

UNIVERSITY OF CAPE COAST

EFFECTS OF TRAINING AND DEVELOPMENT ON PERFORMANCE AT
KOFORIDUA POLYTECHNIC

BY

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DECLARATION

Candidate's Declaration

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

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Supervisors' Declaration

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

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ABSTRACT

In today's competitive business environment, Training and Development has become a valuable activity in all organisations in which Koforidua Polytechnic is no isolation. It is therefore incumbent on Koforidua Polytechnic to pay much attention to training and development of its workforce to enable it compete with other educational institutions. The main purpose of this study was to examine the effects of training and development on performance at Koforidua Polytechnic.

Data was obtained from a total of 202 administrative staff of the Polytechnic comprising Senior Members, Senior Staff and Junior Staff using structured questionnaire and interviews. Both primary and secondary methods of data collection were used and Statistical Packages for Social Sciences (SPSS) version 16 was used to analyse the data.

Result from the study indicates that training and development should be organised for all staff and not for selected staff, selection for training and development programmes must be transparent and above all management must support it with funds. Results from the study reveals that majority of staff have undergone training and development programme and that the training was related to their job. A large number of them also thinks that management support has been a major challenge to training and development programmes. It is recommended that management pay much attention to training and development issues since it would help the Polytechnic to be abreast of new ways of doing things.

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DEDICATION

I dedicate this work to my wife Mrs. Docia Eduah Asante, Messrs Mitchell Eduah Asante, George Eduah Asante Jnr.

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CHAPTER ONE

Introduction

Organisations all over the world are working tirelessly to attain success in the performance of its objectives to compete well with other institutions in that industry. To achieve this, organisations have to get the needed resources and utilise them for its benefits effectively. It is incumbent on management of organisations to devote more attention to training and development as they play a major role in the attainment of objectives and also makes the workforce become more efficient and effective in the discharge of their duties. Training development and as one of the core functions of the human resource departments in organisations, can affect the performance of employees in the organisation both positively and negatively if not checked.

This chapter captured the background of the study, statement of the problem, research objectives, research questions, significance of the study, limitations and delimitations of the study and organisation of the study.

Background to the Study

The workers or employees working in or for an organisation are now being considered as ‘human assets’ even though different terms like ‘staff’, ‘manpower’, ‘personnel’, etc. are still in currency. The emerging trend is to treat them as ‘human assets’ or ‘human resources’. The success of any organisation depends on appropriate use of human assets available in the organisation. All other assets could only be supplementary to human assets. Towards augmenting the human resources

and to cope with changes – both internal and external, the organisation has to concentrate necessarily on developing the ability, wisdom and skills of its workforce. Again employees are said to be the most valuable assets in an organisation, and that an organisation is only as good as its people. Only through them can organisations achieve their objectives. It is therefore important that employees possess the necessary skills, knowledge and abilities (SKAs) in order that organisations achieve their goals and remain competitive and successful of which Koforidua Polytechnic is not exceptional.

A formal approach for organisations to update employees' acquisition of job-related SKAs is by training. From a human capital theory perspective, training is investment rather than consumption. Research claimed that training is an important factor that could facilitate a firm's expansion, develop its potentials and enhance its profitability (Cosh, 1998).

Tung – Chun (2001) also agreed that educated and well-trained employees are a pre-requisite for an organisation's competitive advantage. It therefore not out of place to say that the human resource is a crucial but expensive resource and therefore in order to sustain economic and effective performance of this resource, it is important to optimise their contribution to the achievement of the aims and objectives of the organisation through training and development. 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).

The purpose of training and management development programmes is to improve employee capabilities and organisational capabilities. When the organisation invests in improving the knowledge and skills of its employees, the investment is returned in the form of more productive and effective employees. Training and development programmes may be focused on individual performance or team or performance. The creation and implementation of training and management development programmes should be based on training and management development needs identified by a training needs analysis so that the time and money invested in training and management development is linked to the mission or core business of the organisation (Watad & Ospina, 1999).

To be effective, training and management development programmes need to take into account that employees are adult learners (Forrest & Peterson, 2006). Knowles's (1990) theory of adult learning "Andragogy" is based on five ideas: (a) adults need to know why they are learning something, (b) adults need to be self-directed, (c) adults bring more work-related experiences into the learning situation, (d) adults enter into a learning experience with a problem-centred approach to learning, and (e) adults are motivated to learn by both extrinsic and intrinsic motivators. Having a problem-centred approach means that workers will learn better when they can see how learning will help them perform tasks or deal with problems that they confront in their work (Aik & Tway, 2006).

Koforidua Polytechnic like all other institutions should invest much in training and development of its human resource to enable it compete with other Polytechnics in the country. Also, training and development is the only way to

develop the potentials of staff and utilise them for the benefit of the Polytechnic (Houger, 2002). Koforidua Polytechnic needs to design its human resource management in a way to fit the into the organisation's structure as it will go a long way to assist it achieve their goals and objectives (Kamoche, 2002).

Statement of the Problem

Koforidua Polytechnic is the seventh (7th) Polytechnic that has been established in Ghana. It was established in 1997. With almost a decade of existence, it appears the Polytechnic does not currently have a clearly laid down staffing, training and development procedures as well as a succession plan. Training and development is therefore more or less unplanned and unsystematic. Majority of the employees are not trained upon appointment. As a result, employees' skills and abilities have over the years not been enhanced to enable them become more effective and efficient. Though there is an academic board sub-committee on scholarship and staff development, it seems it does not have any laid down procedures which directs members in their work. Therefore implementation of "training" plans (which is mainly granting of study leave with or without sponsorship for either a HND, first degree, masters or a doctorate degree) has been based on precedence and discretions.

One may ask is an organisational training and development essential? How would the existence of this training and development procedures lead to effective and efficient performance of employees? Does training and development affect the performance of employees and the achievement of organisational goals and

objectives? What must be the bases for the need for training and development? How is training and development needs determined? Who must determine training needs of employees? Who conducts training for employees? Where and when must training be carried out? Is training and development procedure relevant at all? What must be done to ensure skills and competencies acquired from training transfers back to the job situation? The existing studies in relation to training and development (Harvey, 2002, Matt & Milord, 2002, Jackson, 2002, Debrah and Ofori, 2004) among others have taken a general view on training and development. It is against these backdrops that this research would be carried out to contribute in minimising this gap in the literature and thereby establishing the basis for effects of training and development on performance at Koforidua Polytechnic.

Objectives of the Study

The general objective of the study is to examine the effects of training and development of Koforidua Polytechnic staff on job performance. The specific objectives are as follows:

- To identify how training and development needs of employees analysis inform training and development
- To find out how training and development of employees contribute to the achievement of performance targets

- To find out whether there are organisational mediation on training and development and performance relationship
- To examine the challenges of staff training and development

It is expected that the findings of this study will help highlight the ways in which training and development could be beneficial not only to the individual but to Koforidua Polytechnic in general.

Research Questions

Does training and development have an effect on the performance of employees for the achievement of organisational goals in Koforidua Polytechnic?

How are training and development needs of Koforidua Polytechnic employees determined and by whom?

What procedure does management follow for selecting employees for training and development programmes?

What are some of the issues that work against training and development in Koforidua Polytechnic?

Significance of the Study

It is the view and expectation this study which would be on the effects of training and development on performance at Koforidua Polytechnic can provide an important contribution and inputs which may be useful for Management and staff of the Polytechnic as it can carry them in achieving the goals of the Polytechnic as indicated in the Polytechnic Act (745) of 2007.

Results from this study will aid Management to know the right calibre of people to recruit and which section of the Polytechnic structure they can be placed so that the best can be made out of them. Again from the study the Human Resource Department will be made aware of which group of staff need little or no training, which staff or group of staff need more training to be able to give of their best for the growth of the Polytechnic. The study would also assist Management of the Polytechnic to know the training needs assessment and design training and development programmes to meet the needs.

Finally this study would go a long way to help Management to know which special qualification(s) is/are needed for the growth of the Polytechnic and draft the necessary policy on training and development to guide it in its subsequent recruitments.

Scope of the Study

Although the aim of the study was to analyse the effects of training and development on performance at Koforidua Polytechnic, the study will be delimited to only staff of Koforidua Polytechnic. This means that all the other staff in the remaining nine Polytechnics in the country would not be covered in the study. Again, because of proximity of getting data for the study, Koforidua Polytechnic was the scope of the study for accessibility reasons. It is sometimes difficult carrying a study on a wider scope because of access to data and respondents.

Limitations of the Study

The limitations of the study are:

The study would not cover the all staff of the ten (10) Polytechnics in Ghana. Thus the study would be delimited to Koforidua Polytechnic staff and the results cannot be generalised to all the ten Polytechnics. The other nine (9) Polytechnics would not be covered because of limited time for the study and logistical constraints.

The tools that would be employed for the study would be chi-square and correlation because these tools could be used to measure relationship between variables and determine the extent of the relationship (weak, strong, positive or negative) in the study. Again, these tools can be used to measure parametric and non-parametric tests as compared with other tools.

Questionnaire and interview would be used to solicit for data for the study because they can provide readily available and quick answers as compared with other methods of data collection example focus group discussion.

Finally, there may be other human resource functions like recruitment and selection that may have a relation to the analysis of the effects of training and development on performance at Koforidua Polytechnic in Ghana which the study might not consider.

Definition of Terms

Training

Training is the act of increasing the knowledge and skills of an employee for doing a particular job (Edwin B. Flippo, 1992). It involves the development of skills that are usually necessary to perform a specific job to bring about a change in

the behaviour of employees which in turn makes them perform better on their jobs. Training could also be defined as a planned process to modify attitude, knowledge or skill behaviour through a learning experience to achieve effective performance in any activity or range of activities (Manpower Services Commission, UK 1981). Training is normally done for the middle and lower level employees to improve their skills and abilities to perform efficiently.

Development

Development is a long-term process designed to enhance potential and effectiveness of a person. It is also defined as the growth or realisation of a person's ability, through learning, often from planned study and experience.' Development can encompass a wide range of activities, including coaching and more formal educational commitments and experiences, and is generally used to encompass a wider scope than 'learning' or 'training'—which may, in fact, be included in the concept of development (Chartered Institute of Personnel and Development (CIPD), 2007). The term 'development' in this sense is fairly recent, having appeared around the 1950s (Herr, 2001) and gradually coming to mean essentially the same thing as 'training'—with which it can even be used synonymously, according to such authorities as the Chartered Institute of Personnel and Development (2007). Kitson (2003), on the other hand, argues that this conflation of training and development is confusing and inappropriate. Instead, he distinguishes 'training' by defining it as 'a learning activity that is designed for immediate impact, for the job or role that one does at present.' Development, on the

other hand, is ‘a learning activity that is designed for future impact, for a role or job one will do in the future.’

Employee performance is defined as the outcome or contribution of employees to make them attain goals (Herbert, John & Lee 2000) while performance may be used to define what an organisation has accomplished with respect to the process, results, relevance and success Uganda National Development Programme (1995). Afshan (2012) define performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Employee performance can be manifested in improvement in production, easiness in using the new technology, highly motivated workers. From the definitions above, it can be deduced that employee performance is premise on what a worker or the organisation is able to accomplish given its resources and the ease with which the technology employed is utilised effectively.

Organisation of Thesis

The study is organised into five major chapters which were further be broken into sub chapters. The chapters are explained below.

The Chapter One, the introduction dealt with background of the study, statement of the problem, research objectives, research questions, significance of the study, scope of the study limitations of the study, and the organisation of the thesis.

Chapter two discussed an in-depth review of related literature. Findings of related research works will be discussed and critically examined from various angles. This will be aimed at placing the study in a suitable theoretical framework.

Chapter three encompassed the methodology used for executing the whole study. Specifically, the methods to be used for data gathering as well as the various statistical tools to be used in analysis gathered data.

Chapter four presented a thorough discussion of findings in an organised manner using selected statistical tools and data analysis methods.

Chapter five discussed the summary of the main findings after which recommendations and conclusions were made for the study.

CHAPTER 2

LITERATURE REVIEW

Introduction

A literature review drives the research as cited by (Berg, 2004) and is an essential first step when undertaking a research project (Neuman, 2006). This chapter builds a theoretical foundation for the research through a thorough review of the existing literature on the effects of training and development on performance of employees of Koforidua Polytechnic.

This literature review has four important aims. First, to gain a full insight of the existing literature on the research area; second, to identify the key research issues and emerging themes to place the research into its proper context; third, to fully understand the theoretical concepts and models relating to the research topic in developing and producing a suitable theoretical framework for the research and fourth to establish and rationalised the significance of the research problem statement (Baker 2000; Cavana, Delahaye & Sekaran 2001; Leedy 2001; Perry 2002). The framework which brings together the key variables and issues pertinent to the research has four primary purposes (Neck 2008):

- 1) To establish the research domain;
- 2) To identify gaps in the existing body of knowledge on the research problems;
- 3) To develop the research questions and hypotheses to guide the research;

- 4) To assist with the formulation of the chapter structure

This chapter will present a comprehensive review of relevant literature in an attempt to position the study in an appropriate theoretical framework. Thus it will discuss findings of related researches to this study.

Overview of Training

One significant function of Human Resource Management to the effective use of human resources is training and development. Almost everyone now recognises the significance of training on the success and growth of organisations. Employees are however a very crucial and expensive resource to every organisation.

Training and development are often used to close the gap between current performances and expected future performance. Training and development falls under Human Resource Development (HRD) function which has been argued to be an important function of Human Resource Management (HRM) (Weil & Woodall 2005). Amongst the functions activities of this function is the identification of the needs for training and development and selecting methods and programmes suitable for these needs, plan how to implement them and finally evaluating their outcome results (McCourt & Eldridge 2003).

