

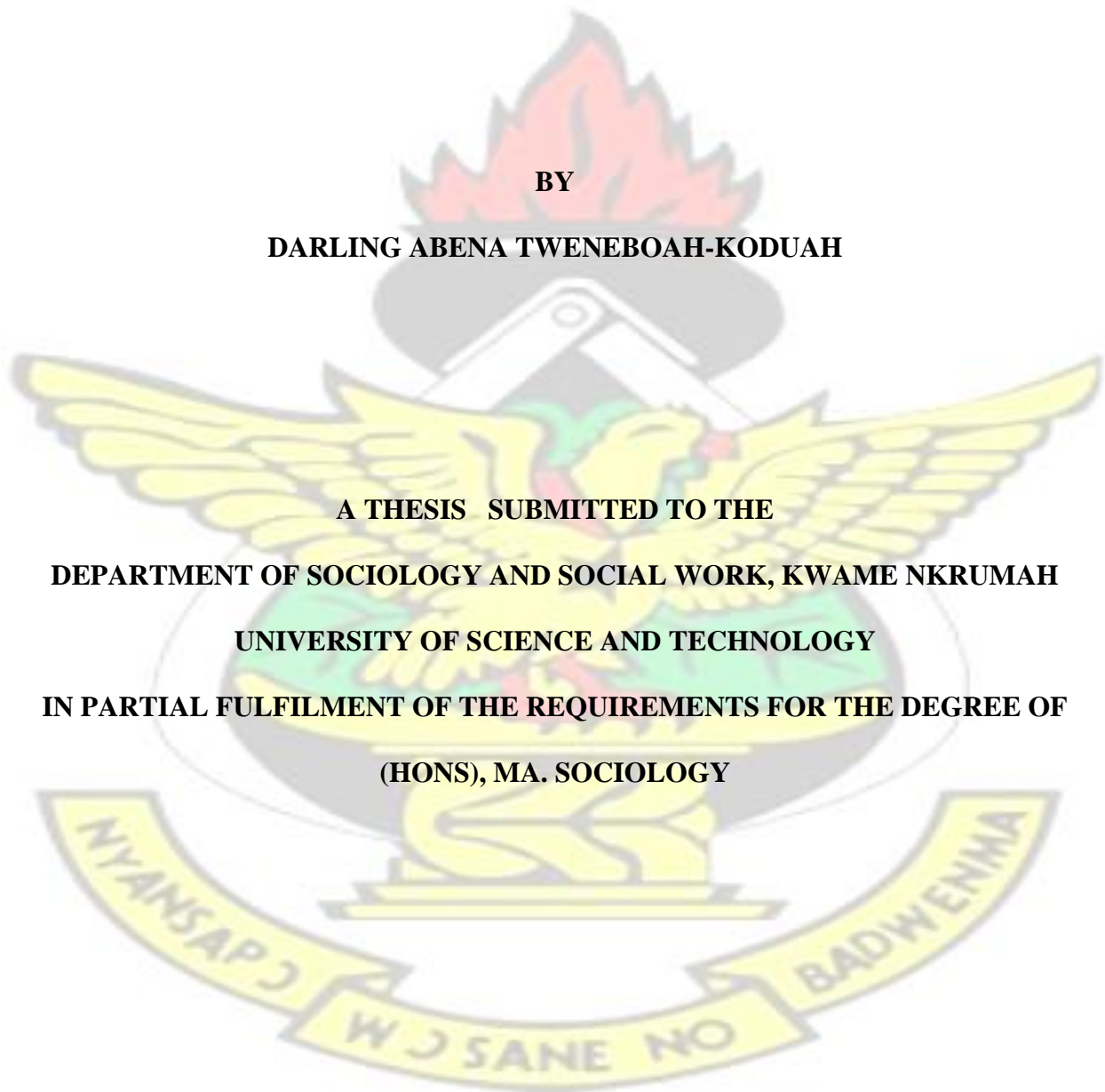
**ASSESSING THE EFFECTS OF TRAINING AND DEVELOPMENT ON EMPLOYEE  
PERFORMANCE: A STUDY OF COCOA MARKETING COMPANY (GH) LIMITED,**

**KUMASI**

**BY**

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**A THESIS SUBMITTED TO THE  
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IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF  
(HONS), MA. SOCIOLOGY**



**JUNE, 2018**

**DECLARATION**

declare that I have personally undertaken the study herein submitted. I duly acknowledge all sources of information and I am personally responsible for any omission or shortcoming.

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## DEDICATION

wish to dedicate this thesis to God Almighty and to my family, especially my parents, Mr Yaw Amponsah Agyei and Madam Mary Serwaah Akoto all of blessed memory through whose inspiration and desire I have come this far.

May the Almighty God grant them a Peaceful Rest.



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## ABSTRACT

Employees' training and development enables organizations to meet their goals and objectives as it equips employees with organisational work ethics and skills needed at the job setting. It has been given a lot of importance, impetus and accolade in performance management. Despite the increasing effects on training of organisational employees, there is still limited effort which has become an issue by management and the Human Resource Department of Cocoa Marketing Company. The study sought to determine the impact of training and development on employee performance. The study adopted quantitative approach where simple random sampling technique was used to select fifty-seven (57) employees in the various units in the Cocoa Marketing Company in Kumasi. The data were collected mainly through the use of self-administered questionnaire. The responses were processed using Statistical Package for Social Science (SPSS) version 20 for easy analysis and interpretation of the field data. The study found that some of the training and development methods used by the Cocoa Marketing Company were seminar presentations, demonstrations, and discussions. The study also found that although the organisation provided training and development to its employees, there were many gaps on the existing training and development programmes in the Company. The study concluded that a lot of training programs in the organisation were ineffective.

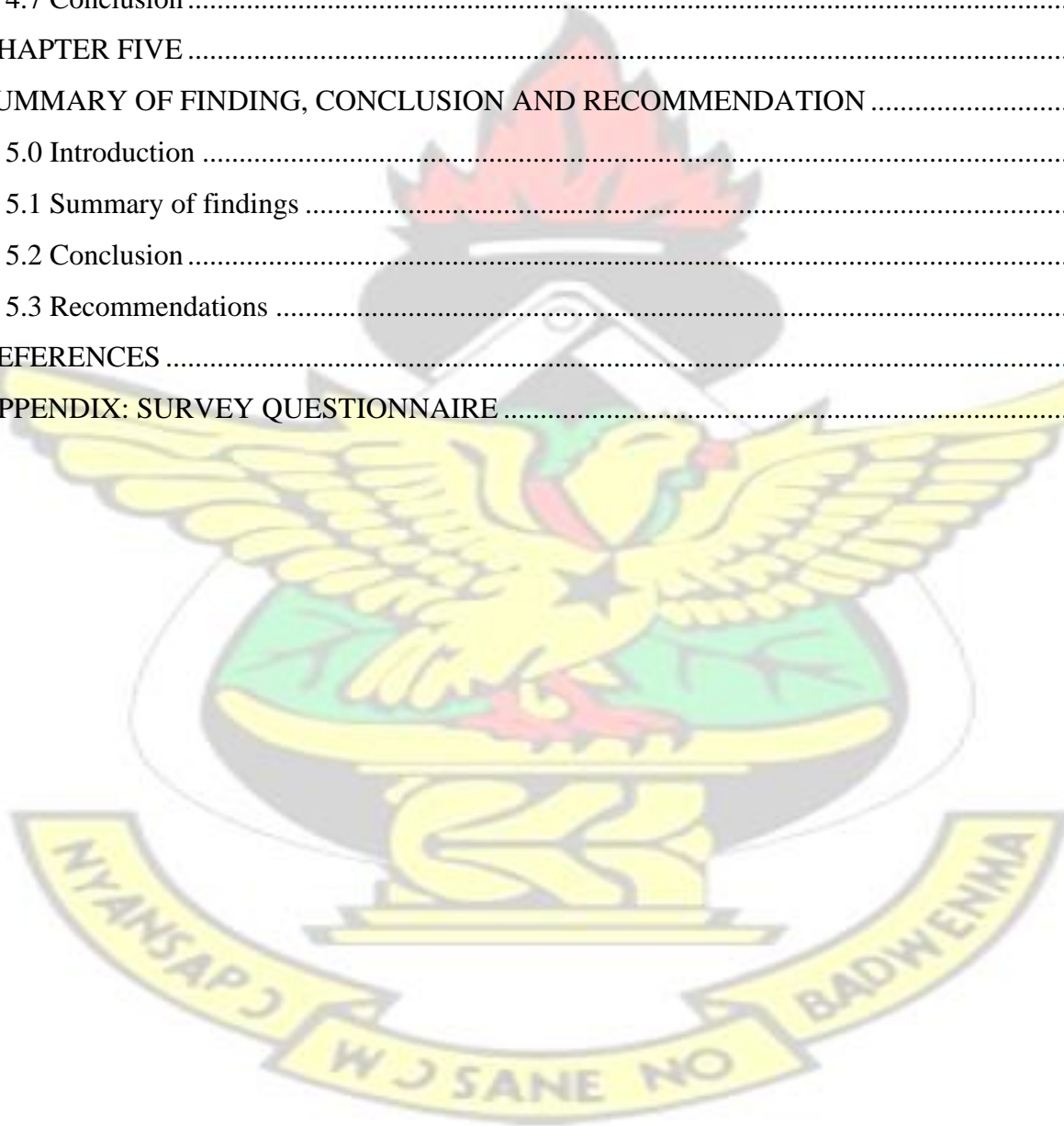
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## CHAPTER ONE INTRODUCTION

### 1.1 Background to the study

The survival of every organisation in this global competitive environment lies in the capabilities of its human capital (Falola, Osibanjo and Ojo, 2014; Dwomo-Fokuo et al., 2014) and in terms of gaining competitive advantage, employees remain the key elements. Every organization continually strives to achieve high performance, an objective that is certainly not thinkable without the efficient performance of employees (Hashim, 2012). Organisations' performance is the effect of the collective efforts of employees, teams and management determined by competencies, relevant expertise and intellectual capacity, training and development is an indispensable tool (Kum, Cowden and Karodia, 2014, Falola, Osibanjo and Ojo, 2014). Training and development at all levels of the organisation enable employees adopt positive work attitudes, enhanced their knowledge and skills, improves workforce morale and help employees identify the organizational goals, help employee to make better decision and be a problem-solver (Sims, 1990). Training and development is the process through which organisations seek to improve the performance of workers. It is done in consistent with the interests of organizations and workforce. It produces significant effects on organisational performance and the achievement of organizations' goal (Khan, Khan, and Khan, 2011; Stone, 2002).

According to Katou, and Budhwar, (2006) training and development is a means of giving employee's skills, knowledge, and competence etc. in order to make them perform better in their respective jobs. Parce and Robinson (2009) posit that training and development help in facilitating job related knowledge, requisite skills, behaviour etc. that are very crucial for job performance which in the long run enhance organisational effectiveness. Tahir, Yousafzai, Jan

and Hashim, (2014) argued that the acquisition of knowledge, skills, techniques and practices form the basis for training and development. Performance in simple terms refers to the ways and means of getting things right and done or working effectively and efficiently to get thing right. According to Hashim (2012), performance is regarded to be part at all levels of organisation, process and individuals. Organization achieves high profitability through training and development. According to Corvellec (1995), the term performance is being used effectively in every aspect of management and Taylor (1911) defines it as outputs divided by inputs. Noe (1996) also approached performance as the means through which managers of the organisation ensure and monitor to see if the activities of the employees are heading towards the organisation stated goals and objectives. Performance management comprises of all components of human resource management that are primarily designed to check for the effectiveness and efficiency of the employees and the organisation as well. Performance can therefore be said to be the output of organisation, individual, system measuring based on the inputs factors given to use for the production.

Brewster, Carey, Dowlin, Grobler, Holland and Warnich (2003) argued that the quality of the employees at every department in the organisation to a large extent depends on the influence of the organisational productivity. The development of every organisation cannot be discussed without mentioning of training. This means that training helps in the development of the organisation. For instance, it increases productivity, enhance employee performance and helps the organisation to be ahead of its competitors. April (2010) argued that in order to check whether an organisation trains its employees well or not partly lies on the training and development that an organisation extend to its employees. (Sultana, Irum, Ahmed and Mehmood, 2012). Pynes (2008) asserts that training and development modifies the skills, knowledge, or attitudes of employees required by the job post. Training and development motivate employees

and improve their performance and productivity. Dwomo-Fokuo *et. al.*, (2014) posits that training and development is crucial when it comes to adapting new mechanism of enhancing and improving the efficiency of staff, making inexperienced employees becoming valuable to the organisation and creating rooms for internal promotions. Fey *et al.*, (2000) postulates that training and development have a positive influence on employee performance, which later result influence profitability. Soltan, *et al.* (2004) argued that when talking of performance management, employee training and development cannot be adhered to. They play a crucial role in determining performance in the organisation and that employee performance is the result of the congruence between training and development and organisational goal leading Fey, et al., (2000) to conclude that there exist a strong positive relationship between performance and employee training and development. This means that a better training and development of employees would result in a better performance among the employees and the organisation as well, and vice versa. Sultana, et al. (2012) defines employee performance as “the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed”. Cooke (2000) asserted that the two main ingredient with regards to performance attainable are efficiency and effectiveness. Employee’s performances served as a benchmarked in relation to the performance standards set by the organization (Kenney et al., 1992). Workers are expected in every organization to accomplish assigned tasks in quality and quantity as a measure of good performance.

## **1.2 Problem Statement**

The success of every organisation to a large extent depends on the kind of training and development that organisation offered to its employees. It is therefore necessary for the organisation to identify and develop the training programs that will help better the performance of their employees. Most organizations are able to meet their stated goals and objectives through training and development

and therefore gained high pedigree in performance management. Irrespective of the fact of increasing training of organisational employees, there was limited effort which has become an issue by management and the Human Resource Department of Cocoa Marketing Company. In recent months there were complaints of the quality of service delivery compared to previous years creating anxiety in the Company. In a revised strategy being developed for implementation, the Human Resource Department has taken a general focus on reviewing training policies and planning to address training gap issues to address performance deficiencies and restore the pride of quality service. In recent months there has been adoption of computerized technology to manage aspects of the work that would result in higher positive outcomes. There has been restructuring in some of the operations and new staff were being recruited to replace old staff. Management seems to overlook the needs for continuous training although information from the past year's performance appraisal is indicative that generally, performances of staff have reduced. It was clear from assessment as staff they manifest poor work attitude, lack of diligence, and low morale of employees which raised issues of absence of well re-defined training program for the company. The skills and knowledge in many areas of work has become obsolete in short periods of time. Moreover the progression of staff within the organisation to new levels of responsibility continually required managerial knowledge and skills. The new look by management and changes being approached to face lift the company required more effective training of the personnel to cope and be proactive. It was not apparent how employee training and development were being prioritised to ensure the merits both in short and long term basis. In light of the above issues, there was the need for this study to examine how training and development affect employee performance.

### **1.3. Objectives of study**

Generally, the study was to examine the effects of training and development on employee performance at Cocoa Marketing Company Limited. Specifically, the study seeks:

1. To determine the various methods of training and development programs adopted by the organization.
2. To examine the effects of training and development on employee performance
3. To identify the gaps of the existing training and development program in the organization.
4. To outline the design of the training and development programs in the organization

### **1.4 Research questions**

The main questions that this research work seeks to answer include the following; 1.

1. What methods of training and development programs are adopted by the organisation?
2. What effects do training and development had on employee performance at the CMC?
3. What are the gaps in the existing training and development programs in the organization?
4. What is the design of the training and development programs in the organization?

### **1.5 Significance of the study**

Training and development is very essential in every organisation. The performance of employees in an organisation to a large extent depends on the kind of training and development given to that employee. A lot of research has been done on employee performance with regards to leadership styles, organisational behaviour etc. in different areas worldwide. But the available data or research on the effect of training and development on employee performance, are limited. There was therefore the need to access the overall effects of training and development on employee performance in different social setting. This study was to serve as a guide to the senior management

in addressing the issue of productivity by introducing training and development programs in the organisation. The outcome of the study will be used to motivate the employees by the training gaps that are identified so when the gaps are corrected it would enhance future training efficiencies of the organisation and make employees become more committed which will in the long run increase productivity. The study will also serve as a reference academic material for future researchers who by any means want to conduct a similar study.

The study was also significant in the sense that a lot of investment is made annually on all kinds of training and development agenda of the organization. For this investment the organizations must develop strategies to enable them reap the benefits by adapting to the most efficient and effective training and development designs and strategies and will equip staff to remain relevant, competitive and by the provision of the appropriate training and development programs. Also, the findings of this study will elaborate on the ways in which training and development programs could be beneficial not only in the organization but also to the career development of the employees.

### **1.6 Scope of the study**

Conceptually, the study focused on training and development and its effects on employee performance. The study primarily concerned was to determine which training and development approach and design is effective to enhance staff performance. Given the scale of this study, there are three Inland Ports operated by the Cocoa Marketing Company nationwide. The study thus selected Kumasi depot by which the research findings is generalised. The study was limited to training and development.

## 1.8 Organisation of the study

This particular research has been organized into five chapters. Primarily, the first chapter is made up of the background of the study, problem statement, research objectives, research questions, significance of the study, scope of the study and the organisation of the study. The chapter two covers the literature relating to the study thus the theoretical, empirical and methodological studies. It outlines other studies in relation to the topic. Chapter three looks at the methodology relating to the population under study, the sampling techniques, sample size and data collection procedures and analysis. Chapter four explains or analyses data that has been collected. It included the data presentation and discussion. Chapter five gives a succinct of the findings. Conclusions and recommendations of the research are based on the outcome of the data analysed in the earlier chapters.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 The Concept of Training

Cambell (1971) defined training as the “the mechanism by which technical and mechanical operations are being instructed. Deutsch (1979, p 104) argued that “Training serves to help increase upward mobility within an organization, to adjust workers to the technological changes affecting the workplace, and often simply to introduce people to the world of work at the entry level”. According to Scott, Clothier and Spriegel (1997) training is the core for better organisation. This is because it equips the employees with the requisite skills to be more effective and efficient. They further argued that training practices serve as a link with all other human resource as experienced by Mamoria (1995), who argued that training provides an avenue for practicality and it is a crucial necessity in the sense that it provides the employees with the practical aspect of the job, which helps them to develop in their respective jobs and help increase productivity.

