

UNIVERSITY OF CAPE COAST

ASSESSING THE IMPACT OF TRAINING ON JOB PERFORMANCE: A  
CASE OF AMEEN SANGARI LTD.

BY

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General Management

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**DECLARATION**

**Candidates Declaration**

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

Candidates Signature: ..... Date: .....

Candidates Name: .....

**Supervisors Declaration**

I hereby declare that the preparation and presentation of this dissertation was done in accordance with the guidelines on supervision dissertation approved by the University of Cape Coast.

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

Name: .....

## ABSTRACT

This study was conducted in the Cape-Coast metropolis to investigate the impact training has on job performance. A manufacturing business entity named Ameen Sangari Limited was chosen for the study. An appropriate research design (an interview guide) was used, thus workers were grouped based on their qualifications which allowed for observations and interviews with questions. It was found that generally the employees held the impression that their job performance has increased following the training programmes they experienced. Most of them have realised increases in their output and the majority rated their quality and quantity of work as very good after having gone through training. They also held positive opinions of their supervisors' ratings of their job performance. Thus to improve productivity, the organisation should put more resources into training programmes to make them more attractive to employees since training is highly associated with employee job performance ratings. Also to sustain employee satisfaction from the training policy in the organisation, management must make the effort to address the few limitations raised by the employees such as lack of training equipment and Professional Trainers.

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**DEDICATION**

To my family

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## CHAPTER ONE

### INTRODUCTION

#### **Background to the Study**

In this competitive world, training plays an important role in the competent and challenging format of business. Training is the nerve that suffices the need of fluent and smooth functioning of work which helps in enhancing the quality of work life of employees and organisational development too. Development is a process that leads to qualitative as well as quantitative advancements in the organisation, especially at the managerial level, it is less considered with physical skills and is more concerned with knowledge, values, attitudes and behaviour in addition to specific skills (McKinsey, 2006). Development can be said as a continuous process whereas training has specific areas and objectives. Thus, every organisation needs to study the role, importance and advantages of training and its positive impact on development for the growth of the organisation. Amen Sangari Ltd is a soap manufacturing company whose activities involve a lot of human hands and as a result of maintaining its status quo needs to bridge technological gaps to improve on its activities to meet the taste of the society hence the need for constant training among workers to enhance their skills.

Quality of work life is a process in which the organisation recognises their responsibility for excellence of organisational performance as well as employee skills. Training implies constructive development in such organisational motives for optimum enhancement of quality of work life of the employees. These types of training and

development programs help in improving the employee behaviour and attitude towards the job and also uplift their morale (Jia-Fang, 2010).. Thus, employee training and development programs are important aspects which are needed to be studied and focused on.

A well-functioning organisation must possess staff that is adequately skilled to undertake the required duties within the organisation and this can only be achieved if Governments or Management of institutions will put emphasis on TRAINING. For the sake of capacity building, managers are involved in developing the effective training programs for their employees to equip them with the desired knowledge, skills and abilities to achieve organisational goals. This struggle by the top management not only improves the employee performance but also creates positive image of the firm worldwide, (Jia-Fang, 2010).

Effective training programs helps employees to get acquaintance with the desired new technological advancement, also gaining full command on the competencies and skills required to perform at a particular job and to avoid most job errors and mistakes (Robert, 2006).

### **Statement of the Problem**

Ameen Sangari Ltd, is the manufacturing producer and supply of well patronised bar soap known as Ameen Soap. It is based in Cape Coast and employs about 500 employees. According to the HR department, there are 315 permanently employed employees and 185 casual employees. Ameen Sangari Ltd

by virtue of its operations has been ardent in employee training programmes since its inception.

The company has a units under its HR in charge of training and organising training sessions for its entire staff in the country to equip them with the latest developments in the handling of machinery and processes. It has a policy where employees who attain the criterion needed to qualify for study leave are encouraged with various study packages and also promoted, when appropriate, after the successful completion of their programmes. Thus the purpose of the training is to increase Skills, Knowledge, Ability and Competence (SKAC) in the company's is to maintain its premium on the market by producing high quality products.

Cole (2002) in a study found that training enhances SKAC and eventually worker performance and productivity in organisations. Given the coordinated training schedule for the company, this study seeks to assess the role of the training programme on workers' performance and productivity at Ameen Sangari Ltd. This activity of training consumes significant proportion of the organisations' fund. According to figures available at the human resource office of the factory, expenditure on Training and Development has consistently been increasing in the last decade, as there has been reoccurring changes in the operations of the Factory.

Averagely, expenditure on training programme is estimated to be about 40% of the allocated budget for the HR office.

Management of Ameen Sangari Ltd, however, is not completely pleased with the performance levels of its employees in the factory, with reference to Staff performance, quality of work, scope of service, and client satisfaction. These performance indicators, among others, do not meet expectation considering the quantum of financial resources committed into training of staff. This research, therefore seeks to mainly assess the role of the training programme on workers' performance and productivity. Also, this work will investigate the links between training and performance of the employees of the study organisation and make recommendations to check performance problems and seek to bridge the variance between performance and expenditure on training.

### **Purpose of the Study**

The purpose of this study is to assess the impact of staff training on their job performance at Ameen Sangari Ltd

Objectives of the Study:

1. Evaluate the main purpose of staff training programmes at Ameen Sangari Ltd;
2. Analyse the training and development policies in operation at Ameen Sangari ltd;
3. Assess and evaluating the training practices and processes of employees at Ameen Sangari ltd;
4. Assess the effect of training designs on employee job performance at Ameen Sangari Ltd.

### **Research Questions**

The study will be guided by the following research questions:

1. What is the major purpose of training programmes at Ameen Sangari ltd?
2. What are the training policies and practices in use at Ameen Sangari ltd?
3. What are the processes of monitoring and evaluation of training programmes at Ameen Sangari?
4. To what extent does training affect employee's performance at Ameen Sangari ltd?

### **Significance of the Study**

It is anticipated that the study will inform the Management of Ameen Sangari ltd in Cape Coast and other organisations about the benefits of effective employee training programmes. It will also help unravel the skill needs of the employees and provide management with appropriate means of providing them. Finally, the study will add to our knowledge on outcomes of employee training programmes on productivity in public organisations.

### **Scope of the Study**

The study will be limited to the Senior Staff of the Ameen Sangari Ltd and will take a look at the impact of the training practices on employee performance and productivity for over five years now.

### **Organisation of the Study**

The study is organised into five (5) main chapters. The first chapter deals with the background of the study leading to the statement of the problem, objectives of the study through to the significance of the study. The second chapter reviewed related literature in the area of the study such as training and development programmes as well as the training needs and development identification of employees. The third chapter focuses on the research methodology adopted by the researcher towards the study. The fourth chapter deals with the data analysis and presentation of the findings of the study. The final chapter which is the fifth chapter highlights the summary of findings, conclusions and recommendations of the study.



## CHAPTER TWO

### LITERATURE REVIEW

#### **Introduction**

This chapter examines the existing literature on approaches to employee training and its relevance to the current trend of events in the organisational setup from different perspectives.

Again, the chapter discusses the advantages associated with employee training programmes for individual, organisational and national outcomes.

#### **Theoretical Framework on Employee Training**

Training is defined as the systematic acquisition of skills, rules, concepts, or attitudes that result in improved job performance (Goldstein, 1993). The closer a training program is to organisational goals, the more effective it is considered. Bozionelos and Lusher (2002), Stevens (1996), Stumpf (1998), and Arnone (1998) define training as the process of creating a design that meets an organisation's needs, targets its participants, and provides a feedback system to redesign and adjust further iterations of the program based on organisational and participant perspectives and needs. This is a broader definition since it accounts for the entire training process, specifically the four-phase approach modeled by Lingham, Richley, and Rezanian (2006). This includes: (i) designing the training initial program, (ii) launching and evaluating the initial program, (iii) designing qualitative measures based on feedback from Phase II, and (iv) ongoing training and evaluation. McClelland (1994) argues that content is more important than

applicability in any training program, suggesting that training evaluation is the most ignored part of the process. The study identifies budgetary and other constraints that may cause trainers and program designers to employ standardised, commercially available evaluation instruments that have many disadvantages.

Among these are that standardised instruments are neither comprehensive nor focused on areas of critical content that would be either necessary or desirable. Evaluation is related to efficiency, effectiveness, and impact (Rossi & Freeman, 1989). McCoy and Hargie (2001) argue that no one model of evaluation is complete and suited to all situations; each has its strengths and weaknesses. The key aim of evaluating a training program is to analyse the extent to which its objectives match the organisation's goals and objectives. Once the program has been evaluated thoroughly, the key factors that contribute to its success or failure can be identified as its positive and negative features. The organisation will then be able to assess how successful its investment in that program has been, and what else it needs to add to improve it according to the needs of individual employees (Philips, 1996). By gaining organisational satisfaction among individual employees, it will be easier for the organisation to retain them.

Assessing the Impact of Training on Employees' Performance in Commercial Banks in Urban Lahore99Pfeffer (2000) shows that training can be a source of competitive advantage in numerous industries. Given that the world market structure is competitive, continuous improvement is imperative for organisations. Training and learning are the key organisational ongoing processes that contribute to growth. White and Mackenzie-Davey (2003) support this

argument, and indicate that training has become part of organisational learning and change, employee evaluation, and career development. Training effectiveness can be analyzed through various factors, including product service, institution profitability, work motivation, work efficiency, individuals' ability and knowledge, smaller wastage of resources, and level of job satisfaction (Drucker, 1995). An effective training program leads to an improvement in the quality of services. In the current "global environment," with employees being tasked to take on new challenges and responsibilities, it has become increasingly important to train managers as leaders (Black & Gregersen, 2000).

At the center of this environment is the need to help individuals learn in order to meet both organisational targets and personal objectives. The implications for the training and development sector has therefore taken on a new significance with over one third of the educational budget in Fortune 500 companies being spent on employee development at the middle and upper levels (Klein, Astrachan, & Kossek, 1996). An educated and well-trained work force is considered essential to maintaining a business firm's competitive advantage in a global economy. Training can prove a powerful agent in facilitating a firm's expansion and developing its capabilities, thus enhancing profitability (Cosh, Duncan, & Hughes, 1998).