There are significant changes today in terms of the value of the employee. Along with these changing values are the workplace trends that have significant impact on employees' knowledge and skills. Training is therefore necessary to enhance the knowledge, skills and attitude of employees. It will also make it easier for employees to acquire further knowledge based on the foundation gained from the training and further effect changes in other co-workers.

In order to sustain performance there is the need for training in empowering the workforce to be creative and innovative. Training of employees will aid in the productivity, profitability or survival of businesses in the present competitive business environment. Training is therefore the key element in successful wealth creation.

Gordon (1992) defines training as 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.

Training can 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). The focus of training however is on the job or task to be performed. For example, the need to have efficiency and safety in the operation of particular machines.

It is worth noting that, as researchers continue with their quest into the training research area, they also continue their arguments into its importance. Some of these researchers argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organisations where investment in employee development is considerably emphasised (Beardwell, Holden & Claydon 2004). Related to the above, Beardwell et al. (2004) add that technological developments and organisational change have gradually led some employers to the realisation that

success relies on the skills and abilities of their employees, thus a need for considerable and continuous investment in training and development.

From these definitions above, it can be deduced that training is planned activity to provide employees with the requisite knowledge and skills to perform their current jobs assigned to them and also prepare them for future challenges that they may encounter in the performance of their jobs. Again, training is a learning experience which brings a permanent change in the knowledge, skills and attitudes (SKAs) of employees in an organisation which is transferred to other job areas through the knowledge acquired from the training. It is therefore necessary to train and develop the human resource of every organisation in which Koforidua Polytechnic is no isolation. Organisations have recognised the importance of training to the development of their organisations. The introduction of new technologies has made certain jobs and skills redundant. As a result there is an increasing emphasis on the need for a skilled and highly trained workforce. Many of the jobs and skills that have been replaced by machines, equipment and other technological devices are as a result of their unskilled nature, thus this emphasises the need for labour to attain more education and skills to be able to improve performance on their jobs in the future and also increase the organisation's performance.

For training programmes to be successful there is the need for the organisation to identify its training needs. The organisation can measure if the training has been successful or not if the trainees do not learn what they are supposed to learn, thus do not perform better than they used to. However, if trainees return empty from the course designed for them without any substantial

contribution, it could also mean that even though the organisation might have done all that is necessary to ensure a successful training programme, the wrong candidates might have been selected for the training programme.

Training can thus be defined as a learning experience which creates a permanent change in the skills, knowledge, and attitude of individuals on a currently held job and also enables employees to gain knowledge which they can transfer to other job areas.

Training and Development

Training and development are often used to close the gap between current performances and expected future performance. Training and development falls under HRD function which has been argued to be an important function of HRM (Weil & Woodall 2005). Amongst the functions activities of this function is the Identification of the needs for training and development and selecting methods and programmes suitable for these needs, plan how to implement them and finally evaluating their outcome results (McCourt & Eldridge 2003).

Guest (1987) argues that policies are necessary to ensure that employee performance is evaluated, which in turn ensures that the appropriate training and development take place. With the help of the performance appraisal reports and findings, the organisation can be able to identify development needs. However, individuals themselves can help to indicate the areas requiring improvement as a result of the issues raised in the performance appraisal process and their career path needs.

In this regard, training and development programmes assist the organisation to correct inefficiencies in the performance of an employee and also increase their knowledge, skills and abilities. Organisations the world over should always design training and development programmes purposely to line up their skills and changing jobs and also ensure that they add value to the worth of the employee for the growth of the organisation. The authors above, posits that training and development programme must be handled with all the necessary attention it deserves in that without a clear guidelines on training and development, employees may come out of the training programme empty which would be a cost to the organisation and the individual. In this regard, organisations should prepare adequately for any training programme for its employees.

Training process

The training process includes three phases such as Assessment phase, Implementation phase, and evaluation phase (Huang; 2001, Mathis, 2008). Assessing the needs for training is particularly important, because if this is not done the organisation cannot be assured that the right type of training is being provided to its employees. According to the study by (Huang, 2001) 70% of the organisation doing it are successful and 64% organisation which are not doing it are not successful. Training objective provides a line between needs and results, helping to identify the type of instruction required in order closing performance gaps and it also serve as benchmarks against which to evaluate the progress achieved in the realisation of organisational goals study show that 75.6% of successful

organisations are doing so while 57.8% not successful are not doing so (Huang, 2001).

Systematic Training

Training should be systematic in that it is specifically designed, planned and implemented to meet defined needs. It is provided by people who know how to train, and the impact of training is carefully evaluated (Armstrong, 2010)

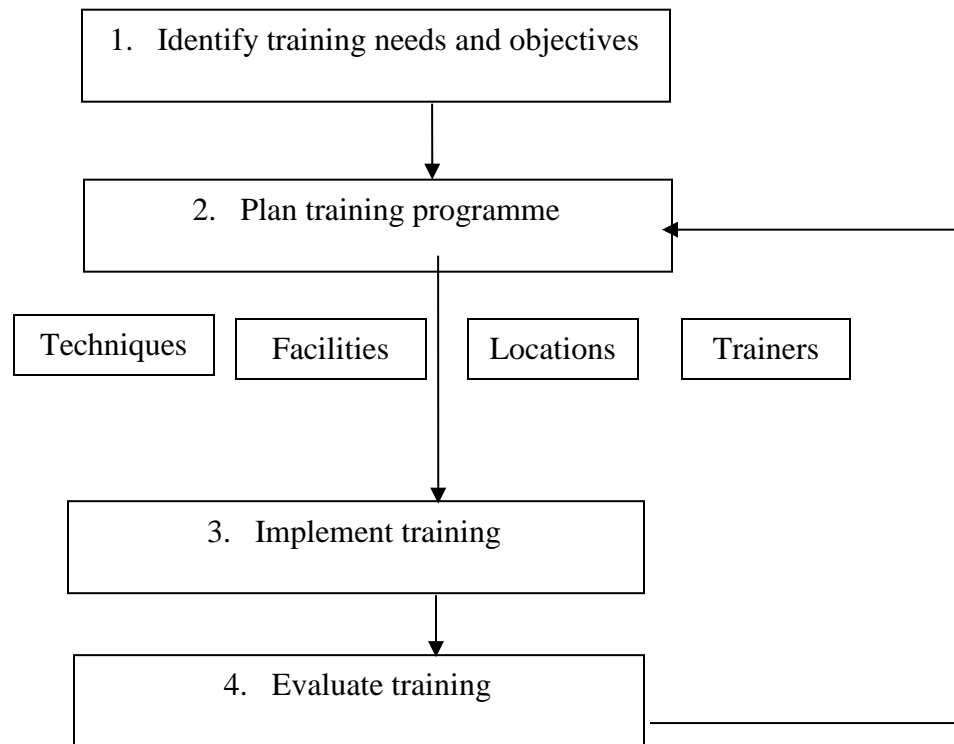


Figure 1 Systematic Training Model (Source, Armstrong, 2010)

Assessment Phase

Training needs analysis answers the questions, who if there is, needs training? And what training should be given? There is therefore the need for any organisation to first identify the training needs of the organisation. The need for

training should be identified in accordance with a well organised procedure looking at the training needs from the organisational and employee perspective.

Based on the organisational analysis, the organisation can assess 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 programmes. Also in identifying the training needs from the employees' perspective, the organisation can measure the performances of individual employees. This can be measured by analysing the efficiency of the individual employees against the required standards set by the organisation through frequent performance appraisals (Armstrong, 2010).

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

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 organisational performance. The purpose of a training needs identification programme therefore is to identify the gap that exist 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).

In the assessment phase, planners determine the need for training and specify the objectives of the training effort. Managers can identify training needs by considering three sources (Armstrong, 2010).

Organisational Analyses

One important source for organisational analyses comes from various operational measures of organisational performance. On a continuing basis, detailed analyses of HR data can show training weaknesses. Departments or areas with high turnover, high absenteeism, low performance, or other deficiencies can be pinpointed. After such problems are analysed, training objectives can be developed. Specific sources of information and operational measures for an organisational-level needs analysis may include the following: Grievances, Complaints from customers, Accident records, Equipment utilisation figures, Observations, Training committee observations, Exit interviews, and Waste/scrap/quality control data. At the organisational level of training needs, the focus is on how to identify where within the organisation training is need. This is normally done looking at the overall objectives of the organisation and design the training and development programme to suit or serve the interest of the organisation. It is identifies with the help of the performance appraisal system of the organisation. The assessment must be handled with care and the information handled by the HR professionals in the organisation in order to plan needs of the organisation.

Task Analyses

The second way to diagnose training needs is through analyses of the tasks performed in the organisation. To do these analyses, it is necessary to know the job requirements of the organisation. Job descriptions and job specifications provide information on the performances expected and skills necessary for employees to accomplish the required work. It is done by comparing the requirements of jobs

with the knowledge, skills, and abilities of employees, training needs can be identified. This is where the content of the training programme is identified, that is what the employees must do to perform both effectively and efficiently a given task or job and is concerned with raising the performance of the employee's task. At the task analyses, performance standards are set for the skill, knowledge and abilities required of the employee in order to perform to the standard set. Job analysis can be used to determine the knowledge and skills required in specific jobs and information can be supplemented by analysing the results obtained from the assessment of individuals.

Individual Analyses

The third means of diagnosing training needs focuses on individuals and how they perform their jobs. The use of performance appraisal data in making these individual analyses is the most common approach. In some instances, a good HR information system can be used to help identify individuals who require training in specific areas. To assess training needs through the performance appraisal process, an employee's performance inadequacies first must be determined in a formal review. Then some type of training can be designed to help the employee overcome the weaknesses.

A training needs survey can take the form of questionnaires or interviews with supervisors and employees on an individual or group basis. The purpose is to gather information on problems perceived by the individuals involved. The following sources are useful for individual analyses: Questionnaires, Records of

critical incidents, Job knowledge tools, Data from assessment centres Skill tests, Role-playing results, and Attitude surveys.

Training needs at the individual level begins with a profile of the individual and a job description which provides a list of skills and knowledge required to match the two (Kempton, 1995). At the individual level, training needs can be identified by looking at the tasks that were challenging or stressful for the employee for the previous months by a manager conducting appraisal interview on subordinates.

Establishing Training Objectives/Design Phase

Once training needs have been identified using the various analyses, and then training objectives and priorities must be established. All of the gathered data is used to compile a gap analysis, which identifies the distance between where an organisation is with its employee capabilities and where it needs to be. Training objectives are set to close the gap. The success of training should be measured in terms of the objectives set. Useful objectives are measurable. This objective serves as a check on internalisation, or whether the person really learned. Objectives for training can be set in any area by using one of the following four dimensions: such as Quantity, Quality, Timeliness, and Cost savings as a result of training. Because training seldom is an unlimited budget item and there are multiple training needs in an organisation, it is necessary to prioritise needs. Ideally, training needs are ranked in importance on the basis of organisational objectives. The training most needed to improve the health of the organisation is done first in order to produce visible results more quickly (Armstrong, 2010).

There is also the need for the organisation and the employees to know the motive for which they undergo training. It can, therefore be concluded that training programmes will not be more effective unless the purpose for which it was administered is known. Therefore in planning training, it should go through these stages; develop a training plan, designing a training lesson, selecting the trainer and prepare the trainer. (Zaccarelli, 1997).

The training plan will serve as the guidelines for both the trainer and the trainee to follow in order to successfully implement the programme. It covers the individuals involved in the training, the person that will administer the programme, the required resources and the content to be followed. Once the plan for the programme has been outlined then the training lesson is designed.

The training lesson is developed to help the participants focus on the segments developed and also set out the time frame for each segment. After this, a competent trainer is hired to undertake the training. The trainer should be able to communicate and transfer knowledge effectively.

Once the assessment phase has been done away with, it is essential to bring to bear the issues identified into clear objectives for programme. It must aid in developing a clear training plan concerning what should be done in the programme. Again, this is the phase where the resource persons are selected with respect to objectives set for the training programme. The phase involves selecting and developing the content of the programme. This means choosing the most appropriate setting for the training programme e.g. in a classroom, online, off-the-

job or on-the-job with its appropriate technique and materials to be used for the programme.

Finally, it is very important that the trainer will be able to communicate and transfer the skills and knowledge effectively so that the needed impart is realised. Thus the trainer should be well prepared to take on the task in order to achieve the desired results.

Implementation Phase

Using the results of the assessment, implementation can begin. For instance, a supervisor and an HR training specialist could work together to determine how to train the employees to increase their performance. In selection of techniques/methods, facilities, locations, arrangements for instructors, classrooms, materials, and so on would be made at this point. A programmed instruction manual might be used in conjunction with a special training programme set up at the company. Implementation occurs when training is actually conducted. In support of the above, implementation phase is as good as the design phase, in that, it is at this stage that everything that was planned on paper is put to action. Whatever that was planned must be carried out with all the necessary action it demands because this stage is crucial in that the success of every training and development programme depends much at this stage. The programme must be implemented using the appropriate means or methods arrived at the design phase. They may be challenges at this phase but all efforts must be made to avert these challenges as and when they occur. Challenges likely to appear could be missing equipment, conflicts

between participants among others which are prone to any training and development programme.

Evaluation Phase

The evaluation phase is crucial. It focuses on measuring how well the training accomplished what its originators expected. Monitoring the training serves as a bridge between the implementation and evaluation phases and provides feedback for setting future training objectives. How to evaluate? Why we evaluate? And other aspects of evaluation phase of training are described in detail below in different section.

Therefore, based on the above definitions of training, it is a part of the human resource development, along with the other human resources activities, such as recruitment, selection and compensation. The role of human resource department is to improve the organisation's effectiveness by providing employees with knowledge, skills and attitudes that will improve their current job performance (Kaufman, 1985).

