CATHOLIC UNIVERSITY COLLEGE OF GHANA

TRAINING AND DEVELOPMENT AND EMPLOYEE PERFORMANCE:

A CASE STUDY FROM MTN GHANA FORMER BRONG AHAFO

REGION

SOPHIA BRENDA ACKON

2020

CATHOLIC UNIVERSITY COLLEGE OF GHANA

TRAINING AND DEVELOPMENT AND EMPLOYEE PERFORMANCE:

A CASE STUDY FROM MTN GHANA FORMER BRONG AHAFO

REGION

BY

SOPHIA BRENDA ACKON

Dissertation submitted to the Faculty of Economics and Business

Administration, Catholic University College of Ghana, in partial fulfilment of

the requirement for the award of Masters of Business Administration degree in

Human Resource Management

JULY 2020

ABSTRACT

In every organization, periodic training of the staff in order to improve upon their technical know-how is very critical in motivating staff to give off their best towards the growth of the organization. The purpose of this study is to examine the importance of training and development on employee performance within MTN Ghana. Using a cross sectional study, questionnaires were administered to 120 staff of MTN Ghana to solicit their view on whether or not staff training in the organization has any impact on their performance. The data was analysed using SPSS and the description done using percentages and frequencies. The results show that MTN has an effective training program and as such would enable them acquires the knowledge and expertise necessary to perform their roles in the organization. Furthermore, majority of respondents disagreed that their personal career objectives has been enhanced by the training provided by the organisation. The study also revealed that most of the respondents agree that staff training offered by MTN has improved their job performance and has therefore reduced wastage in the organisation thereby enhancing both staff and organizational performance. Majority of the respondents also mentioned that their personal career objectives have not been enhanced by the training provided by the organisation. With regards to the procedures used to evaluate training programs, the study found the lecture method and classroom instruction as the dominant methods used for training respondents. It is however recommended that management of MTN should give attention to staff education, training and development programs by implementing strategic programs aimed at training staff at all levels, since it was established that training has a positive correlation with staff performance.

KEY WORDS

Training Development

Staff Performance

Organizational performance

ACKNOWLEDGEMENTS

DEDICATION

To my parents, and colleagues.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

Human resources are a key but expensive resource and thus in order to sustain economic and effective performance of this resource, it is imperative to enhance their impact to the attainment of the aims and objectives of the organization through training and development. Training and development is hence a necessity to ensure the adequate supply of employees that are technically and socially competent for both departmental and managerial positions (Mullins, 2007).

Heathfield (2012) argues that, the right employee training and development conducted at the right time, increases revenue for the organization in increasing productivity, knowledge, commitment and involvement. Training and developing human capital is extremely central in the effective management and maintenance of a skilled labour. Well trained employees, become more efficient and productive. This study, therefore, goes on to discuss one of the core functions of human resources in the telecommunication sector which is training and development, employee performance, and how the former affects the latter with MTN Ghana Brong Ahafo as the focal point.

Background to the Study

Achieving organizational goals cannot be done without human resource (HR). Most organizational activities are performed by human beings. It is people (human resource) not buildings, the equipment or brand names that make an organization. Thomas J. Watson founder of IBM, as cited in Snell and Bohlander (2012) once remarked that a person can get capital and erect buildings, but it takes people to build a business. The Reuters Group also

1

acknowledges this fact by noting that, a major source of competitive advantage for Reuters comes from the energy, ideas and commitment of its employees Reuters Group plc Annual Review, (2001). Human Resource Management (HRM) portrays a fundamental belief that people (human capital) really makes the difference in organizations; only people among other resources have the capacity to generate value. This follows from the premise that human knowledge and skills are strategic resources that need to be meticulously managed (Storey, 2001). According to Pynes (2008), both training and development programs seek to change the skills, knowledge, or attitudes of employees required by the job post. Indeed, employee productivity increases when organizations hire, train and develop employees effectively.

Whenever Human Resource (HR) practitioners embark on recruitment and selection process, they attempt to search and secure a candidate whom they can label as the 'best' possible candidate. However, no matter how hard this is done, De Cenzo and Robbins (1994) notes that; the fact remains that few, employees can be fully productive without undergoing training in an organization when employed. It takes a number of months (depending on the job) before employees get used to their new working environments. Besides, people in an organization offer different skills, abilities and knowledge that may or may not be appropriate to the needs of the business. This therefore becomes necessary for organisations to align skill set of employee to job requirement and develop training modules based on these findings. Employee training and development defined by the Training and Development - Encyclopedia

Business Terms; is an effective way of making sure that an organization meets its current human resource needs and also plan for any

future growth and expansion. The acquisition, development, motivation and maintenance of the needed human resource which are the 'most valued assets' in any organization whether public or private have been seen by most human resource development professionals as the major ingredients in ensuring the achievement of all organizational goals and objectives. This is especially so in the private sector and more particularly in the telecommunication sector including MTN Ghana, where continuous advancement in technology bring about frequent changes in their operations and activities.

Indeed, employees are valuable resources that may contribute in copious ways to a company's activities, provided the company gives them the appropriate training (Dartey-Baah, 2011). Ayeh-Danso (2011) presented that in order to be successful, a company needs employees who act toward the goals of the organisation and have strong desire to remain in the company. Such loyalty and commitment may be generated through training and development. Furthermore, training on the job, in particular, is aimed to achieve increases in work productivity and job satisfaction (Agyenim-Boateng, 2001). As a result of its impact, highly trained and motivated persons tend to work harder and perform more effectively in their jobs than less trained individuals.

Discussions about the association between staff training and productivity have generally been built around the proposition that developing staff capabilities provides benefits both to the employees and the organisation. Wolff and Binzen, (1991) and Cole, (2002) are of the view that staff development benefits the employees by increasing the skills of staff in a cost-

effective way and by retaining staff that become increasingly competent and skilful.

Policy statements concerning the development of personnel in organisations are however,   dependent largely, on the policies of the given organisation. De-Senzo & Robins argue that where an organisation makes every effort to promote its employee from within the organisation, the development of employee follows as part of a logical sequence (De-Senzo & Robins, 1996). However, if promotions from within the organisation are not given the utmost priority, it is seen that the development and performance of personnel also receives a corresponding low priority Wolff et al., (1991).

Literature on human resource development suggests that there is a two-fold responsibility for the success of every organisational policy on training (Mosses, 1999; Garbman, 2000; Sims & Felton, 2006). First there are the responsibilities of the organisation – to develop training policies and design programmes that satisfy the objectives of staff and that of the organisation for training; to ensure adequate procedures for administering the training programme; setting objectives for development programmes; and defining the scope of the programme. Secondly, there are certain responsibilities that fall upon the individual staff partaking in the programme – the readiness to take the training opportunities offered by the organisation, and to have clearly defined personal goals, which are related to the goals of the organisation and to use the training for improving task.

Across the globe, many organisations have set up staff development policies that seek to train and motivate employees and to expand their responsibilities within the organisation. This follows the line of thinking that it

is often more costly to hire and train new staff, even when the staff has the required qualifications for a new position, than it is to develop the skills of existing staff; Bodimer(2019). Wolff et al., (1991) and Yahaya (2007) also argued that by utilizing and developing staff skills internally, the organisation as a whole becomes stronger, more productive, and ultimately more sustainable.

No doubt, "the design of development policies for staff has generally been one major concern to building sustainable organisations that seek to remain true to their goals". MTN Ghana, one of the giants in the telecommunication sector in Ghana for example, has since its inception developed as part of its Human Resources Policy, a corporate Staff Training and Development Policy (STDP) towards building its Human Resource (HR) capacity. The Staff Training and Development Policy spells out the guidelines to oversee the investment in human resource through continually providing opportunities for staff to improve their skills. The STDP is believed to serve as the main pathway for career development within MTN Ghana hence the essence of this research. This research on the staff training polices of MTN is aimed at establishing the effect and importance of training and development on staff of MTN.

Skills, knowledge, attributes and competencies of staff ultimately improved worker performance and productivity in organizations are enhanced by training (Cole, 2002). Many organizations in Ghana engage in training and development of its staff and also have departments, units and sectors that are responsible for training and development.

The aim of MTN Ghana's policy on Staff Training and Development is to ensure that the company develops and retains the quantity and quality of manpower required to meet its current and future programs. This implies that

the entire employees are involved in continuous training and development, not as individuals, but as members of the bigger entity, so that the company can function in a sustained manner (MTN Group Limited UNGC Communication of Progress; 2017).

The human resources (HR) department of MTN Ghana is tasked with the responsibility of conveying a programme to provide different types of training aimed at improving the performance, motivation, and ability of staff through both on-the-job and off-the job training approaches. Thus the department has since its inception been providing training to all categories of staff of the company through the engagement of L'aine Services and other well recognized HR consultants .

Statement of the Problem

Training presents a prime opportunity to expand the knowledge base of all employees, but many employers in the contemporary work environment find development opportunities expensive. Employees attending training sessions also miss out on work time which may delay the completion of projects. However despite these potential drawbacks, training and development provides both the individual and organisations as a whole with benefits that make the cost and time a worthwhile investment. The return on investment from training and development of employees is really a no brainer (Jochen de Peuter)**.**

Skills, knowledge, attributes and competencies and ultimately worker performance and productivity in organizations are enhanced by training (Cole, 2002). Many organizations in Ghana engage in training and development of its staff and also have departments, units and sectors that cover training and development. The problem to be resolved by this research study is whether

training and development in an organization within the telecommunication industry will have some effect on the general performance of that organization.

MTN Ghana's policy on Staff Training and Development is to ensure that the company develops and retains the quantity and quality of manpower required to meet its current and future programmes. This implies that the entire employees are involved in continuous training and development, not as individuals, but as members of the bigger entity, so that the company can function in a sustained manner. The human resources (HR) department of MTN Ghana is tasked with the responsibility of conveying programmes to provide different types of training aimed at improving the performance, motivation, and ability of staff through both on-the-job and off-the job approaches. The HR department has since its inception been providing training to all categories of workers of the company as part of their yearly valuation.

Even though MTN's STDP has been implemented for some time now, there has not been any assessment undertaken to ascertain the extent to which training activities are meeting both the organisational objectives and the personal objectives of workers. Meanwhile, there shows an upsurge in the number of staff opting for self-development through private efforts. This situation may be advantageous or disadvantageous depending on how it is managed. it is however to be expected that, organizations, in coming to terms with the reality of global competition and the forces of globalization, would intensify all their efforts in order to translate the development which necessarily faces them into positive factors of production. Much as self - development of personnel is of immense benefit to MTN, it is also a worry because of its disadvantages. The negative implication of the proliferation of especially self-

initiated development programmes and makes quality of time spent on the job be of a great concern. The challenge looks big because of the proliferation of diverse national and international training facilities offering various part-time and off-campus training opportunities. (MTN Group Limited UNGC Communication of Progress; 2017).

Despite these observations, there has been no study to examine how this dichotomy is played out in the reality of the working life of employees in MTN. The need to device remedial actions into tactical and strategic prospects is however considered. Clearly, these measures must be carefully researched into so as to facilitate informed decisions. In order to ensure operational continuity and yet have due respect for the policy for capacity building, it is crucial to assess which survival prerogatives to be addressed in the short run and which longer term measures should be considered.

It has become necessary to conduct such assessment now than ever especially due to some recent discoveries about the increasing number of employees pursuing various self-development courses outside the organisation's (MTN) STDP. The effect of such self-initiated development courses on work output and overall corporate performance is particularly of great concern. This study is therefore designed to examine MTN's STDP with the view of verifying the importance and the extent to which staff training and development objectives meet the corporate goals and objectives of the MTN corporate staff development programme.

Purpose of Study

The purpose of this study was to help establish the importance and the extent to which employee training and development influences performance.

This study was done by acquiring the needed research files throwing more light into the relationship and importance between training, development and performance, at MTN Ghana in the Brong Ahafo Region. The study sought to examine the training and development programmes available for staff at MTN and to assess and discover the importance of training in an organization. Another purpose is to provide suggestions to the organisation (MTN).

Research Objectives

The main objective of the study was to assess the corporate staff training and development programme of MTN Ghana. Other objectives the study looked at include:

1. To ascertain the extent to which MTN implements its training programmes

2. To examine the effectiveness of MTN's training programmes in meeting the needs of the staff

3. To find out how staff training and development programme of MTN has enhanced staff and organizational performance.

4. To examine the procedures employed to evaluate staff training programmes

Research Questions

The main research question of the study was, how does MTN Ghana implement its staff training and development? Other questions posed in the study include:

1. How effective is MTN's training programmes in meeting the needs of the staff?

2. What procedures are being employed to evaluate staff training programmes offered by MTN?

3. How does STDP of MTN enhance staff and organisational performance?

4. What measures are employed by MTN in evaluating staff trainig and development need?

Significance of the Study

Considering the surge in self-development outside the main training provisions of MTN and the reported concerns from management, this study will be designed to examine the training programme of MTN with the view of verifying the extent to which staff development objectives and the objectives of the organisation are being achieved by MTN's corporate staff development programme.

In addition, the findings of this study will bring to bear informed policy about future human resource issues which is critical for management of MTN especially the Human Resource Department. The Department will find this tailor-made for programme planning, implementation, monitoring and evaluation purposes. The findings of this study will contribute meaningfully to the general clientele of MTN through improved services generally.

The study will also contribute to knowledge in the field of management studies and specifically the literature on training and development. The outcome of this study will become a source of reference for further studies by academics, researchers, students in management studies as well as personnel in Human Resource management.

Delimitations

The study was planned to cover all MTN branches nationwide and embroil many respondents as possible. However, due to the constraints of time, finance and logistics and the enormous challenges presented by the recent pandemic Covid 19, a wider coverage in respect to the study area and research subject was impossible. Thus the study could only be concentrated in the Brong Ahafo Region and 120 respondents with detailed investigations were conducted to ensure that many of the key issues involved in staff training and development are brought to light. The limited scope of the study in terms of coverage, which is using staff from one region as representative of other regions is of grave concern and this has slightly affected the extent to which the study measures staff training and development in MTN Ghana. Consequently, the reliability of the study in terms of application of findings was slightly constrained by the limited scope of the study and few responses that were generated.

Limitations

The constraint of time was a major limitation, the issue of getting access to all respondents to administer the research tools to the staff of MTN since administering was done mostly during working hours was also a difficult task to accomplish. Explaining to some respondent what is required in the questionnaire. Also, following up on the respondents to collect questionnaire feedback for the necessary required data for analysis as well as meeting with supervisor for consultations. Another key limitation encountered was that respondents were sometimes not willing to give information in the name of confidentiality and the fact that 'COVID 19' is real so they are not ready to receive any document. Due to this problem, an introductory letter was sent

before hand and a follow-up study made. It was therefore important to emphasize that the information obtained from the questionnaires would be treated with strict confidentiality and for academic purpose only.

Definition of Terms

Training: theoretically relates to work specific skills and involves change in attitude, skills or knowledge of a person with the ensuing enhancement in the behaviour for effective performance at work.

Job or Work Training: is a process of preparing employees to perform task by providing them with information about the task, a demonstration of its performance, an opportunity for the employee to imitate the demonstration and subsequent feedback. It provides the employee with facility to gain technical knowledge and to learn new skills to do specific jobs.

Employee learning: the process of acquiring knowledge through curiosity to learn is known as employee learning. It is a mind-set of people who are anxious to get information. Employee learning will increase the abilities and competency of the employee (Dixon 1999). The abilities and competencies are helpful in employee performance and productivity.

Employee performance is defined as the job-related activities expected of a worker and how well those activities were performed. The result or contributions of employees make them attain goals.

Human resource development: is the incorporation of individual, career and organization development roles in order to achieve maximum productivity, quality, opportunity and achievement of organizations members as they work to accomplish the goals of the organization (Smith &Mills1991)

Development: relates to prospects created to help employees grow. It is more of long term or innovative in nature as opposed to training, which emphasises on the current job. It is also not limited to the job opportunities in the current organization but may focus on other development aspects also.