Steinmetz (1996) gave a concise definition of training as “a short-term process, utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skill for a definite purpose”. Armstrong (1997) defined training as the sequential development of skills, knowledge, attitudes etc. expected by the employees to adequately perform well when given a task. Simplicity, under the traditional training theory, training is the acquisition of knowledge and skills. The various definitions look at an organisation consciously developing the skills of employees making them more skilled to be able to carry out a task or a function. Charnov (2000) gave more sophisticated description of training indicating that it is a learning process where people can learn and adjust to new things, reinforced existing knowledge and skills, and more importantly have adequate time to think and be proactive in order to enhance the

effectiveness and performance of employees at work. Obisi (2000) argued that training is the means of systematically enhancing knowledge, skills and attitudes, which in the long run results in better performance among the employees in their respective jobs. Training is a well-structured intervention aimed at improving the element of individual job performance (Chiaburu and Tekleab, 2005). Tekleab (2005) argued that job dissatisfaction result among employees when the gap between the skill and those skills possessed by the workforce. Training is the systematic way of learning. Sommerville (2007) asserted that training is the means of enhancing the skills of an employee in doing a particular job. “Training is the process that provides employees with the knowledge and the skills required to operate within the systems and standards set by management” (Sommerville, 2007).

Kennedy, (2009) suggest that the rationale behind training is to create an impact in the employees life that will last for very long time, even after the training itself. The idea of training is creating the appropriate steps that makes the employees committed and give back their skills and knowledge learned to their respective jobs training. However training is developing skills for individuals or group of people. Generally, training is a means of developing skills among employees through presentation and learning. There is a link between training and development. Training serves as a means through which the employees quickly adapts to new ways of doing things through the skills they have learned at training in order to prevent problems (Kennedy, 2009). In very modern definition and description, Noe (2010) described training as a mechanism employed by organisations in facilitating their employees to become competent in general requires the skills and knowledge for successful performance, according to Noe (2010) Manju and Suresh (2011) argued that training is an intervention program to enhance organisational goods and services. Training is a systematic way developed by organisation to provide skill development and enhance the quality

of employees. Nda and Fard (2013) argued that, training is the sequence of activities and programs developed by organisations to impact skills and knowledge to its employees.

The main objective with regards to training may vary from organisation but training is to equip the employees with the requisite skills and knowledge for them to use it in their daily activities. For an organisation to be ahead of its competitors, then there is the need for the organisation to broaden its skill development. This means that the organisation should not just focus on one skill development, but many. The skills, knowledge and attitude attained through training are supposed to influence the way tasks are carried out and the overall performance of the organisation. On this note, Mamoria (1995) commented someone who is well trained is able to utilize the organisational resources very effectively at a minimum level. When the employees are well trained, it makes the organisation to delegate responsibility and authority among the employees in order to achieve the organisational goals. Training provides an avenue for the employees to shape their attitude and prepare them fully for the attainment of organisational goal. Mamorita (1995) argued that training shapes the employees attitude and makes them contribute meaningfully to the organisation.

Charnov (2000) also argued that effective employee training provides relevant information to the employees for them to develop their skills and shape their attitudes and behaviour well that will help better the organisation. Similarly, Rowden (2002) made an assertion that training may seem to be a tool for improving job satisfaction and employee performance training in simple terms is just the acquisition of skills to achieve organisational goals. Training programs also reduce anxiety and frustration among employees on their respective jobs (Chenet al., 2004). Rowden and Conine (2005) asserted that trained employees offer better satisfaction to customers. Most of employees leave the job due to poor performance at their workplace, upon all the training (Chen et al, 2004).

Hellriegel et al (2001) asserted that training programs for employees increase productivity, reduced absenteeism among employees, increase performance among employees, reduced accidents, less cost due to less labour turnover etc. Traditionally, training is seen as a way by which employees change their skills, knowledge and attitudes (Robbins and DeCenzo, 1998).

Many organisation have recognised the importance of training and development. Training as a central role of management has become a major focus for several research studies. Job rotation is very essential in every organisation. It makes the employees to be flexible, adaptable and communicate effectively. Cost is seen as one of the limitation with regards to job rotation. This is because, management of the organisation spends huge sums of money and time for training and rotating lower level employees. It may in one way or the other increase productivity and reduces work overload among employees. Tsai et al. (2007) also confirm this by arguing that employees who will learn exert greater level of satisfaction.

McDowall et al. (2010) asserted that the importance of training over the past and recent years have been greatly influenced by the competition the organisation wants to achieve. When an organisation wants to achieve a competitive advantage, the organisation must view training as an intellectual environment where the impartation of skills and knowledge are being offered to individuals. Training is for non-managers while development is for managerial personnel. Training is meant for short term basis while development is meant for long term basis. Training is meant for specific purpose while development is meant for general purpose. (Obisi, 2011).

According to Shen (2006) and Harzin (2004), when it comes to the transferring of organisational goals and core values to the large group of people, then the most appropriate means is by formal training. Effective and appropriate training helps managers to develop at all levels, which increase

their competency levels (Stewart, 1996; John, 2000). Hellriegel et al (2001) asserts that adequately giving training to employees increase productivity, human resource are efficient, organisational goals and objectives are met, errors, accidents absenteeism among employees are being reduced, and finally cost are reduced due to less labour turnover. Echard and Berge (2008) argued that techniques in effective training enhance business results, more specifically in the area of customer service, product development etc.

One of the contributing role for every manager in an organisation is to give others the chance to perform (Jehanzeb & Beshir, 2013). In multinational companies, training can provide an important impetus to achieve shared values and facilitates network building between headquarters and subsidiaries (Elnaga & Imran, 2013). McDowall and Saunders (2010) argued that one of the things in which employees can do to achieve or experience flexibility and effectiveness on the job is by means of acquiring and making use of the skills they have learnt. Similarly, Asfaw et al., (2015) argued that many of the jobs are being replaced by machines. This requires employees with higher educational background who want to seek employment in the near future. Training is very important in the sense that it ensures that there is adequate supply of staff with both technical and managerial skills. There is therefore the need for the organisation to continue giving training and development to its employees (Asfaw et al, 2015). Training hence differs from development though training in an organisation is supposed to lead to employee development in the long time.

## **2.2 The Concept of Development**

Cambell (1971) defined development as the long term process of learning, focusing on the attention of what the individual needs to know. While training the idea of more current jobs, development also emphasize on future job responsibilities. The term development and training is mostly used

interchangeably. Development is a process that “strives to build the capacity to achieve and sustain a new desired state that benefits the organization” (Garavan, Costine, and Heraty 1995). Steinmetz, (1996) described development as a systematic long term learning process whereby managers had the chance to learn both conceptual and theoretical skills. Development implies creating and sustaining change (Marmer, 1999). In other situations where the organisation has unravelled a problem that needs to be solved; the objective of the development process is to solicit for ideas that could help address the problem and put back the organisation to a state of higher performance.

One could go further and consider that development in human resource management focuses on the requisite skills that are applicable to wide range of situations (*Jacob, 2003.*) Sheri-lyne (2007) further described employee development as the ways in which employees are able to gain or achieve a strategic tool in dealing with any situation in the organisation (Abdul Hameed, 2011). Khawaja and Nadeem (2013) opined that in order for an organisation to succeed, then there is the need for the organisation to embark on a continuous employee development. Employee development refers to the series of activities employee goes through in acquiring new skills and knowledge. However, there is the need for the organisation to provide the employees with developmental programmes for them to enhance their capabilities.

Jackson (2002) argued that some cultural practices of modern human resource management emphasis the development of employees. This statement supported with a two-sided argument: the hard approach refers to employees as a resource the organisation uses in achieving its objectives, whiles the soft approach. This is because a sound training and development enhance performance at work

Rohan and Madhumita (2012) argued that for an organisation to increase in growth, there is the need for the organisation to invest in training and development of its employees. Management development has a substantial influence in changing the capacity of an individual. Thus, management development is the series of training aimed at providing skills for the individual to be competent and help in building the individual capacity. Development is aimed at enhancing the performance of managers and keep them focused to help the organisation achieve its stated objectives.

Nda and Fard (2013) commented that in order to reduce staff turnover, reduce absenteeism among employees and motivate employees to perform well, then there is the need for the organisation to develop a mechanized strategy and mechanism that could aid in bringing these into reality. However, in order for the organisation to be ahead of its competitors, then there is the need for the organisation to make its employees innovative through training and development. This assertions support that of Deckop et al. (2006), who argued employees turnover rate are being reduced as a result of development. Hence, advancement opportunities enhance employee satisfaction, which in the long run reduces labour turnover and absenteeism among employees (Atif et al. 2010).

Niazi (2011) opined that to stay ahead of our competition, there is the need for the organisation to effectively embark on training and development of its employees. This will help the organisation achieve its goals and objectives

Though training and development are used interchangeably in most studies, this study has critically expatiated both terms. However, in application the study made use of both terms by contextualising them to gather empirical literature on both terms.

Kennedy (2009) argues that training and development involves the formal way the organisation adopt to improve on the performance of its employees. For organisations to meet current and future business demands, training and development process has assumed its strategic role and in this regard few studies by Stavrou et al.'s (2004) and Apospori, Nikandrou, Brewster and Papalexandris's (2008), have attained much importance as these highlight the training and development practices in cross-national contexts. Apospori et al. (2008) had deduced that there is a considerable impact of training on organizational performance. Differently from these studies, Cunha, Morgado and Brewster (2003) were the only ones who could not determine the impact of training on organizational performance, and suggested that another study on analysis of this relationship was needed.

Stewart (1996) combines the two concepts of training and development and gives an organisation function which has the outcome of ensuring that the contribution of individuals and groups in achieving the organisational objectives through the development of appropriate knowledge, skills and attitude of the employees. The contribution and improvement of organisation performance is primarily through development of people as individuals, work groups and as members of the wider organisation. Furthermore, training and development of employees is a systematic process that intends to ensure that the organisation has effective employees to meet the exigencies of its dynamic environment. This is inclusive of adding to the employee knowledge, skills and attitudes required by an individual to improve his performance in the organisation (Ongori and Nzonzo, 2011).

According to Lang (1992) training should be planned in such a way that it results in organizational commitment. On the other hand Gaertner and Nollen (1989) proposed that employees' commitment is a result of some human resource practices, that is, succession planning and

promotions, career development and training opportunities. Moreover, Meyer and Smith (2000), investigate the link between Human Resource Management practices and organizational commitment, so as to discover the causes of effective employee performance. Niazi (2011) affirmed this by indicating that an ideal training should become part of a companywide strategy and it must be is linked to business goals and organizational performance.

Training and development have a significant impact on employees' behaviour and their working skills which results into employees enhanced performance as well as constructive changes (Satterfield and Hughes, 2007). Training and development has a positive impact on the employees to carry out their work more effectively, increasing their interpersonal and technical abilities, team work, job confidence and work motivation (Hutchings, Zhu, Cooper, Zhang and Shao 2009). Rohan and Madhumita (2012) also supported that investing in training employees on decision making, teamwork, problem-solving and interpersonal relations has beneficial impact on the organizations' level of growth, as well as impacting on employees' performance.

## **2.3 Types of Training**

According to Dessler (2005), training are of two types. We have the on-the-job training and offthe-job training. These types of training have various ways under them which have been given attention in subsequent chapters. Also per the assertions of McNamara (1997), training methods are categorised under three main categories; either on-the-job, off-the-job or a combination of both .The following is a brief overview of methods of training and development:

### **2.3.1 On-Job-training**

Dessler (2005) described on-the-job training (OJT) “as having a person to learn the job by actually doing it. However Sims, (2006) and Tennanat et al, (2002) defines on the job training as a method

where the learner develops skills in the real work environment by actually using the machinery and the materials during training. Coles (2000) argued that OJT is an effective method as the learners are able to apply their training in real-time rather than sitting in a classroom environment and forgetting what they have learned when they return to their work. However, off-the-job training provides opportunities to widen the boundaries of the teaching and can often be a useful initial step ahead of on-the-job training (Coles, 2000).

Van der Klink and Streumer, (2002) in their studies concluded that the popularity of the OJT type of training stems from three incentives;

- The favourable relationship between training costs and benefits,
- The responsibility to train just-in-time; and the expectation of apposite transfer of what was learned to the employees' work situation.

However, findings from the study of Jacobs et al, (1995) which investigated the costs and benefits of OJT made contrary findings that OJT does not always result in favourable benefits. Key examples of this method of training are; job instruction technique, job rotation, coaching and apprenticeship training.

Kennedy (2009) indicated that on-the-job training, is normally handled by colleagues, supervisors, managers, mentors' to help employees adjust to their work and to equip them with appropriate job related skills. 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. It may also consist of individual or group assignment and projects and the use of team leaders and managers.

Armstrong (1995) discussed further that on-the-job training is the only way to develop and practice the specific managerial, team leading, technical, selling, manual, and administrative skills needed

by the organization and it has the advantages of actuality and immediacy as the individual works, learns and develops expertise at the same time.

Though off-the-job training have numerous merits, according to Armstrong (1995), it has some disadvantages as the effectiveness of the learning is strongly influenced by the quality of the guidance and coaching provided on the job. Many managers and team leaders are unskilled at training and disinclined to carry it out or to encourage it. Furthermore, relying on fellow employees in “sit by me” training has obvious disadvantages as instruction may be inadequate and the training may perpetuate bad habits. Again, the learner may be distracted by the same environment and find it difficult to acquire basic skills quickly. To resolve these disadvantages, train the trainers programme should be regularly embarked upon to sharpen the skills of supervisors and in-house trainers (Armstrong, 1995).

The following are some of the on-the-job training methods;

#### **2.3.1.1 Job Assignments**

Job assignments are wonderful opportunities from which employees can learn. This method enables employees to cultivate learning how to carryout task in the office or factory. When employees are made to write short reports, including an overview of what they did, why they did it, what areas of knowledge and skills were used, how the job might have been done better, and what areas of knowledge and skills would be needed to improve the job (Kennedy, 2009).

#### **2.3.1.2 Job Rotation**

Job rotation involves moving an employee through a series of jobs so he or she can get a good feel for the tasks that are associated with different jobs. It is usually used in training for supervisory positions (Kennedy, 2009). Job rotation means moving trainees from department to department to

broaden the understanding of all activities of the business and to test their abilities (Dessler, 2005). Similarly, Matthews and Ueno, (2000) opined that job rotation is the transferring of executives from job to job and from plant to plant on a coordinated, planned basis to get an holistic view of the activities of the organisation. The benefits of job rotation are that it provides a variety of job experiences for those judged to have the potential for added responsibilities. It can therefore be seen that job rotation serves the purpose of breaking down departmental provincialism-the feeling that only my department is important and others' problems are not worthy of my concern. Furthermore Job rotation injects new ideas into the different departments of the organisation (Matthews and Ueno, 2000).

Obisi (2011) stated that job rotation makes individuals more self-motivated, flexible, adaptable, innovative, eager to learn and able to communicate effectively. One of the possible problems with the rotation programs is the cost, because job rotation increases the amount of management time to spend on lower level employees. It may increase the workload and decrease the productivity for the rotating employee's manager and for other employees (Obisi, 2011).

### **2.3.1.3 On-The-Job Coaching**

Coaching over the years have been central point so far as development is concerned. It involves working hand in hand with the learner to conduct a need assessment and be able to accomplish the stated goals. Under this section, mostly it is the learner who will be doing most of the activities. The coach will just be giving feedback and support.

### **2.3.1.4 Life Coaching and Mentoring**

Obisi (2011) argued that ccoaching is becoming a very popular means of development, and often includes working one-on-one with the learner to conduct a needs assessment, set major goals to

accomplish, develop an action plan, and support the learner to accomplish the plan. The learner drives these activities and the coach provides continuing feedback and support. Hopefully, learners find experienced managers in the workplace who are willing to take learners "under their wing" and provide ongoing coaching and mentoring.

### **2.3.1.5 Training Assignments and Tasks**

Blandchard and Thacker (1999) described training assignment as a structured approach to training, which requires trainees to proceed through a series of steps in sequential pattern. The technique uses behavioural strategy with a focus on skill development, but there are usually some factual and procedural knowledge objectives as well. This type of training is good for task oriented duties such as operating equipment. The instructor or supervisor prepares a job breakdown on the job, while watching an experienced worker perform each step of the job. Job instruction technique consists of four steps, preparation, present, try out and follow up (Blandchard and Thacker, 1999).

### **2.3.2 Off - the-Job Training**

Obisi (2011) explains that off-the-job training may be provided by members of the training department, external education and training establishments, or training providers-training consultants or guest speakers. He stressed that line managers should be closely involved to bring reality into the classroom, to ease the transfer of learning, and to make sure that those involved in off-the-job training are carefully selected, briefed and monitored so as to ensure that they make the right contribution (Obisi, 2011). Off-the-job techniques include lectures, special study, films, television conferences or discussions, case studies, role playing, simulation, programmed instruction and laboratory training. Most of these techniques can be used by small businesses although, some may be too costly.

### **2.3.2.1 External Training Courses**

There are many external means through which training can be received. For instance, training can be received through seminars, lectures, symposiums, training centres etc. These training more specifically are designed to include real-life learning activities through which learners equip themselves with the requisite skills and knowledge.

### **2.3.2.2 Technical Training**

Apprenticeships develop employees who can do many different tasks. They usually involve several related groups of skills that allow the apprentice to practice a particular trade, and they take place over a long period of time in which the apprentice works for, and with, the senior skilled worker.

Apprenticeships are especially appropriate for jobs requiring production skills.

Internships and assistantships are usually a combination of classroom and on-the-job training.

They are often used to train prospective managers or marketing personnel.

### **2.3.2.3 Role-Playing and Role-Play Games and Exercises**

Maier (1983) described role playing had its origin in psychotherapy, but it has found wide use in industry for improving sales, leadership, and interviewing skills, as well as other skills. This description was supported by (Dessler, 2005) when he wrote in his book that the aim of role playing is to create a realistic situation and then have the trainees assume the parts of specific person in that situation.

In role playing and Role-Play games, likely problems and alternative solutions are presented for discussion. The adage there is no better trainer than experience is exemplified with this type of training. Dessler (2005) added that experienced employees can describe real world experiences,

and can help in and learn from developing the solutions to these simulations. This method is cost effective and is used in marketing and management training.