According to (Kaufman, 1985) in the operational reality of an organisation, there will be a general training development cycle which will start first with the Executive Senior Manager identifying the organisational goals and directions, and from which any operational decisions, Products, and deliverables will flow. Generally (but not always) the flow presented as determine current organisational (policy, goals, and strategies), Determine outcome discrepancies, Select outcome discrepancies to be closed, Identify document and select needs, Assign front end analyses, Set measurable objectives, Determine possible methods-means-media for

meeting objectives, Conduct front-end analysis, Conduct needs analysis, Conduct task analysis, Conduct quasi-needs assessment, Identify (document, and select quasi-needs), Determine cost-benefit of alternative quasi-needs, Obtain training requirements, Assign training packages and programmes, Assign other human performance improvement programmes, Conduct methods-means-media analysis, Select methods-means-media, Approve methods-means-media, Schedule and design methods-means-media, Plan and manage training system development and test, Field test methods-means-media, Determine cost-effectiveness, Determine cost-efficiency, Revise as required, Release completed training package (or course), Review programme progress and en-route accomplishments, Require and obtain revisions, Release final training/human improvement development programmes, Install successful training programmes, Eliminate un-required training programmes, Determine linkages with other organisational agencies to assure overall impact ability. Integrate training requirements with overall system (selection, design, delivery, and implementation), Assign external evaluation, Conduct external evaluation, Require necessary revisions, and Assure organisational ability to neutralise any external threat.

According to the effects of training depend on various influences, then a firm must control for all these influences if it wants to obtain a maximal return to training. Setting up a training programme with maximal efficiency requires a firm to follow certain steps:

(Dekok, <http://www.tinbergen.nl/uvatin/00073.pdf>)

1. Identify the knowledge gap (what must be learned?).

2. Formulate the goals of training, and the criteria to evaluate it by. This is beneficial to the transition from learning outcomes to individual productivity, but can also stimulate the motivation to learn and apply.
3. Choose the evaluation system.
4. Determine the training design (training method, materials used, time and place, etc.).
5. Perform the training course.
6. Evaluate to which extent the training has reached the formulated goals; not only to learn more about the effects of this specific training course, but also to stimulate the motivation of employees to apply their newly gained knowledge in practice. Carrying out these steps takes time, and requires specific knowledge on (the effects of) training and available training courses.

In measuring the overall effectiveness of the training programme there is the need to also consider the costs and benefits of the training programme. This will help the organisation know whether there has been effectiveness in terms of profits. Evaluation should take place before, during and after the training programmes. According to Kenney (1992) review of the training programme 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. This is where the effectiveness or otherwise of the programme is measured. An effective evaluation guarantees the

organisation's success and provides information for future training and development programmes and also trainees' reaction to the programme. It also assists the organisation in determining what employees learnt, transferring the knowledge acquired to the performance of tasks in the organisation and whether the training programme has improved the organisation's fortunes. Evaluation of the training programme affords managers to make better decisions about the human resource development of the organisation whether to continue using the technique in future training. HRD professionals normally provide evidence that the training programme has improved the individual and organisational effectiveness. In addition, the evaluation process is as good as the implementation, in that, by evaluation, the organisation is able to see the loopholes in the training programme and devise strategies to mitigate them. It also assist the organisation in its future training programmes because they would be able to design a better programme in the future that would stand the test of time.

Training and development methods

Nadler (1984) noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organisation so as to be able to meet organisation's current and future objectives. There are broadly two different methods that organisations may choose from for training and developing skills of its employees. These are on-the-job training given to organisational employees while conducting their regular work at the same working venues and off-the-job training involves taking employees

away from their usual work environments and therefore all concentration is left out to the training. Examples of the on-the-job training include but are not limited to job rotations and transfers, coaching and/or mentoring. On the other hand, off-the-job training examples include conferences, role playing, and many more as explained below in detail. Armstrong (1995) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. Different organisations are motivated to take on different training methods for a number of reasons for example; (1) depending on the organisation's strategy, goals and resources available, (2) depending on the needs identified at the time, and (2) the target group to be trained which may include among others individual workers, groups, teams, department or the entire organisation. In other words, the training method to select would depend on the objectives of the organisation because training has both individual and organisational benefits.

On-the-job- training methods

Job rotation and transfers

Job rotation and transfers (McCourt & Eldridge 2003) as a way of developing employee skills within organisation involves movements of employees from one official responsibility to another for example taking on higher rank position within the organisation, and one branch of the organisation to another. For transfers for example, it could involve movement of employees from one department or unit to another and sometimes one branch to another if the organisation has many branches across other regions of the country. These rotations and transfers facilitate employees acquire knowledge of the different operations

within the organisation together with the differences existing in different countries where the organisation operates. The knowledge acquired by the selected employees for this method is beneficial to the organisation as it may increase the competitive advantage of the organisation.

Job rotation could also be the movement of an employee from one job to the other for the purposes of getting knowledge in other areas. Both job rotation and transfers employees to enrich their skills in other areas of the organisation as well as the individual's progression in the organisation. It is the process of training employees by rotating them through a series of related jobs. Rotation not only makes a person well acquainted with different jobs, but it also alleviates boredom and allows to develop rapport with a number of people. Rotation must be logical.

Coaching and/or mentoring

This involves having the more experienced employees coach the less experienced employees (McCourt & Eldridge 2003, Torrington 2005). It is argued that mentoring offers a wide range of advantages for development of the responsibility and relationship building (Torrington 2005). The practice is often applied to newly recruited graduates in the organisation by being attached to mentor who might be their immediate managers or another senior manager. This however does not imply that older employees are excluded from this training and development method but it is mainly emphasised for the newly employed persons within the organisation.

With coaching or mentoring, the experienced employee gives direction and counsel to the less experienced in the performance of tasks assigned to the less

experience employee. Coaching allows organisation to impart its culture into the less experienced employee in that the experienced employee directs and counsel based on the culture of the organisation. Coaching is a one-to-one training. It helps in quickly identifying the weak areas and tries to focus on them. It also offers the benefit of transferring theory learning to practice. The biggest problem is that it perpetrates the existing practices and styles. In India most of the scooter mechanics are trained only through this method.

The focus in this training is on the development of attitude. It is used for managerial employees. Mentoring is always done by a senior inside person. It is also one-to- one interaction, like coaching.

These are a number of methods which may be used to develop the skills required within an organisation. These course and programmes are usually a set of defined and known programmes where the contents, durations and all the details about the training are clear to both the organisation and the personnel to be trained. Unlike informal trainings and programmes, formal training and programmes can be planned earlier and also plan for their evaluation. Employees may undertake these courses and programmes while completely off work for a certain duration of time or alternatively be present for work on a part-time basis. These programmes can be held within the organisation (in-house) or off the job. Off the job is argued to be more effective since employees are away from work place and their concentration is fully at training. Depending on the knowledge needed, organisation's structure and policies, the trainers too may be coming within the corporation or outside the organisation.

Orientation

This is yet another training and development method. This involves getting new employees familiarised and trained on the new job within an organisation. During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organisation. They are further given a general overview of the organisational working environment including for example working systems, technology, and office layout, briefed about the existing organisational culture, health and safety issues, working conditions, processes and procedures (Torrington 2005).

In relation to the above, orientation is the process of introducing new employees to the organisation to familiarise themselves with the departments or units in the organisation and also be introduce new employees to the culture and values in the organisation. Orientation has the advantage of making the new employee feel welcomed into the organisation and that organisations must take keen interest in orientation.

Job Instructional Technique (JIT)

It is a Step by step (structured) on the job training method in which a suitable trainer (a) prepares a trainee with an overview of the job, its purpose, and the results desired, (b) demonstrates the task or the skill to the trainee, (c) allows the trainee to show the demonstration on his or her own, and (d) follows up to provide feedback and help. The trainees are presented the learning material in written or by learning machines through a series called 'frames'. This method is a valuable tool for all educators (teachers and trainers). It helps us:

- a. To deliver step-by-step instruction
- b. To know when the learner has learned
- c. To be due diligent (in many work-place environments)

Apprenticeship

Apprenticeship is a system of training a new generation of practitioners of a skill. This method of training is in vogue in those trades, crafts and technical fields in which a long period is required for gaining proficiency. The trainees serve as apprentices to experts for long periods. They have to work in direct association with and also under the direct supervision of their masters.

The object of such training is to make the trainees all-round craftsmen. It is an expensive method of training. Also, there is no guarantee that the trained worker will continue to work in the same organisation after securing training. The apprentices are paid remuneration according to the apprenticeship agreements.

Off-the-job- training methods

Lectures and Conferences

Conference as an off-the-job training and development method involves presentations by more than one person to a wide audience. It is more cost effective as a group of employees are trained on a particular topic all at the same time in large audiences. This method is however disadvantageous because it is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees follow at the same pace during the training sessions; focus may go to particular

trainees who may seem to understand faster than others and thus leading to training other individuals.

Lectures and conferences are the traditional and direct method of instruction. Every training programme starts with lecture and conference. It's a verbal presentation for a large audience. However, the lectures have to be motivating and creating interest among trainees. The speaker must have considerable depth in the subject. In the colleges and universities, lectures and seminars are the most common methods used for training.

Role playing

Involves training and development techniques that attempt to capture and bring forth decision making situations to the employee being trained. In other words, the method allows employees to act out work scenarios. It involves the presentation of problems and solutions for example in an organisation setting for discussion.

Trainees are provided with some information related to the description of the roles, concerns, objectives, responsibilities, emotions, and many more. Following is provision of a general description of the situation and the problem they face. The trainees are thereafter required to act out their roles. This method is more effective when carried out under stress-free or alternatively minimal-stress environments so as to facilitate easier learning. It is very effective training method for a wide range of employees for example those in sales of customer service area, management and support employees.

Each trainee takes the role of a person affected by an issue and studies the impacts of the issues on human life and/or the effects of human activities on the world around us from the perspective of that person. It emphasises the "real-world"

side of science and challenges students to deal with complex problems with no single “right” answer and to use a variety of skills beyond those employed in a typical research project.

In particular, role-playing presents the student a valuable opportunity to learn not just the course content, but other perspectives on it. The steps involved in role playing include defining objectives, choose context & roles, introducing the exercise, trainee preparation/research, the role-play, concluding discussion, and assessment. Types of role play may be multiple role play, single role play, role rotation, and spontaneous role play.

Individual Benefits from Training and Development

Career Competencies

Employees get a lot of benefits from the employee training and development programme. They learn the soft and technical skills as required by their jobs. In last 30 years unemployment is at its lowest rates which is not beneficial for the workers to start new job, if opportunities for growth are fewer (Dobbs, 2000). Fresh university graduates mostly considering for a firm which provides intensively training programmes to their employees, but this idea is risky for organisations to lose fresh trained employees with couple of years (Feldman, 2000).

Professional which are placed in the industry of information technology, identify that knowledge is authority and they required to retain their abilities and talent according to current requirement of the market. Most of the employees recognise the importance of training programme and would like to increase their salary (Dillich, 2000). It is also expected from the fresh graduate not appropriately equipped for the continually changing business environment (Gerbman,

2000). Young professionals with entrepreneurial ambitions know that they have shortage of experience and money; hence they attempt to join companies which provide training programmes to prepare their employees for the betterment of future (Feldman, 2000). Employee development program help employees to survive in the future and develop their abilities to cope with new technologies.

From many years the requirements for blue-collar jobs is constant, and numerous companies have prepared a modification for demanding learning software and programmed systems (Cunniff, 2000). This requirement is compelling workers to appraise their profession capabilities to sustain their employment. Due to this situation numerous employees have rehabilitated their attitude to acquire promoted inside their organisations to work and develop out of the organisation (Feldman, 2000). Therefore workers used to prepare 10 year plan for their future and constantly change their plans after two years as per the change of technology and information (Wilson, 2000).

Tires Plus delivers training to promote a diverse career through the organisation which comprises 80 hours training for supervisor to promote them to the manager (Dobbs, 2000). I-Cube, Information technology consulting firm in Massachusetts, provide employee development programme for their employees which is named by I-Altitude and offer to fresh employees so that the can easily adjust themselves in the organisation (Fenn, 1999). Employees understand that training programme can directed to superior duties and higher remuneration (Fenn, 1999). Furthermore, helping workers to improve their skills and knowledge to cope with the future requirements, lead to job satisfaction.

Employee Satisfaction

Employees have no feeling about their organisations, if they think that their organisations are not caring about them (Garger, 1999). Companies which are willing to spend money on their employees, give value to work with those companies, even though that investment eventually benefits the organisation (Wilson, 2000). Companies which are providing the training and development programmes for their employees are achieving high level of employee satisfaction and low employee turnover (Wagner, 2000). Training increase organisation's reliability for the reason that employees recognise their organisation is spending in their future career (Rosenwald, 2000).

Loyalty with the organisation cannot be calculated but it is substantial to intrinsic reward that employee feel. Employee feels comfortable and wants to stay with their organisation, when they feel they are putting their efforts and skills in the bottom line for their organisation (Logan, 2000). Employees who are satisfied with their jobs, believe that their work has a purpose and important for their organisation (Moses, 2000). Usually the best performers do not leave a job for the purpose of financial benefits. Though salary and benefits plays an important part in selecting and retention of the employees, employees are always observing the opportunities to acquire novel skills, to get the encounter of different duties, and looking for personal and professional development (Wagner, 2000). Therefore, nourishing these requirements facilitates in figure up confidence, self-esteem and job gratification in employees (Nunn, 2000).

Employee Performance

Training effects on behaviour of employees and their working skills which resulted in enhanced employee performance and further constructive changes (Satterfield and Hughes 2007) that serves as increase employee performance (Kraiger, 2002). Arthur et al. (2003) developed an analysis of 1152 sample size from 165 resources and revealed that in distinction with no-training or pre-training conditions; training had commonly positive result on job-related performance.