Organization of the Study

This study is organised into five chapters. Chapter one deals with the background to the study, statement of the problem, the objectives of the study, research questions, significance of the study, and scope of the study. Chapter two reviews related literature on staff training and development through a conceptual framework and empirical analysis. Chapter three presents the methodology used in the study. This include some discussions on the study design, target population, sample size and sampling procedures, instrumentation, types of data used and procedures for data analysis and presentation. Discussions as well as analyses of the results of the study is presented in Chapter four while Chapter five gives the summary, recommendations and conclusion of the study.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter examines previous literature related to the relationship between training and development, and employee performance among the staff of MTN Ghana. It analyses the past studies that aid the researcher to appreciate and ascertain the problem being studied more suitably. The objective of the literature review is to assess earlier research undertaken in this field. This is intended to provide a background against which empirical evidence can be analysed and also to allow for a comparison of findings to similar studies.

Theoretical Framework

The trends in Human Resource Management practices throughout the world are changing dynamically. Nowadays, employers are more concerned about employee's retention and controlled employees' turnover than cost cut off. The need of employee's retention has encouraged the employers to pay attention towards employee's development through training in order to keep them motivated (Edward Ghansah|2011) the core purpose of involvement in training and employee's motivation is to improve employee's performance resulting in enhanced organization's performance.

Flippo (1993) defined the training as an act that involves growing the knowledge and skill level of an employee in order to perform a specific job Armstrong (2006) also explained training as a procedure of improving the knowledge attitude and skill of employees to attain organization's objectives. He further notes that it is merely through a systematic course of training that essential professional knowledge is conveyed, skills are developed and attitudes

adjusted to the work situation. Flippo (1993) presents that training is not a choice for any organization that it may skip or keep rather it's an essential requirement. The only option that an organization has is to choose the method to be acquired for training of its employees that also depends on the training subject. Training has a vital role in bridging the gap that exists between knowledge and skills required for the job and employee's own calibre Saghir Javed (2014). In the absence of planned and systematic training, employees learn their job either with the help of trial and error through observation. These methods cost additional time and energy, thus increasing the cost of training too. Still, there is no assurance that the employee will learn properly. This is in the regard that training is essential for effective learning at reasonable cost. Lettmayr et al. (2008) describes the term development as future oriented, volunteer activity of an employee to enhance his abilities and skills in long run.

Development is a long run educational procedure that emphasizes on a systematic and organized method through which managerial personnel acquire conceptual and theoretical knowledge. It is intended for the general development of managers to assemble their long run requirements. Thus, development tends to be an initiative that is intentional and comes from the employee himself.

Theory of Learning

Theories and concepts are crucial to social science because they provide a coherent framework for making sense out of scientific observations (Stolovitch and Keeps, 1999; Kelley and Littman, 2005). To this end, learning theories describe how people and animals learn; thereby helping to understand the inherently complex process of learning.

Learning theories bring together cognitive, emotional, and environmental influences and experiences for acquiring, enhancing, or making changes in one's knowledge, skills, values, and world views (Illeris, 2004). This section therefore seeks to discuss the major theories and concepts of learning that affect the way training and development are approached in modern organisations including MTN Ghana.

Behaviourist Theories of Learning

One of the modern theories of learning is Skinner's (1971) Operant Behaviourism Theory (OBT). Skinner was particularly interested in the concept of the reinforcement of behaviour. He holds the view that behaviour is caused primarily by externally induced stimuli. He asserts that behavioural scientists should give up their emphasis upon the inner life of man and upon free will. Rather scientists should concentrate on relations between man and the environment. According to Skinner, all behaviour is shaped and maintained by its consequences. Skinner calls for the application of "technology of behaviour" in a systematic programme to alter the very nature of human beings.

Corroborating this Stolovitch et al. (1999) observe that a human being does something because of the reinforcement he receives from similar behaviour in the past. If the outcome of his action is pleasing to him, the likelihood of him repeating that same action is high. Skinner (1973) calls the action taken by the individual an "operant" which means an operation of some sort performed by the person. Skinner (1973) was particularly interested in the strengthening of a subject's responses. He observed that a subject's response might be achieved by means of positive stimuli – rewards (food, water, teacher's smile, etc.) or by the removal of threats (negative stimuli). Skinner's view of

punishment was that it does not reinforce, since it tends to weaken responses rather than strengthen them, which is the essence of reinforcement. Skinner's principal contribution to human learning therefore has been his development of programmed learning, which is based on his ideas of Stimulus-Response-Reinforcement (SRR).

This perspective has implications for behaviour modification through such activities like training and development. When a performance appraisal or a manager's on-the-job observation reveal for example, unsatisfactory job performance problem, a number of options could be used to provide the necessary corrective measures. One of these could be training. Feedback to employees about how they are doing is a form of reinforcement (Drisoll, 2000). Providing encouragement, recognition, approval, personal interest and mentoring are essential in helping trainees to refine and develop their skills and abilities.

Gestalt Psychology

The Stimulus-Response-Reinforcement process propounded by the behaviourist school was criticised by a group of German Psychologists known as Gelstaltists. In its place, Gelstaltists advocated for the use of perception as the core option for any learning process. The Gestalt school led by Wertheimer (1880-1943) were particularly interested in the subject of perception – how human beings and animals "see" their world. From their experiments, the Gelstaltists demonstrated that learning is a matter of assembling one's world into meaningful patterns rather than just making connections between separate elements. Their view of perception was encapsulated in the statement that "the whole is greater than the sum of its parts". Thus, Gestalt psychology views

training and development as a holistic concept that should be comprehensive and all-encompassing so that trainees have the advantage of getting all-round knowledge about their jobs.

Cognitive Theories of Learning

Unlike the behaviourist who saw learning as behaviour only, the cognitive psychologists saw learning as a complex process involving the exercise of problem solving capacity, mental mapping, intuition, imagination, perception and purpose (Stolovitch, and Keeps, 1999). They also held that learning could be latent – stored away until required for use. Such latent learning did not manifest itself until after it had been acquired.

Insight in Learning

One important issue under learning theories is "Insight". Lunzer (1968) explains insight to represent the dawning of understanding, when a person grasps the essentials of a problem, can formulate a solution and then make use of the experience on a future occasion. However, it has been noted that whiles acknowledging the importance of this, insight is not relevant in all learning situations (Cole, 2002). For example, when engaged in basic information gathering or learning basic skills routines, insight is not called for. Conversely, in a study that involves the work schedule and performance assessment of staff, insight becomes crucial.

Transfer of Learning

An important issue that is core to the current study is the "transfer of learning". Transfer of learning underscores the ability of people who have undergone training to utilize previous learning in the service of new learning (Stolovitch, and Keeps, 1999; Cole, 2002). Cole (2002) observes that transfer

can be of two types: positive, and negative. (i) Positive transfer occurs when something learned previously is helpful in a subsequent situation; and (ii) Negative transfer occurs when something learned previously hinders performance in a new situation.

Cole (2002) observed that learning is a complex process of acquiring knowledge, understanding, skills and values in order to be able to adapt to the environment. He noted that this process depends on a combination of factors such as: individuals innate (inherited) characteristics, such as intelligence and temperament; readiness to respond to learning opportunities; teaching skills of those delivering; and conditions under which learning take place. These factors affect the extent to which the learning theories can influence learning outcomes and hence employee training and development needs.

Current Approaches to Learning at Work

Modern approaches to learning theory see learning as an individual activity pursued freely within a loose framework of external controls (Stolovitch, and Keeps, 1999; Drisoll, 2000; Cohen and Prusak, 2011). With respect to training and development, Cohen and Prusak (2011) identified four important preferences amongst training and development professionals: (i) Trainee–centred rather than organisation centred approaches. (ii) Experiential learning in which the individual learner has freedom of choice and action, and the capacity to initiate rather than simply respond to circumstance (iii) Participative forms of training, in which trainees jointly decide with trainers how their needs are to be met, instead of tightly – structured programs imposed unilaterally by the organisation; and (iv) Flexible training programs, in which trainees work at their own pace, rather than in accordance with a rigid timetable.

The Learning Organization

In an attempt to ensure that training and development meets the needs of employees, the learning organisation has been recognised as a vital tool. The idea of learning organisation emerged in the early 1990s. Senge (1990) describes such organisations as "organisations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together".

The notion of continually learning how-to-learn-together is particularly important for a learning organisation, and it raises a number of fundamental issues, such as what is being learned, how is it being learned, how is it being applied, and why (Dixon, 1994; Cohen and Prusak, 2011). At the heart of the concept of the learning organisation is a perspective that sees work organisations as needing to become more collaborative in the way they perceive problems and opportunities, and how they attempt to answer them or exploit them. Thus, everyone throughout the organisation is expected to reflect on practice, raise alternative (better) ways of doing things, and find the will to work together to achieve results more effectively (Eseryel, Blanken and Spector, 2011).

The underlying philosophy of the learning organisation is to enhance the achievement of collective goals by harnessing the reservoirs of knowledge, skills and insights of all the members of the organisation (Tyson and York, 2000). The goals for an organisation will include increasing revenue and/or market share, attaining profit targets, increasing the company's standing in the stock market, and establishing a base of satisfied customers who return for

repeat business. Arising out of this attention to group goals, individual employees may find opportunities for personal development, increased job satisfaction, and even enhanced career prospects (Eseryel, Blanken and Spector, 2011). Thus, depending on the level of commitment of top management to the idea of a learning organisation, the benefits for employees may be regarded as central to a training and development programme or merely as by-products of it.

In reviewing the literature and the conceptual issues in respect of the study, it is important to assess the training policy and the training programme of MTN Ghana in relation to awareness about the policy; the forms of training programmes available for the different categories of staff; the adequacy of their contents, the processes and procedures used in designing and evaluating the training and ; the general effects of the training programmes on beneficiaries and the organisation as a whole.

Concept of Staff Training

Various definitions of training exist in the literature (Britain, 2004; Console and Fill, 2005; Koper, 2006). However, a common element running through all the definitions is that it is a planned process of modifying attitude, knowledge, skill and behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose in the work situation is to develop the abilities of the individual to satisfy the current and future manpower needs of the organisation (Manpower Services Commission, 1981).

In this sense, Tyson and York (2000) observe that the aim of the training process is to develop in the organisation's employees' knowledge, skills and

attitudes that have been defined as necessary for the effective performance of their work. This invariably leads to the achievement of the organisational aims and objectives by the most cost effective means available. Thus training in an organisation is essentially a learning process in which learning opportunities are purposefully structured by the managerial, personnel and training staff, working in collaboration or by external agents, acting on their behalf (Koper, 2006).

In the opinion of Conole and Fill (2005) training can be seen as the organisation's effort to help employees earn job-related knowledge, skill and behaviour. Hence, training is job related whereas development addresses the broader need of preparing employees to deal with change throughout their career. Training presupposes the act of helping members of an organisation to acquire and apply the knowledge, skills, abilities and attitudes needed by that organisation to carry out its mission. Most commentators generally underscore the need for all staff members to be appropriately and adequately trained in order to carry out their jobs efficiently and effectively (Bramley and Newby, 1984). In discussing employee training, Koper (2006) notes that the term training is used with greater frequency when the development of junior ranks is discussed while the term development is used more often when referring to management staff. He noted that training begins with first impressions. Newly hired staffs are taken through orientation programs designed to control those first impressions. A well-planned orientation not only familiarizes an employee with the nature of the organisation and its objectives, but also acquaints him with the nature of the organisation, its objectives, and his role in the attainment of these objectives.

Another important area of training is the development of job skills. The methods used in developing these skills vary considerably and include, on-the-job training, vestibule training, and a combination of on-the-job experience and formal classroom training (Conole and Fill, 2005; Koper, 2006).

Designing Training Programs

The efficacy of most training programmes lies in the way and manner in which they are designed. The literature on training and development acknowledges various categories of designs, all of which are aimed at providing adequate training to personnel (Clark, Nguyen, and Sweller, 2006; Conole, and Fill, 2005). Clark, et al (2006) summarized training designs or modes into three as: (i) Action Design: A school of thought that holds the view that people get trained better when they do what they are supposed to be learning. Action design is problem-centred approach and lasts for about 2 to 3 months; (ii) Packaged Approach: This is a programme that exists somewhere already and trainees are sent there to take the package. Examples include, management programmes like those organized by the Ghana Institute of Management and Public Administration (GIMPA) and Management Development and Productivity Institute (MDPI); and (iii) Tailored Approach: This is where an organisation's own Human Resource Department or Consultant structures or tailors the training programme to meet specific organisational needs. It could be an in-house or out-house training and often used to address certain performance gaps.

Training Techniques

Employee training is a formal process that applies varying techniques. Politt (2004) suggests that training techniques could be categorized by the location of the instruction. Conversely, Singer (1990) is of the opinion that

training techniques are determined by considerations of cost, time available, number of persons to be trained, depth of knowledge required, background of the trainees and many other factors. Two major methods of training have been distinguished via on-the-job training and off-the-job training.

The Concept of Staff Training and Development

The concept of staff development focuses on improving the total worth of staff through appropriate techniques (Conole and Fill, 2005). Wolf, et al. (1991) provides a comprehensive list of opportunities to improve the performance, motivation and ability of staff through on-the-job and off-site staff development techniques. These techniques include: (i) Expanding responsibilities of staff members through effective delegation and supervision;(ii) Increasing employee participation in decision making in areas that affect their work, and giving appropriate recognition for their contribution; (iii) Allowing employees to have paid time off from work to attend professional seminars, lectures, or classroom courses; (iv) Providing basic and refresher training on a regular basis, as well as specialized training in response to needs communicated by individual staff; (v) Providing opportunity for study tours inside or outside the country; (vi) Arranging for an internship exchange with a collaborating agency; this also helps to promote coordination; (vii) Supporting exchange visits between different functional areas within the organisation; (viii) Developing a job rotation program that enables staff to learn the jobs of others within the organisation;(ix) Encouraging individual initiatives and suggestions for improving program performance; (x) Providing frequent feedback and positive reinforcement for carrying out new responsibilities; (xi) Establishing an employee career path program as part of the organisation's benefits package;

and (xii) Using daily interaction with staff and regular staff meetings to impart and share new knowledge and experience. Wolf et al. (1991)

Wolf et al. (1991) therefore sees staff development in its broad sense as a cumulative result of the day-to-day interactions between management and staff. Clark, Nguyen & Sweller (2006) note that for staff to be motivated to participate in activities for self-development, an organisation must provide incentives to employees by offering opportunities for promotions and transfers, for the purpose of matching employee skills to the appropriate jobs and utilising employee abilities to their full potential. It has however, been noted that organisations will normally focus on developing programmes for management staff while concentrating on skills training for subordinate staff (Conole & Fill, 2005).

On-the-Job Training

On-the-job training is conducted when workers are taught relevant knowledge, skills ability at the actual workplace (Singer, 1990). It is the most common method of training used in businesses. In its simplest form, on-the-job training requires that supervisors instruct employees in proper work methods directly at workstations. A variety of training aids and techniques can be used in conjunction with this technique of training. Among these are procedure charts, pictures, manuals, sample problems, and demonstrations, oral and written explanations and tape recordings (Singer, 1990).

A strong case has been made for on-the-job training as the most appropriate technique for teaching knowledge and skills that can be learned in a relatively short time and when only one or at most a very few employees must be trained at the same time for the same job training (Shah & Burke. 2003;

Statistics Canada, 2003; Politt, 2004). It is useful for learning unskilled and semi-skilled manual jobs, the underlying educational background must be obtained by other means; however, the applied aspects of these jobs are quite generally learned on the job (Singer, 1990).

Morrell, Loan-Clarke and Wilkinson (2004) concede that on-the-job training offers some key advantages. First, it is cost effective. Workers actually produce while they learn. Secondly, it enhances motivation and promotes feedback. Indeed, being on the job creates eagerness in workers to perform and they receive immediate results for their actions. It also has the advantage of permitting the trainee to learn on the job. Problems associated with transfer of training are minimized.

