by first strengthening and enhancing the performance of individuals. It is all about improving the skills that seems to be necessary for the achievement of organizational goals.

Training has always been linked to the success of most organization. Drucker (1997) is of the view that the basic operation in the work of the manager is to develop people and encourage training regimes to ensure that the organsiation is oriented towards its stated goals and objectives. Training has been defined as the planned effort by an organization to facilitate learning which is job-related. This definition coincides with that of many others. The purpose of training therefore is to improve knowledge and skills, and to change attitudes. This can lead to many benefits for both individuals and the organization.

In the works of Jie and Roger (2005) the authors posited that not only do training programs develop employees but also help an organization to make best use of their human resources in favour of gaining competitive advantage. Therefore, it seems mandatory by the firm to plan for such training programs for its employees to enhance their abilities and competencies. David (2006) shares a similar view and accentuates that training not only develops the

9

capabilities of the employee but sharpen their thinking ability and creativity in order to take better decision in time and in more productive manner.

Hollenbeck, Derue and Guzzo (2004) also posit that training enable employees to deal with the customer in an effective manner and respond to their complaints in timely manner. Training develops self-efficacy and results in superior performance on job (Svenja, 2007) by replacing the traditional weak practices by efficient and effective work related practices (Kathiravan, Devadason & Zakkeer, 2006). Training programs may also help the workforce to decrease their anxiety or frustration, originated from the job (Chen, 2004). Those workers who see themselves as not being to perform a task with the desired level of performance often decide to leave the firm (Chen, 2004) otherwise their stay at firm will not add to productivity (Kanelopoulos & Akrivos, 2006).

The greater the gap between the skills necessary and those possessed by the workforce, the higher the job dissatisfaction of the workers. Rowden (2002) suggests that training may also be an efficient tool for improving ones job satisfaction, as employee better performance leads to appreciation by the top management, hence employee feel more adjusted with his job. According to Rowden and Conine (2005), trained employees are more able to satisfy the customers and thus help the organisation to remain competitive. Dubois and Faley (2009) indicate that a creative approach to training and development as opposed to just "sending staff on courses" is what is likely to make the desired impact on organizational performance.

Dubois and Faley (2009) further state that transition has to be made from the traditional models of staff training which involved the use of libraries

10

and archives to the digital and hybrid model. To be able to achieve this transition they postulate that a carefully designed and continuous professional development regime that would ensure that all staff has adequate Information Technology skills should be the starting point. Hannum (2009) states that how an organization provided training follows from the beliefs we hold about the effectiveness of different training approaches and methodologies. To be effective, the concepts and principles that guide how we develop and deliver training should be rooted in research.

Importance of training

Training is a tool which assists organizations to gain a competitive and transient advantage over its competitors. Krietner (1995) in his book, The Good Manager's Guide, indicated that 'no matter how carefully job applicants are screened, there would still be a gap between what the employees know already and what they should know on the job. This implies that it is important for organizations to train their employees to be able to bridge this gap of knowledge and skills to be competitive.

According to McNamara, (2008), training is an essential element for improved organizational performance through the increasing level of individual competences. This implies that training helps employees to increase their knowledge, skills, behaviors, sense of self-worth and confidence on the job, upon which they are able to perform efficiently to improve on the performance of the organization.

Training can achieve lower cost of production, lower turnover and change management (Cole, 2002). Training can also eliminate risks in

11

organizations because the trained workers will be efficient, thus will be able to make better use of the organizations resources thereby reducing the amount of waste per time. Training will also make the employees feel a sense of security thus labor turnover can be avoided.

Although many organizations continue to have doubts about the cost of training, the development of skills, knowledge and attitude of employees towards their jobs or tasks will be one of the greatest tools through which organizations can make employees work more efficiently and beat competition to reach the desired targets and standards of the company. (Casio, 1989) puts it this way "*The economic and technological trends, the pace of innovation, change and development have been growing faster year-by-year and as a result, these are clear signals that training and development are very important that both organizations and individual stakeholders must consider as very serious*".

The training process – system approach

One approach to training by which management can be certain that the investment in training has a maximum impact on the individual and organizational performance is the systems approach to training. The systems approach to training is based on the assumption that the training process will work effectively only if it is fully integrated with the systems of relationships, structures, interdependence and work in the organization. As a result the approach requires management to take account of all factors and variables that might affect training and learning activity. The systems approach involves five major phases: need assessment, designing the training program, implementing

12

the training program, evaluating the training program and optimizing transfer of learning.

Conducting the need assessment

Jon and Randy (2004) defined needs assessment as the process by which an organization's human resource development needs are identified and articulated. They opined that need assessment in an organization can help an organization to identify (1) an organization's goals and its effectiveness in reaching these goals; (2) discrepancies or gaps between employees skills and the skills required for effective current job performance; (3) gaps between current skills and the skills needed to perform the job successfully in the future; and (4) the conditions under which the Human Resource Development activity will occur.

Based on the assessment, the firm can measure the level of growth over a defined period of time and then determine the shortfalls and problems in order to help determine the required training programs. Also in identifying the training needs from the employees' perspective, the organization can measure the performances of individual employees. This can be measured by analyzing the efficiency of the individual employees against the required standards set by the organization through frequent performance appraisals (Amisssah-Arthur, 2009).

The difference in the organization and employees actual results expected as well as feedback from customers and shareholders of the organization all can help identify training needs. However this will depend on the circumstances the organization may find itself.

13

Training need arises where there is the need to improve or adapt/adjust to changes and solve problems in order to improve on both employee and organizational performance. The purpose of a training needs identification program therefore is to identify the gap that exist between the required and the actual competencies expected of organizations and employees so as to determine the kinds of training that can help bridge the gap (Asare-Bediako, 2002).

Despite its importance, many organizations do not conduct a needs analysis as frequently or as thoroughly as they should do (Jon & Randy, 2009). According Zenke (1998), need assessments are not conducted by many organization for a number of reasons such as (1) it being difficult and time consuming; (2) action being valued over research; (3) the incorrect assumption that needs assumptions are not necessary because available information already specifies what organization needs are; and (4) the lack of support for needs assessment by management.

Brinkerhoff (2006) has argued that focusing only on performance deficiency in needs analysis is too restrictive and proposed other ways of looking at training needs. These include diagnostic and analytic needs. Diagnostic needs focus on the factors that lead to effective performance and prevent performance problems, rather than emphasizing existing problems. The goal is to determine how effective performance is obtained. Analytic needs assessment identify new, better ways to perform task. These needs according to Brinkerhoff (2006) are generally discovered by intuition, insight, or expert consideration.

14

Designing the training program

The success of any training program hinges basically on taking the information gained from need assessment and utilizing it to design the program. According to Roberson and Pepper (2003), the design of a training program more often focuses on at least four related issues (1) instructional objective; trainee readiness and motivation; (iii) principles of learning; and (iv) characteristics of training instructors.

Instructional objectives describe the skills or knowledge to be acquired and/or the attitudes to be changed. Before management prepare for any training instruction, it is important to be able to state clearly just what they want that instruction to be. A clear statement of instructional objectives would provide a sound basis for choosing methods and materials and for selecting the means for assessing whether the instruction will be successful.

