

**AN ASSESSMENT OF TRAINING AND EMPLOYEE PERFORMANCE:  
EVIDENCE FROM THE HEALTH SECTOR IN ASHANTI REGION**

By

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## ABSTRACT

For some time now, training of employees has become a very essential aspect of organisation and without which most organisations would have closed down. However, it is very crucial that steps are taken to solve these problems because irrespective of the type of the organisation, industry or sector, the most significant resource in the input process is the human resource. It is against this background that the researcher to explore the assessment of training on employees' performance. The research aimed among other things to assess the effectiveness of the training and how training will help employees to perform well. The study reviewed literature on the concepts of training and performance as well as theories underlying their conceptualisation.

The employees of the health sector were the population of the study as the researcher selected 120 employees (sample size) out of the population. A simple random sampling technique was used to select the employees. The study found out that the youth are more dominant in the health sector and they are mostly recommended by their supervisors for training. The researcher recommended that management should try every effort to incorporate employee training programmes at all the health centres in order to elevate employee efficiency on the job to deliver up to the expected objectives of their specific tasks and to make it compulsory for every employee to be given the chance or opportunity to attend training programmes that would sharp their skills for the job and where possible based on the supervisors' recommendation and the performance appraisal.

## ACKNOWLEDGEMENT

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Furthermore, I wish to express my appreciation to my parents for their encouragement, advice and support throughout my education.

Finally, I would like to extend my sincere gratitude to all the authors whose books served as references to this research.

## DEDICATION

This thesis is dedicated to the Supreme God for His guidance and protection throughout my education up to this level. I also dedicate this thesis to my parents and family as well as to my District Minister, Rev. Emmanuel Obour for their support, inspiration and encouragement to pursue my education.

# KNUST



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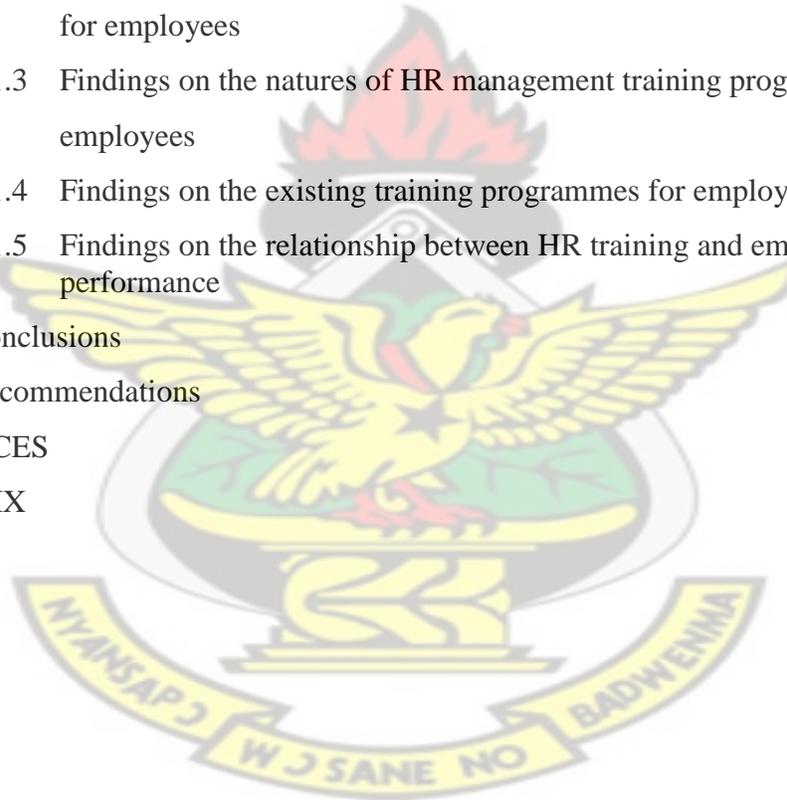
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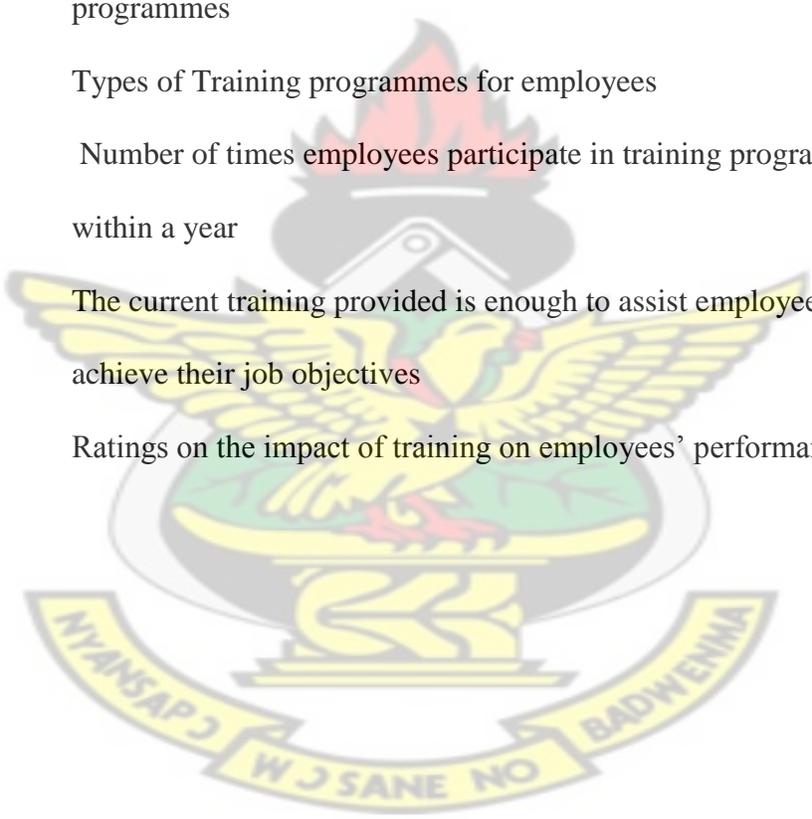
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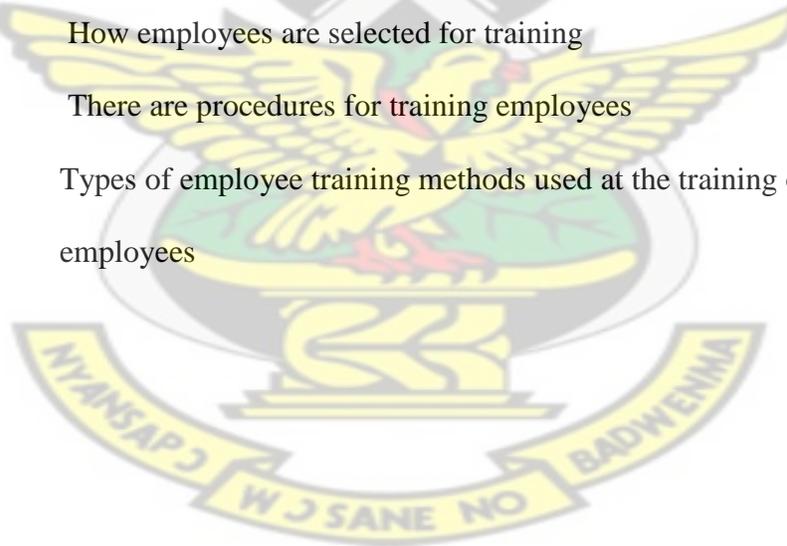
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## LIST OF ABBREVIATIONS

HRM	Human Resource Management
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HR	Human Resource
KPI	Key Performance Indicators
MDGs	Millennium Development Goals
DHIMIS	District Health Insurance Management Information System

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# CHAPTER ONE

## INTRODUCTION

### 1.0 Background of the study

Most organisations undergo training for their employees in order for the organisation to be kept competitive in the market. Employees are selected based on their experiences gained, skills and abilities given in their curriculum vitae or resume but these experiences and skills might not be good enough for them to fit very well in the vacant positions for which they were selected to fill, therefore the need to train them to enhance their performance in the organisation. It is essential to help develop skills and to update the knowledge. Especially, in a rapidly changing society, employee training is not only an activity that is desirable but also an activity that an organisation must commit resources to it to maintain a viable and knowledgeable work force (Acquinas, 2009).

The effectiveness and success of an institution depends on the human resource which is the most valuable assets of every institution. It follows therefore that the employees in an institution need to acquire the relevant skills and knowledge to be able to perform their duties and make meaningful contributions to the success of the organisational goals. Increasingly, high performing institutions today are recognising the need to use best training practices to enhance their competitive advantage. The competitive pressures facing organisations today require employees whose knowledge and ideas are current, and whose skills and abilities can deliver results. As institutions compete and change, training becomes even more critical than before. Employees who must adapt to the

myriad of changes facing institutions must be trained continually in order to maintain and update their capabilities (Mathis and Jackson, 2004).

One way many organisations have chosen to hang on to their talent is by re-investing in their human capital, the specialized knowledge, skills and abilities of a company's workforce. After making the initial investment of hiring these employees, companies are now looking to provide their workforce with the tools needed to grow and develop them as contributors to the growth of the company. D'Arcimoles (1997) suggested that employee training directly enhances firm's performance by raising the general level of skills. As employees become more highly motivated and skilled so their task performance improves and organisational effectiveness is directly enhanced. Employee training may, in this view, be seen as a discrete or stands alone management practice, one that directly enhances the human capital of the firm and so directly leads to performance improvements. Companies have found that investment in their human capital in the form of training can yield high returns. Taylor (2003) in an article training and development magazine said a knowledgeable and skillful workforce may ensure a company's survival and growth.

Some academics and professionals in Human Resource Management (HRM) have identified that training policies are critical for improving employee's skills, firm performance, and organisational survival (Schuler 2001) and essential for a firm is to remain competitive (Barney, 1991; MacDuffie 1995; Sales and Cannon-Bowers 2001). The quality of employees and their development through training and education are major factors in determining long term profitability of an organisation. If you attract and retain

good employees, it is a good policy to invest in the development of their skills, in order to increase their productivity.

Training is the process of acquiring specific skills to perform a job better (Jucious, 1963). It helps to become qualified and proficient in doing some jobs (Dahama, 1979). Usually an organisation facilitates the employees' learning through training so that their modified behaviour contributes to the attainment of the organisation's goal and objectives. Van Dersal (1962) defined training as the process of teaching, informing, or educating people so that they may become as well qualified as possible to do their job and they become qualified to perform in positions of greater difficulty and responsibility. Training for current employees helps them adjust to rapidly changing job requirements. Seminars, conferences and workshops can be offered to employees to help them polish their skills and improve the organisation's operations. Current educational systems, do not necessarily impart specific knowledge for specific job positions in organisations. As a result of this the labour force comprises few people with the right skills, knowledge and competencies needed for positions in the job market. There is therefore the need for extensive external training for human resources to be able to improve and also contribute to the productivity of organisations.

In most organisations, the performance of the employee is the main determinant of organisations' success (Mathis and Jackson, 2004). This means that organisations either into production of goods or delivery of services need to note that the performance of employees are very necessary in order to achieve its desired objectives. If employees' performance can affect organisational success, then there is the need for management to value training for employees.

According to Decenzo et al. (2002), performance is the effective and efficient work done, which considers personnel data such as measure of accidents, turnover, absence and tardiness.

Training is therefore, crucial to any present day Ghanaian organisation of which Health Institutions are included in seeking to improve the performance and competence of their employees. It goes without saying that, the amount; quality and quantity of training provided vary among organisations. According to Cole (2002), the factors which influence the quantity and quality of training and development activities include the degrees of change in the external environment, the degree of internal change, the availability of suitable skills with the existing workforce and the extent to which management views training as motivating factor in work. In line with the importance of training in organisation, this study seeks to address two issues. The first is assess training process needs in health institution; and secondly to identify its impact on employees' performance.

### **1.9 Statement of the Problem**

For employees to perform well and achieve organisational goals there is the need to train them. Training impacts positively on employees and the institutions they work for through the development of skills, knowledge, abilities, competencies and behaviour (Decenzo et al., 2002). Staff training is a significant part as well as the key function of human resource management, and it is the crucial path of motivating employees and increasing productivity in the business (McClelland, 2002). Training is a good way of creating positive attitudes among employees through the clarification of the attitudes and

the behaviours that are expected and required of them. Health institutions train their staff to equip them with knowledge on health issues, to improve their skills on using clinical equipments to provide better health services to patients, to prevent or reduce death, to improve patient-nurse relations and communications.

The health sector has put in measures to expand the human resource pool, maximise the availability of more highly skilled workers and empower health workers to deliver universal access to health services, including pre-service and in-service training for a public health approach (World Health Organisation, 2007). Each year, the institutions allocate huge sums of money in training in order to enable employees to acquire the necessary skills and knowledge. The institutions also sponsor employees outside the country such as South Africa, United Kingdom, United States of America and other parts of the world to participate in training programmes. Despite all these efforts and the huge sums of money spent on training programmes, patients still complain that employees are unable to perform up to their expectations. These complains normally take the forms of longer queues and also poor customer service.

Training in the health sector appears to be routine and thus lacks any thorough pre-training investigations to determine who needs training or what training will be of maximum benefit to the institutional goals. Again, there seems to be no systematic evaluation of the training activities to determine their effectiveness after the training had been conducted.

The major objective of these training programmes has been to equip staff of the institution with the knowledge and skills that is required for efficient and effective

performance of their duties. Judging from the foregoing one is tempted to conclude that in spite of the numerous resources and efforts committed to training in the institution, the programmes have not been successful in improving performance of the staff and thus the institution could not boast of a high caliber of staff that are knowledgeable, skilled enough to perform their jobs efficiently and effectively.

In the health sector, human resources, skills and expertise are crucial assets that drive productivity and performance. This is because, as a service industry, the service provided by the hospital is delivered through its personnel and it is consumed at the same time by the patients. It is therefore not surprising that Assabil (2012), Deputy Director in charge of Human Resource at the Ministry of Health commented that achieving the Millennium Development Goals by 2015 will be a mirage for Ghana if the country fails to train health workers to manage health facilities and advocated the formulation of policies to build the capacity of health personnel to ensure quality health care delivery.

#### **1.10 Objectives of the study**

The objectives of the study are classified into general and specific.

##### ***1.2.1 General Objective***

The main or general objective of this study is to find the impact of training on employees' performance in the Health Sector. In order to achieve this, the study will seek to achieve the following specific objectives.

##### ***1.2.2 Specific Objectives***

1. To identify the extent and nature of training in the health sector in Ashanti Region
2. To examine existing training programmes in the health sector in Ashanti Region

3. To examine the relationship between training and employee performance in the Health sector in Ashanti Region

### **1.11 Research Questions**

The study seeks to find answer to the following research questions:

1. Identify the extent and nature of training in the health sector?
2. Examine existing training programmes in the health sector?
3. Examine the relationship between training and employee performance in the Health sector?

### **1.12 Significance of the Study**

Human resource capital which is a vital factor that determines the success of every organisation can be achieved based on the training programmes that the organisation put in place. As an academic exercise, it will give the researcher the opportunity to contribute to knowledge, improve upon research experience and provide a basis for further research. The study will help organisations in the Health Sector to understand the importance of and the need for training programmes.