Notwithstanding the advantages of on-the-job training outlined above, the technique is bedevilled with some limitations. Key among them includes logistical constraints. For example, when trainees are using equipment for learning purposes, productivity is diminished. Experienced workers cannot use the machinery while it is being used for the training. It has also been observed that on-the-job training tends to centre on the trainer (Morrell et al., 2004). In the majority of cases, particularly when line workers are being trained, the instructors are either supervisors or experienced production workers. In either case, the trainer may not have the teaching abilities, interest or time necessary to spend training workers. These conditions could produce anxious, frustrated employees who through no fault of theirs are incapable of performing satisfactorily (Morrell, Loan-Clarke & Wilkinson, 2004).

Forms of on-the-Job Training

Orientation training, job rotation, coaching and mentoring have been identified as the most common forms of on -the-job training (Singer,1990; Megginson and Clutterbuck, 2009). These are further explained below.

Orientation Training

Megginson, and Clutterbuck, (2009) observed that regardless of the total training time which workers are exposed in their job tenures, they receive some form of orientation training. Although proper orientation is easily and often neglected, it is essential for ensuring that new employees get off to the right start. Orientation training is sometimes referred to as "indoctrination" or "induction" training and is conducted primarily by human resource personnel.Singer (1990) argues that the objectives of orientation training are in multi-fold. In carrying out such a programme, management seeks to create favourable attitudes toward the company, its policies and its personnel. Singer (1990) further argues that Orientation training can in still a feeling of belonging and acceptance. It can generate enthusiasm and high morale. Many employers seek to mould employees' attitudes and behaviour so that they fit in well with the organisation and accept management policies and ethos. A well-run orientation programme may minimize the likelihood of rules, violations, discharges, quits, grievances and misunderstandings (Garvey, Stokes & Megginson, 2009).

Job Rotation

In job rotation training programmes, trainees are periodically moved to different jobs within the organisation. This system is commonly used for management training programmes and individuals receive the benefit of

training in various phases and operations of the organisation (Garvey et al., 2009). Megginson et al. (2009) noted that job rotation injects new ideas into different departments of an organisation. Under this system of management development, a manager may be equipped to step into any one of several executive posts in any of the various functional divisions.

Coaching and Mentoring

Coaching is a one-on-one relationship between trainees and trainers (supervisors), which offers workers continual guidance and feedback about their performance (Griffin, 2010). As part of the scheme, a supervisor recognizes the obligation to take a decisive interest in the training and advancement of those who work for him. His coaching responsibility can be implemented by doing a number of things. He can delegate more. He can assign not only the routine chores, but he can invite his people to tackle some of the more complex problems, which he may have felt could be properly handled only by himself. (Griffin, 2010)

Mentoring is a particular form of coaching used by experienced executives to groom junior level managers (Clutterbuck, Megginson, Garvey, Stokes, and Garrett-Harris, 2005). Normally, mentoring involves one –on-one coaching for a period of several years until the individual is eventually capable of replacing the mentor. When used properly, coaching contributes to learning and increases motivation. On the other hand, if mentors or coaches form overly strong bonds with trainees, unwarranted favoritism may result. This can have a demoralizing effect on their workers and result in work behaviors that are detrimental to the organization (Garvin, 2000).

Underststudy Training

Beach (1980) defines an understudy as a person who is in training to assume at a future time, the full responsibility of the current position held by his superior. This form of training prepares a person with as much competence as the superior to his post which is likely to fall vacant due to promotion, transfer or retirement. The method has several advantages which include the continuous guidance of the trainee from his superior in order to acquire full knowledge of the job. A good understudy practice helps the trainee to learn by doing his job and hence it is economical and time-saving, there exists the close contact between the junior and his senior which is also healthy for the organization, It ensures continuity of management when the superior is promoted or transferred or leaves the job on retirement. In light of these, it is important to implement this type of training program with much cautiousness since the wrong approach can pose some problems.

An understudy when not properly presented perpetuates the same old managerial practices, demoralizes other employees when a particular junior is trained in advance to take up higher position and this may defeat the purpose of the training since the subordinate staff are likely to ignore the understudy and treat him as an intruder without specific authority and responsibility, the understudy may not also have any freedom of thought and action when his senior is overbearing and predominant. The success of this method in no doubt depends upon the teaching skills and cooperation from the superiors as well as the subordinates of the understudy. (Beach, 1980)

Off-the-Job Training

With this type, training occurs away from the actual job site. Off-the-job training adds a degree of flexibility to training that would otherwise be unavailable to many companies (Arnold, 2001; Faulstich, 1999). Programmes can be creatively designed to meet changing needs without being hampered by the lack of on-site resources. A variety of trainers from several company locations can be used for different sessions and off-the-job training fosters an environment for learning (Forneck, Hermann, Wrana and Daniel, 2005).

Beach (1980) discusses off-the-job training techniques in addition to vestibule and classroom methods. Beach uses the term vestibule training to designate training in a classroom for semi-skilled production and clerical jobs. It is particularly appropriate when a large number of employees must be trained at the same time for the same kind of work.Forneck et al. (2005) argues that the advantages of vestibule training are fairly obvious. It literally provides off-the-job training in a well–monitored, controlled environment with professionally trained staff. Motivation is high, learning is promoted, material is meaningful and transfer of training is readily facilitated. Beach (1980) points out that theory can more easily be presented in a vestibule school than on-the-job and he sees classroom instruction as the most useful when philosophy, concepts, attitudes, theories and problem-solving abilities must be learned. In line with this, he identified eight (8) classroom methods namely: lecture; conference; case study; role playing; programmed instruction; computer-assisted instruction; simulation and games and; learner-comptroller instruction.

Case Study Method

This learning technique deals with any problem met by a business which can be solved by an employee. The trainee is given the chance to analyse the case and come out with all possible results. This technique can improve the analytic and critical thinking of employee in an organization.

Business Exercise

This is a type of off the job training exercise, in which the work situation is stimulated and the trainees are presented with reports, correspondence and memoranda, as in an actual work situation, to handle. This type of training helps employees to develop decision-making, time management, planning and communication skills.

The Concept of Development

Development is a continuing educational process using a systematic and planned procedure by which the management an organization can acquire conceptual and theoretical knowledge for general usage. Employee development is a broad term meaning, it is a continuous process which training is not excluded. This is to say, development includes the training of employees on different areas of content like information, acquisition of skills, attitudinal change, decision making and problem solving in an organisation. In practice, training programmes often integrate more than one type of training content thus, making training a part of an on-going employee development programme. (Nair, Nair,Chand, (2004) "ILO Manual of (1986)

Mamoria (2008) argues that, development does not only cover activities which improve work performance, but also covers those which bring about the growth of personalities, help individuals in the growth towards maturity and the

actualization of their potential capacities so as to become not only good employee but better people. Yoder on the other hand presents development as an inclusive process with which both managers and individual employees are involved. It does not only offer opportunities to learn skills but also provides an enabling environment designed to discover and nurture basic attitudes and competencies and aiding continual personal growth. Nair and Nair (2004) also, defined development as the process of change of an employee from a lesser level of ability, skill and knowledge to that of greater level. This enhancement is influenced by education, training, work experience and an enabling environment. And thus enhances the value of individual employees in terms of his self-development, career growth and input to the organization. From the various definitions of development and training, it can be argued that training is an essential exercise provided to turn the unskilled employee into a skilled employee. The managerial staffs acquire conceptual and theoretical based knowledge for its over-all use through well-defined and systematic learning processes. Organizations no longer talk of training in isolation but usually address training along with development in recent times. While referring to the combination of the two processes, Yoder has again noticed that the use of the terms training and development in today's employment setting is far more suitable than 'training' alone since human resources can apply their full potential only when the learning process goes far beyond simple routine. (Yoder, 1975; Nair, Nair, 2004)

Training thus, helps an individual learn how to perform his current job satisfactorily while development aids in preparing the individual for a future job and growth in all respect (Gupta, 2005). As defined by Marx (1953), training &

development are two faces of the same coin thus, Executive Education'. This refers to the specific instructional and educational activities aimed at improving job skills to enhance executives' professional and personal efficiency. On the other hand, executive development is a much wider concept which refers to companies' efforts towards advancing the growth of their executives. Executive development that is to say uses training as a technique for executive learning, but not restricted to it. Although the concepts are considered as distinct in some way, there are some fundamentals associated to all of them. Training, development and education are basically involved with learning while development appears to be the primary process to which training and formal education contributes to the facilitation of both, the individual and the organization growth. As presented by Aswathappa (1999), there can be differences made among training, education and development. According to him, 'Training refers to the process of imparting specific skills while Education, on the other hand, is confined to theoretical learning in classrooms. Even though, training and education vary in nature and orientation, they are complimentary. An example cited is that of an employee who undergoes training, he or she is presumed to have had some formal education. It is again worthy to note that, no training programme is complete without an element of education. In as much as more employees are called upon to execute result and to choose alternative solutions to the job problem, training programs seek to broaden and enrich the individual through education. Development is defined as those learning opportunities intended to help employees grow. Drives towards development often lies on personal drive and ambition. (Marx, 1993; Ashwathappa, 2002)

Developmental activities, such as activities supplied by management through developmental programmes, are generally voluntary and they bring the distinction among training, education and development in to sharp focus. It may again be stated that training is offered to workers, whereas, developmental programmes are meant for employees in higher positions. Education however, is common to all employees in an organization irrespective of their grades. The beginning of education, development and training is rooted within the learning process. It is important to also note that human learning models are being studied in order to understand why some individual seems to learn at faster rate than others. Learning theories on the other hand, concentrates on 'how' an individual learns instead of 'what' he or she learns. Human learning like human growth seems to develop rapidly at some points, to level off at others and to decline eventually in yet other periods these conditions and occurrences contributes to the main reason why learning analysis is a focal point to training and development (Tapomoy, 2006).

There has been the differentiation between education and training by educationist stating that training is narrow in scope while education is interested in the total human being and his perception and understanding of his entire world. Gupta(2005) again refers to education as education being the formal instruction given in school and college, whereas training is often imparted at work place., it is however difficult in reality to distinguish between education & training because in many cases, both of them occur concurrently. There is therefore some education in all training and in all education there is some training. (Gupta 2005)

Conceptual Framework

Sherrie Scott in her article, Role of HR in Achieving Business Goals presents that, the overall aim of management of every organisation is to ensure that the organization achieves success through its employees. Hence the main objective of management is to hire, develop and maintain competent employees with the requisite knowledge, skills and competences. In order to achieve this objective, management through the HR unit in organizations are supposed to carry out some functions aimed at addressing issues connected with management and development of people in the organization. These functions include recruitment and selection, organizational design and development, performance management, reward management, health and safety, and employee relations.

However, one key HR function which is very fundamental is training and development. This is so because training and development has effect on all of the HR functions (Agarwal, 2006). Training and development seeks to equip employees with the necessary and relevant skills, knowledge and ideas which are needed by employees to perform effectively and efficiently. This is represented in the diagram below.
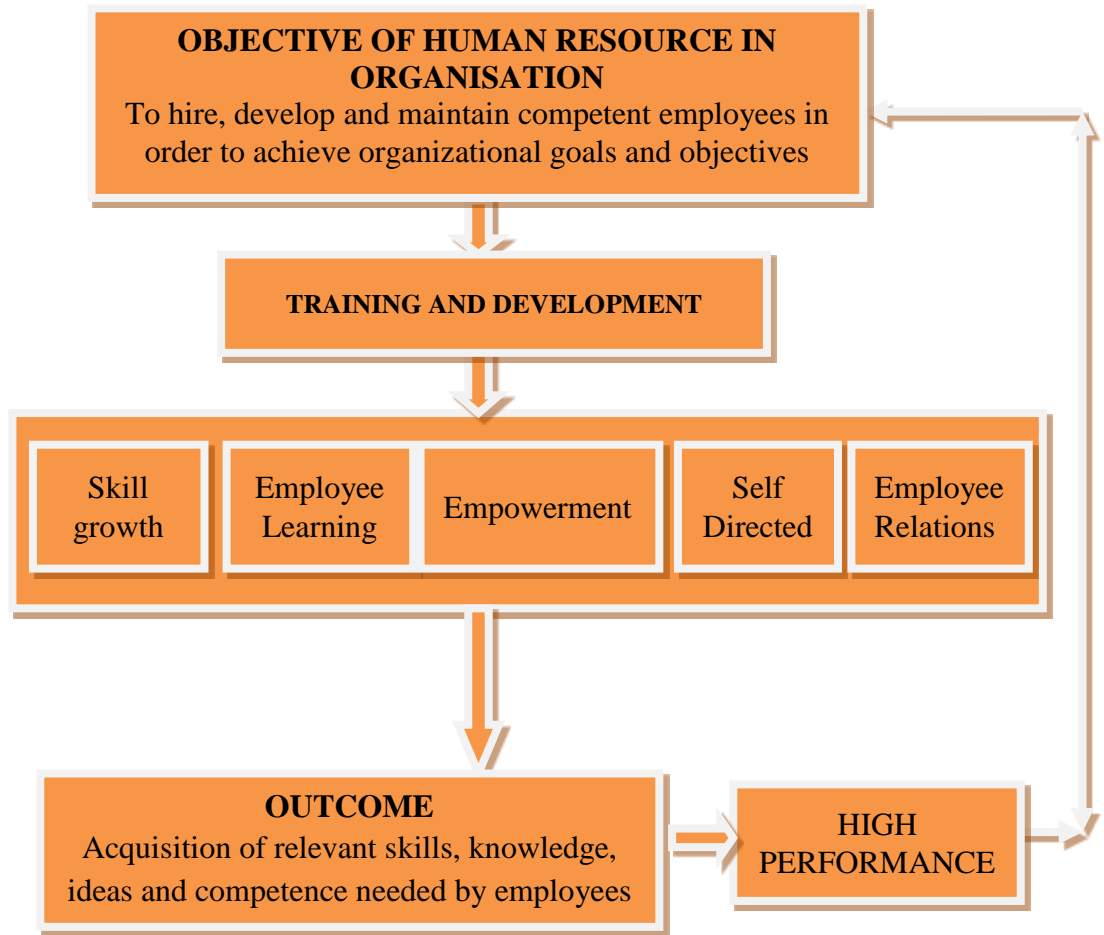
Figure 1: Training and development model

Source: Adopted and modified from Agarwal (2006)

Training and development improves the skills of personnel and increases their competences. They are also empowered to take key decisions in respect of being assertive in the role they play. Empowerment means to increase the capacity of employees and also provide freedom of work which will build the confidence among the employees. Besides, employees learn a lot of things that help to equip them to perform well in the organization.

In addition, employees are goal-directed. Thus, employees will desire to attain particular goals that follow the goals of the organization and strive to learn to achieve such goals. This is attained through activities such as seminars, workshops and other training sessions, either on the job or off the job.

36

This indeed would lead to employee development, and employee development would lead to increase in employee performance (Elena, 2000). Training also has an effect on employee relation because employees are taught grievance procedures, labour relations, communication, dialogue and bargaining procedures at the workplace which all ensure smooth and cordial relations between employees and employers or management.

This therefore implies that without effective training and development programmes at the workplace, employees may lack the relevant skills and knowledge which will enable them achieve higher levels of performance (Abbas and Yaqoob, 2009). Thus, effective training and development leads to higher levels of performance which makes employees competent and in turn helps them to achieve organizational goals and objectives.

Defining Training and Development

The training and development (T&D) of employees has variously been identified as crucial issues that face every organisation (Foxon, 1989; Wolf, Suttenfield and Binzen, 1991; Clark, Nguyen and Sweller 2006). In the opinion of Wolf, et.al (1991), staff development includes those activities, which are designed to train and motivate employees and to expand their responsibility within an organisation.

In distinguishing between training and development, Foxon (1989) noted on one hand that, development is about total growth of knowledge, experience and abilities of the individual, which represents the development of the "whole person" as one progresses towards his/her ultimate potential. Being long-term, and future oriented, development provides new perspective and

encourages strategic vision. On the other hand, training is seen as narrower and short-termed, and concerned with helping people to do their jobs better or contributing to preparation for immediate and future positions Wolf, et.al.(1991); Britain, (2004). Consequently, training is only one part of the development process and it contributes to it by providing supplementary opportunities to acquire knowledge, skills and attitudes, to help achieve desired performance or levels of knowledge.

