

CATHOLIC UNIVERSITY COLLEGE OF GHANA

TRAINING AND DEVELOPMENT AND EMPLOYEES'  
PERFORMANCE: EVIDENCE FROM SELECTED JUNIOR HIGH  
SCHOOLS IN WENCHI MUNICIPALITY

DANIEL ADJEI MENSAH

2020

CATHOLIC UNIVERSITY COLLEGE OF GHANA

TRAINING AND DEVELOPMENT AND EMPLOYEES'  
PERFORMANCE: EVIDENCE FROM SELECTED JUNIOR HIGH  
SCHOOLS IN WENCHI MUNICIPALITY

BY

DANIEL ADJEI MENSAH

Dissertation submitted to the Faculty of Economic and Business  
Administration, Catholic University College of Ghana in partial fulfillment of  
the requirements for the award of Master in Business Administration degree in  
Human Resource Management

JULY 2020

## **DECLARATION**

### **Candidate's Declaration**

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

Candidate's Signature ..... Date .....

Name: .....

### **Supervisor's Declaration**

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the Catholic University College of Ghana.

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

Name: .....

## **ABSTRACT**

This research investigated the influence of training and development on employee performance: evidence from selected Junior High Schools in Wenchi Municipality. The research design used in this study was a descriptive survey which enabled the researcher describe and interpret what exist at present in the form of conditions, practice, process, attitude and beliefs. The population of the study was teachers of Junior High Schools for the nine circuits in Wenchi Municipality. Basically, twenty-eight public Junior High Schools were used for the study. The sample size of two hundred and twenty-eight (228) was drawn from the teacher population of the Junior High Schools. Purposive sampling technique was used in the study because it involved a large number of teachers. The instrument used to gather data was a questionnaire. The researcher used descriptive statistics procedure to describe the attitudes, processes, feelings of respondents expressed in the questionnaire which is quantitative. The findings indicated that training and development programmes were available for teachers in Wenchi Municipality organized by Municipal Education Directorate and Head Teachers of the various schools in the form of in-service training and workshops. The study unveiled that teachers need training and development programmes in the following areas: methods and strategies of teaching, in-service training, subject-based training, professional and capacity development training, classroom management training and lesson notes and scheme of work preparation. The findings unraveled inadequate motivation and insufficient material resources as challenges faced during training programmes for teachers in the Wenchi Municipality.

## **KEYWORDS**

Development

Training

Training and development

Performance

Productivity

## **ACKNOWLEDGEMENTS**

My appreciation goes to the almighty God for his guidance and protection throughout my life especially in my educational life. I appreciate my bishop: most Rev. Matthew Kwasi Gyamfi for his fatherly love and care and the opportunity given me to undergo this masters' programme. I thank Msgr. George Kwame Kumi for his guidance. I appreciate all my brother priests in Catholic Diocese of Sunyani for their absolute support.

My greatest thanks goes to my supervisors, Dr. Edward Sackey Akomeah and Msgr. Seth Osei Agyemang (PhD) for their patience, love, guidance and support. I thank also goes to all the lecturers for having imparted great knowledge unto me and my colleges. I want to express my appreciation to all my colleagues for their support.

My appreciation also goes to Mr. Ebenezer Osei Mensah (GES-Wenchi), Mr. Remigius Wuur, Mr. Anthony Kwadwo Badu-Domfeh (WESS), the Wenchi Municipal Director, the entire staff at the Directorate, all the schools and all teachers in Municipality for their support and co-operation. May God Bless you all.

I thank the entire faithful of Holy Trinity Quasi-Parish for their encouragement, cooperation and support thus far.

## **DEDICATION**

To my parents and my bishop.

## TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
KEYWORDS	iv
ACKNOWLEDGEMENTS	v
DEDICATION	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF ACRONYMS	xiv
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	5
Purpose of the Study	8
Research Objectives	8
Research Questions	8
Significance of the Study	9
Delimitations	10
Limitations	11
Definition of Terms	12
Organisation of the Study	13
CHAPTER TWO: LITERATURE REVIEW	
Introduction	15
Concept of Training and Development	15



Training	19
Development	22
Learning	24
Education	24
Benefits of Training and Development	24
Factors Affecting Training and Development	25
Training Contents (TCs)	26
Training Environment (TE)	27
Facilities and Materials (FM)	27
Training Schedule	28
Presentation Style (PS)	28
Training and Development Process	28
Training Needs Assessments	30
Techniques for Needs Assessment	31
Priority Setting	32
Design and Planning of Training	32
Learner Specifications	33
Training Objectives	34
Delivery/ Implementation of Training	35
Evaluation of Training	35
Types of Training	36
On-The-Job Training	37
Off-The-Job Training	37
Key Difference between On-The-Job and Off-The-Job Training	37
Training and Development Methods	38

Orientations	39
Conferences	40
Job Rotation and Transfers	40
Coaching and/or Mentoring	40
Role Playing	41
Lectures	41
Case Study	42
Team-Building Exercises	42
Employee Productivity	43
Employee Training and Productivity	45
Employee Development and Productivity	46
The Concept Employee Performance	47
Insight into Performance and Productivity	49
Factors Affecting Employee Productivity and Performance	52
Environmental Factors	53
Organization Work Policies	54
Interpersonal Relationships/Groups/Teams	56
Personal Factors	57
Employee Performance Appraisal	58
Problems in the Implementation of Training and Development Programmes	59
Training of Teachers in Junior High Schools	60
Empirical Review	61
Lessons Learnt from the Review	64
Conceptual Framework	65
Chapter Summary	66

## CHAPTER THREE: RESEARCH METHODS

Introduction	67
Research Design	67
Study Area	68
Population	70
Sampling Procedure	71
Data Collection Instruments	73
Validity	75
Data Collection Procedure	76
Data Processing and Analysis	76
Ethical Consideration	77
Chapter Summary	77