Again, it will enable them structure their training programmes to make them more effective in terms of helping to improve the efficiency of the workforce and lead to better health service delivery. This also ensures the existence of a pool of skilled workforce who could be utilised for national development. Labour is a major input to the success of an organisation. If labour is efficient it will help improve patient care at hospitals. As hospitals perform better they are able to increase output and contribute more to the

economy. This research work will not only be beneficial to the health sector but any other industry or sector that wants to achieve and sustain competitive advantage through investment in their human capital. This is because there is a shift in the world economy from financial base to intellectual capital. The study will bring to bear the importance of staff training in the health sector and how training will equip employees with tools to successfully manage conflict and adopt a patient centered attitude. More so, the study emphasises on how employees would learn to anticipate patient needs, actively listen to patients' requests, observe their behaviour and act accordingly, and to communicate with them effectively.

### **1.13 Brief Methodology**

The researcher used two (2) sources of data which are secondary and primary. The secondary source of data were obtained from books, journals, newspapers and some company records such as Ministry of Health, Ghana Health Service and other policies and procedures on training from the Health Sector. The primary data were obtained through the use of questionnaires which were administered to one hundred and twenty (120) employees from the selected health centres in Kumasi and Amansie Central. Sampling is the process of selecting a suitable unit from a population of interest so that studying the sample; one could fairly generalise the results back to the population from which they were chosen (Saunders et al., 2007). For the researcher to ensure validity of information and to eliminate biases, simple random sampling which is probability sampling was used in selecting the respondents. With this method, each item in a population has an equal chance of inclusion in the sample. Data were analysed using

Statistical Package for Social Scientist (SPSS) to establish the differences and the similarities in responses.

### **1.6 Scope of the Study**

The study is limited to the impact that training has played on the performance of employees in the Health Sector as a focal point. The research will focus on some selected health institutions in the Ashanti Region specifically in Kumasi Metroplis and the Amansie Central District.

### **1.7 Limitations of the Study**

The study was limited in findings due to the difficulty in obtaining the information regarding training of employees from management of the organisation; also some employees were reluctant in answering the questionnaires and not willing to tell the facts about issues during data collection. Finally the less time between settings of research tools, administering and analysing affected the final output of the research.

### **1.8 Organisation of the Study**

This thesis comprises introduction, review of literature, research design and instruments, findings and conclusion, which form the basis for the significance of the study. A summary is presented in Figure 1.1

Chapter one which is the beginning of this report is the introduction itself. The introduction is made up of: background of the study, the statement of the problem at hand, the objectives of the study, research questions, the significance of the study, the

scope of the study, limitations and delimitations of the study and the organisation of the study.

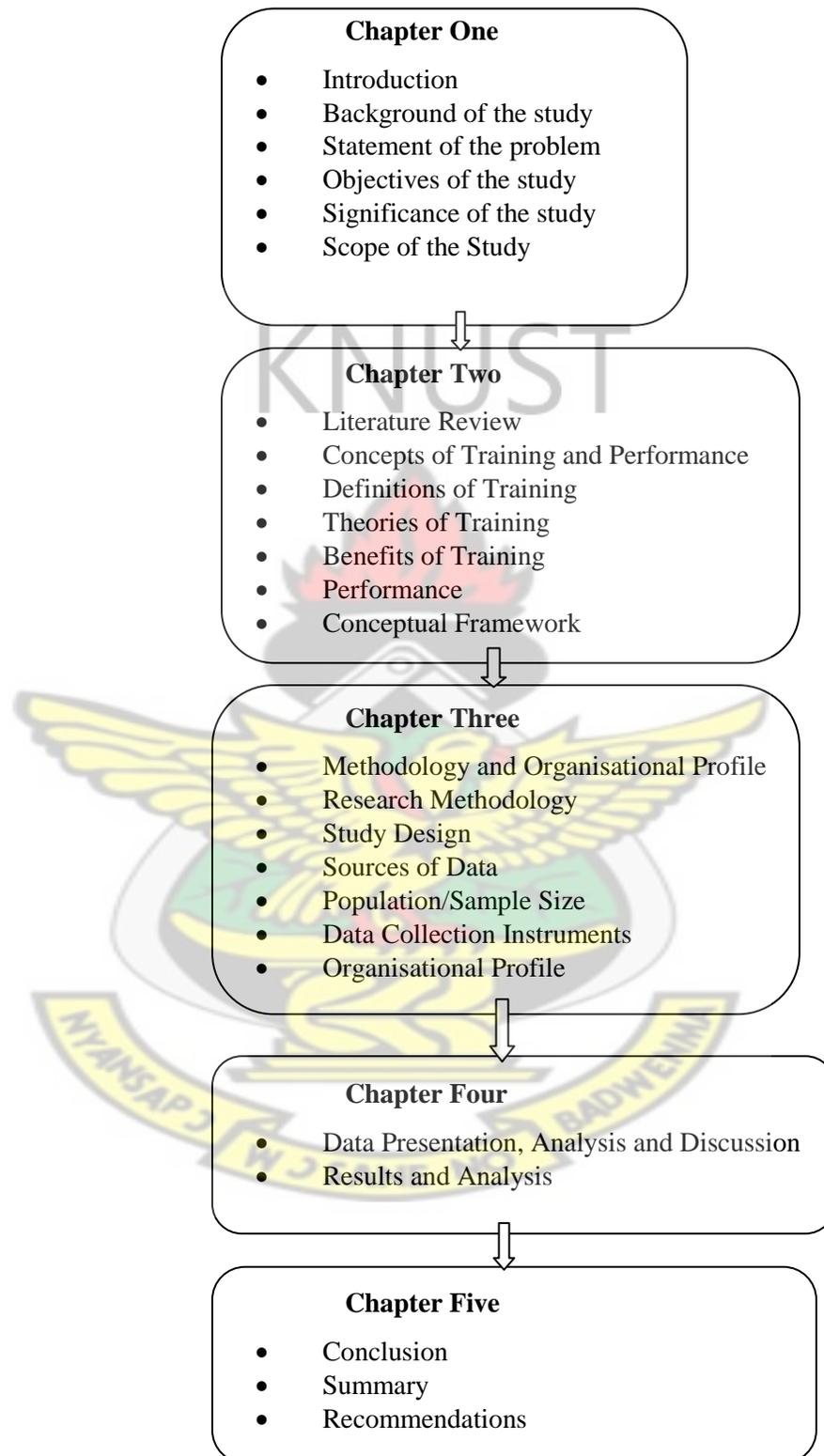
Chapter two is made up of the literature review of work of theories and researches in this study. It defines the concepts of performance. The chapter concludes with a conceptual framework.

Chapter three basically talks about methodology used in collecting the information required for this study, the sample design and the instrument used for the data collection are questionnaires. An overview of the study area including organisational profile and the location is also presented.

Chapter four is made up of the analysis of the data collected on training and performance to address the research questions. Key issues are related with literature and used in the analysis. A summary of findings is also presented in this chapter.

Chapter five which is the final chapter consists of the conclusions on how training influences performance is presented in this chapter. The recommendation for the research or study is also presented in the chapter to highlight suggestions and potential for future references.

**Figure 1.1 Organisation of the Study**



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter begins with a review of the concept and definitions used in discussing training and performance in organisations. This is followed by a review of the theories underlying the concepts conceptualizations. This chapter then examines the training programmes. The concept of performance is also discussed. The discussion also ascertains how training influences employees' performance. The chapter concludes with the development of a conceptual framework.

#### **2.1 Training and Performance**

There is the need for every organisation to train their employees both newly and existing employees in order to perform well to achieve institutional goals. To ensure this, there is the need for management to take into consideration how training can impact positively on employees' performance.

#### **2.2 Training as a management phenomenon**

Training as one of the major functions within human resource management has for long been recognised and thus attracted great researchers' attention by academic writers (Gordon, 1992 and Beardwell et al. 2004). This has yielded into a variety of definitions of training. For example, Gordon (1992) defines training as the planned and systematic modification of behaviour through learning events, activities and programmes which

result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively.

Decenzo and Robbins (2002), define training as a learning experience in that it seeks a relatively permanent change in an individual that will improve his or her ability to perform on the job. It may mean changing what employees know, how they work, their attitudes toward work, or their interaction with their co-workers.

According to Mathis and Jackson (2004), training is a process whereby people acquire capabilities to aid in the achievement of organisational goals.

Van Dersal (1962) defined training as “the process of teaching, informing, or educating people so that they may become as well qualified as possible to do their job and they become qualified to perform in positions of greater difficulty and responsibility”.

Training is also defined as a set of activities which react to present needs and is focused on the instructor and contrasts with learning as a process that focuses on developing individual and organisational potential and building capabilities for the future. (Reynolds, 2004; Sloman, 2005). This emphasises the link between how people in the organisation are developed and the achievement of organisational goals, and that competitive advantage comes from the strategic development of people.

It is important to note that, as researchers continue with their examination into the training research area, they also continue their arguments into its importance. Some of these researchers argue that the recognition of the importance of training in recent years

has been heavily influenced by the intensification of competition and the relative success of organisations where investment in employee development is considerably emphasised (Beardwell et al. 2004). Relating to this statement, Beardwell et al. (2004) added that technological developments and organisational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, thus a need for considerable and unceasing investment in training.

In this fast paced changing world of business and environmental uncertainty, organisations realize their limitation of dealing with new challenges (Tai, 2006). However, it further states that institutions should invest in training programmes to make their employees more competent to face the uncertainties and take effective decisions in time, in order to remain competitive in the market. Effective training is of much value to the firm in a variety of ways, such as; it plays a vital role in building and maintaining capabilities, both on individual and organisational level, and thus participates in the process of organisational change (Valle et al., 2000), therefore, the need to train employees regularly to keep them updated and to improve their abilities and competencies.

Training is the process of acquiring specific skills to perform a job better (Jucious, 1963). It helps to become qualified and proficient in doing some jobs (Dahama, 1979). Usually an organisation facilitates the employees' learning through training so that their modified behaviour contributes to the attainment of the organisation's goal and objectives.

Training for current employees helps them fine-tune to the hurriedly changing job requirements. Seminars, conferences and workshops can be offered to employees to assist them polish their skills and abilities as well as improve the organisation's activities.

Training is a process of learning a sequence of programmed behaviour. It is application of knowledge. It gives people an awareness of the rules and procedures to guide their behaviour. It attempts to improve their performance on the current job or prepare them for an intended job (Aquinas, 2009). According to Flippo (1990), "the purpose of training is to achieve a change in the behaviour of those trained and to enable them to do the jobs better". In order to achieve this objective, any training programme should try to bring positive changes in:

1. Knowledge – it helps a trainee to know facts, policies, procedures and rules pertaining to her or his job.
2. Skills – it helps him or her to increase his technical and manual efficiency necessary to do the job.
3. Attitude – it moulds his or her behaviour towards his or her co-workers and supervisors and creates a sense of responsibility in the trainee.

Moreover, it enhances the retention capacity of talented workforce, hence decreasing the unintentional job rotation of the workers (Jones and Wright, 1992; Shaw et al., 1998). Much training helps keep qualified and skillful employees in the institution which reduce labour turnover situation. Furthermore, it indicates a firm's long-term commitment towards its workers and increases the employee's motivational level (Pfeffer, 1994). All

these contributions lead to achieving competitive advantage (Youndt et al., 1996) and to an enhancement in employee performance and organisational productivity (Bartel, 1994; Knoke and Kalleberg, 1994; Huselid, 1995; Delery and Doty, 1996). Training falls under Human Resource Development (HRD) function which has been argued to be an important function of HRM (Weil & Woodall 2005).

### **2.3 Theories of Training (Learning)**

Theories of training (learning) provide an explanation of the mental processes behind training and learning. Although explanations are presented as theories, they have profound practical implications in training. Details of the theories are presented in this section.

#### **2.3.1 Reinforcement Theory**

Reinforcement theory emphasises that people are motivated to perform or avoid certain behaviours because of past outcomes that have resulted from those behaviours (Skinner 1938). Positive reinforcement is a pleasurable outcome resulting from behaviour. Negative reinforcement is the removal of an unpleasant outcome. The process of withdrawing positive or negative reinforcers to eliminate the behaviour is known as extinction. Punishment is presenting an unpleasant outcome after the behaviour, leading to a decrease in that behaviour.

From a training perspective, reinforcement theory suggests that for learners to acquire knowledge, changes behaviour, or modify skills, the trainer needs to identify what outcomes the learner finds most positive and negative. Trainers then need to link these

outcomes to learners acquiring knowledge, skills, or changing behaviours. Learners can obtain several types of benefits from participating in training programmes. The benefits may include learning an easier or more interesting way to perform their job (job related), meeting other employees who can serve as resources when problems occur (personal), or increasing opportunities to consider new positions in the company (career related). According to reinforcement theory, trainers can withhold or provide these benefits to learners who master programme content. The effectiveness of learning depends on the pattern or schedule for providing these reinforcers or benefits.

### ***2.3.2 Social Learning Theory***

It emphasises that people learn by observing other persons (models) whom they believe are credible and knowledgeable (Brandura, 1982, 1986). Social learning theory also recognises that behaviour that is reinforced or rewarded is adopted by the observer. According to social learning theory, learning new skills or behaviours comes from directly experiencing the consequences of using that behaviour or skill or the process of observing others and seeing the consequences of their behaviour (McGraw-Hill and Irwin 2004).

According to social learning theory, learning also is influenced by a person's self-efficacy. Self-efficacy is a person's judgment about whether he or she can successfully learn knowledge and skills. It is an important factor to consider in the person analysis phase of needs assessment and one determinant of readiness to learn. A trainee with high self-efficacy will put forth effort to learn in a training programme and is most likely to

persist in learning even if an environment is not conducive to learning. On the contrary, a person with low self-efficacy will have self-doubts about mastering the content of a training programme and is more likely to withdraw psychologically and/or physically (McGraw-Hill and Irwin 2004).

### **2.3.3 Goal Theories**

Goal setting theory assumes that behaviour results from a person's conscious goals and intentions (Locke and Latham, 1990). Goals influence behaviour by directing energy and attention, sustaining effort over time, and motivating the person to develop strategies for goal attainment. Research suggests that specific challenging goals result in better performance than vague, unchallenging goals (Locke et. al 19981). Goals have been shown to lead to high performance only if people are committed to the goal. Employees are less likely to be committed to a goal if they believe it is too difficult. Goal setting theory suggests that learning can be facilitated by providing trainees with specific challenging goals and objectives. Specifically, the influence of this theory can be seen in the development of training lesson plans. These lesson plans begin with specific goals providing information regarding the expected action that the learner will demonstrate, conditions under which learning will occur, and the level of performance that will be judged acceptable (McGraw-Hill and Irwin 2004).

Goal orientation refers to the goals held by a trainee in a learning situation. It can include a mastery orientation or a performance orientation. Mastery orientation related to trying to increase ability or competence in a task. People with a mastery orientation believe that training success is defined as showing improvement and making progress, prefer trainers

who are more interested in how trainees are learning than in how they are performing and view errors and mistakes as part of the learning process. Performance orientation refers to a focus of learners on task performance and how they compare to others. Persons with a performance orientation define success as high performance relative to others, value high ability more than learning, and find that errors and mistakes cause anxiety and want to avoid them (McGraw-Hill and Irwin 2004).