Cole (2003) argues that developing staff capabilities provides benefits to both the employees and the organisation. On the one hand, it benefits staff by increasing their skills and qualifications, and on the other hand it benefits the organisation by increasing the skills of staff in a cost-effective way and by retaining staff that become increasingly competent and skilled (Koper, 2006). Thus, one of the principal issues involved in corporate governance is to consider the role of staff as the organisation's most valuable resource. In this wise, Budworth and Marie-Hélène (2007) propose that by utilizing and developing staff skills internally, the organisation as a whole becomes stronger, more productive and ultimately more sustainable due to the enhanced knowledge and skills acquired.

In considering staff development however, policy statements concerning the development of personnel become crucial (Conole and Fill, 2005). Sisk (1973) observed that for those organisations committed to promoting staff from within the organisation; employee enhancement is viewed as a vital function as it provides the means for continued organisational development and performance. On the other hand organisations that elects to fill vacancies from outside regard development as a chore that should make minimal demands in

respect to time and expense. Thus, by and large, these two extremes define the range of values within which policy statements concerning development are formulated within organisations.

Reasons for Carrying Out Training and Development

Katcher and Snyder (2003) present some explanations to why employers are much interested in their employees' continuous learning of new skills, and these include: (i) Capital Improvement: Employees are known to be the asset to every organization but are sometimes ignored by their employers because employers are more concerned about reaching deadlines and profit maximization rather than employees skills development, without which employee performance could be hampered. Even though the organization still achieves productivity, the attention should also be on the allegiance, obligations and loyalty of employees. In the absence of an on-going training of employees, up-to-date equipment will not be used to its optimum capacity. (ii) Morale Improvement: Employees who continuously upgrade their job skills also improve their productivity or performance. Developing employee skills does not only enhance performance in the workplace, but in the external world as well because, it contributes to the full personal growth of each employee and the socio-economic growth of the nation at large; therefore, cheerful employees may be productive, but more productive employees are happier. (iii) Ability to Adapt to Change: The higher the competencies of the employees, the easier it is for the entire organization to adapt to changes that may arise both in the internal and international market places in the demand of its products and services.

The Benefits of Training

Learning as presented earlier is a process which has no end and training is a part of this process. The main purpose of training is to enhance knowledge and skills, and to change attitudes or behaviour. This is one of the most vital potential reasons which can lead to a numerous possible benefits for both organizations and the individuals in the organization. According to Cole (2002) training can be beneficial in achieving: (i) High Morale: Training does not only enhance the basic skill and knowledge of employees but also shapes their attitudes towards organization's activities and causes greater loyalty. (ii) Higher Productivity: Training offers employees the opportunities to acquire different skills, knowledge and technical know-how. This helps them to perform better in the real work place thereby leading to a rise in quantity and quality of output. (iii) Quick Learning: A well strategic and systematic training program offers opportunity for trainee for quick learning because; it eases the time and costs used in training. (iv)Better Management: A supervisor can make the use of training programs a tool for better management of organizational activities. It aids the general management functions by providing efficient and capable human resource.

Factors Hampering Training and Development

Many employers according to Robbins et al. (2003) are not in support of training and development initiative because it is assumed that employees should have gotten enough training from their various educational institutions as much as possible. Most employers intend to consider that it is the responsibility of the employees to learn how to do their job so that they are hired and so training and development programmes are regarded as an expense which

it is difficult to convince shareholders to approve. The scholars (Robbins et al., 2003) again added that, if training and development are carried out the right way and in the right space of time, it will offer significant proceeds for the employer in terms of increased, knowledge, loyalty, productivity and profit. In spite of the immeasurable reasons and benefits resulting from training, training and development programmes in most cases fail. This is regardless of whether the courses were organized in the best universities or propagated by the most influential trainers. Perry (2007) and Kleiman (2003) in their writings addressed the failures of training and development programmes in greater depth. In these two works, failure in training and development programmes was first identified as stemming from the training objectives not being aligned with the business needs thus, If the source of the problem of low performance, for instance, is related to factors such as reward systems, job design and motivation, which are not related to training, training will be pointless since the main source of the problem is not in relation to these factors. Again, the absence of goals and objectives to offer guidance and focus will ultimately make training fail.

It is therefore imperative for training and development to include a focused process that allows the employee to consider desired results. Objectives also afford important direction and motivation for learning the final product, which is a transformation in job performance. Scholars are again of the view that training programs when too costly if compared to its short-term return on investment, may be considered a failure by organizations and, therefore, unacceptable. The long-term pay-off may however be rewarding. There will be no importance for training if the participants the training programme do not add any value to the program but regard it as an ordinary event without any change

to their behaviour. It is therefore worth knowing that whenever training is considered as a single event, the chances of behavioural change are limited.

Again, training is possible to fail if participants are not held responsible for the results. Employees are mostly not held responsible for the use of the contents of their course in the workplace and this also contributes to the failure of training. Until they are held accountable, no change will occur in their behaviour. Also poor conditions are not conducive to learning; the training objective would be in vain in such conditions. The support of line management is again very necessary in the success of training this is to say that without the needed support of the line manager training will also fail this is because when there is no support from direct managers/supervisors, the employees will resist implementing the new skills and knowledge acquired during the training course. Management involvement is therefore, crucial to the learning process. When an organization fails to isolate the effects of training and development it also causes the failure of the training. Other factors rather than training may also affect performance. Thus, the developments directly related to training must be isolated. This if not done, will cause some training programmes clearly noticeable as impacting on the bottom line and may be discarded as irrelevant. For a training programme to be successful the commitment of top executives is critical. In other words, top management will not only allocate resources for the training program but, also aid the training and development to succeed, by participate in the design of the process.

Lastly, training and development will be unsuccessful if feedback is not provided by respondents and information about results used by management. If the organization fails to evaluate training by providing feedback, employees

will not be able to know about their progress; neither will facilitators understand the success of their programmes. When employees are provided with training but however, fail to transfer whatever they have learnt to their working environment in order to improve performance the objective of the training programme gets defeated. When an employee retires or leaves the organization it becomes difficult to find someone internally to fill the vacant post, even though other employees have been sent for training for such position

Evaluation of Training and Development

All forms of training programmes require some sort of evaluation so as to assess their impacts. (Eseryel, 2002) points out that it is necessary for training officers to monitor training and development programmes so that weaknesses can be identified and corrected beforehand. Consequently, monitoring of training is essential and the essence of evaluation cannot be overemphasized (Griffin, 2010).

Forneck (2005) defines the processes of evaluating training as "any attempt to obtain information (feedback) on the effects of a training programme and to assess the value of the training in the light of that information". He explains that evaluation leads to control and that means deciding whether or not the training was worthwhile (preferably in cost-benefit terms) and what improvements are required to make it even more cost effective. Forneck (2005) notes that even though it is generally more difficult to evaluate the success of a management-training course or a programme of social skills development, it is important for it to be done. Wolf et al (1991) in light of the broader issues of evaluating training concluded that evaluation is notoriously difficult, but this research findings indicate that those firms which have the most positive attitudes

43

typically employ 'soft' criteria relation to broad Human Resource goals (recruitment and retraining, career management, etc) and those that tend to be sceptical about 'hard' cost benefit evaluation, relate to bottom line outcomes. It is however the planning stage that forms the basis upon which each category of training to be evaluated should be determined.

Smith and Mackness (1992) pointed out that the evaluation stage could be viewed as both simplistic and complicated. Simplistic because monitoring is the process whereby information is gleaned from the trainees and the courses and programmes are amended in the light of these. It is complicated because there are other "stakeholders in the process besides the trainees - for example designers of the courses, the trainers and the sponsors. They all have their own purposes, aims and objectives and these must be clearly identified before evaluation can proceed. Evaluation can be done before, during, and after the training programme (Smith & Mackness, 1992).

Benefits of Employee Evaluation

Evaluation according to (Dahlya and Jha, 2011; Shenge, 2014) acts as a guide to ensure that the training is able to fill the competency gaps within the organisation in a cost effective way. This very important especially in wake of the fact the organisations are trying to reduce costs and grow globally. Training evaluations have great benefits on all organizations that practice it. (Dahlya and Jha, 2011; Shenge, 2014). i) Evaluation ensures accountability **-** Training evaluation ensures that training programs conform to the skill gaps and that the deliverables are not compromised upon. ii) Check the Cost – in conducting evaluation, employers also ensure that the training programs are effective in improving the work quality, employee behaviour, attitude and development of

new skills of the employee within a certain budget. Since globally, organisations are trying to reduce their costs without conceding to the quality, evaluation just aims at achieving the same with training. Kirkpatrick, (2007) iii) Feedback to the Trainer / Training **-** Evaluation is also a kind of feedback system to the trainer or the facilitator and the entire training process. Since evaluation examines individuals at the level of their work, it becomes easier to establish the gaps in the training and the changes required in the training methodology. (Kirkpatrick, 2007).

It is important to note that not many organisations believe in the process of evaluation or at least have an evaluation system in place. Many organisations conduct training programs on yearly basis not because the firm has an evaluation program in place but only as a matter of faith. (Casio, 2000; Dowling and Welch, 2005; Kirkpatrick, 2007; Rama and Nagurvali, 2012; Shenge, 2014)

Training Needs and Analysis

Learning as discussed earlier is a relatively permanent change in behaviour as a result of some experiences. If, for example a supervisor watches a film on employment counselling and as a result changes his counselling style, then it is noticeable to say learning has occurred on the part of the supervisor. Although it is challenging to precisely define learning, in this research it can be termed as the complex process of acquiring knowledge, understanding, skill and values in order to be able to acclimatise to the environment in which we live. Learning, however is attained depending on three factors and these are; Innate qualities of the learner, Skills of the instructor, and the environment in which the learning takes place. Learning is thus any activity which is geared towards the attainments of specific knowledge and skills for the purposes of an

occupation or task. The focus of training is the work or task of acquiring or learning specific competencies. When a supervisor for example undergoes a course on how to handle employee grievance, this supervisor in effect has gone through a training or learning program precisely designed to help him or her acquire competencies such as; (i) Education: this is defined as a long term learning activity aimed at preparing individuals for a variety of roles in society as workers, citizens and members of family groups. The emphasis of the "education" is primarily on the individual and his or her needs and secondary on the community as a whole. Asare-Bediako (2002) simplifies education as the purposes of equipping individual with skills and knowledge to enable them to respond meaningfully to their environment and to pursue meaningful lives. Education, in conclusion generally prepares people for life. (ii) Performance: This is about employee effort. The performance of an employee is measured in terms of input-output relationship. Thus, it is measures the efficiency with which inputs or resources is utilized to create outputs. The performance of an employee is his or her productivity. (iii) Competency: An employee's competency is not a physical resource but an innate or acquired characteristic of a person which enables effective or superior performance. This may be a motive, value, knowledge, skill, attribute or personality trait which an employee possesses.

There are three (3) types of competencies namely; (i) Technical competencies, (ii) Personality competencies and (iii) Managerial competencies. Technical competencies are mostly the job knowledge or job skills thus; they are knowledge or skills related to a particular job or profession. Because they are attached to a specific job or position, technical competencies differ in nature.

Personality competencies on the other hand, refer to the knowledge, skill, traits or attributes that relates to an individual's personality. Unlike the technical competencies, personality competencies cut across jobs. This is to say that, a personality competency that may be required for success in one job may also be required for success in a whole lot of other jobs. The third type of competencies which is the managerial competencies refers to knowledge or skills in the key functions of management. Managements function in this research refers to Decision making, Organizing, Communication, motivating and controlling.

Outcome of Training

Outcomes are the workers capabilities that human resource seeks to provide to organization through Training and Development. Without the necessary abilities no amount of motivation will make an employee to perform better. Each of the three types of learning activity which are acquisition of knowledge, understanding, skills and attitudes is needed in varying degrees. These fall under categories such as:

I. **Staff / Employee/Worker**: A staff or employee is a person employed under a contract of employment whether on a continuous, part-time, temporary or casual basis *(Labour Act 2003, Act 651)*.

II. **Management Development:** This is an attempt to improve managerial effectiveness through a planned and deliberate learning process (Mumford, 1987).

III. **Efficiency:** Every organizations goal is to seek efficiency in its activity. Efficiency is described as the amount of resources used to achieve a goal. It is based on how much raw materials, money, and human capital are necessary for producing a volume of output. It is calculated as the

amount of resources used to produce a product or service. It is interested with 'doing things right'. (iv) Effectiveness: This is the degree to which the employee attains a stated goal. To be effective means to be successful in accomplishing what you try to do. Effectiveness is also concerned with 'doing things right' and relates to employee performance and what the employee actually achieves. (v) Policy: these are basic rules used in governing the functioning of a department / unit so as to ensure the implementation of the desired objectives in an organization. It is therefore a "guide" to decision making.

IV. **Evaluation:** The attempt to obtain information (feedback) on the effects of a training programme and to assess the value of the training in the light of that information is termed as evaluation (Cole, 2000). Succession Planning: DeCenzo and Robbins (2000) presents succession plan as an executive inventory report that indicates what individuals are ready to move into higher positions in the organization (DeCenzo and Robbins, 2000). A succession plan is an indication of good corporate management because; the management controls events (proactive) rather than waiting for events to occur (reactive). The rationale behind succession planning and career development by an organization is to ensure that the organization has the right people in the right quantity and quality at the time and place to meet business objectives and be on top of the competition.

Organization's Need for Training (Performance)

Organizations that takes keen interest in training and developing its employees does not only benefit from utilizing these employees fully but also

benefits the employees themselves. Consequently for an organization to grow and survive in today's globally competitive and fast changing environ especially in the technology, for a very long time, there is the need for organizations to come up with systems and programmes that would bring out of them their needed efforts, attention, creativity and general innovations as individual employees and as groups or teams of network, Asare- Bediako (2008). In this regard organizations seek to adapt to new structures, new cultures and new effective methods of performance management and employee motivation to be able to deal with the rapid change and competition in the business environment. Innovative modifications or adjustments become successful when people acquire new perspective or understandings, values, knowledge and skills. For an example, the introduction of effective and up-to-date technique in performance management would require that the employees (supervisors and management) who administer this system must in the first place understand the need for it and secondly, they should have the knowledge and skills to implement it. This understanding, Knowledge and skills would come from organizing seminars or training programmes that will be provided by these implementers with the relevant perspectives, skills and knowledge for successful implementation.

The ultimate human resource management result therefore is Performance and hence all other results such as competencies, morale of employees, attitudes and motivation are determinants of performance. The performance of employees as said elsewhere thus is about employee output which is in twofold; first, the effective use of inputs or resources and second, the translation of efficiency into quality services. Human resource training,

education and development activities therefore aim at the equipping the employees with the necessary competencies that they need for their effective work performance. It is therefore fairly right and important to argue that, without the right kind of skills, no amount of motivation either in cash or kind will be able to get employees to perform creditably or totally acceptable (Asare-Bediako, 2008). All these researchers agree that competencies needed by employees to perform at a totally acceptable levels fall into the three main categories, namely; technical, managerial and personality competencies.

Training and development interventions therefore is of much importance in aiming at providing employees with the adequate technical, managerial and personality competencies for them to achieve and sustain a high level of performance. The adoption of this position in an organization would enhance its competitiveness in the globally scheme of this. This does not however mean that training is the solution to all performance problems in an organization. Asare-Bediako (2008) provides a (mathematical) performance model that must be considered: *Performance = (ability) x (motivation).* From the above mathematical model, performance is the product of ability and motivation. Whereas ability is the "can" factor in the equation, "motivation is the "want to" factor. That is if the employee has the ability (can factor) and at the same time is provided with the needed motivation (wan to factor), then performance would be guaranteed from the combined effect of ability and motivation. For this reason, it follows that while the ability may exist in the employee, the absence of motivation e. g. ergonomics of the environment, rewards and leadership (just to mention a few) will bring about non-performance. In this instance therefore, no amount of training would solve the problem. However, training can have an

impact on both of these variables *(ability x motivation)*; that is, it can heighten the skills and ability of the employees and their motivation by increasing their sense of commitment and encouraging them to develop and use new skills.