## CHAPTER FOUR: RESULTS AND DISCUSSION

Introduction	78
Data Presentation	78
Availability of Training and Development programmes	78
Organisation of Training Programmes by Education Office	79
Organisation of Training Programmes by Headteachers	80
Training Programmes Recommended to be Organized Frequently	81
Effectiveness of Training and Development on Teachers' performance	81
Teachers Exposure to New Methods and Strategies of Teaching	83
Effect of Training and Development Programmes on Methods of Teaching	84
Employee Performance	85
Employee Performance Improvement	85
Accessibility positively enhances Academic Performance of Students	86

Teachers Subject areas Effectiveness	86
Frequency of Training and Development Programmes	87
Challenges during Training and Development Programmes	88
Teachers Motivation during Training and Development programmes	88
Facilitators Content Presentation	89
Resource Materials Adequacy	89
Discussion of Results	90
Availability of Training and Development programmes	90
Training Programmes Recommended to be Organized Frequently	91
Effectiveness of Training and Development on Teachers' Performance	91
Employee Performance	92
Challenges during Training and Development Programmes	93
Chapter Summary	95
<b>CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b>	
Introduction	96
Summary	96
Conclusion	97
Recommendation	98
Suggestions for Further Research	98
<b>REFERENCES</b>	99
<b>APPENDIX A</b>	116

## LIST OF TABLES

Table	Page
1 Key Differences between on and off-the-Job-Training.	38
2 Sample Size of the Targeted participants in Public Junior High Schools from nine circuits in Wenchi Municipality	73
3 Respondents' views on In-Service Training and Workshops	78
4 Training and Development Programmes Recommended	81
5 Training and Development Programmes Effectiveness	81
6 Respondents' opinion on the positive impact of Training and Development	82
7 Exposure to New Methods and Strategies of Teaching	83
8 Respondents' views on the effect of Training on Methods of Teaching	84
9 Access to Training and Development Programmes	86
10 Training enables Teachers Effectiveness	86
11 Motivation of Teachers	88
12 Content Presentation on Time Delivery	89

## LIST OF FIGURES

Figure	Page
1 Employee training effectiveness model	26
2 Training and development process model	29
3 Relationship cycle between employee training, productivity and revenue	47
4 Training and development vs employee performance	65
5 Education office organizes training for schools	79
6 Organisation of training programmes by headteachers	80
7 Employee productivity	85
8 Frequency of training programmes.	87
9 Resource materials adequacy	89

## **LIST OF ACRONYMS**

(HR)	Human Resource
(CPD)	Continuing professional Development
(GNA)	Ghana News Agency
(BECE)	Basic Certificate Examination
(INSET)	In-Service Education Training
(GES)	Ghana Education Service
(OECD)	Organisation for Economic Co-operation and Development
(NGO)	Non-Governmental Organisation
(JHS)	Junior High School
(TE)	Training Environment
(TC)	Training Content
(PS)	Presentation Style
(TS)	Training Schedule
(FM)	Facilities and Materials
(OJB)	On-The-Job Training
(OFJB)	Off-The-Job Training
(EMIS)	Education Management Information System

## **CHAPTER ONE**

### **INTRODUCTION**

Training and development have become very important in the dynamic competitive market environment where jobs are complex and changing almost every day. The quality of organizations' human capital distinguishes it from others. For an organisation to be a great one, there is the need for managers to invest into the development of its human resource to suit organizational strategy and objectives. Many researchers have realized that Organizations that invest into effective training and development for human resource tend to achieve both short- and long-term successes. While many organisations are realizing the need for training and development of its employees, many more institutions have not yet seen this and hence do not pay attention to developing their human capital. This study presents the significant of training and development on employee productivity. Employees' skills and knowledge tend to become absolute and therefore, need continuous learning and updating due to the organizational, technological, and social changes. Thus, in order for organizations to achieve optimum returns from their investment, there is imperative need to effectively manage training and development programmes. Training and development is an important instrument that aids human capital in exploring their dexterity. Training and development is very vital to the productivity of organization's workforce or employee. For the best use of human resource, training must be provided to develop the employees in order to enhance their productivity.

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

Organizations across the world are striving day-by-day for success and to compete with others in the same industry. To achieve this major goal,



organizations have the duty to obtain and utilize their available human resources effectively. It is important that organizations work hard to keep their human resources up-to-date. Armstrong (1992) holds the view that employees are valued assets and that their value should be increased by a systematic and coherent approach to investing in their training and development. To him, Human Resource Development (HRD) is about enhancing and widening skills of employees through training, enabling people to grow within the organization and enabling them to make better use of their skills and abilities. According to Nzuve (1997), human resource refers to the individuals within an organization whose activities contribute to the organization's success, that is, achievement of organizational goals and objectives. Macgregor (2011) also points out that the backbone or foundation of an organization is its core staff. Every organization should therefore have the right people in the right places at the right time to enhance success. The main functions of Human Resource in an organisation include recruitment, workplace safety, employee relations, compensation planning, labour law compliance and training. To make all these functions of HR effective and useful, it involves training and learning. Hence HR function of training and development is very fundamental for sustaining organizational success.