#### **2.3.2.4 Lectures**

Noe (2005) described the lecture method of training as trainers communicating through spoken word what they want the trainees to learn. Class room lectures are used in many organisations to impart information to trainees. Classroom lectures are oral presentations covering particular topics and concepts (Noe, 2005). The advantages of lecture method is that it is a quick and simple way to provide knowledge to large groups, least expensive, less time consuming way to present a large amount of information effectively and in an organized manner and can be applied to large groups of trainees (Noe, 2005).

Kennedy, (2009) indicated that during lectures training material are presented verbally and are used when the goal is to present a great deal of material to many people. It is more cost effective to lecture to a group than to train people individually. Lecturing is one-way communication and as such may not be the most effective way to train. Also, it is hard to ensure that the entire audience understands a topic on the same level; by targeting the average attendee you may under train some and lose others. Despite these drawbacks, lecturing is the most cost-effective way of reaching large audiences. Lecture method of training in one way or the other has limitations. For instance, lecture method tends to lack participant involvement feedback in communication process. This makes it difficult to get the said meaning of what has been communicated.

#### **2.3.2.5 Distance Learning**

Distance learning is where the learner is geographically removed or distanced from the source of the learning. An example is a correspondence course where a training organization sends training

materials via postal mail to the learner who returns completed assignments over postal mail. Another example is "online learning" or "e-learning" where a learner uses a variety of computer and networking technologies to access (often remote) training materials, interacts with learners (McNamara 1997).

In general, the identifying training needs step is recognised as one of the most important steps in training. This first step in training process is primarily conducted to determine where training is needed, what needs to be taught, and who needs to be trained. Thus, without this step, there can be no solid prognosis to diagnose if the whole training process was correctly designed (Anderson, 1994, Bowman and Wilson, 2008, Goldstein 1993).

## **2.4 Training Needs Assessment**

According to Noe (2010) training needs assessment refers to the process used to determine whether training is necessary for an organisation. Training needs assessment usually involves organizational analysis, person analysis, and task analysis. An organizational analysis considers the context in which training will occur. That is, organizational analysis involves determining the appropriateness of training, given the company's business strategy, its resources available for training, and support by managers and peers for training activities (Noe, 2010).

### **2.4.1 Needs Assessment**

Needs assessment is the process of identifying performance needs and then prioritizing those needs (Kaufman, 1986, 1994; Rothwell and Kazanas, 2004). Stated another way, a performance need is the difference between current and desired performance or what is versus what should be (Altschuld, 2004; Kaufman, 1994; Watkins & Kaufman, 1996). What should be performance is typically the performance of the best or star performers. It is a known high-level of performance.

Messner, (2009) asserted that if someone is able to determine that need has a priority or impact to resources, then it means that person has already identified the need. This will help unravel the root cause of performance problem. Nolan (1996) also added that after unravelling the root cause, the practitioner then develop a solution to close the performance gap. Once the root cause of a performance gap is determined, the solution may or may not include training or instruction. If the solution is training, the instructional objectives derive from the organizational, operational, and/or individual needs identified in the assessment (Rothwell, 1984).

At times, the term training needs assessment is described as needs assessment, but according to Watkins and Kaufman (1996), if the solution is training there is no need to do an assessment or analysis. Messner (2009) stated that the training needs are designed in a way that will follow the needs assessment and need analysis. Irrespective of the fact that needs assessment and need analysis have been designed, most organisations still made use of the training assessment needs and implement solution in case of any unforeseen inconveniences.(Renard and Sinnock, 1990). There is no way the training solution will aid in solving the performance problem without the need assessment.

#### **2.4.2 Performance Analysis**

Messner (2009) argued that some authors have similarly linked the definition of performance analysis and that of need analysis. Swanson (1994) defined performance analysis as the analysis of variables to determine the desired organisational goals, process and individual performance. This definition of performance analysis involves the documentation of expertise and it also has a link on the definition of need assessment. Some of the elements concerning the description of performance analysis involve individual, processes and organisation (Castle, 2005). Rummier and

Brache (1995) also present all three of these elements in their method of analysis for improving performance. The second aspect of performance analysis is diagnosis of expertise, according to Swanso (1994). To him, the diagnosis of expertise includes description of the job, task inventory and task analysis. He further argued that there is no need for organisation to use full performance analysis and documentation of expertise for every performance. He suggest that in order to be able to identify organisational performance, there is the need to use parts of the organisation, job and individual to detect the performance. Clarke (2003) emphasises that one of the benefit of using performance analysis model is that it helps in identifying the organisational performance level through the employees. This benefit is also applicable to Rummler and Brache's (1995) method of performance

### **2.4.3 Task Analysis**

Messner (2009) argued that jobs in every organisation involves series of activities. A task analysis in line with needs assessment (Robbins et al., 1996), then, a task analysis gives details on who is to performed the task, the knowledge, skills and tools required in performing the task (Swanson, 1994; Bemis et al., 1983). Specifically, job requirement are documented in a formal task statement, which depicts the action performed, what is used in performing the action, the tools and machines used in performing the action etc. Rossett (1987) considers task analysis to be similar to needs assessment but Jonassen, Tessmer, and Hannum (1999) disagree. Jonassen et al., (2007) states that task analysis and needs assessment frequently use the same tools and produce similar results, but the purposes are different. Needs assessment identifies needs for analysis, but task analysis solves an instructional problem; meaning that training has already been identified as the solution. According to Rothwell and Kazanas (2004), task analysis is useful in determining performance and ensuring standard of performance. Practitioners normally use task analysis to determine

performance objectives (Jonassen et al., 1999). Rossett (1999) defines task analysis not to involve what a performer does, but also what a practitioner knows and thinks about performance. Swanson (1994) gave three types of task analysis which includes procedural task analysis, knowledge task analysis, and systems task analysis. Task analysis is mostly used to document expertise, irrespective of what task analysis is being analysed.

#### **2.4.4 Job/Process Analysis**

"The purpose of job analysis is to provide an objective description of the job to the person performing it" (Bemis et al., 1983, p. 1). Likewise task analysis, once you are able to identify the problem, the job analysis determine the cause of the problem, which then informs the solution.

Most practitioners treat job analysis and task analysis as one, due to its similarities (Gupta, 2007). A job analysis comprises of the information about the job, the responsibilities and task of the job while task analysis gather information about the knowledge, skills and tools used in performing the task they are focused on expertise. Job analysis is mostly used to develop job description, restructure task for job, and to develop a consistent training programmes, specifically for technical employees (Gupta, 2007). There is the need for practitioners to conduct job analysis when the job descriptions are inadequate (Rothwell and Kazanas, 2004). Job analysis is mostly effective for stable jobs but not changing jobs (Swanson and Houlton, 1998). Nolan (1996) argued that the second step when analysing a training problem is the use of job analysis. So, job analysis includes the learner, the organisation in order to create the training.. The inclusion of organizational analysis is rare in descriptions of job analysis, but is also included in analysis for improving performance as described by Rummier and Brache (1995).

### 2.6.5 Performance Improvement

Rummier and Brache (1995) adopted the system view and approach to analysis. The system view provides an understanding of the variables that enhance performance therefore, in order to address and analyse a problem, the practitioner must understand the cause of performance. There are three levels of performance, which includes: Organization Level, Process Level and the job/performer level.

With regards to the analysis of each level. Rummier and Brahe examined the concept that support performance. These concept are goals, design and management. Another benefit of using this method is that it aids in continuous improvement. It does not need to be used when there is performance problem. The apex level of performance is the Organisational level (Rummier and Brache, 1995). It involves variable analysis that affect performance. These variables are goals, measure and design Organization analysis when used by Nolan (1996) reviews aspects of the work unit that may influence on-the-job training. As opposed to Rummier et al (1995), this analysis does not look at the factors that affect performance of an organisation but focuses on the factors that may impede training.

Going deeper into performance, the second Level of Rummier and Brache's (1995) performance model is the Process Level. The process level ensures customer satisfaction. The most detailed level is the job/performer level. It is the most detailed level because it improves performance. The process level placed much emphasis on the individual performance. The variables which affect performance at this level includes hiring and promotion, job responsibilities and standards (Rummier and Brache, 1995, p. 17).

#### **2.4.6 Strategic Needs Assessment**

Strategic needs assessment examines organisational performance against its strategy (Gupta, 2007). It is a long-term approach used when conditions are uncertain or in flux (Rothwell 1984; Swanson & Houlton, 1998) as well as when undertaking organizational change initiatives (Gupta, 2007). The only difference between strategic needs assessment and the other types of assessment is that the desired performance is typically a new objective with diverse goals from the current condition.

#### **2.4.7 Knowledge and Skill Assessment**

One other method used for training needs assessment is the knowledge and skill assessment. According to Gupta, (2007) knowledge assessment helps the organisation, to know the kind of knowledge and skills needed by the employees to perform the job effectively. A knowledge and skill assessment occurs when there is lack of knowledge and skill as the performance problem. A knowledge and skill assessment does not have the detail of a job and task analysis, a competency assessment, or a strategic needs assessment (Gupta, 2007). Per the assertions of Gupta (2007a) knowledge and skill assessment is best needed for new business opportunities, the implementation of a new system or technology, to revise or update an existing training program, to add new job responsibilities to a position, to reorganize when an organization downsizes, and to support rapid organizational growth.

#### **2.5 Implementing Training and Development Programs**

According to Manu (2004), there are many models used for implementing of training and development that have made greater progress into organizational settings, which have begun to have a greater impact on instructional design. Some of the models are; Instructional Systems

Design (ISD), Human Performance Technology (HPT), Performance-Based Instructional Design (PBID), and Total Quality Management (TQM), all of which originate from research in the area of organizational development (Manu, 2004). The following are detailed view of some of this models.

### **2.5.1 Instructional Systems Design (ISD) model**

Wallace (1999) developed (ISD) Instructional Systems Development Model. This model suggests that, professional trainers have another take on training which they dub performance improvement. The main aim of training under the ISD is on solving performance problems to achieve business results. Also the performance improvement does not only limit itself to skills training but also considers other issues such as well, such as the organizational structure i.e. (decision making, supervision, feedback) support the workflow and are the environmental working conditions (equipment, light, interruptions) appropriate. This model is a systematic approach to managing human capital (Wallace 1999; Mndeme, 2011).

The model consists of five interrelated phases which form a continuous cycle, usually described as analysis, objectives, design, delivery and evaluation.

**Analysis;** Analysis, also called needs assessment, is about investigating the gap between the present situation of the organisation and what the situation ought to be. Experienced trainers enter the ISD cycle at the needs analysis phase, starting with the design of an instrument (needs assessment tool) to collect and interpret data concerning performance at the individual, group or organizational levels. Assessment tools can be surveys, questionnaires, observations, interviews or a combination of investigations (Wallace 1999; Mndeme, 2011).

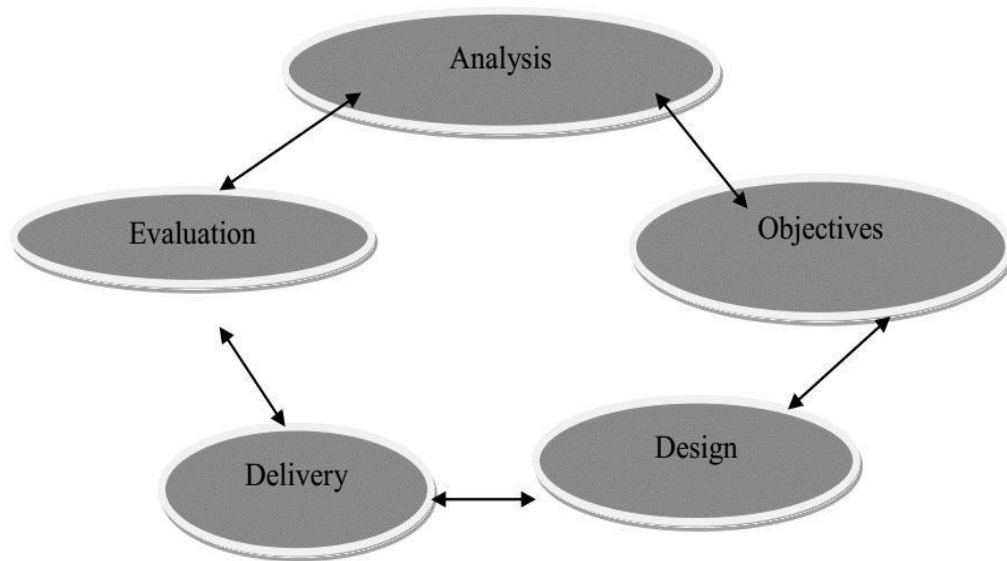
**Objectives;** Wallace (1999) indicated that after the analysis to determine who needs training and what skills or performance improvements are needed, objectives are set with parameters for the instructional design to be rolled so that the organisation can achieve the appropriate learning outcomes. Trainers often use the **SMART** acronym for objectives: specific, measurable, achievable, realistic and time-bound. An example of a well stated objective is "Read and input 11- and 12-digit account numbers, at 80 numbers per minute with an error rate of less than 1%." General statements like "Learn Windows 98" or "Understand how to use Sheppard's" are poor objectives because the objectives are too vague (Wallace 1999; Mndeme, 2011).

**Design;** after setting the, the next thing on the ISD model for the experienced trainer to choose is the appropriate instructional technology and sequencing the learning experiences to accomplish the objectives is the design phase. Various questions asked are how can the necessary knowledge, skills and attitudes be transferred to the learners? Design includes the post-instruction support: manuals, job aids, templates, guides, and mentors. Part of instruction design is the Analysis Evaluation Objectives Delivery Design 20 logistics, including the selection of training facility, media, equipment, time, set up, refreshments and food. If possible, test the design after it is developed with a small group of the learners (Wallace 1999; Mndeme, 2011).

**Delivery;** Delivery is about implementing the instructional design. It involves a number of presentation and human relations skills: learning people's names, varying communication styles, establishing credibility, keeping a sense of humour, varying the pace, keeping on schedule, not being thrown by the unexpected changes in the facility or equipment (Wallace 1999; Mndeme, 2011). Most trainers use an instructor's manual, to keep on schedule, sequence the events correctly and organize topics. The instructor's manual includes all the materials distributed to the learners

plus instructional annotations. The agenda and the trainer(s) name should be an easily accessible permanent place: grease board, a flip chart, hand-out materials. Overheads are not good for the agenda because the information disappears (Wallace 1999; Mndeme, 2011).

**Evaluation;** According to Wallace (1999), the evaluation phase actually begins with needs assessment. These questions should be asked in the beginning. Who in the organization will be in a position to evaluate whether performance has improved? Learner, supervisor, manager, CEO, customer, or related department head? How will success be measured? Fewer errors, increased profits, more output, quicker turn-around? What is the best interval to evaluate? One week, two months? Evaluations are frequently considered a form of needs assessment. They suggest additional areas for performance improvement as well as how to streamline and modify the training evaluated (Wallace 1999; Mndeme, 2011).



**Figure 2.1: The ISD Model** (Source: Wallace, M. 1999)

## 2.5.2 A Simple 4- Step Model

Janet Dean, developed A Simple 4- Step Model, he pointed out that, it is important for the people in charge of performing the training to be “in the loop” about the latest techniques, data and trends (Mndeme, 2011). To Dean, the aim is to ensure that trainers keep up to date, and pass it along to other staff members, thus ensuring your organization isn’t falling behind the competition. A Simple 4- Step Model has the following steps:-

**Step 1;** once an organisation decide to train employees, it first needs to set goals. This step is essential to any form of success, but it is especially relevant when beginning staff training. It is imperative that you ask your staff what they want to achieve and learn. You must also determine what you want the training to accomplish and how you will evaluate the results. While asking your employees what they want to accomplish, ask them how they learn the best. It’s probable that a percentage of your employees excel in group learning environments, while some prefer mentoring from senior employees and others prefer one-on-one training. Make sure that whoever is providing the training does so in a group setting that is interactive but also allows for private discussion and learning. And remember, peer-to-peer learning builds trust and develops bonds between employees (Mndeme, 2011).

**Step 2;** the next step is to identify who will provide the training. The organisation can decide to outsource the training or offer the training by its own managers and supervisors. If you are hiring a company, ask colleagues for recommendations. If that doesn’t work, find an individual or company and ask them for references (Mndeme, 2011).

**Step3;** after identifying the 5 W’s, the trainer should have already determined who will provide the training and what it will cover. Now the organisation needs to decide where and when it will

take place and how it will be done (Whether the employees will be trained at once, or will split them into groups/batches? Will it be a seminar or a workshop?) (Mndeme, 2011).

**Step 4;** the final step of this model requires that the trainer must evaluate the training. Yes, you must evaluate how the learning was transferred to your employees, but it is essential that you also ask them for their opinions. The evaluation of the training can be done through a survey that allows anonymity, but also in a group setting that allows discussion. And, make sure you keep all the evaluations and reviews for future use. By following these steps, you can ensure that your training will be focused, effective and what your employees feel they need not just what you feel they need. This will lead to better moral, higher work ethic, better experiences for your clients and customers and ultimately more success for your organization (Mndeme, 2011).

### **2.5.3 Effective Training Model**

The effective training model was theorised by Dena W. and Patsy E. (2003) and it comes with four major criteria.

**(i). Effective training is learner focused;** According to Dena and Patsy (2003), effective training identifies and addresses issues important to the learner, while building on learner strengths. It includes opportunities for active participation by the learner, while recognizing and drawing on the knowledge and experience of the learner (Dena & Patsy, 2003). Learning is facilitated through peer exchange, and is culturally and ethnically meaningful. All participants are drawn into the discussion.

**(ii). Effective training demonstrates productive behaviour and effective life skills;** Dena and Patsy (2003) also indicated that effective training integrates decision-making, planning, organization and implementation skill building. It models and reinforces workplace ethics and productive use of time (Dena & Patsy, 2003). Local and community resources are an integral part

of the learning environment. Opportunities for learners to expand social networks are provided with learners being challenged to take responsibility for their own lifelong learning (Dena & Patsy, 2003).