Training is hence a powerful tool that can have a major impact on both employees' productivity and morale if properly used Asare-Bediako (2008). A quote from Thompson (2002) from a survey carried out in the UK in 1996 showed that the young employee of today values training and development opportunities over pay and perks. The survey further showed that seventy three per cent (73%) of those surveyed said they would stay with an organization that invested time and energy in their development rather than move to a competitor organization that paid more money but less investment in helping them to progress. Furthermore since the mid – 1980s, it has been widely recognized that the training and development of staff must be a major item on any organization's agenda. This means that every manager or supervisor must have responsibility for his own self development and that of the employees he manages. It is therefore the managers' task to identify, define and assess the competitiveness of individual employee's skills and make room for these individuals to develop the skills required. Nonetheless, for a supervisor to be able to evaluate the competitiveness of the competencies of employees and also set objectives for the necessary improvement of these competencies through training and development, he must in the first place set up some kind of employee appraisal system. A manager has to be held accountable for the performance of his employees and hence a manager's success would be dependent on the abilities of the employees. An enhanced or very well trained employee has to increase efficiency and even productivity by reducing fatigue and wastage.

Thompson (2002) goes on to argue that every employee fell into one of the three categories in relation to competence to perform contemporary work. The three categories of competence stated by Thomson are; (i) Competent to perform current work (ii).Not yet competent to perform current work (iii).Better than competent at performing current work (Thompson 2002). Boxall and Purcell (2008) also presents that the opportunity to use training powerfully arises when organizations have invested more widely in recruitment and has thus built a labour pool with greater long – run potential and consequently greater aspirations. Robbins and Judge (2207), also state that competent employees do not remain competent forever. Skills weaken and become outmoded and therefore new skills need to be learned. They also refer to a report from the USA where organizations with 100 or more employees spent more than $51 billion dollar on formal training in one year. Most training according to them is directed at upgrading and enhancing an employee's practical skills. This form of training has become increasingly important for two (2) reasons: (i) Due to modern expertise and new organizational structural design (ii) Jobs transform as an outcome of new know-hows and improved methods. Training in broad terms is planned to enhance employees' job skills, be it technical, managerial or personality. E.g. Employees may be trained to operate machines, shown new skills or adapted to personal growth and development methods Robbins and Judge (2207).Moorhead and Griffin (1998), provide the example of the circumstances where in multinationals, one exercise that is becoming progressively important is the training of people to work in other countries. Another need for training arises when for instance an organization is implementing a management – by – objectives programme; training in

establishing goals and renewing goal oriented performance system. The necessity for training of employees further comes from both demographic and economic advances which have radical changes in the composition of the workforce. Additional factors affecting the numbers, types and requirements of available careers include automation, worker displacement due to mergers and acquisitions, downsizing and business paradigm shift .The growing complexity in technological systems that are daunting training and retraining requirements on existing workforce, the necessity to train underutilized employees and the training needs carried about by national and international competitions in the environment of many organizations.

Brody (1987) quotes a Motorola company spokesperson as saying "we've documented the savings from the statistical process control methods and problem solving methods we've trained our people in. We're running a rate of return of about 30 times the dollars invested –which is why we've gotten pretty good support from senior management" this clearly suggests that an orderly and well planned training and development policy that is well implemented would surely fetch good performance for the organization in cost savings (reducing in waste and scrap for example, increased productivity and others.), employee effectiveness and efficiency. Dessler (2013) point of view is that, training and development could be placed in a tactical context. This happens with the paradigm shift to the occurrence when trainers sit with management to ascertain strategic goals and objectives and the skills and knowledge that could be used to achieve these strategic goals and objectives. Followed by this is the identification processes as to whether employees have the skills and knowledge when they do not then, training needs considerations are evoked. Once again,

this is why human resource management has become a rising partner of the other functional areas of businesses. This position is further strengthened by the fact that for every decision that is taken by senior management, there is an implication on the human resource of the organization, (Asare-Bediako, 2008). Taylor (1998) presents that, for the successful creation of an organizational culture, it is important that managements make sure the employees have the suitable outlook and the required set of attitudes.

This additionally leads credibility for the need for training and development of employees' right from the recruitment of new employees through orientation to current employees who intermittently need training and modification of attitude to remain in line with the culture of the organization. In the fast pace advancing world of business and environmental uncertainty, institutions realize its limitation of dealing with new challenges. Training is beneficial for the institutions in variety of ways when it is conducted effectively, thus, it plays a vital role in building and maintaining competencies, both on individual and organizational level, and thus participates in the process of organizational change. Additionally, it enhances the retention capacity of talented workforce, hence decreasing the unplanned work rotation of the employees. Moreover, it indicates the institutions long-term commitment towards its employees and increases the worker's motivational level. All these contributions lead to achieving competitive advantage and to an enhancement in workers performance and institutional productivity and Increase and develop the level of services.

Training, Development and Performance Relationship

Tannenbaum et.al (1991) explained that, employees' skills and knowledge needs to be upgraded to maintain superiority in the marketplace due to constant pressure. To recruit and retain quality employees, organization should set up a policy to invest in employee "development of skills, knowledge and proper training should be undergone to upgrade the staffs. Organizations that are committed to productivity and quality performance invest in training and development of its employees. The organization benefits from the employees when they are well trained and developed. Training is being evaluated on how it addresses business needs related to learning, behaviour change, and performance improvement. Training is now more performance oriented, it can be aligned to improving employee performance, to lead to improved results. As individual performance increases, organisational performance also improves. Rothwell and Kazanas (2006) are of the opinion that training not only influences the bottom line, but is also critical in cost saving. As a result of employee training, the level of turnover is reduced. Many managers are appointed managers because of their skills and expertise in their own job functions, but lack the knowledge and experience to manage people. It is also important to train and develop the managers and supervisors of an organization. McConnell (2004) advises that non-managers should be trained in the scientific problem-solving process. This includes identifying, setting objectives, deriving alternate courses of action, evaluating different causes, selecting a course, and testing and implementing it.

One of the major causes of mistakes in organizations is a lack of discipline in the organisation and non-managers approach to problem solving.

"When companies fall behind in the development of their human capital, they are susceptible to fall behind in countless other ways as well". The above statement is confirmed by Noe et al. (2003) in their comment on the fact that we live in very turbulent times. Changes occur frequently in organizations, in jobs and in the way they are performed. Nowadays, it is important for managers to help people to grow in confidence, and to develop new skills to cope and adapt to the challenges of change. According to McConnell (2004), companies that have an investment perspective of human resource management view training as an opportunity to increase long-term productivity.

Training may also be regarded as an answer to a number of problems, such as substandard quality ensuing from skills deficiencies and the voluntary turnover of employees seeking more rewarding jobs. It could also decrease the involuntary redundancy of employees who are terminated because of skills deficiencies and provide a means of preventing skills obsolescence. The quality of employees training and development regulates the long-term profitability and performance of the organization. Training and development practices are aimed at improving employees" personal qualities that lead to greater organizational performance

Empirical Review

In this fast pace of changing world of business and environmental uncertainty, organizations realize their limitation of dealing with new challenges in the environment where they find themselves. Effective training is of immense importance to these institutions in variety of ways, such the sense that, it plays a vital role in building and maintaining the capabilities of both individual and organisational levels, and thus participates in the process of

organisational change. It also enhances the retention capacity of talented workforce, hence decreasing the unplanned work rotation of the employees. Effective training also, shows the organisations long-term commitment towards its employees and rises the worker's motivational level. All these contributions lead to attaining competitive advantage over others and help in enhancing the employees' performance and organisational productivity and also increase and develop the level of services rendered. Training and development of employees is of great value to every institution which is goal and performance oriented. It is a human resource policy aimed at enhancing employees performance in all organisations worldwide and as such training is a continuous process.

In their quests to establish the importance or impact of training and development on employee performance, many scholars across the world have conducted researches to ascertain the impact that training has on performance. Previous researchers such as: (Islam, and Abdul, 2015; Dzamesi, 2012; Degraft-Otoo2012)**.**Muhammad and Javed (2015) in their research study which focused on employee strategic training and development in telecom sector revealed from their study that, the situation of training and development (T&D) in Pakistan showed a majority of the employees being satisfied with the strategic training and development of the institute. From the study, there are very few institutions which fulfilled the demand with reference to the requirements of strategic T&D. This leads to a widening gap between the required skills and the attained skills of the employees. These circumstances according to the study are disturbance to the balance of better performance of HRM and development through training and development Muhammad and Javed, (2015) in their study concluded that, to fulfil the gap between the required skills and the skills attained by employees,

companies are giving attention on training and also implementing a high level roadmap for strategic T&D. Muhammad and Javed, (2015).

The main aim of Dzamesi's study was to assess the impact of training and development on employees' performance with the focus of the study being on The Hunger Project-Ghana. Charles adopted a descriptive survey as the research design and also used a purposive sampling technique in selecting his sample size (Dzamesi 2012). It was realized from the study that, training provided in the organization was as a response to what competitors are doing and also they were provided only when problems occur. Most of the respondents were of the view that there were no training and development policies in the organization and majority of the respondents indicated that, the average training days per employee provided in a year were between the ranges of one to two days. These research findings arrived at the conclusion that inadequate training and development had a negative impact on employee performance and enhancement and therefore, recommended that the organization should try its best to come up with the training and development policies and practices since they are the strategic link between the organization's vision and its day-to-day operations. It was also suggested that a Human Resource Unit be established to take charge of training and development needs of employees (Dzamesi,2012).

Degraft-Otoo (2012) also conducted his study at Accra Polytechnic on the topic "The effect of training and Development on Employee Performance at Accra Polytechnic". The purpose of his study was to investigate whether training and development would have an effect on the performance of employees using Accra Polytechnic as a case study. He employed survey as the methodology used for the study. Primary data was collected from a sample of

fifty (50) senior staff also used self-administered questionnaire in the collection of data for analysis. The findings of the study revealed that there were organizational issues such as lack of management support for training and development programmes, which constrained training and development. It was also found that training and development had positive impact on employees of the Polytechnic. The study recommended that in order for Accra Polytechnic to be successful as the first choice Polytechnic in Africa, management must empower all departments to engage in the training and development of employees to build potential and strengthen employees' competencies (Degraft-Otoo, 2012).

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter describes the methods, procedures and approaches used in conducting the study. In order to achieve the objectives of the study which is to arrive at the impact of training and development on employees at MTN Ghana, a combination of methods and procedures backed by good and important human resource ethics such equality, equity and justice were adopted to investigate the various aspects. These include the research design, sample population, sampling and sampling procedure, data collection, instrumentation and data analysis procedure.

Research Design

The study adopts the descriptive design. Descriptive research design is a scientific method which involves observing and describing the situation of a subject without influencing it in any way. Neuman (2003) views descriptive design as representing a picture of the specific details of a situation, social setting or relationship. Descriptive designs are designed to gain more information about a particular characteristic within a particular field of study. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection. Creswell (2003) support the use of descriptive design because it helps to describe, explain, and validate findings. It does this by emerging creative exploration and organising the findings in order to fit them with explanations, and then test or validate those explanations.

The descriptive design has been criticised for being narrow in scope and limiting analysis of events, concepts and theories to only what they are without exploring the in-depth components of such concepts (Creswell, 2003). Notwithstanding the criticism labelled against descriptive design, the method was found to be most appropriate for the study. This is largely due to the fact that the design is considered to be relatively easy to conduct because data are fairly easy to obtain and interpret by the use of simple descriptive statistics (Sarantakos, 2006). The method also has the advantage of producing a good amount of responses from a wide range of respondents including management and staff of MTN Ghana. In addition, the method provides a clear description of events and tries to explain people's perceptions and behaviour on the basis of data collected.

In conducting a descriptive research, the purpose of the research is first of all stated that is to mean identify the problem. Review the literature of the study once the problem has been identified and then select participants and instruments used for the study. For the purpose of this research staffs of MTN Ghana were selected to partake in answering some research questions for this study. Collect and analyse valid and reliable data gathered and draw your conclusions and report on the findings. Hence by using the descriptive design, issues related to staff training in MTN Ghana and development were evaluated.

Study Area

Launched in 1994, MTN is a global telecommunications group, operating in 21 countries in Africa, Asia and the Middle East. MTN, the leading provider of telecommunications services in Africa and the Middle East, entered the Ghanaian market following the acquisition of Investcom in 2006.

MTN's prime mission is to be a vehicle for Ghana's economic growth and development, to help promote Ghana's strong development potential from the provision of world class telecommunications products and services all through to innovative and sustainable corporate social responsibility initiatives. MTN is by far the market leader in an increasingly competitive mobile telecommunications industry in Ghana with almost 10 million subscribers and offers its valued customers a range of exciting products and services under Pay Monthly and Pay As You Go Services. The network coverage of MTN is extensive, covering all 16 regional capitals, major cities and many rural and remote areas which the Brong Ahafo Region is no exception. MTN continues to invest heavily in infrastructure to expand its coverage and capacity across the country with more than 70 customer service centres and hundreds of local agents across the country. The former Brong Ahafo which is now made up of the Bono, Ahafo and the Bono East Regions is made up of about 290 staffs comprising of both permanent and contract staffs.

MTN's business across its 21 footprints is directed by five values being Leadership, Innovation, Relationships, Integrity and a Can-Do spirit. These values have contributed to MTN becoming the leading player in the emerging markets of Africa and the Middle East, with a total global subscriber base of over 158 million and serving a population under license of over 500 million people. It delivers uniquely designed communication solutions. As the leading telecommunications company,

MTN is focused on providing excellent telecommunications services across the African continent under the philosophy of improving access to economic empowerment. MTN has a wide variety of network services as well

as segments. These are specially designed for different kinds of people to enhance their mobile experience. In gaining competitive edge over its competitors in a local market, MTN offers different products and services which suit people's life styles and economic situations whilst allowing them to enjoy the best solutions and offerings. Equipped with a proven record of technological innovation and a corporate culture that thrives on understanding telecommunications in emerging markets, MTN continues to consolidate its leadership position in the country. This study concentrates mainly on the permanent staff of MTN. An interview will however be conducted with the Human Resource Division of MTN in the Brong Ahafo Region.

Population

Population as defined by the Oxford dictionary is a group of organisms of the same species that live in the same area. A random population pattern usually forms... among individuals of a species with individuals who do not strongly interact. As the definition implies, all the staff of MTN Ghana constituted the target population of the study. However, considering the fact that MTN covers the entire country and has a fairly large staff size, a sample of the staff population is selected to participate in the study. Thus accessible population 295 staffs of MTN in the Brong Ahafo Region is used for the study due to some constraints in time and finances.

Sampling Procedures

Sample size determination is the act of choosing the number of observations or replicates to include in a statistical sample. The sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a *sample*. The study used purposive

63

sampling technique to select the respondents in the organization (MTN).The

sample size was selected using the Yamane formula (Yamane, 1967), which

appended below;

Sample Size Calculation:

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

Where: n signifies the sample size

N signifies the population under study

e signifies the margin error.

In this research, the sample size is calculated as:

N=172, e= (0.05).

$$n = \frac{N172}{1 + 172(0.02^2)}$$

The sample size n is therefore =120.

For the purpose of this study, 120 respondents from MTN in the Brong

Ahafo region are sampled. Data available at Sunyani, the Brong Ahafo Regional

Office of the company puts the total number of the employees at 295. This

includes 123 contract staff and 172 permanent staff. Out of total permanent

staff, 120 are sampled for the study. The sample size of 120 permanent staff is

considered representative enough for the study as it forms 40 per cent of the

total staff of the company in the region. The simple random sampling technique

is used to distribute the sample size to the four operational districts of the

company. This is done based on the total accessible population in the four

operational districts of MTN. Thus, the total sample size of 120 respondents for

the study is proportionately shared among the four operational districts in line

with the population of employees in the operational areas as indicated in Table

1. In each district, the lottery method of the simple random sampling technique is employed to select respondents to participate in the study. This procedure was applied to ensure that that the sample size allocated to each of the operational district is exhausted.