As organizations try to survive in the turbulent dynamic market, strong emphasis must be laid on human capital in order to be competitive and financially solvent. However, there are other factors that affect organizations' success; organizations must possess industrious (i.e. effective and efficient) employees. In addition, organizations differentiating on the basis of human capital due to its intangible characteristics such as knowledge, skills and

motivation of workforce increasingly sees it as invaluable in order to remain sustainable in the market. Thus organizations should have employees that have the capability of adjusting to swift dynamic business environment. Paradise, (2007) in his report stated that U.S. organizations alone spend more than \$126 billion annually on employee training and development. In an environment where there is high uncertainty tends to present organizations with high risk, the knowledge of business and market intelligence present organizations with a reliable competitive advantage over those that do not have such (Jelena, 2007). Therefore, knowledge is turning to basic capital that triggers development. The success of organizations is however dependent on its knowledgeable, skilled as well as experienced workforce. Therefore, to be sustainability, organizations must see continuous employee training and development as invaluable. Training and development is very essential at all employee levels, due to the reason that skills erode and become obsolete over a period of time and has to be replenished (Nishtha and Amit, 2010).

According to Asare-Bediako (2008), The ergonomics of the work environment, state of the art equipment as well as quality raw materials can make production possible, but it is the human resources that actually make production happen. Human resources are a crucial but expensive resource and therefore in order to sustain economic and effective performance of this resource, it is important to optimize their contribution to the achievement of the aims and objectives of the organization through training and development. Training is therefore necessary to ensure an adequate supply of employees that are technically and socially competent for both departmental and management positions (Mullins, 2007). According to Heathfield (2012), the right employee

training, development and education at the right time, provides big payoffs for the organization in increasing productivity, knowledge, loyalty and contribution.

All jobs in organizations are done through people, yet over the years, most organizations have failed to attach the necessary attention to employee training and development. Organizations particularly public institutions, in most cases do not see the need to train and develop their employees (Yawson, 2009). However, in the present era, public institutions are required by governments and the populace to contribute favourably to national development, just like private institutions. With the above call, all public institutions have realized the importance of developing the capacities of their employees in order to meet the ever-increasing demands and expectations of the government and the public. This has prompted private and public institutions like GES to institute training and development policies.

Employee training involves an expert working with learners to transfer to them certain areas of knowledge or skills to enable them improve upon their current jobs. Development in the context of human resource management is a broad ongoing multifaceted set of activities (training activities among them) to bring someone or an organization up to another threshold of performance, often to perform some job or new role in the future (McNamara, 2008).

As a result of poor academic performance by students in most of the schools in Ghana over the years, teacher Continuing Professional Development (CPD) has been an issue in the minds of educationists and other people across the country. Ghana News Agency (GNA) (2002) reported the increasing low performance of pupils at the Basic Education Certificate Examination (BECE).

Harrington (2002) indicated that the most important factor in students' learning is the quality of the teacher. Teachers who are fully prepared and have greater training are said to be more successful and effective than teachers with less preparation and training. For this reason, the Ghana Education Service (GES) has since 2005 developed a framework for the implementation of In-Service Education and Training (INSET) policy for basic education. The aim is to establish an institutionalized structure for Continuing Professional Development (CPD) of basic school teachers. This implies that the GES places much importance on teachers' CPD and is making efforts to ensuring that quality teachers are maintained in the service. The quality of education depends on the ability, hard work and dedication of the teacher (Rahman, et al, 2011). Strutt and Kepe (2010) in National Education Policy 2010 emphasized the need for teachers to keep in touch with the rapid scientific and educational developments in order to become efficient and effective.

Training and development of human resource as a means of achieving positive output is the traditionally dominant approach. However, it appears that Ghana Education Service as well as many schools have not paid closer attention to training and career development of their human resources, leading to an under-utilization of talent and low output in the schools. It is against this backdrop that this research is being carried out.

### **Statement of the Problem**

The changing nature of education globally requires constant skills improvement, development and highly motivated teachers who can participate in the fast-changing trends of communication flows, teaching and student learning (GES, 2012). Ghana Education Service (GES) require highly resourced

teachers who can move with the current changing trends in the world. Existing and emerging organizations such as GES need to institutionalize staff training and development if they are to move with the ever-changing trends in professional competencies. It was observed that training and development programmes are inadequate or rarely organized for teachers to develop their skills and competences to move with current changing trends.

Challenges affecting Junior High education in the world have been downplayed (Avalos, 2000). There are major concerns about the limited connections between teacher education, teachers' professional development, and school needs. There is now substantial research indicating that the quality of teachers and their teaching are the most important factors in student outcomes that are open to policy influence. Researchers agree that teachers are the most important school-based resources in determining students' future academic success and lifetime outcomes (Chetty et al. 2014; Rivkin et al. 2005; Rockoff 2004). Hanushek (1992) stated that the difference between having a good teacher and having a bad teacher can exceed one grade-level equivalent in annual achievement growth. Likewise, Sanders (1998) and Sanders and Rivers (1996) argued that the single most important factor affecting student achievement are both additive and cumulative. They further contended that lower achieving students are the most likely to benefit from increase in teacher effectiveness. There is also substantial evidence that teachers vary distinctly in their effectiveness (OECD, 2003). Teaching is a demanding job, and it is always not possible for everyone to be an effective practitioner and to sustain that over a long period of time. Lack or inaccessible training and development programmes could contribute to the poor performance at the Junior High

schools in developing countries like Ghana. This may have resulted in serious waste in the building of the human capital for the socio-economic development in most developing nations (World Bank, 2005).

Provision of a professional development in the form of training and development could be one of the several ways of addressing the numerous problems faced by teachers in the Junior High schools (Avalos, 2000). Access to training and development and its effects on the teaching profession cannot be downplayed. New teaching methods, lesson notes preparation and classroom management strategies just to mention a few are some of the training programs schools can benefit from.

Rowden and Conine (2005) indicated that, there is limited research on human resource development in small and mid-sized organizations. According to these authors, most people believe that small businesses do little, if any, in the development of their workers. This is the case in many of the public institutions in Ghana such as Ghana Education Service (GES). Although the relevance of training and development as a human resource capacity building strategy has been acknowledged, little interrogations have been done to unravel its positive effects on teaching in Junior High schools. In Ghana, there has not been adequate evidence of the extent to which exposure and access to training and development influence teachers' performance in the Junior High schools. Upon observation and interacting with some teachers in Wenchi Municipality, it was realized that teachers were not given adequate training to develop themselves and function very well in the classroom.