Human Resources are the most dynamic of all the organisation's resources. They need considerable attention from the organisation's management, if they are to realise their full potential in their work, (Cole, 2004, p.349). Thus motivation, leadership, communication, work restructuring, payments systems,

training and development may all be included in the issues which have to be faced by management today. The scope of training activities, like other activities in an organisation depends, on the policy and strategies of the organisation. There are many organisations in the commercial field that carry out the minimum of staff training and development, because as a matter of policy, they prefer to recruit staff that are already trained or professionally qualified. Majority of organisations however, do have a positive policy on training and development. In some cases, this may be no more than to state, 'That the Company will provide resources to ensure that key skills are maintained within the organisation'; in other cases, the policy may refer comprehensively to the various actions it will take to ensure not only a regular supply of skills, but also a high degree of personal motivation through development opportunities provided by the company, (Cole, 2004 p.350).

One could assume that organisations see an important role for training and development in the provision of skills and the improvement of employee motivation. A term frequently used to describe well-organised training is Systematic Training. In the Systematic Training Cycle, the first priority is to establish what the training and development needs of the organisation are. This will involve the use of job descriptions, employee appraisal records and other data which may indicate such needs. The next step is to plan the training required to meet the needs identified. This entails such matters as setting the budgets and time tables, and deciding on the objectives, content and methods of training to be employed. The implementation of plans is usually a joint affair between the training specialists and their line and functional colleagues. Having implemented

the required training, it is important to evaluate the results, so far as possible, so that subsequent changes to content and methods can be made, if necessary. Events then move on to the identification of new needs, which re-starts the cycle afresh.

The benefits of Systematic Training include: the provision of a pool of skilled personnel for the organisation, the improvement of existing skills, an increase in the knowledge and experience of employees, improvements in job performance with resulting improvement in productivity overall, improve service to customers, greater commitment of staff (i.e. increased motivation), increased value of individual employees' knowledge and skills, and personal growth opportunities for employees.

### **Role of the Trainer**

The role of training staff in the organisation, thus the part they are expected to play, as well as the part they themselves expect to play, depends considerably on the style or culture of the organisation. If the organisation actively encourages training and development activities, then trainers will have an exciting and important role to play; if however, the organisation wishes only to pay lip-service to training, then the role for trainers will be severely limited. The other major factor in deciding what kind of role can be played is that of the training staff's own competence and professionalism. Where trainers are highly skilled both politically and professionally, they will tend to enjoy a good reputation within the organisation; where their skills and ambitions are of a lower order, then so will their reputation and effectiveness be proportionately lower.

The range of roles that can be played out by training staff is strongly influenced by the requirements of their jobs. In a report of the Training of Trainers, published by the Manpower Services Commission in 1978, (Cole, 2004), four key areas for training-specialist jobs were identified. These were: Planning and organizing activities, Determining and managing activities, Direct training activities, and Consulting and advisory activities. From these four areas of activity it is possible to see several alternative roles, for example: planner of training, training organiser, training manager, instructor, consultant and adviser. Clearly, when the job is of higher requirement, the range of possible roles would vary, and vice versa for jobs of lower requirement.

A training manager for instance would encompass all the above mentioned roles, although with an emphasis on determining, managing, consultancy and advisory activities. In performing their direct training roles training specialist are intimately concerned with (a) the identification or assessment of training needs, (b) the design, content and methods of training to be employed and, (c) the evaluation of training.

### **Identifying Training Needs**

A training need is any shortfall in terms of employee knowledge, understanding, skills and attitudes against what is required by the job, or the demands of organisational change.

All jobs make some demands on their job-holders. Simple jobs will require only a little knowledge with no need for any deeper understanding of what is involved;

such jobs will also require little in the way of skill, but may demand more in terms of attitude. Complex jobs, by comparison, will demand not only specialist knowledge, but also a real understanding of the basic principles or underlying concepts of the work involved; such jobs will probably require a high level of specialist skill, and attitudes that foster an awareness of the importance of teamwork and the necessity for first-rate quality. When training staff conduct a comprehensive training needs analysis in their organisation, they will focus on four main sources for their information:

- organisational level data (example about the management structure, communication channels, products/services offered, and personnel requirements), (b) job-level data (example about the individual job jobs/roles and skill requirements),
- individual data (example performance and appraisal data, training records),
- competence standards (i.e. occupational standards agreed nationally for different levels of responsibility).

The data obtained in this way enables the training staff to draw a comprehensive picture of the areas of current and potential shortfall in requirements. The collection of information for a training needs analysis is carried out by one or more of the following methods:

- Analysing recorded data relating to the organisation, to jobs and to individuals.
- Analysing questionnaires and attitude surveys issued to employees.

- Interviewing managers and supervisors about their own or their subordinates' training and development needs.
- Observing the job performance of individuals.
- Monitoring the results of group discussions relating to current work problems and
- Analysing self-recording diaries kept by managers, specialist and others.

The most popular of the above methods are those which utilize existing records, and those which involve interviewing managerial and supervisory staff. One particularly important document which contributes to the analysis of training needs is the appraisal form. This is the record of an employee's job performance, usually completed following an annual interview with his superior.

Appraisal interviews and the documentation which accompanies them are the formal mechanism by which organisations can assess or evaluate their human assets. In a well managed organisation, this formal appraisal merely rounds off, in a relatively standardised way, the frequent informal appraisals carried out regularly by the organisation's managers as a normal part of their job. The major objectives of the formal system of appraisal are to; identify the current level of job performance, identify employee strengths and weaknesses, to enable employee to improve on current performance, and to identify training and development needs.

### **Planning Training**

Once training needs have been identified by means of the training needs analysis, the training staff can begin the task of sorting training priorities, drawing



up initial plans, costing them and then submitting their draft plans for approval by their senior management. These draft plans spell out the key areas for training, the numbers and categories of employees concerned, the nature of the training proposed, the preliminary time-tabling of the training programmes contained in the proposals and an estimate of the cost which are likely to be incurred.

The training programmes can be formal or informal, and can take place on-the-job or off-the-job. The latter can mean in-company, or in-service, training or can refer to externally provided training. Examples of on-the-job training methods are; on-the-job instruction, coaching, counseling and action learning. On the other hand methods such as lectures/talk, group discussions and college courses are examples of off-the-job training methods.

Training plans are designed to encompass the following:

- what training is to be provided,
- how it is to be provided,
- when it is to be provided,
- where it is to be provided,
- by whom it is to be provided and
- at what cost it is to be provided.

In most companies the resources put into training and development represent a considerable investment in time, money and manpower. This investment needs to be evaluated from time to time to ensure, so far as possible, that it is been deployed wisely.

## **Evaluation of Training**

The evaluation of training is part of the control process of training. Evaluation methods aim to obtain feedback about the results or outputs of training, and to use this feedback to assess the value of the training, with a view to improvement, where necessary.

Like any other control process, training evaluation is firstly concerned with setting appropriate standards of training. These may take the form of policies, objectives, adherence to external standards, and standards of trainer-training and qualifications. Clearly, the more precise the standards set; easier it is to evaluate the success of training. The next important step will be the collection of relevant feedback data about training. Evaluation can take place at different levels of results, ranging from immediate to long-term results. Each level requires different evaluation strategy which is presented in Figure 3. From Figure 3, training-centred evaluation aims to assess the inputs to training, thus whether we are using the right tools for training or not. Reaction-centred evaluation, which is probably the most widely used evaluation strategy, seeks to obtain and assess the reactions of trainees to the learning experiences they have been put through. Learning-centred evaluation seeks to measure the degree of learning that has been achieved. This is usually achieved by testing trainees following the training, as in a driving test. Job-related evaluation is aimed at assessing the degree of behavior change which has taken place on-the-job after returning from a period of training.

Organisational changes can be brought about by training, and the evaluation strategy is linked to an Organisational Development Programme.

Finally, there is an impact on organisational goals to be considered, thus the effect of training on organisational profitability and company image. As legitimate as the question may be, it is extremely difficult to evaluate on account of the many other variables which have impact on these goals.

### **Human Resource Management and Training**

Human Resource Management has emerged as a major function in most organisations and is the focus for a wide-ranging debate concerning the nature of the contemporary employment relationships. Managing human resources is one of the key elements in the coordination and management of work organisations. Several new technologies are used to ensure the creation and delivery of services and goods in modern economies. Whatever means used, the role of individuals and groups as employees and the ability of management to effectively deploy such a resource is vital to the interest of both the employee and organisation.

Traditionally, Human Resource concerned itself with recruitment, selection, placement, training, compensation and industrial relations among others, (Armstrong 1996). According to Beer et al (1984), general management make important decisions daily that affect this relationship, and this leads to a map of Human Resource Management territory, the core of which they refer to as the four Cs'. These are:

**Competence of employees:** High competence creates a positive attitude towards learning and development.

**Commitment of employees:** High commitment means that employees will be motivated to hear, understand and respond to management's communication relating to the organisation of work.

**Congruence between the goals of employees and those of the organisation:**

Higher congruence is a reflection of policies and practices which bring about a higher coincidence of interest among management, shareholders and workers alike.

**Cost effectiveness of Human Resource Management practices:** This means that the organisation's human resource cost, that is wages, benefits, training and indirect costs such as strikes, turnover and grievances, have been kept equal to or less than those of competitors.

Beardwell and Holden (1993) 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.

They 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, and this means considerable and continuous investment in training and development.

It is the view of Beardwell and Holden (1993) that Human Resource Management concepts such as commitment to the company and the growth in the quality movement have led senior management teams to realise the increased importance of training, employee development and long-term education. Such

concepts require not only careful planning but a greater emphasis on employee development.

### **Types of Training**

According to Cole (2002), “training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task”. The focus of training is the job or task performs by the employee: The need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force is few examples. Salas and Cannon-Bowers (2001) see training as the systematic process of altering the behaviour and or attitudes of employees in a direction to increase the achievement of organisational goals. This means that for any organisation to succeed in achieving the objectives of its training programme, the design and implementation must be planned and systematically tailored towards enhancing performance and productivity. The Manpower Services Commission of the United Kingdom which was set up by the 1973 Employment and Training Act defined training as a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. According to the Manpower Services Commission, the purpose of training in the work situation is to develop the abilities of the individual and to satisfy the current and future needs of the organization. Most organisations have long recognised the importance of training to its development.