Employee readiness refers to employees' background knowledge and the skills necessary to absorb what will be presented to them. The preparedness and receptiveness of prospective trainee can be stimulated by getting them complete a questionnaire about why they are attending the training, and what they hope to accomplish from the training. Employees must show concern and preparedness for the training program. Employees must also be motivated to recognize the need for new knowledge or skills, and they must maintain a desire to learn as training progressed.

According to Roberson and Pepper (2003), training programs are likely to be more effective if they incorporate the following principles; motivation, recognition of individual difference, reward and reinforcement, active practice and repetition, feedback, and meaningfulness of presentation.

15

Another item that must be considered in designing a training program is the characteristics of the training instructors. The success of any training efforts will depend in large part on the teaching skills and personal characteristics of those responding for the training. Successful training personnel must have knowledge of the subject matter of the training, must be sincere, have a sense of humour, give clear instructions, and be ready for individual assistance.

Implementing the training program

According to Ocquaye (2004), the implementation of any training programs, basically, would be concerned with the specific types of training methods that will assist individuals to carry out responsibilities in meeting training needs. Training methods fall into two broad categories: on-the-job training and off the job training.

On-the-job training helps employees to 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. Under this method, employees are given training regarding the job, while on the job. This gives them an exposure of real work life and use of machines and equipment, which they will be using while working on the job.

Minimum output is usually received during the training period. There are also chances of destruction of machines and equipment due to misunderstanding and improper use. On-the-job training methods may include apprenticeship program, job instruction training, job rotation, coaching, demonstration, and understudy assignments.

16

Off-the-job training on the other hand refers to the form of training that workers are sent outside the job environment to learn the things that are required for the job. They include classroom lectures, seminars, simulation exercises, etc.

Evaluating the training program

The most common reason for evaluation is to determine the effectiveness of a program and ways in which it can be improved. In measuring the overall effectiveness of the training program there is the need to consider the costs and benefits of the training program. This will help the organization know whether there has been effectiveness in terms of profits. Evaluation should take place before, during and after the training programs.

According to Kenney (1992), review of the training program should be done during and after its completion and should be done by a training officer, the line manager, and the trainees themselves. Training can be evaluated in so many ways. Some of these are through questionnaires which will serve as the feedback from the participants; case studies where the participants will have to apply the learned skills to practical situations and many others.

Concept of performance

The major asset of every organization is its people. People and their degree of motivation have more to do with an organization's success than any other single factor. Therefore great care should always be taken in selecting, training and motivation people (Vonderembse & White, 1988). Organizations that recognize and respond to the needs of employees and provide opportunities for development provide a higher quality working life thereby

17

increasing their ability to attract and retain the best talent (Schuler & Jackson, 1996). McNara (1997) emphasizes that organizations are now moving towards sharper focus on developing their human potential. Drucker (1968) reinforces this point by stating that good organizational structure alone does not itself produce good performance.

Academic research on firm performance emanates from a multi-disciplinary background covering accounting, economics, human resource management, marketing, operations management, psychology, strategic management and sociology (Marr & Schiuma, 2003). The multiplicity of backgrounds has resulted in a lack of consensus on a generally accepted definition and measurement of firm performance, rendering it a problematic area in business research (González-Benito & González-Benito, 2005).

The three major theoretical approaches to organizational performance are the systems resource approach, the goal approach and the stakeholder/constituency approach (Murphy & Hill, 1996). The systems resource approach relates to the ability of an organization to obtain resources, necessary for the maintenance of its systems (Boohene, 2006). This approach, despite highlighting specific achievements and the means of achieving them, suffers from the lack of a clear definition, demarcation and assessment of the relevant systems involved (Cron, Bruton & Slocum Jr. 2006).

The goal approach identifies targets and measures progress made by firms towards attaining them. Etzioni (1964) criticised this approach for its characterization of goals as ideal states, which do not lend themselves to realistic measurements. Nevertheless, the goal approach has been heralded for

its suitability in assessing the performance of small businesses and owner-managers (Cron, et al, 2006).

The stakeholder/constituency approach perceives the organization as an open system comprising internal and external stakeholders, for whose benefit the organization exists. Performance is the extent to which the expectations of these constituents are met (Lachman & Wolfe, 1997). The difficulty however, of selecting which objectives to prioritize, given their diversity, renders this construct a rather complex one (Rodsutti & Swierczek, 2002).

The goal and system resource approaches have been criticized as focusing solely on the attainment of goals and resources (Boohene, 2006). The stakeholder/constituency approach offers a more integrative and complex view of an entire organisation's performance with diverse assessments of both internal and external stake-holders, whose goals and perspectives may differ (Boohene, 2006). The goal and constituency approaches appear to be favoured by researchers in the selection of performance indicators for measurement in most studies (Yeboah, 2011).

Performance measurement

Tangen (2003) described performance measures as metrics employed to quantify the efficiency and/or effectiveness of organisational actions. Researchers have advocated for consideration, a number of issues in selecting firm performance indicators. Murphy (1996) admonished entrepreneurial firms to state specific performance indicators, incorporating multiple performance

19

measures where feasible and consider the likely impact of variables such as firm age and size on performance.

Chrisman, Bauerschmidt and Hofer (1998) added that the distinctive characteristics of a particular industry within which a venture operates, should also be considered in selecting performance indicators for measurement. Furthermore, service industry ventures are advised to pay attention to specific goals stemming from the unique conditions prevailing in their industry (Getz & Carlsen, 2000; Lynch 1998).

Firm performance may be measured either objectively using reported data from independent sources or subjectively where perceptual gauges of actual performance are relied upon (Tangen, 2003). A third option, multi-dimensional performance measurement, combines both objective and subjective measures to ensure a more comprehensive measure (Getz &Carlsen, 2000).

Objective performance measurement is the evaluation of firm effectiveness and efficiency using quantifiable economic and monetary indicators, devoid of individual perception and bias (Acs &Storey, 2004). Conventionally, financial measures such as sales revenue, return on investment and return on equity have been preferred on grounds of objectivity, simplicity and appropriateness for homogeneous samples (Wesson & Neiva De Figueiredo, 2001).

Criticism leveled against the sole reliance on objective performance includes neglect of relevant non-financial indicators such as market share, customer satisfaction and employee welfare (Rodsutti & Swierczek, 2002). Secondly, financial data has proven difficult to obtain as it is usually

20

considered confidential. Where obtained, the possibility of verifying the accuracy of figures is almost non-existent (Boohene, 2006). Furthermore, financial performance measures cannot be relied upon to predict a firm's ability to survive in the long term and often, managers skew results to suit their personal interests (Worku, 2011).

Subjective measures on the other hand, present an alternative devoid of the challenges associated with the use of objective indicators. They include measures such as perceived growth in market share, competitive rating, customer satisfaction and employee welfare (Chandler & Hanks, 1993). Measured mainly via scales, subjective measures are largely anchored to objectively defined performance criteria (Glancey, 1998). In addition, substantial evidence exists in the literature, supporting the validity and reliability of subjective measures (Walker & Brown, 2004). Criticism has however, been leveled against subjective measures as being less precise compared to objective measures (Worku, 2011).

Validity concerns raised regarding the use of single-dimensional measures have resulted in researchers resorting to the use of multi-dimensional performance measures (Naman & Slevin, 1993). This approach, which is a combination of objective and subjective performance measures, enhances corroboration of reported performance and the assessment of inter-method reliability (Mukras, 2003). Multi-dimensional performance measures have thus gained popularity both in research and practice as they capitalize on the strengths of single-dimensional measures while minimizing their weaknesses.