Goal orientation is believed to affect the amount of effort a trainee will expend in learning (motivation to learn). Learners with a high mastery orientation will direct greater attention to the task and learn for the sake of learning in comparison to learners with a performance orientation. Learners with a performance orientation will direct more attention to performing well and less effort to learning. Research has shown that trainees with a learning orientation exert greater effort to learn and use more complex learning strategies than trainees with a performance orientation (Fisher and Ford 1998).

#### ***2.3.4 Needs Theories***

Needs theories help explain the value that a person places on certain outcomes. A need is a deficiency that a person is experiencing at any point in time. A need motivates a person to behave in a manner to satisfy the deficiency. Maslow's and Alderfer's need theories focused on physiological needs, relatedness (needs to interact with other persons), and growth needs such as self-esteem, self-actualization (Maslow, 1943 and Alderfer, 1969). Both Maslow (1943) and Alderfer (1969) believed that persons start by trying to satisfy needs at the lowest level, then progress up the hierarchy as lower-level needs are satisfied. That is, if physiological needs are not met, a person's behaviour will focus first

on satisfying these needs before relatedness or growth needs receive attention. The major difference between Alderfer's (1969) and Maslow's (1943) hierarchies of needs is that Alderfer allows the possibility that if higher-level needs are not satisfied, employees will refocus on lower-level needs.

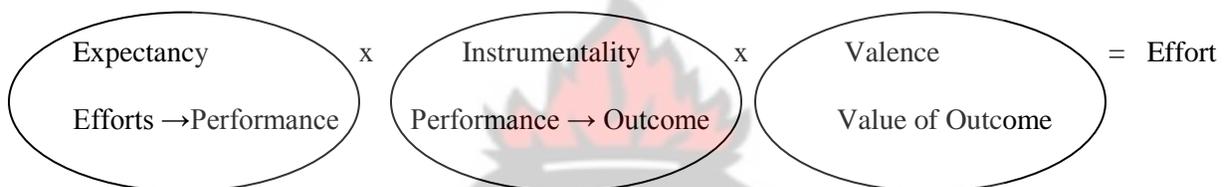
McClelland's (1978) need theory focused primarily on needs for achievement, affiliation, and power (McClelland 1978). According to McClelland's (1978), these needs can be learned. Need for achievement relates to a concern for attaining and maintaining self-set standards of excellence. Need for affiliation involves concern for building and maintaining relationships with other people and for being accepted by others the need for power is a concern for obtaining responsibility, influence and reputation. Need theories suggest that to motivate learning, trainers should identify trainees' needs and communicate how training programme content relates to fulfilling these needs. Also, if certain basic needs of trainees (examples physiological and safety needs) are not met, they are unlikely to be motivated to learn. Another implication of need theory relates to providing employees with a choice of training programmes to attend, it gives employees a choice of which training course to attend can increase their motivation to learn. This occurs because trainees are able to choose programmes that best match their needs (McGraw-Hill and Irwin, 2004).

### **2.3.5 Expectancy Theory**

Expectancy theory as illustrated in Figure 2.1 suggests that a person's behaviour is based on three factors: expectancy, instrumentality and valence (Vroom, 1964). Beliefs about

the link between trying to perform behaviour and actually performing it well are called expectancies. Expectancy is similar to self-efficacy. In expectancy theory, a belief that performing a given behaviour example attending training programme is associated with a particular outcome example being able to better perform your job is called instrumentality. Valence is the value that a person places on an outcome thus how important it is to perform better on the job.

Figure 2.1 Expectancy Theory of Motivation



### 2.3.6 Adult Learning Theory

Adult learning theory was developed out of a need for a specific theory of how adults learn. Most educational theories as well as formal educational institutions were developed exclusively to educate children and youth. Pedagogy, the art and science of teaching children, dominated educational theory. Pedagogy gives the instructor major responsibility for making decisions about learning content, method and evaluation. Students are generally seen as (1) being passive recipients of directions and content and (2) bringing few experiences that may serve as resources to the learning environment (Knowles, 1990).

Educational psychologists, recognising the limitations of formal education theories, developed andragogy, the theory of adult learning. Malcolm Knowles is most frequently associated with adult learning theory. This model is based on several assumptions:

1. Adults have the need to know why they are learning something.
2. Adults have a need to be self-directed.
3. Adults bring more work-related experiences into the learning situation.
4. Adults enter into a learning experience with a problem-centered approach to learning.
5. Adults are motivated to learning by both extrinsic and intrinsic motivators.

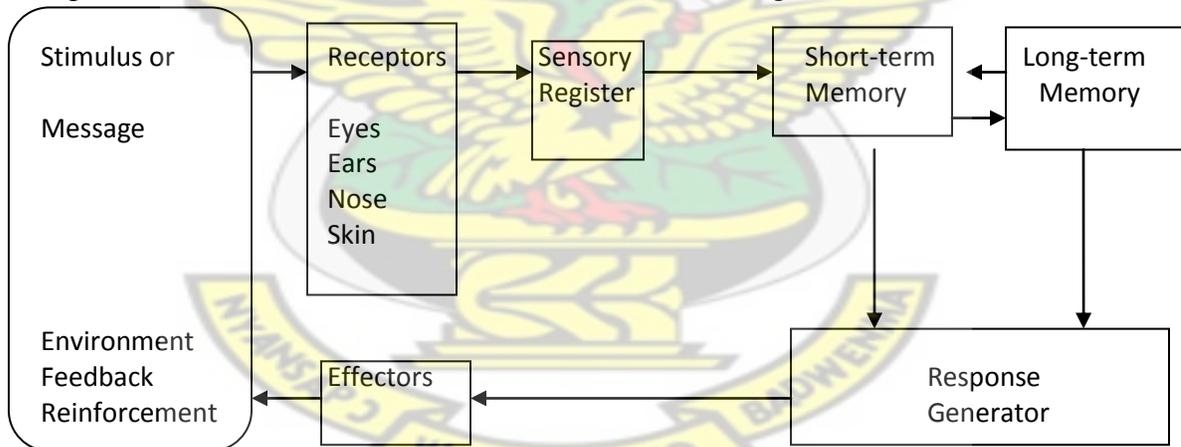
Adult learning theory is especially important to consider in developing training programmes because the audience for many such programmes tends to be adults, most of whom have not spent a majority of their time in a formal education setting. Many adults believe that they learn through experience. As a result, trainers need to provide opportunities for trainees to experience something new and discuss it or review training materials based on their experiences. The learner and the trainer are both involved in creating the learning experience and making sure that learning occurs (McGraw-Hill and Irwin, 2004).

### ***2.3.7 Information Processing Theory***

Information processing theories give more emphasis to the internal processes that occur when training content is learned and retained. It proposes that information or messages taken in by the learner undergo several transformations in the human brain (Craig et al., 1992). Information processing begins when a message or stimuli (which could be sound,

smell touch or pictures form the environment is received by receptors (ears, nose, skin, eyes). The message is registered in the senses and stored in short-term memory. A search process occurs in memory during which time a response to the message or stimulus is organized. The response generated related to one of the five learning outcomes: verb al information, cognitive skills, motor skills, intellectual skills or attitudes. The final link in the model is feedback from the environment. This feedback provides the learner with an evaluation of the response given. This information can come from another person or the learner’s own observation of the results of his or her action. A positive evaluation of the response provides reinforcement that the behaviour is desirable to be stored in the long-term memory for use in similar situations. A model of this theory is shown in Figure 2.2.

Figure 2.2 A Model of Human Information Processing



Source: Adapted from Gagne, (1995)

## 2.4 Methods of Training

Nadler (1984) noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new

job or new position in the future and general growth for both individuals and organisation so as to be able to meet organisation's current and future objectives. There are broadly two different methods that organisations may choose from in deciding how to organise their employees for training and developing through impacting skills and knowledge to employees. These are *on-the-job training* given to organisational employees while conducting their regular work at the same working venues and *off-the-job training* involves taking employees away from their usual work environments and therefore all concentration is left out to the training. It is regarded as teacher-centred, classroom-based, process-focused and provide learning that is difficult to transfer to the workplace. It is usually delivered by training professionals either directly employed by the organisations or contracted to deliver the event as a training consultant. Examples of the *on-the-job training* include but are not limited to staff meetings, reflection, observation, assignment or consultancy, discussions, team working, job rotations and transfers, coaching and/or mentoring (Beardwell and Claydon, 2010). On the other hand, *off-the-job training* examples include conferences, seminars, role playing, and many more as explained in detail. Armstrong (1995) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. Different organisations are motivated to undertake different training methods for the following reasons:

1. Depending on the organisation's strategy, goals and resources available,
2. Depending on the needs identified at the time, and
3. The target group to be trained which may include among others individual workers, groups, teams, department or the entire organisation.

How training is organized arguably is influenced by these training methods.

#### ***2.4.1 Job Rotation and Transfers***

Job rotation and transfers according to McCourt and Eldridge (2003) is a way of developing employee skills within organisation, which involves movement of employees from one official responsibility to another for example taking on higher rank position within the organisation, and one branch of the organisation to another. For transfers for example, it could involve movement of employees from one country to another. These rotations and transfers facilitate employees acquire knowledge of the different operations within the organisation together with the differences existing in different countries where the organisation operates. The knowledge acquired by the selected employees for this method is beneficial to the organisation as it may increase the competitive advantage of the organisation.

#### ***2.4.2 Coaching or Mentoring***

This involves having the more experienced employees guide or coach the less experienced employees, (Devanna et al., 1984; McCourt and Eldridge, 2003; Torrington et al. 2005). It is also argued by many researchers that, mentoring offers a wide range of advantages for development of the responsibility and relationship building (Torrington et al., 2005). The practice is often applied to newly recruited graduates in the organisation by being attached to mentor who might be their immediate managers or another senior manager. This however does not imply that older employees are excluded from this

training and development method but it is mainly emphasized for the newly employed persons within the organisation.

### ***2.4.3 Orientation/Induction Training***

Orientation is the method of introducing new employees into the organisation with a view of gaining his confidence and developing in them a sense of co-operation. It is a training programme used to introduce new employees into the new social setting of their work and their job situations. During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organisation. They are further given a general overview of the organisational working environment including for example working systems, technology, and office layout, briefed about the existing organisational culture, health and safety issues, working conditions, processes and procedures (Aquinas 2009).

### ***2.4.4 Conferences***

In this method, the participating individuals ‘confer’ to discuss points of common interest to each other. It is an effective training device for persons in the positions of both member and leaders. It is more cost effective as a group of employees are trained on a particular topic all at a go using large audiences. This method is however disadvantageous because it is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees may follow at the same pace during the training sessions; focus may go to particular trainees who may seem to understand faster than

others and thus leading to under training of other individuals or employees (Aquinas 2009).

#### ***2.4.5 Role Playing***

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

Trainees are given some information regarding to the description of the roles, concerns, objectives, responsibilities, emotions, and many more. Following is provision of a general description of the situation and the problem they face. The trainees are there after required to act out their roles. This method is more effective when carried out under stress-free or alternatively minimal-stress environments so as to facilitate easier learning. It is a very effective training method for a wide range of employees for example those in sales or customer service area, management and support employees (Nadler 1984)

#### ***2.4.6 Formal Training Courses and Programmes***

These are a number of methods which may be used to develop the skills required within an organisation. These course and programmes are usually a set of defined and known programmes where the contents, durations and all the details about the training are clear to both the organisation and the personnel to be trained. Unlike informal trainings and programmes, formal training and programmes can be planned earlier and also plan for their evaluation. Employees may undertake these courses and programmes while completely off work for a certain duration of time or alternatively be present for work on

a part-time basis. These programmes can be held within the organisation (in-house) or off the job. Off the job is argued to be more effective since employees are away from work place and their concentration is fully at training. Depending on the knowledge needed, organisation's structure and policies, the trainers too may be coming within the corporation or outside the organisation (Nadler, 1984)

## **2.5 How Employees are selected For Training**

According to Wognum (2001), the training needs of every organisation or institution and in the health sector in particular may occur at three organisational levels namely;

1. *Strategic level* where needs are determined by top management while considering organisational goals, mission, strategy and problems, which need to be resolved or fixed
2. *Tactical level* where needs are determined with middle management while considering development needs to the coordination and cooperation between organisational units and
3. *Operational level* where needs are determined with lower executive management and other employees while considering problems related to operations such as performance problems of individual workers and departments in question. In order to enable an organisation formulate human resource training and development goals that will enable both formal and informal human resource training methods and programmes create a workforce that enables effectiveness and competitiveness, it is worth giving consideration to, providing proper coordination as well as proper incorporation of the needs within the three levels.

The first issue is to identify the needs relevant to the organization's objectives. In attempting to resolve this issue, Wognum (2001) and Torrington et al. (2005), indicated that there are three *resolving problems*- this focuses on workers' performance, *improving certain working practices*- focuses on improvement regardless of the performance problems and *changing or renewing- thus using* the organisation situation, which may arise because of innovations or changes in strategy. The above issues are summarized in Table 2.1. It is worth putting in mind that during the identification of training needs in the health sector, there is the need to create, develop, maintain and improve any systems relevant in contributing to the availability of people with required skills. Moreover, training programmes should be designed to cater for the different needs of employees. Furthermore, the training programme, and content that the trainees' choose should depend on the objectives of the training programme (Milkovich and Bordereau 2003).

A number of approaches have been highlighted in previous literature for identifying needs (Edmond and Noon 2001; Torrington et al. 2005). These are the problem-centred (performance gap) and profile comparison (changes and skills) approaches. Similarly, a number of approaches for analyzing training needs depending on either new or current employees have been pointed out by earlier studies (Torrington et al. 2005, 390 – 392).

**Table2. 1: Types of Training Needs**

NEEDS' CATEGORIES, APPROACHES AND LEVELS	RESEARCHERS		
	Wognum et al. 1999 (Categories)	Wognum 2001 (Levels)	Torrington et al. (Approaches)
	<ul style="list-style-type: none"> <li>➤ Resolve problems (workers' performance)</li> <li>➤ Improve practices</li> <li>➤ Change or renew (company)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Strategic level (top management)</li> <li>➤ Tactical level (middle management)</li> <li>➤ Operational level (lower executive management)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Problem centred (performance)</li> <li>➤ Profile comparison (changes and skills)</li> </ul>

The two most traditional approaches being the problem centered approach and the profile comparison approach. The problem centred approach focuses on any performance difficulties based on the organisation's analysis if the problems are due to insufficient skills that need to be developed, and whether the problem is to be solved. Profile comparison approach on the other hand focuses on matching the competencies of employees with the job filled, whether new position or existing position. Some changes in strategy and technology may also bring the need for new or additional skills.