As new technology progresses, making certain jobs and skills redundant, an increasing emphasis is being placed on the need for a skilled and highly trained workforce. Many of the jobs being replaced by machines have been of an unskilled and semi-skilled nature, and this emphasises the need for higher education and skills for those wishing to gain employment in the future. Armstrong in 1996 and Sherman in 1998, emphasised that training should be developed and operated within an organisation by appreciating learning theories and approaches if the training is to be well understood. They expressly indicated that the success of a training program depends more on the organisation's ability to identify training needs and the care with which it prepares the programme so that if the trainees do not learn what they are supposed to learn, the training has not been successful.

They further indicated that training experts believe that if trainees do not learn, it is probably only because some important learning principle had been overlooked. This implies that the success or failure of a training programme is frequently related to the recognition and application of basic psychological principles of learning. This assertion is not necessarily right. If the trainees do not learn anything then of what benefit will they be to the organisation. If trainees return empty, with nothing to contribute, it can also mean that even though the organisation might have done all that is necessary to ensure a successful training program, the wrong candidate might have been selected for the training program.

There are various kinds of training programmes but the type of training need will vary from one organisation to the other. The following are some of the training programmes available to most organisations;

**Refresher Training**-refresher programmes are organised by the organisation for the employees in training institutions. The employees are exposed to modern trends in their field of operations.

**Orientation Training** –This type of training is usually given to new employees to acquaint them with the culture of the organisation.

**Career or Development Training**-The kind of training that shapes the skills and develop the intellect of employees to take up future responsibilities in the organisation.

**Job Training** –This is where the employee is actually thought how to perform the job upon which he/she was employed. Over here, the necessary skills and experience are acquired for the task ahead.

### **Benefits of Training**

The purpose of training is mainly to improve knowledge and skills, and to change attitudes or behaviour. It is one of the most important potential motivators which can lead to many possible benefits for both individuals and the organisation. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques.

According to Cole (2002) training can achieve among others;

High morale - employees who receive training have increased confidence and motivation;

Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;

Lower turnover – training brings a sense of security at the workplace which reduces labour turnover and absenteeism;

Change management- training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;

- Training provides recognition, enhanced responsibility and the possibility of increased pay and promotion;
- Training gives a feeling of personal satisfaction and achievement, and broadens opportunities for career progression and help to improve the availability and quality of staff.

Derek et al. (2000) looked at the training environment and the structure of organisations, and emphasised on the effects of internal political and cultural factors on training. Sherman et al (1998) argues that many new employees can be equipped with most of the knowledge, skills and attitudes needed to start work, but others may require extensive training to ensure their effective contribution to the organisation.

A majority however, will require some type of training at one time or another to maintain an effective level of job performance.



According to Krietner (1995), no matter how carefully job applicants are screened, typically a gap remains between what the employee does know and what they should know. An organisation which desires to gain the competitive edge in its respective industry, needs among other things, extensive and effective training of its human resources.

Training is therefore a key element for improved organisational performance; it increases the level of individual and organisational competences. It helps to reconcile the gap between what should happen and what is happening-between desired targets or standards and actual levels of work performance.

Although many employers continue to have reservations about the cost and extent of tangible business returns from training, the development of skills has been identified as a key factor in sharpening competitiveness.

### **Principles of Training**

Since the object of training is to assist a learner acquire the behaviour necessary for effective work performance, it is essential that a clear grasp of the ways in which learning theories are applied when designing training programmes are laid bare. According to Bryan (1990), there are four main requirements for learning to take place. These are:

- **Motivation-** People learn if they accept the need for training and commit to it.

If their motivation is weak, for instance if they doubt their ability to learn, no matter how well their training is designed and implemented, its effectiveness

will be limited. Flippo (1976) also came out with the fact that the more highly motivated the trainee, the more quickly and thoroughly a new skill or knowledge is learned. This means training must be related to something which the trainee desires. This could be money, job promotion, recognition and so on.

- The second requirement is **Cue**-Through training the learner recognises relevant cues and associates them with desired responses.
- The third one is **response**- Training should be immediately followed with positive reinforcement to enable the learner feel the response. The reinforcement should be positive, timely and consistent (Leslie, 1990).
- Finally, the fourth requirement is **feedback**-the information the learner receives indicating the quality of his response is the feedback. It should be made available as quickly as possible to ensure possible effective learning.

Even though these learning principles are good, they fail to talk about practice where the learner actively participates in using the skills and knowledge acquired. Furthermore, it also fails to mention that the level of aptitude and intelligence of individuals are different and that could affect the methods of training.

### **The Training Process, Policies and Resources**

Scores of Literature available on training (e.g. Salas & Cannon-Bowers, 2000; Salas & Cannon-Bowers, 2001) suggest that traditionally, training in an organisation involves systematic approach which generally follows a sequence of activities involving the establishment of a training policy, followed by training

needs identification, training plans and programs design and implementation, evaluation and training feedback for further action. Kenney et al. (1992) make a point that companies should have different policies for training depending on the class or level of employment or level of employees to be trained. They pointed out that training policies are necessary for the following reasons; to provide guidelines for those responsible for planning and implementing training; to ensure that a company's training resources are allocated to pre-determined requirements; to provide for equality of opportunity for training throughout the company; and to inform employees of training and development opportunities.

Though these policies seem accurate, they are silent on the elements of budgetary provision and top management support for training. According to Armstrong (1996), training policies are expressions of the training philosophy of the organisation. Armstrong further stated that "training policy shows the proportion of turnover that should be allocated to training and advocated that a training philosophy is imperative to indicate the degree of importance the organisation attaches to training". This will if not eliminate entirely, reduce the laissez-faire approach to training. These benefits of training notwithstanding, policies can be a difficult task especially for first time Directors, who do not have the advice of a training officer with previous experience at the level.

### **Theoretical models linking training to firm performance**

The knowledge and skills of workers acquired through training have become important in the face of the increasingly rapid changes in technology,

products, and systems. Most organisations invest in training because they believe that higher performance will be the end result (Kozlowski et al., 2000).

However, the theoretical framework for the relationship between training and firm performance has been subjected to considerable debates. Devanna, Fombrun, and Tichy (1984) proposed a model which emphasizes the interrelatedness and coherence of Human Resource Management (HRM) policies and performance.

According to their model, training and other HRM activities aim to increase individual performance. Thus, the result leads to higher firm performance.

Guest (1987) also came out with a theoretical framework to show how HRM policies have effects on human resources and organisational outcomes.

The strength of Guest's model is that it is a valuable analytical framework for studying the relationship between HRM policies and organisational performance because it is more careful, clear and easy for empirical testing.

Guest (1987) sees commitment as a vital outcome, concerned with the goals linking employees with firm performance. The goal of quality is important to ensure the high quality of products and services. Therefore, training and development policy play an importance role in HRM and contribute to improved strategic integration, employee commitment, flexibility and quality. HRM outcomes then lead to high job performance, high problem-solving, high cost-effectiveness, and low turnover, reduced absence, and fewer grievances. Another theoretical model which emphasises the interrelatedness and the coherence of HR

practices, firm strategy and firm-level outcomes is one presented by Wright and McMahan (1992). They present six theoretical models altogether from the fields of organisational theory, finance, and economics.

Three of them (resource-based view of the firm, cybernetic systems, and behavioral perspective) consider the relationship between training and firm performance. First, in the resource-based view, firm resources include Physical Capital, Human Capital and Organisational Capital that enable the firm to improve its efficiency and effectiveness. Its resources determine the strength of a firm in the long term. In order for a firm's resources to provide sustained competitive advantages, however, it must have four attributes: valuable, rare, imperfectly imitable, and cannot be replaced with another resource by competing companies (Barney, 1991). Therefore, Human Capital is a primary source of sustained competitive advantage to a firm because apart from the criteria mentioned above it cannot be duplicated or bought in the market by competitors. Applying the resource-based view to training suggests that training can provide knowledge and skills for employees and in turn this may lead to high firm performance.

Second, in the Behavioural Perspective Models, employee behaviour plays an important role as a mediator between strategy and firm performance (Schuler & Jackson, 1987; Schuler, 1989). The models do not focus on knowledge, skills or abilities of employees, but focus only on employee role behaviors because the employee's attitudes, behaviours, and commitments could affect the firm's performance. Thus, the employee role behaviour can be instrumental in the

creation of a competitive advantage. HRM practices can be considered as an option to promote the role behaviour more efficiently and effectively, especially HR training policy.

Third, a popular theoretical model applied to HRM literature is the cybernetic model of HR systems. It is based on the general systems models and includes input from the environment (i.e., inputs of HR knowledge, skills, and abilities), through (HR behaviours) and output systems (productivity, sale, job satisfaction, turnover, etc.). When the model is applied to strategic HRM, Wright and Snell (1991) focus on two major responsibilities:

Competence management (deals with individual skills required to implement a given organisational strategy) and behaviour management (activities that seek to agree and coordinate attitude and behaviour of individuals for organisational strategy and goals). Therefore, training will improve knowledge, skills, abilities and behaviour of employees. This in turn leads to positive organisational outcomes. Recently, an excellent analytical framework which uses a multilevel approach to training has been offered by Kozlowski et al. (2000). The multi-level model bridges the gap between theoretical models of training needs assessment, design, and evaluation, and the higher levels at which training must have an impact if it is to contribute to organisational effectiveness (Kozlowski & Salas, 1997).

It is focused on training transfer and embedded in two distinct transfer types: horizontal and vertical transfer. Horizontal transfer concentrates on traditional models of training effectiveness. Kozlowski and Klein (2000) proposed

“top-down contextual effects” which they described as a group and organisational factors that have direct and moderating effects on learning and transfer. These effects have been the source of recent theory and research addressing the influence of organisational factors on motivation to learn, transfer, and training effectiveness at the individual level of analysis. Vertical transfer examines the link between individual training outcomes and organisational outcomes. There are two distinctive forms of vertical transfer processes that is, composition and compilation. Composition concentrates on individual contribution at the same content, while compilation focuses on individual contribution at the different or diverse content.