The issues above raised a red flag that there are problems with training and development programmes for teachers in Junior High schools within

Wenchi municipality. Hence, this study therefore, uses (6) selected Junior High Schools as a case study to ascertain the extent to which training and development can influence productivity of teachers' job.

### **Purpose of the Study**

The main purpose of this study was to investigate the impact of training and development on performance of teachers in Junior High Schools in Wenchi Municipality.

### **Research Objectives**

The main objective of this work was to find out the impact of training and development on employees' performance and specifically:

1. To ascertain the various training and development programmes available for teachers in Wenchi Municipality;
2. To assess the effects of training and development on teachers' performance in Wenchi Municipality;
3. To determine how training and development programmes improves teachers' productivity in the Wenchi municipality.
4. To find out the challenges in training and development programmes for teachers in the Wenchi Municipality.

### **Research Questions**

The main research question was: what is the impact of training and development on employee productivity? Other questions posed in the study include:

1. What are the various training and development programmes available to teachers in Wenchi Municipality?

2. What are the effects of training and development on teachers' performance in Junior High Schools in Wenchi Municipality?
3. How does training and development programmes improve teachers' performance?
4. What are the challenges in training and development programmes for teachers in the Wenchi Municipality?

### **Significance of the Study**

Training and development are about managing and empowering people for job performance and productivity. Human resource professionals, senior managers and leaders must align training and development strategies and practices with overall organizational strategies. Understanding human resource practices, particularly Training and development enable managers to help employees perform better in the work and keep them motivated. This in turn will strengthen individuals and the organization to meet its goals, objectives and standards despite internal and external challenges to the organization. This study becomes necessary because many organizations presently are striving to gain competitive edge and this can be achieved through increasing employees' competencies, capabilities, skills, knowledge, etc. by adequate training and development designs. The study results will help the management to identify the challenges and effects of employees' training and development on organizational performance, hence determine the areas where improvements through training and development can be done. It will also help the management in planning for the development and implementation of effective and efficient training needs that will lead to increased performance and productivity. It is hoped that, the findings of the study will be of great benefit to researchers and



scholars or anybody who has interest in this topic. This study may be a source of inspiration to other scholars in developing a practical approach of operationalizing human resource management practices.

The study is also expected to help schools to understand the importance of training and development programmes. It will also enable GES to structure its training programmes to make them more effective in terms of helping to improve the efficiency of teachers and lead to better performance. The study is hoped to further inform stakeholders in Ghana Education Service (GES), interest groups and NGOs about the relevance of training and development to teachers. The findings and recommendations of the study may be used by teachers, heads, NGOs and other interested groups in education and there will be a positive attitude towards in-service training and development. The study will serve as a guide to encourage teachers to have access to training and development, workshops and conferences. It would serve as a document on capacity building of teachers in Ghana as a whole.

### **Delimitations**

The study was limited to the teachers of selected Junior High schools in the Wenchi Municipality. The study was done in twenty-eight selected Junior High schools in the nine educational circuits in Wenchi municipality. Three or more schools were selected from each circuit and a quota of teachers was allocated to the schools selected for the study. Limited time, large number of schools, as well as economic reasons were some of the factors that led the researcher to select schools across the municipality and as well allocated a quota of participants to each school for the study.

## **Limitations**

Time constraints, academic requirements and rising economic cost and Corona virus outbreak were some of the main setbacks for the study.

Time constraints was one of the obstacles during the research. The study was done concurrently with other academic works such as assignment and lectures which affected the researcher to study and complete the research work on time. Also time schedules were drawn with the respondents to enable them respond to the questionnaire on time.

Academic requirement was one of the obstacles that the researcher has to face during the study. The researcher had to do his possible best to complete the study within stipulated time. The researcher then selected some Junior High schools in Wenchi Municipality for the study so as to meet the deadline for the programme.

Rising economic cost was also one of the setbacks of the research. Economically, prices of goods and services kept rising every day and to undertake a research of this nature, it involves some cost. Cost like data for bundle, traveling and transport to administer questionnaire, printing and photocopying were some of cost that one had to bear. The researcher had to raise funds to cater for all these costs.

Another constraint was the global outbreak of coronavirus (Covid-19) pandemic. Due to the outbreak of covid-19 pandemic schools were closed to enable the nation contain the spread of the virus. Therefore, reaching out to the participants for data collection was difficult since they were not in school. Respondents were reluctant also to take copies of questionnaire because they

had the notion that they might contract the virus when come into contact with the papers.

### **Definition of Terms**

**Training and development:** Armstrong (2001) sees training as the acquisition of technology, which permits employees to perform their present job to standards and development as any learning activity, directed towards future needs rather than present needs, and which is concerned more with career growth than immediate performance. Deducing from Armstrong, training and development is process of building the capacity if employees to perform their current job and at the same time preparing them for future job responsibilities.

**Training:** Training is the process of learning the skills that one needs to do a job. Training is any learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task (Cole, 2002).

**Development:** It is the gradual growth of something so that it becomes more advanced and stronger. Armstrong (2001), states that development is any learning activity, directed towards future needs rather than present needs, and which is concerned more with career growth than immediate performance.

**Employee:** An employee is a person who is paid to work for something. An employee is an individual who was hired by an employer to do a specific job (Heathfield, 2019). An employee is a term for workers and managers working for a company, organisation or community. These people are the staff of the organisation. The employee is hired by the employer after application and interview process results in his or her selection an employee. Generally

speaking, any person hired by an employer to do to a particular job is an employee.