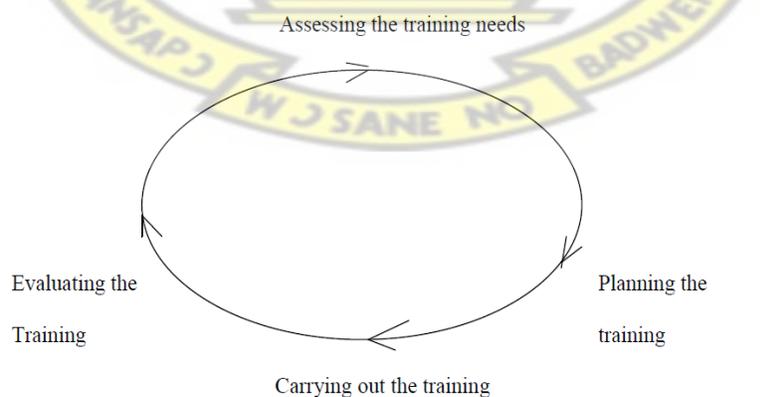
As cited by Asibey et al. (2012), the training needs of organisations can be put into a cycle or circular form as shown in Figure 2.3. It begins with the needs assessment. A need of training always results from the difference between an ideal expected from employees' performances and the actual performances. Trainings can also be provided for new employees to help them get familiar with the work environment and tasks or any

other reason. Human resource department should consider the related aspects for example job analysis, performance objectives among others before deciding on how to conduct training.

The second step in the training cycle is the planning of the training. Planning is separated into specifying training objectives, designing training programme and selecting training methods. Training goals, training method, duration, programme structure, location and selection of trainees' practical problems are to be answered in the planning stage.

After successfully planning the training, the training programme should be effectively carried out following the plan. The trainer should be well prepared and skillful, and the trainees should be actively participating in the training. Evaluation of the training is an unavoidable stage in the training process, is to get the feedback which would help in adjusting and organising future trainings. Plans for future training can be done in this stage. Evaluation is the ending stage of a training cycle but at the same time it is the basis for the new training cycle. (Woods 2006 and Nickson, 2007), as indicated by figure 2.3

Figure 2.3 Training Cycle



Source: Adapted from Stredwick, (2002)

### ***2.5.1 Types of Employee Training***

There are different types of employee training of which are training objects, training location, and training contents.

#### ***2.5.1.1 Training Objects***

Training is different for different groups or levels of managements, one is the top management group, the second group is supervisory management, and the third group is front line employees who participate in operations and providing services. As for the top management group, including general manager, directors, managers and assistant managers of every department, they take care of making decisions. The training should be about building proper economic views, marketing, forming sales strategy, budgeting and cost controlling etc. Supervisory management group is the supportive team in the organisation, such as supervisors, team leaders etc. they should be trained about management concepts and ability, professional knowledge, customer services and how to deal with guests requests and complaints etc. practical information. Front line staff helps actual operation; training for them should be focused on professional knowledge, technical competencies and working attitudes to improve their abilities. (Woods, 2006; Nickson, 2007).

#### ***2.5.1.2 Training Location***

According to the location that trainings take place, trainings are separated into in-house (in-service) training, on-the-job training and outside (off-the-job) training. In-house training is organised by the Human Resource department, using organisation's facilities such as the training room, laboratory among others. On-the-job training is usually held by

each department; supervisors, team leaders and trainers are responsible for this kind of training, experienced worker or trainer trains the employee (Dessler, 2006). Outside training refers to training which is held outside the institution. Trainees attend seminars and conferences, participate in training programmes organised outside the institution, or go to other sister institutions for training.

### ***2.5.1.3 Training Contents***

Trainings are held for different purposes, some are organised to help new employees to get to know the organisation, some are for improving employees' professional skills, therefore, the trainings can be divided by their contents:

#### ***2.5.1.3.1 Apprentice Training***

Apprentice training is a type of training that introduces general information and basic skills needed at work to new workers. This training helps in the building up good relationships between employees themselves and as well as between employees and management team. It also helps employees to set up the right attitude towards work (Walker, 2007).

#### ***2.5.1.3.2 Certification Training***

Certification training is a kind of training, in which employees get professional certificate on practical or theoretical tests. It aims to improve employees' skills and motivate them when they pass the tests, (Walker, 2007).

### **2.5.1.3.3 Simulation Training**

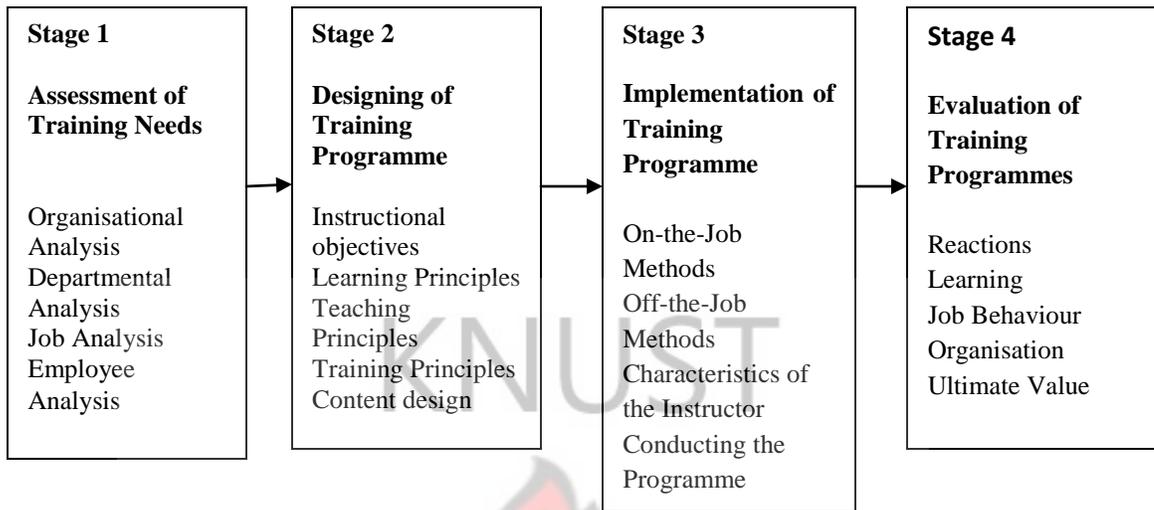
Simulation training is a practical training which is held with the help of human resource department, aiming to improve methods of working and increase work effectiveness by simulating the real workplace. This training is in existence in everyday work, therefore it is long-term. In order to have good results from this training, departmental heads play very important roles by using proper training skills (Walker, 2007). According to Gomez et al. (2007), stimulation is a device or situation that replicates job demands at an off-the-job site. According to him organisations often use simulation when the information to be mastered is complex, and the equipment used on job is expensive, and /or the cost of wrong decision is high.

## **2.6 Training Policy and Procedure**

Dole (1985) indicated 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 programmes design and implementation, evaluation and training feedback for further action and review of the various training processes.

Subba (2009) and cited in Kulkarni (2013) have provided views of the stages or procedure for training of employees in many organisations which take four forms that should be conducted in a systematic order so as to achieve expected benefits from it. The training system involving four stages, namely: 1. Assessment of training programmes needs; 2. Designing the training programmes; 3. Implementation of the training programmes, and 4. Evaluation of the training programmes as shown in table 2.2 are examined.

**Table 2.2: Stages in Training Programmes**



Source: adopted from Rao (2009)

## 2.7 The Impact of Training

In the real world, organisational growth and development is affected by a number of factors. In the same way, research on the development of organisations, emphasized the need for employee training as that plays a vital role in improving performance as well as increasing productivity. This in turn leads to placing organisations in the better positions to face competition and stay at the top. This therefore implies an existence of a significant difference between the organisations that train their employees and organisations that do not.

Existing literature presents evidence of an existence of obvious effects of training and development on employee performance. Some studies have proceeded by looking at performance in terms of employee performance in particular (Purcell, Kinnie & Hutchinson 2003; Harrison 2000), while others have extended to a general outlook of

organisational performance (Guest, 1997; Swart et al., 2005). In one way or another, the two are related in the sense that employee performance is a function of organisational performance since employee performance influences general organisational performance. In relation to the above, Wright and Geroy (2001) noted that, employee competencies change through effective training programmes. It therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organisational performance.

The branch of earlier research on training and employee performance has discovered interesting findings regarding this relationship. Training has been proved to generate performance improvement related benefits for the employee as well as for the organisation by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Appiah, 2010; Harrison, 2000 and Guest, 1997). Moreover, other studies for example one by Swart et al. (2005) elaborate on training as a means of dealing with skill deficits and performance gaps as a way of improving employee performance. According to Swart et al. (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance.

The author further elaborates the concept by stating that training facilitate organisation to recognize that its workers are not performing well and a thus their knowledge, skills and

attitudes needs to be molded according to the firm needs. It is always so that employees possess a certain amount of knowledge related to different jobs. However, it is important to note that this is not enough and employees need to constantly adapt to new requirements of job performance. In other words, organisations need to have continuous policies of training and retaining of employees and thus not to wait for occurrences of skill and performance gaps.

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

Most of the benefits derived from training are easily attained when training is planned. This means that the organisation, trainers and trainees are prepared for the training well in advance. According to Kenney and Reid (1986) planned training is the deliberate intervention aimed at achieving the learning necessary for improved job performance. Planned training consists of the following steps:

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

## **2.8 Benefits of Training**

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organisations.

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. There is therefore the need for organisations to train their human resource to be able to learn in order to acquire more skills and knowledge to beat competition.

Training is a key element for improving organisational performance through the increasing level of individual competences. This means that training will help employees to master knowledge, skills, behaviours, sense of self-worth and confidence upon which they are able to perform efficiently to improve on the performance of the organisation.

There are so many benefits associated with training. Cole (2001) summarizes these benefits as below:

1. High morale – employees who receive training have increased confidence and motivations;
2. 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 eliminating waste;
3. Lower turnover – training brings a sense of security at the workplace which in turn reduces labour turnover and absenteeism is avoided;
4. Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;
5. 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;
6. Help to improve the availability and quality of staff.

## **2.9 The Need to Incorporate Training into the Overall Corporate Objective and Strategy**

Farooq and Aslam (2011) indicated that, managers of various institutions including the health sector are trying their possible best to develop their employee's capabilities, thereby creating good working environment within the institution. This is usually for the sake of capacity building, and as such managers are always involved in developing effective training programmes for their employees to equip them with the requisite knowledge and skills to achieve the institutional or organisational goals. These efforts of

top management do not only improve employees' performance, but also create positive image of the institution or organisation worldwide (Jia-Fang, 2010).

In the same way, effective training programmes organised by institutions help employees to get acquainted with the preferred new technological advancement, also gain full control on their competencies and skills needed to perform at any given job and to avoid errors and mistakes while on the job (Robert, 2006), hence the need for the health sector to incorporate effective training programmes in order to get the best out of the employees.

Among the numerous important functions of human resource management practices, one of the essential functions is the need for employee development through proper training programmes to help organisations realise their core objectives. According to Elena (2000), employee training refers to the capacity and capability of building on the employee, and the organisation as a whole, to meet the standard performance level. Additionally, the more trained employees are, the more they are satisfied with their job, hence increasing the institutions productivity and profitability levels and the health sector is inclusive (Champathes, 2006; Elnaga and Imran, 2013).

Moreover, Khan et al., (2011) shared their view that there is the need for every institution to have trained staff as they perform better as compared to untrained staff or employees (Partlow, 1996; Tihanyi et al., 2000; Boudreau et al., 2001). It is also very necessary for any organisation to give its employees training to get overall goals of the organisation in a better way (Flynn et al., 1995; Kaynak, 2003; Heras, 2006). Training of employees by any institution increases the overall performance of the organisation (Jon et al., 2003).

Though it is costly to give training to the employees, invariably in the long run it gives back more than it took from the top management and the organisation in particular (Flynn et al., 1995; Kaynak, 2003; Heras, 2006).

For that matter, every organisation should develop its employees according to the need of that time so that they could compete with their competitors (Braga, 1995). It is very necessary for the organisation to design the training very carefully (Armstrong, 2000). The design of the training should be according to the needs of the employees (Ginsberg, 1997). Those organisations which develop a good training design according to the need of the employees as well as to the organisations core objective always get good results (Partlow, 1996; Tihanyi et al., 2000; Boudreau et al., 2001). It seems that training design plays a very vital role in the employee as well as organisational performance this is because, a bad training design is nothing but the waste of time and other resources like money (Tsaur and Lin, 2004).

Training on the job reduces cost and saves time (Flynn et al., 1995; Kaynak, 2003; Heras, 2006). It is therefore better for an organisation to give its employees on the job training because it is cost effective and time saving (Taylor et al., 2004). Again, Baum et al., (2007), stated that, it is good for organisations to give their employees on the job training so that their employees learn in a practical way.

Adeniyi (1995) is also of the view that for every employee to perform well there is the need for constant training following performance appraisal of staffs as this will provide big payoffs for the employer in increased productivity, knowledge, loyalty, and

contribution to general growth of the firm by highly motivated team, which will also enhance the company's competitive position and improves employee morale.

Furthermore, it is believed that, staff training enhances the capabilities of employees and strengthens their competitive advantage. Effective training will improve the personal characters and professional abilities of employees. Not only employees, management and organisation would benefit from staff training, customers and guests benefit as well, because of the received quality products and services (Sommerville 2007).

Sommerville (2007) further indicated that, training increases job satisfaction and recognition of the employee. During the training, employees will be introduced what the work is about, how to do, what kind of role does the job play in the whole business, it helps them to understand their work better and also love what they do by understanding the work. Training encourages self-development and self-confidence among employees. After systemized training, employees will understand what important role their jobs play, and with the information, knowledge and experiences obtained during the training, they will be more confident with their work, so that better services will be provided.

Training also helps to clearly identify career opportunities of employees. As employees do not only gained professional knowledge and skills during training, training also broadens their choices on setting career targets. They can get the opportunity to get to know other positions, and also increases the possibilities of promotions among employees.

According to Brookes (1995), training helps the employees to become an effective problem solver. As practical experience are taught and guided in the training; employees

will learn the methods of solving problem or complaints during training. He further added that, training reduces accidents and safety violations in the organisation- thus without training and guidance, especially for employees who work with dangerous facilities, accidents will easily occur, training can also help organisations to prevent accidents, thereby reducing wastage and costly employee turnover. Wastage and damages in different departments are commonly found out in the health sector and with the help of training; unnecessary wastage and damages can be avoided. Regular training also decreases work pressures and employee turnover, as a result, less labor cost will be spent and those operating in the health sector can render better services and achieve their intended objectives like any other institution.

## **2.10 Evaluation of Training**

Evaluation of training compares the post-training results to the objectives expected by managers, trainers, and trainees. For some time now, training is conducted with little thought of measuring and evaluating it later to see how well it worked. Because training is both time-consuming and costly, evaluation should be done.

The process of examining a training program is called training evaluation. Training evaluation checks whether training has had the desired effect. Training evaluation ensures that whether candidates are able to implement their learning in their respective workplaces, or to the regular work routines.

According to Hamblin (1974), evaluation is any attempt to obtain information (feedback) on the effect of a training programme and to assess the value of the training in the light of

that information. To him, evaluation has to do with deciding whether or not the training was worthwhile (preferable in cost-benefit terms) and what improvements are required to make it even more cost-effective.