In line with the admonishing of Chrisman, Bauerschmidt and Hofer, (1998), and Getz and Carlsen (2000), the specific nature of goals associated

21

with tourist accommodation establishments were considered in selecting performance indicators for measurement in this study. Performance measures adopted by Phillips (2005), Haber and Reichel (2005) and Pun and White (2005) in their studies on the performance of tourist accommodation establishments were considered.

Phillips (2005), in a study of the performance of hotels, selected multi-dimensional performance indicators including occupancy rate, growth in sales per room, efficiency, return on investment and profit margin. Others were number of successful new services/products and the percentage of sales accounted for by them. Respondents were further asked to rate their performance over the last year in comparison with primary competitors. In addition to the above, Haber and Reichel (2005) included growth in number of employees and customer satisfaction while Pun and White (2005) added number of customer complaints and staff turnover. The subjective performance indicators included in these studies were measured using Likert scales.

Training and its effect on work performance

Several studies have been conducted on the effect of training and organizational performance. These studies have sought to establish a relationship between training and performance. Onyango and Wanyoike (2014) conducted a study in Siaya, Kenya on the effect of training on employee performance. The study used health workers as its target population. Doctors, clinical officers and nurses were the main respondents of the study. Questionnaire was the main data collection instrument used.

22

In all a sample of fifty six were drawn from the target population. Stratified random sampling technique was used to select the 56 health workers. The study therefore found out that experience, seniority and educational background were the factors considered when training employees. The study further identified that top management were responsible for setting training programme. The study also concluded that training positively affect employee performance. The study therefore recommended that the use of non-monetary incentives such training should be used more as it is likely to affect motivation and eventually lead to performance.

Elnaga and Imran (2013) also conducted a study on the effect of training on employee performance. Specifically the study sought to investigate the meaning and importance of training and identify the significance of employee performance, exploring the relationship between and employees' performance and to develop guidelines for assessing the employee. The study employed the exploratory research based solely on insights drawn from the analysis of existing literature of different studies, reports, periodicals and books. The study concluded that training has a positive impact on employee performance and recommended that training should be designed on the basis of firm specific needs and objectives.

Brum (2007) did a study on the impact of training on employee commitment and turnover which has also been established as part of the factors which contributes to improved organizational performance. The study concluded that training that seeks to improve employee investment, increase reciprocity, helps the employee identify with the organization, and serves to

23

limit alternative employment options will enhance the employee's commitment to the company.

The conclusion drawn in the study of Brum (2007) was similar to the conclusion of Owens (2006) that also hypothesized that employee in training programs will report higher levels of commitment and will be less likely to consider turnover. The research affirmed the hypothesis that training has a positive impact on commitment and turnover cognitions which are key factors that contributes to organizational success. Many other scholars and practitioners in addition to Owens have had similar research findings. Scholars and practitioners also agree that although training can positively impact commitment, simply providing training to employees is not enough.

In the work of Glance, Hogg and Huberman (1997) the authors indicated that benefits of training will be achieved only to the extent that the employees accept it and contribute to it. As a result, an organization needs to seriously determine what it is looking to achieve within the training program as well as the impact it will have on employee effort, commitment, and turnover. Within this context, training becomes most effective in enhancing commitment when it is used in conjunction with other commitment-based human resource policies and strategies.

Green, Felsted, Mayhew and Pack (2000) also indicate training that coincides with other commitment generating human resource policies is typically associated with a greater level of employee retention. Many scholars have found that regardless of whether companies pay entirely for general or purely specific training, when other commitment policies are in place there tends to be a downward impact on mobility. A human resource approach that

24

seeks to bundle commitment policies, such as linking training to employee appraisal and compensation plans, have shown to further enhance employee commitment.

According to Purcell, Kinnie, Hutchinson, Rayton and Swart (2003), most of the previous studies provide evidence that there is a strong positive relationship between human resource management practices and organizational performance. Guest (1997) mentioned in his study that training and development programs are one of the vital human resource management practices that positively affect the quality of the workers knowledge, skills and capability and thus results in higher employee performance on job. This relation ultimately contributes to supreme organizational performance.

Farooq and Aslam (2011) also posit that there is a positive relationship between training and performance. The authors further explain that it is not possible for the firm to gain higher returns without best utilization of its human resource, and it can only happen when firm is able to meet its employees' job related needs in timely fashion. Training is the only way of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals.

Harrison (2000) also posit that learning through training influence the organizational performance by greater employee performance, and is said to be a key factor in the achievement of corporate goals. However, implementing training programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance (Swart, Mann, Brown and Price, 2005).

25

According to Swart et al., (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing employee performance. The authors further state that training facilitate organization to recognize that its workers are not performing well and their knowledge, skills and attitudes needs to be molded according to the firm needs.

According to Wright and Geroy (2001), employee competencies change through effective training programs. The authors indicate that training does not only improve the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and this enables them to implement the job related work efficiently, and achieve firm objectives in a competitive manner.

However, the authors were quick to add that employee performance is also affected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal systems, power and politics prevailing in the firm and the group dynamics. If the above mentioned problems exist in the firm, employee performance decreases not due to lack of relevant knowledge, skills and attitude, but because of above mentioned hurdles. To make training effective and to ensure positive effect of training on employee performance these elements should be taken into consideration (Wright & Geroy, 2001).

Bartel (1994) also reports that there is a positive correlation between effective training program and employee productivity, however to make it

26

possible, it is the responsibility of the managers to identify the factors that hinders training program effectiveness and should take necessary measures to neutralize their effect on employee performance (Swart et al., 2005). In addition, Ahmad and Bakar (2003) concluded that high level of employee commitment is achieved if training achieves learning outcomes and improves the performance, both on individual and organizational level. These findings are also consistent with the results of Kim (2006) research work.

Generally, it can be argued that the effect of training program on employee outcomes such as motivation, job satisfaction and organizational commitment, do not received much attention. Rare work was done to test whether firms can affect their workers attitude, through proper training interventions. According to Lang (1992), training should be planned in such a way that it results in organizational commitment. On the other hand Gaertner and Nollen (1989) proposed that employees' commitment is a result of some human resource practices, that is, succession planning and promotions, career development and training opportunities. All these practices, when achieved results in greater employee performance.

Moreover, Meyer and Smith (2000) investigate the link between Human Resource Management practices and organizational commitment, so as to discover the causes of effective employee performance. Although the above literature provides the evidences regarding the benefits of training and its positive influence on employee performance, Cheramie, Sturman and Walsh (2007), argued that, management, mostly feel hesitant while investing in its human resource due to various reasons. Sometime, in spite of receiving effective and timely training programs, employees are intended to cash it for

27

the sake of their own market value and employment opportunity , or willing to change job just because of higher salaries, and thus, firm investment in training results as a cost rather than profit.

It is also observed that due to the resistance of the organization towards offering training, individuals invest in themselves for their career development and greater performance (Baruch, 2006). As mentioned by Arnoff (1971) training sessions accelerate the initiative ability and creativity of the workforce and facilitate to avoid human resource obsolescence, which may occur because of demographic factors such as age, attitude or the inability to cope with the technological changes. Obisi (2001) reported that training is a systematic process of enhancing the knowledge, skills and attitude, hence leads to satisfactory performance by the employees at job. He further mentioned that the need and objectives of the training program should be identified before offering it to the employees.