However, dissimilarities in positions of effect sizes were not big, the efficiency of training vary regarding the training transfer technique and the skill being trained. Benefits of training programme are also related to technical skills of the employees. For instance, Davis and Yi (2004) developed two researches with approximately 300 contributors with the help of behaviour-model training and remained capable to increase significantly computer skills. Psychologically practicing tasks permitted trainees to grow learned knowledge, abilities and task.

Training is positively effects on the employee performance of the employees. During a qualitative study concerning mechanics in India, Barber (2004) originates that on-the-job training headed to superior novelty and implicit skills. Technical and professional skills are very important for the employees to perform a job in an effective way. Providing training opportunities to employees can enhance the performance of the employees. Reference to invention, training increased the educated mechanics to figure up two Jeep bodies using only a homemade hammer, chisel, and oxyacetylene welder. Concerning to implicit skills, Barber described in his study that profession of a mechanic needs “feel” to remain

successful. Barber (2004) described in the result of an effective training that a mechanic had worthy emotion of how to hit the metal at the particular spot so that work must be performed in a systematic and proper way.

Organisational Benefits from Training and Development

Market Growth

Employee development programmes are important for any organisation to stay solvent and competitive in the market. Though it is expensive for the organisation to spend the money on their employees but this investment is positive for the organisations to hold the place in the market. American Society for Training and Development mentioned two motives that are significant for employee's knowledge, first employees identify the worth of training and marketable by organisation and second CEOs of the companies understand that how fast information is transferring in current business environment (Fenn, 2000).

Greengard (2000) described that organisations are required to develop and maintain such learning environment for the employees that expand the knowledge of organisation and competitive ability. However, employee training programmes derived through a high price, but have a positive impact on return-on-investment. Microsoft, and General Electric Company are entirely large effective organisations, and these organisations realise training opportunities as an investment (Kleiman, 2000).

Wanger (2000) described in his study that American Society for Training and Development found an association between financing in employee development programme and higher revenues from stock market. American Society for Training

and Development more over originate that companies who apply average of \$1,575 each employee on learning got 24 percent growth in gross profit and 218 percentage increase in revenue each employee instead of those who spend fewer on employee training and development, investing in employee development is a condition that is suitable for individual and organisations (Rosenwald, 2000).

Furthermore, employee training and development programmes not only increase the profit of organisations but also provide difference within their native market. Organisations can practice training and development opportunities to support them available to the current employees, perspective employees, plus clients of the company. GSD&M's Idea U, assists employees to recognise their characters and established that it has prepared people as superior contributors to business (Petrecca, 2000). Lastly, organisations can utilise employee training and development programmes to improve their appearance as best employer in the job market.

Organisational Performance

Training has been defined as mainly contributing factor to the organisational effectiveness (Schuler and MacMillan, 1984). Exploration on this topic recommends that investment in training and development programme can be justified by the impact it creates to developed individual and organisational effectiveness (Bartel, 2000). Furthermore, the earlier researches have mentioned causation between training and effectiveness of the organisation (Blundell, Dearden, Meghir & Sianesi, 1999).

Bartlett (2001) recommends that one of the glitches that is usually problematic to identify, is proposing an effective calculation of performance of the organisation. Blundell et al. (1999) supported this by describing that lack of suitable data and methodological difficulties prevents the adequate assessment of impact of human capital appreciation and performance of organisation. However, there is an increasing factor that Human resource management practices impacts on attitudes and work-related manners (Allen et al., 2003). To evaluate the effectiveness of training and development programme it has been advised that check directly the relationship of training and organisational commitment. Further, it has been revealed as certainly correlated to the efficiency of the organisation (Bartlett, 2001).

The study proposes that constructive work-related performance and attitudes mainly depend on the perception of the employees as the employees think that their organisations are taking care of them (Allen et al., 2003). However, the same factor is reliable with the social exchange model; Blau (1964) suggested that the emotional agreement between employer and employee are the central element of organisational performance.

Gould-Williams (2007) proposed that social exchange theory was originated by the organisations when they decided to care the interest of their employees. Employees respond with optimistic attitudinal and behavioural replies which are supportive to their organisation (Settoon, Bennett & Liden, 1996). However, training can be used to provoke the preferred results that may contain with enhanced organisational commitment (Bartlett, 2001). The current research proposed that the facility of training and development programme is likely taken consent by employee

that their organisations need to enter a social exchange with them. This social exchange agreement produces a durable psychological bond between employee and organisation (Garrow, 2004). Training impacts employee performance partly through improving employee skills which enables them know and perform their jobs better (Wright & Geroy 2001; Swart 2005; Harrison 2000; Appiah 2010).

Employee Retention

The research described that employee retention is a challenging notion and there is no particular method to retain employees with the organisation. Several organisations have revealed that one of the characteristic that help to retain employee is to offer them opportunities for improving their learning (Logan, 2000).

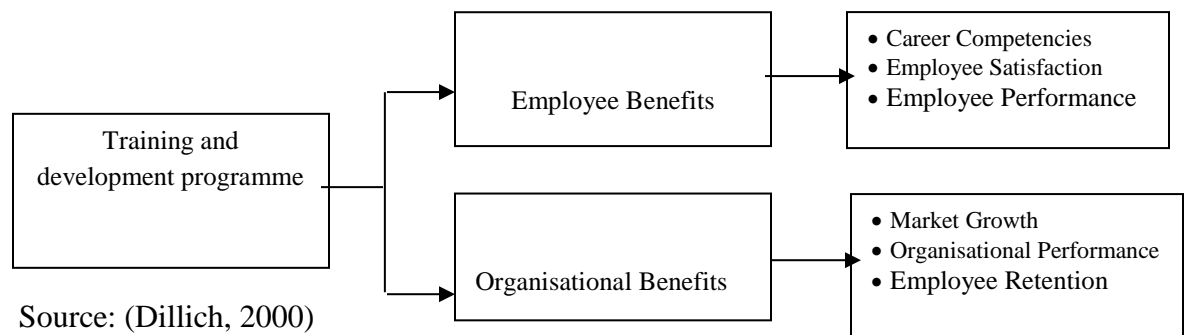
Therefore, it has confirmed that there is strong relationship between employee training and development, and employee retention (Rosenwald, 2000). Companies should realise that experienced employees are important assets and companies have to suffer the challenge for retaining them (Garger, 1999). Therefore, companies which are providing training and development programmes to their employees are getting success in retaining them. Sears has established that in localities where manager provide help to their employees to develop professionally, turnover is almost 40-50 percentage fewer than those stores where association with the managers does not available (Logan, 2000).

On other side, numerous employees participate in employee training programmes are not assured of a conventional association between programmes and employee retention (Rosenwald, 2000); several managers found that positive learning atmosphere directed to higher retention rates (Dillich, 2000).

Organisations that are offering employee development programmes are getting success with retaining employees. An effective design of training programme can also increase retention among employees. Employee retention is a volunteer move by organisations to create an environment which involves employees for long term (Chaminade, 2007).

For the description of more effective retention, researchers have recommended that organisations may contain with training and development programme that classifies volunteer assignments, requirements, and expectations (Seigel & DeLizi, 1994). “To retain employees, organisations need to think seriously about their investment in training and development” (Leonard, 1998). Fenn (1999) presented in his study that the normal monthly turnover at Unitel has decreased from 12 percent to 6 percent since they inaugurated Unitel University in 1998. Though numerous persons involved with employee training and development programmes are not assured of a direct association between the programmes and employee retention (Rosenwald, 2000). However, specific numbers of managers discover that a constructive learning environment pointed to higher retention rates (Dillich, 2000).

FIGURE - 2 PROPOSED MODEL OF STUDY



Employee performance

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behaviour (Armstrong 2000). Kenney et al. (1992) stated that employee's performance is measured against the performance standards set by the organisation. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja 1992) as briefly explained hereafter. Profitability is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood & Stangster 2002). Efficiency and effectiveness - efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner 1996). Productivity is expressed as a ratio of output to that of input (Stoner, Freeman and Gilbert Jr 1995). It is a measure of how the individual, organisation and industry converts input resources into goods and services. The measure of how much output is produced per unit of resources employed (Lipsey 1989). Quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong 2002). It is increasingly achieving better products and services at a progressively more competitive price (Stoner 1996).

As noted by Draft (1988), it is the responsibility of the company managers to ensure that the organisations strive to and thus achieve high performance levels. This therefore implies that managers have to set the desired levels of performance

for any periods in question. This they can do by for example setting goals and standards against which individual performance can be measured. Companies ensure that their employees are contributing to producing high quality products and/or services through the process of employee performance management. This management process encourages employees to get involved in planning for the company, and therefore participates by having a role in the entire process thus creating motivation for high performance levels. It is important to note that performance management includes activities that ensure that organisational goals are being consistently met in an effective and efficient manner. Performance management can focus on performance of the employees, a department, processes to build a product or service, etc. Earlier research on productivity of workers has showed that employees who are satisfied with their job will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs (Landy 1985). Further still, Kinicki & Kreitner (2007) document that employee performance is higher in happy and satisfied workers and the management find it easy to motivate high performers to attain firm targets.

Effects of training on performance

In the real world, organisational growth and development is affected by a number of factors. In light with the present research during the development of organisations, employee training plays a vital role in improving performance as well as increasing productivity. This in turn leads to placing organisations in the better positions to face competition and stay at the top. This therefore implies an existence of a significant difference between the organisations that train their employees and

organisations that do not. Existing literature presents evidence of an existence of obvious effects of training and development on employee performance. Some studies have proceeded by looking at performance in terms of employee performance in particular (Purcell, Kinnie & Hutchinson 2003; Harrison 2000) while others have extended to a general outlook of organisational performance (Guest 1997; Swart et al. 2005). In one way or another, the two are related in the sense that employee performance is a function of organisational performance since employee performance influences general organisational performance. In relation to the above, Wright & Geroy (2001) note that employee competencies change through effective training programmes. It therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organisational performance.

The branch of earlier research on training and employee performance has discovered interesting findings regarding this relationship. Training has been proved to generate performance improvement related benefits for the employee as well as for the organisation by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behaviour (Appiah 2010; Harrison 2000; Guest 1997).

Moreover, other studies for example one by Swart et al. (2005) elaborate on training as a means of dealing with skill deficits and performance gaps as a way of improving employee performance. According to Swart et al., (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake

of developing particular skills and abilities of the employees and enhancing employee performance. He further elaborate the concept by stating that training facilitate organisation to recognise that its workers are not performing well and a thus their knowledge, skills and attitudes needs to be molded according to the firm needs. It is always so that employees possess a certain amount of knowledge related to different jobs. However, it is important to note that this is not enough and employees need to constantly adapt to new requirements of job performance. In other words, organisations need to have continuous policies of training and retaining of employees and thus not to wait for occurrences of skill and performance gaps.

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

Most of the benefits derived from training are easily attained when training is planned. This means that the organisation, trainers and trainees are prepared for the training well in advance. According to Kenney & Reid (1986) planned training

is the deliberate intervention aimed at achieving the learning necessary for improved job performance. Planned training according to Kenney and Reid consists of the following steps:

- Identify and define training needs
- Define the learning required in terms of what skills and knowledge have to be learnt and what attitudes need to be changed.
- Define the objectives of the training
- Plan training programmes to meet the needs and objectives by using right combination for training techniques and locations.
- Decide who provides the training
- Evaluate training.
- Amend and extend training as necessary.

Other factors affecting employee performance

Management – subordinate relationship

As organisations strive for flexibility, speed and constant innovation, planning with the people and not for the people ensures a positive relationship to performance improvement. When employees are given freedom to participate in organisational decision making for example, there are high chances of having mutual trust between management and employees. Mutual trust and cooperation help to break the barriers between the two parties. The employees will not resort to strikes and work stoppages without exhausting all the available channels of resolving the dispute. Employees will be motivated because management considers them as partners in contributing to organisational success instead of being seen as

mere subordinates and therefore will avoid engaging into counterproductive behaviours hence improved performance through timely achievement of organisational goals and objectives (Carrel, Kuzmits & Elbert 1989). Additionally, (Ichnniowski 1997) argues that innovative human resource management practices improve performance like use of systems related to enhance worker participation and flexibility in the design of work and decentralisation of managerial tasks and responsibilities.

Working conditions

Although working conditions do not have a direct impact on production or output, they indeed have an indirect performance for example if the manual or mental work involved in certain jobs in a factory is tiresome, it will result into endangering not only the company property but also result into accidents which may further involve such incidents like loss of life. This might have adverse effects on the morale of the entire work force. Therefore organisations should establish working conditions that do not affect the work force negatively by providing among other things noise free environments, adequate lighting systems, adequate temperatures (Hogber 2005). Organisations can prevent accidents and maintain good safety records through development of a positive safety culture to ensure good working condition hence performance improvement (Newstrom, 2002).

Reward system

The overall aim of reward systems is to attract and retain quality human resources. When the pay conditions are perceived by the employee as equitable and in relation to their performance improvement. Organisations can use non-financial

rewards like transport fee, incentive schemes to increase performance (Armstrong 2006). Additionally, organisations should adopt reward systems that are similar to the industry in which they operate or organisations can develop performance based pay systems in order to reward employees according to the set performance standards and profitability goals. Therefore for performance to improve, organisations need to create and maintain a sense of fairness equity and consistence in their pay structures (Davar 2006). Employees expect that the employers will purchase their labour at a certain price.