It is best to consider how training is to be evaluated before it begins. Kirkpatrick (2001) identified four levels at which training can be evaluated. Evaluating training becomes successively more difficult as evaluation moves from reaction to learning to behaviour, and then to results measures. But the training that affects behaviour and results instead of reaction and learning-level evaluations provides greater value. The following are the levels of evaluation:

#### **2.10.1 Reaction**

Organisations evaluate the reaction level of trainees by conducting interviews or by administer questionnaires to the trainees. The immediate reactions may measure only how much the people liked the training rather than how it benefited them or it affected how they conduct interviews (Kirkpatrick 2001).

#### **2.10.2 Learning**

Learning levels can be evaluated by measuring how well trainees have learned facts, ideas, concepts, theories, and attitudes. Tests on the training material are commonly used for evaluating learning and can be given both before and after training to compare scores. If test scores indicate learning problems, then instructors get feedback and courses are redesigned to that the content can be delivered more effectively (Kirkpatrick 2001).

### **2.10.3 Behaviour**

Evaluating training at the behavioural level means measuring the effect of training on job performance through interviews of trainees and their co-workers, and observing job performance (Kirkpatrick 2001).

### **2.10.4 Results**

Employees evaluate results by measuring the effect of training on the achievement of organizational objectives. Because results such as productivity, turnover, quality, time, sales, costs are relatively concrete, this type of evaluation can be done by comparing records before and after training (Kirkpatrick 2001).

## **2.11 Employee Performance**

Job performance is formally defined as the value of the set of employee behaviours that contribute, either positively or negatively, to organisational goal accomplishment (Colquitt et. al, 2009, cited in Nova, 2012). It is appropriate to define job performance in terms of results and output rather than behaviours of employees.

Employee's performance means how well employees perform on the job and assignments assigned them measured against the generally accepted measure of performance standards set by their companies (Aquinas, 2009). This means there are general expectations expected of employees in relation to their performance in every company. Employees can be said to have performed when they have met the expectations and performed up to standard.

Employee performance can also be defined as the functioning and presentation of employees. This means, how employees are able to effectively administer their task and assignments and also how they present their assignment to reflect the quality and good service desired by their companies (Mathis & Jackson, 2004).

Various researchers reveal that, there is a seeming consensus with the belief that there is a positive relationship between training and employee performance. Thus training impacts positively on employee's performance by generating benefits to the employees, management, and the organisation they work for through the development of skills, knowledge, abilities, competencies and behaviour (Evans, 1999).

### ***2.11.1 Factors Affecting Employee Performance***

There are factors which affect the performance of employees. The factors are examined as follows:

#### ***2.11.1.1 Promotion of Management – Subordinate Relationship***

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

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

#### ***2.11.1.2 Enhancement of Working Conditions***

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

#### ***2.11.1.3 Reward System***

The overall aim of reward system is to attract and retain quality human resources. When the pay conditions are perceived by the employee as equitable and in relation to their

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

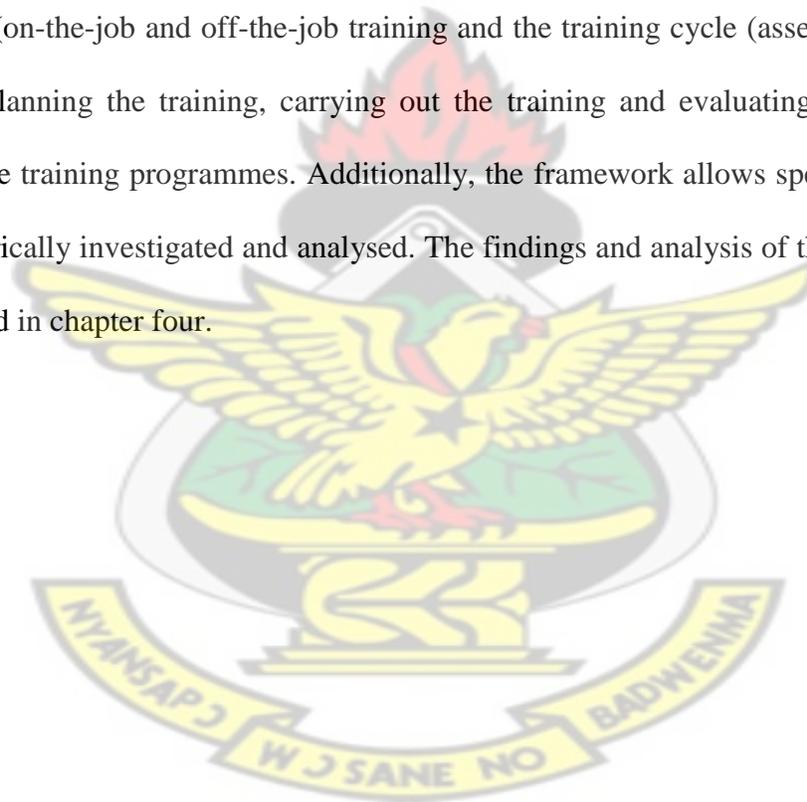
#### **2.11.1.4 Promotes Team Work**

This is when two or more people interact and coordinate to accomplish a specific goal and objective. When organisational members work together in teams, coordination of organisational goals and objectives become easier. This will lead to the teams sharing performance goals and thus lead to improving the morale of the employees which will later lead to improvements in productivity. Team works encourages open communication between employees and have compliment skills which enable them to achieve more in a specified period of time as compared to when the individual is working alone hence creating synergy (Daft, 1997). Additionally, Stoner (1996) argues that employees in teams often unleash enormous energy and creativity reduces boredom because teams create a sense of belonging and affiliation hence increase in employee's feeling of dignity and self-work. However, teams have the potential to be productive but the degree of performance depends on the relationship between management and the working team.

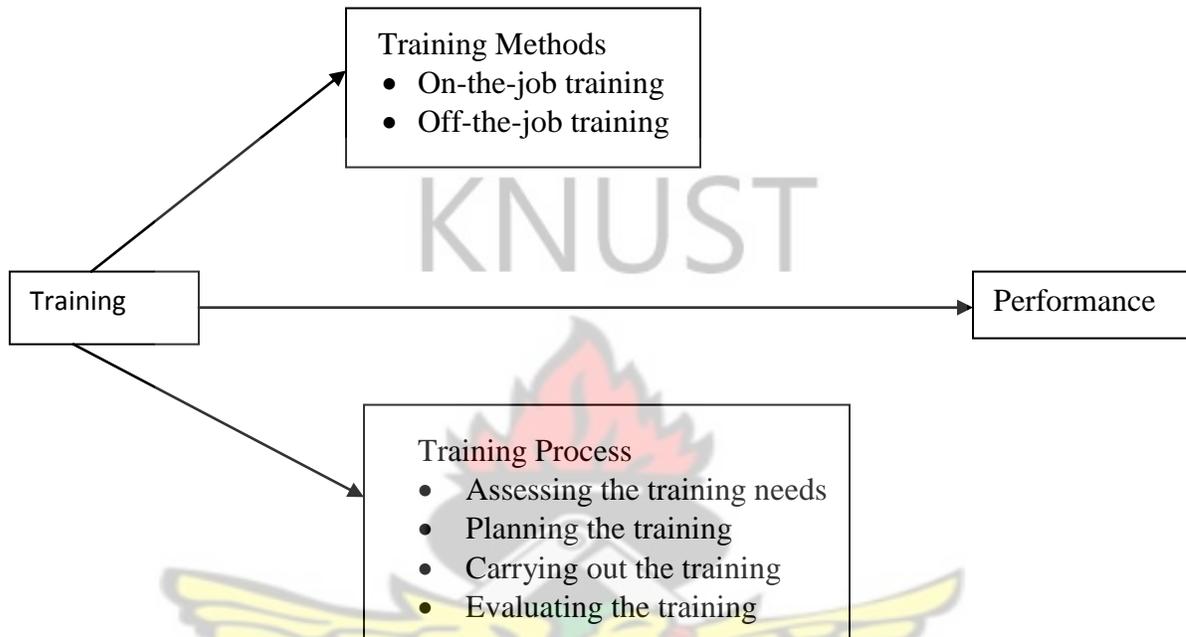
Therefore support from management enhances performance of teams and performance improved in general.

## **2.12 Conceptual Framework of Training and Performance**

The review of literature on training and performance led to the development of a conceptual framework as shown in Figure 2.4. This conceptual framework explains the link or relationship between training and performance and the importance of training method (on-the-job and off-the-job training and the training cycle (assessing the training needs, planning the training, carrying out the training and evaluating the training) on employee training programmes. Additionally, the framework allows specific variables to be empirically investigated and analysed. The findings and analysis of these variables are presented in chapter four.



**Figure 2.4 Conceptual framework for investigating training on employee's performance**



### **2.13 Conclusion**

There is the need for every organisation to train employees both newly and existing employees in order to perform well to achieve organisational goals. Assessment of training programmes must be conducted before training is put in place in every organisation for employees to be assured of effective training. To ensure that, there is the need for management to take into consideration how training can impact positively on employees' performance. There should always be effective training by considering the method of training and the type of training needs assessment. The effective evaluation of training should be in the position to help employees to perform well.

## CHAPTER THREE

### METHODOLOGY AND ORGANISATIONAL PROFILE

#### 3.0 Introduction

This thesis chapter on research methodology was done under the following areas; the research design, sources of data used, population of the research, sampling techniques/ sample size, data collection instruments, and data analysis techniques. The chapter also considered research validity and reliability and finally ended with the ethical considerations of the research work.

#### 3.1 Research Methodology

Research methodology is a way to finding the result to a specific given matter or problem that is also referred to as research problem. Research methodology is the process used to collect data and other types of information for use in making decisions. Examples of this type of methodology include interviews, surveys, and research of publications. In research methodology, the researcher uses different criteria for solving or searching the given research problem. (Industrial Research Institute, 2010). According to Goddard & Melville (2004), answering unanswered questions or exploring which currently not exist is a research. Redmen & Mory (2009) also defined research as a systematized effort to gain new knowledge.

In research methodology, the researcher always tries to search the given question systematically in their own way and find out all the answers till conclusion. If research does not work systematically on problem, there would be less possibility to find out the final result. For finding or exploring research questions, a researcher faces lot of

problems that can be effectively resolved with using correct research methodology (Industrial Research Institute, 2010).

### **3.2 Research Design**

Research design is the systematic procedure adopted which enables a researcher to arrive at a definite conclusion (Bartel, 1997). There are various types of research designs but for the purpose of this write up, the researcher selected the descriptive survey method which is simply described as a type of research which deals with the relationship among non-manipulated variables. It is primarily concerned with the collection and analysis or the answering of questions concerning the current state of phenomena (Bartel, 1997). Descriptive survey method was used because it asked many respondents about their beliefs, opinions, past and presents behaviour on the impact of training on employees' performance. Survey research helped to gather information from a sample of the population using questionnaires.

### **3.3 Research Strategy**

The research strategy is concerned with the overall decisions that a researcher makes to serve as a guide and focus for research on the basis of the researcher's underlying assumptions (Creswell, 2009). Choosing a research strategy largely depends on the definition of the research problems, research questions, objectives and the data needed to solve the problems or to achieve the stated objective. In answering the research questions and meeting the objectives of the study, two main contrasting research strategies or designs, quantitative and qualitative, are employed (Morgan, 2007). Arguably both

methods have strengths and weaknesses and no single method has a complete advantage over the others.

Qualitative study is essentially a study conducted to understand a social or human problem, based on primarily building on a complex holistic picture, formed with words, reporting detailed views of informants and conducted in a natural setting (Creswel, 2003). In contrast to quantitative research where data is expressed in numbers and statistics, qualitative approach involves data in the form of written or spoken words, actions, sounds, symbols, physical objects, or visual images and primarily involves small sample, unstructured methods for data gathering as well as little attention on representative (Yin, 2003).

For the purpose of this study, quantitative research paradigm was selected to guide the assessment of training on employees' performance: evidence from the health sector in the Ashanti Region. Quantitative methods tend to generate data expressed numerically, which are analysed statistically. Quantitative data are data either gathered as numbers (example, age, income, number of children) or turned into number after they have been gathered (example, by coding responses to closed questions or content analysis of qualitative data). Analysis of these data is usually conducted through statistical operations, so one is looking for the relative frequency of particular variables and for what is happening on average in those data (Saunders et al. 2007). Quantitative methods include the use of structured interviews and self-administered questionnaires.

### **3.4 Sources of Data**

This research used two sources of data collection which are the primary and secondary sources of data.

Primary data can be explained as the gathering of data directly from the institution or organisation under study by the researcher to obtain firsthand information while secondary data is the data which has been collected or written by other people and is normally useful for other purposes or a particular course of study (Saunders et al., (2009) as further explained.

#### ***3.4.1 Primary Data Source***

Primary data are usually collected for a specific work at hand; which makes the researcher become consistent and objective. In this study, the researcher embarked upon the primary data during the administration and the use of the questionnaire in order to gather data for the analysis. For this study the primary data comprised responses obtained through questionnaires schedules administered to target respondents that is the staff and operators or managers of the selected health institutions under the study. This was because primary data collected using questionnaires enabled the researcher to have easy access to direct data or response from the respondents, and also obtained unbiased data for the study.

#### ***3.4.2 Secondary Data Source***

In research work, secondary data is usually considered as already available helpful information prepared by an individual, group of people or an institution that the

researcher may use to facilitate data gathering. A secondary data is mostly analyzed which makes it more authentic than the primary data. In this research work, the secondary sources of data used by the researcher were obtained from; journals, organisation studies and reports, published text books, internet websites, articles, magazines, data on training and development publications and other human resource publications that were found relevant to the study from the health sector.

### **3.5 Population and Sampling**

In research work, population can be define as the totality of persons, events, organisation units, case records or other sampling units with which the research problem is concerned, Strydom (2005). A population, therefore, is a group of people from which individuals are chosen for the purpose of the study. The population for this study consisted of all the staffs of the selected health centres.

For the sake of this study, the researcher used a sample size of 120 respondents in order to facilitate the collection and analysis of data collected. This sample size was considered as a sample or a subset of the entire population as Strydom (2005) defines population as a small portion of the total set of objects, events and persons which all put together comprise the subject of the study. The researcher also understood the fact that it was not possible to involve all the staffs of the selected health centres in study hence the need for a sample size.

### **3.6 Sampling Techniques**

The sampling technique for the study was the simple random sampling method. The rationale for choosing this strategy was that, each sampling unit has an equal chance of being included in the sample to make up the sample since the researcher can conveniently collect data from the respondents willing to provide relevant data to the study. This is done so that accurate data will be obtained from accurate sources for answering the research questions. The employees of the selected health centres in the Kumasi Metropolis and Amansie Central Hospital were randomly selected because they are key entities for the study and are easily accessible to the researcher. The researcher therefore considered a sample size of 120 participants in the study. For an adequate result, questionnaires were used at the various selected health centres of the study.

### **3.7 Data Collection Instruments**

The data collection instruments were mainly questionnaires. Collis and Hussey (2003) explains questionnaire by stating that a questionnaire consists of a list of structured questions selected and developed with the aim to draw out reliable responses from the chosen sample. Again, Fouché and De Vos (2005) stated that quantitative descriptive survey designs require questionnaires as a data collection method. Babbie (2007) defines a questionnaire as an instrument specifically designed to elicit information that will be useful for analysis.