Scott, Clothier and Spriegel (1977) argued that training is the crux of better organizational management, as it makes employees more efficient and effective. They further elaborated that training practices have strong bonds with all other human resource practices as (Mamoria, 1995); it enables employees to develop themselves within the firm and raise their market value in the market. Moreover, training supports to shape employees' job related behavior and facilitates them to participate for the success of the organization and ultimately, higher return due to superior performance of its employees. Mamoria (1995) further mentioned that a well-trained worker is able to make best use of organizational resources along with minimum level of wastages. As stated by Ohabunwa (1999) when employees are well trained organization

can delegate responsibility and authority to them with full confidence of ensuring organizational success.

Summary

In summary, training is identified as one of the management practices which ensure that skills and performance of employees are improved. Training has also been identified as one of the tools to reducing turnover and improving employee commitment. The literature also identified seniority, experience and educational background as the factors considered before training employees or allowing employees to undertake a training programme. The review of the literature also identified a link between training and employee and organisational performance. The literature identified a positive relationship between training and employee and organisational performance.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter contains the methodology of the study. It presents the chosen methodology, justifying its fitness for the study's objectives (Boohene, 2006). It enables comparison with other studies thereby deepening understanding of the work plan while enhancing possible replication of the study in future (Pallant, 2007).

It further involves discussions of the strengths, weaknesses, similarities and differences between the chosen methodology and others, ensuring consistency with accepted academic practice (Tabachnick & Fidell, 2007). This chapter covers discussions on the study area, approaches to research, population, sample and sampling procedure. It also discusses the instrument design, field work, data analyses and limitations of the study.

Study Organisation

Ghana Highway Authority, Sunyani in the Brong Ahafo Region was the study organisation. The Ghana Highway Authority, Sunyani Regional Office is opposite to Ghana Revenue Authority (G.R.A.) and adjacent to the Regional Headquarters of the Ghana National Fire Service, Sunyani. The study concentrated at the Sunyani Regional Office of Ghana Highway Authority (G.H.A.) as compared to other regions in Ghana because the office houses most departments and staff in G.H.A. The Ghana Highway Authority

was initially established as a body corporate by GHA Decree in December, 1974 (NRCD 298).

The NRCD 298 was repealed by GHA Act 1997 (Act 540) in December, 1997 which, however, continued the Authority in existence with responsibility for the administration, control, development and maintenance of the country's trunk road network totalling 13,367 km and related facilities. GHA's 13,367 km trunk roads make about 33% of Ghana's total road network of 40,186 km.

Approaches to research

The two main approaches to conducting research are quantitative and qualitative (Yates, 2004). The quantitative approach operates by developing testable hypothesis and theories which lend themselves to generalization. It is usually applied in the natural sciences and useful for data of numeric nature. Questionnaires, surveys, personality tests and other standardised research instruments are some of the data collection techniques used under this approach (Burell & Morgan, 1979).

The qualitative approach on the other hand bases research on systematic protocols. Its techniques, findings, interpretations and conclusions usually reflect the subjective opinion of the researcher.It is suitable where insightful understanding of a situation is needed. Data collection techniques adopted under this approach include observation, case studies, interview guides and reviews of literature (Crotty, 1998).The choice of the approach to be adopted for a particular study will largely depend on the purpose of that study (Boohene, 2006).

31

Both quantitative and qualitative approaches have their strengths and weaknesses. The quantitative approach is a scientific, fast, easier alternative, enabling statistical analyses of data, generalisation of findings, drawing of logical conclusions based on numerical values and comparability of studies (Crotty, 1998; Amaratunga, Baldry, Sarshar & Newton, 2002). Criticism however lies with its rigidity, artificial nature and ineffectiveness in gauging human behavior (Crotty, 1998). The qualitative approach enhances rigour and understanding of complex phenomena while ensuring firm control over the scope and pace of research (Yates, 2004). It is however time consuming and expensive with its reliance on small samples rendering findings non-generalisable (Crotty, 1998). To overcome the challenge of choice, some researchers have suggested a combination of both approaches (Amaratunga et al., 2002; McNeil & Chapman, 2005). This method, known as mixed methods ensures a balance of the strengths of both approaches.

Chen, (2004) suggests, choice should be at the researcher's discretion, depending on the nature of a particular study (Boohene, 2006). Given the particular purpose of this study, the explanatory survey design was adopted for this study. Surveys are a type of research design involving the collection and analysis of large amounts of quantitative data from a sizeable population using descriptive and inferential statistics (Tabachnick & Fidell, 2007). They are a popular and authoritative research strategy, affording researchers more control over the research process. The explanatory survey design was adopted for this study based on a number of reasons.

Secondly, there was a need to capture fairly, all the staff that have been sponsored to undertake training programme who on his/her have undergone a

training programme within the Ghana Highway Authority, Sunyani. This called for the adoption of simple and cost effective measures to maximize available resources, an advantage offered by the chosen method. Again, in order to aid the explanation of results and generalisation of conclusions reached, there was the need to compare and analyse responses from the standardised questionnaires, using descriptive and inferential statistics (Saunders, Lewis & Thornhill, 2007).

Population of the study

The population of the study is the staff of Sunyani Regional Office of the Ghana Highway Authority consisting of one hundred (100) employees. The Regional Office consists of ten (10) departments. They are Accounting and Auditing Department, Technical and Mechanical Engineering Department, Administrative Department, Work Supervisors' Department, Stores and Materials Department, Personnel Department, Civil and Surveying Department, Transport Department, Toll Collectors' Department and Security Department.

Sample and sampling procedure

Using Krejcie and Morgan (1970) sample size determination chart for a population of 100, a sample of 71 must be chosen. Based on this, a sample of 71 was chosen comprising the different categories of staff of Ghana highway authority. The study employed simple random sampling technique to select staff members who have had the opportunity to go for a training programme. This method was employed because it ensured that every unit of the population has an equal, calculable and non-zero probability of being selected

33

for the sample. It also allowed computation of accuracy of selection and offered high degree of representativeness even though the method is expensive and time consuming.

Instrument Design

One key instrument used in collecting primary data for the study was the self-administered questionnaire. According to Neelankavil (2007), questionnaires guarantee greater uniformity, consistency and objectivity in data collected. They also provide privacy and convenience for respondents during completion while guaranteeing greater anonymity (Neelankavil, 2007). Items on the questionnaire totaled 15. The questionnaire has four sections; A, B, C and D. Section D sought to solicit demographic information of the respondents. Section B also sought to find out the factors considered by Ghana high authority before allowing employees to embark on a training programme. Section C also sought to find out the extent to which training affects the employee and organizational performance. Section D also sought to find out the challenges encountered by staff that embarks on a training programme.

Ethics

In order to ensure strict adherence to ethical standards of research, an introductory letter explaining the intent and authenticity of the study was submitted to the Sunyani office of the Ghana Highway Authority in the Brong Ahafo Region of Ghana. Upon its acceptance, subsequent unwritten requests were made for both oral and documented information from the regional office with assurances of due acknowledgement. A clause, assuring respondents of anonymity and confidentiality, was also inserted in the introductory paragraph

34

of the questionnaire. This was further buttressed by the exclusion of questions bordering on the identity of respondents and their respective establishments. These were some of the steps taken to ensure adherence to accepted ethical standards and practices, respect for participants as well as trust and confidence in the integrity of the study.