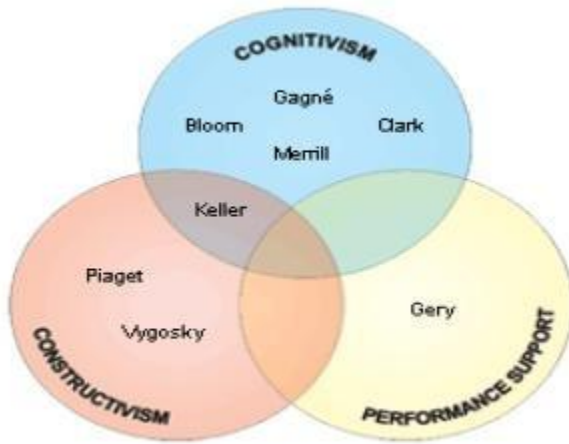
**(iii). Effective training inspires and motivates;** The third major criteria according to Dena and Patsy (2003) is that effective training increases the learner's knowledge about the subject matter, and reinforces worthwhile values and principles. It provides opportunities for humour and fun during learning, while maintaining a positive focus. Learners leave the session with a feeling of accomplishment (Dena & Patsy, 2003).

**(iv). Effective training celebrates personal and group achievements;** the 4<sup>th</sup> criteria of the effective training by Dena and Patsy, (2003) posited that motivations to mark learning milestones are incorporated into effective training. According to Dena and Patsy (2003), continuing assessment and learner based feedback is critical to the success of any training session. Learners are acknowledged and recognized for their contributions by the larger community. Opportunities to include children and other household members in the learning process are also made available. Community leaders who can bring other resources to bear on the issue at hand are included as an integral part of the learning process (Dena & Patsy, 2003).

#### **2.5.4 Blended learning programme model**

Garvey (2011) promoted a blended learning programme model that includes an action- learning workshop using real-life case studies, independent e-learning, traditional instructor-led classroom training, on-demand reference tools, webinars, pod casts and more. The approaches focus more on ensuring that the right learning takes place, rather than on content, cost and timing, while helping to ensure a greater learning impact for individual and the organization (Garvey, 2011). It also delivers a range of cost saving and flexibility benefits by reducing travel, keeping people on the

job and extending the learning from few days to few weeks. According to Garvey (2011), this approach helps learners to retain and practice what they learn while still having access to instructors and fellow students to solve problems. The blended learning model blends various learning theories such as that of Keller, Gagné, Bloom, Merrill, Clark and Gery. Five key ingredients emerge as important elements of a blended learning process (see Figure 2.2).

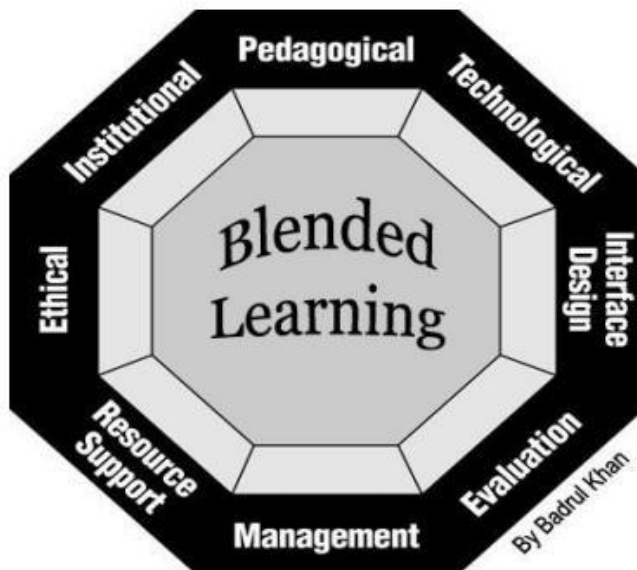


**Figure 2.2: Blend of Theories of Learning**

Source: Jared M. (2005) Blended Learning

Also Badrul Khan's blended e-learning framework, referred to here as Khan's Octagonal Framework enables one to select appropriate ingredients. According to Mndeme (2011) Khan's framework serves as a guide to plan, develop, deliver, manage, and evaluate blended learning programs. Organizations exploring strategies for effective learning and performance have to consider a variety of issues to ensure effective delivery of learning and thus a high return on investment. In Blended Learning; Learning requirements and preferences of each learner tend to be different (Mndeme, 2011). Organizations must use a blend of learning approaches in their strategies to get the right content in the right format to the right people at the right time. Blended learning combines multiple delivery media that are designed to complement each other and

promote learning and application learned behaviour. Blended learning programs may include several forms.



**Figure 2.3 Khan's Octagonal Framework** (Khan, 2003, Issue of Educational Technology Vol. 43).

First, Live Events: Synchronous, instructor-led learning events in which all learners participate at the same time, such as in a live “virtual classroom.” Second, Online Content: Learning experiences that the learner completes individually, at his own speed and on his own time, such as interactive, Internet-based or CD-ROM training. Third, Collaboration: Environments in which learners communicate with others, for example, e-mail, threaded discussions and online chat. Forth, Assessment: A measure of learners’ knowledge. Pre-assessments can come before live or self-paced events, to determine prior knowledge, and post-assessments can occur following scheduled or online learning events, to measure learning transfer. Fifth, Reference Materials: Onthe-job reference materials that enhance learning retention and transfer, including PDA downloads, and PDFs.

In a study by Julian and Boone in 2001, the findings shows that “the importance of a blended approach to learning is that it ensures the widest possible impact of a learning experience and thus ensure that the organization optimizes productivity and delivers value to its customers”(Julian and Boone 2001). Blended learning is not new. However, in the past, blended learning was comprised of physical classroom formats, such as lectures, labs, books, or handouts. Today, organizations have a myriad of learning approaches and choices. The concept of blended learning is rooted in the idea that learning is not just a one-time event—learning is a continuous process. Blending provides various benefits over using any single learning delivery medium alone.

#### **2.4.5 The Kickpatrick Evaluation Model**

Garvey (2011) also advocated the use of Kickpatrick (1975) evaluation Model in evaluating blended training model, which identifies four levels of learning evaluation: **Reaction:** to what degree do participants react favourably to the learning event? **Learning:** to what degree do participants acquire the intended learning event? **Behaviour:** to what degree do participants apply what they learnt on the job?

**Results:** to what degree do desired outcomes occur as a result of the training event and subsequent reinforcement? The assessment model insists on asking questions on “ what did you learn” and “how will you use it on the job”, these assess knowledge gained and its usefulness on the job, rather than asking, did you like the instructor , the food, the room and the presentation of course materials. The assessment should take place not at the end of the last day of the course, but a couple of days afterwards, and should be repetitive.

## 2.6 Evaluation of Training Effectiveness

When organisations invest in training, evaluation became an essential part of the process as discussed in previous sections. It is very essential for a business to evaluate its training efforts (Koning, 2007). Philips (1991) and Grove and Ostroff (1991), posited that a company can have numerous benefits through the evaluation of training effectiveness. For instance, training evaluation can be used as a diagnostic method in order to meet certain goals and objectives. Measuring the training effectiveness should be an important asset for the organizations. Sheppard (1999) hypothesised that there are some criteria for measuring the success of training; direct cost, indirect cost, efficiency, performance to schedule, reactions, learning, behaviour change and performance change.

Wickramasinghe (2006) also argued that based on the management adage that “nothing will improve until it is measured”, the training programmes have to be assessed in terms of the programme itself, of the behaviour outside the training environment and whether or not it has desired effect. In other words, there is a need for training to be assessed in terms of training transfer hence evaluation determines the effect of training at individual, departmental and organisational levels (Willis, 1998). Evaluation therefore can be described as the comparison of statistical indicators of performance before and after training took place. Thomas (1992) indicated that the measurement indicators include sales volume and revenue, levels of customer complaints, quality and quantity variables in cost reduction, productivity ratios, cost ratios in terms of stock level and turnover rates; absenteeism, grievances. Moreover, effective training can be gauged by the capacity of trainees to apply knowledge, skills and abilities gained in training to their work environment and maintain them over time in their job contexts (Pidd, 2004; Pearsons, 2002). Training results

can be best identified mainly on the organisational performance which is triggered by employee performance.

However, Berman et al, (2001) argues that training effectiveness is constrained because of inadequate transfer of learning from training environment to workplace environment. Berman et al, (2001) also criticises the current belief that effective training is necessary, the argument is that training is not sufficient in improving performance.

Ongori and Nzonzo (2011) theorised that there are several approaches being used to evaluate training programme in organisation but there is no one best way of evaluation, just as there is no best way to train employees. The following are some of the most commonly used models for training evaluations.

### **2.6.1 Kirkpatrick Four Levels of Evaluation:**

According to Noe (2010), for an organisation to evaluate its training program, the company must decide how it will determine the program's effectiveness; that is, it must identify what training outcomes or criteria it will measure. One of the original frameworks for identifying and categorizing training outcomes was developed by Kirkpatrick. His four level of evaluation are: reaction - a measure of satisfaction, learning - a measure of learning, behaviour - a measure of behaviour change and results- a measure of results (Phillips, 1997).

Kirkpatrick's five-level framework was developed for categorizing training outcomes, and a description of each of the outcomes and how they are measured. Both level 1 and level 2 outcomes (reactions and learning) are collected at the completion of training, before trainees return to the job. Level 3 outcomes (behaviour/skills) can also be collected at the completion of training to determine trainees' behaviour or skill level at the completion of training (Noe, 2010).

Reaction evaluation is how the trainees felt, and their personal reactions to the training or learning experience, for example: Did the trainees like and enjoy the training? Did they consider the training relevant (Noe, 2010).

Learning evaluation is the measurement of the increase in knowledge or intellectual capability from before to after the learning experience: Did the trainees learn what intended to be taught? Did the trainee experience what was intended for them to experience? (Noe, 2010).

Behaviour evaluation is the extent to which the trainees applied the learning and changed their behaviour, and this can be immediately and several months after the training, depending on the situation: Did the trainees put their learning into effect when back on the job? (Noe, 2010).

Results evaluation is the effect on the business or environment resulting from the improved performance of the trainee described as the acid test. Measures would typically be business or organisational key performance indicators, such as: Volumes, values, percentages, timescales, return on investment, and other quantifiable aspects of organisational performance, for instance; numbers of complaints, staff turnover, attrition, failures and wastage (Noe, 2010).

### **2.6.2 Kaufman's five level of evaluation**

Some researchers, recognizing some shortcomings of Kirkpatrick's four level approaches, have attempted to modify and add to this basic framework. Kaufman offers one such presentation. Kaufman has expanded the definition of Level 1 and added a fifth level addressing societal issues (Philips, 1997).

At level 1, the factor of the concept enabling the addresses the availability of various resource inputs necessary for a successful intervention. At Level 5 is the evaluation of societal and client responsiveness, and consequences in payoff. This moves evaluation beyond the organization, and

examines the extent to which the performance improvement program has enhanced society and environment surrounding the organization (Phillips, 1997).

### **2.6.3 CIRO (Context, Input, Reaction, Outcome) Approach**

According to Mavin, Lee and Robson (2010) four-level approach originally developed by Warr, Bird, and Rackham, is a rather unique way to classify evaluation processes. Originally used in Europe, this framework has much broader scope than the traditional use of the term “evaluation” in the United States (Mavin, Lee, & Robson, 2010). As with other approaches, four general categories of evaluation are described, which form the letters CIRO (Context, Input, Reaction, Outcome) (Phillips, 1997).

Context – what needs to be addressed?

Input – what is likely to bring about the changes?

Reaction – how did the learners react to the training?

Outcome – what are immediate, intermediate and ultimate outcomes?

Context evaluation includes obtaining and using information about the recent operational conditions or context to determine training needs and objectives.

Input evaluation includes gathering and using information about possible training resources to select between alternative inputs to training process.

Reaction evaluation includes obtaining and using information about the learner’s reactions to improve the training process.

Outcome evaluation includes gathering and using information about the findings and outcomes of training, and generally regarded as the most important part of the evaluation. If outcome evaluation is to be successful, it needs careful preparation before training program begins (Phillips, 1997).

Tennant et al (2002) critique this model by highlighting that it does not take behaviours into account they also believe that it is suitable for managerial focused training programmes rather than those that are less specialised and perhaps aimed at people working at lower levels in the organisation.

#### **2.7.4 The five level return on investment framework**

Phillips (2002) cited in Burkett (2005b) suggested the addition of a fifth stage on return on investment (ROI) to measure the monetary costs of providing the intervention with the monetary benefits received. Return on Investment (ROI) is a measure of the monetary benefits obtained by an organization over a specified time period in return for a given investment in a training program. Looking it from another viewpoint, ROI is the extent to which the outputs of training exceed the inputs (Shepperd, 1999). ROI can be used both to justify a planned investment and to evaluate the extent to which desired return was achieved. However, it cannot measure all the aspects of training success: whether the learners liked the training or not, the numbers of learners participating in the training, the extents to which learner's personal "objectives were-" accomplished (Shepperd, 1999) According to Mavin, Lee and Robson (2010), ROI adds the fifth level to the Kirkpatrick for some reason. There are some pros and cons of calculating ROI of a training program. The costs of training are known and expressed in monetary terms, but the benefits are often soft, subjective, and difficult to quantify and convert into the monetary terms. Costs are known up front, before training, but benefits may accrue slowly over time. But on the other hand, course objectives and content

will become more lean, relevant, and behavioural with focus on monetary results rather than on the acquisition of information. And by calculating ROI on the courses where it is possible, it is more apt to be trusted on the ones that cannot be evaluated at four levels (Parry, 1996).

## **2.8 Training and Development and its Impact on Organisational Performance**

Training has effects on behaviour of employees and their working skills which resulted in enhanced employee performance and further constructive changes (Satterfield and Hughes 2007). Several studies have tried to establish the impact of training on employee performance; (Kraiger, 2002, Arthur et al., 2003, Barber, 2004, Kennedy, 2009, Ongori and Nzonzo, 2011, Manu, 2004, Elnaga and Imran, 2013, Jehanzeb and Bashir, 2013). The following are some benefits that are derived from training both on the long and short-term basis;

### **2.8.1 Individual Benefits from Training and Development**

#### **2.8.1.1 Career Competencies**

Dobbs (2000) postulated that employees get a lot of benefits from the employee training and development program as they learn the soft and technical skills as required by their jobs. Professionals working in the information technology industry of, identify that knowledge is authority and they required to retain their abilities and talent according to current requirement of the market. Indeed Dillich (2000) made an assertion that most of the employees recognize the importance of training program and would like to increase their salary. It is also expected from the fresh graduate not appropriately equipped for the continually changing business environment (Gerbman 2000). Young professionals with entrepreneurial ambitions know that they have shortage of experience and money; hence they attempt to join companies which provide training programs to prepare their employees for the betterment of future (Feldman 2000). Employee

development program help employees to survive in the future and develop their abilities to cope with new technologies (Jehanzeb & Bashir, 2013).

From many years the requirements for blue-collar jobs is constant, and numerous companies have prepared a modification for demanding learning software and programmed systems (Cunniff, 2000). This requirement is compelling workers to appraise their profession capabilities to sustain their employment. Due to this situation numerous employees have rehabilitated their attitude to acquire promotion inside their organizations to work and develop out of the organization (Feldman 2000). Therefore workers used to prepare 10 year plan for their future and constantly change their plans after two years as per the change of technology and information (Wilson 2000). Tires Plus delivers training to promote a diverse career through the organization which comprises 80 hours training for supervisor to promote them to the manager (Dobbs 2000). I-Cube, Information technology consulting firms.

Massachusetts, provide employee development program for their employees which is named by I-Altitude and offer to fresh employees so that they can easily adjust themselves in the organization (Fenn 1999). Employees understand that training program can directed to superior duties and higher remuneration (Fenn 1999). Furthermore, helping workers to improve their skills and knowledge to cope with the future requirements, lead to job satisfaction.

### **2.8.1.2 Employee Satisfaction**

Employees have no feeling about their organizations, if they think that their organizations are not caring about them (Garger 1999). Companies which are willing to spend money on their employees, give value to work with those companies, even though that investment eventually benefits the organization (Wilson 2000). Companies which are providing the training and

development programs for their employees are achieving high level of employee satisfaction and low employee turnover (Wagner 2000). Training increase organization's reliability for the reason that employees recognize their organization is spending in their future career (Rosenwald, 2000). Loyalty with the organization cannot be calculated but it is substantial to intrinsic reward that employee feel.

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

### **2.8.1.3 Employee Performance**

Training effects on behaviour of employees and their working skills which resulted in enhanced employee performance and further constructive changes (Satterfield and Hughes 2007) that serves as increase employee performance (Kraiger 2002). Arthur et al. (2003) developed an analysis of 1152 sample size from 165 resources and revealed that in distinction with no-training or pre-training conditions; training had commonly positive result on job-related performance. However, dissimilarities in positions of effect sizes were not big, the efficiency of training vary regarding the training transfer technique and the skill being trained. Benefits of training program are also related

to technical skills of the employees. For instance, Davis and Yi (2004) developed two researches with approximately 300 contributors with the help of behaviour-model training and remained capable to increase significantly computer skills. Psychologically practicing tasks permitted trainees to grow learned knowledge, abilities and task.

Training is positively effects on the employee performance of the employees. During a qualitative study concerning mechanics in India, Barber (2004) originates that on-the-job training headed to superior novelty and implicit skills. Technical and professional skills are very important for the employees to perform a job in an effective way (Jehanzeb and Bashir, 2013).

Providing training opportunities to employees can enhance the performance of the employees. Reference to invention, training increased the educated mechanics to figure up two Jeep bodies using only a homemade hammer, chisel, and oxyacetylene welder. Concerning to implicit skills, Barber described in his study that profession of a mechanic needs “feel” to remain successful. Barber (2004) described in the result of an effective training that a mechanic had worthy emotion of how to hit the metal at the particular spot so that work must be performed in a systematic and proper way.

## **2.8.2 Organizational Benefits from Training and Development Program**

### **2.8.2.1 Market Growth**

Employee development programs are important for any organization to stay solvent and competitive in the market (Jehanzeb & Bashir, 2013).