To summarize, first, it is obvious that similarities exist between the normative models of HRM, whether it is the US (Devanna et al.) or the British (Guest model). They have put training on a set of HRM policies and consider training as an important and vital policy for improving knowledge, skills, attitude and motivation of employees. Second, the HR system is a complex set of policies designed to manage labour in the organisation and integrate into organisational strategy in order to create high performance for organisation.

Third, this review of theoretical models linking training to firm performance also suggests that it is explicitly recognised that no organisation can attain its goals or organisational strategy without labour that has the right knowledge, skills, abilities, behaviour, and attitudes. Therefore, training plays an important role in improving the quality of employees directly and effecting on firm performance through HR outcomes.

Finally, organisational researchers studying training and firm performance need to consider the impact of various dimensions of employee training programmes, the type of training methods and design, the type of employees trained, and time spent by employees in training on firm performance.

### **Impact of Training on a Staff's Wages**

A qualification is a signal to employers that the individual is more able than other applicants. An individual will therefore theoretically invest in education or training if the costs are compensated by sufficiently higher anticipated future earnings. The weight of evidence relating to the positive impact of education on future earnings is strong. For the western economies, the gross rate of return to an individual of a year's additional education ranges between 5-10%. In New Zealand, Norton et al. (2000) found that the effect on earnings of an additional year of education is probably around 6-8% and certainly less than 10%. Also, in the US, Kruger and Lindahl (2001) found that an additional year's schooling appears to raise an individual's earnings by about 10%. Furthermore, Blundell et al. (1999) in the UK, point out that there are diminishing returns to successive investments in human capital: the rate of return declines with the level of schooling.

A number of studies have been undertaken to examine the effect of increasing training on wages; most find a positive effect. Blundell et al (1999) in the UK found that individuals undertaking employer-provided or vocational training earn, on average, just above 5% higher real earnings than individuals who



have not undertaken such training; the rates of return are in the 5-10% range if the training also results in a middle or higher vocational qualification being obtained; Skills acquired from training depreciate over time, suggesting that training needs to be renewed to retain its benefits. Other studies with similar findings have included the following. Dearden et al. (2000) in the UK found that increasing the proportion of workers trained in an industry by 5 percentage points (say from 10% to 15%) is associated with a 1.6 per cent increase in wages. In Australia, Smith (2001) summarised the international literature that measures the wage effects of participation in enterprise-based training. The wage effects ranges varied within and between studies, as well as by country, with the average range being 8-9%. Also in Australia, Long (2001) found that the average earnings effects for males of Skilled Vocational Qualifications is 9.2% and for Basic Vocational Qualifications is 7.6%.

Lastly, in the Netherlands, Groot (1995) found that for participants in enterprise-related training the wage effects are 21%.

### **Impact of Training on Organisational Profitability**

In the same way that an individual will consider the returns to training, firms will undertake training if the returns, in terms of productivity gains and hence enhanced profitability, outweigh the cost. In general, the effects of training on firm productivity and profitability appear to be less well researched and less clear-cut than those of training on wages. An estimate to quantify the contribution of training on firm productivity ranges from very large effects to

little or no effects. Some of the studies that indicate that training impacts positively on productivity include the following; Prais et al. (1989) in their study involving a matched sample of hotels in Britain and Germany found that labour requirements were about 50% higher in the London hotels, and that this difference was attributable mainly to qualified manpower (vocational training).

Secondly, Dearden et al. (2000) studying the production sector of the UK found that raising the proportion of employees trained in an industry from 10% to 15% is associated with at least a 3 percentage point increase in the value added per worker. Third, In Australia, Blandy et al (2000) found a positive impact from investment in training by enterprises on their productivity. However, some found little or no relationship between training and productivity. In New Zealand, Business NZ and the Industry Training Federation (2003) found a range of weak non-linear relationships between training and productivity.

Again, Lynch and Black (1995) found that, in the US manufacturing sector, the number of employees in training had no significant effect on productivity. Having said this, several studies (Dearden et al, 2000 is just an example) have found that the productivity effect of training than the wage effect. This confirms the theory that not all the productivity gains resulting from training accrue to the trainee through higher wages, so that investment in training remains is larger profitable for the firm.

## **Conclusion**

The review has so far revealed the importance and purpose of employee training in an organisation, and how it contributes to productivity as well as economic growth. The review has unraveled the fact that when employees are adequately trained, they develop the appropriate competences to enable them increase their productivity levels and their wage levels also increase. The final outcome is profitability and competitiveness of the organisation. Again, it was observed from the empirical review that studies exploring the connection between training and productivity are scanty in developing countries such as Ghana. Based on these observations, this study is being undertaken to find out the state and impact of employee training programmes at the Ameen Sangari Ltd.

## CHAPTER THREE

### RESEARCH METHODS

#### Introduction

Chapter three of this study gives a description about the techniques employed to obtain all the relevant information or data required for the study. It deals with the research designs, population, sample and sampling techniques, research instruments, data collection procedure and data analysis.

#### Research Design

Alan Bryman (2004) states that “a research design provides a framework for the collection and analysis of data. A choice of research design reflects decisions about the priority being given to a range of dimensions of the research process”.

This study used the cross-sectional survey design in which data was collected across a population through sampling. The survey approach is acceptable in relation to this type of research.

Survey as defined by Monette, Sullivan and Dejong (2002) is “a data collection technique in which information is gathered from individuals, called respondents, by having them respond to questions. Monette, et al, (2002) revealed that, it is probably the most widely used research method in social science research.

It is open knowledge that survey has many techniques available for conducting a study thus making it a versatile tool. Nonetheless, all surveys have

similar characteristics. First, surveys involve collecting data from large samples of people; therefore they are ideal for obtaining data representative of populations too large to be dealt with by other methods. Secondly, all surveys involve presenting respondents with a series of questions to be answered. These questions may tap matters of fact, attitudes, opinions, or future anticipations (Cohen, et al., 2007).

### **Sources of Data**

The data for this research came in two forms namely primary and secondary sources. The existing data on performance and productivity of employees of Ameen Sangari Ltd for the past ten (10) years of the training programme were used to assess the impact of training on output of employees. Primary data were gathered from the respondents using the questionnaire survey.

### **Study Population**

All employees of Ameen Sangari Industries Ltd comprising, administrative staff, operational/field staff and drivers constituted the target population. In all, the study made use of a representative sample of the workers of Ameen Sangari Ltd. The workers in the company were classified as follows: Administrative (18); operational/field staff (249); and driving (9). Thus in sum the entire staff is 276.

### **Sample Size and Sampling Techniques**

Sampling is a method by which the researcher endeavours to select a representative group from the population under study (Neumann, 2002). For Neumann, an entire population tends to be too large to work with and a small

group of participants must act as a representative sample, thus the need for sampling. The study employed Purposive, Stratified and Quota Techniques.

The workers in the various departments were stratified according to sex. After that quotas were assigned to each stratum in order to obtain a representative sample.

Neumann (2002) recommends a large sampling ratio (about 30 percent) for small populations (under 1000); a small sampling ratio (about 10 percent) for moderately large populations (1000); and about 1 percent for very large populations. Using Neumann's (2002) approach, a large sampling ratio of 30% was required in this study. Therefore a sample of 83 workers was selected and the quotas are distributed as follows: administration (5); operational/field staff (75); and driving (3).

### **Data Collection Instruments and Procedure**

The study used an interview guide to gather data from respondents. An interview guide, or aide memoire, outline areas to be covered in a semi structured interview. This is normally created in advance of the interview by the researcher and is constructed in such a way as to allow flexibility and fluidity in the topics and areas that are to be covered, the way they are to be approached with each interviewee, and their sequence. The interview guide is linked to the research questions that guide the study and cover areas likely to generate data to address the questions. Respondents were asked questions and out of their response data was gathered. The main characteristic of this method is that data are offered by

the respondents by interacting with the interviewer. This allow probing, prompting and clarification of questions. interview guide is the most appropriate research instrument for this study because they offer greater assurance of authenticity, less opportunity for bias and errors and a stable, consistent and uniform measure variation. Besides, they also produce quick results. About 83 workers were interviewed.

### **Data Processing and Analysis**

The Statistical Product and Service Solution (SPSS) version 0.6 statistical package was used to analyse the data. The SPSS package was used because it was the most suitable for the type of data analysed. The researcher used frequency tables and cross tabulation in the analysis.

### **Ethical Considerations**

Ethics in research give researchers the guidelines on how they should conduct research. The guidelines ensure that research is carried out in a way that is in the best interest of the respondents. It is the researcher's responsibility to act in an ethical manner (Gall, Borg & Gall, 1996). In this study, attention was paid to ethical issues of informed consent, confidentiality and anonymity. Respondents were informed about the objective of the study and their participation was non-compulsory. The researcher adhered to strict confidentiality of the information received from respondents and the information from the respondents were used only for the intended purpose. To ensure anonymity, survey items were assigned unique identities in order not to expose the identity of the respondents.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Introduction

Raw data collected from the field makes no meaning. This is why in research, data collected needs to be subjected to critical scrutiny, analysis or interpretation for easier comprehension.

H.J. Adèr and G.J. Mellenbergh, (2008) intimates that data analysis is a process of inspecting, cleaning, transforming, and modeling data with the goal of highlighting useful information, suggesting conclusions and supporting decision making. Tabachnick, B.G. & Fidell, L.S. (2007) also stated that, data analysis applies linguistic and structural techniques to extract and classify information from textual sources, a species of unstructured data.

This chapter will as well explore the background profile of respondents for this study and the employee training programmes in the study organisation that is:

- respondents' experiences in these programmes
- to examine the relationships between the training programmes and job performance
- and to discuss the challenges faced by employees in accessing training programmes

Sex and age distribution of respondents



A total of 150 respondents collected the questionnaires. Only 83 of the questionnaires were returned to be analysed. The data depicts that, the number of males outweighs that of females in the selected sample. Out of the 83 respondents, 77 were males representing 92.77% of the sample size, with only 6 being females representing 7.23% .