**Employee productivity:** It is the rate at which a worker, a company, or a country produce goods, and the amount produced, compared with much time, work and money needed to produce them (Oxford Advanced Learner's Dictionary 7th edition, 2005). Employee productivity is the measure of output per unit of input economically. It is the log of net sales over total employees (Rohan & Madhumita, 2012).

**Employee performance:** It is how well or bad one does something. According to Cooke (2001), performance is the achievement of specific task which is measured against predetermined standards of accuracy, completeness, speed and cost. He added that, in an employment contract, performance is considered to be an achievement of the employee commitment that releases the performer from all liabilities that is designed under the contract.

### **Organisation of the Study**

The study is made up of five chapters. Chapter one covers the introduction; it is made up of the background, statement of the problem, objectives, research questions, significance, delimitation, limitation and organisation of the study. Chapter two focuses on the review of literature related to the study of training and development on employee productivity. Chapter three contains the description of methodology and procedure for conducting the study, including issues such as population, sample and instrument for data collection, pre-testing of the instrument and the procedure employed for the collection of data, and data analyses plan. Profile of the organisation that is Ghana education Service is also included in this chapter. Chapter four deals with

the actual analysis of data and discussions of data. Chapter five deals with the summary of findings, conclusions, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

The study is concerned with training and development on employee performance. This chapter reviews the literature of what other writers and researchers have put forward relating to training and development and employee performance; related ideas and their manner of activities, functions, importance, findings and where possible their recommendations. An important part of the Human Resource Management function of great relevance is training and development. Many managers would accept the fact that training and development is the main force for organization success. For organisation's performance to be sustained effectively, the contribution of employees should be adjusted to the goals of the organization.

#### **Concept of Training and Development**

Training and development is said to be an important function of Human Resource Management (Weil & Woodall 2005). Employee training and development implies a programme in which specific knowledge, skills and abilities are imparted to the employees, with the aim of raising their performance level, in their existing roles, as well as providing them with learning opportunities, to further their growth. Training and development involve improving the effectiveness of organisations and the individuals and teams within them (Aguinis, Herman; Kraiger, Kurt, (January 2009). Training and Development is a subsystem of an organisation which emphasize on the improvement of the performance of individuals and groups.

Training and development describe the formal, ongoing efforts that are made within organisations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programs. Training and development should not only be seen as the thread that ties together all human resource practices, but also as the instrument for establishing and signaling when and how work practices should change. To be effective in this role, the human resource manager will need to create a framework for making human resource decisions based on organizational vision and strategic plan. Malone (1984), claims that training is the process of teaching, informing, or educating people so that they may become as well qualified as possible to do their job, and become qualified to perform in positions of greater difficulty and responsibility. Employees are trained in different areas so that they become efficient in performing their duties. In service training is provided to employees so that their performance in the job increases as well as equips them to hold the responsibilities well. This training provides a development and growth for the individual through acquiring new core competencies and capabilities. From the above, one can easily extract the existence, linkage and depth of relationship between training and development and employee's performance and productivity. Armstrong (2000), states that training is the method of learning new things through education, practice and experience while development will make the employees to have more awareness and readiness regarding the requirements and requisites of expected future jobs and hence prepare them effectively to be matured enough to contribute to the achievement of organizations' goals.

Birdi *et al.* (2008), in their research concluded that, training and development are indispensable strategic tools for effective individual and organization performance. However, for any organization to achieve its goals and objective in this competitive world, adequate and relevance training and development of staff cannot be over emphasized. Organizations are expected to identify training needs of its employees and design training programs that will eventually help to optimally utilize their workforce towards actualization of organization objective (Kennedy, Chyung, Winiecke, & Brinkerholff, 2013). Oguntimehin (2001) observed the usefulness of training and development in an organization as: it increases productivity; improves the quality of work; enhances skills, knowledge, understanding and attitude; improves the use of tools and machine; reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs; eliminates obsolescence in skills, technologies, methods, products, capital management; enhances the implementation of new policies and regulations; prepares people for achievement, improves manpower development and ensures the survival and growth of the enterprise. Training and development helps in optimizing the utilization of human resource that further helps to achieve the organizational goals as well as their individual goals. Training and development helps to provide an opportunity and broad structure for the development of human resources' technical and behavioral skills in the organization. Training and development helps in increasing the job knowledge and skills of employees at each level.

Training and development as a unified concept helps to expand the horizons of human intellect and an overall personality of the employees. According to Nel *et al.* (2004), investing in training and development is



imperative for any organization, which will certainly realize a return on investment in training and developing their workers. When companies fall behind in the training and development of their human resources, they are prone to fall behind in countless other ways as well.

Despite the above-mentioned benefits; and in reality, many training and development programs do not yield their expected returns. Odendaal, Robbins, and Roodt, (2003) points out that many employers are opposed to training and development initiatives because they assume that the responsibility for training people to be workers falls on the school system, not on firms. In addition, they consider that it is the responsibility of the employees to learn how to do their job so that they are hired. Furthermore, they regard training and development programs as an expense which it is difficult to convince shareholders to approve. According to the perspective of the researcher, if aligned with the goals, mission and objective of the organization, and supported by both the employer and the employee, training, development and education programs delivered the right way and at the right time provide substantial returns for the employer in terms of increased productivity, knowledge, loyalty and profit.

However, these causes of failure can be prevented or at least reduced. Manu (2004) suggested set of desirable techniques and models which may prevent the failure of a training program. The study concluded that the organizations should choose those models of training and development that successfully fit into the organization's culture. Needs of training and essential business skills should be carefully assessed. Then appropriate managerial techniques as well as the comprehensive plans or models should be implemented for the effective training and development program in order to

motivate the employees, reduce the performance gaps and achieve the organizational goals effectively.