### ***3.7.1 Questionnaires***

Questionnaires were the main research instruments used for the study. The questionnaires were administered to key staffs and other heads in various parts meant to elicit data for the study. In all one hundred and twenty (120) questionnaires were sent to all respondents. Respondents were asked to answer the questions or give their views and opinions to the study. The questionnaires were pre-tested to ascertain their validity and reliability in meeting the objectives of the study before administering them to respondents. Employees were given the chance to tick the most appropriate response to an item and sometimes made to write their opinion on specific items. The questionnaire items included the vital issues investigation to provide all the necessary answers to the research questions.

The questionnaires sought to sample views randomly from cross section of the employees at the Health Sector on the training programmes offered to them. The questionnaires were personally and randomly administered to reduce the risk of failure to respond or return the administered questionnaires. By personally administering the questionnaires also enabled the collection to be easy and effective. Sample of the questionnaire items is found in appendix A with sub-heading; Section A was about demographic data of respondents, Section B was the extent and nature of training on employees in the institutions, Section C talked about existing training programmes for employees and Section D was the relationship between training and employee performance.

### **3.8 Data Analysis Techniques**

Data analysis helped to transform and disaggregate the raw data into meaningful form. The data, after collection, was processed and analyzed in accordance with the laid down procedure for the purpose of the study at the time of developing the research plan. This is essential for this type of study as it ensured that all relevant data obtained meant for making contemplated comparisons and analysis. Data processing involved editing, coding, classification and tabulation of collected data easy analysis of the information received from the field work. In order to ensure an effective analysis of the data, the data collected from the field work was edited thoroughly, coded and analysed. In this case, the various questions were assigned with numerical values depending on the responses provided. The classification method was to simplify the data into meaningful information for effective analysis.

The coded response was then inputted into the computer data analysis using statistical software known as Statistical Package for Social Scientists (SPSS version 16) as well as spreadsheet application such as the Excel to organise the data into rows and columns. According to Twumasi (2001), the SPSS is a tool that can help the researcher summarize the data, create appropriate tables, graphs, to examine the relationship among the variables, to perform other test of statistical significance based on the field hypotheses and to develop and create models.

The software supported the analysis and presentation of the information into frequency tables, graphs, charts and frequency distributions. The estimates were performed to facilitate interpretation of results and provide answers to the various research questions

meant to investigate into training on practices of employees and job performance within the selected health centres within the Kumasi metropolis and Amansie Central municipality.

### **3.9 Ethical Considerations**

As this study required the participation of staff from the health sector and as such certain ethical issues relating to the collection of data were addressed. The consideration of these ethical issues was necessary for the purpose of ensuring the privacy as well as the safety of participants to this study.

Among the significant ethical issues that were considered in the research process include consent and confidentiality. In order to secure the consent of the selected participants, the researcher communicated all important details of the study, including its aim and purpose. By explaining these important details, the respondents were able to understand the importance of their role in the completion of the research.

The respondents were also advised that they could withdraw from the study even during the process. With this, the participants were not forced to participate in the research. The confidentiality of the participants was also ensured by not disclosing their names or personal information in the research. Only relevant details that helped in answering the research questions were included in the questionnaire.

### **3.10 Organisational Profile**

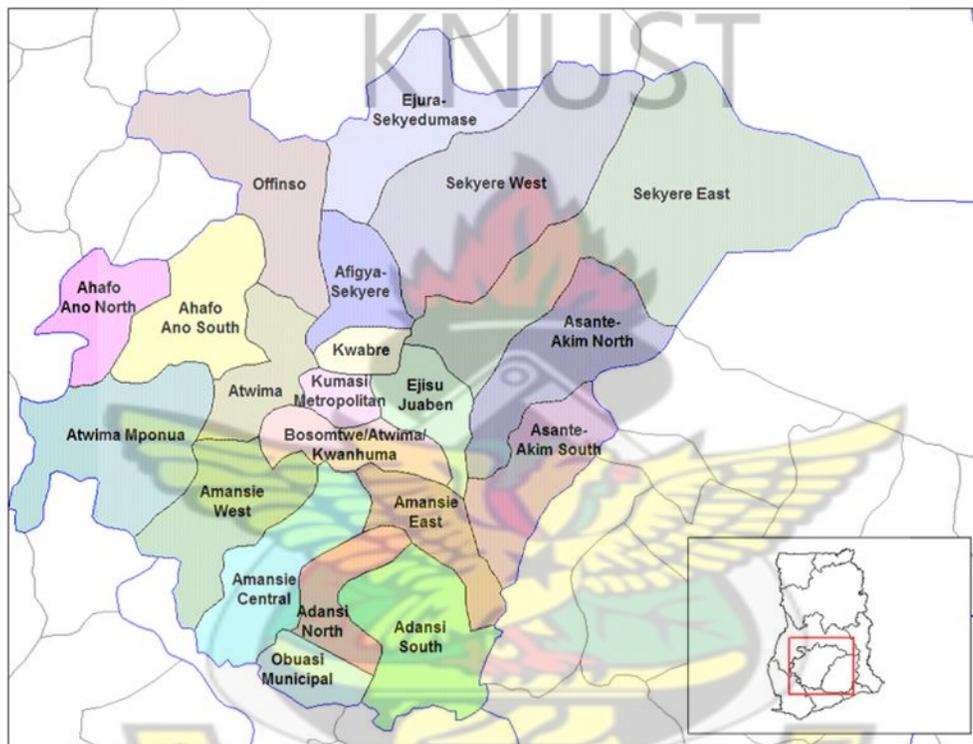
The Ashanti Region is centrally located in the middle belt of Ghana. It lies between longitudes 0.15W and 2.25W, and latitudes 5.50N and 7.46N. The region shares

boundaries with four of the ten political regions, Brong-Ahafo in the north, Eastern region in the east, Central region in the south and Western region in the South west. The region occupies a total land area of 24,389 square kilometres representing 10.2 per cent of the total land area of Ghana. It is the third largest region after Northern (70,384 sq. kms) and Brong Ahafo (39,557 sq. kms) regions. The region has a population density of 148.1 persons per square kilometre, the third after Greater Accra and Central Regions. More than half of the region lies within the wet, semi-equatorial forest zone. It has 27 districts namely; Adansi North, Adansi South, Afigya Kwabre, Ahafo Ano North, Ahafo Ano South, Amansie Central, Amansie East, Amansie West, Asante Akim North, Asante Akim South, Atwima Kwanwoma, Atwima Mponua, Atwima Nwabeagya, Bosome Freho, Bosomtwe, Ejisu Juaben, Ejura Sekyedumasi, Kumasi, Kwabre, Mampong Municipal, Obuasi Municipal, Offinso Municipal, Offinso North, Sekyere Afram Plains, Sekyere Central, Sekyere East and Sekyere South.

The average daily temperature is about 27 degrees Celsius. Much of the region is situated between 150 and 300 metres above sea level. The region is endowed with a spectacular geography-lake, scarps, forest reserves, waterfalls, national parks, birds and wildlife sanctuaries. Road network to major towns and villages is comparatively good. Kumasi, the regional capital, is centrally placed and easily accessible by road from almost all parts of the country. Parts of Sekyere East, Sekyere West, Asante Akim North and Ejura Sekyedumase districts are however inaccessible most of the time, especially during the rainy season. There are five hundred and thirty (530) health facilities in the region of which 170 are government hospital, 71 are mission hospitals, 281 are private health

facilities and 8 quasi government hospital. The Ghana Health Service operates about 32% of all health facilities in the region. Kumasi has the highest number of facilities of 38%. (Service Availability Mapping Survey, 2010)

**Figure 3.1 Map of Ashanti Region**



Source: Google 2014

### **3.10.1 Overview of Ghana Health Service**

The vision of the Ghana Health Service is to provide quality driven, results oriented, client focused and affordable health service. The mission of Ghana Health Service is to improve the health status of all people living in Ghana through the development and promotion of proactive policies for good health and longevity; the provision of universal access to basic health service and provision of quality health services which are affordable and accessible. These services will be delivered in a humane, efficient, and effective manner by well-trained, friendly, highly motivated and client-oriented personnel; with the motto your health our concern.

The Ghana Health Service together with other health agencies is responsible for the provision of health care delivery to the people of Ghana. This involves the planning, implementation, monitoring and performance assessment of health programmes and services. In order to fulfill this role there is the need for accurate, relevant and timely information on the health status and health services in Ghana.

### **3.11 Conclusion**

Chapter three discussed research methodology and research design adopted to accomplish the research objectives proposed in Chapter One. The discussion incorporated the research strategy adopted. The chapter further outlined the selection process of population and sample size used in this research study. It also described the data collection process, explained the structure and development of the research questionnaire and provides a brief overview of ethical considerations that were addressed in this

research. Finally, the organisational profile was discussed with an overview of Ghana Health Service.

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## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION

#### 4.0 Introduction

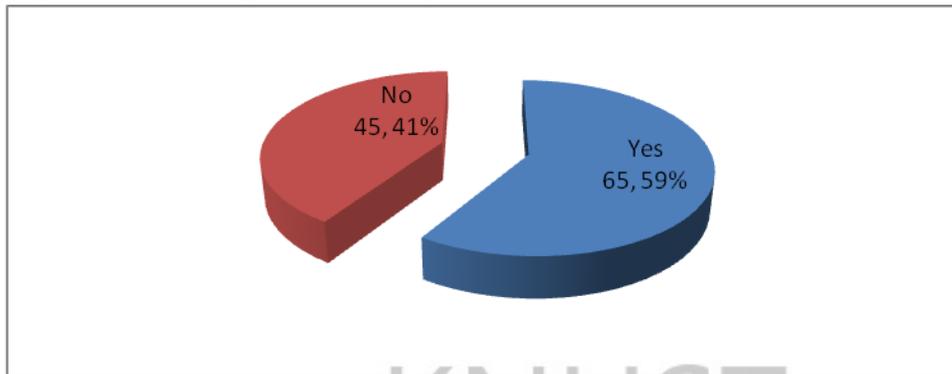
In this chapter the researcher gathered data from the staff of the selected Health Centres within the Kumasi Metropolis and Amansie Central District. The data obtained has been analyzed and presented in the form of tables and charts for easy interpretation and understanding and discussions made based on the findings of the study and related the findings with the literature review.

The researcher chose a sample population of 120 employees of the selected health centres and they were administered with questionnaire to gather more information on the study. The response rate for the questionnaire was about 92% with those who could not respond to the questionnaire representing 8%. The rationale for the researcher not getting a 100% response rate was due to the fact that some of the respondents did not return their questionnaires after subsequent visits to retrieve them while others also said that they did not have time to answer the questionnaires.

#### 4.1 Socio-Demographic Data of Respondents

This section presents the findings of the field research with respect to the demographic data of the participants of the survey. Areas of particular interest to the researcher under this section were gender or sex of participants, their age group, their educational qualification and the number of years respondents have service their institutions as presented and discussed below.

**Figure 4.1 Sex or gender of respondents**



Source: Field Survey, 2014

With regards to the sex or gender of respondents as presented by figure 4.1; 65 out of the total number of 110 who responded to the questionnaires representing 59.1% were males and the remaining 45 made of 40.9% were also females. This shows that there were more males in the study than females.

**Table 4.1 Age Group of respondents**

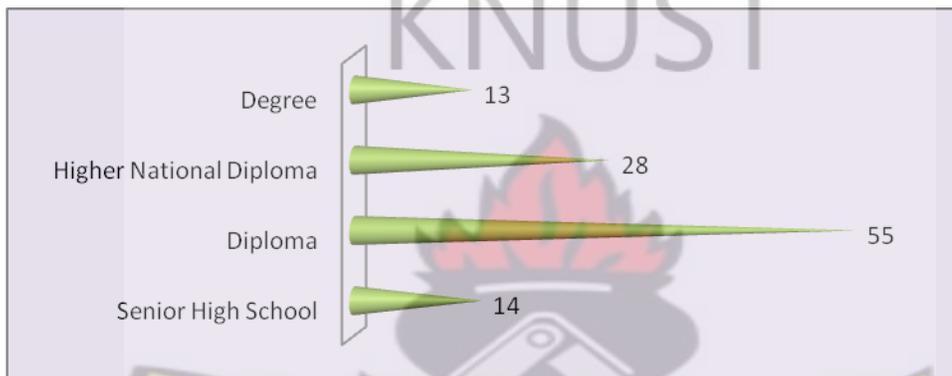
Items	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20-29 years	42	38.2	38.2	38.2
30-39 years	35	31.8	31.8	70.0
40-49 years	21	19.1	19.1	89.1
Above 50 years	12	10.9	10.9	100.0
<b>Total</b>	<b>110</b>	<b>100.0</b>	<b>100.0</b>	

Source: Field Survey, 2014

Table 4.1 displays the Age Group of respondents, which shows that 42 out of the 110 respondents made of 38.2% were between 20-29 years, 35 of them (31.8%) were between 30-39 years, 21 respondents (19.1%) were also between 40-49 years, while 12 respondents made of 10.9% were above 50 years. The findings here revealed that most of

the respondents 42 (38.2%) and 35 respondents representing (31.8%) were between 20-29 years and 30-39 years respectively. Therefore, this means that the youth (20 – 39) are more dominant in the health sector and are more energetic to work and to achieve the success of the institution.

**Figure 4.2 Respondents highest level of Education**



Source: Field Survey, 2014

On the respondents highest level of Education or attainment; 55 respondents made of 50.0% were Diploma holders, 28 of them made of 25.5% indicated Higher National Diploma, while 14 (12.7%) and 13 respondents (11.8%) indicated Senior High School and Degree respectively. This shows that the health sector is dominated by the Diploma holder (General Nursing Officers). This means that the health sector has a lot of qualified personnel.

**Table 4.2 Number of years in the service**

	Items	Frequency	Percent	Valid Percent
Valid	Less than a year	20	18.2	18.2
	From 1 to 5 years	45	40.9	40.9
	From 6 to 10 years	39	35.5	35.5
	Above 10 years	6	5.5	5.5
	<b>Total</b>	<b>110</b>	<b>100.0</b>	<b>100.0</b>

Source: Field Survey, 2014

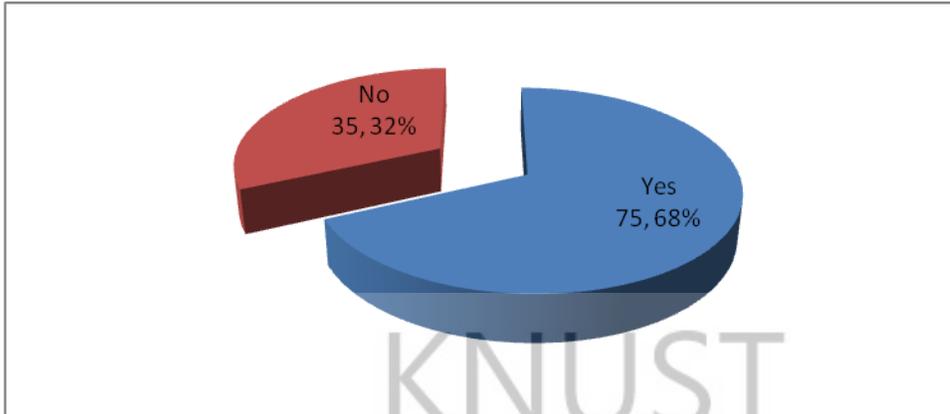
Finally, on the number of years respondents have serviced in their respective institutions, 45 respondents representing 40.9% stated 1 to 5 years, 39 of them representing 35.5% also indicated from 6 to 10 years. Again, 20 respondents made of 18.2% indicated less than a year, while 6 respondents made of 5.5% stated above 10 years.