Health unionisation

In creating a healthy work climate, both management and workers unions should have a united hand in the well-being of the organisational employees. Unionisation improve the industrial relations in instances where management allows free participation of employees in trade unions. Management and trade union will negotiate in through collective bargaining processes the conditions of workers employment. Nielson (2002) argues that industrial peace is a very important aspect for performance and growth of organisations. If the organisations is plagued with industrial disputes and strikes, performance is bound to decrease.

In other words, for overall productivity improve health unionisation should be considered and industrial disputes prevented through negotiations, conciliation rather than confrontation Daft (1997).

Team work

This is when two or more people interact and coordinate to accomplish a specific goal and objective. When organisational members work together in teams,

coordination of organisational goals and objectives becomes easier. This will lead to the teams sharing performance goals and thus lead to improving the morale of the employees which will later lead to improvements in productivity. Team works encourages open communication between employees and have compliment skills which enable them to achieve more in a specified period of time as compared to when the individual is working alone hence creating synergy (Daft 1997).

Additionally, Stoner (1996) argues that employees in teams often unleash enormous energy and creativity reduces boredom because teams create a sense of belonging and affiliation hence increase in employee's feeling of dignity and self-work. However, teams have the potential to be productive but the degree of performance depends on the relationship between management and the working team. Therefore support from management enhances performance of teams and performance improved in general.

Training and Development Challenges

There are organisational and economic challenges to training and development in any given organisation which in turn affect performance of the human resource.

Organisational Challenges

There are external and internal challenges to training and development. For a training and development programme to succeed there should be the need for full support from the organisation's management. Top management should communicate to members of staff about training opportunities (transparency). Harrison, 1988 suggests the following as a challenge to training and development;

Organisation Environment: The environment of the organisation, the opportunities and constraints, and threats that engulf the organisation within the contemporary competitive environment influence training and development for the survival of the organisation. In relation to the above, political pressure can also pose a challenge to the organisation in its training and development programme through policies by government.

Organisational Structure: A flexible organisational structure is a paramount factor for training as it enables jobs to be designed and re-designed with ease to facilitate work-based training and allow time for sharing and reflection upon training. Where there is no flexibility with respect to the structure, it can impede training and development in that it would not cope with changes in training and development.

The Culture and Attitude of Staff: Harrison, 1988 argues that where the attitudes of the workforce is positive, the organisation can reap the benefits of the training programme and where it is negative, it would pose a challenge to the organisation's growth opportunities.

Commitment to Training: Where employees have to be trained are not committed to the training programme, it would fail because they would go for the training alright but there could be zero or negative response to training. Again, where personnel at various levels views of line managers and top management on training issues can pose a challenge to the programme.

Evaluation of Training: Evaluation of training aims to discover the value of training done. A challenge to complacency cited in Harrison, (1988) found that

although most managers expressed themselves satisfied with the training investment in the organisation, most had no significant knowledge of exactly what training was being done, what it costed or what were its results and benefits. Neither did personnel, take a lead in providing such information or appear to see any need to do so. Thus the above circumstances could affect the training function in an organisation.

Economic Challenges

The economic challenges look at financial resources in the organisation that support training or otherwise. Lack of funds in the form of investment in human resources development function and departmental budgets inhibit training as a cost rather than an investment in human resources, as argued by Harrison (1988) that in many organisations today training is under attack and starved of resources.

In addition, lack of time to attend training on the part of employees due to work pressure; cancellation/ postponement of training opportunities on the part of management to ensure the work load is completed; and lack of time to develop new human resource development initiatives are inhibiting factors. On the other hand, sufficient human resource development resources such as time, financial and human resources play a big role in supporting/ encouraging training to employees.

Other Challenges of Training

There are several general challenges with respect to training of employees. They occur at organisational level and individual level. These include: - the organisation of work, resources for training and motivation to training. Sambrook, (2002) suggests that training in work is influenced by many factors, and the same

factors can be expressed in both a positive and negative manner. According to him, the following are factors that influence training:

Motivation to Training; A distinction can be made between a lack of motivation on the part of managers for supporting employees, training, and a lack of motivation for training or a sense of responsibility for their own development among employees. The limited involvement of managers and employees in training issues are linked to their lack of motivation for training.

A Learning Culture; Absence of a learning culture is an inhibiting factor to training. It is difficult to develop a learning culture. It is very difficult to motivate employees to share knowledge or engage in learning process if they are not used to this or perhaps even reluctant to do so. However, if an organisation has a culture open to learning, this makes easier to change Human Resource and Development practices, such as developing responsibility to managers and employees, and creating opportunities for learning within work activities.

Why Training and development Programmes fail?

When explaining his six reasons for the failure of staff training and development programmes, Bryant, (2009) pointed out that; we all instinctively know that learning and development within the corporate space is 'supposed to' make a difference. Yet, far too often the programmes (not necessary the people) fail due to the following reasons. Some of these reasons are structural, but too many times it is just poor project management.

A primary reason many programmes and courses fail is because there is no "Accountability". Training and Development departments think that they provide

accountability by counting the number of seats in the programme, or talking about how and why this programme is valuable. But they fail in the correlation of the programme to the participant job or position. The second, most programmes lack any type of "Monitoring". Monitoring is not just watching the student sit in the programme, and do some exercise. Monitoring is an actively engaging effort that is time-consuming, yet highly valuable. Monitoring is done by everyone involved: it involves the student, the direct supervisor and the human resource department. The work is hard in this arena and yet the payoff is highest. It needs to include pre, mid or post programme testing and a 30-60-90 day post programme implementation of the concepts taught in a course and/or programme. "Implementation" is the third area in which many training and development programmes fail. Human Resource departments create comprehensive programmes that no one seems to ever complete. The value to the programme creation and completion is to shorten the time that it takes for an employee with limited knowledge to evolve into a fully functional member of the team.

The fourth reason is that they allow the employee to 'lose focus' and effectiveness. Courses, learning paths and programmes need to be highly coordinated, delivered in a meaningful way, and continued in a reasonable time frame. Too many courses cram too much information into a short period of time. Seeing staff subjected to nine-hour programmes for multiple days is catastrophic. Learning levels drop off so quickly in the late period that they become useless. Repeated days of long learning hours make many programmes non-effective for both the participants as well as the energy level of the instructor.

The fifth reason is the 'short term feel good' aspect of too many training and development programmes. Since when does a company offer programmes that do little for the effectiveness of an employee? Who approves these programmes anyway? The programmes offered should meet those basic criteria at the development stage and all of the training programmes should have a specific objective and criteria for delivery and value to the firm.

The sixth reason is the 'what then' part of many programmes. Programme manager, line managers, stake-holders too often have a 'what then' approach to corporate training. All these stakeholders know that they need programmes, but have no foresight as to how to continue and elevate the programmes that their staff attends. Once the staff have taken the introduction programmes, where do they go next to develop deeper and more meaningful skills in various areas. Ideally, all training programmes should be completely aligned with the corporate objective. This alignment and high correlation provides the biggest return on corporate training, insuring that what is delivered has relevancy, value and effectiveness to both the employee as well as to the company.

By providing and developing programmes that not only support the corporate objectives, but continuing these programmes by delving deeper skills with the company's staff, most companies and their employees will see a greater return on both the personal and corporate investments. Avoiding these issues can only make many programmes better and more valuable.

Conclusion

The essential aim of training and development is to assist an organisation in achieving its mission and goals by improving individual and ultimately organisational performance. It is therefore important for organisations to develop a good training programme to keep their staff motivated for any training programme.

As a result, comprehensive ongoing and consistent training and development programmes should be developed in order to ensure that there is continuity in learning new concepts for staff as well as making the organisation viable and profitable.

The literature has highlighted that there is the need to ensure that when implementing training and development for employees it is important to conduct thorough training needs assessment in order to rule out any other issues that may stimulate poor performance. It is also necessary to consider the cost effectiveness of training and development in relation to the objectives of the organisation. How the training should be conducted, the target group, where and when the training should take place are all some of the aspects to establish in training and development.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter discusses how the study was carried out, the research design, data collection methods used, its analysis and presentation. It provides reasons why a particular method of research, sampling, data collection and data analysis was chosen, it also gives the design of the study, population and its area of which the research was based. In short, it is concerned with the research design of the study, which aids in specifying methods and procedures for collecting and analysing data collected. In addition, the instrument used for collecting data is outlined followed by the method which was used to collect the data. Finally the chapter discusses how the data collected from the respondents was analysed.

Study Design

Research design or methodology is the actual techniques and procedure available for conducting scientific investigation into phenomena. According to Cooper and Schindler (2001), research design is a plan that promotes systematic management of data collection.

Research design according to Frederick and Lori-Ann, (2006) is a general plan for implementing a research strategy. A research design specifies whether the study will involve groups or individual participants will make comparisons within a group or between groups, and how many variables will be included in the study.

According to Burns and Grove (2003), descriptive research “is designed to provide a picture of a situation as it naturally happens.

Descriptive research design was employed for the study because it can be used to acquire a lot of information which could be of immense contribution to the study. It is also useful for identifying variables and hypothetical constructs which can further be investigated. It is characteristic for descriptive research that it is restricted to factual registration and that there is no quest for an explanation why reality is showing itself this way. In principle, descriptive research is not aiming at forming hypotheses or development of theory. Another characteristic of descriptive research is objectivity or neutrality. Descriptive research is about describing how reality is. In this regard descriptive research differs from prescriptive research that is primarily concerned with the question how the reality should be. Descriptive research is making inventories; prescriptive research is normative. Descriptive research was employed because it permits researchers to describe information contained in many scores with just a few indices such as mean or median (Jack and Norman, 2003).

The study employed quantitative approach to the design. The quantitative approach of the study dwelt on the facts, logical, critical approach and also emphasise on testing and verification. Strength in numbers characterises the many advantages of quantitative research. Utilising a series of tests and techniques, quantitative research will often yield data that's projectable to a larger population. Because it is so deeply rooted in numbers and statistics, quantitative research has

the ability to effectively translate data into easily quantifiable charts and graphs (Cooper & Schindler, 2001).

Advantageous in a quantitative approach is the possibility of analysing data statistically with the assistance of advanced software like Excel and SPSS. Vast quantities of data may be summarised succinctly in central magnitudes such as 'mean' and 'spread' and in graphs and tables. Another advantage is the high degree of objectivity. However, not all phenomena can be expressed in numbers (Baarda, 2001)

Population

The population for the study from the comprise of administrative staff of Koforidua Polytechnic numbering **four hundred and nine (409)** as at December, 2014 from the Human Resource Department; which consists of fifty-two (52) Senior Members, one hundred and twenty (120) Senior Staff and two hundred and thirty-seven (237) Junior Staff. A Senior Member connotes a masters degree holder, Senior Staff are made up of people with Higher National Diploma (HND) and bachelor's degree and Junior Staff are people below HND and bachelors degree.

Sample and Sampling Procedure

As it would be impossible to make a study of the entire population, a sample would be selected. According to Yamane (1967) the following formula can be used in calculating the sample size. Assuming we represent the sample size by

n, then $n = \frac{N}{1+N(e)^2}$ where

N= the population size

e = tolerable error

The sample size was thus calculated as follows:

$$N = 409, \quad e = 0.05$$

$$n = \frac{409}{1 + 409(0.05)^2} = 202 \quad n = 202$$

A sample of two hundred and two (202) was selected from the target Population. Stratified Random Sample technique was employed where the population was divided into three strata (i.e. Senior Members, Senior Staff and Junior Staff) and simple random sampling was used to collect sample from each stratum. The distribution table show how the sample was taken from each stratum:

Distribution of Sample according Administrative Staff in Koforidua Polytechnic

Catalogue	Population	Sample
Senior Members	52	25
Senior Staff	120	59
Junior Staff	237	117
Total	409	202

Source: Staff Directory, Koforidua Polytechnic, 2014

Instruments

Hansen, Cottle, Negrine, & Newbold, (1998) noted that good research uses a combination of instruments to highlight the multidimensional aspect of any research. Questionnaire and unstructured interviews were the research instruments.

The questions were derived from the objectives of the research. The questionnaires were carefully worded to avoid ambiguity and also to help make meaningful comparisons. The questionnaire was hand delivered to the selected sample and a follow up was made by the researcher two (2) days after to collect them. The questions included close-ended and open-ended questions. The close-ended questions was to enable respondents to flexibly answer the questions without having to think about what to write, which made answering the questionnaire very quick, and it also made analysis of the results easy (Hopkins, 2000). Where the respondents could not understand particular questions, the researcher was always available to assist the respondents to deliver quality responses. The questionnaire was divided into five (5) main sections in alphabetical order from A to E. Section A dealt with bio data or personal data which included the gender, age range, educational qualification, department, rank and number of years spent in Koforidua Polytechnic. Section B provided respondents to show their knowledge in employee training. Section C also afforded respondents how training can aid in attainment of organisational goals. Further, section D talked about the impact of training and development on employee performance. Lastly, section E brought to bear the challenges of staff training and development.

Personal interviews were conducted to gather data from some Heads of Department of the Polytechnic. The interview (unstructured) served two (2) purposes: First, it allowed for information to be solicited from some respondents who could not answer the questionnaire for certain reasons and secondly to solicit further information from some of the respondents who because of the close-ended

nature of the questionnaire could not express themselves thoroughly or as they would have preferred (Punch, 2009). Interview again is flexible to control when it comes to the order in which the questions were arranged and increases the personal contact for respondents to participate fully to assist in getting the required information for the study.

Data Collection Procedure

The study employed both primary and secondary source to collect data in answering research questions. Primary source information is original material, which has not been interpreted by anyone other than its creator. Secondary data on the other hand is published data and the data collected in the past. Secondary data is the data that have been already collected by and readily available from other sources. Secondary sources analyse and interpret primary sources, drawing upon them to explain events of the past or explore the meaning of works of art (Saunders, Lewis & Thornhi 2007).