The terms “training” and “development” are used together to describe the overall improvement and education of an organization’s employees. However, while closely related, there are important differences between the terms that center on the scope of the application. Training programs have very specific and quantifiable goals, like operating a particular piece of machinery, understanding a specific process, or performing certain procedures with great precision. Developmental programs, on the other hand, concentrate on broader skills that are applicable to a wider variety of situations, such as decision making, leadership skills, and goal setting. Though there is no distinction made between them, Sloman and Marchington (2003) have made the following distinctions between these terms.

### **Training**

According to Oxford Advanced Learner’s Dictionary (1997), training is a process of learning the skills that you need to do a job. Gordon (1992) and other researchers, postulates that training being one of the major functions of HRM, has for long been recognized and thus attracted great research attention by academic writers (Beardwell, Holden & Claydon, 2004). Gordon (1992, 235) defines training as the planned and systematic modification of behavior through learning events, activities and programs which result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively. Training is a process of upgrading an individual’s knowledge, skills and competencies on a job. Armstrong (2001) sees training as the acquisition of technology, which permits employees to perform their present

job to standards. For Armstrong, training is designed to improve the competence and ability of individual employee so that through their effort, the organization achieves its goals in a better way.

DeCenzo & Robbins (2000), explain training as a “learning experience, in that, it seeks a relatively permanent change in an individual that will improve his ability to perform on the job”. This mean training must be designed in such a way that, it will involve the either the changing or enhancing of skills, knowledge, attitudes, and social behavior. This change or enhancement of skills, knowledge, attitudes, and social behavior could involve what the employee knows, how he works, his relations and interactions with co-workers and supervisors. Training thus consists of planned programmes designed to improve performance at the individual, group or organizational levels, Cascio (1992).

The importance of training as a central role of management has been recognized by many research studies. According to McDowall and Saunders (2010), the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized. Braga (1996) and other researchers added that technological developments, atomization, mechanization, changing environment and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, and this means considerable and continuous investment in training and development (Khan, et al., 2011). Furthermore, the view that human resource management concepts such as commitment to the organization and the growth in the quality movement have led senior management teams to realize the increased importance of

training, employee development and long-term education. Such concepts require not only careful planning but a greater emphasis on employee development (Beardwell & Holden, 1993). Moreover, training also enhances the capabilities of panel of employees in very effective way by motivating them and transforming them in to well organize and well-mannered, that ultimately affects the performance of organization. Laing (2009), defines training as an indicator to enhance superior skills, knowledge, capabilities and outlook of the employees that results in effective performance of the workers. He added also that, training extents the production of the organization. In line with this is the belief that training is important mean to improve the employees' productivity which ultimately affects the organization performance and effectiveness (Singh, & Mohanty, 2012).

In conclusion, the benefits of well-maintained training programmes may include: improves morale of employees, employee job security and job satisfaction. The more satisfied the employee is and the greater his or her morale, the more he or she will contribute to organizational success and the lesser will be employee absenteeism and turnover. Fewer accidents and errors are likely to occur if the employees do not lack knowledge and skills required for doing a particular job. As employees acquire skills and efficiency during training, the more they become more eligible for promotion and they become an asset for the organization. Training improves efficiency and productivity of employees as well. Well trained employees show both quantity and quality performance. If employees are properly trained, there is less wastage of time, money and resources (Onyango & Wanyoike, 2014).

## **Development**

Development is the gradual growth of something so that it becomes more advanced and stronger (Oxford Advanced Learner's Dictionary, 1997). According to Armstrong (2001), development is any learning activity, directed towards future needs rather than present needs, and which is concerned more with career growth than immediate performance. Schular (1981) in his view, development means preparing an employee for a future, but fairly well-defined job at a higher level, but training supplies the skills, knowledge, and attitudes needed by individuals or groups to improve their abilities to perform their present jobs. Development is part of human resource management that describes the organization strategy for managing the process. Outcomes of development may be long lasting but may diminish over time.

The focus of human resource development is on mounting the most superior workforce which helps the organization for successive growth. This can only be achieved through proper and systematic implementation of employee training and development programs. Employees are always regarded with development in career-enhancing skills which leads to employee motivation and retention. There is no doubt that a well-trained and developed staff will be a valuable asset to the organisation and thereby will increase the chances of their efficiency and effectiveness in discharging their duties. Training is a learning experience which has a capacity to make positive changes and reach up to the desired objectives of the organization. It improves the ability of the employee to perform the job efficiently and with excellence (Pallavi, 2013). Development, on the other hand means those learning opportunities designed to help employees to grow. Development provides the general

knowledge and attitudes, which will be helpful to employers in higher positions. Efforts towards development often depend on personal drive and ambition. Development activities such as those supplied by management development programs are generally voluntary in nature. Development provides knowledge about business environment, management principles and techniques, human relations, specific industry analysis and the like is useful for better management of a company. Development programs are regarded as specific framework for helping employees to develop their personal and professional skills, knowledge, attitudes, behavior and consequently improve their abilities to perform specific task in the organization. Ekpo (1989) is of the opinion that manpower development could be seen as organization specific. This is because it is largely a function of organization manpower needed or job specification. Manpower development focused on turning out human resource that is needed for effective performance in the organization (Drucker, 1999). It is geared towards updating workers with new techniques or skills associated with the performance of their jobs (Lawal, 2006).

Aswathappa (2000) suggested that if the training and development function is to be effective in the future and yields all expected returns, it will need to move beyond its concern with techniques and traditional roles. He describes the strategic approaches that the organization can take to training and development, and recommends that the choice of approach should be based on an analysis of the organization's needs, management and staff attitudes and beliefs, and the level of resources that can be committed. This more strategic view-point should be of use in assessing current efforts as well as when planning for the future.