About 70% of the respondents were in their 35. Out of the 83 respondents, 20 (26.5%) were within the 20-34 age group, 10 (56.6%) were within the 36-45 age group, 11 (13.3%) fell within the 46-50 age group and 3 (3.6%) were within the 51-59 age group.

This shows that, the selected sample of employees are in their very youthful ages. Table 1 presents information on age and sex distribution of the respondents.

Table 1- *Sex and age distribution of respondents*

Age Group	Sex of respondents				Total (%)
	Male (%)	Female (%)	Male (%)	Female (%)	
20-29	22 (28.6)	0 (0.0)	22 (26.5)		
30-39	43 (55.8)	4 (66.7)	47 (56.6)		
40-49	10 (13.0)	1 (16.7)	11 (13.3)		
50-59	2 (2.6)	1 (16.7)	3 (3.6)		
Total	77 (100)	6 (100.0)	83 (100.0)		

Source: Field survey, (2011)

As portrayed in Table 1, majority of the male respondents (about 55.8%) fall within the 30-39 age group, 28.6% fall within the 20-29 age group, 13% fall within the 40-49 age group, whilst only 2.6% fall within the 50-59 age group.

Similarly, majority of the female respondents (about 66.7%) fall within the 30-39 age group with just a few of them in the other age brackets. One observes that whereas there were more males than females, there were relatively younger females than their male colleagues in the sample.

### **Educational Qualification and Status of Respondents**

Majority of the respondents had at least basic school certificate qualification. Out of the 83 respondents, there were 18 (21.7%) respondents with basic school certificates, 46 (55.4%) secondary school qualification, 9 (10.8%) had higher national diploma, and 10 (12.0%) had bachelor's degree.

A disaggregation of the respondents by status showed that majority of the respondents in supervisory positions namely Administrators, General Manager, Operations/field Manager, secretary/receptionist hold higher educational qualifications such as diploma and degree than those in subordinate positions. This information is shown in Table 2.

Table 2- *Educational qualification and status of respondents*

Status	Educational Level				Total (%)
	Basic (%)	Secondary (%)	Diploma(%)	Degree(%)	

General	0 (0.0)	3 (6.5)	0 (0.0)	9 (90.0)	12 (14.5)
Manager/Administrators					
Operational/Field	1 (5.6)	9 (19.6)	6 (66.7)	1 (10.0)	17 (20.5)
Manager					
Driver	3 (6.5)	3 (6.5)	0 (0.0)	0 (0.0)	3 (6.5)
Sampler	17 (94.4)	28 (60.9)	2 (22.2)	0 (0.0)	47 (56.6)
Secretary/receptionist	0 (0.0)	3 (6.5)	1 (11.1)	0 (0.0)	4 (4.8)
Total	18 (100)	46 (100)	9 (100)	10 (100)	83 (100)

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Source: Field survey, Bryman 2004

As seen from Table 2, the majority of respondents with basic education (94.4%) and secondary education (60.9%) qualifications are samplers compared with those with diploma (66.7%) and degree (90.0%) who are managers/administrators and secretary/receptionists respectively.

Thus from the above table, the workers must be trained well in order to meet the challenges of the day as the literature specifies that workers with good training and development skills would survive in this challenging world.

### **Status and Tenure of Respondents in the Organisation**

Out of the 83 respondents, there were 29 (34.9 %) supervisors and 54 (65.1 %) subordinates. Regarding the number of years spent in the organisation,

the data revealed that majority of the respondents have spent relatively shorter periods in the organisation.

About 53% of the respondents had worked for 5 years or lesser in the organisation. Only 4.8% have worked for 16 - 20 years and a few (1.2%) had worked for 21 years and beyond. That observation notwithstanding, for those who have worked beyond 10 years, there were more supervisors 5 (17.1%) compared with 7 (13.0%) in the subordinates category.

This information is presented in Table 3.

Table 3- *Tenure and status of respondents*

Tenure	Status of respondents		
	Supervisor (%)	Subordinate (%)	Total (%)
<5 years	13 (44.8)	31 (57.4)	44 (53.0)
6-10 years	11 (37.9)	16 (29.6)	27 (32.5)
11-15 years	3 (10.3)	4 (7.4)	7 (8.8)
16-20 years	1 (3.4)	3 (5.6)	4 (4.8)
21+ years	1 (3.4)	0 (0.0)	1 (1.2)
Total	29 (100.0)	54 (100.0)	83 (100.0)

Source: Field survey, (2011)

One observes from Table 3 that majority of the subordinates have worked for few number of years compared with the supervisors. This observation might probably account for the positions held by the respondents, since longer tenure partly accounts for statuses held by employees in an organisation.

Data from the above table suggests that the longer one stays in the organisation, the higher his chances of getting training. This is clearly in line with the literature.

### **Employee Training Programmes in the Organisation**

Respondents generally showed a high degree of awareness of training programmes in the organisation. Out of the total of 83 respondents, 72 (86.7%) were aware of the existence of training programmes in the organization meaning the rest, 11 (13.3%) respondents have no knowledge about training programmes in the organisation.

A breakdown of this information into supervisors and subordinates showed that supervisors tend to have slightly higher knowledge of training programmes than subordinates in the organisation.

Out of the 29 supervisors 96.6% of them were aware of training programmes in the organisation as compared to their subordinate where 81.5% were aware of such programmes.

Table 4 illustrates this information. With regards to awareness of training programme, 86.7% of the respondents were positive. This is a good sign for the organisation as it has made training an important part of its rudiments. This obviously adds to what the literature say about the importance of training and development in the competitive world.

Table 4- *Knowledge of training programmes by status of respondents*

Status of respondents			
Knowledge of Programme	Supervisor (%)	Subordinate (%)	Total (%)
Yes	28 (96.6)	44 (81.5)	72 (86.7)
No	1 (3.4)	10 (18.5)	11 (13.3)
Total	29 (100.0)	54 (100.0)	83 (100.0)

Source: Field survey, 2011

One observes from Table 4 that supervisors rather than subordinates tend to have more knowledge of training programmes in the organisation. This observation might not only be to the fact that supervisors are closer to management than the subordinates but also due to their huge responsibilities which demand adequate skills and training to enhance their knowledge on their field of work.

This observation does not defeat what the literature say about the responsibilities of line managers and supervisors as the overall performance of their direct reports have a bearing on their total productivity.

### **Employee Training Experiences of Respondents**

Even though some of the respondents said they were unaware of training programmes in the organisation, further probing revealed that all 83 respondents have experienced one form of training or another.

When respondents were asked the number of times they have had programme that introduced them to new knowledge, it became clear that

respondents have had training sessions since joining the organisation and that training seems frequent in the organisation.

Indeed, 67 (80.7%) had some training session between the last 6 months to 1 year, 15 (18.1%) had some training about 2 to 3 years ago and 1 (1.2%) respondent had some training about 4 years ago.

Table 5 gives more details about the above discussions.

Table 5-*Employee training experiences*

Last training experience	Response	(%)
Over 6 months	67	(80.7)
Over 2 years	15	(18.1)
Over 3 years	1	(1.2)
Total	83	(100.0)

Source: Field survey, (2011)

Regarding the number of times they have received training; it was observed that training programmes were frequent. Of the 83 respondents, 35 (42.2%) have had training many times, 18 (21.7%) have had training twice while 30 (36.1%) said they have had training just once.

Table 6 which disaggregates this information into supervisors and subordinates shows an interesting observation. The observation above thus shows the seriousness the company attaches to its training and development needs which

are very vital for organisational growth and survival in the turbulence time of intense competition from industry players.

The observation therefore does not deviate from the point raised by the literature as the survival of organisations depend on effective training and development of their human resource as the training will equip the staff with the technical knowhow in the current work environment.

Table 6-*Number of times of training by status of respondents*

No. of Training Periods	Status of respondents		
	Supervisor (%)	Subordinate (%)	Total (%)
Once	6 (20.7)	24 (44.4)	30 (36.1)
Twice	6 (20.7)	12 (22.2)	18 (21.7)
Many Times	17 (58.6)	18 (33.8)	35 (42.2)
Total	29 (100.0)	54 (100.0)	83 (100.0)

Source: Field survey, (2011)

From Table 6, it is observed that supervisors tend to receive training than the subordinates. Indeed, majority of the supervisors (58.6%) have receives training for a consistent number of times. Only 20.7% said they have received training once.

The said percentage has also received training twice. In contrast, the subordinates' training experiences were mixed. Most of the subordinates (44.4%) have had just one training programme although some have had twice (22.2%) and 33.8% have had training on many occasions.



In exploring the objectives that informed the training, 32 (38.6%) said they have had orientation or induction, 30 (36.1%) said they were trained for performance improvement, and 21(25.3%) believed that their training programmes were for acquisition of new skills.

When the data was categorized by status, it was observed that supervisors tend to undergo training programmes that seek to improve performance or help them acquire new skills. In contrast, subordinates tend to experience training programmes with the aim of inducting or orienting them into the task of the organisation. Table 7 presents this information.

Table 7- *Objectives of training programmes by status of respondents*

Objective	Status of respondents		
	Supervisor (%)	Subordinate (%)	Total (%)
Orientation/induction	6 (20.7)	26 (48.1)	32 (38.6)
Performance improvement	14 (48.3)	16 (29.6)	30 (36.1)
Acquisition of new skills	9 (31.0)	12 (22.2)	21 (25.3)
Total	29 (100.0)	54 (100.0)	83 (100.0)

Source: Field survey, (2011)

As seen from Table 7, most of the supervisors undergo training for performance improvement (48.3%) and skill acquisition (31.0%).

Only a few (about 20.7%) receive training through orientation.

In contrast, most of the subordinates mainly receive training through induction or orientation programmes (48.1%), although a few undergo performance improvement (29.6%) and skills acquisition (22.2%) programmes.

### **Training Procedures and Forms of Selection**

In general, selection for training in the organisation takes the form of mandatory requirement as compared with recommendation from a superior. Out of the 83 respondents, 52 (62.7%) said their training experienced was a mandatory one compared with 31 (37.3%) who said they were recommended for training.