Data analysis procedure

The Data collected was coded, edited and organized in relation to the research questions. After the coding, the data was analyzed using the Statical Package for the Social Science (SPSS). The data was analyzed using frequency, percentages, means and standard deviation. Finally, the results were presented using tables.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents and discusses the findings of the study after analyzing the field data. The focus of the study was to assess the effect of training on employees' performance. The analysis of data gathered from the questionnaire was done using frequencies, percentages, means and standard deviations. The results and discussion are presented in accordance with the order of the objectives of the study.

Background characteristics of respondents

The background data of the respondents were obtained from the Section A of the questionnaire. The data basically covered the distribution of respondents' sex, age, department they belong to, length of service and number of training programmes attended. The background characteristics of the respondents are presented in tables 1,2,3,4 and 5.

Table 1: Gender of Respondents

Gender	Frequency	Percentage (%)
Male	42	59
Female	29	41
Total	**71**	**100**

Source: Fieldwork, 2015

Table 1 indicate that most 42(59%) of the respondents were males while 29 (41%) were females. This is an indication that females are gradually gaining footing in the corporate work which in time past was not so because work in the corporate world was solely seen as manly and should be man dominating.

Table 2: Age of Respondents

Item	Age of respondents	Std. deviation
Minimum age	23	
Maximum age	58	
Mean age	37.75	8.968

N= 71

Source: Fieldwork, 2015.

With respect to the ages of the respondents, Table 2 shows that the youngest of all the respondents was aged 23. The oldest of the respondents was also aged 58. The mean age of the respondents was 37.75 with a standard deviation of 8.968 as presented by Table 2. Table 3 presents the departments the respondents belong to.

Table 3: Departments of Respondents

Item	Frequency	Percent
Administration	27	38.0
Development	18	25.4
Maintenance	26	36.6
Total	**71**	**100.0**

Source: Fieldwork, 2015

Table 3 depicts the departments the respondents belong to. The table shows that majority 27(38%) of the respondents were from the Administration department. This was followed by 26(36.6%) of respondents who were from the Maintenance department. Finally, only 18(25.4%) of the respondents were from the Development department. Table 4 describes the number of years the workers have been with Ghana Highway Authority, Sunyani Municipal Authority.

Table 4: Number of Years Respondents Have Been Working With Ghana High Way Authority in the Sunyani Municipality

Item	Frequency	Percentage
1-5 years	26	36.6
6 – 10 years	18	25.4
11 – 15 years	13	18.3
16 – 20 years	6	8.5
21 – 25 years	3	4.2
26 years and above	5	7.2
Total	**71**	**100**

Source: Fieldwork, 2015.

On the number of years respondents have been working at the work place. Table 7 shows that 26 of the respondents have been working for Ghana

Highway Authority, Sunyani for the past 1 to 5 representing 36.6 percent. Eighteen (18) of the respondents have also been working for the past 6 to 10 years representing 25.4 percent. From the foregoing one can indicate that majority of the respondents have been working for Ghana highway authority for the past 1 to 10 years with a frequency of 44 representing 62 percent. This figure was arrived at by putting together the frequency for years 1-5 and 6-10. This was followed by 13 (18.3%) of the respondents who had worked for about 11-15 years. Also, 6 (8.5%) of the respondents had worked for a period of 16-20 years. Next was 5 (7.2%) of the respondents who had worked for about 26-35 years. Finally, only 3(4.2%) of the respondent had worked for a period of 21-25 years. Table 5 presents the results of the respondents when asked the number of times they have had an opportunity to attend a training programme.

Table 5: Number of Times Respondents have Attended a Training Programme

Item	Frequency	Percentage
1-10 times	30	42.3
11 – 20 times	17	23.9
21 – 30times	14	19.7
31 – 40times	5	7.1
41 – 50times	3	4.2
51 times and beyond	2	2.8
Total	**71**	**100**

Source: Fieldwork, 2015.

With respect to the number of times one had gone for a training programme, the responses of the respondents are presented in Table 5. The table indicates that 30 of the respondents have had the chance to attend a

training programme between 1 to 10 times. 17 of the respondents have had the opportunity to attend a training programme between 11 to 20 times. 14, 5, 3 and 2 of the respondents have also had the chance to attend a training programme between 21-30 times, 31 – 40 times, 41 – 50 times and 50 and above respectively.

Research Question One: What are the factors considered before training employees of Ghana Highway Authority in Sunyani? The first objective sought to find out the factors that are considered before one is allowed to go for a training programme at the Ghana highway authority in the Sunyani Metropolis of the Brong Ahafo Region. The results of the respondents are presented in Table 6.

Table 6: Factors Considered before One is Considered for Training

Statement	Frequency	Percentage (%)
Seniority	52	73.2
Personal relationship	10	14.1
Educational experience	9	12.7
Total	**71**	**100**

Source: Field work 2015.

Table 6 presents the responses of the respondents when asked the factors considered by Ghana high way authority in determining who goes for training. Table1 clearly indicate that 52 of the respondents representing 73.2 percent indicated that seniority was the prime factor considered by the Ghana highway authority in the Sunyani Metropolis before one is considered for training.

Ten (10) of the respondents also indicated that they were considered for training because of their personal relationship with some of the

40

management of Ghana High Authority. Nine (9) of the respondents also indicated that they were considered for training because of their educational background representing 12.7 percent.

This result concur with Klein and Pappas (2006) assertion that one's seniority will end him a place in a training if a voluntary affirmative action is not put in place. Thus is quiet predictive that one would be migrated unto a training programmed if he/she has risen to the ranks of becoming a senior member at a workplace.

Research Question Two: What is the perception of employees regarding the extent to which training affect their work performance at Ghana Highway Authority, Sunyani? The second objective of the study sought to find out the extent to which training affected the employees and their work performance. To be able to achieve this objective, a number of questions were asked of the respondents to find out their perception on training and how they saw the effects of training on their performance. The responses are presented in table 7

Table 7: Perception of Employees of Ghana Highway Authority on Training

Statement	Mean Responses
1. Training has improved the skills required for my job	4.14
2. Training increases my efficiency	4.70
3. Training increases my commitment to my organization	4.11
4. I see training as a motivational factor	3.81
5. My performance as an employee has improved as a result of the training	4.0

41

6. Training has reduced the number of complaints from our clients	3.92	

Source: Field work 2015.

Respondents were asked whether their skills had improved after undergoing a training programme, majority of the respondents with a mean of 4.14 supported the assertion that training had improved their skills. Furthermore, respondents were again asked whether training increases their efficacy, the respondents indicated in the affirmative with a mean of 4.70 meaning almost all the responses were around 4 which signifies highest in agreement to the above statement.

The respondents continued to assert that their training has motivated them to work well, improved their performance at the workplace and finally reduced the number of complaints from their clients. These were shown with the means scores of 3.81; 4.00 and 3.92 respectively. This result concur with a recent study conducted by Elnaga and Imran (2013) who postulated that training has a positive impact on employee performance and recommended that training should be designed on the basis firm specific needs and objectives. Thus the performance of an employee will only be recognized when his outputs curtails or solve a problem facing a firm. From the above one can indicate that employees perceived training as having a good influence on their output, a motivational tool and a way of improving output and reducing complaints.

To consolidate these findings, respondents were also asked to indicate the extent to which the training they had undergone had also affected the

overall performance of their organisation. Table 8 presents the results of the respondents.