## **Learning**

It is the process through which skills, knowledge and attitudes are acquired, transform into habitual forms of behavior and performance. In order for human resource development to take place learning has to be led to the creation of organizational knowledge where the individual employee experiences a sense of satisfaction in his or her own role and purpose within the organizational context Dijk (2007). It focuses on the changes which take place within the individual. S

## **Education**

Education is a process of teaching, training and learning, especially in schools or colleges, to improve knowledge and develop skills. This is usually intended to mean basic instructions in knowledge and skills designed to enable people to make the most of life in general. It is thus a process of training and instructing people in schools, colleges, polytechnics etc., which is designed to give knowledge and develop skills. Therefore, education is more personal and broader. Education develops intellectual capabilities, conceptual and social understanding of individuals. It develops work performance through the learning process.

## **Benefits of Training and Development**

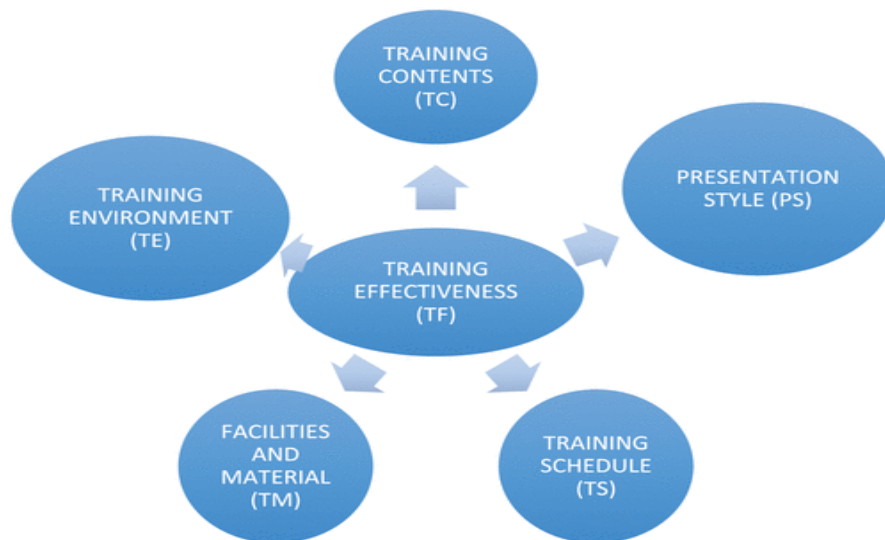
For companies to keep improving, it is important for organizations to have continuous training and development programs for their employees. Competition and the business environment keep changing, and hence it is critical to keep learning and pick up new skills. The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both

short-term and long-term benefits for individuals and organizations. There are so many benefits associated with training. Cole (2001) summarizes these benefits as; (i) High morale – employees who receive training have increased confidence and motivations; (ii) Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste; (iii) Lower turnover – training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided; (iv) Change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations; (v) Provide recognition, enhanced responsibility and the possibility of increased pay and promotion; (vi) Help to improve the availability and quality of staff.

### **Factors Affecting Training and Development**

There are number of factors that affect training and development. Some of these factors include the following: Training Contents, Training Environment, Training Materials, Training Schedule, and Presentation Style. Figure 2 below is a training effectiveness model.





*Figure 1: Employee training effectiveness model*

Source: Adopted from Hajjar & Alkhanaizi (2018)

### **Training Contents (TCs)**

The TCs are important factors of training effectiveness. It is important to select training activities that will definitely improve the teaching and learning process, which include instructor-led sessions, computer-based training, web-based training, and self-directed, interactive, or multimedia-inspired lessons. By selecting the most suitable media and materials, trainees may be able to maximize their skills, knowledge, and attitude toward the training programme. During the development phase, training design must be piloted to ensure that the content is understandable and applicable to the learners. Several important points must be checked, such as the accuracy of the contents, the logical sequence of materials to be presented, and the proposed course, learning objectives and outcomes that are suitable to those who will attend the training programme (McNamara, 2016).

### **Training Environment (TE)**

Training Environment plays an important part in training effectiveness. When attending training, a number of factors enhance or detract from a learning experience. These factors could be the space and colors of the building, seating arrangement, environmental considerations, the attitude of trainees, and other factors that may affect a positive learning environment. The key to establishing the optimal TE is the trainer. As a role model, trainers must set the tone by their attitude, the clothes they wear, their passion, and interest for the participants. Trainers set the stage for learning during training sessions to achieve the goals and objectives of training (Orey, 2014).

### **Facilities and Materials (FM)**

Training facility may include auditoriums that are typically large-sized rooms, multiple purpose medium-sized instruction rooms, audio/visual-equipped rooms, and computer training rooms. A good training facility must have flexible and technologically advanced learning environment. This means the environment may be able to adapt to new situation; and it must be safe, comfortable, and accessible. Another factor that may affect training effectiveness is training materials used by trainers. The main objective of using training materials is to involve the trainees during the activity, promote active interaction among them and encourage faster learning, and help improve their comprehension. These training materials are usually made up of video clips, audio, and hands-on tools that to increase the learning experiences of trainees. Training facilities must have high-quality indoor environments that can positively influence task performance and attention spans of trainees (Hajjar & Alkhanaizi, 2018).

### **Training Schedule**

Another factor that may affect the training effectiveness is the TPS. The main goal is to motivate the participants to be actively involved in the training program. This training schedule is designed to address any relevant problems, which may occur during training. Likewise, training schedules help find effective solutions to any related contingencies, which may arise during the training process (Silverman, 2015).

### **Presentation Style (PS)**

Another factor that may affect training effectiveness is the PS of trainers. The main goal of the trainer is to motivate the trainees and increase their desire to learn new ideas and skills. At this point, the PS employed help trainees learn and remember. This could be achieved if trainers resolved to presentation styles that are lively and interesting (Silverman, 2015)

### **Training and Development Process**

Training and development processes include: training needs assessment, designing and planning the training, carrying out or implementing the training and evaluating the training. The Figure below illustrates these process.