The study used secondary data because of its advantages of having fewer resource requirements in terms of time and money. Ghauri and Gronhaug, (2005) argued that they provide an unobtrusive measure Saunders, (2007). The study therefore collected secondary data from documentary review, textbooks, journals, dissertations, reports and other published sources.

Primary data were collected by using questionnaires. The questionnaires method is simple to use compared to interview and observation. The method is also free from bias of interviewer, less expensive and does not exact much pressure on the respondents hence make them to be more comfortable. (Kothari, 2005). It is on

this basis that the researcher decided to use this method. To check the accuracy of the collected data the researcher compared the correctness of the answers which were given on questionnaires and those answers given through unstructured interviews. This method was administered along with unstructured interviews to a few randomly selected staff from the respondents group. Interview method entails face to face conversation between interviewer and interviewee, which aimed at gathering certain information.

Pre-testing of Instrument

The need to determine the appropriateness of the instrument occasioned a pilot study or pre-testing of the questionnaire. The pre-testing of the instrument was made in order to establish its validity and reliability before the real study was conducted. Validity is concerned with the meaningfulness of research components. When researchers measure behaviours, they are concerned with whether they are measuring what they intended to measure. Does the IQ test measure intelligence? Does the GRE actually predict successful completion of a graduate study programme?

These are questions of validity and even though they can never be answered with complete certainty, researchers can develop strong support for the validity of their measures (Bollen, 1989). Validity of the results can either be internal or external. Internal validity refers to the analysis of the accuracy of the results obtained. External validity refers to the analysis of the findings with regards to whether they can be generalised (Ghauri & Grønhaug 2005). Where measurements are used, there exist different types of validity; face validity, Face validity is a

subjective judgment on the operationalisation of a construct. For instance, one might look at a measure of reading ability, read through the paragraphs, and decide that it seems like a good measure of reading ability. Even though subjective judgment is needed throughout the research process, the aforementioned method of validation is not very convincing to others as a valid judgement. As a result, face validity is often seen as a weak form of construct validity, convergent validity, which describes the extent to which the measurement used can bring similar results if used elsewhere and divergent validity that describes the extent to which one construct is distinguished from another (Ghuri & Grønhaug 2005).

The questionnaire was tested on five selected respondents from the target population and some corrections were made notably among them was question 4 section A, it was made open for respondents to provide their own departments. Section E question 23 and 24 were reframed to be open ended questions since respondents found it difficult to provide accurate answers.

In this study, validity was taken into consideration. For example, because the questionnaire is constructed by the researcher, it is designed on the basis of the researcher's needs in relation to the study topic and so brings advantages in the sense that it measures exactly what the researcher intends to measure. Some lapses were made known through the pre-testing of the questionnaire which assisted the in making the questions accurate, easier and flexible for respondents to give the needed answers.

Reliability refers to the stability of the measure used to study the relationships between variables (Ghuri & Grønhaug 2005). The questions in the

questionnaire were designed taking into consideration the issues related to the problem and goals of the study and theories on the subject. Since some of the questions were close ended questions, respondents were not able provide the needed responses for the study but when they were changed to open ended questions, the study was able to get the needed responses to the questions. It is therefore believed that the responses and results from this study are reliable.

On ethical issues, respondents participated freely without being pressured or coerced to respond to the questionnaire. Blumberg, Cooper and Schindler (2005) define ethics as the moral principles, norms or standards of behaviour that guide moral choices about a behaviour and our relationships with others. Respondents were informed of the goals of the study earlier before they were asked to take part in answering of the questionnaire. Responses from respondents were used purposely for the study only and therefore not made available to third parties for any reason or purpose.

Respondents' rights to privacy were taking into consideration in administering the questionnaire as well as the interview sessions. The study gave respondents' the right to either answer a question or otherwise that in their view personal to them. In this case, questions relating to respondents' private matters were all avoided on ethical grounds.

Data Analysis Procedure

Data collected was organised, coded and analysed using statistical software to describe data in simple percentage and frequencies. The Statistical Packages for

Social Sciences (SPSS) Version 16 was used to analyse the data collected. All the tabulation and charts which were used in analysing the data collected were by means of questionnaires and the results interpreted with respect to the research objectives. Cross tabulation and correlation were used to make inferences to the data analysed. Completed questionnaire from the field were thoroughly examined to ensure that they produced accurate responses. The data from the follow-up interviews were used to further explain and analyse the quantitative data collected.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents and discusses the results and findings obtained from respondents on the effects of training on performance of Koforidua Polytechnic staff. Tables, charts, cross-tabulation and descriptive explanations were made to illustrate the data obtained for meaningful and inferential research findings. The results have been organised in accordance with the study objectives. The results have been organised into: a) demographic profile of respondents b) employee training and development c) impact of training and development on employee performance d) challenges to staff training and development and e) impact of training and development on attainment of organisational goals. The underneath analyses explains and draws inferences from the responses received from the 202 respondents for the study.

Demographic Profile of Respondents

Table 1 Age of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-29YRS	93	46.0	46.0	46.0
	30-39YRS	90	44.6	44.6	90.6
	40-49YRS	19	9.4	9.4	100.0
	Total	202	100.0	100.0	

Source: Survey Data, 2016

Table 1 illustrates the age range of respondents (Junior Staff, Senior Staff and Senior Members) of Koforidua Polytechnic. The table reveals that ninety-three (93) respondents between the ages 20-29 years of age representing 46% formed the majority. Ninety (90) respondents aged between 30-39 years representing 44.60% and nineteen (19) respondents also aged 40-49 years representing 9.4%. The results from the study reveals that Koforidua Polytechnic is in the employment of young administrative staff which is a plus for training and development needs analysis and can better inform training and development as captured in one of the objectives.

Table 2 Status * Gender Composition of Responds Cross-tabulation

		SEX			
			MALE	FEMALE	Total
Status	Junior Staff	Count	91	21	112
		% of Total	46.2%	10.7%	56.9%
	Senior Staff	Count	30	29	59
		% of Total	15.2%	14.7%	29.9%
	Senior Members	Count	13	13	26
		% of Total	6.6%	6.6%	13.2%
Total		Count	134	63	197
		% of Total	68.0%	32.0%	100.0%

Source: Survey Data, 2016

As shown in Table 2, males dominated the study with 68% as compared to 32% for females for all the categories of staff in Koforidua Polytechnic. This

indicates that majority of respondents were males with the exception of Senior Members category, where there was equal males and females.

Table 3 Level of Education of Respondents * status Cross tabulation

			Status			Total
			Junior Staff	Senior Staff	Senior Members	
HIGHEST LEVEL OF EDUCATION	MSLC/SSCE/O'Level	Count	37	0	0	37
		% of Total	18.4%	.0%	.0%	18.4%
	HND/DIPLOMA	Count	58	10	0	68
		% of Total	28.7%	5.0%	.0%	33.7%
	BACHELORS DEGREE	Count	0	32	0	32
		% of Total	.0%	15.8%	.0%	15.8%
	MASTERS DEGREE	Count	0	39	26	65
		% of Total	.0%	19.3%	12.9%	32.2%
	Total	Count	117	59	26	202
		% of Total	57.9%	29.2%	12.9%	100.0%

Source: Survey Data, 2016

From Table 3, respondents hold a range level of education from SSCE to Masters degree. 37 of the respondents representing 18.4% hold either MSLC/SSCE/O'Level of which all of them belong to the Junior Staff category. A total of 33.7% have had HND or other Diploma certificates; 28.7% of the number was Junior Staff and 5% are Senior Staff. 15.8% of the respondents had Bachelors degree who are all Senior Staff. Lastly, 32.2% of the respondents have masters degree of which 19.3% are Senior Staff and the remaining 12.9% belongs to the Senior Member category.

Table 4 Working Experience of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BELOW -1YR	26	12.9	12.9	12.9
	1-3YRS	25	12.4	12.4	25.2
	3-6YRS	56	27.7	27.7	53.0
	6-8YRS	75	37.1	37.1	90.1
	9YRS& ABOVE	20	9.9	9.9	100.0
	Total	202	100.0	100.0	

Source: Survey Data, 2016

As indicated in the Table 4, 37.1% of the respondents have worked for the Polytechnic for 6 to 8 years, 27.1% have also worked for 3 to 6 years, 12.9% have also worked for below 1 year, 12.4% of the total population have also been with Polytechnic for below 1 year and 9.9% have also worked for 9 years and above.

The results indicate that Koforidua Polytechnic has a good employee retention rate in that about 64.2% of the population have worked for between 3 to 8 years. This means that there should be constant training and development programmes for employees to sharpen their skills, knowledge and abilities to be abreast with new ways of doing things at the work place. This can assist the Polytechnic to improve on its performance over the period.

Employee Training and Development

Table 5 Respondents Participation in Training and Development Programme

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	133	65.8	65.8	65.8
	NO	69	34.2	34.2	100.0
Total		202	100.0	100.0	

Source: Survey Data, 2016

Table 5 shows that 133 respondents representing 65.8% have undergone training and development programme and the remaining 69 (34.2%) indicated they have not gone through any form of training in their respective departments. This means that the Polytechnic do not organise training and development programmes targeted for all staff but for a specified people within the employment of the Polytechnic. In the other vein, it could also be that training and development programmes are targeted for staff of a particular job levels and task in the Polytechnic. This revelation agrees to the contribution of scholars such as (Well and Woodall, 2005; McCourt and Eldridge, 2003) who argues that training and development add to the existing skills and abilities of employees' job.

Table 6 Selection for Training and Development Programme

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MANAGEMENT DECISION	70	34.7	38.7	38.7
	APPRIASAL RESULT	12	5.9	6.6	45.3
	TRAINING RELATED TO THE JOB	78	38.6	43.1	88.4
	ORIENTATION	5	2.5	2.8	91.2
	OTHERS	16	7.9	8.8	100.0
	Total	181	89.6	100.0	
Missing	System	21	10.4		
Total		202	100.0		

Source: Survey Data, 2016

Table 6 depicts how respondents were selected for training in the Polytechnic. The results revealed that 78 respondents representing 43.1% were selected because training and development programmes was related to their job, 70 respondents representing 38.7% selected based on Management’s decision to take part in a training and development programme, 12 respondents representing 6.6% also had training and development programme at the results of the appraisal done on their jobs and again 5 respondents representing 2.8% gained training and development through orientation (on joining the Polytechnic). 16 respondents representing 8.8% said they were selected for other reasons being employee request by compulsion.

The study could deduce that even though majority were selected based on the programme related to their job, a great number were also selected based on

Management’s decision which implies that sometimes training and development programme processes are designed and understood by Management which case the employees are not included in the process. This could lead to a situation whereby the training would be done alright but the impact or the purpose for which the programme was organised would not be achieved. This is because training and development programmes design is a shared responsibility between management and employees if the programme is to be successful.

The results again in the context of the view of several authors such as (Huang 2001; Mathis 2008) that the process of selection for training and development is a critical element which needs management’s contribution.

Table 7 Training and Development Schedule

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MONTHLY	26	12.9	14.2	14.2
	QUARTERLY	8	4.0	4.4	18.6
	EVERY SIX MONTHS	13	6.4	7.1	25.7
	ONCE A YEAR	42	20.8	23.0	48.6
	EVERY TWO YEARS	7	3.5	3.8	52.5
	NO SPECIFIC SCHEDULE	87	43.1	47.5	100.0
	Total	183	90.6	100.0	
Missing	System	19	9.4		
Total		202	100.0		

Source: Survey Data, 2016

Table 7 indicates that majority of the respondents numbered 87 representing 47.5% said training and development in the Polytechnic has no specific schedule.

42 of the respondents (23.%) reported that they attend to a training and development session once every year, 26 respondents made up of 14.2% attends training monthly, those who attends training and development programme every six months were 13 representing 7.1% and 7 respondents representing 3.8% attends training and development programme every two years.

The results show that the Polytechnic has no training and development schedule whereby they invite employees to partake. In other words, training and development programmes are sometimes unplanned and as a result, training and development needs analysis would not be done to know who, where, and what training to give to employees. This observation from the data collected confirms that assertion from authors of training and development needs analysis is very vital in the schedule of training and development (Armstrong, 2010).

Table 8 Quality of the Training and Development Programmes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	POOR	37	18.3	19.1	19.1
	AVERAGE	58	28.7	29.9	49.0
	GOOD	99	49.0	51.0	100.0
	Total	194	96.0	100.0	
Missing	System	8	4.0		
Total		202	100.0		

Source: Survey Data, 2016

From the Table 8, majority of the respondents 99 representing 51% said the training and development programme which they attended were of good quality, 58 respondents (29.9%) rated the training and development programmes as average

and 37 (19.1%) said the quality of the training and development programme they attended was poor.

The results indicate that the training and development programmes were of good quality, in other words the respondents were happy with the quality of the programmes that were delivered. This would assist respondents to achieve their performance targets and also assist management to find out how the programmes have contribute to the overall objectives of the Polytechnic as captured in objective two of the study.

The quality of training and development programmes is an important element of training and development process. This is because training and development process should not be just a talk show as supported by (Dobbs, 2010; Feldman, 2000; Nunn, 2000).