Table 8: The Extent to which Training Affects the Overall Output of Ghana Highway Authority

Performance indicators	Mean Responses
1. Expansion of facilities/ services	4.52
2. Lower costs of operations	4.04
3. Ability to self-finance expansion	4.1
4. Growth in employment	3.51

Source: Fieldwork, 2015.

Research Question Three: What are the challenges encountered by employees who embark on a training programme? The final objective of this study addressed the challenges encountered by the staff of Ghana Highway Authority anytime they go for a training programme. In addressing this objective, data from the respondents were synthesised from the open ended question provided at the bottom of the questionnaire. Specifically, the issues from the respondents are placed under the following themes: lack of resources, lack of motivational package, inadequate time for practical and evaluation, lack of proper training on the part of the trainers, and finally, delay in the payment of allowances to the trainees.

Regarding the lack of resources to facilitate the training programme, majority of the respondent remarked that they lacked the funds or the resources needed to ensure that they had a fruitful training programme. In the writings of some the respondents, ' *we are faced with the problems of accommodation anytime we attend a training programme… some of our*

43

colleagues have to travel and live outside the hotel accommodation so as to get a comfortable place to live and this most times delayed the programme'. The challenge of accommodation coupled with the lack of funds to procure the resources needed for training programmes impeded on the successes of the training programme organinsed by Ghana Highway Authority.

On the issue of lack of time for practicals and proper assessment during training programmes, respondents' views were indifferent. Majority of the respondents asserted that they are not given ample time to demonstrate what they are taught at the training progamme. Because of this, they turn to acts as passive recipients or reservoirs to receive knowledge from facilitators of the training programmes.

Thus, they only attend the programme in the name of going to witness an expertise opinion about a phenomenon but are not given the ample time to practice the theory received from the facilitators. Also, aside the issue of lack of ample time for practice, respondent remarked that they are not given much time to give an introspective evaluation of what they have been exposed to at the training programme. Thus, the adverse effect of this act is the likelihood to continue a programme which is not necessary for the upkeep and growth of the employees.

Finally, on the challenges encountered during training programmes, respondents also remarked that aside the delay in the payment of allowances of trainees, they were also faced with the challenge of facing some facilitators or trainers who looked ill prepared for the programme. To this, they assert that some of the facilitators were not organised in their thoughts and it also looked as if they were not well prepared for the programme. In the writing of one of

44

the respondents, ' *some of the facilitators we were exposed to, some of them did not really planned for the programme and for that time they looked disorganised in their delivery during their presentation'*. Thus from the assertion of the respondent, it is obvious that when faced with an ill prepared facilitator or trainer for a programme ones learning or training will stiffened.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

Introduction

This chapter contains a brief summary of the research methods used in the study, analysis of data and main findings. It also contains the conclusions and recommendations. The prime purpose of this study was to examine the perceptions of employees of Ghana Highway Authority, Sunyani Municipality, on the extent to which training affects their work performance. Specifically, the study sought to determine the factors considered before training employees of Ghana High Authority in the Sunyani Municipality, Examine the extent to which training affect the work and organisational performance of Ghana Highway Authority in the Sunyani Municipality, Examine the challenges encountered by staff of Ghana highway authority that embarks on training.

In order to achieve these objectives, the study covered seventy one employees of the Ghana Highway Authority in the Sunyani Municipality. Close ended questionnaires and open ended questions were used as the main instrument to collect data. In all, 71 employees were purposively targeted because they had indicated that they had undergone a training programme before. All questionnaires that were distributed were all returned. The statistical tools employed in the analysis of the data were percentages and frequencies deduced from the coded data to give a descriptive analysis and interpretation of the data.

Summary of the findings

The first objective sought to find out the factors used in determining who goes for a training programme at the Ghana highway Authority in the Sunyani Municipality, the study found out that seniority was the factor considered in determining whether one qualifies to attend a training progarmme or not. Staff members who had attained the status of seniority at the workplace are considered first for a training programme before those who have personal and educational experience, thus without the mentioned factors it is completely impossible to be migrated unto a training programme.

On the second objective, the study found out that there was a unanimous concern on research question two with respect to the extent to which training affect the work and organizational performance of Ghana Highway Authority. This is seen from the respondents who opined relentlessly that aside the expansion and lowering of costs of the firms operations, the training programme they've received have improved their working skills, increased their work efficiency as well as their commitment to work. Also, the respondents further remarked that the training programme aside motivating them to work, have also reduced their client complains leading to an increase in their performance at the workplace.

Finally on research question three, the staff of Ghana Highway Authority faces diverse challenges during their training programmes. These challenges come as a result of the lack of certain requisite that stiffens their training programme effectiveness. These included the lack of resources for the programme, an inadequate time for practical's and evaluation, lack of proper

47

training on the part of the trainers, and lastly, the delay in the payment of allowances to the trainees.

Conclusions

From the findings of the study the following conclusions are drawn. The findings in research question one indicates that at Ghana Highway Authority, Sunyani   seniority was the rule when it comes to selection of an employee for training programme. The employees perceived training as having a significant influence on their work output and it intends affects the overall organizational performance. With respect to the finding on research question three, there was a clear indication that the training programmes attended were confronted with some challenges as captured in the study. And for that matter the effectiveness of the training programme could only be achieved when the challenges are reduced it barest minimum.

Recommendations

In the light of the above findings, the researcher recommends the following to the various stakeholders who see to it that the organization and workers of Ghana Highway Authority get proper training. With respect to the findings in research question one, it is recommended that selection for a training programme should be based on need analysis and not just based on seniority. The study also recommends that training should be given serious attention as employees perceive opportunities to attend training programmes as a means of motivating them, increasing their output and reducing complaints.

48

With respect to the findings in research question two, it is recommended that employees of Ghana Highway Authorities should continue to attach seriousness to the training programme they attend since this will further increase their work efficiency and also broaden the horizon of the organization they work in. Finally on the findings of research question three, it is also recommended that the stakeholders responsible for the organization of the training programme should ensure the availability and provision of better logistics required for the programme. On the issue of limited time for practicals and evaluation, it is recommended that training programmes should be allotted enough time to and devotes more time for practical activities.

Limitations of the study

The study was limited to only employees who have had opportunity to attend a training programme which skewed the responses to favour those groups of people. The study could not also be used to represent the views of all staff of Ghana Highway Authority as the study concentrated on only employees in Sunyani.

Areas for further research

It is therefore recommended that the study of this nature should be given a nation-wide attention to be able to generalize the findings to reflect the views of all staff of Ghana highway Authority. Furthermore, an objective way of finding out the perception of the employees could be employed which could also take into account the views of employees who have not had the chance of going for a training programme.

REFERENCES

Ahmad, K. Z., & Bakar, R. A. (2003). The association between training and organizational commitment among white-collar workers in Malaysia. *International Journal of Training and Development*, *7*, 166-185.

Amaratunga, D. & Baldry, D. (2002). Moving from performance measurement to performance management. *Facilities*, *20*(5/6), 217-223.

Amaratunga, D., Baldry, D., Sarshar, M., & Newton, R. (2002). Quantitative and qualitative research in the built environment: application of "mixed" research approach. *Work study*, *51*(1), 17-31.

Amisssah Arthur, K. B. (2009). *Double Efforts to Transform Economy. Governor Tells Banks. Ghana News Agency*. Retrieved from http://www.myjoyoline.gov.gh.