Table 1: **Sample Size for Selected Operational Districts**

District	Sample size	Percentage
North	35	29.2
South	25	20.8
East	40	33.3
West	20	16.7
Total	120	100

Source: Field survey (2020)

Data Collection Instruments

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer or post. Questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people. Data can be collected relatively quickly because the researcher would not need to be present when the questionnaires were completed. This is useful for large populations when interviews would be impractical. However, a problem with questionnaires is that respondents may lie due to social desirability. Most people want to present a positive image of them and so may lie or bend the truth to look good, e.g., pupils would exaggerate revision duration. Questionnaires can be an effective

means of measuring the behaviour, attitudes, preferences, opinions and, intentions of relatively large numbers of subjects more cheaply and quickly than other methods. An important distinction is between open-ended and closed questions. Often a questionnaire uses both open and closed questions to collect data. This is beneficial as it means both are obtained Saul McLeod, (2018).

Questionnaire was used to collect data for the study. The reason for using questionnaire is that it affords respondents the opportunity to express their views and opinions regarding training and development in the form of writing. Besides, questionnaires are also known to be quite valid and reliable if well-constructed (Sarantakos, 2006). The instrument comprised of a mix of open-ended, closed-ended and Likert scale of questioning. With respect to questions that require a 'yes' or 'no' response, the instrument provided an opportunity for respondents to explain the response they choose. The questionnaires were administered by the researcher on the respondents. Hence, respondents were supplied with the questionnaires, given some ample time for them to complete the questionnaires and retrieved from them.

Data Collection Procedure

Data for the study is collected from both primary and secondary sources. Primary data sources include information collected and processed directly by the researcher, such as observations, surveys, interviews, and focus groups. Secondary data sources include information retrieved through pre-existing sources: research articles, Internet or library searches, etc. It is argued that using multiple sources of data reduces the peculiar biases of each one (Blaikie, 2000). Thus, the administration of questionnaires forms the basis of primary data. Secondary data from published and unpublished sources including journals,

textbooks, periodicals, government publications, the internet as well as reports and official documents from MTN is used to support the primary data

Data Processing and Analysis

The data collected from the field were cross-checked and edited to ensure proper responses to the questions. The data was then coded and fed into the computer using Statistical Package for Social Sciences (SPSS) software. The analysed data was presented using pie charts, graphs and frequency tables. Specifically, it was used to obtain the means, cross tabulations, frequencies and percentages of the variables used in the study. The data was presented in the form of frequencies and percentages, using tables, figures and diagrams.

Ethical Consideration

The descriptive or survey research method which is a widely used research method by social researchers was used for this study. The instruments used in collecting the primary data from the sample were questionnaires. In spite of the constraint of time which was a major limitation, the issue of getting access to all respondents to administer the research tools to, the explanation of requirement needed in answering the questionnaire to some respondent, the difficulties in following up on the respondents for feedback, The unwillingness of respondents in giving the required information in the name of confidentiality and 'covid 19', A high response rate was realized.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The chapter discusses the outcome of the research relative to the objectives and the research questions. It covers the socio-demographic characteristics of respondents, the level at which the organisational and training needs of staff of MTN are met, the content of training programmes MTN offers and the measures taking to evaluate the training programmes offered.

Working Experience in MTN

The level of experience in an organisation is an essential factor in driving the entity. For an organisation like MTN, understanding the training and development needs requires some level of experience which is often attained as a result of one's involvement in the operations of the company for quite a considerable time. To gain access to further studies, work experience, among others, is an important determinant.
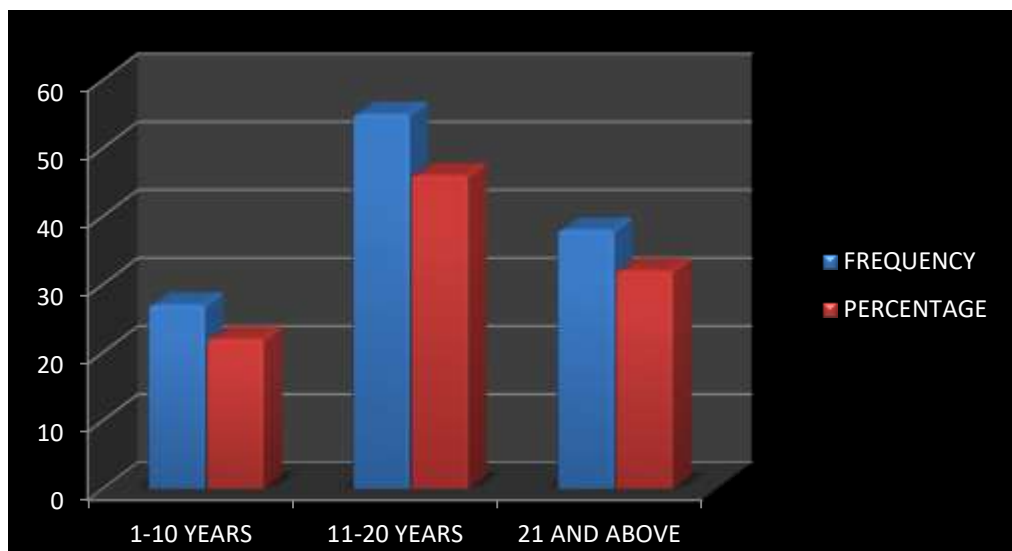
Figure 2: Staff duration of service

Source: Field survey (2020)

From Figure 2, it is apparent that majority of the respondents (46%) have worked with MTN from 11-20 years, followed by 32% who have worked in the company from 21-and above and 22% of the respondents have worked between 1 and 10 years with the company.

Category of Staff

Categorisation of staff of an organisation with respect to their areas of specialisation is very critical in informing management of the training needs of the staff. Table 2, Figure 3 illustrates the areas of specialisation of the staff of MTN.

Table 2: Category of Staff

Category of Staff	Frequency	Percentage
Service Staff	12	10
Commercial Staff	38	32
Technical Staff	70	58
Total	120	100

Source: Field survey (2020)
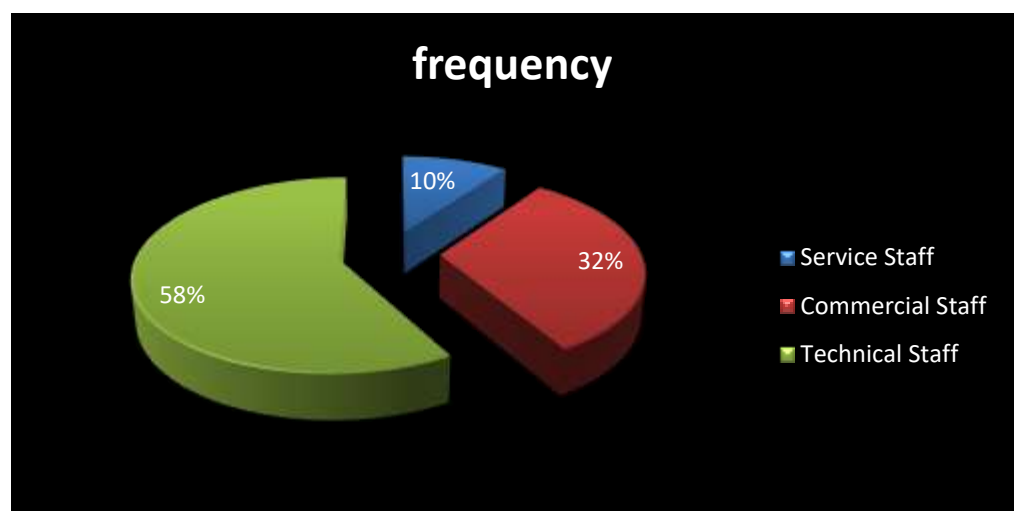
Figure 3: Category of staff

Source: Field survey (2020)

From the results presented in Table 2, Figure 2 it is important to note that a considerable number of staff that is 70 respondents representing 58% of the total respondents are technical staff, 38 respondents signifying 32% are commercial staff while12 staff also representing 10% of the total respondents constitutes service centre staff. This shows that substantial proportion of employees of MTN in the Brong Ahafo Region are technical staff since as a telecommunication company, majority of the work load is installations and maintenance of equipment.

Implementation of MTN'S Training Programme

The specific objective sought to find out the extent to which the training programme of MTN Ghana is being implemented. A training policy may be well intentioned and well prepared relative to the benefit of the organisation and its members but its implementation may come with some challenges (De-Cagna 2001 and Prusak 2001). To overcome these challenges involves the usage of human, financial and material resources of the company. Table 2 presents the responses as to how well the training policy of MTN is being implemented.

Table 3: Respondents' opinion on MNT's Training Policy Implementation

Response	Frequency	Percentage
Very well	9	7
Fairly well	36	30
Poor	61	51
Very poor	12	10
Cannot tell	2	2
Total	120	100

Source: Field survey (2020)

From Table 3, 7% of the respondents' belief that the training policy was well implemented whilst 30% felt the training was fairly well implemented. Notwithstanding, 51% and 10% respectively, of the respondents felt that the policy was poorly and very poorly implemented. 2% of the respondents were however uncertain about the implementation of the training programmes by MTN.

The results indicates that majority (61%) of the respondents felt that MTN's training policy was being poorly implemented. It implies that despite the fact that most of the respondents recognise the training Policy as adequate in terms of its content, it seems staff expectations are not met in terms of its implementation.

Effectiveness of MTN's Training Programmes in Meeting the Needs of the Staff

Table 4: Effectiveness of MTN's Training Programme

Response	Frequency	Percentage
Very Effective	24	20
Effective	72	60
Not Effective	18	15
Not Effective at All	6	5
Total	120	100

Source: Field Survey (2020)

It is empirically proven that when individual objectives for being trained meets objectives of the organisation for offering the training, the best outcome for the training is achieved (Garvin, 2000; Leadbeater, 2000). The study accessed the effectiveness of training programmes organised by MTN in terms

of equipping staff with the requisite knowledge and skills required to perform their roles in the organisation effectively. The results are contained in Table 4, Figure 4.
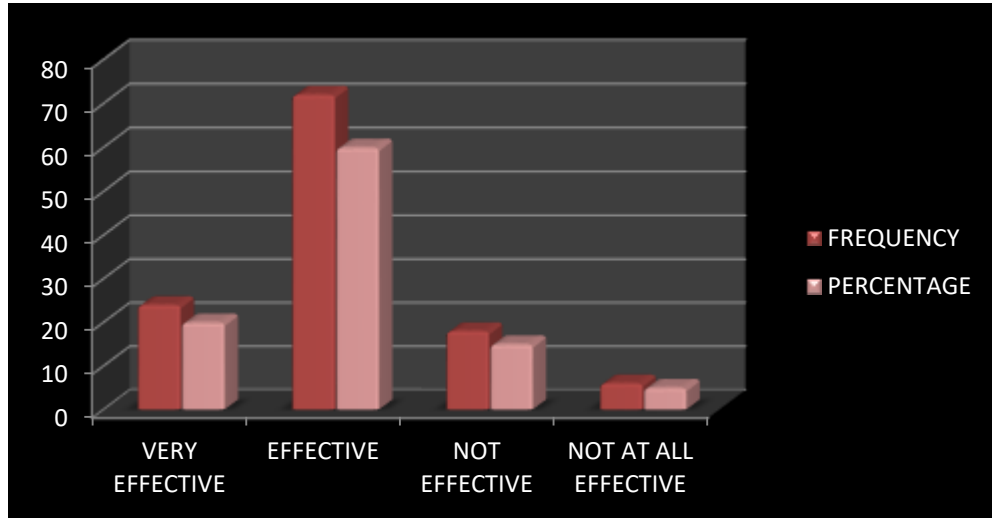
Figure 4: Effectiveness of MTN's training program

Source: Field survey (2020)

Table 4, Figure above indicate that 24 respondents agree that MTN's training programmes have been very effective representing 20% of the total survey and have therefore equipped staff with the required knowledge and skills needed to perform their roles in the organisation. 60% being 72 respondents felt it was effective whiles 18 respondents representing 15% felt it was not effective, 6 of the respondents signifying 5% of the survey were in agreement that the training programmes have not been effective at all.

The results arrived at implies that majority (80%) of the respondents hold the view that MTN's training programmes have been effective in terms of equipping them with the requisite knowledge and expertise necessary to perform their roles in the organisation.

Effectiveness of Training on Career Development

It is important if employees' personal development objective is in tandem with the objectives of the organisation. The study therefore sought to find out the extent to which the training provided by MTN has helped respondents in accomplishing their personal objectives for career development and the results are presented in 5.
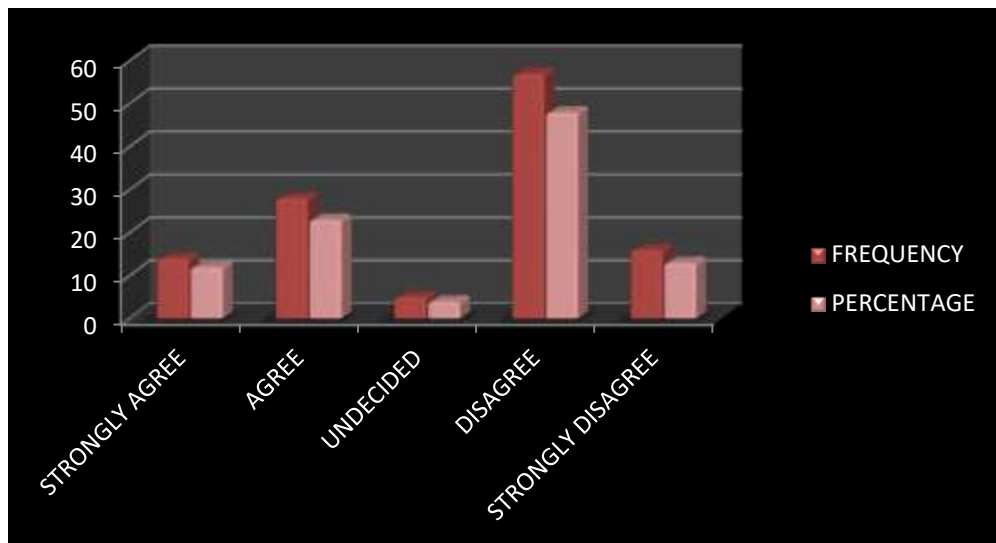
Figure 5: Effectiveness of training on career development

Source: Field survey (2020)

It can be seen form Figure 5 that 12% of the respondents strongly agreed that training provided by MTN has enabled them to accomplish their personal objectives for career development while, 23% agreed. On the other hand, 48% of the respondents disagreed and 13% strongly dis-agreed that MTN's, training programme has propelled them to achieve their personal objectives for career development whilst 4% remained undecided.

It can therefore be concluded that about 61% of the respondents disagreed that their personal objectives of career development is improved by the training provided by the organisation. This presupposes that personal

objectives of most of the employees are in conflict with that of the company's objectives. The situation is not too healthy for MTN since disagreements with company's objective and that of employees career objective have negative repercussion on the growth of the organisation. This is consistent with Griffin (2010) who argued that in a situation where personal objectives of the individual employee are at variance to that of the organisation, the institution would face challenges of low morale, poor performance and negative growth that faces the organisation.

The Effectiveness of Training Programme on Staff and Organizational Performance

The choice of a training policy must be such that, it does not only meet the personal capacity development of employees but also the needs of the organisation. One important aim of organisations when hiring, developing and maintaining competent employees is to help achieve the organization's goals and objectives (Agarwal, 2006). This objective seeks to ascertain how the training and development programme of MTN has impacted on quantity of employee output, quality of output of employees and wastage/losses within the organisation. This objective was aimed at analysing the procedures employed to evaluate training programmes of the company. It is empirically proven that the method of delivery at training is a very crucial component in determining the quality of a training programme (Cole, 2002). The result is demonstrated in Table 3 above.

The Effectiveness of Training on Staff and Organisational Performance

This is to ascertain how the effectiveness of staff training by MTN has impacted on job performance of staff and the organisation. Table 5, Figure 6 presents the impact of the training on staff performance.