Though it is expensive for the organization to spend the money on their employees but this investment is positive for the organizations to hold the place in the market. American Society for

Training and Development mentioned two motives that are significant for employee's knowledge, first employees identify the worth of training and marketable by organization and second CEOs of the companies understand that how fast information is transferring in current business environment (Fenn, 2000). Greengard (2000) described that organizations are required to develop and maintain such learning environment for the employees that expand the knowledge of organization and competitive ability. However, employee training programs derived through a high price, but have a positive impact on return-on-investment. Microsoft, and General Electric Company are entirely large effective organizations, and these organizations realize training opportunities as an investment (Kleiman 2000). Wanger (2000) described in his study that American Society for Training and Development found an association between financing in employee development program and higher revenues from stock market. American Society for Training and Development moreover originate that companies who apply average of \$1,575 each employee on learning got 24 percent growth in gross profit and 218 percentage increase in revenue each employee instead of those who spend fewer on employee training and development, investing in employee development is a condition that is suitable for individual and organizations (Rosenwald 2000). Furthermore, employee training and development programs not only increase the profit of organizations but also provide difference within their native market.

Organizations can practice training and development opportunities to support them available to the current employees, perspective employees, plus clients of the company. GSD&M's Idea U, assists employees to recognize their characters and established that it has prepared people as superior contributors to business (Petrecca 2000).

Lastly, organizations can utilize employee training and development programs to improve their appearance as best employer in the job market.

### **2.8.2.2 Organizational Performance**

Training has been defined as mainly contributing factor to the organizational effectiveness (Schuler and MacMillan 1984). Exploration on this topic recommends that investment in training and development program can be justified by the impact it creates to developed individual and organizational effectiveness (Bartel, 2000). Furthermore, the earlier researches have mentioned causation between training and effectiveness of the organization (Blundell, Dearden, Meghir and Sianesi, 1999). Bartlett (2001) recommends that one of the glitches that is usually problematic to identify, is proposing an effective calculation of performance of the organization. Blundell et al. (1999) supported this by describing that lack of suitable data and methodological difficulties prevents the adequate assessment of impact of human capital appreciation and performance of organization. However, there is an increasing factor that Human resource management practices impacts on attitudes and work-related manners (Allen et al., 2003). To evaluate the effectiveness of training and development program it has been advised that check directly the relationship of training and organizational commitment. Further it has been revealed as certainly correlated to the efficiency of the organization (Bartlett 2001).

The study proposes that constructive work-related performance and attitudes mainly depend on the perception of the employees as the employees think that their organizations are taking care of them (Allen et al., 2003). However, the same factor is reliable with the social exchange model; Blau (1964) suggested that the emotional agreement between employer and employee are the central element of organizational performance. Gould-Williams (2007) proposed that social exchange theory was originated by the organizations when they decided to care the interest of their employees.

Employees respond with optimistic attitudinal and behavioural replies which are supportive to their organization (Settoon, Bennett and Liden 1996). However training can be used to provoke the preferred results that may contain with enhanced organizational commitment (Bartlett 2001). The current research proposed that the facility of training and development program is likely taken consent by employee that their organizations need to enter a social exchange with them. This social exchange agreement produces a durable psychological bond between employee and organization (Garrow 2004).

### **2.8.2.3 Employee Retention**

The research described that employee retention is a challenging notion and there is no particular method to retain employees with the organization. Several organizations have revealed that one of the characteristic that help to retain employee is to offer them opportunities for improving their learning (Logan 2000). Therefore, it has confirmed that there is strong relationship between employee training and development, and employee retention (Rosenwald 2000).

Companies should realize that experienced employees are important assets and companies have to suffer the challenge for retaining them (Garger 1999). Therefore, companies which are providing training and development programs to their employees are getting success in retaining them. Sears has established that in localities where manager provide help to their employees to develop professionally, turnover is almost 40-50 percentage fewer than those stores where association with the managers is not available (Logan 2000). On other side, numerous employees participate in employee training programs are not assured of a conventional association between programs and employee retention (Rosenwald 2000); several managers found that positive learning atmosphere directed to higher retention rates (Dillich 2000).

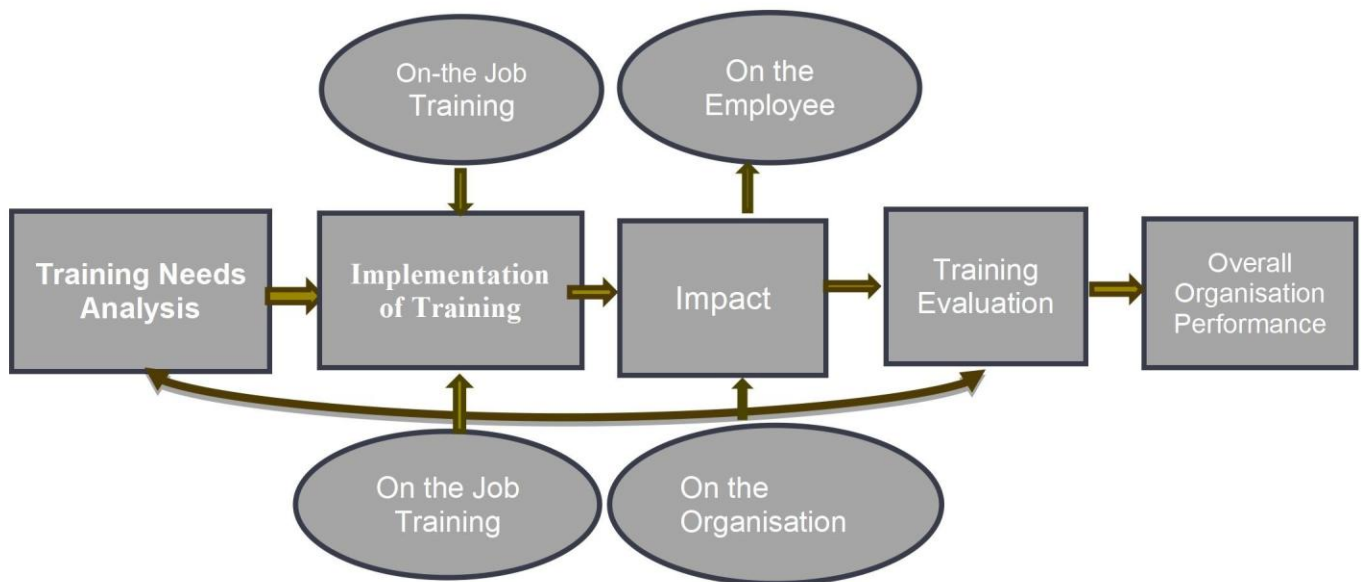
Organizations that are offering employee development programs are getting success with retaining employees. An effective design of training program can also increase retention among employees. Employee retention is a volunteer move by organizations to create an environment which involves employees for long term (Chaminade 2007). For the description of more effective retention, researchers have recommended that organizations may contain with training and development program that classifies volunteer assignments, requirements, and expectations (Seigel and DeLizia 1994). “To retain employees, organizations need to think seriously about their investment in training and development” (Leonard, 1998). Fenn (1999) presented in his study that the normal monthly turnover at Unitel has decreased from 12 percent to 6 percent since they inaugurated Unitel University in 1998. Though numerous persons involved with employee training and development programs are not assured of a direct association between the programs and employee retention (Rosenwald 2000). However, specific numbers of managers discover that a constructive learning environment pointed to higher retention rates (Dillich 2000)

## **2.9 Conceptual Framework**

Figure 2.4 shows the conceptual framework for this thesis. The framework shows the main reason why businesses are compelled to train and develop their employees in order to be an effective and a performing organisation.

Also various methods which could be used on the job or off the job to implement the training to impart necessary skills and knowledge to the employees. When employees are trained they get the necessary skills that benefit the organisation by contributing towards achieving organisational goals. After training the organisation should be able to measure the training to see whether it was effective or not. When the training meets the needs for which they were done then the organisation

as well as the individual gets benefits from the training. When training could not achieve its set targets, the organisation needs to evaluate the training and development by using various approaches to see whether the employees have changed their behaviour and whether they are contributing towards achieving organisational goals. In the long run it will lead to organisational performance.



**Figure 2.4: Conceptual Framework**

Source: Researcher's Construct

## **CHAPTER THREE**

### **RESEARCH METHODS**

#### **3.1 Introduction**

This chapter talks about how the researcher conducted the research. It relates to the overall approach to the study. Hence, there was the need for the researcher to describe how data was organized and collected from the field. It entails the research design, method of data collection, data analysis and presentation. With respect to how data was organized and collected from the field, it became necessary for the researcher to exert maximum effort to explain the reason for the selection of the various tools that were used in the research.

#### **3.2 Research design**

The quantitative approach was employed in this study. This approach mainly focused on how the researcher collected data using quantitative means. Creswell and Clark (2010) asserted that the quantitative approach is a research design that gives quantifiable data for understanding of the research problem under study. In order to determine comprehensively if training and development design of the organisation predict the organization's effectiveness, the researcher employed the quantitative approach as the research design for this study. This enabled the researcher to be focused in developing strategies of answering the research questions.

#### **3.3 Population**

Population refers to those group of people the researcher is interested in to generalize the results of the study (Cooper and Schindler, 2001; Cozby, 2003; Creswell, 2003; Fraenkel and Wallen, 2000). Polit and Hungler (1996) posit that a study population encompasses the total number of cases that meet a designed set of criteria. This means that those targeted group of people the

researcher is interested in getting information from, in this regard refers to the study population. Population refers to those elements, thus the people that the researcher wants to generalize their views and draw conclusion based on their views after the study is being done. (Katrina A. Korb 2012). The population for the study is employees in the Cocoa Marketing Company of Ghana. The research was carried out in Kumasi Depot one of the thirteen depots across the country. The Kumasi depot has a total of 156 employees made up of senior staff and junior staff and work in five departments namely security, production and warehousing, human resource, quality control, administration and transport and maintenance.

### **3.4 Sampling procedure and sample size determination**

Concerning the sampling technique for this study, the researcher employed a multi stage sampling technique, which involves convenience sampling technique, stratified sampling technique and simple random sampling technique. With regards to the convenience sampling technique, the researcher employed it primarily to select the Kumasi Depot among the 13 depots of Cocoa Marketing Company in Ghana using a selection factor of proximity. Secondly stratified sampling method was used to determine a strata construction of relevant subjects from each of the departmental staff to be included in this study taken into account disparity of division of work units in among company. This means that the distribution covered all the respective departments in the company. One of the advantage of using this method is that it allowed for inclusion of all workers from each of the departments to be represented in the study. In the third stage after convenience and stratified sampling procedures have been used to construct the sample frame, respondents were randomly selected from each stratum using a simple random sampling method.

According to Bless and Higson-Smith, (2000), a sample refers to “a sub-set of a population which must have properties which make it representative of the whole”. Sampling refers to the techniques

that the researcher employed in selecting the sample size. Nwana (1981) argued that in order to determine a sample size for a study population, there is the need to consider if the study population is of a few hundred, then a ten percent (10%) sample size could be considered. With regards to this study, the study population is estimated to be 156, hence a sample size of 62 was used, which constitute forty percent (40%) of the population. According to Kerlinger (1986), probability sampling helps in achieving the crucial objective of sampling in the sense that every member has an equal chance of being selected and excluded from the sample.

### **3.5 Research instrumentation and source of data**

UNDP (2009) asserted that, in every research study, the information or data gathered from the field and the means of collecting the data is in one way or the other determined :by the empirical evidence the researcher needs in order to answer the research questions; the analytical tool that will aid in translating the data or information gathered from the field into meaningful response to the research questions and the concept of how to make the data collected feasible considering time and resource constraints. Considering this study, both the primary and secondary source of data were employed. With regards to the primary source, data was collected from the field by the use of a self-administered questionnaire and interview guide purposely for the human resource department in charge of training and development of employees. For the questionnaire, both the open and close-ended questions were used. This helped the respondents in expressing their views freely. In relation to the secondary source of data, the researcher gathered information through articles, journals, newspapers, internet etc. relating to the study. The usefulness of employing secondary source of data in getting information is that it helps the researcher to get a broad overview of the topic under study.

### **3.6 Data analysis, reliability and validity**

Dey (1993) cited in Kitchin and Tate (2000) the key concept of data analysis consist of the description of the data, the classification of data and the verification of relationship between the collected data. This process as Marshall and Rossman (1999) rightly put it, is all about translating the data into a meaningful concept in order for the readers to get the detailed meaning of the study. The literature review was conducted in order to give an overview of academic review on the topic under study. Data gathered from the field by the use of interview are then analyzed using the concept of thematic approach. A theme is simply a pattern capturing something important about the data in relation to the research questions. This put the researcher in a better position to be observant on the findings gathered from the field, draw conclusions based on the findings and also to interpret the meaning of the findings.

The data analysis was done according to the issues the questionnaires were designed to address. The responses of the participants were entered into the Excel spreadsheet. The second step in the data analysis process was by ensuring that there is consistency in the answering of the questionnaires by the respondents. This helped in identifying the key terms to be included in the analysis of data. However, descriptive statistics such as the mean, standard deviation, independent t-test, correlation and regression analysis were used to find out the relationships that exist between the variables. The responses from the respondents with reference to the questionnaire were captured from the data into a software programmed and verified. The results then were imported into Statistical Package for the Social Sciences (SPSS, V.20.0). Both descriptive and inferential statistics were employed in this study.

The core mandate of these was to gather all the information into compact form so that the reader can justify what is happening in reality to draw and make justified conclusions. The demographic

characteristics of respondents were collected using descriptive analysis of frequencies. Measures of central tendency was used to examine the total scores of composite scores on the questionnaire and the measures of skewness were used to access for normality. The use of tables was employed to give a visual representation of the data. Concerning the information gathered from those interviewed, their responses were first transcribed and findings were analysed using thematic and content analysis. The final process in the analytical activity is the conclusion drawing and verification. Under this stage of analytical activity, patterns and regularities were examined to check for the flows and propositions. However, this is the stage whereby the themes identified were discussed in order to find answers to the research questions, thereby achieving the research objectives.

### **3.7 Validity and reliability**

According to Miles and Huberman, (1994), validity and reliability cannot be ignored when discussing about the central concept with regards to credibility of a research. Golafshani (2003), asserted that in undertaking a research, regardless of the choice of research methodology, reliability and validity are salient issues that attest to the trustworthiness of research measurement instruments. It is therefore appropriate to examined and evaluate the quality of data interpretation by the use of reliability and validity of the research findings. Saunders et al. (2009) asserts that reliability and validity evaluation ensures a high possibility of an accurate answer. In order words, it reduces the chance of getting a wrong answer.

#### **3.7.1 Reliability**

There was the need to ensure reliability and validity of the data collection instrument. In order to ensure that the research instrument is expected to measure what is supposed to measure, the

questionnaire was designed in a way that gave a true reflection to the research questions. To achieve this result, the questionnaire was pre-tested on ten (10) workers randomly selected from the study area; consistent with Miles and Huberman (1994) assertion of reliability that it focuses on the consistency with regards to the process of the study, and able to stay over a period of time during the research process and methods. Pre-testing was employed. This enabled the researcher to be focused on checking wording and sequence of questions, the clarity of questions, the length of questionnaire, and the effectiveness of the questions in such a way that they linked to the research objectives. Feedback from the pre-test enabled the researcher correct any inconsistencies (unreliability) and inaccuracies in the instrument to ensure efficacy of its ability to produce the expected results in the final survey. Furthermore, the questions were crafted in very clear and simple language and accurate to facilitate easy understanding by respondents. This ensured that the instrument elicited responses to measure variables that were intended to measure.

### **3.7.2 Validity**

According to Hardy and Bryman (2004) the essence of validity of research is to determine whether there is validity in the instrument used in measuring. Silverman (2001) postulates that one can ensure validity of a research by returning findings to the research participants to determine whether or not those findings given reflects to the participant's experiences. Stake (1995) emphasizes that for a qualitative study to be described that good, data collected must be validated to ensure that the researcher is able to minimise any misrepresentation and misunderstanding. Maxwell

(2005) identify that 'researcher bias' has bearing on validity in qualitative studies.

Biased in research is everywhere and can be minimized, according to Lubbe (2003). This study adopts the following approaches (Apulu, 2012) to counteract biases in this research:

1. Consider the selection of sample respondents from difference units/departments rather than concentrating on one unit.
2. Probing in order to get detailed explanation from the respondents.
3. Contrast findings of the study with literature to confirm or otherwise the study findings.

### **3.8 Ethical consideration**

The researcher gave the respondents full information about the study and the respondents were made to participate on their own free will. The respondents were assured of confidentiality of any information collected from them. Introductory letter was given to management before the study was conducted. All soft copy documents were under password protection. The researcher provided lockers for all hard copy from raw data collected from respondents. The researcher ensured that respondents' identifiers were not exposed.

### **3.9 Limitations of the study**

Time and place of meeting the respondents were a major constraint in the study. The researcher had to meet with respondents during working hours where most of the workers were busy at work. The time frame within which the study was conducted was short but the researcher had to manage it to be able to obtain the needed data. The study could not obtained information from other depots within the country such as Tema, Accra and Takoridi to give the findings a nationwide coverage.

## **CHAPTER FOUR**

### **ANALYSIS OF DATA AND DISCUSSION OF RESULTS**

#### **4.0 Introduction**

This chapter entails the analysis of the field data. The entire study targeted a sample population of 62 workers. However, only 57 respondents out of the total 62 targeted respondents submitted the complete answered questionnaire at the end of the study. The remaining 5 respondents did not return their questionnaire. Quantitative approach was used to analyse the data. The chapter has been divided into the following sub-headings: background profile of research respondents, gaps that exist in the training and development program in the company, effectiveness of training and development methods, approach to training and development in the company, how training and development affects employees' performance and constraints to training and development.

#### **4.1 Background profile of research respondents**

The study first examined the respondents' background characteristics. This was to provide solid foundation upon which the study data was built upon. According to Hashim (2012) employees' background in terms of educational qualification, years of working experience and rank/position within an organization are important in training and development of employees. The study therefore analyzed the respondents' background such as educational background, number of years of working experiences, job title, rank/position and the department respondents worked under within the organization.