This finding meant that 45 respondents representing 40.9% followed by 39 of them representing 35.5% have served their institutions between 1 to 5 years, and also from 6 to 10 years respectively. This means that they have working experience which will help the institution to attain their objectives.

#### **4.2 The Extent and Nature of Training on Employees**

Out of the 110 respondents, 75 representing 68% of the respondents indicated yes, they have received training from the institution and 35 representing 32% indicated no, they have not received any training from their institutions. The result shows that most of the respondents which is 75 out of the 110 respondents representing 68% indicated they have had training from their institution.

**Figure 4.3 Has received training from their institution**



Source: Field Survey, 2014

Respondents were further queried on the nature or type of training programme they have had from their institutions where they indicated having had training in;

1. Health Insurance claim processing,
2. How to conduct workplace investigations,
3. How to use the insulin pump,
4. Blood transfusion training programme,
5. Clinical and quality assurance training,
6. The use and management of Diabetic patients,
7. The Ebola virus and guinea worm eradication,
8. How to keep files or documents electronically,
9. Refresher course on malaria care management,
10. The use of Information and Communication Technology in medicine,
11. Customer relation at the health centre, and the rational use of drugs or medicine and drug preservation.

**Table 4.3 Number of times employees/staff are engaged in training programmes**

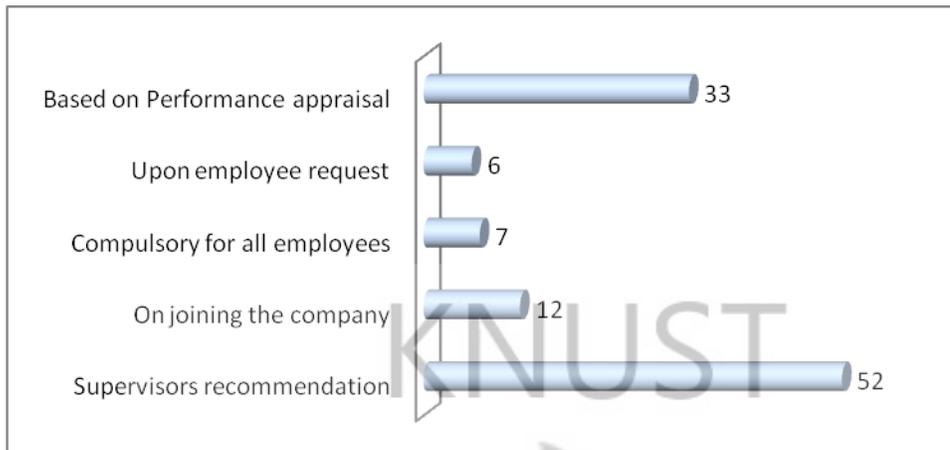
	Items	Frequency	Percent	Valid Percent
Valid	Once in a year	25	22.7	22.7
	Twice in a year	41	37.3	37.3
	Quarterly	30	27.3	27.3
	Rarely	14	12.7	12.7
	<b>Total</b>	<b>110</b>	<b>100.0</b>	<b>100.0</b>

Source: Field Survey, 2014

On the Number of times employees/staff are engaged in training programmes as displayed by Table 4.3, 25 respondents made of (22.7%) indicated that they have had training programmes once in a year, 41 of them representing 37.3% said they had training programmes twice in a year. Meanwhile 30 of them representing 27.3% indicated quarterly, and 14 respondents made of 12.7% stated that they rarely had training programmes in their institution.

It is clear from this finding that most of the respondents, 41 of them representing 37.3% had training programmes twice in a year followed by 30 respondents (27.3%) who indicated quarterly and 25 respondents made of (22.7%) who also indicated that they have had training programmes once in a year since they joined their institutions.

**Figure 4.4 How employees are selected for training**



Source: Field Survey, 2014

On how employees are selected for training from their various institutions; 52 respondents representing 47.4% indicated based on their supervisors' recommendation, 33 of them (30%) stated that it was based on performance appraisal, and 12 respondents representing 10.9% indicated on joining the company, while 7 respondents made of 6.4% and 6 respondents (5.5%) stated that it was compulsory for all employees and sometimes upon an employee's request respectively.

This revealed that 52 respondents representing 47.4% indicated that their selection for training was based on the supervisors' recommendation, 33 of them (30%) also stated that it was based on the results of the performance appraisal, and 12 respondents representing 10.9% indicated on joining the company.

The researcher further asked respondents on who get to be selected for training and what actually qualifies an employee to be selected for training. The views expressed by

respondents were that; the type of training to be carried out will determine who should be recommended for training, any worker not below the rank of staff nurse, those who work for three or more years, if one is the head of a unit or department, based on performance appraisal results of the employee, and whenever the need arise for employees to be train on an issue.

This finding on how employees are selected for training agrees with Wognum (2001), that the training and development needs of every organisation or institution and in the health sector in particular may occur at three organisational levels namely; (1) *strategic level* where needs are determined by top management while considering organisation's goals, mission, strategy and problems, which need to be resolved or fixed (2) *tactical level* where needs are determined with middle management while considering development needs to the coordination and cooperation between organisation units and (3) *operational level* where needs are determined with lower executive management and other employees while considering problems related to operations such as performance problems of individual workers and departments in question. In order to enable an organisation formulate human resource training goals that will enable both formal and informal human resource training methods and programmes create a workforce that enables effectiveness and competitiveness, it is worth giving consideration to, providing proper coordination as well as proper incorporation of the needs within the three levels.

The finding further confirms Asibey et al. (2012) that training needs of organisations can be put into a cycle (Figure 2.3) or circular form; it begins with the needs assessment. A

need of training always results from the difference between an ideal expected from employees' performances and the actual performances. Trainings can also be provided for new employees to help them get familiar with the work environment and tasks or any other reason. It further agrees with Subba (2009) and cited in Kulkami (2013) which provide views on the stages or procedures for training of employees in many organisations which take four (4) forms that should be conducted in a systematic order to achieve expected benefits from it. The training system involves four stages, namely; Assessment of training programmes, designing the training programmes, implementation of the training programmes and evaluation of the training programmes. This finding also agrees with Kenny and Reid (1986) that planned training is the deliberate intervention aimed at achieving the learning necessary for improved job performance. Planned training consists of identify and define training needs, define the learning required in terms of what skills and knowledge have to be learnt and what attitudes need to be changed, define the objectives of the training, plan training programmes to meet the needs and objectives by using right combination for training techniques and locations, decide who provides the training, evaluate training and amend and extend training as necessary.

The human resource department should consider the related aspects for example job analysis, performance objectives among others before deciding on how to conduct training.

**Table 4.4** Types of Training programmes for employees

<b>Job Orientation</b>		
<b>Items</b>	<b>Frequency</b>	<b>Percentages</b>
Disagree	20	18.2
Not sure	15	13.6
Agree	61	55.5
Strongly Agree	14	12.7
<b>Total</b>	<b>110</b>	<b>100.0</b>
<b>Skills training</b>		
Disagree	15	13.6
Not sure	12	10.9
Agree	75	68.2
Strongly Agree	8	7.3
<b>Total</b>	<b>110</b>	<b>100.0</b>
<b>On-the job training</b>		
Disagree	18	16.4
Not sure	10	9.1
Agree	79	71.8
Strongly Agree	3	2.7
<b>Total</b>	<b>110</b>	<b>100.0</b>
<b>Internship and Assistantship</b>		
Disagree	15	13.6
Not sure	17	15.5
Agree	66	60.0
Strongly Agree	12	10.9
<b>Total</b>	<b>110</b>	<b>100.0</b>

Source: Field Survey, 2014

Job orientation being as a type of human resource (HR) training programme adopted for employees in the selected health centres; 75 respondents which is over three-quarters of

the total number of respondents representing 68.2% agree that, job orientation as a type of human resource (HR) training programme for employees, 20 respondents representing 18.2% Disagree, and 15 of them consisting of 13.6% were not sure.

On skills training as a type of human resource (HR) training programme adopted for employees; 83 respondents representing 75.5% agree that training was a nature/type of human resource (HR) training and programme for employees, 15 of them (13.6%) disagree, and 12 respondents representing 10.9% were not sure.

As to whether on-the job training was a type of human resource (HR) training programme adopted for employees; 82 respondents representing 82.5% agree that on-the job training was a nature/type of human resource (HR) training and programme adopted for employees, 18 of them (16.4%) disagree and 10 (9.1%) of them were not sure.

On internship and assistantship as a type of human resource (HR) training programmes for employees; 78 respondents out of a total of 110 respondents representing 70.9% agree that internship and assistantship as a nature/type of human resource (HR) training programmes for employees, 15 of the respondents representing 13.6% disagree, and 17 of them (15.5%) were not sure.

In conclusion, 75 respondents which is over three-quarters of the total number of respondents representing 68.2% agree that, Job orientation is a type of human resource (HR) training and programme for employees, 83 respondents representing 75.5% agree that training was a nature/type of human resource (HR) training and programme for employees, and 82 respondents representing 82.5% also agree that on-the job training

was a nature/type of Human Resource (HR) training and programme adopted for employees.

Finally on internship and assistantship as a type of human resource (HR) training and programmes for employees; 78 respondents out of a total of the 110 respondents representing 70.9% agree that internship and assistantship was a nature/type of human resource (HR) training and programmes for employees as presented by table 4.4.

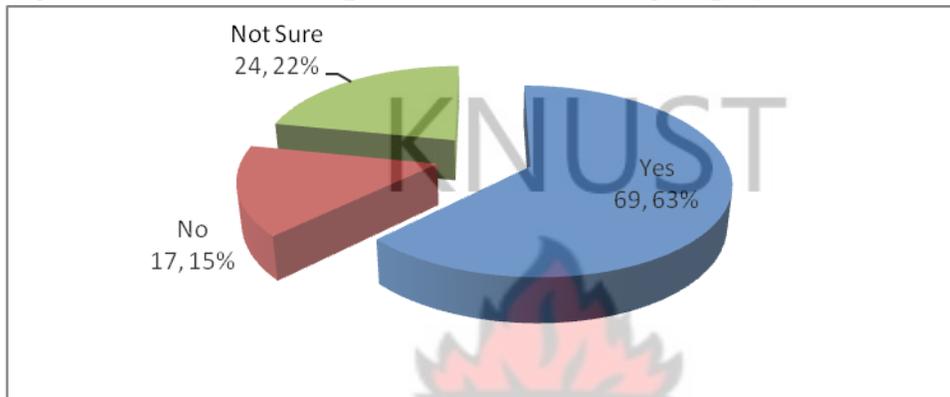
Respondents further added job rotation, supervision and delegation as some of the types of human resource (HR) training programmes used in their institutions for employees.

The above findings agree with Nadler (1984), that there are broadly two different methods that organisations may choose from in deciding how to organise their employees for training through impacting skills to employees. These are *on-the-job training* given to organisational employees while conducting their regular work at the same working venues and *off-the-job training* involves taking employees away from their usual work environments and therefore all concentration is left out to the training. Examples of the *on-the-job training* include but are not limited to job rotations and transfers, coaching and/or mentoring. On the other hand, *off-the-job training* examples include conferences, role playing, and many more. Armstrong (1995) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. Different organisations are motivated to take on different training methods for a number of reasons for example; (1) depending on the organisation's strategy, goals and resources available, (2) depending on the needs identified at the time, and (3) the target

group to be trained which may include among others individual workers, groups, teams, department or the entire organisation.

#### 4.3: Existing Training Programmes for Employees

**Figure 4.5** There are procedures for training employees



Source: Field Survey, 2014

As to whether there are procedures for training employees; 69 out of the 110 respondents representing 62.7% indicated 'Yes', there are procedures for training employees, 17 of them (15.5%) said 'No', and 24 of them representing 21.8% were Not Sure. This meant that most of the respondents agree that there are procedures for training employees at their various institutions.

**Table 4.5** Number of times employees participate in training programmes within a year

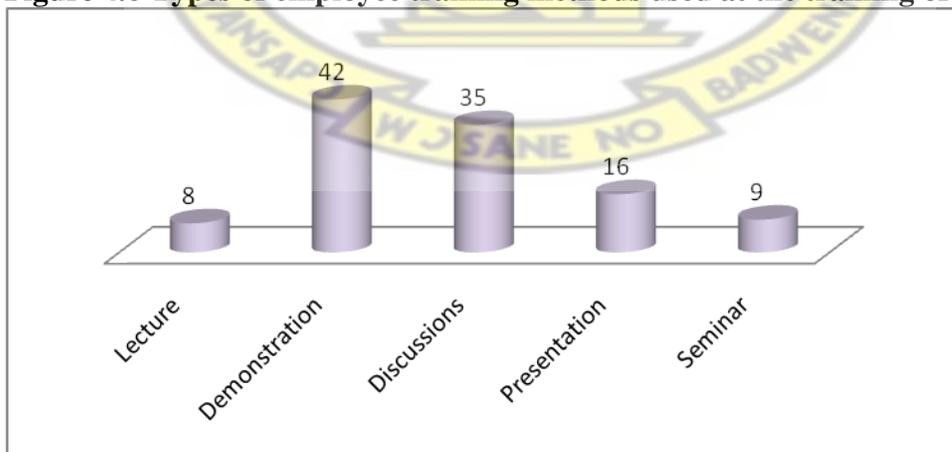
Items	Frequency	Percent	Valid Percent
Valid Quarterly	8	7.3	7.3
Twice in a year	27	24.5	24.5
Once in a year	40	36.4	36.4
When necessary	22	20.0	20.0
Rarely Any	13	11.8	11.8
<b>Total</b>	<b>110</b>	<b>100.0</b>	<b>100.0</b>

Source: Field Survey, 2014

Table 4.5 presents the views of respondents on the number of times employees participate in training programmes in their institutions within a year. Out of the 110 respondents 40 of them representing 36.4% indicated that they participate in training programmes in their institutions once in a year, 27 representing 24.5% stated twice in a year, and 22 of them representing 20.0% said whenever it was necessary. Thirteen of them that is, 11.8% indicated rarely any and 8 respondents made of 7.3% indicated quarterly. This finding revealed that 40 of the respondents representing 36.4% indicated that they participate in training programmes in their institutions once in a year, followed by 27 respondents who stated twice in a year, and 22 of them representing 20.0% said whenever it was necessary.