Again, no major differences were observed in the training selection procedure for both supervisors and subordinates. Table 8 illustrates this information.

Table 8- *Mode of selection for training by status of respondents*

Mode of Selection	Status of respondents		
	Supervisor (%)	Subordinate (%)	Total (%)
Mandatory	15 (51.7)	37 (68.5)	52 (62.7)
Recommendation	14 (48.3)	17 (31.5)	31 (37.3)
Total	29 (100.0)	54 (100.0)	83 (100.0)

Source: Field survey, (2011)

As seen from Table 8, majority of supervisors (51.7%) were selected for training on mandatory basis although a substantial number of them (48.3%) were recommended for training.

In the same vein, majority of the subordinates (68.5%) received training through mandatory selection compared with those who were recommended for

training. Thus, training processes in the organisation are usually mandatory. This might partly explain why most of the respondents were unaware that they have undergone training programmes.

Regarding the mode of facilitation of the training programmes, the data revealed that facilitation takes varied forms with the dominant mode of training facilitation being seminar. Of the 83 respondents, 47 (56.6%) said they had the training through seminars while 18 (21.7%) each said the training was done through classroom lectures and understudy process (on-the-job) respectively.

A breakdown of the data by status revealed no major differences in the form of training techniques adopted by the organisation. This information is presented in Table 9.

Table 9- *Mode of training facilitation by status of respondents*

Mode of Facilitation	Status of Respondents		
	Supervisor (%)	Subordinate (%)	Total (%)
Seminar	14 (48.3)	33 (61.1)	47 (56.6)
Classroom	7 (24.1)	11 (20.4)	18 (21.7)
Understudy	8 (27.6)	10 (18.5)	18 (21.7)
Total	29 (100.0)	54 (100.0)	83 (100.0)

Source: Field survey, 2011

As depicted in Table 9, there is preponderance of seminar as a training facilitation procedure for both supervisors and subordinates although majority of

subordinates (61.1%) undergo seminar mode of training compared with the supervisors (48.3%).

### **Training Evaluation Techniques in the Organisation**

The data showed that three key evaluation techniques are used to assess employees after they have undergone training programmes. These include problem-solving, application of skills on the job and written examination. The dominant evaluation technique was the application of skills. Out of the 83 respondents, 32 (38.5%) were evaluated through problem-solving, 39 (47.0%) were evaluated through application of skills on the job while 12 (14.5%) were evaluated through some written examination.

Some slight differences were observed in the techniques of evaluation for supervisors and subordinates. Table 11 presents this information.

Table 10- *Training evaluation technique by status of respondents*

Evaluation Technique	Status of Respondents		
	Supervisor (%)	Subordinate (%)	Total (%)
Problem-Solving	13 (44.8)	19 (35.2)	32 (38.5)
Application of Skills	8 (27.6)	31 (57.4)	39 (47.0)
Written Examination	8 (27.6)	4 (7.4)	12 (14.5)
Total	29 (100.0)	54 (100.0)	83 (100.0)

Source: Field survey, 2011

One observes from Table 10 that supervisors are mostly evaluated through problem-solving techniques (44.8%) compared to application of skills on the job

(27.6%) and written examination (27.6%). In contrast, subordinates are mostly evaluated through the application of skills on the job (57.4%) compared with problem solving (35.2%) and written examination (7.4%).

This observation could possibly be explained by the fact that supervisors are more regularly confronted with job challenges that require them to sharpen their problems solving abilities. This situation might not be the same for subordinates.

In exploring how the evaluation techniques relate to the objectives of the training, the data revealed that application of skills on the job is still the dominant mode of evaluation for the various training objectives. Table 11 illustrates this information.

Table 11-*Objectives of training programmes and evaluation techniques*

Objectives of training programme			
Evaluation Technique	Performance (%)	Induction (%)	New Skills (%) Total (%)
Problem-Solving	10 (33.3)	14 (43.8)	8 (38.1) 32 (38.5)
Application of Skills	14 (46.7)	16 (50.0)	9 (42.9) 39 (47.0)
Written Examination	6 (20.0)	2 (6.2)	4 (19.0) 12 (14.5)
Total	30 (100)	32 (100)	21 (100) 83 (100)

Source: Field survey, 2011

As Table 11 depicts, in all training objectives the usual evaluation techniques used is application of skills on the job. Of the 30 respondents whose training

objective was performance improvement, most of them (46.7%) were evaluated through application of skills on the job.

Out of the 32 respondents whose training objective was induction/orientation, the majority (50.0%) said they were evaluated through the application of learned skills on the job.

Lastly, of the 21 respondents whose training objective was acquisition of new skills, most of them (42.9%) were evaluated through the application of skills on the job. Thus, even though supervisors are often evaluated through problem-solving approach, application of skills on the job remains a dominant technique of evaluation.

### **Managing Training Programmes in the Organisation**

Respondents were generally impressed by the arrangements put in place for training in the organisation. Indeed, most of them thought that the training programmes are planned and systematic. Of the 83 respondents, 79 (95.2%) said the training programmes are planned. Only 4 (4.8%) said the programmes are not planned. In addition, 72 (86.7%) of the 83 respondents said the training programmes are systematic. Just 11 (13.3%) said the training programmes are not systematic. Tables 12 and 13 give pictorial view of the above discussion.

Table 12- *Respondents views on management of training programmes*

Response	Supervisor (%)	Subordinate (%)	Total (%)
Yes	30 (96.8)	49 (94.2)	79 (95.2)

No	1	(3.2)	3	(5.8)	4	(4.8)
Total	31	(100.0)	52	(100.0)	83	(100.0)

Source: Field survey, (2011)

Table 13- Respondents view on sequential relevance of training programmes

Response	Supervisor (%)	Subordinate (%)	Total (%)
Yes	32 (88.9)	40 (85.1)	72 (86.7)
No	4 (11.1)	7 (14.9)	11 (13.3)
Total	83 (100.0)	47 (100.0)	83 (100.0)

Source: Field survey, (2011)

A disaggregation of the data into supervisors and subordinates showed that although respondents generally believe that training programmes are planned, supervisors tend to hold higher opinions on the planning of training programmes than subordinates. Table 15 illustrates the information.

On their part, the majority of subordinates (92.6%) believed that training programmes are planned although a handful (7.4%) held the view that training programmes in the organisation are unplanned.

Table 14- Respondents views on planned training programme

Planned Training	Status of Respondents		
	Supervisor (%)	Subordinate (%)	Total (%)
Yes	29 (100.0)	50 (92.6)	79 (95.2)
No	0 (0.0)	4 (7.4)	4 (4.8)

Total	29 (100.0)	54 (100.0)	83 (100.0)
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Source: Field survey, (2011)

Given their generally high opinion on the planned and systematic nature of training programmes in the organisation, it was not surprising that the majority of the respondents were satisfied with the training policy in the organisation. Of the 83 respondents, 68 (81.9%) were satisfied with training policy in the organisation.

Only 14 (18.1%) were not satisfied with the training programmes in the organisation. When respondents' satisfaction was categorized into status, it was observed that supervisors were more satisfied with the training policy than subordinates. Table 15 illustrates this information.

Table 15- *Satisfaction with training policy by status of respondents*

Satisfaction with Policy	Status of Respondents		
	Supervisor (%)	Subordinate (%)	Total (%)
Yes	27 (93.1)	41 (75.9)	68 (81.9)
No	2 (6.9)	13 (24.1)	15 (18.1)
Total	29 (100.0)	54 (100.0)	83 (100.0)

Source: Field survey, 2011

As seen from Table 15, although satisfaction is high among respondents, more supervisors (93.1%) were satisfied with the training policy than subordinates (75.9%). In a similar vein, more subordinates (24.1%) were dissatisfied with the training policy than supervisors (6.9%). Thus, supervisors hold a very positive impression about the policy than their subordinates.



When asked to give reasons for their satisfaction or otherwise, 60 of the 68 respondents who were satisfied gave reasons. Out of this number, 35 (58.3%) said that one can always learn new skills while 25 (41.7%) said there exist more training opportunities. Table 16 throws more light to the above discussion.

Table 16- *Respondents Satisfaction of training programmes*

Reason	Status of Respondents				Total (%)	
	Supervisor (%)		Subordinate (%)			
More training	15	(42.9)	10	(40)	25	(41.7)
New skills	20	(57.1)	15	(60)	35	(58.3)
Total	35	(100.0)	25	(100)	60	(100.0)

Source: Field survey, 2011

In contrast, of the 16 respondents who were not satisfied with the training programmes in the organisation, 12 (80.0%) said the content of the training programmes were inadequate for them while the remaining 3 (20.0%) said the programmes have very short durations. This is shown by Table 18.

Table 17- *Dissatisfaction with training programmes*

Reason	Status of Respondents				Total (%)	
	Supervisor (%)		Subordinate (%)			
Short duration	2	(22.2)	1	(16.7)	3	(20)
Inadequate content	7	(77.8)	5	(83.3)	12	(80)
Total	9	(100.0)	6	(100.0)	15	(100.0)

Source: Field survey, (2011)

## Suggestion to improve training programmes

When respondents were asked to make suggestions about the training policy in the organisation, 58 out of the 83 respondents gave some suggestions. Of this number, 21 (36.2%) said longer training periods are needed, 21 (36.2%) said there was the need for more training incentives while 16 (27.6%) said the content of the training programmes must be made adequate to help employees acquire useful skills. This discussion is captured in Table 18.

Table 18- *Suggestion to improve training programmes*

Suggestion	Status of Respondents		
	Supervisor (%)	Subordinate (%)	Total (%)
Longer training programmes	8 (28.6)	13 (43.3)	21 (36.2)
More training programmes	10 (35.7)	11 (36.7)	21 (36.2)
Adequate content	10 (35.7)	6 (20.0)	16 (27.6)
Total	28 (100.0)	30 (100.0)	58 (100.0)

Source: Fieldwork survey, (2011)

Putting all together, one observes that even though respondents have positive opinions about the training policy in the organisation and are thus satisfied, they still require more improvements in the training policy for it to make significant improvements in the abilities and working life of the employees in the organisation.