Table 9 Relevance of the Training and Development Programme received

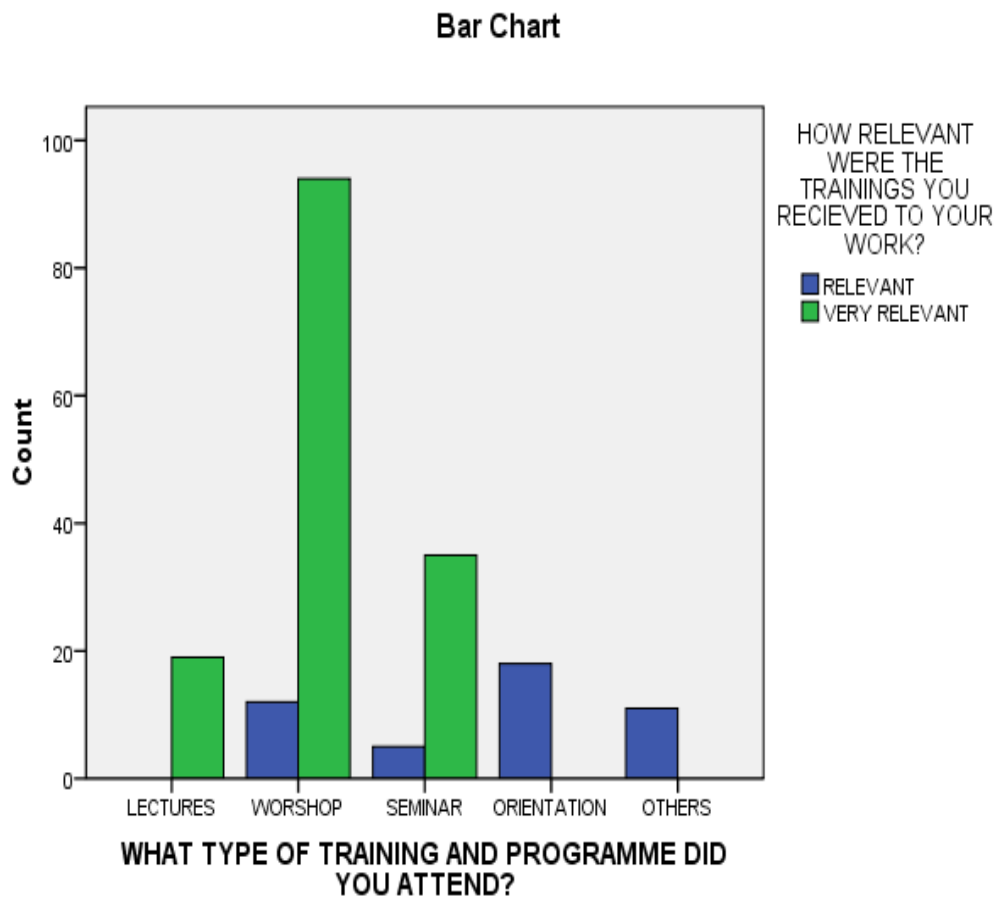
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RELEVANT	46	22.8	23.7	23.7
	VERY RELEVANT	148	73.3	76.3	100.0
	Total	194	96.0	100.0	
Missing	System	8	4.0		
Total		202	100.0		

Source: Survey Data, 2016

Table 9 indicates how relevant the training and development programmes respondents received related to job. 148 respondents (76.3%) said the training and

development received were relevant to their job and 46 (23.7) said it was not related to their job. The results show how effective the programmes were which gives a clear picture of how respondents were selected for training and development programmes based on relevance to respondent's job. Authors of previous studies (Wanger, 2000; Logan, 2000) all shared the view that training and development activity should be relevant for the employees who are involved.

Bar Chart 1 Type of training and development programme attended? *Relevance of the trainings received by respondents? Cross tabulation



Source: Survey Data, 2016

Bar Chart 1 shows the type of training and its relevance to respondents work, 106 respondents (54.6%) attended workshop, 40 of the respondents representing 20.6% attended seminar, 19 (9.8%) said they attended the lecture method of training and development programmes, and 18 respondents made up of 9.3% attended orientation. The results revealed that Koforidua Polytechnic uses workshop and lecture methods of training and development. This is due to the educational institution nature of the Polytechnic's business, the two methods would be more appropriate to use as a method. It also revealed that a small number of employees are trained upon appointment.

Furthermore, on the relevance of the training and development programme to the respondents, 120 (61.9%) said it was very relevant to their work, 41 respondents representing 21.1% said it was relevant and 33 (17%) believes it was not relevant to their work.

Symmetric Measures

		Value	Asymp. Error ^a	Std. Approx. T ^b	Approx. Sig.
Interval	by Pearson's R	-.175	.064	-2.469	.014 ^c
Interval					
Ordinal	by Spearman	-.351	.074	-5.189	.000 ^c
Ordinal	Correlation				
N of Valid Cases		194			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

The symmetric measure illustrates the measure of association between relevancy of training one receives and the type of training and development programme an individual attends. It was observed at a Pearson correlation of ℓ -0.175 and its asymptotic standard error (0.064) that there is significant relationship between the type of training and development programme an individual attend and its relevancy in relation to the ones work schedule. This implies that there is negative weak correlation between the type of training an individual attend and its relevancy to job schedules.

Table 10 Management’s priority to providing Training and Development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	60	29.7	30.9	30.9
	NO	80	39.6	41.2	72.2
	DON'T KNOW	54	26.7	27.8	100.0
	Total	194	96.0	100.0	
Missing	System	8	4.0		
Total		202	100.0		

Source: Survey Data, 2016

Table 10 presents the responses given by respondents on management’s priority to training and development programmes. A greater number of the respondents (80) representing 41.2% indicated that management do not give high priority to training and development issues, 60 respondents (30.9%) reported yes and 54 (27.8%) also don’t know whether management give high priority to training and development.

The results indicates that management do not pay more attention to training

and development issues in Koforidua Polytechnic which could be a big blow to the institution because for training and development programmes to be successful, it requires management support. This results as relate to literature indicates that management of every organisation must be fully involved in the training and development programmes (Beardwell et al, 2004).

Impact of Training and Development on Employee Performance

Table 11 Impact of Training and Development on Performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	191	94.6	100.0	100.0
Missing	System	11	5.4		
Total		202	100.0		

Source: Survey Data, 2015

Table 11 illustrates the impact of training and development on performance of the respondents. A greater number of the respondents 191 representing 94.6% links training and development to performance and 11 respondents (5.4%) thinks otherwise. The relationship between training and development on performance is the centre of the study and considered important and the results imply that training development impacts on performance which is line with some portions of the literature of this study:

Training effects on behaviour of employees and their working skills which resulted in enhanced employee performance and further constructive changes (Satterfield and Hughes 2007) that serves as increase employee performance (Kraiger, 2002).

Arthur et al. (2003) developed an analysis of 1152 sample size from 165

resources and revealed that in distinction with no-training or pre-training conditions; training had commonly positive result on job-related performance. Training impacts employee performance partly through improving employee skills which enables them know and perform their jobs better (Wright & Geroy 2001; Swart et al. 2005; Harrison 2000; Appiah 2010). Again, the results show that for training and development to impact positively on performance, there is the need for organisational mediation as capture in objective three of the study.

Challenges of Staff Training and Development

Table 12 Problems with Training and Development in Koforidua Polytechnic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	POOR LEARNING CULTURE	18	8.9	9.6	9.6
	LITTLE OR NO COMMITMENT TO TRAINING	39	19.3	20.7	30.3
	NO MOTIVATION	47	23.3	25.0	55.3
	FINANCIAL CONSTRAINTS	73	36.1	38.8	94.1
	OTHERS	11	5.4	5.9	100.0
	Total	188	93.1	100.0	
Missing	System	14	6.9		
Total		202	100.0		

Source: Survey Data, 2016

Table 12 talks about the problems associated with training and development in Koforidua Polytechnic. 73 respondents representing 38.8% saw financial constraints the main problem with training, 47 respondents (25%) also said no

motivation as one of the problems associated with training and development, 39 of the respondents (20.7%) saw commitment to training and as another problem faced with respect to training and development, 9.6% (18) of the respondents said poor learning culture as a problem with training and development and finally 11 respondents representing 5.9% also saw other problems.

The results indicate that management of the Polytechnic has to put in more funds to make up for training and development of its employees. This implies that there should be organisational mediation when it comes to training and development as captured in objective three of the study. Various writers has also agreed as confirmed in literature that like any process, training and development in not without problems (Appiah, 2010; Harrison, 2000.)

Table 13 Weaknesses in the Implementation of Training and Development Programmes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor Planning	59	29.2	29.2	29.2
	Management Support	92	45.5	45.5	74.8
	Inexperience Trainer	13	6.4	6.4	81.2
	Willingness of Staff for Training	38	18.8	18.8	100.0
	Total	202	100.0	100.0	

Source: Survey Data, 2016

Table 13 presents the weaknesses respondents face with respect to training and development programmes in the Polytechnic. Majority of the respondents 92 in number (45.5%) indicated that management support is the topmost weakness of

training and development, 59 respondents made up of 29.2% saw poor planning of the training and development programmes as a weakness, 38 of them representing 18.8% said willingness of staff for training is the weakness and lastly 13 respondents 6.4% said inexperience trainer is the weakness in the development of training and development programmes.

The results indicate that there is little or no management support to training and development programmes in the Polytechnic confirming the results of the table 4.14 that financial constraints is a challenge with training and development programmes. This is in line literature that poor planning is one the weakness in the implementation of training and development programme (Bryant, 2009)

Multiple Response

Table 14 Factors that limit/hinder the effective implementation of training programmes?

	Responses		Percent of Cases
	N	Percent	
Factors that hinder effective implementation of Training programmes ^a	Over aged staff	70	16.4%
	Cost Constraint	142	33.3%
	Family Responsibilities	17	4.0%
	Office Responsibilities	46	10.8%
	Management Support	146	34.3%
	Others	5	1.2%
Total	426	100.0%	210.9%

Source: Survey Data, 2016

Dichotomy group tabulated at value 1.

From Table 14, majority of the respondents believe Management support and cost constraints are the top most factors that hinder effective implementation of the training and development programmes, this is made up of 67.6% of the respondents. 16.4% also thinks that over aged staff hinder implementation of training and development programmes, 10.8% also argues that office responsibilities limit implementation of training and development programmes and lastly, 4% also said that family responsibilities hinder effective implementation of training and development programmes.

The results indicate that for effective implementations of training and development programmes, Management must support fully together with the cost associated with these programmes. This is also in line with literature which agrees that management and support is one of the failures of any well designed training and development programme. Monitoring is done by everyone involved: it involves the student, the direct supervisor and the human resource department (Bryant, 2009).

Multiple Response

Table 15 Ways of improving training and development in Koforidua Polytechnic

	Responses		Percent of Cases	
	N	Percent		
How to Improve training needs and development ^a	Effective Evaluation	142	30.3%	70.3%
	Management support.	120	25.6%	59.4%
	Clear laid down policies on training	47	10.0%	23.3%
	Adherence to training needs assessment	124	26.5%	61.4%
	Others	35	7.5%	17.3%
Total	468	100.0%	231.7%	

Source: Survey Data, 2016

Dichotomy group tabulated at value 1.

Table 15 stipulates responses from respondents on how to improve training and development in Koforidua Polytechnic. A greater number of respondents numbered 142 representing 30.3% believes that effective evaluation can assist to improve training and development, 124 respondents made up of 26.5% said that adherence to training needs assessment could also help to improve training and development, 120 (25.6%) respondents again said that management support can also help improve training and development in the Polytechnic and 47 of the respondents also said having a clear laid down policy on training and development could improve training and development programmes.

The results show that Management of the Polytechnic should support training and development programmes because it takes their support to have good and better training and development programmes as well as effective evaluation of

the system. Again, there should be adherence to the training needs assessment. This would help them to know who and what type of training and development should be organised for employees.

Improving training and development programmes cannot be an easy task, however, there must be measures in place to boost training and development deficiencies (Appiah, 2010; Mathias, 2008).

Attainment of Organisational Goals

Table 16 The need for further Training and Development Programme for increased productivity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	189	93.6	93.6	93.6
	NO	13	6.4	6.4	100.0
	Total	202	100.0	100.0	

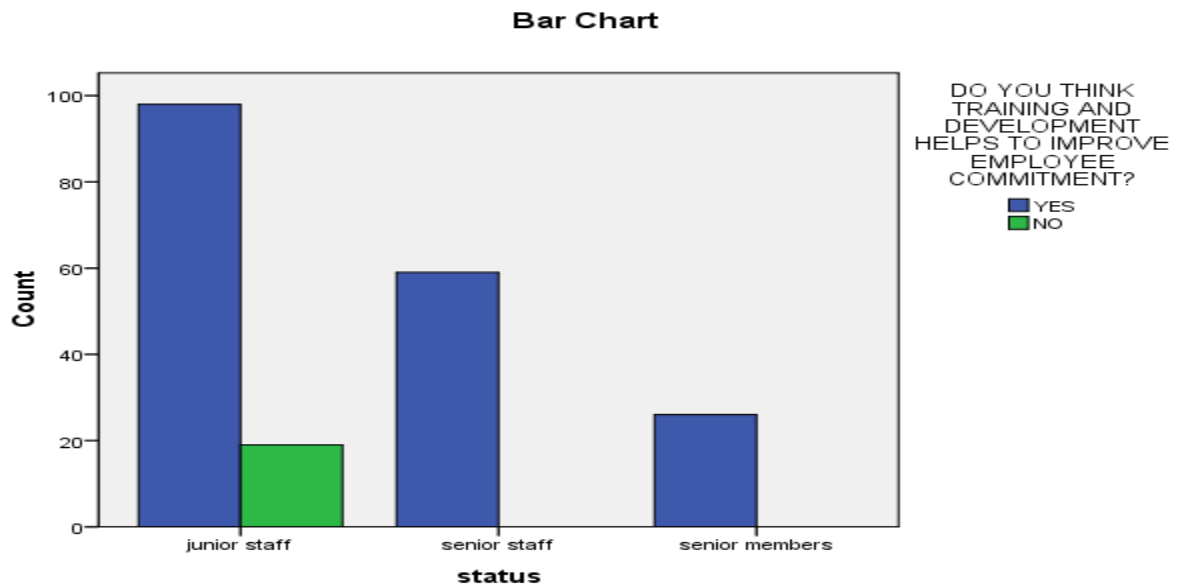
Source: Survey Data, 2015

The study sought the views of respondents for further training as indicated in Table 16 should the opportunity arise. 189 of them made up of 93.6% indicated that should the opportunity comes for further training, they would partake in it, however, a few of the respondents numbering 13 (6.4%) said no. The results imply that the respondents are ready any time to be trained which is a plus to the Polytechnic because in the training needs analysis at the individual level, there is the need to ask the question; is the individual ready to be trained? The results also show the readiness of the respondents to be trained and developed with the lasts skills and knowledge in the performance of their jobs. The need for further training

and development programme among employees is a critical issue as supported by writers such as (Mathias, 2008; Armstrong, 2010) because without further training and development programme, employees cannot perform as expected of them.