Arnoff, E. L. (1971). Successful models I have known. *Decision Sciences*, *2*(2), 141-148.

Asare-Bediako, K.B. (2002). *Professional Skills in Human Resource Management* Kasbed Ltd. Accra, Ghana.

Baruch, Y. (2006). Career development in organizations and beyond: Balancing traditional and contemporary viewpoints. *Human resource management review*,*16*2, 125-138.

Becker, A. B. (1993). *Specific and nonspecific transfer effects in training for vigilance*, 100, 197-199

Boohene, R., & Asuinura, E. L. (2010). The effect of human resource management practices on corporate performance: a study of graphic communications group limited. *International Business Research*, *4*(1), p266.

Brinkerhoff, R.O. (2006). Expanding needs analysis. *Training and Development Journal*, 402, 64-65.

Brum, S. (2007). What impact does training have on employee commitment and employee turnover. In *Schmidt Labour Research Centre Seminar Research Series* (p. 13).

Burrell, G., & Morgan, G. (1979). *Sociological paradigms and organizational analysis*. London: Heinemann.

Cano, M .S. (2013). Inside management teams: Developing a teamwork survey instrument. British Journal of Management, 18,138-153.

Cascio, W. F. (1989). *Managing Human Resources.* 2ed, McGraw Hill Book Company. New York, USA.

Champathes Rodsutti, M., & Swierczek, F. W. (2002). Leadership and organizational effectiveness in multinational enterprises in southeast Asia. *Leadership& Organization Development Journal*, *23*(5), 250-259.

Champathes Rodsutti, M., & Swierczek, F. W. (2002). Leadership and organizational effectiveness in multinational enterprises in southeast Asia. *Leadership and Organization Development Journal*, *23*(5), 250-259.

Chandler, G. N., & Hanks, S. H. (1993). Measuring the performance of emerging businesses: A validation study. *Journal of Business venturing*, *8*(5), 391-408.

Cheramie, R. A., Sturman, M. C., & Walsh, K. (2007). Executive career management: Switching organizations and the boundary less career. *Journal of Vocational Behavior*, *71*(3), 359-374.

Chiaburu, D. S., & Tekleab, A. G. (2005). Individual and contextual influences on multiple dimensions of training effectiveness. *Journal of* European *Industrial Training*, *29*(8), 604-626.

Chrisman, J. J., Bauerschmidt, A., & Hofer, C. W. (1998). The determinants of new venture performance: An extended model. *Entrepreneurship Theory and Practice*, *23*, 5-30.

Colarelli, S. M., &Montei, M. S. (1996). Some contextual influences on training utilization. *The Journal of Applied Behavioral Science*, *32*(3), 306-322.

Cole, G. A (2002). *Personnel and Human Resource Management* . 5th edition York Publishers., Continuum London, UK.

Cron, W. L., Bruton, G. D., & Slocum, J. W. (2006). Professional service ventures, performance, and the gender effect. *Journal of Leadership & Organizational Studies*, *12*(3), 53-67.

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Sage publications, England.

Drucker, P. F. (1968). Worker and Work in the Metropolis. *Daedalus*, 1243-1262.

Drucker, P. F. (1997). The global economy and the nation-state. *FOREIGN AFFAIRS-NEW YORK-*, *76*, 159-171.

Elnaga, A., & Imran, A. (2013). The effect of training on employee performance. *European Journal of Business and Management*, *5*(4), 137-147.

Farooq, M., & Khan, M. A. (2011). Impact of training and feedback on employee performance. *Far East Journal of Psychology and Business*, *5*(1), 23-33.

Frazis, H., Gittleman, M., Horrigan, M., & Joyce, M. (1998). Results from the 1995 survey of employer-provided training. *Monthly Laboratory. Review.*, *121*, 3.

Frazis, H., Gittleman, M., Horrigan, M., & Joyce, M. (1998). Results from the 1995 survey of employer-provided training. *Monthly Lab. Rev.*, *121*, 3.

Gaertner, K. N., & Nollen, S. D. (1989). Career experiences, perceptions of employment practices, and psychological commitment to the organization. *Human relations*, *42*(11), 975-991.

Getz, D., & Carlsen, J. (2000). Characteristics and goals of family and owner-operated businesses in the rural tourism and hospitality sectors. *Tourism management*, *21*(6), 547-560.

Glance, N. S., Hogg, T., & Huberman, B. A. (1997). Training and Turnover in the Evolution of Organizations. *Organization Science*, *8*(1), 84-96.

Glancey, K. (1998). Determinants of growth and profitability in small entrepreneurial firms. *International Journal of Entrepreneurial Behavior & Research*, *4*(1), 18-27.

González-Benito, J., & González-Benito, Ó. (2005). Environmental proactivity and business performance: an empirical analysis. *Omega*, *33*(1), 1-15.

Green, F., Felstead, A., Mayhew, K., & Pack, A. (2000). The Impact of Training on Labour Mobility: Individual and Firm-level Evidence from Britain. *British journal of industrial relations*, *38*(2), 261-275.

Guest, D. E. (1997). Human resource management and performance: a review and research agenda. *International journal of human resource management*, *8*(3), 263-276.

Haber, S., & Reichel, A. (2005). Identifying performance measures of small ventures—the case of the tourism industry. *Journal of Small Business Management*, *43*(3), 257-286.

Hall, J. K. (2008). Employee engagement: Improving participation in safety. *Professional Safety*, 53(12), 40-45.

Hall, S. M., Rugg, D., Tunstall, C., & Jones, R. T. (1984). Preventing relapse to cigarette smoking by behavioral skill training. *Journal of consulting and clinical psychology*, *52*(3), 372.

Hannum, W. (2009). Training myths: False beliefs that limit the efficiency and effectiveness of training solutions, part 1. *Performance improvement*, *48*(2), 26-30.

Harbinson, F. (1973). Human resource and health of nation.

Hollenbeck, J. R., DeRue, D. S., & Guzzo, R. (2004). Bridging the gap between I/O research and HR practice: Improving team composition, team training, and team task design. *Human Resource Management*, *43*(4), 353-366.

Jon, M.W. & Randy, L.D. (2004). *Human Resource Development.* Southern West Publications. N.Y

Kanelopoulos, C., & Akrivos, C. (2006). Career development in Greek management. *Spoudai*, *56*(1), 79-106.

Karlsson, (2007).*Knowledge and Learning in Aid Organizations: A literature review with suggestions for further studies*. SADEV, 2007.

Krejcie, R. V. and Morgan, D. W. (1970). Determining sample size for research activities. *Educ Psychol Measurement, 30, pp*.607-10

Krietner, S. (1995). *The Good Manager's Guide* . 1st edition Synene Publishers.

Lachman, R., & Wolfe, R. A. (1997). The Interface of Organizational Effectiveness and Corporate Social Performance Opportunities for Research and Theory Development. *Business & Society*, *36*(2), 194-214.

Li, G., McNeil, A., Koury, D., Chapman, M., & Monk, D. (2005,). Design of transducer and package at the same time. In *International Electronic Packaging Technical Conference and Exhibition* (pp. 17-22).

Long, L., Dubois, C., & Faley, R. (2009). A case study analysis of factors that influence attrition rates in voluntary online training programs. *International Journal on E-Learning*, *8*(3), 347-359.