### Effect of training programmes on job performance of respondents

Respondents generally believed that the training programmes have greatly improved their job performance. Out of the 83 respondents, 77 (92.8%) said the training they received had improved their performance on the job while 6 (7.2%) said the training did not improve their job performance.

When the respondents were categorized into supervisors and subordinates, it was observed that more supervisors see improvement in their job performance through training than the subordinates. This information is illustrated in Table 19.

Table 19- *Improved performance from training by status of respondents*

Improved Performance	Status of respondents		
	Supervisor (%)	Subordinate (%)	Total (%)
Yes	29 (100)	48 (88.9)	77 (92.8)
No	0 (0.0)	6 (11.1)	6 (7.2)
Total	29 (100.0)	54 (100.0)	83 (100.0)

Source: Field survey, (2011)

As seen from Table 19, 100% of the supervisors believed that training has improved their job performance. In contrast, 88.9% of the subordinates see improvement in their job performance through training with a handful (11.1%) saying they do not see any improvement in their job performance from the training programmes in the organisation.

Thus, even though respondents generally see greater improvements in their job performance through training, the supervisors tend to be the most affected employees.

When asked about the cues they use to identify how training has affected their job performance, 75 of the 77 respondents who have seen job improvement from the training programmes gave a number of indicators. Out of the 75, 32 (42.7%) said they have increased their output, 27 (36.0%) said they have witnessed increased efficiency while 16 (21.3%) said they have received positive supervisor ratings.

Again, when asked whether training has affected their output per hour, 73 (88.0%) of the 83 respondents said training has improved their hourly output while 10 (12.0%) said training has not improved their hourly output. In exploring how training has affected their hourly output, 71 out of the 73 respondents gave reasons. Of the 71 respondents, 34 (47.9%) said they experience higher output, 21 (19.6%) said their speed of work has increased while 16 (22.5%) said they have received higher efficiency.

When the respondents were once more categorized into supervisors and subordinates, the supervisors were the most positively affected group. This information is illustrated in Table 20.

Table 20- *Improved daily output from training by status of respondents*

Status of Respondents			
Improved Daily Output	Supervisor (%)	Subordinate (%)	Total (%)
58			

Yes	29 (100.0)	44 (81.5)	73 (88.0)
No	0 (0.0)	10 (18.5)	10 (12.0)
Total	29 (100.0)	54 (100.0)	83 (100.0)

Source: Field survey, (2011)

As depicted in Table 20, all 29 supervisors believed that training has improved their daily output. On the other hand, 81.5% of the subordinates said training has improved their daily output while nearly 18.5% said they did not see any improvement in their daily output from training.

Furthermore, respondents were asked whether they can quantify their output per day. Of the 83 respondents, 57 (68.7%) said they can quantify their output while 26 (31.3%) could not. Of the 57 respondents who could quantify their output, 14 (24.6%) produce a very high output per day, 24 (42.1%) said they produce beyond average per day. Only 19 (33.3%) produce an average output daily. This is captured in Table 21.

One therefore observes that in general respondents believe that training have key outcomes for their job performance in the organisation.

Table 21-*Quantifying output by respondents*

Output per day	Status of respondents			
	Supervisor (%)	Subordinate (%)	Total (%)	
High	10 (33.3)	4 (14.8)	14 (24.6)	
Beyond Average	14 (46.7)	10 (37.02)	24 (42.1)	
Average	6 (20.0)	13 (48.15)	19 (33.1)	

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Total	30	(100.0)	27	(100.0)	57	(100.0)
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Source: Field survey, (2011)

### Respondents Job Performance Ratings

Following from their general impression of training and job performance, respondents held positive ratings of quality and quantity of their own job performance, positive views of their supervisors' ratings of their job performance, and their own performance compared with their co-workers.

When respondents were asked how their supervisors would rate their quality of work in terms of perfect work outcomes, 70 (84.3%) of the 83 respondents said their supervisors would rate them very good and only 13 (15.7%) said they would be rated fairly good by their supervisors.

Regarding, supervisor ratings of work efficiency in terms of speed/quantity 72 (86.7%) of the 83 respondents said they would be rated very good and only 11(13.3%) said they would be rated fairly good for their speed of work.

A breakdown of the data into supervisors and subordinates did not reveal any major difference in respondents' view of their supervisors' ratings of their quality of work. Table 22 presents this information.

*Table 22-Supervisor ratings of quality work outcomes by status of respondents*

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Supervisor Ratings	Status of Respondents		
	Supervisor (%)	Subordinate (%)	Total (%)
Very Good	25 (86.2)	45 (83.3)	70 (84.3)

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Fairly Good	4 (13.8)	9 (16.7)	13 (15.7)
Total	29 (100.0)	54 (100.0)	83 (100.0)

Source: Field survey, (2011)

As depicted in Table 22, the majority of supervisors (86.2%) and subordinates (83.3%) said that their supervisors would rate them highly (very good) with regards to the quality of work in terms of perfect work outcomes. Only few supervisors (13.8%) and subordinates (16.7%) said that their supervisors would rate them fairly good.

When asked to rate their own work performance in terms of quality work on time, 78 (94.0%) of the 83 respondents rated their own performance as very good with just 5(6.0%) rating their quality of their work as fairly good. Lastly, when respondents were asked to rate their own work performance in comparison with their co-workers, 76 (91.6%) of the 83 respondents rated their work as very good with just 7 (8.4%) rating their performance as fairly good.

Once again, respondents were categorized into supervisors and subordinates. It was observed that supervisors have higher rating of their job performance than the subordinates. Table 23 illustrates the situation.

Table 23- *Co-worker comparisons of performance by status of respondents*

Co-worker Comparison	Status of Respondents		
	Supervisor (%)	Subordinate (%)	Total (%)
Very Good	29 (100)	47 (87.0)	76 (91.6)
Fairly Good	0 (0.0)	7 (13.0)	7 (8.4)

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Total	29 (100.0)	54 (100.0)	83 (100.0)
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Source: Field survey, (2011)

As Table 23 shows, all the 29 supervisors said their performance in comparison with co-workers is very good. In the case of the 54 subordinates, 87% of them rated their performance as very good even though 7 (13.0%) of them rated the quality of their performance as fairly good.

In sum, one observes that the respondents have very good job performance ratings of themselves; they know the impression their supervisors have about the quality or otherwise of their work and also how their supervisors would compare them with their co-workers.

### **Improving Training Programmes for Employee Performance**

Given the advantages associated with training as observed from the respondents, they were asked whether they knew of any training and development projections put in place for them by the organisation.

Of the 83 respondents, 51 (61.4%) said they were aware while 32 (38.6%) said they were not aware of any training projections. A breakdown of this information into supervisors and subordinates revealed that supervisors have higher awareness of training projections in the organisations than subordinates. This information is presented in Table 24.

Table 24- *Awareness of training projections by status of respondents*

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	Status of respondents		
Awareness of Projections	Supervisor (%)	Subordinate (%)	Total (%)
	62		

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Yes	20 (69.0)	31 (57.4)	51 (61.4)
No	9 (31.0)	23 (42.6)	32 (38.6)
Total	29 (100.0)	54 (100.0)	83 (100.0)

Source: Field survey, (2011)

As depicted in Table 24, although awareness of the training projections in the organisation is generally high, it is higher for supervisors (69.0%) compared with subordinates (57.4%). In a similar vein, more subordinates were unaware of the projections (42.6%) compared with their supervisors (31.0%).

This might probably be due to the fact that supervisors are closer to management than subordinates and are privy to such information than subordinates.

When the respondents were asked whether they had sponsored themselves for training purposes before, majority of them said they have never done that before. Indeed, only 17 (20.5%) of the 83 respondents had ever sponsored themselves for training in new skills and techniques. The majority, 66 (79.5%) have never sponsored themselves for such programmes. Details of the discussion are captured by Table 25.

Table 25- *Self sponsorship for training purposes*

Self Sponsorship	Status of respondents			
	Supervisor (%)	Subordinate (%)	Total	(%)
Yes	11 (35.5)	6 (11.5)	17	(20.0)
No	20 (64.5)	46 (88.5)	66	(79.5)

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Total	31	(100.0)	52	(100.0)	83	(100.0)
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Source: Field survey, (2011)

When asked about the skills they learnt, 13 out of the 17 respondents who had sponsored themselves before answered. Of the 13 respondents, 11 (84.6%) said they learnt new skills while 2 (15.4%) said they learnt hands on techniques.

This information is captured in Table 26.

Table 26- *Skills learnt from self sponsorship*

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Skills Learnt	Status of respondents					
	Supervisor (%)		Subordinate (%)		Total (%)	
New Skills	5	(71.4)	6	(100)	11	(84.6)
Hands on Technique	2	(28.6)	0	(0)	2	(15.4)
Total	7	(100.0)	6	(100)	13	(100.0)

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Source: Field survey, (2011)

However, most of the respondents were willing to sponsor themselves in future to train for new skills. Of the 76 respondents who responded to that question, 56 (73.7%) of them were willing to sponsor themselves while 20 (26.3%) were unwilling to sponsor themselves for training in new skills.

It could be deduced that respondents value the importance of training and are more likely to pay for the cost of training for new skill. Table 27 gives detail information on the issue.

Table 27- *Willingness of staff to sponsor themselves*

Status of Respondents					
Willingness to sponsor self	Supervisor (%)	Subordinate (%)	Total (%)		
Yes	30 (78.9)	26 (68.4)	56 (73.7)		
No	8 (21.1)	12 (31.6)	20 (26.3)		
Total	38 (100.0)	38 (100.0)	76 (100.0)		

Source: Field survey, (2011)

Some of the respondents offered suggestions that could help management of the organisation to improve upon its training policy and practices.

Of the 83 respondents, 45 made some suggestions. Out of this number, 29 (64.4%) said there is the need for regular training programmes, 10 (22.2%) called for more training incentives to motivate workers to train while the remaining 6 (13.3%) said more training tools should be at their disposal for use. Thus, respondents believe that when these training needs are put in place, they can realize the full benefits of training. This analysis is captured by Table 28.