Table 5: Impact of Training on Employee Output

Impact	Frequency	Percentage
Increased	82	68
Unchanged	8	7
Decreased	26	22
Cannot Tell	4	3
Total	120	100

Source: Field survey (2020)
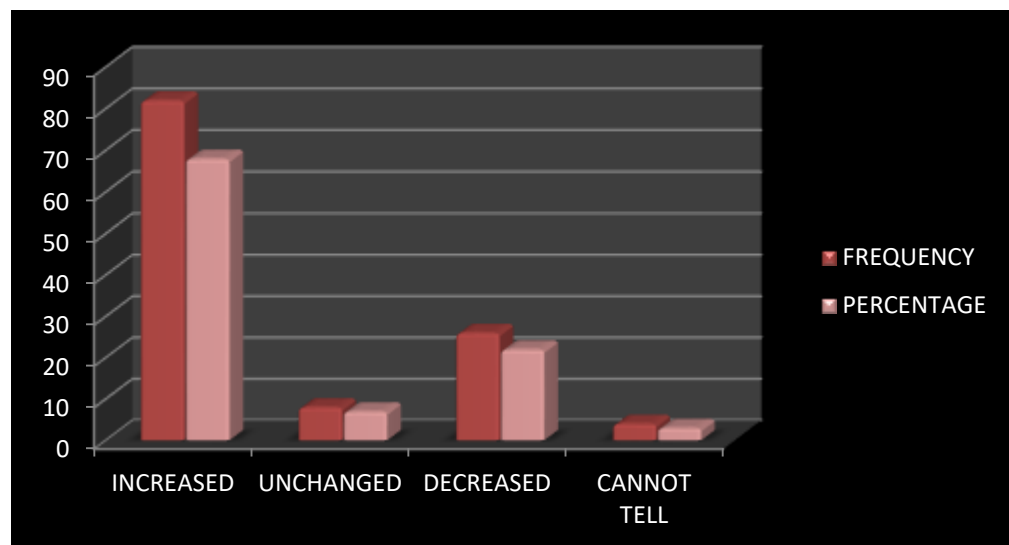
Figure 6: Impact of training on employee output

Source: Field survey (2020)

On the impact of training on employee output, a 68% representing 82 respondents indicated that output has increased, 7% that is 8 respondents indicated that output has remained unchanged, 26 respondents signifying 22%

felt it has decreased while 4 of the staffs representing 3% of the respondents remained uncertain about the quantity of employee output. Generally, the results show that that in-house training by MTN has increased the quantity of employee output.

It is therefore apparent that majority of the respondents agreed that their performance has significantly been improved as a result of training programmes offered by MTN on the job.
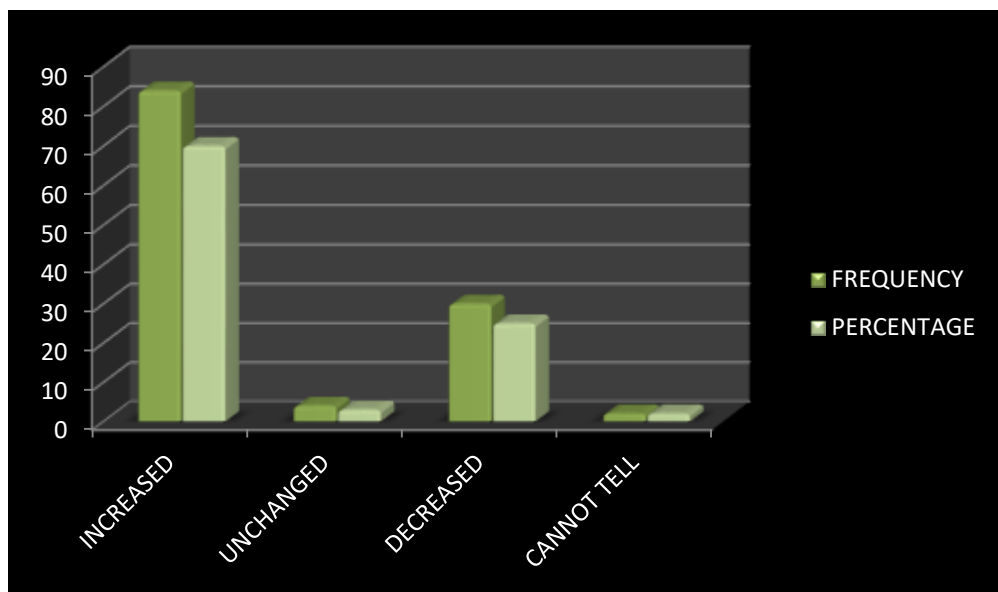
Figure 7: Impact of training on quality of employee output

Source: Field survey (2020)

The quality of employee output has generally led to improvement in the quality of work of employees in terms of improvement in competence (operation and maintenance of equipment), customer care, safety at work and confidence on the job, the respondents say. From Figure 7, a substantial proportion of the respondents (70%) mentioned that staff training had led to improvement in the quality of employee output. 25% of the respondents felt that quality of work output has deceased whiles 3% felt that quality of work output

remained unchanged after staff had gone through training offered by the company.

This finding is consistent with Forneck (2005), who argued that in-service training offered by the organisation to its staff tends to enhance the quality of work output in terms of service delivery, competitive products and improved standards in product delivery. Quality of service delivery is essential for most organisations hence for MTN Ghana, improvement in the quality of output of staff through training shows that it is operating to meet its objectives.
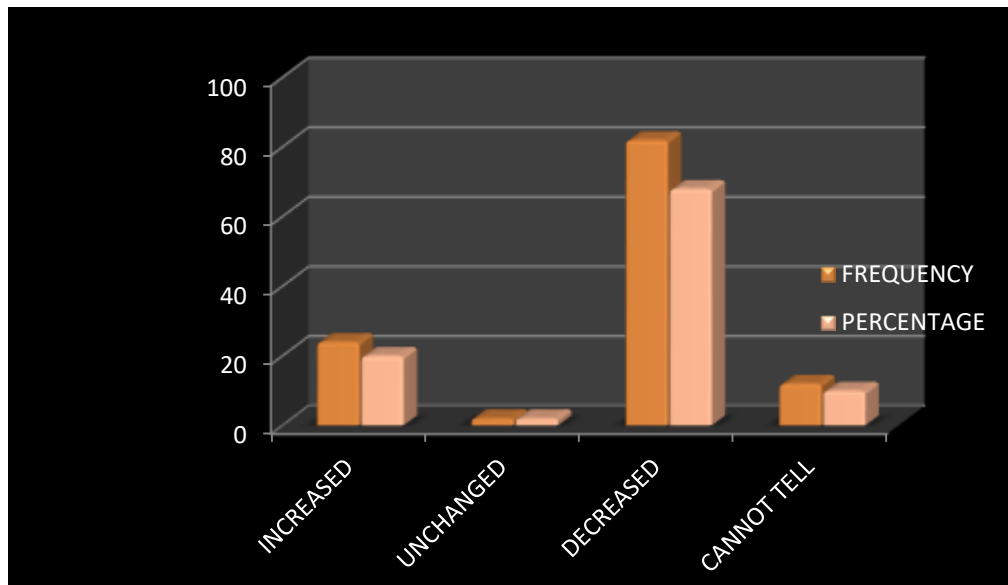
Figure 8: Impact of training on wastage/loss within MTN

Source: Field survey (2020)

Wastage and losses derail the profits of organisations since it increases their cost of production; hence every organisation puts in place various strategies to reduce leakages. Staff training has therefore been identified as one of the strategies for reducing wastages and losses (Abbas and Yaqoob, 2009). Respondents agreed that training has reduced wastage/loss within the organisation.

77

From Figure 8, as much as 68% of the respondents agree that training has reduced wastage in the organisation, 20% of them however felt that training has led to increases in wastage/loss, whiles 10% remain uncertain about the impact of training on wastage/losses at MTN. 2% on the other hand, claimed training had not had any impact. From the results, it could therefore be inferred that majority of respondents think staff training has reduced wastage or loss at MTN, which is critical in preserving the resources of the company.

The impacts of training on the three specific areas of the organisation that is, quantity of employee output; quality of employee output and; wastage/losses within the organisation shows that, notwithstanding some weaknesses, majority of respondents are of the opinion that the training unit of MTN has contributed very much to the realization of the objectives of the organisation.

Procedures Employed to Evaluate Training Programmes

Table 6: Methods Employed for Training

Method	Frequency	Percentage
Lecture	80	44
Classroom instruction	52	29
Programmed instruction	23	13
Coaching	11	6
Computer-assisted training	12	7
Others (simulation, games, etc)	2	1
Total	180	100

*Multiple responses

Source: Field Survey (2020)

The results in Table 6 indicates that despite the various methods used by the different resource persons in their delivery, lectures remain the most common method used with 44% usage and 29% classroom instruction. Programmed instructions covers 13%, coaching 6%, computer-based training 7% and other methods 1%, were also cited by respondents.

The lecture mode of delivery being the commonest method used means that trainers do not have the full benefit of the training since the lecture method is trainer-centred (Cole, 2002). The discussion and coaching methods are the trainee-centred methods and thus lead to better results in respect of learning new and practical concepts. Forneck et al (2005), endorses this finding by indicating that coaching and simulation produces outcomes results in high motivation on the part of trainees and hence learning is promoted which can translate into meaningful transfer of knowledge. In the case of MTN, since these methods were not mostly used during training sessions, outcomes of the training may not be impactful positively.

Appropriateness of the Training Methods

Table 7: Perception about the Appropriateness of Training Methods

Perception	Frequency	Percentage
Very appropriate	23	19
Appropriate	27	23
Not appropriate	64	53
Not appropriate at all	2	2
Cannot tell	4	3
Total	120	100

Source: Field survey (2020)

As indicated in Table 7, 19% of the respondents mentioned that the methods used for the training were very appropriate and 23% indicating that the method was appropriate. On the other hand, 53% alluded to the fact that the training methods were not appropriate, whilst 2% indicated that the methods were not appropriate at all, 3% were indifferent on the appropriateness of the methods employed for training staff of MTN. These findings suggest that a majority of the respondents perceived the methods employed during training sessions as unsuitable relative to the objectives of the training programmes.

Assessing Trainees on the Job after Training

It is important to evaluate the impact of every training course in order to assess the knowledge gained during training. One important aspect of the course evaluation is the follow up on-the-job assessment (Kirkpatrick, 1994). The methods used for follow-up assessments after the training programmes are presented in Table 6.

Table 8: Methods used to Assess Trainees on the Job after Training

Method of assessment	Frequency	Percentage
Written report	39	33
Personal presentation	14	12
Discussions	8	6
None	59	49
Total	120	100

Source: Field survey (2020)

As shown above, 33% of the respondents mentioned that they are made to write reports in order to assess the impact of a training programme on the job, 12% indicated that personal presentations and 6% mentioned they used

discussions with management and peers to assess their understanding. As much as 49% of the respondents indicated that none of the assessment methods used in the study was employed as a follow-up assessment after the training.

The findings indicate that there is no systematically planned follow-up evaluation and impact assessment of trainees who are engaged at the MTN training programmes. It is very essential to have a comprehensive evaluation programme for training sessions in an organisation and as such its limited implementation at MTN create gaps between skills learnt during training programmes and the implementation of acquired skills. This is likely to cause a negative knowledge transfer. This finding contravenes the position of Kirkpatrick (1994) four-level model of evaluation which recognizes follow-up evaluation as a critical measure in the comprehensive evaluation instrument in assessing knowledge and skills transfer on the job.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter summarises the key findings of the study, conclusions drawn from the findings, and policy recommendations suggested to improving training of staff of MTN in the Brong Ahafo Region. Suggestions are also made for further research on recruitment and selection of other research approaches.

Summary

The study sought to present how training and development influenced the performance of staff of MTN Ghana in the former Brong Ahafo region. The analysis on the data gathered with respect to the research questions. Data was analysed using descriptive analysis of frequency and percentages. It was realised from the study that, most of the respondents have worked with MTN between 11 and 20 years inclusive with a number of them being technical staff. Training programmes implemented by MTN was also concluded that only a few of the employees felt it was very well implemented whilst majority of the respondents felt the programme was poorly implemented.

Effectiveness of the training programmes as indicated by, majority of the respondents was that MTN's training programme had been effective and as such enabled them acquire the knowledge and expertise necessary to perform their roles in the organisation.

More so, a sizeable number of the respondents agreed that their performance on the job had improved as a result of participating in training programmes organised by MTN. majority of respondents disagreed that their personal career objectives had been enhanced by the training provided by the

organisation. The study also discovered that most of the respondents agreed that staff training offered by MTN had improved their job performance.

In the study, in enhancing personal career objectives, the majority of the respondents disagreed that their personal objectives of career development had been enhanced by the training provided by the organisation. Most of the respondents agreed that training had reduced wastage in the organisation and with regards to the procedures used to evaluate training programmes, the study found the lecture method and classroom instruction to be the dominant methods used for training respondents. On the appropriateness of the training methods adopted by trainers in relation to the objectives of the training programmes they attended, more than half of the respondents felt the training methods were not appropriate.

Regarding job experiencet, most of the respondents have worked with MTN between 11 and 20 years inclusive with a number of them being technical staff. Training programmes implemented by MTN was also concluded that only a few of the employees felt it was very well implemented whilst majority of the respondents felt the programme was poorly implemented. On effectiveness of the training programmes, majority of the respondents' belief that MTN's training programme has been effective and as such would enable them acquire the knowledge and expertise necessary to perform their roles in the organisation.

In addition, a sizeable number of the respondents agreed that their performance on the job had improved as a result of participating in training programmes organised by MTN. Furthermore, majority of respondents disagreed that their personal career objectives had been enhanced by the training provided by the organisation. The study also revealed that most of the

respondents agreed that staff training offered by MTN had improved their job performance. However, the majority of the respondents disagreed that their personal objectives of career development had been enhanced by the training provided by the organisation.

Most of the respondents agreed that training had reduced wastage in the organisation and with regards to the procedures used to evaluate training programmes, the study found the lecture method and classroom instruction to be the dominant methods used for training respondents. On the appropriateness of the training methods adopted by trainers in relation to the objectives of the training programmes they attended, more than half of the respondents felt the training methods were not appropriate.

Conclusions

The importance of training and development in the corporate world has been accentuated in the previous literature. It is important therefore to examine all issues associated with training and development in any commercial sector. The purpose of this study is to examine the importance of training and development on employee performance within MTN Ghana. Sub-goals were however developed to enhance a clear achievement of the purpose of the study. These include (i) how are training programs implemented in MTN Ghana, (ii) what are the training objectives, (iii) what methods are used in evaluating the training programme and do they meet the training objectives, and finally (iv) examine the effects of training on employee performance. The sample of the study is based on the Brong Ahafo Regional branch of MTN Ghana. It could be concluded from the study that training programmes adopted by MTN have a positive correlation on the objectives of the company with respect to improving

the knowledge, skills and competencies of staff in order to perform well on-the-job in key areas such as customer care, operation and maintenance of equipment and safety which can translate into increased output of staff and reduction in leakages, wastage or loss. Notwithstanding, the training has failed to address the personal needs (objectives) of staff in terms of career development.

Furthermore, the study concludes that systematically planned follow-up evaluation and impact assessment of trainees at MTN has not been given the adequate attention. Nonetheless, it was partially conducted and hence does not lead to effective transfer of learning and as such there exist discrepancies between skills learned during training and the implementation of such skills.

Recommendations

Based on the data analysis and findings of the study, the researcher makes the following recommendations:

i.   Management of MTN should give staff education, training and development programmes attention by implementing strategic programmes aimed at training staff at all levels. This will encourage staff to align their objectives for training with those of the organisation to ensure congruence for a maximum returns on training investment and career advancement of staff.

ii. Staff of the company should be encouraged to embark on further training and educational upgrades in order to improve their knowledge, skills and competencies. Although MTN has some training programmes for its employees, it is recommended that the capacities of employees be combined with further education and training programmes, recognising the fact that the company should put in place a system that will ensure a

possible reduction in job interference that is likely to occur as a result of employees undertaking further training.

iii. The methods used in the delivery of the contents of training programmes should be revised to make it more involving and practically oriented by including more computer-assisted training, coaching and simulation methods should be inculcated into the methods of delivery during lessons (IV) The methods used for evaluating training programmes should be revised. The use of written reports the main medium of follow up assessment after training does not ensure effective transfer of knowledge and skills. Management of MTN should ensure a systematic and planned follow up evaluation and impact assessment of trainees are put in place so that the staff would give proper feedback after they have undergone training by adopting practical examination of skills and expertise.