Mamoria, C. B. (1995). Agricultural problems of India. *Agricultural problems of India*. Mumbai publishing corporation Int, India.

Marr, B., & Schiuma, G. (2003). Business performance measurement-past, present and future. *Management decision*, *41*(8), 680-687.

Meyer, J. P., & Smith, C. A. (2000). HRM practices and organizational commitment: Test of a mediation model. *Canadian Journal of Administrative Sciences/Revue canadienne des sciences de l'administration*, *17*(4), 319-331.

Mukras, M. S. (2003). Poverty reduction through strengthening small and medium enterprises.

Murphy, G. B., Trailer, J. W., & Hill, R. C. (1996). Measuring performance in entrepreneurship research. *Journal of business research*, *36*(1), 15-23.

Naman, J. L., & Slevin, D. P. (1993). Entrepreneurship and the concept of fit: A model and empirical tests. *Strategic management journal*, *14*(2), 137-153.

Neelankavil, J. P. (2007). International Business Research, New York, ME Sharpe.

Obisi, C. (2001). Employee development, Issues and dimensions. *Unical Journal of Public Administrator*, 23, 1, pp.23-25

Ocquaye, B. (2004). *The six essential factors to consider before training: the age of missing information.* New York, NY: Random House.

Ohabunwa, S. (1999). Nigeria Business Environment in the new millennium, Ithaca, NY: Cornell UP.

Onyango, J. W. (2014). Effects of training on employee performance: A survey of health workers in siaya county, Kenya. *European Journal of Material Sciences*, *1*(1), 11-15.

Owens, P. L. (2006). One more reason not to cut your training budget: The relationship between training and organizational outcomes. *Public Personnel Management*, *35*(2), 163-172.

Pallant, J. (2007). SPSS survival manual: A step-by-step guide to data analysis using SPSS version 15. *Maidenhead, Berkshire, England: McGraw-Hill Education*.

Pun, K. F., & White, A. S. (2005). A performance measurement paradigm for integrating strategy formulation: A review of systems and frameworks. *International journal of management reviews*, *7*(1), 49-71.

56

Purcell, J., Kinnie, K., Hutchinson, S., Rayton, B., & Swart, J. (2003). People and Performance: How people management impacts on organizational performance. *CIPD, London*.

Robberson, L. & Pepper, M.B. (2003). Using needs assessment to resolve controversies in diversity training design. *Group & Organization Management*, 28(1), 148-174.

Rowden, R. W. (2002). The relationship between workplace learning and job satisfaction in US small to midsize businesses. *Human Resource Development Quarterly*, *13*(4), 407-425.

Rowden, R. W., & Conine Jr, C. T. (2005). The impact of workplace learning on job satisfaction in small US commercial banks. *Journal of workplace Learning*, *17*, 215-230.

Saunders, M., Lewis, P., & Thornhill, A. (1999).A.(2007). *Research Methods for business students*, *4*.

Schuler, R. S., Jackson, S. E., & DeCaro, L. (1996). *Instructor's Manual to Accompany Human Resource Management: Positioning for the 21st Century*. West Publishing Company.

Scott. Clotheir and Spriegel (1977). Personnel Management: Principles, practices and point of View. Tata McGraw-Hill Publishing Company Ltd. New Delhi, Sixth Edition.

Steinmetz, Lawrence (1969). Unrecognized Enigna of Executive Development, "Management of Personnel, New York Vol. (8) 5".

Swart, E., Engelbrecht, P., Eloff, I., Pettipher, R. & Oswald, M. (2004) 'Developing Inclusive School Communities: Voices of Parents of Children with Disabilities', *Education as Change* 8(1): 80–108.

Swart, J., Mann, C., Brown, S., & Price, A. (2012). *Human Resource Development*. Routledge.

Tabachnick, B. G., & Fidell, L. S. (2007). *Experimental designs using ANOVA*. Thomson/Brooks/Cole.

Tangen, S. (2003). An overview of frequently used performance measures. *Work study*, *52*(7), 347-354.

Vonderembse, M. A. & White, G. P., (1988). *Operations Management Concepts, Methods, and Strategies*. St. Paul: West Publishing Company.

Walker, E., & Brown, A. (2004). What success factors are important to small business owners?. *International Small Business Journal*, *22*, 577-594.

Wesson, T., & De Figueiredo, J. N. (2001). The importance of focus to market entrants: A study of microbrewery performance. *Journal of Business Venturing*, *16*4, 377-403.

Worku, Z. (2011). A survival analysis of South African children under the age of five years: original research. *Health SA Gesondheid*, *16*(1), 1-12.

Wright, P. C., & Geroy, G. D. (2001). Changing the mindset: the training myth and the need for world-class performance. *International Journal of Human Resource Management*, *12*(4), 586-600.

Yates, W. W. (2004). *A training transfer study of the indoor simulated marksmanship trainer* (Doctoral dissertation, Monterey, California. Naval Postgraduate School).

Zenke, J. S (HE 1998). *The impact of training on orgnisational goals*. (2nd ed.). England.

Zenke, R. (2008). How to do a needs assessment when you think you don't

have time. *Training and Development Journal,* 40(2).

UNIVERSITY OF CAPE COAST

SCHOOL OF BUSINESS

DEPARTMENT OF ACCOUNTING AND FINANCE

QUESTIONNAIRE ON EFFECT OF TRAINING ON EMPLOYEE AND ORGANISATIONAL PERFORMANCE

Dear Sir/Madam,

This questionnaire seeks to solicit information from you to aid a research project. The work covers all staff of Ghana highway authority in the Sunyani Metropolis of the Brong Ahafo Region aimed at assessing the effect that training have on work and organisational performance. It is in partial fulfilment of the requirements for a Master of Business Administration degree in general management.

This exercise is solely for academic purposes and therefore guided by all relevant ethical standards of research. You are personally assured of total anonymity and confidentiality of your responses. Under no circumstances will they be used for any other purpose than stated. Please provide your candid responses to the questions.

Thank you.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. Sex   Male [ ]   Female [ ]

2. Age ………………………………………………………………..

3. Department ………………………………………………………….

4. Length of service ………………………………………………….

5. Number of training programmes attended ……………………………..

SECTION B: FACTORS CONSIDERED BEFORE TRAINING

6. Which of these factors are considered before one is selected for training?

Seniority   [ ]

Experience   [ ]

60

Educational background   [ ]

Others, Please specify …………………………………………………

SECTION C: TRAINING

Indicate the extent to which you agree with the following statements. Using a scale of 5-1 where **5** means highest in agreement and **1** means least in agreement.

Statement	5	4	3	2	1
7. Training has improved the skills required for my job					
8. Training increases my efficiency					
9. Training increases my commitment to my organization					
10. I see training as a motivational factor					
11. My performance as an employee has improved as a result of the training					
12. Training has reduced the number of complaints from our clients					

SECTION D: WORK PERFORMANCE

Indicate the extent to which you agree with the following statements. Using a scale of 5-1 where 5 means highest in agreement and 1 means least in agreement.

Performance indicators	5	4	3	2	1
13. Expansion of facilities/ services					
14. Lower costs of operations					
15. Ability to self-finance expansion					
16. Growth in employment					

SECTION E: CHALLENGES ENCOUNTERED BY STAFF

17. What challenges are encountered anytime you go for a training programme?……………………………………………………………
…………………………………………………………………………
…………………………………………………………………………

61