Crosstabs

Bar Chart 2 Training and development on employee commitment and status of respondents? Cross tabulation



Source: Survey Data, 2016

The Bar Chart 2 illustrates training and development on employee commitment for all the categories of staff of Koforidua Polytechnic. Of the 117 respondents for Junior Staff, 98 (48.5%) said training and development brings employee commitment 19 (9.4 %) thinks otherwise, all 59 (29.2%) Senior Staff respondents indicated that training brings employee commitment and all Senior Members numbered 26 representing 12.9% also shares the view that training and development makes employees more committed to the Polytechnic.

The results indicate that should management of the Polytechnic trains and develops employees, they remain committed to the Polytechnic which brings a long standing relationship and also employee retention. Employees could also be kept updated their knowledge, skills and abilities over time.

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.237 ^a	2	.000
Likelihood Ratio	22.173	2	.000
Linear-by-Linear Association	12.479	1	.000
N of Valid Cases	202		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 2.45.

The chi-square stipulates the association between the status of respondent and whether training and development helps to improving employee commitment. At a chi-square value of 15.237 and its significant value of 0.00; there is an association between the status of respondent and employee commitment with respect to training and development an individual receives. This implies that training and development helps to improve employees' commitment irrespective of the individual's status in the institution.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter deals with the summary, conclusion from the results and the findings; and also gives some recommendations based on the findings. Suggestions for future research have also been given in this chapter.

The target population for the study was all the four hundred and nine (409) administrative staff of Koforidua Polytechnic. A total of two hundred and two (202) were sampled out of the 409 comprising Senior Members, Senior Staff and Junior Staff. Stratified Random Sample technique was employed where the population was divided into three strata (i.e. Senior Members, Senior Staff and Junior Staff) and simple random sampling was used to collect sample from each stratum.

Summary of Findings

The study was conducted on effects of training and development on performance at Koforidua Polytechnic.

Males dominated the study with 68% as compared to 32% for females for all the categories of staff in Koforidua Polytechnic. Males dominated the study because they responded to the questionnaire as compared to the females.

The study again revealed that 37.1% of the respondents have worked for the Polytechnic for 6 to 8 years, 12.9% have also worked for below 1 year. The results

indicate that Koforidua Polytechnic has a good employee retention rate in that about 64.2% of the population have worked for between 3 to 8 years.

Furthermore, the study realised that 65.8% have undergone training and development and 34.5% have not been to any training and development programme. On selection for training and development programmes, 43.1% were selected because training and development programmes was related to their job and 2.8% gained training and development through orientation (on joining the Polytechnic).

On the quality of training and development programmes, 51% said the training and development programme which they attended were of good quality and 19.1% said the quality of the training and development programme they attended was poor.

The study revealed that majority of the respondents made up of 47.5% said training and development in the Polytechnic has no specific schedule and 3.8% attends training and development programme every two years. This is an indicative of training and development programmes being unplanned in the Polytechnic.

Moreover, the study revealed that relevance of training and development programme related to one's job informs training and development programmes because 43.1% of the total population of respondents were selected for training and development programmes which was informed by the programme being related to their job. It also came to light that 76.3% of the respondents attended a training and development programme which were relevant to their job.

Further, the study showed that training and development contributes to achievement of performance targets in that training effects on employee behaviour and their working skills which results into enhanced performance which is consistent with prior literature (Satterfield and Hughes 2007).

This is because 94.6% of the respondents believes training and development has impact on performance and 5.4% of the respondents thinks otherwise. This means that training and development when done properly can impact positively on performance.

Moreover, the study revealed that there are organisational mediation when it comes training and development programmes. This is because for 38.8 of the respondents affirmed that financial constraints is a challenge to training and development programmes in the Polytechnic which management has the ability to control which transcends into performance relationship. Also, it was realised that 34.3% of the respondents affirmed that management support limit or hinder training and development programmes in the Polytechnic.

The study revealed that challenges of training and development ranges from poor learning culture, little or no commitment to training, no motivation, financial constraints among others. 38.8% affirmed that cost constraints pose a challenge to training and development programmes in the Polytechnic and 9.6% believes poor learning culture as a challenge to training and development.

In sum, it is evident that training and development has effect whether positively or negatively, positively when the organisation followed the factors for a

successful training and development programme and negatively when it does it anyhow.

Conclusion

The main objective of the study was to examine the effects of training and development on performance at Koforidua Polytechnic. Organisations that pay much attention to training and development are reaping the benefits that comes with it. Thus, training and development is essential to the growth of any business organisation of which Koforidua Polytechnic is no exception. Staff training and development has been identified by various scholars to be very crucial to an organisation and its effectiveness. In the light of the above, organisations are therefore encouraged to train and develop their staff to the fullest advantage in order to enhance their effectiveness.

Training and development reduces the work of the manager in terms of close supervision it also improves the drive, initiative and quality of work of the employees thus assist them to be more committed to achieving the goals and objectives of the organisation and this has the tendency of enhancing effectiveness among workers within the organisation.

Based on the findings, organisations must know when and what type of training and development should be given to employees after going through the training needs assessment of the individual, task and organisational levels. Organisations must continue to train and develop employees with respect to training and development programmes that are related to the jobs of the employees. This

will afford them the ability to sharpen the skills, abilities and knowledge of the employees to be abreast with technology.

Moreover, training and development programmes is systematic, planned and structured to improve the skills, knowledge and abilities of employees in any given organisation. This means that training and development programmes must be organised based on the assessment done within the organisation as well as the individual analysis to achieve the objective of the programme.

Training and development play an important role in the effectiveness of organisations and to the experiences of people at work. Training has implications for productivity and personal development. All organisations employing people need to train and develop their staff to enhance their skills to improve on their performance.

Training may lead to better performance if employees are provided with complementary inputs/resources. However, any programme not guided by clear policy is prone to implementation setbacks. As a result, for training and development to achieve its purpose, there should be organisational mediation in the areas of finances, appraisals, adherence to training needs assessment and give priority to training and development of employees.

Also, management support is key to avert the challenges that training and development programmes face. Proper evaluation is also key to minimise the challenges of training and development.

Recommendations

Based on the findings and conclusions, the following are recommended for implementation by management of Koforidua Polytechnic.

The management of Koforidua Polytechnic should ensure that there is a well-planned training and development programme and effectively executed. This is because training should be systematic in that it is specifically designed, planned and implemented to meet defined needs. It is provided by people who know how to train, and the impact of training is carefully evaluated.

Further, there should be a clearly written down policy on training and development with respect to selection of employees for training and development programmes. The policies must be made known to all stakeholders since training and development is shared responsibility.

The study also recommends the setting up of a department responsible for training and development issues in the Polytechnic in that training and development is a stand-alone function, separate from human resources.

Moreover, poor planning, willingness of staff for training, management support, which weakens and eventually leads to failure of implementation of training and development programmes. Management should fully support training and development programmes by inculcating the culture of learning in employees to sharpen their skills, abilities, and knowledge. Selection criteria for all training and development programmes must be done in such a way that every person has equal chance of being selected for training and development programmes.

Again, the study recommends for study and adoption “Systematic Training Model” (Armstrong, 2010) which is believed to be effective training and development model for its training and development programmes. The model has a very good criteria for supervising employees based on the evaluation process of the model.

Recommendations for Future Research

The study recommends that future research be done in other Polytechnics if the same results could be revealed. This because the study concentrated on only Koforidua Polytechnic.

Similar studies should also be conducted for the teaching staff of Koforidua Polytechnic to see if training and development has effect on their performance.

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APPENDIX

QUESTIONNAIRE

INTRODUCTION

As part of the academic requirement leading to the award of an MBA certificate, I'm conducting a research on **“EFFECTS OF TRAINING AND DEVELOPMENT ON PERFORMANCE OF KOFORIDUA POLYTECHNIC STAFF”**. I will be grateful if you spend your time in answering the following questions to help me conduct a good research on the topic. Information provided would be treated with strict confidentiality, and would be used only for academic purposes.

SECTION A (Bio Data)

1. Sex: (a) Male [] (b) Female []

2. Age range: (a) Below – 20yrs [] (b) 20 – 29yrs [] (c) 30 – 39yrs [] (d) 40 – 49yrs [] (e) 50yrs & above []

3. Highest level of education: (a) HND/Diploma [] (b) Bachelors Degree [] (c) Masters Degree [] (d) Doctorate Degree [] (e) Other (Please state)

4. Department:

5. Rank: (a) Junior Staff [] (b) Senior Staff [] (c) Senior Member []

6. How long have you worked for this Polytechnic? (a) Below – 1yr [] (b) 1 – 3yrs [] (c) 3 – 5yrs [] (d) 6 – 8yrs [] (e) 9yrs & above []

SECTION B
(Employee training)

1. Does Koforidua Polytechnic train its employees? a) Yes [] b) No [] c) Don't know []

2. Have you had any form of training and development programme ever since you joined the Polytechnic? a) Yes [] b) No [] c) Don't know []

If “yes” to the question above, please continue with the questions below.

3. How were you selected for training and development programme?
(a) Management Decision (b) Appraisal Results (c) Training related to my job
(d) Orientation (e) Other(s) please specify.....

4. How often do you undergo training and development?
(a) Monthly [] (b) Quarterly [] (c) Every six months [] (d)

Once a year []
(f) Every two years [] (e) Other(g) No specific schedule []

5. What type of training and programme did you attend?
(a) Lecture [] (b) Workshop [] (c) Seminar [] (d) Orientation []

(e) Other

6. How will you rate the quality of the training programme/s for which you have participated?

(a) Very poor [] (b) Poor [] (c) Average [] (d) Good [] (e)

Very good []

(f) Excellent []

7. How relevant were the trainings you received to your work? (a) Not relevant at all []

(b) Not relevant [] (c) Not sure [] (d) Relevant [] (e) Very Relevant []

8. Do you think management give high priority to provide appropriate training for employees?

a) Yes [] (b) No [] (c) Don't know []

9. Do you think training and development opportunities are fairly allocated across employees?

a) Yes [] (b) No [] (c) Don't know []

SECTION C

(Attainment of Organisational Goals)

10. Do you think training helps you to understand the goals of this organisation?

a) Yes [] (b) No [] (c) Don't know []

11. Would you agree that training helps managers of the Polytechnic to communicate a clear sense of directions of the Polytechnic to employees? a)

Yes [] b) No [] c) Don't know []

12. Do you think training and development helps to improve employee commitment?

a) Yes [] b) No [] c) Don't know []

13. Would you share the view that training and development helps to improve performance?

a) Yes [] b) No [] c) Don't know []

14. Would you require further training towards performance improvement to enable you contribute to increased productivity? a) Yes [] b) No []

c) Don't know []

15. Is it possible that training and development helps in achieving organisational goals?

a) Yes [] b) No [] c) Don't know []

SECTION D

(Impact of Training and Development on Employee Performance)

16. Does your current training provided by Koforidua Polytechnic includes training content and methods that can aid in the achievement of objectives.

a) Yes [] b) No [] c) Don't know []

17. Do you think training and development has helped in improving the general performance of the Polytechnic? a) Yes [] b) No [] c) Don't

know []

18. Do you think training and development helps to improve job performance?

- a) Yes [] b) No [] c) Don't know []

19. Are the skills, knowledge and abilities obtained on your training and

- development important to the performance of your job? a) Yes [] b) No [] c) Don't know []

If No, give reasons.....

.....
.....
.....

If Yes, how important is the new skill, knowledge and ability to the performance of your job.

(a) Ensured better understanding of the mission and vision of Koforidua Polytechnic

(b) Improved my knowledge in Information Communication Technology

(c) Provided better understanding of my job functions

(d) Provided a better understanding of my performance objectives

SECTION E

(Challenges of Staff Training and Development)

20. What problems do you face with respect to training and development in Koforidua Polytechnic? (a) Poor learning Culture (b) Little or no commitment to training (c) No motivation to training (d) Financial Constraints (e) Other(s) please specify.....

21. Does Koforidua Polytechnic has a laid down procedures with respect to training and development of staff. a) Yes [] b) No [] c) Don't know []

If there is, are they written down and known to staff

a) Yes [] b) No [] c) Don't know []

22. What do you think could be a weakness(es) in the implementation of training programme in Koforidua Polytechnic? (a) Poor Planning (b) Management support (c) Inexperienced Trainer (d) Willingness of staff for training (e) Other(s) please specify.....

23. What are the factors that limit/hinder the effective implementation of training programmes? Select at least three (a) Over aged staff (b) Cost Constraints (c) Family responsibilities (d) Office responsibilities (e) Management support (e) Other(s) please specify.....

24. Please specify any ways you think training and development in Koforidua Polytechnic can be improved.

- (a) Management support (b) Effective Evaluation (c) Clear laid down
policy on training (d) Adherence to training needs assessment (e)
Other(s) please specify.....

THANK YOU FOR YOUR RESPONSE