##### **4.1.1 Educational level of respondents**

On the respondents' educational level, the study found that most of the respondents were graduates. Out of the total respondents, 38.6% of the respondents had their first degree. This was good for the

study as the respondents' educational level provided the study the opportunity and assurance that most of the respondents had better understanding of the issue of study. The detail information on the respondents' education is illustrated in table 4.1 below;

**Table 4.1. Educational background of respondents**

Responses	Frequency	Percent
Diploma education	17	29.8
Polytechnic graduate	10	17.5
Frist Degree Graduate	22	38.6
Post graduate	7	12.3
PhD	1	1.8
Total	57	100.0

**Source: Author's Field Work, 2016**

According to table 4.1, the study found that 17 respondents representing 29.8% of the respondents had diploma education, 10 respondents representing 17.5% of the respondents were polytechnic graduates, 22 respondents representing 38.6% of the respondents were first degree graduates, seven (7) respondents representing 12.3% had post graduate degree and only one (1) respondents had Doctor of Philosophy (PhD).

The study result on the respondents' education showed that workers within the organization were highly educated. This was good for the organization as according to Kum, Cowden and Karodia (2014), training and development of highly educated employees brings more positive return on employees' output after training process. This therefore implied that if the organization provides training and development for its employees, it will results into positive dividend on employees' output in the long run.

#### 4.1.2 Number of years of working experiences

The study further sought for the respondents' years of working experience. This was primarily sought to find out from the respondents the number of years they have spent in the organisations and the number of training and development programme they had attended over their years of working within the organization. Detailed information on the respondents' years of working experiences is illustrated in table 4.2 below;

**Table 4.2 Respondents years of working experiences**

Responses	Frequency	Percent
Less than a year	6	10.5
1-2 years	6	10.5
3-4 years	16	28.1
5-6 years	7	12.3
7 years and above	22	38.6

Total	57	100.0
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**Source: Author's Field Work, 2016**

The table above shows that most of the respondents had worked with the organization for seven (7) years and more. Out of the total number of respondents sampled, 22 respondents representing 38.6% of the respondents had worked with the organization for the past seven years and more. A good number of the respondents worked with the organization for 3 to 4 years. Only few respondents had work for less than one year or worked within the organization for 2 years or less.

Since most of the respondents had worked with the organization for long, the respondents were in the best position to provide information on the training and development they attended and the impact it had on their job performance over the years. It also implied most respondents would have had much experience on the types of training programme they attended over their years of working within the organization.

#### **4.1.3 Respondents Rank and Department/unit within the organization**

To ensure equal representation in the study, the research involved members of the various units and ranks within the organization. This was done so as to collect information from all segments in the organization in order to obtain holistic views from respondents on training and development each member within the organization received as employees.

**Table 4.3 Roles Schedule of respondents (employees) in the organization**

Depot keeping	7
Operation officer	4

Chief clerk	2
Accountant	2
Auditor	2
WPO clerk	6
Driver	5
Security	5
Warehousing and port operations(WPO) Officer	10
Admin/HR officer	3
IT officer	2
Cocoa marketing company	2
Principal clerk	3
Shied attendant	4

**Source: Author's Field Work, 2016**

The data in table 4.3 depicted the ranks and unit that the respondents involved in the study were serving under in the organization. The study results reflected happenings in the organization in terms of training and development as most of the units within the organization had representatives in the study respondents.

#### **4.1.4 Sex of respondent**

Sex	Frequency	Percent
Male	38	66.7
Female	19	33.3
Total	57	100.0

**Source: Author's Field Work, 2016**

The study found that 38 (66.7%) of the respondents were male and 19 (33.3%) of the respondents were female. The study results showed that majority of the respondents in the CMC Kumasi depot was male. This implied that there was gender imbalance in the employees as the male employees were twice the female employees involved in the study.

#### **4.2 Gaps that exist in the training and development program in the company**

Identifying the gaps that exist in training and development program in the company was one of the objectives of the study. The study sought from workers as to whether the training that is given to employees was meeting their demand and whether there exist some gaps in the training and development that employees received in the organization. Kennedy (2009) argued that the primary motive of giving training programs to workers in the company is to give a positive impact on the workers that will even last beyond the end time of training. The focus is on how the workers are going to use their new skills and ideas to help develop the company. However, few studies tried to demonstrate the issue in training that employees receive in relations to their work demand. The detailed information presented below provided respondents views on some gaps that exist in training they receive and the job demand of employees in the

organization;

#### 4.2.1 Number of respondents who had received training in the organization

The study sought from respondents whether they had received some training after joining the organization. Information on whether respondents receive training or not was crucial in determining whether there are gaps in training respondents received. The data in table 4.4 depicted the number of employees who had received training in the organization.

**Table 4.4 Have you experience any form of training since you started working**

Responses	Frequency	Percent
Yes	52	91.2
No	5	8.8
Total	57	100.0

**Source: Author's Field Work, 2016**

From the data in table 4.4, the study found that 91.2% (52) of the respondents had received training as employees in the organization. Only 8.8% (5) employees had not received any form of training in the employees. The study results implied that the organization takes training of its employees serious as majority of the respondents had received training. Since majority of the respondents received training, the organization organize training for its employees. The percentage of respondents who received training within the organization also implied that the organization invest in developing its employees. The study finding confirmed the views of Falola, Osibanjo and Ojo

(2014) that most organizations after employing workers organize a series of training programs to development the workers on the job demands and to bring about increase productivity.

#### 4.2.2 Selection procedures for employees during training

Everyone organization adopts necessary procedures for getting its employees selected during training. Aside general training which may seek to provide all employees basic principles and work ethics, organizations may organize special training needed for specific job demands within the organization. Such training programs require some systematically selection of employees within various units in the large organization that may require such training. According to Katou and Budhwar (2006) training and development serve as a means of transferring to employees skills, knowledge, ideas and competence to enable employees performance on current jobs and future assignment. Organizations need to adopt proper selection procedure to ensure that that employees training programs meet the employees' job requirement. This therefore implied that a procedure for selecting employees for training is a necessary aspect of organization's training program.

**Table 4.5 Procedure for selecting employees for training programs**

Responses	Frequency	Percent
On joining the company	25	43.9
Supervisors recommendation	9	15.8
Compulsory for employees	15	26.3
Upon employee request	3	5.2

No responses	5	8.8
Responses	Frequency	Percent
On joining the company	25	43.9
Supervisors recommendation	9	15.8
Compulsory for employees	15	26.3
Upon employee request	3	5.2
No responses	5	8.8
Total	57	100.0

**Source: Author's Field Work, 2016**

From the field data, it was established that most of the respondents received training immediately they joined the organization as new employees. About 43.9% of the respondents indicated that the main procedures employed by the organization in selecting employees for training was when new workers joined the organization. Other procedures for selecting employees for training within the organization were through supervisors' recommendation, when training is compulsory for all employees and upon employee request for such training.

The study results confirmed the views of Soltan et al. (2004) that most organizations provide training for employees on their first entry into the organization. This according to Cooke (2000) is to offer employees with basic job place skills and ethics within the organization.

### 4.2.3 Number of times employees undergo training

The researcher sought from employees regarding the frequency with which they undergo training. According to Obisi (2011) frequent training of employees is required to equip employees with new and emerging skills as well as knowledge needed in organization. The data in table 4.5 spelt out the number of times employees undergo training within the organization.

**Table 4.5 Frequency at which employees undergo training**

Response	Frequency	Percent
Quarterly	4	7.0
Every six months	1	1.8
Once a year	7	12.3
One in every two years	1	1.8
Once in more than two years	11	19.3
Once and for all	28	49.1
Responses	5	8.8
Total	57	100.0

**Source: Author's Field Work, 2016**

According to table 4.5 provided above, it is established that most training programs in the organization were organized once for employees upon entry into the organization. Most respondents (49.1%) stated that the training they received during recruitment was the only training they had received since they joined the organization. It was also established that 19.3% of the respondents stated that they received training once in two years in the organization. Some employees were of the view that they received training either quarterly, every six months or once a year.

#### **4.2.4 Gaps existing in the training and development programs**

Employees' training is done to impact new skills on employees to meet their job demand. When training does not offer employees with new skills and knowledge, then such training does not yield any positive impact on employees' productivity and hence provides little dividend to the organization. Training therefore requires that it meets employees' needs and provides them with new work skills and techniques for them to effectively carry out their duties in the organization. The data depicted some weakness and gaps in some training programs offered to employees within the organization.

**Table 4.6 Weakness and gaps in employees training**

Response	Frequency	Percent
Lack of employees' contribution in training policies and asking questions during training	6	10.5
Lack of practices skills in training but more theoretical concepts and lack of details training	9	15.8

Poor responses to feedback from training and language problem	3	5.3
Lack of monitoring to ensure that all employees undergoing training understand the training materials and ineffective supervision during training	10	17.5
Lack of communication	5	8.8
Improper timing for training, hence training does not improve upon employees performance	7	12.8
Lack of training materials and technical know-how (experts) to training employees	8	14.0
No responses	9	15.8
Total	57	100.0

**Source: Author's Field Work, 2016**

The study established most training and development programs organized by the organization for employees were bedevilled with numerous challenges and gaps. The employees stated that there were many weaknesses in the training they receive. Respondents have variant views on the gaps and weaknesses they experience in training. The most common and noticeable gaps and weaknesses is summarised as presented in table 4.6.

The study found that most of the employees indicated lack of monitoring to ensure that all employees undergoing training understand the training materials and ineffective supervision during training. Other gaps in training noted by employees were; lack of employees' contribution

in training policies and asking questions during training, lack of practices skills in training but more theoretical concepts and lack of details training and poor responses to feedback from training and language problem and lack of communication. It was revealed that improper timing for training, hence training does not improve upon employees' performance and lack of training materials and technical know-how (experts) to training employees were major gaps in training employees received.

### **4.3 Effectiveness of training and development methods**

Talking of performance management, employee training and development cannot be overlooked. Utmost employee's performance is the result of the congruence between training and development an organization provides to employee (Fey et al., 2000). Employee training therefore needs to results in improvement in employee's skills, performance or increase in employee's knowledge base on the job. Hence training has to be effective to bring about maximum reward. The study provides detailed data on the effectiveness of training and development methods provided to employees within the organization.

#### **4.3.1 Methods used in training employee**

Organization may adopt many procedures in training its employees. According to Noe (2005); Kennedy (2009); Obisi (2011) and Blandchard and Thacker (1999), training comes in different forms. It could be in the form of lectures and seminars, on-the-job and off-the-job training/coaching, life coaching and mentoring and many other depending on the organizational goal and training needs. The study therefore sought from respondents regarding the methods used in training the employees. The data that follow depict the organization training methods.

#### **Table 4.7 Methods use to facilitate training**

Responses	Frequency	Percent
Lecture	16	28.1
Demonstrations	1	1.8
Discussions	6	10.5
Presentation	11	19.3
Seminar	18	31.6
Mo responses	5	8.8
Total	57	100.0

**Source: Author's Field Work, 2016**

According to employees involved in the study, some of the training methods used by the organization in facilitating training were; lecture, demonstration, discussion, presentation, and seminar. Most employees were of the view that their programs were mostly by seminars, lectures and presentation. Only one respondents stated demonstration as training methods used by the organization. Clearly, a critical examination of the organization's training methods showed that employees are not provided with practical training which takes place through demonstration, since only one respondent was of the views that the organization uses demonstration in its employee training.

### 4.3.2 Impact of training on employee's skills

The data in table 4.8 show that most of the employees asserted that training and development programs have positive impact on the employee's skills and knowledge acquisition. Most respondents stated that training has impacted more skills on them and employees who received training in the organization could testify to this by the skills they acquire at the end of the training received. According to Dobbs (2000) employees benefit a lot from the training and development programs as it equips them with the requisite skill required by their respective jobs.

The goal of training employee is to provide them with new skills on their job (Rowden and Conine, 2005). Charnov (2000) also argued that effective employee training provides relevant and useful information that will inform the employees on how to develop their skills which in one way or the other could be transferred back to the workplace. On the basis of this, the study sought from employee as to whether the training methods used in the organization impact on the employees' skills.

**Table 4.8 Impact of training on employee skill**

Responses	Frequency	Percent
Yes	42	73.7
No	10	17.5
No responses	5	8.8
Total	57	100.0

**Source: Author's Field Work, 2016**

Majority of the respondents stated affirmative to the fact that training and development has placed a positive impact on employees' skills. Out of the total sample population of 57 respondents, 42 respondents representing 73.7% agreed that the training they received in the organization had impact positively on the skills. Only ten (10) respondents disagreed on the grounds that training led to increase in employee's skills.

This study finding confirmed the views of Rowden and Conine (2005); Sommerville (2007) and Kennedy (2009) that training provides employees with new skills on this job. This views of the respondents therefore implied that the organization should ensure that all employees' benefits from training offer in the organization as some respondents have never attended training and some more benefiting anything from training organized in the organization.

#### 4.3.3 Quality of training and development in service delivery

In training employee, it is incumbent for management to provide training that will meet employee job requirement. The study consequently sought from employees regarding the quality of training provided to them. The details of the respondents' views are illustrated in the table below;

**Table 4.9 Quality of the training and development programs in service delivery**

Response	Frequency	Percent
Very poor	2	3.5
Poor	6	10.5
Average	20	35.1

Good	11	19.3
Very good	10	17.5
Excellent	3	5.3
No responses	5	8.8
Total	57	100.0

**Source: Author's Field Work, 2016**

Concerning the quality of training provided to employees, most of the respondents rated that the training employees receive as average. From the field data, 3.5% of the respondents regarded the organization training as very poor, 10.5% of them felt that the training and development programs were poor, 35.1% of them argued that the organization training and development programs were average, 19.3% of the respondents stated that training provided to employee was good, 17.5% of them stated very good and 5.3% of the employees stated that training and development programs within the organization was excellent.

Employee considered the organization training as good as those who stated that training programs in the organization was very poor or poor were less than those employees who considered that organization training and development programs as good, very good and excellent. The study therefore concluded that the organization provides quality training to its employees. This was also reflected in the respondents' views that the training they receive had impacted positively on their skills.

#### 4.3.4 Relevance of training received by employees

As to the quality of training employee received in the organization, it was clear that the training received by employees was relevant to their job demand. From table 4.10, majority of the respondents stated that training was relevant.

**Table 4.10 Relevant of trainings in the organization to employees**

Responses	Frequency	Percent
Not relevant at all	1	1.8
Not relevant	1	1.8
Not sure	6	10.5
Relevant	32	56.1
Very relevant	17	29.8
Total	57	100.0

**Source: Author's Field Work, 2016**

From the data in table 4.10, only one respondent considered training in the organization as not relevant at all. The same number of respondents stated that training in the organization considered training as not relevant. Six (6) respondents were not sure as to whether the training in the organization was relevant or not. As much as 56.1% and 29.8% of the employees were of the view

that training in the organization was relevant and very relevant respectively to employees in the organization.

The study finding showed that training and development in the organization was relevant to employees and had positive impact on their skills and overall performance in the organization. This confirmed the views of Manjuand (2011) that training is relevant to employees in the performance of their duties.

#### 4.4 Effectiveness of approach to training and development in the company

Studies have showed that different approaches may be adopted by organizations in training and development in organization. For instance Kum, et al. (2014), Falola et al. (2014); Katou, and Budhwar (2006) and Tahir, Yousafzai, and Hashim, (2014) made mention of some training and development approaches such as on the job training, off-the-job training, lectures, seminars, job assignments, job rotation and many others approaches to training and development. This study outlined among others approach to training and development as lecture, demonstrations, discussions, presentation and seminar. The data that followed present the employees views of the effectiveness of training and development approaches adopted by the organization. **Table 4.11 Right amount of exposition during the training and development**

Responses	Frequency	Percent
Very ineffective	20	35.1
Ineffective	22	38.6
Somehow effective agree	9	15.8
Moderately	5	8.8
Very effective	1	1.8

Total	57	100.0
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**Source: Author's Field Work, 2016**

According to table 4.11 above, most of the respondents felt that they were not being exposed to new ideas enough during training and development. From the data presented, 35.1% of the respondents stated that there is very ineffective amount of employees' exposition during training and development, 38.6% stated that in terms of exposition of employees during training and development was ineffective. Very few respondents 8.8% and 1.8% stated that the training provides employees with moderate and very effective exposition during training and development respectively.

The study results showed that training and development organized in the organization does not provide employees with enough exposure on new skills on their job demands. The study results also showed that the training and development in the organization need to provide employees with adequate exposition which was lacking in the presence training approaches in the organization.

**Table 4.12 Training and development participants are selected based on logic criteria that reflect training needs**

Responses	Frequency	Percent
Very ineffective	8	14.0
Ineffective	20	35.1

Some extent effective	24	42.1
Moderately	4	7.0
Very effective	1	1.8
Total	57	100.0

**Source: Author's Field Work, 2016**

The respondents indicated that training and development of participants are selected based on logic criteria that reflect training needs in some extent effective. From the study results, it was obtained that the organization was ineffective in selecting participants for training and development based on logic criteria that reflect training needs. Only one respondent stated that the organization was very effective on this regards as against 14% of the respondents were felt that the organization was very ineffective in selecting employees for training and development. It was also revealed that 35.1% of the respondents argued that the organization was ineffective in selecting employees for training and development. The study finding was quite different from the views of Gupta (2007) that most organization select employees for training based on their job requirement and job demand.

**Table 4.13 Right amount of group discussions are tailored to performance problems during training**

Responses	Frequency	Percent
Very ineffective	12	21.1

Ineffective	21	36.8
Somehow effective agree	14	24.6
Moderately	10	17.5
Total	57	100.0

**Source: Author's Field Work, 2016**

The study further established that the organization was ineffective in ensuring that the right amount of group discussion was provided during training. Out of the total sampled population, 36.8% of the respondents stated that the organization was ineffective in ensuring group discussion during training and development program. Only ten (10) respondents representing 17.5% stated that group discussion during training was moderate in the organization's training and development programs.

**Table 4.14 Trainers are very well prepared to facilitate during training**

Responses	Frequency	Percent
Very ineffective	10	17.5
Ineffective	18	31.6
Somehow effective agree	22	38.6
Moderately	4	7.0
Very effective	3	5.3

Total	57	100.0
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Source: Author's Field Work, 2016

It was also established that trainers are somehow effective in preparing for training and development programs in an organisation. From the study results, 17.5% of the respondents stated that trainers are very ineffective in preparing to facilitate training in the organization, 31.6% felt that trainers are ineffective, 38.6% of the respondents felt that trainers are somehow effectively prepared in training programs, 7.0% and 5.3% felt that trainers are moderately and very effective in preparing for training and development programs for the organisation.