Table 28- *Suggestion to improve training programme*

Status of respondents						
Suggestion	Supervisor (%)	Subordinate (%)	Total	(%)		
Need for regular training	15 (62.5)	14 (66.7)	29	(64.4)		
More training programme	6 (25.0)	4 (19.0)	10	(22.2)		
More training tools	3 (12.5)	3 (14.3)	6	(13.3)		
Total	24 (100.0)	21 (100.0)	45	(100.0)		

Source: Field Survey, (2011)

## **Conclusion**

The effect of training programmes on job performance of respondents, respondents' job performance ratings and training programmes that will improve employee performance were captured in this chapter.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### **Introduction**

This chapter provides a summary of key findings of the study. Based on these findings, conclusions are drawn and recommendations for improving the training processes and practices at Ameen Sangari Ltd, Cape-Coast.

In addition, the chapter makes suggestions about prioritised areas for further research on employee training and job performance.

#### **Summary**

The broad objective of the study was to assess the role of employee training on their job performance at Ameen Sangari Ltd, Cape-Coast. The study began with a review of the relevant and related literature on employee training and job performance which showed that although there are several advantages associated with employee training in organisational settings; these training programmes are usually not available in most organisations especially in developing countries due to the cost involved.

Again, where these programmes exist, they are usually uncoordinated, unplanned and are unsystematic. The situation therefore makes it difficult for employees to develop new skills and techniques to improve their performance and thus the productivity of the organisation.

To examine how this employee training and job performance situation operates in the Central region of Ghana, this study was conducted at Ameen Sangari Limited.

The specific objectives were to evaluate the major purposes of employee training programmes at Ameen Sangari Ltd, Cape-Coast; to analyze the training and development policies in operation at Ameen Sangari Ltd, Cape-Coast; to assess the training practices and processes of evaluation of training needs of employees at Ameen Sangari Ltd, Cape-Coast; and to assess the effect of training designs on employee job performance at Ameen Sangari Ltd, Cape-Coast.

After analyzing the data, the following major findings were made:

It was observed that the major purpose of training in the organisation is three folds: induction or orientation, performance improvement and acquisition of new skills. Nearly all employees had undergone training in the organisation.

Generally, employees in supervisory positions tend to undergo performance improvement and skill acquisition training while subordinates more often undergo orientation/induction training.

It was found that training policy in the organisation is visible and that majority of employees were aware of the training policy. The training policy is planned and systematic.

Employees were therefore generally satisfied with the training policy even though they believed there is room for improvement.

It was observed that training procedures in the organisation are two folds: mandatory requirement and recommendation by a superior.

Supervisors were generally recommended by their superiors while subordinates go through mandatory training requirements.

It was found that the mode of training facilitation takes three main forms namely: seminar, classroom lectures and understudying a superior. Yet the commonest mode of training facilitation was the seminar approach for both supervisors and subordinates.

It was observed that the training programmes are evaluated in three ways namely: problem-solving, application of learned skills on the job, and written examination. Application of learned skills was the dominant mode of evaluation. Generally, Supervisors were evaluated through the problem-solving approach while subordinates were evaluated through the application of learned skills.

It was found that respondents generally held the impression that their job performance has increased following the training programmes they experienced. Most of them had realized increases in their daily output and the majority rated their quality and quantity of work as very good after having gone through training. They also held positive opinions of their supervisors' ratings of their job performance.

## Conclusions

Based on these findings made so far, the study concludes as follows:

- The Ameen Sangari Ltd, Cape-Coast has a well-functioning training policy that inducts employees into the organisation, provides new skills and improves the job performance of employees.
- Employees in supervisory positions are more likely to know about training programmes than employees who are subordinate.
- All employees in the organisation most likely experience either a mandatory training programme or a recommended training by a superior.
- Employees most often go through seminar training programmes than other training approaches.
- Employees in supervisory positions are more likely to be evaluated through problem-solving while subordinates are evaluated through application of learned skills on the job.
- The more planned and systematic an employee training policy is, the greater the satisfaction employees derive from it.
- Employees who go through the various forms of training in the organisation experience an increase in their daily output. These subordinates are more likely to rate positively their job performance.



## Recommendations

Following closely the findings of the study, the following recommendations are made:

- Training policies though visible must be brought to the shop floor and be so clarified so that employees will be able to identify the rationale for a particular training programme.
- For maximum productivity, recommendation for training should be based on merit and not necessary one's status in the organisation.
- Subordinates just like supervisors must also be recommended for training beyond orientation to gain new skills and techniques as well as for performance improvements.
- Although the seminar mode of training is very important, the employees may be able to do a self-assessment if their subsequent training sessions are evaluated through different approaches.
- Again, there should be no preferential treatment for evaluation of training programmes for supervisors and subordinates.
- To improve productivity, the organisation should put more resources into training programmes to make them more attractive to employees since training is highly associated with employee job performance ratings.
- To sustain employee satisfaction from the training policy in the organisation, management must make the effort to address the few limitations raised by the employees.

### **Limitation of the study**

Also, access to some vital information was very difficult to come by as some key people in the company were reluctant to release important information due to the oath of secrecy they swore to the company.

### **Further research**

This study has attempted to assess the employee training policy, practices, evaluation and job performance in one organisation in Ghana.

This makes generalization of findings difficult. More studies would be required in future in different organisational settings to assess the relationship between employee training and their job performance.

Such studies may include a research design that allows for an evaluation of employee training programmes in public and private organisations to allow for comparisons.

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## APPENDIX A

### QUESTIONNAIRE

This study aims to seek your views on training programs and how it adds up to productivity in your organization (Ameen Sangari). The study is being conducted solely on academic grounds in attainment of a degree certificate at the university of cape coast. The researcher will then take full responsibility for anonymity and confidentiality of any information given out. Your responses will contribute to the success of this study. Thank you in advance for your time and support.

**Direction:** Please tick or write where appropriate.

#### A. Socio-demographic information

1. Age

a. 20-29 [ ]

b. 30-39 [ ]

c. 40-49 [ ]

d. 50-59 [ ]

e. 60+ [ ]

2. Sex

a. Male [ ]

b. Female [ ]

3. Highest educational attainment

a. JHS/ 'O' Level [ ]

b. SHS/ 'A' Level [ ]



- c. HND [ ]
- d. First Degree [ ]
- e. Others [ ]

**‘B’ Information on employee training programmes**

4. Your position at ASL

- a. Driver [ ]
- b. Sampler [ ]
- c. QCA [ ]
- d. QCO [ ]
- e. Secretary [ ]
- f. Other [ ]

5. How long have you worked in the organisation (year/s)

- a. 1-5 [ ]
- b. 6-10 [ ]
- c. 11-15 [ ]
- d. 16-20 [ ]
- e. 21+ [ ]

6. Are you aware of any training policy in ASL?

- a. Yes [ ]
- b. No [ ]

7. Have you had any form of training?

- a. Yes [ ]
- b. No [ ]

8. If your answer to 7 above was yes, when was your last training session?

- a. 6months-1 year ago [ ]
- b. 2-3 years ago [ ]
- c. 4 years and over [ ]

9. How many times have you gone for training if you have been with ASL for more than two (2) years?

- a. Once [ ]
- b. Twice [ ]
- c. Many times [ ]

10. Mode of Selection

- a. Recommendation [ ]
- b. Personal Request [ ]
- c. Mandatory [ ]
- d. Other, please specify.....

11. What were the objectives of the training?

- a. For performance improvement [ ]
- b. Orientation/Induction [ ]
- c. Acquisition of new Skills [ ]
- d. Others (please specify.....)

12. Type/form of training (please specify) .....

13. Method of facilitation

- a. Seminar [ ]

- b. On the job training [ ]
- c. Understudy Training [ ]
- d. Formal lectures/classes [ ]

14. How was the training evaluated (please specify)

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15. Do you think training at ASL is planned?

- a. Yes [ ]
- b. No [ ]

16. Do you think ASL Training program is systematic?

- a. Yes [ ]
- b. No [ ]

17a. Are you satisfied with the type of training policy available at ASL?

- a. Yes [ ]
- b. No [ ]

17b. Why the above response. Give reason.....

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18. What do you suggest.....

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**‘C’ Performance and productivity**

19. Has training improved your performance on the job?

- a. Yes [ ]
- b. No [ ]

20. If your response to 19 above was Yes, how do you know, specify.....

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21. Has training affected your output per hour/day?

a. Yes [ ] b. No [ ]

22. How has training affected your output, specify.....

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23. Can you quantify the output in terms of cartons/tones?

a. Yes [ ] b. No [ ]

24. If you answered yes to 23 above, specify how you can quantify the output.

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25. Has training exposed you to other skills that will help your future development?

a. Yes [ ] b. No [ ]

26. How would your supervisor rate your quality of work in terms of perfect work outcomes, free of errors, and of high accuracy?

Excellent [ ] Very good [ ] Fairly good [ ] Not good [ ] Not at all good [ ]

27. How would your supervisor rate your work efficiency in terms of your supervisor's assessment of your work speed or quantity of work?

Excellent [ ] Very good [ ] Fairly good [ ] Not good [ ] Not at all good [ ]

28. How would you rate your own work performance in terms of your ability to complete quality work on time?

Excellent [ ] Very good [ ] Fairly good [ ] Not good [ ] Not at all good [ ]

29. Compared to your coworkers, how would you rate your work performance?

Excellent [ ] Very good [ ] Fairly good [ ] Not good [ ] Not at all good [ ]

30. Have you gained some sponsorship from ASL for further studies since you were employed?

a. Yes [ ] b. No [ ]

31. If your response to 30 above was yes, please specify the type of sponsorship.

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32. Are you aware of any training and development projections available for you?

a. Yes [ ] b. No [ ]

33. Have you ever sponsored yourself for further training to acquire new skills and knowledge?

a. Yes [ ] b. No [ ]

34. If you answered yes to 29 above, what did you acquire? (Specify)

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35. If you answered no to 29 above, do you have plans to sponsor yourself in the future?

a. Yes [ ]                      b. No [ ]

36. Any suggestion for management to help improve worker performance and productivity.....

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