Suggestions for Further Research

The use of quantitative research approach was employed in this study. This therefore does not allow the respondents to express their observations to their satisfaction and so, it is proposed that a qualitative research approach be used in subsequent study. The motive being that such method could allow the in depth examination of more variables as the respondents could express their views in details and it will help affirm the validity current study.

Also, further research can be made by expanding the research sample size by including all the other regions in Ghana and more stakeholders involved for interview to form a basis to decide the training and development mechanism that have the highest positive impact on employees as well as the organisation.

REFERENCES

Abbas, Q., & Yaqoob, S. (2009). Effect of leadership development on employee performance in Pakistan. *Pakistan Economic and Social Review, 47*(2), 269-292.

Agarwal, R. C. M. (2006). The performance effects of coaching: a multilevel analysis using hierarchical linear modelling. *Robert H. Smith School of Business Research Paper Series*.

Agyenim-Boateng, E. O. (2001). Towards the development of performance appraisal system for UCC Senior and Junior Staff. *Journal of Educational Management*, 3 (1), 128-143.

Arnold, R. (2001). Adult Education: *An introduction to the fundamentals problems and prospects* (6th ed.). Baltmannsweiler: Schneider-Verl, Hohengehren.

Ayeh-Danso, K. (2011). Staff motivation at Blue Skies Company (Ghana). Unpublished master's thesis, Maastricht School of Management (MSN) Maastricht, The Netherlands.

Beach, D. (1980). *Personnel: The management of people at work*. New York: Macmillan.

Bohlander, G., Snell, S., & Sherman, A. (2001). Managing human resources Ohio: *South-Western College Publishing.*

Boxall, P., Purcell, J., & Wrigh, M. P. (2008). Human resource management: Scope, analysis, and significance. In the *Oxford handbook of human resource management*.

Bramley, P., & Newby, A. C. (1984). The evaluation of training. Clarifying the concept. *Journal of European & Industrial Training*, 8(6), 10-16.

Britain, S. (2004). A review of learning design: Concept, specifications and tools. A report for the JISC E- learning Pedagogy Programme, New York.

Clark, R.C., Nguyen, F., & Sweller, J. (2006). *Efficiency in learning: evidence based guidelines to manage cognitive load*. San Francisco: Pfeiffer.

Clutterbuck, D., Megginson, D., Garvey, B., Stokes, P., & Garrett-Harris, R. (Eds.). (2005). *Mentoring in action.* UK: Kogan Page.

Cohen, D., & Prusak, L. (2001). In good company. How social capital makes organisations work. Boston: *Harvard Business School Press.*

Cole, E. A. (2002). Personnel and human resource management (5th ed.). London: Biddles Limited.

Conole, G., & Fill, K. (2005). A learning design toolkit to create pedagogically effective learning activities. *Journal of Interactive Media in Education, 23(2),* 23-34.

Dartey-Baah, K. (2011). Application of Frederick Herzberg's Two-Factor Theory in assessing and understanding employee motivation at work: a Ghanaian perspective. *European Journal of Business and Management, 9* (3): 1-8.

De-Senzo, E., & Robins, D. (1996). Approaches to evaluation of training: theory and practice. *Educational Technology and Society, 5*(2).

Dessler, G. (2013). *Human resource management*. New Jersey: Pearson.

Dixon, N. (1994). *The organisational learning cycle. How we can learn collectively.* London: McGraw-Hill.

Drisoll, M. P. (2000). *Psychology of learning for instruction* (2nd ed.). Needham Heights, MA: Allyn and Bacon.

Elena, P. F. (2000). *The effective executive: The definitive guide to getting the right things done*. New York: Collins.

Eseryel, D., Schuver-van Blanken, M., & Spector, J. M. (2011). Current practice in designing training for complex skills: implications for design and evaluation of ADAPT-IT. Tampere, Finland*: Association for Advancement of Computing in Education*.

Faulstich, P., & Zeuner, C. (1999). Adult Education: An Action-Oriented Introduction. Munich: Juventa.

Flippo*, E.B. (1993). Principles of personnel management.* McGraw – Hill.

Forneck, H. D, & Wrana, D. (2005). *A zoned area. Introduction to adult education*. Bielefeld: United Publishers

Foxon, M. (1989). Evaluation of training and development programs*:* a review of the literature. *Australian Journal of Educational Technology,* 5(2), 89-104.

Garbman, A. (2000). *Beyond the learning organisation. creating a culture of continuous growth and development through state-of-the-art human resource practices*. Cambridge, Mass: Perseus Books.

Garrett-Harris, A. (2000*). Mentoring for senior doctors: a tool for staff training and development.* New York: Blackwell Publishers

Garvey, B., Stokes, P., & Megginson, D. (2009). *Coaching and mentoring, theory and practice*. London, UK: Sage.

Garvin, D. A. (2000). *Learning in action. A guide to putting the learning organisation to work*. Boston, Mass: Harvard Business School Press.

Gary, P., Budworth, W., & Marie-Hélène, B. (2007). *The effect of implicit person theory on performance appraisals*. Thousand Oaks, CA: Sage

Ghansah, E. (2011). Writing beyond the State: Post-sovereign approaches to human rights.

Griffin, R. P. (2010). Means and ends: *Effective Training Evaluation, Industrial and Commercial Training,* 42(4), 220 – 225.

Gupta, C.B. (2005). *Human resource management*. New Delhi: Sultan Chand & Sons.

Heathfield, S. M. (2012). Training: Your investment on people development and retention. *Human Resource Journal*, *56*(2), 12-17.

Illeris, K, (2001). Transformative learning in the perspective of comprehensive learning theory. *Journal of Transformative Education,* 2, 7989.

Kelley, T., & Littman, J. (2005). *The ten faces of innovation: IDEO's strategies for beating the Devil's advocate & driving creativity throughout your organisation.* New York: Doubleday

Kirkpatrick, D. L. (1994). *Evaluating training programs.* San Francisco: Berrett Koehler Publishers, Inc.

Knowles, M. (1984). *The adult learner: a neglected species* (3rd ed.).Houston: Gulf Publishing Company.

Koper, R. (2006). Current research in learning design. *Educational Technology and Society,* 9 (1), 13-22.

Kumar, R. (1999). *Research methodology: A step-by-step guide for beginners*. London: Sage Publications.

Latham, Gary, P., & Budworth, Marie-Hélène (2007). The study of work motivation in the 20th Century. In L. Koppes, (Ed.), Historical perspectives in industrial and organisational psychology. Lawrence Erlbaum Associates.

Lunzer, E. A. (1968). *The regulation of behaviour; development in learning*. Staples Press.

Manpower Services Commission (1981). *Training for development*. Chicago: Manpower Services Commission.

Megginson, D., & Clutterbuck, D. (2009). *Techniques in coaching and mentoring* (2nd ed.). Butterworth Heinemann.

Morrell, K. M., Loan-Clarke, J., & Wilkinson, J. (2004). Organisational change and employee turnover. *Personnel Review, 33*(2), 161-173.

Muhammad, Z. I., & Basit, A. J. (2015). Impact of training and development on organizational performance: empirical study on telecommunication sector of Pakistan. *Journal of Resources Development and Management*

Mullins, L. J. (2007). *Management and organisational behaviour*. Financial Times Prentice Hall.

Nair, N.G., & Latha, N. (2004). *Personnel management & industrial relations*. New Delhi: S. Chand & Co.

Politt, D. (2004). Marina developments staff get a lift from Boatyard training. *Human Resource Management*, 12(2), 14-16.

Price, S. (2004). Kolb's experiential learning theory: A framework for. Assessing Person Job Interaction. *Academy of Management Review*, 8, 3.

Prusak, L., & Cohen, D. (2001). How to invest in social capital. *Harvard Business Revie*w, 79(6), 86-93.

Senge, P. (1993). *The fifth discipline, the art and practice of the learning organisation*. London: Century Business.

Shah, C., & Burke, G. (2003). Labour mobility: demographic, labour force and education effects and implications for VET. Report to ANTA, Monash: *Centre for the Economics of Education and Training.*

Sims, R., & Felton, E. (2006). Designing and delivering business ethics teaching and learning. *Journal of Business Ethics*, 63(3), 297-312.

Singer, M. G. (1990). *Human resource management.* Boston, MA: PWS-Kent Publishing Co.

Sisk, L. H. (1973). *Management and Organisation* (3rd ed.). London: South Western Publishing Co.

Skinner, B. F. (1953). *Science and human behaviour*. London: *McMillan.*

Smith, A., & Mackness, M. S. (1992). *Economics principles in action*. Upper Saddle River: Pearson Prentice

Stolovitch, H. D., & Keeps, E. (1999). *Handbook of human performance technology*. Emerald Group Publishing Limited.

Storey, C, (2001). Effective and legally defensible performance appraisals. *Journal of Compensation and Benefits,* 11(6), 41-46.

Tannenbaum, S. I., Mathieu, J. E., Salas, E., & Cannon-Bowers, J. A. (1991). Meeting trainees' expectations: The influence of training fulfilment on the development of commitment, self-efficacy, and motivation. *Journal of Applied Psychology*

Taylor, P., O'Driscoll, M., & Binning, J. (1998). A new integrated framework for training needs analysis. *Human Resource Management Journal, 8*(2), 29-50.

Thompson, J.L. (2002). The world of the social entrepreneur. *International Journal of Public Sector Management.*

Tyson, S., & York, A. (2000). *Essentials of human resource management*. Oxford: Butterworth-Heinemann.

Wolf, J. A., Suttenfield, L., & Binzen, S. C. (1991). The family planning manager's handbook*; Family Planning Management Project, Management*

Yahaya, K. A. (2007). *Impact of investment on human resource training and development: The sciences for health.* Chicago, Illinois, USA: Kumarian Press.

Yoder, D. (1975). Personnel management and industrial relations. New Delhi: Prentice Hall of India.

QUESTIONNAIRE FOR RESPONDENTS

I am a student of the Catholic University College of Ghana-Fiapre undertaking a research to assess the corporate staff training and development programme of MTN. This questionnaire is designed to elicit information from you regarding the study. Information that you provide will be used solely for the purpose of this study. You are also assured of full confidentiality regarding any information that you will give. Thank you in advance for your co-operation.

Section A: Socio-demographic characteristics

1. Age Range:

    a. 20-29 [   ]

    b. 30-39 [   ]

    c. 40-49 [   ]

    d. 50+ [   ]

2. **Sex:**

    a. Male[   ]

    b. Female[   ]

3. **Educational Background:**

    a. Basic/MLSC [   ]

    b. SSS/O/A Level [   ]

    c. Diploma [   ]

    d. Degree [   ]

    e. Post Graduate [   ]

    f. Others (Specify)………………………………

4. **Marital Status**

a. Married [   ]

b. Single [   ]

c. Divorced/separated [   ]

d. Others (specify) ………….

5. **Religion**

a. Muslim [   ]

b. Christian [   ]

c. Traditionalist [   ]

d. Others (specify)..

6. **Occupation (Specialization)**

a. Technical staff[   ]

b. Commercial staff[   ]

c. service Centre staff[   ]

d. Other (specify)...

7. **How long have you been working with MTN GH?**

a. Below 3 years [   ]

b. 3-6 years [   ]

c. 7-10 years [   ]

d. 10-15 years [   ]

e. 16 Years and Above [   ]

Section B: Adequacy of the content of training programmes offered by

MTN

8. Have you ever being selected for a training programme at MTN?

a. YES [   ]

b. NO [ ]

9. If YES, how were you selected?

   a. During Orientation [   ]

   b. Through my Supervisor [   ]

   c. Through MTN publications [   ]

   d. From colleagues [   ]

   e. From HR Dept [   ]

   f. Other (please specify)…………………………………………

10. What is the type of training attended?

………………………………………………………………………………..

………………………………………………………………………………..

11. How adequate is MTN's Training Programme?

   a. Very adequate [   ]

   b. Adequate [   ]

   c. Fairly Adequate [   ]

   d. Inadequate [   ]

   e. Very inadequate [   ]

12. How well is the Training Policy being implemented?

   a. Very well [   ]

   b. Quite well [   ]

   c. fairly well [   ]

   d. Poor [   ]

   e. Very Poor [   ]

   f. Cannot Tell [   ]

13. How will you assess the adequacy of the training programme of MTN?

   a. Very adequate [   ]

b. Adequate [   ]

c. Acceptable [   ]

d. Inadequate [   ]

e. Very inadequate [   ]

f. Cannot Tell [   ]

14. How well is the MTN training programme being implemented?

a. Very well [ ]

b. Quite well [ ]

c. fairly well [ ]

d. Poor [ ]

e. Very Poor [ ]

Section C: Extent to which organisational and personal objectives of employees are being met

15. In your opinion, how has training and development of staff to date impacted on the following areas of the Organisation? Using the key

1 - Increased Greatly, 2 - Increased Slightly, 3 – Unchanged, 4 - Reduced Greatly, 5 - Reduced Slightly, 6 - Cannot Tell

LEVELS	1	2	3	4	5	6
Quantity of Output						
Quality of output						
Wastage/Losses						

16. How effectively has the training organised by MTN equipped you with the required skills and knowledge for your role in the organisation?

a. Very effective [   ]

b. Effective [   ]

c. Not effective [   ]

d. Not very effective[   ]

17. How far do you agree that your performance on the job has improved as a result of the said training programme?

    a. Strongly Agree [   ]

    b. Agree [   ]

    c. Neutral [   ]

    d. Disagree [   ].

    e. Fully Disagree [   ]

18. How far do you agree that the training provided by MTN has helped you in accomplishing your personal objectives for your career development?

    a. Fully Agree [   ]

    b. Agree [   ]

    c. Neutral [   ]

    d. Disagree[   ]

    e. Fully Disagree [   ]

    Section D: Procedures employed to evaluate training programmes

19. What methods are employed in MTN's training programmes?

    a. Coaching[   ]

    b. Lectures/Talks [   ]

    c. Classroom Instructions[   ]

    d. Computer-based training instructions[   ]

    e. Other (please specify)……………………

20. 20. Where have most of the trainings you have participated in taken place?

a. On-the-job location[   ]

b. Training School [   ]

c. Hotels /conference halls[   ]

d. Other (specify)……………………………

21. 21. How appropriate were the methods during the training?

a. Very appropriate   [   ]

b. Appropriate [   ]

c. Fairly appropriate [   ]

d. Neutral [   ]

e. Not appropriate [   ]

22. Were the training inputs provided (for example; equipment) adequate to allow participants to have hands-on exercise?

a. Very adequate [   ]

b. Adequate [   ]

c. Inadequate [   ]

d. Very inadequate   [   ]

23. How well did the facilitators communicate the knowledge required?

a. Excellent[   ]

b. Very Well   [   ]

c. Average[   ]

e. Below average[   ]

f. Poor   [   ]

24. How was the training course evaluated during and after the session?

a. Hands-on practice[   ]

b. Questionnaire[   ]

c. Written test[   ]

g. Other (please specify)

h. Not Evaluated [   ]

25. 25. What method was used to assess you after the training (back on the job) to determine transfer of knowledge and skills?

a. Written report[   ]

b. Personal presentation[   ]

c. Other (please specify)..

d. Non e[   ]

Section E: Recommendations to improve staff training and development

26. Given the opportunity to decide, which of the following training programmes would you prefer for your subsequent trainings towards your career development?

a. Course within MTN Training facility [   ]

b. Course outside the training facility [   ]

c. Job rotation [   ]

d. Coaching and Mentoring [   ]

e. An academic course [   ]

f. Other (Specify)…………………………………

27. What three things do you suggest should be done to improve future training and development of staff at MTN Ghana?

a..

b..

c..