The study results showed that trainers within the organization are not always well prepared in organizing training for employees in the organization, since most of the respondents argued that trainers are not always prepared in organizing training.

**Table 4.15 Training and development content meets my performance deficiencies**

Responses	Frequency	Percent
Very ineffective	11	19.3
Ineffective	7	12.3
Somehow effective agree	7	12.3
Moderately	17	29.8
Very effective	15	26.3

Total	57	100.0
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**Source: Author's Field Work, 2016**

From table 4.15, study found that 19.3% of the respondents argued that training and development content do not meet their performance deficiencies. From the field data, 29.3% of the respondents stated that training and development given to employees in the organization has relative bearing on their performance needs. Only 26.3% of the respondents agreed that training and development effectively meets employees' performance of their job. The study results showed that most training and development meet the respondents' job performance need.

The study finding confirmed the views of Kenney et al., (1992) that training and development should meet the job demand and equip employees with new skills. The field data showed that training and development organized by the organization provides employees with news skills.

**Table 4.15 Training and development objectives are well established to match with organizational and participants training needs**

Responses	Frequency	Percent
Very ineffective	15	26.3
Moderately ineffective	18	31.6
Somehow effective	15	26.3
Effective	8	14.0

Effective	1	1.8
Total	57	100.0

Source: Author's Field Work, 2016

The study found that most respondents argued that training and objectives were not established to match with the organizational and participants' training needs. As to whether training and development effectively meet the organizational objective or no, 26.3% of the respondents stated that it was very ineffective, 31.6% of the respondents stated that it was moderately ineffective, 26.3% of the respondents argued that it was somehow effective, 14% of the respondents were of the view that it is effective and 1.8% of the respondents considered it as very effectively.

The study results showed that most of the respondents considered training and development in the organization as not meeting the organization and participants needs. It was therefore concluded that the organization lacks guide to meet the need of employees and the organization.

**Table 4.16 The training and development provided aligns with business objectives**

Responses	Frequency	Percent
Very ineffective	12	21.1
Moderately ineffective	21	36.8
Somehow effective	17	29.8
Effective	6	10.5

No Response	1	1.8
Total	57	100.0

**Source: Author's Field Work, 2016**

The data in table 4.16 showed that 21.1% of the respondents argued that in terms of whether training and development provided alignment with the business objectives, it was very ineffective, 36.8% of the respondents stated moderately ineffective, 29.8% of the respondents stated somehow effective and 10.5% of the respondents argued that it was effective. The study results showed that the organization training and development do not provide alignment to its objectives as most of the respondents argued that the training and development was ineffective.

The study therefore concluded that further training and development programs provided by the organization must provide alignment with the organization's objectives. This will ensure that employees who undergo training will be impacted with the organizational objectives in order to enhance performance better on the job. The study finding was different from the views of McDowall et al. (2010) that organizations provide training and development that is in line with its overall objectives so as to improve upon its productivity. The study finding showed that after training employees do not exhibit skills on the objectives of the organization as much training and development were not aligned to the organization's objectives.

**Table 4.17 Employees overall assessment of the impact of training and development**

Responses	Frequency	Percent
Very ineffective	23	40.4

Moderately ineffective	6	10.5
Somehow effective	12	21.1
Effective	2	3.5
Very effective	4	7.0
No Response	10	17.5
Total	57	100.0

**Source: Author's Field Work, 2016**

As presented in table 4.17 on the employees overall assessment of training and development in the organization, the study established that 40.4% of the respondents argued that training and development in the organization was not very ineffective, 10% of the respondents stated that training and development in the organization was moderately ineffective, 21.1% of the felt that it was somehow effective, 3.5% of the respondents were of the views that the organization's training and development was effective and 17.5% of the respondents stated that the organization training and development was very effective.

The study finding showed that the organization has a lot to do when it comes to training and developing its employees. From the field data, 40.4% of the respondents felt that the training and development was very ineffective in the organization as against only 17.5% of the respondents who felt that it was very effective. Considering those who felt that training and development was very ineffective and those who felt it was very effective, the study concluded that the organization

does not provided it employees with effective training and development programs. The study finding was quite different from the views of Shen (2006); Harzing (2004) and (Obisi, 2011) that all organization try to provide employees with effective training and development programs which have positive impact on employees performance in the long run.

#### 4.5 Impact of training and development on employees' performance

One of the crucial role for every organisation is to provide training and development programs for its employees. The training and development is to equip them with the requisite skills and increase their knowledge based on their respective jobs. Studies have shown that in order to maintain employees in an organisation, there is the need for the organisation to invest well in employee development. This in the long run will lead to employee performance which will affect the organisation positively (Khawaja and Nadeem 2013). McDowall and Saunders (2010) argued that in order for employees to experience flexibility and effectiveness on their respective jobs, there is the need for the employees to develop knowledge and skills and also to ensure that they are valued in their respective organisation. The views with regards to the impact of training and development on employee performance are illustrated below:

**Table 4.18 Training and development build trust and confidence on employees**

Responses	Frequency	Percent
Strongly agree	20	35.1
Agree	24	42.1
Somehow agree	7	12.3

Disagree	5	8.8
Strongly disagree	1	1.8
Total	57	100.0

**Source: Author's Field Work, 2016**

According to the table above, the study found that training and development build trust, and confidence on employees that motivates staff and seeks different perspectives when solving problems. From the study data, 35.1% and 42.1% of the respondents strongly agreed and agree respectively that training and development build trust on employees in the job in terms of their problem solving ability. Only 1.8% and 8.8% of the respondents strongly disagreed and disagreed respectively as whether training and development build trust on employees' problem solving capacity.

**Table 4.19 Enhances employees' knowledge to perform job better**

Responses	Frequency	Percent
Strongly agree	20	35.1
Agree	21	36.8
Somehow agree	6	10.5
Disagree	3	5.3
Strongly disagree		1.8

No responses	6	10.5
Total	57	100.0

**Source: Author's Field Work, 2016**

From the table above, the study established that training and development enhance employees' knowledge to perform job better. Comparing the number of respondents who responded affirmative to the statement. Those who felt that training and development do not enhance employees' knowledge to perform job better, about 71.9% of the respondents argued in favour of the fact that training and development impact positively on employees job performance as against 7.1% of the respondents who disagreed with the statement. The study finding was in line with the views of Fenn (2010); Greengard; (2012) (Kleiman 2008) and Wanger (2011) that training and development equip employees with skills that enhance their performance of the job demands. The study results showed that employees, when they undergo proper training and development, their work performance are increased within their work sitting.

**Table 4.20 Build and foster shared team spirit, cohesion and values to work**

Responses	Frequency	Percent
Strongly agree	16	28.1
Agree	15	26.3
Somehow Agree	8	14.0

Disagree	4	7.0
Strongly disagree	2	3.5
No responses	12	21.1
Total	57	100.0

**Source: Author's Field Work, 2016**

The study also found that 28.1% of the respondents strongly agreed that training and development build and foster shared team spirit, cohesion and values to work with peers and supervisors very well. It was revealed that employees who undergo training and development are able to perform better in team and cohesion manner. They also are able to work with their peers and go well with their supervision in the job. The study found that 26.3% of the respondents equally agreed to this fact. Only 7% and 21.1% of the respondents disagreed and strongly disagreed respectively that training and development do not build and foster shared team spirit and cohesion on employees.

The idea of shared team spirit and cohesion among employees through training and development was long established by Rosenwald (2000) and Bartlett (2001) that during training and development, employees learn to work together as unit to accomplish task.

**Table 4.21 Boost moral for the job**

Responses	Frequency	Percent
Strongly agree	15	26.3

agree	21	36.8
Somehow agree	11	19.3
Disagree	8	14.0
Strongly disagree	2	3.5
Total	557	100.0

**Source: Author's Field Work, 2016**

The study further found in table 4.21 that 26.3% and 36.8% of the respondents strongly agreed and agreed that training and development boost employees' moral on the job. As many as 19.3% of the respondents were uncertain and indicated that training and development boost employees moral to some extent. Only 3.5% of the respondents strongly disagree and 14% of the respondents also disagreeing that training and development boost employees moral on their job.

Comparing the number of respondents who agreed and those who disagreed, it was concluded that training and training boost employees' moral for the job. This, therefore implied that the organization should employ all means to increase on employees training so as to increase their moral on their job.

This study results confirmed the views of Brewster et al, (2003) that employees' moral for the job is increased when they have more skills and knowledge on their job through training and development.

**Table 4.22 Develop positive attitude towards my job**

Responses	Frequency	Percent
Strongly agree	11	19.3
Agree	23	40.4
Somehow agree	6	10.5
Disagree	9	15.8
Strongly disagree	6	10.5
No responses	2	3.5
Total	57	100.0

**Source: Author's Field Work, 2016**

From table 4.22, the study found that 19.3% of the respondents strongly that training and development enable employees to development positive attitude towards their job, as many as 40.4% of the respondents agreed to this, 10.5% of the respondents stated that somehow, 15.8% of the respondents disagreed that training gives employees positive attitude towards job and 3.5% of the respondents also strongly agreed to this.

From the study finding, it was concluded that training and development help employees to develop positive attitude towards their job. The study findings showed the training and development have positive impact on employees' attitude at work.

**Table 4.23 Enhance personal techniques to do my job efficiently**

Responses	Frequency	Percent
Strongly agree	11	19.3
Agree	20	35.1
Somehow agree	17	29.8
Disagree	6	10.5
Strongly disagree	3	5.3
Total	57	100.0

**Source: Author's Field Work, 2016**

The study further found that training and development enhance employees' personal technique to do the job. From the field results, 19.3% and 35.1% of the respondents strongly agreed and agreed respectively that training enhance employees' personal technique to do work better.

29.8% of the respondents stated that somehow, 10.5% and 5.3% of the respondents disagreed and strongly disagreed that training and development enhance employees' personal techniques to do job better.

From the study finding, most of the respondents agreed that training and development enhance employees' technique to do job efficiently. The study results therefore implied that the organization should organise more training and development to the employees in order to improve on the employees' personal technique to enhance their performance.

**Table 4.24 Enhance my competency level**

Responses	Frequency	Percent
Strongly agree	9	15.8
Agree	20	35.1
Somehow agree	9	15.8
Disagree	14	24.6
Strongly disagree	2	3.5
No responses	3	5.3
Total	57	100.0

**Source: Author's Field Work, 2016**

The respondents equally agreed that training and development enhance their competency level. 35.1% of the respondents agreed that training and development enhance their competency level. Comparing the number of employees those agreed (35.1%) to the fact that training and development enhance employees' competency and those who disagreed (24.6%), it was clear that most of the respondents felt that training and development enhance employees competency level and enable them to performance their duties betters. It study results therefore implied that the more training employees receive, the more they become competent in the work they do.

**Table 4.25 Reduces tendency of error in job performance**

Responses	Frequency	Percent
Strongly agree	18	31.6
Agree	19	33.3
Somehow agree	13	22.8
Disagree	6	10.5
Strongly disagree	1	1.8
Total	57	100.0

**Source: Author's Field Work, 2016**

The study further found that training and development reduce employees' tendency to commit errors in their job performance. Out the total sampled population of 57 respondents, 18(31.6%) and 10(33.3%) of the respondents strongly agreed and agreed respectively that training reduce the tendency to commit errors when performing duties. Only 6(10.6%) and 1(1.8%) of the respondents disagreed and strongly disagreed that training and development reduce employees' tendency to commit errors at work.

The study results implied that training and development help employees to reduce errors in the performance of their duties. This study finding confirmed the views of Apospori et al. (2008) that training and development help employees to acquire skills that enable them to perform better at work and also reduce errors that employees are likely to commit when they have less knowledge on the job.

**Table 4.26 Help the company in succession planning**

Responses	Frequency	Percent
Strongly agree	9	15.8
Agree	20	35.1
Somehow agree	16	28.1
Disagree	8	14.0
Strongly disagree	2	3.5
No responses	2	3.5
Total	57	100.0

**Source: Author's Field Work, 2016**

The data in table 4.26 showed that 15.8% of the respondents strongly agreed that training and development help the company in succession planning. Out of the total 57 respondents, 20(35.1%) of the respondents agreed that training and development help in company succession planning 28.1% of the respondents were not certain about this, 14% and 3.5% of the respondents disagreed and strongly disagreed that training and development help in the company succession planning.

Comparing the number of respondents who agreed to the statement and those that disagreed, it could be concluded most of the respondents agreed that training and development help the company in its succession planning. According to Brewster and Papalexandris (2008), training help an organization in succession planning. The study finding therefore agreed with Brewster and

Papalexandris (2008) views. The organization should therefore take training and development serious to have good succession plan.

**Table 4.27 Increases skills knowledge and abilities on the job**

Responses	Frequency	Percent
Strongly agree	14	24.6
Agree	17	29.8
Somehow agree	10	17.5
Disagree	9	15.8
Strongly disagree	7	12.3
Responses	Frequency	Percent
Strongly agree	14	24.6
Agree	17	29.8
Somehow agree	10	17.5
Disagree	9	15.8
Strongly disagree	7	12.3

Total	57	100.0
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**Source: Author's Field Work, 2016**

The study further found that 24.6% of the respondents strongly agree that training and development increases skills knowledge and abilities on the job. Also, 29.8% stated that employees' skills, knowledge and abilities to do their job better can be achieved through training and development. About 17.5% of the respondents stated that training and development somehow increases skills knowledge and abilities on the job. Few respondents 15.8% and 12.3% of the respondents disagreed and strongly disagree that increased skills knowledge and abilities on the job could be accomplished through training and development given to employees.

The study finding showed that training and development lead to increase skills knowledge and abilities on the job as most of the respondents agreed to this. This implied that the more the organization spend on training the employees the more the employees' skills and knowledge will increase in their job. In the views of Meyer and Smith (2000), training and development is done to provide employees more skills on their job. Organization organizes training and development so as to ensure that employees acquire more and new skills on their job.

#### **4.6 Constraints to training and development**

Most organizations upon recruitment of new employee, organize training for the recruits. Aside new employees, an organization may as well organize training for old workers to provide them with news skills and methods for performance their job better. However, employees training may have several limitations. Researchers such as Armstrong (1995); Kennedy, (2009) and Matthews and Ueno (2000) have all indicated that organizations face many constraints in training and

development employees. The study further sought for respondents' views on some constraints on employees training and development.

**Table 4.28 Training content meets employees' performance deficiencies**

Responses	Frequency	Percent
Strongly agree	2	3.5
Agree	14	24.6
Somehow agree	13	22.8
Disagree	11	19.3
Strongly disagree	17	29.8
Total	57	100.0

**Source: Author's Field Work, 2016**

From table 4.28, only 3.5% of the respondents strongly agree that one major constraint for training and development is the fact that training contents does not meets employees' performance deficiencies. It was also found that 24.6% of the respondents agreed. As many as 22.8% of the respondents were certain about the statement and 19.3% and 29.8% of the respondents disagreed and strongly disagreed respectively that one major constraint to training and development is that training content meets employees' performance deficiencies. The study finding showed that organization's training and development constraints was that training content does not meet employees' performance deficiencies. This finding confirmed the views of Blandchard and Thacker (1999) and Ongori & Nzonzo (2011) that one problem in training employees is when training does not meet performance deficiencies of employees. The study finding showed training should always meet employees' performance deficiencies in their jobs. **Table 4.29 Training and development content is applicable in employees' job delivery**

Responses	Frequency	Percent
Strongly agree	6	10.5
Agree	13	22.8
Somehow agree	5	8.8
Disagree	15	26.3
Strongly disagree	18	31.6
Total	57	100.0

**Source: Author's Field Work, 2016**

From the data presented in table 2.29, the study found that 10.5% and 22.8% of the respondents strongly agree and agreed respectively as against 26.3% and 31.6% of the respondents who disagreed and strongly disagree respectively that one major constraint of training and development is that its content is inapplicable in my job delivery. From the study finding, majority of the respondents disagreed to the statement. This, therefore implied that one major constraint of training and development was that the organization's training and development content is not applicable in employees' job delivery. The study finding was in line with the views of Anderson (1999); Bowman and Wilson (2008) and Goldstein (1993) that some training and development content is not applicable in employees' job delivery which is a major challenge to training and development.

**Table 4.30 Training has the right amount of practical exercises**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	4	7.0
Agree	6	10.5
Somehow agree	14	24.6
Disagree	14	24.6
Strongly disagree	19	33.4
Total	57	100.0

**Source: Author's Field Work, 2016**

The data in table 4.30 showed that only 7% and 10.5% strongly agreed and agree respectively that constraint to training and development was that training has the right amount of practical exercises and 24.6% and 33.4% of the respondents disagreed and strongly disagreed that one constraint to training and development was that the organizations' training has the right amount of practical exercises.

From the study result, most of the respondents disagreed to the statement, which implied that most training in the organization has the right amount of practical exercises. This was in conflict with the view of Noe (2010) that training provides employees the right amount of practical exercises in the job.

**Table 4.31 Presentations are clear during training**

Responses	Frequency	Percent
Strongly agree	6	10.5
Agree	11	19.3
Somehow agree	5	8.8
Disagree	18	31.6
Strongly disagree	17	29.8
Total	57	100.0

**Source: Author's Field Work, 2016**

The study established in table 4.31 that 10.5% of the respondents strongly agree that presentations are clear during training, 19.3% of the respondents agree that the organization training presentations are always clear. Some respondents (8.8%) stated that training presentations are somehow clear, 31.6% of the respondents disagreed that the training and development presentations are clear and 29.8% of the respondents strongly disagreed to the statement.

From the study finding, it was found that one constraint to training and development in the organization is that presentations during training were not clear.

**Table 4.32 Lack of staff co-operation**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	2	3.5
Agree	7	12.3
Somehow agree	6	10.5
Disagree	29	50.9
Strongly disagree	13	22.8
Total	57	100.0

**Source: Author's Field Work, 2016**

From table 4.32, it was found that 3.5% and 12.3% of the respondents strongly agree and agree respectively that there is lack of co-operation from staff during training. Equally, 50.9% and 22.8% of the respondents disagreed and strongly disagreed respectively that staff co-operate during training and development.

From the study finding, it was concluded that majority of the respondents stated that one constraint to training and development was that employees (staff) mostly fail to co-operate during training.