On the types of employee training methods used at the training of employees as presented by figure 4.6, 42 respondents representing 38.2% indicated ‘demonstration’, 35 of them (31.8%) stated ‘discussions methods’, while 16 respondents made of 14.5% stated ‘presentation’ and finally, 9 respondents (8.2%) choose ‘seminar’ as the type of employee training methods used at the training of employees.

**Figure 4.6 Types of employee training methods used at the training of employees**



Source: Field Survey, 2014

This finding meant that most of the respondents choose Demonstration, Discussions methods followed by Presentation as the types of employee training methods frequently used at their training programmes.

#### 4.4: The Relation between Training and Employee Performance

**Table 4.6 The current training provided is enough to assist employees to achieve their job objectives**

	Items	Frequency	Percent	Valid Percent
Valid	To a large extent	26	23.6	23.6
	To a moderate extent	9	8.2	8.2
	To a small extent	24	21.8	21.8
	Always	15	13.6	13.6
	Sometimes	31	28.2	28.2
	Rarely	5	4.5	4.5
	<b>Total</b>	<b>110</b>	<b>100.0</b>	<b>100.0</b>

Source: Field Survey, 2014

Table 4.6 answered the question as to whether the current training provided is enough to assist employees to achieve their job objectives. Out of the 110 respondents 31 of them representing 28.2% indicated that sometimes the training provided is enough to assist employees to achieve their job objectives, 26 respondents (23.6%) said to a large extent, and 24 respondents made of 21.8% indicated to a small extent. Meanwhile 15 respondents representing 13.6% indicated always and 9 respondents made of 8.2% stated to a moderate extent.

The results shows that 31 respondents representing 28.2% indicated that sometimes the training provided is enough to assist employees to achieve their job objectives followed by 26 respondents (23.6%) who said to a large extent.

Respondents were further asked to state some of the training programmes that they have been exposed to that had impacted their performance. The under listed were the views expressed by the staff on the nature or type of training they have had that had relation with their performance;

1. Training on management of patients with diabetes with the infusion pump,
2. Training on managing and maintaining discipline and conflicts at the workplace,
3. Clinical or performance appraisal training,
4. Performance review meeting at the end of every month and in some cases every quarter, and workshop on District Health Insurance Management Information System (DHIMIS).

As to whether current training of staff assist in correcting performance gap; 85 respondents representing 77.3% agree that the current training of staff assist in correcting performance gap, 18 of them made of 16.4% disagreed, while 7 of them representing 6.4% indicated not sure.

On whether the training given to employees can improve job performance, 86 of the respondents representing 78.2% Agree that the Training given to employees can improve job performance, and 4 of them (21.8%) strongly agreed.

Furthermore, as to whether the skills and knowledge obtained from training are important to employees' job; 88 of them representing 80.0% agreed that the training skills and

knowledge obtained are important to employees' job and 22 of them representing 20.0% Strongly Agreed. On whether training has benefits on job performance; 88 respondents representing 80% Agreed that the Training has benefits on job performance, 14 of them (12.7%) indicated undecided, 4 disagree and 12 of them indicated neutral.

As to whether the training sessions are of help to achieve set targets from a total number of 110 respondents, 94 of them representing 85.5% agree that the training sessions are important to achieve set targets, 12 of them made of 10.9% were undecided and 4 respondents disagree.

Finally, as to whether frequent training programmes have impact on performance of employees, 84 respondents representing 76.4% agree and 26 respondents representing 23.6% strongly agree that frequent training programmes have impact on the performance of employees.

**Table 4.7 Ratings on the impact of training on employees' performance**

<b>Current training of staff assist in correcting performance gap</b>		
<b>Items</b>	<b>Frequency</b>	<b>Percentages</b>
Disagree	18	16.4
Not sure	7	6.4
Agree	68	61.8
Strongly Agree	17	15.5
<b>Total</b>	<b>110</b>	<b>100.0</b>
<b>Training can improve job performance</b>		
Agree	86	78.2

Strongly Agree	24	21.8
<b>Total</b>	<b>110</b>	<b>100.0</b>
<b>Training skills &amp; knowledge obtained are important to your job</b>		
Agree	88	80.0
Strongly Agree	22	20.0
<b>Total</b>	<b>110</b>	<b>100.0</b>
<b>Training has benefits on job performance</b>		
Disagree	8	7.3
Not sure	14	12.7
Agree	75	68.2
Strongly Agree	13	11.8
<b>Total</b>	<b>110</b>	<b>100.0</b>
<b>Training helps achieve set targets</b>		
Disagree	4	3.6
Not sure	12	10.9
Agree	72	65.5
Strongly Agree	22	20.0
<b>Total</b>	<b>110</b>	<b>100.0</b>
<b>Frequent training has impact on the performance of employees</b>		
Agree	84	76.4
Strongly Agree	26	23.6
<b>Total</b>	<b>110</b>	<b>100.0</b>

Source: Field Survey, 2014

From the above discussed results on Table 4.7, it revealed that 85 respondents representing 77.3% agree that the current training of staff assist in achieving job objectives, and 86 respondents representing 78.2% agree that the training given to employees can improve job performance. Out of the 110 respondents 88 of them representing 80.0% agree that the training skills and knowledge obtained are important to

employees' job, while 88 respondents representing 80% also agree that the training has benefits on job performance. Finally the results show that 85.5% agree that the training sessions helped to achieve set targets, and 84 respondents representing 76.4% agree that frequent training programmes have impact on performance of employees.

This finding on the relationship between training programmes and employee performance is in consonance with, Farooq and Aslam (2011) who indicated that, managers of various institutions including the health sector are trying their possible best to develop their employee's capabilities, thereby creating good working environment within the institution. This is usually for the sake of capacity building, and as such managers are always involved in developing effective training programmes for their employees to equip them with the requisite knowledge and skills to achieve the institution or organisational goals. These efforts of top management do not only improve employees' performance, but also create positive image of the institution or organisation worldwide, (Jia-Fang, 2010). In the same way, effective training programmes organised by institutions help employees to get acquainted with the preferred new technological advancement, also gain full control on their competencies and skills needed to perform at any giving job and to avoid errors and mistakes while on the job (Robert, 2006), hence the need for the health sector to incorporate effective training programmes in order to get the best out of the employees.

#### 4.5 Conclusion

Chapter four presented analysis of the questionnaires distributed to employees of the health sector in Ashanti Region specifically those in the Kumasi Metropolis and Amansie Central District to find out the impact of training on employees' performance.

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## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter provides summary of the research methods used, the analysis of data and main findings of the study. It also provides the conclusions and recommendations to the study. In this research work, the main objective of this study was to examine the impact of training on employees' performance - an evidence of the health sector within the Ashanti Region. To achieve the objective, the researcher administered questionnaires to the selected health centres using open and close ended questions. The questionnaires were self-administered to 120 respondents but due to challenges in retrieving the questionnaires the researcher was able to gather 110 questionnaires representing a response rate of 92%. The data was presented using simple percentages, frequencies, and charts for easy interpretation and understanding.

#### 5.1 Summary of Findings

The summary of the findings were done in accordance with the objectives of the study, such as background of respondents, the extent and nature of training programmes for employees, the existing training programmes for employees, the nature or type of human resource management training programmes for employees, and whether there is a relationship between human resource training and employees' performance as discussed.

### **5.1.1 Socio-Demographic Data of Respondents**

From the findings there were more males in the study than females and most of the respondents 42 representing 38.2% and 35 respondents representing (31.8%) were between 20-29 years and 30-39 years respectively. Out of the total number of 110 respondents, 55 respondents made of 50.0% were Diploma holders, 28 of them 25.5% indicated Higher National Diploma with 45 respondents representing 40.9% followed by 39 of them 35.5% have served their institutions between 1 to 5 years.

### **5.1.2 Findings on the extent and nature of training programmes for employees**

The result shows that most of the respondents which is 75 out of the 110 respondents representing 68% indicated they have had training from their institution and stated the following nature or type of training programme they have had from their institutions such as training on;

1. Health Insurance claim processing,
2. How to conduct workplace investigations,
3. How to use the insulin pump,
4. Blood transfusion training programme,
5. Clinical and quality assurance training,
6. the use and management of Diabetic patients,
7. The Ebola virus and guinea worm eradication,
8. How to keep files or documents electronically,
9. Refresher course on malaria care management,
10. The use of Information and Communication Technology in medicine,

11. Customer relation at the health centre, and the rational use of drugs or medicine and drug preservation.

On the Number of times employees/staff are engaged in training programmes as displayed by Table 4.3, most of the respondents about 41 of them representing 37.3% had training programmes twice in a year followed by 30 respondents (27.3%) who indicated quarterly. Again, on how employees are selected for training from their various institutions; 52 respondents representing 47.4% indicated based on the supervisors' recommendation and 33 of them (30%) stated that it was based on performance appraisal. On the basis of selecting employees for training the study revealed that it is always based on; the type of training to be carried out which will determine who should be recommended for training, any worker not below the rank of staff nurse, those who work for three or more years, if one is the head of a unit or department, based on the performance appraisal results, and whenever the need arises for employees to be train on any issue.

### ***5.1.3. Findings on the nature of HR management training programs for employees***

The results show that 75 respondents which is over three-quarters of the total number of respondents representing 68.2% agree that, job orientation is a nature/type of human resource (HR) training programme for employees, 83 respondents representing 75.5% agree that skill training was a nature/type of human resource (HR) training programme for employees, and 82 respondents representing 82.5% also agree that on-the job training was a nature/type of Human Resource (HR) training programme adopted for employees.

Finally on internship and assistantship as a nature/type of human resource (HR) training programmes for employees; 78 respondents out of a total of the 110 respondents representing 70.9% agree that internship and assistantship was a nature/type of human resource (HR) training and programmes for employees as presented by table 4.4.

Respondents further added job rotation, supervision and delegation as some of the nature or types of human resource (HR) training programmes used in their institutions for employees.

#### ***5.1.4: Findings on the existing training programmes for employees***

From the study most of the respondents agree that there are procedures for training employees at their various institutions and most of them indicated that, they have participated in training programmes in their institutions once in a year, followed by 27 respondents who stated twice in a year.

On the types of employee training methods used at the training of employees, most of the respondents stated demonstration, discussions methods, presentation, and seminars were the types of employee training methods used at their institutions.

#### ***5.1.5: Findings on the relationship between HR training and employee performance***

As to whether the current training provided is enough to assist in employees performance to correct performance gap; most of the respondents agree to this and stated some of these under listed trainings that they have had that have relation with their job performance:

1. Training on management of patients with diabetes with the infusion pump,

2. Training on managing and maintaining discipline and conflicts at the workplace,
3. Clinical or performance appraisal training,
4. Performance review meeting at the end of every month and in some cases every quarter,
5. Workshop on District Health Insurance Management Information System (DHIMIS),
6. Training on best practices in file management and managing paper and electronic records,
7. Making child birth safer, a tool for achieving Millennium Development Goals (MDGs) and peri-operative care nursing for Non peri-operatives.

In ratings the impact of training programmes on employee performance, the results revealed that 85 respondents representing 77.3% agree that the current training of staff assist in correcting performance gap, and 86 respondents representing 78.2% agree that the training given to employees can improve job performance. Out of the 110 respondents 88 of them representing 80.0% agree that the training skills and knowledge obtained are important to employee's job, while 88 respondents representing 80% also agree that the training has benefits on job performance.

Finally the study shows that 85.5% agree that the training sessions helped to achieve set targets, and 84 respondents representing 76.4% agree that frequent training programmes have impact on performance of employees.

## **5.2 Conclusions**

In conclusion the study revealed that, the current training provided by the health centres is enough to assist in employees' performance to achieve their job objectives as that has helped them to achieve set targets and to correct performance gap.

This therefore calls for the need for continuous training of employees in the health centres since human resource development programmes in any institution are meant to either improve performance on the present job of the individual, train new skills for new job or new positions in the future and general growth for both individuals and organisation so as to be able to meet organisation's current and future objectives as such should be embraced by all health centres within the Ashanti Region and Ghana as a whole.

## **5.3 Recommendations**

From the forgone findings and conclusions drawn on the assessment of training on employees' performance- an evidence of the health sector within the Ashanti Region, the study revealed the following recommendations.

The study revealed that based on the fact that for organisations to build an efficient human resource base in their organisations, training programmes for the employees is an integral part of them performing their functions well.

It is also recommended from the study that, the training on the nature or type of training programmes organised by most of the health centres such as training on, how to conduct workplace investigations, how to use the insulin pump, clinical and quality assurance

training among others are very important and should be continued in all the health centres.

More so, the study recommended that there should be frequent training programmes for employees by management.

The study also revealed that, management should try every effort to incorporate employee training programmes at all the health centres in order to elevate employee efficiency on the job to deliver up to the expected objectives of their specific tasks.

The researcher recommends that it should be made compulsory for every employee to be given the chance or opportunity for them to attend training programmes that would sharpening their skills for the job and where possible based on the supervisors' recommendation and the performance appraisal.

Finally the study recommended that, there should not be any nepotism or favouritism by management in selecting people to attend training programmes but people who actually need should be selected for training.

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## **APPENDIX**

### **AN ASSESSMENT OF TRAINING AND EMPLOYEE PERFORMANCE – EVIDENCE FROM THE HEALTH SECTOR IN GHANA**

Dear Respondent,

I am a student of KNUST-School of business pursuing my masters in Human Resource Management, and as part of the University's requirement am to embark upon my thesis as partial fulfilment of the requirements for graduation, hence this work. This thesis work is purely for academic purpose and the questionnaire is designed to examine the impact of training on employees' performance- with evidence from the health sector in Ghana, using selected health centres in the Kumasi metropolis and Amansie Central District.



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10. Below are some natures of HR training and programmes for employees. To what extend do you agree or disagree with the following statements as applicable to your institution? Using 5= strongly agree, 4= agree, 3=not sure, 2=strongly disagree and 1=disagree
- i) Job orientation .....
  - ii) Skills Training .....
  - iii) On-the Job Training .....
  - iv) Internship and Assistantship .....
11. Others, please state .....
- .....

**Section C: Existing Training Programmes for Employees**

12. Are there procedures for training staff in your organization?  
 Yes                       No                       Not Sure
13. How often do you participate in training programmes in a year?  
 Quarterly                       Twice in a year  
 Once in a Year                       Rarely                       None
14. Choose as much as possible the following types of employee training methods used at the training you have attended?  
 Lecture                       Demonstrations                       Discussions  
 Presentation                       Seminar
15. Others, please specify.....
- .....

**Section D: The relationship between training and employee performance**

16. The current training provided by my institution is enough to assist me in achieving my job performance objectives?  
 To a large extent                       To a moderate extent                       To a small extent  
 Always                       Sometimes                       Rarely                       Not at all
17. Please indicate some training you have been exposed to that have relation with your performance. ....
- .....

18. How would you rate the following with regards to the impact of training on employees' performance? Please Tick [✓] the below items using the scale 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, and 5= Strongly Agree

Options	Strongly Agree	Strongly Disagree	Undecided	Strongly Disagree	Disagree
Current training of staff assist in correcting performance gap					
Training can improve job performance					
Skills & knowledge obtained from training are important to your job					
Training has benefits on job performance					
Training helps achieve set targets					
Frequent training has impact on performance of employees					

THANK YOU