**Table 4.33 Problem of measuring effectiveness/efficiency of training**

Responses	Frequency	Percent
Strongly agree	4	7.0
Agree	8	14.0
Somehow agree	11	19.3
Disagree	11	19.3
Strongly disagree	23	40.3
Total	57	100.0

**Source: Author's Field Work, 2016**

As presented in table 4.33, the study established that 7% and 14% of the respondents strongly agree respectively that there is always a problem of measuring effectiveness/efficiency of training. It was also found that 19.3% of the respondents state that somehow there is a problem of measuring effectiveness/efficiency of training. As many 40.3 and 19.3% of the respondents strongly disagree and disagree that the problem of measuring effectiveness/efficiency of training was a constraint in the organization training and development. The study finding confirmed the views of Sommerville (2007) and Kennedy (2009) that most organizations organize training that are not measurable in terms of how effective it will bring to the employees.

**Table 4.34 Problem of linking organizational and performance needs to training delivery**

Responses	Frequency	Percent
Strongly agree	6	10.5
Agree	8	14.0
Somehow agree	13	22.8
Disagree	9	15.8
Strongly disagree	18	31.6
System	3	5.3
Total	57	100.0

**Source: Author's Field Work, 2016**

From table 4.34, the study found that 10.5% of the respondents strongly agree that there is a problem of linking organizational and performance needs to training delivery, 14% of the respondents agrees to the statement. It was also revealed that 22.8% of the respondents stated that somehow, there is a problem of linking organizational and performance needs to training delivery. As many as 31.6% and 5.3% of the respondents disagreed and strongly disagreed that there is a problem of linking organizational and performance needs to training delivery.

The study finding showed that there is problem in linking organizational and performance needs to training delivery given to employees.

**Table 4.35 Lack of understanding of training modules**

Responses	Frequency	Percent
Strongly agree	2	3.5
Agree	10	17.5
Somehow agree	10	17.5
Disagree	14	24.6
Strongly disagree	18	31.6
No responses	3	5.3
Total	57	100.0

**Source: Author's Field Work, 2016**

From table 4.35, the study found that 3.5% of the respondents strongly agree that lack of understanding of training modules, 17.5% of the respondents agreed, 17.5% of the respondents stated that somehow there is lack of understanding of training modules, 24.6% of the respondents disagreed and 31.6% of the respondents strongly disagree that there is lack of understanding of training modules.

From the study finding, majority of the respondents disagree that there is a lack of understanding of training modules. This implied that the organization provides training which is understandable to the employees. It was implied the employees understand training programs undergo through within the organization.

**Table 4.36 Problems during training and development the organization**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Poor use of equipment	3	5.3
Lack of communication and short time	6	10.5
Lack of commitment and lack of trust	10	17.5
Selection of staff for training	6	10.5
Limited time during training programs	3	5.3
No responses	29	50.9
Total	57	100.0

**Source: Author's Field Work, 2016**

The study enquired from the respondents regarding some of the problems they encounter during training and development. From table 4.36, it was established that some of the common problems during training and development in the organization were, poor use of equipment, lack of communication and short time, lack of commitment and lack of trust, selection of staff for training and limited time during training programs. The respondents indicated that although, there are countless problems that the employees face during training and development as listed in table 4.36 above.

**Table 4.37 Ways to improve training and development in the organization**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
By giving staff adequate knowledge on training process	2	3.5
Intensify training	4	7.0
By routine organizing of training for staff twice a year	1	1.8
Proper presentation of training materials	1	1.8
First need assessment	1	1.8
Special training for each department	9	15.8
No responses	48	84.2
Total	57	100.0

**Source: Author's Field Work, 2016**

As presented in table 4.37, the study found that some of the ways to improve training and development as suggested by the respondents were; by giving staff adequate knowledge on training process, the organization should intensify training and there should be routine organisation of training for staff for example twice a year. Some employees suggested proper presentation of training materials, first need assessment before selecting employees for training and special training for each department.

#### **4.7 Conclusion**

The chapter provided detailed analysis and discussion of finding on the background profile of research respondents (employees) from Cocoa Marketing Company Ltd in Kumasi-Ghana, gaps in the existing training and development program in the company, effectiveness of training and development methods, approach to training and development in the company, impact of training and development on employees' performance and constraints to training and development.

## CHAPTER FIVE

### SUMMARY OF FINDING, CONCLUSION AND RECOMMENDATION

#### 5.0 Introduction

The chapter entails a summary of the results from the field. It also draw conclusion and suggest recommendations. The finding was drawn from data collected from fifty-seven employees within the Cocoa Marketing Company in Kumasi. The data were analyzed using quantitative approach. The study area was selected using a convenience sampling method to select the Kumasi Depot among the 13 depots of Cocoa Marketing Company in Ghana based on a selection factor of proximity. Also, stratified sampling method was used to determine a strata construction of relevant subjects from each of the departmental staff to be included in this study taken into account disparity of division of work units in among company and finally, the simple random sampling technique was used to select the respondents. The chapter provides summary of background profile of research respondents, gaps in the existing training and development program in the company, effectiveness of training and development methods, approach to training and development in the company, impact of training and development on employees' performance and constraints to training and development. Also, conclusion and recommendation were provided for the study.

#### 5.1 Summary of findings

Concerning the respondents' educational background, the findings show that the sampled workers were highly educated. On the respondents' educational level, the study found that most of the respondents were graduates. Out the total respondents, 38.6% of them had their first degree. This was good for the study as the respondents' educational level provided the study the opportunity and assurance that most of the respondents had better understanding of the issue of study. It was also found that most of the respondents had worked within the organization for a long time, at least

for about five years and more. The respondents were in the best position to provide information on the training and development they attended and the impact it had on their job performance over the years. The respondents were from the following ranks and units within the organization; Operation officer, Chief clerk, Accountant, Auditor, WPO clerk, Driver, Security, Warehousing and port operations(WPO) Officer, Administration /Human

Resource officer, IT officer, Cocoa Marketing Company, Principal Clerk and Shed Attendant. The study found that 91.2% (52) of the respondents had received training as employees in the organization. The study results implied that the organization takes training of its employees serious as majority of the respondents had received training. It was established that most of the respondents received training during the period they joined the organization as new employees. The respondents indicated that the main procedures employed by the organization in selecting employees for training was when new workers joined the organization. Other procedures for selecting employees for training within the organization were through supervisors' recommendation. Most respondents stated that the training they received during recruitment was the only training they had received since they joined the organization. It was also established that few of the respondents stated that they received training once in more than two years in the organization and some employees were of the views that they received training either quarterly, every six months or once a year.

The study established most training and development programs organized by the organization for employees were bedevilled with numerous challenges and gaps. The employees stated that there were many weaknesses in the training they receive. Respondents have different views on the gaps and weaknesses they experience in training. The most common and noticeable gaps and weaknesses could be summary as presented in table 4.6. The study found that most of the

employees indicated lack of monitoring to ensure that all employees undergoing training understand the training materials and ineffective supervision during training. Other gaps in training noted by employees were; lack of employees' contribution in training policies and asking questions during training, lack of practices skills in training but more theoretical concepts and lack of details training and poor responses to feedback from training and language problem and lack of communication. It was revealed that improper timing for training, hence training does not improve upon employees' performance and lack of training materials and technical know-how (experts) to training employees were major gaps in training employees received.

With regards to the effectiveness of training and development programs in the organisation, the respondents stated that some of the training methods used by the organization in facilitating training were; lecture, demonstration, discussion, presentation, and seminar. Most employees were of the view that their programs were mostly by seminars, lectures and presentation. Only one respondents stated demonstration as training methods used by the organization. Clearly, a critical examination of the organization's training methods showed that employees are not provided with practical training which takes place through demonstration, since only one respondent was of the views that the organization uses demonstration in its employee training. Majority of the respondents stated affirmative to the fact that training and development impact positively on employees' skills. Out of the total sample population of 57 respondents, 73.7% agreed that the training they received in the organization had impact positively on their skills. Employee considered the organization training as good as those who stated that training programs in the organization was very poor or poor were less than those employees who considered that organization training and development programs as good, very good and excellent. The study

finding showed that training and development programs were relevant to employees and had positive impact on their skills and overall performance in the organization.

Pertaining to the effectiveness of approaches used in training employees, the study found that training and development organized in the organization do not provide employees with enough exposure on new skills on their job demands. The study results also showed that the training and development in the organization provide employees with adequate exposure. The respondents indicated that training and development of participants are selected based on logic criteria that reflect training needs in some extent effective. From the study results, it was found that the organization was ineffective in selecting participants for training and development based on logic criteria that reflect training needs. The study finding showed that the organization has a lot to do when it comes to training and developing its employees. From the field data, majority of the respondents felt that the training and development was very ineffective in the organization. Considering those who felt that training and development was very ineffective and those who felt it was very effective, the study concluded that the organization does not provide its employees with effective training and development programs.

Concerning how training and development programs in the organization has impacted employees' performance, findings revealed that most employees with the Cocoa Marketing Company considered training as very important and have positive impact on employees' performance within the organization. The respondents were of the views that training and development have transformed and equipped employees with new skills and ideas on how best to perform their roles and duties properly in the organization. The employees also felt that training and development within the organization equip new employees with the organization values and work ethic and that

had helped them to become better workforce within the Cocoa Marketing Company (GH) Limited, Kumasi.

Regardless of all the positive impact of training and development enumerated by the employees, some employees argued that the organization training and development was not meeting their training needs. The study finding showed that organization's training and development constraints was that training content does not meet employees' performance deficiencies. One other major constraint of training and development was that the organization training and development content is not applicable in employees' job delivery. Some employees also suggested that training and development was that the organizations' training does not give them the right amount of practical exercises. Again, it was found that there is a problem in linking organizational and performance needs to training delivery given to employees. It was established that some of the common problems during training and development in the organization were, poor use of equipment, lack of communication and short time, lack of commitment and lack of trust, selection of staff for training and limited time during training programs.

To address these issues, the employees suggested some ways to improve training and development in the organization. Some of these were: training and development should give staff adequate knowledge on training process, the organization should intensify training and there should be routine organizing of training for staff twice a year. Some employees suggested proper presentation of training materials, first need assessment before selecting employees for training and special training for each department.

## 5.2 Conclusion

The study findings had satisfied the research objectives. In the first place the study concluded that some of the training and development methods used by the Cocoa Marketing Company were seminars presentations, demonstration, and discussion during training and lectures. It was also concluded that the design of the training and development programs in the company were through upon joining the Company, supervisors recommendation, compulsory for all employees and upon employee requests. The employees argued that the organization approaches to training and development that existed in the organization were mostly seminars presentation, lectures and demonstration on the-job-training practices give to new employees.

The study also concluded that although the organization provided training and development to its employees, the study found there were many gaps on the existing training and development program in the company. The study concluded that a lot of training programmes in the organization were ineffectiveness. It was concluded that most procedures for employees for training were not based on any logic and rational procedures but arbitrary. In effect, most employees do not benefit from training and development programme given to them. It was also concluded the organization training programmes do not offer employees with link to the organizational and performance needs to training delivery and that training in the organization does not measure effectiveness/efficiency of training to employees. Hence, employees lack understanding of training modules in the organization.

Regardless of these gaps in the existing training and development in the organization and the ineffectiveness in some of the training approaches in the organization, it was concluded that the organization programs have to some extent, provided new employees in the organization with some

ethical values and principles, work values in the organization and some new skills and ideas on how better employees can improve their performance of their duties.

### **5.3 Recommendations**

The following recommendations were made after the findings; the researcher recommended that there should be reforms on the selection of employees for training and development programmes in the organization. Employees should be selected for training based on the job requirement and skills need. Training should be designed specifically to the selected employees' job demands.

The researcher recommended that the organization should improve upon its training approaches used to train employees. There should be more training than lectures, presentation and demonstration given to the employees. The organization should adopt new training approaches that will provide employees with new skills on the job demands than organising lectures and presentation which do not provide employees with the necessary training needs.

The researcher also recommended that the organization should give staff adequate knowledge on training process. This should be done by providing employees with prompt knowledge on training before making them to participate in training. This will make employees prepared adequately for training programmes.

The organization should also intensify its training. As the employees felt that the training does not meet their job skills need. It recommended that the organization should make its training very intensive to meet the employees' job need. This could be done through routine organizing of training for staff twice a year.

It is also recommended that there should be proper presentation of training materials based on employees need assessment. Also the organization should have special training for each department within it.

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#### **APPENDIX: SURVEY QUESTIONNAIRE**

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**TOPIC:** A STUDY OF THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE: A STUDY OF COCOA MARKETING COMPANY

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Dear Sir/Madam

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The researcher is a student of the Graduate School of Kwame Nkrumah University of Science and Technology. This questionnaire is designed to help investigate the impact of training and development on employee performance. The researcher would be glad for responses to this

questionnaire. The researcher wishes to assure respondents of the confidentiality of information provided for this e-research.

**SECTION A: BIO-DATA** This section collects bio-profile of research respondents

1. Sex of Respondent?
  - a. Female
  - b. Male
2. Age of Respondent? [.....]
3. Marital status?
  - a. Married
  - b. Single
  - c. Divorced/Widow
4. Highest level of formal education of respondent?
  - a. Diploma education
  - b. Polytechnic graduate
  - c. Graduate
  - d. Post graduate
  - e. PhD
5. How many years of working experience do you have in this company?
  - a. less than a year
  - b. 1-2 yrs
  - c. 3-4 yrs
  - d. 4-5 yrs
  - e. 5-6 yrs
  - f. 7yrs and above
6. What is your job title? [.....]
7. What is your rank? [.....]
8. What is your department?: .....

**Assessing gaps in the existing training and development program in the company**

9. Have you had any form of training since you joined the organization?
  - a. Yes)
  - b. No
10. If “yes” how were you selected for training?
  - a. On joining the company
  - b. Supervisors recommendation
  - c. Compulsory for all employees
  - d. Upon employee request
  - e. Performance appraisal

- f. Don't know
11. How often do you undergo training?
- a. Quarterly
  - b. Every six months
  - c. Once a year
  - d. One in every two years
  - e. Once in more than two years

**Assessing the effectiveness of training and development methods**

12. What are the methods of facilitation at the training you have attended?
- a. Lecture
  - b. Demonstrations
  - c. Discussions
  - d. Presentation
  - e. Seminar

13. Do the methods used during training have any impact on your skill?
- a. Yes
  - b. No

14. How will you rate the quality of the training and development program/s for which you have participated?
- c. Very poor
  - d. Poor
  - e. Average
  - f. Good
  - g. Very good
  - h. Excellent

15. How relevant were the trainings you received to your work?
- a. Not relevant at all
  - b. Not relevant
  - c. Not sure
  - d. Relevant
  - e. Very relevant

**Assessment of the approach to training and development in the company**

16. What is your assessment of the approach to training and development that you have participated?

Please use a check mark (√ or ×) in the appropriate box using the scale; 5=Very effective

4=Moderately effective

3=Somehow effective

2=Ineffective

1=Very ineffective

No.	Approach to training and development	Very effective =5	Moderately effective =4	Somehow effective agree=3	Ineffective =2	Very ineffective =1
a.	Right amount of exposition during the training and development					
b.	Training and development participants are selected based on logic criteria that reflect training needs					
c.	Right amount of group discussions tailored to performance problems during training					
d.	Trainers and development are very well prepared to facilitate during training					
e.	Training and development content meets my performance deficiencies					
f.	Training and development content is applicable to my job delivery					
h.	Training and development has the right amount of practical exercises					
i.	Training and development objectives are well established to match with organisational and participants training needs					
j.	The training and development provided aligns with business objectives					
k.	Training materials are useful					

1.	Presentations are clear during training					
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**Impact assessment of training and development on employees' performance**

17. What is your overall assessment of the impact of training and development that you have participated?
- Very effective
  - Moderately effective
  - Effective
  - Somehow effective
  - Ineffective
18. What is your assessment of the impact of training and development that you have participated in terms of the following?

<p><b>Please use a check mark (√ or ×) in the appropriate box using the scale;</b>  <b>5=Strongly agree</b>  <b>4=agree</b>  <b>3=somehow agree</b>  <b>2=disagree</b>  <b>1=strongly disagree</b></p>						
No.	The training and development I have participated helps me than not to:	<b>Strongly agree=5</b>	<b>Agree=4</b>	<b>Somehow agree=3</b>	<b>Disagree=2</b>	<b>Strongly disagree=1</b>
a.	Build trust, confidence, that motivates staff and seeks different perspectives when solving problems					
b.	Enhances my knowledge to perform job better					
c.	Build and foster shared team spirit cohesion and values to work with peers and supervisors very well					
d.	Boost moral for the job					
e.	Develop positive attitude towards my job					
f.	Enhance personal techniques to do my job efficiently					

g.	Enhance my competency level					
h.	Reduces tendency of error in job performance					
i.	Help us in career growth in the company					
j.	Help the company in succession planning					
k.	Increases skills knowledge and abilities on the job					

19. What in your assessment are the constraints to training and development that you have participated in terms of the following?

<p><b>Please use a check mark (√ or ×) in the appropriate box using the scale;</b>  <b>5=Strongly agree</b>  <b>4=agree</b>  <b>3=somehow agree</b>  <b>2=disagree</b>  <b>1=strongly disagree</b></p>						
No.	The training and development constraints	Strongly agree=5	Agree=4	Somehow agree=3	Disagree=2	Strongly disagree=1
a.	Right amount of lecturing in the training					
b.	Right amount of group discussions tailored to performance problems during training					
c.	Training content meets my performance deficiencies					
d.	Training and development content is applicable in my job delivery					
e.	Training has the right amount of practical exercises					
	Training objectives are well					
f.	established in match with organisational and participants training needs					

g.	The training and development provided aligns with business objectives					
h.	Training materials are useful					
i.	Presentations are clear during training					
	Lack of qualified trainers					
	Lack of staff co-operation					
	Problem of measuring effectiveness/efficiency of training					
	Problem of linking organizational and performance needs to training delivery					
	Lack of understanding of training modules					
	Time allotted to the training inadequate to cover all training objectives					
	Timing of training not appropriate					
	Inadequate training and development opportunities for employees					

20. What other problems do you face with regard to training and development within your organization?

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21. Please specify any ways you think training and development in your organization can be improved. ....

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