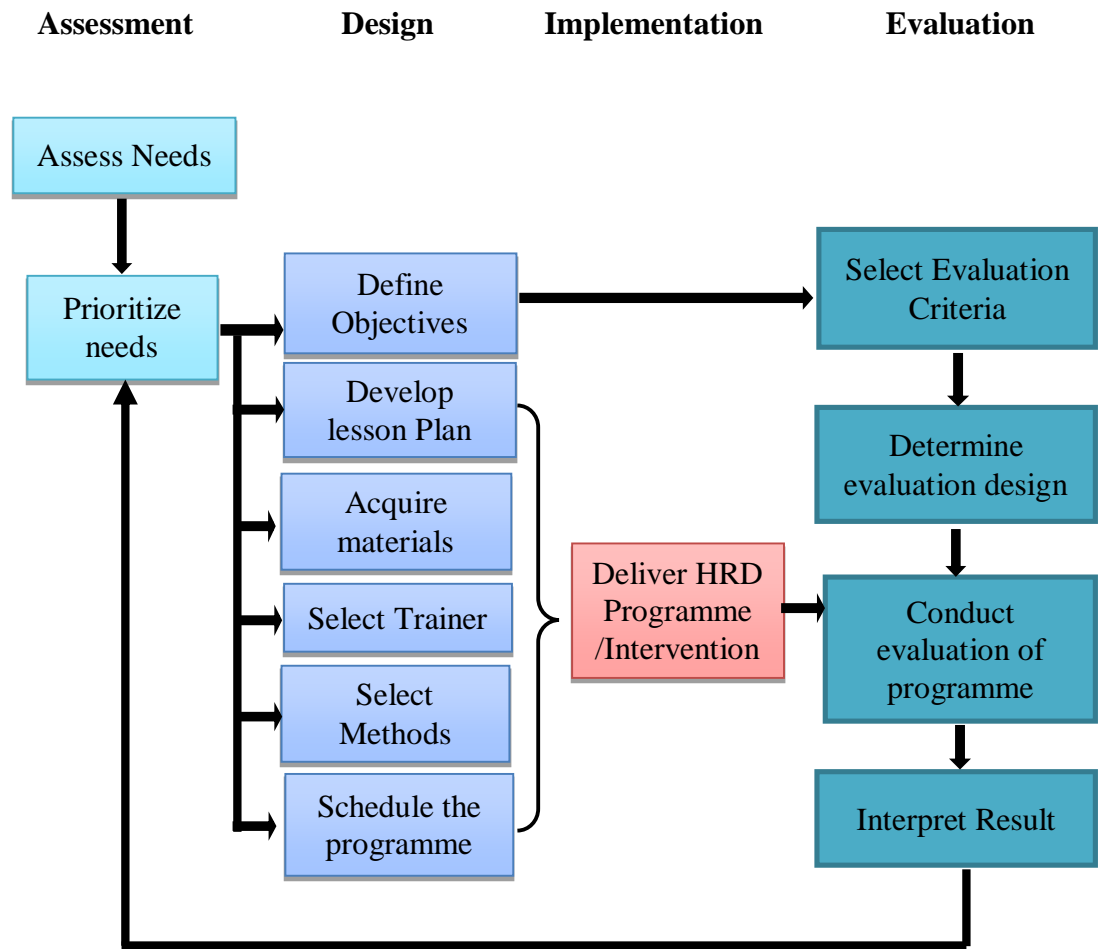


Figure 2: Training and development process model,

Source: Adopted from Werner & DeSimone (2012)

The training cycle is circular; it begins with the need assessment. A need of training always results from the difference between an ideal expect for employees' performances and the actual performances. Trainings can also be provided for new employees to help them get familiar with the work environment and tasks etc. HR department should consider the related aspects for example job analysis, performance objectives etc. The second step in the training cycle is the designing and planning of the training. Planning is separated into specifying training objectives, designing training programme, selecting training methods. Training goals, training method, duration, programme structure, location and selection of trainees etc. are practical problems to be

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

### **Training Needs Assessments**

To begin any training programme, it is very important to do needs assessment. According to Wognum (2001, 408), training and development needs may occur at three organizational levels namely; (1) Strategic level where needs are determined by top management while considering organizations goals, mission, strategy and problems, which need to be resolved or fixed (2) Tactical level where needs are determined with middle management while considering developments needs to the coordination and cooperation between organization units and (3) Operational level where needs are determined with lower executive management and other employees while considering problems related to operations such as performance problems of individual workers and departments in subject.

Training and development needs should effectively promote organisational objectives as well as business plan. The return on investment in training for an organisation will be minimal or nil if training is not based on effective needs identification (Davar, 2004). According to Davar (2004) training and development needs arise when there is a gap between required

competencies needed for the effective performance of a job and the actual competencies possessed by the job holder. It is worth putting in mind that during the identification of training needs, there is the need to create, develop, maintain and improve any systems relevant in contributing to the availability of people with required skills. Training programme, content and the trainees' chosen depend on the objectives of the training programme (Milkovic & Bordereau, 2003). Training programmes should be established only when it is felt that they can help in solving a specific operational or managerial problem. In doing so the organisation will be in position to identify the training needs of an individual or the training needs of a group.

Wessman (1975) asserts that in most companies, the specific needs of individual managers are not adequately identified. Instead, training managers develop or purchase the training package with the broadest or popular appeal. It is therefore necessary to discern the training needs not only of the individual groups, but the needs should fit the overall organizational objectives. According to Singer and Ramsden (1969) training needs assessment help the organization to determine whether systematic training can make an economic contribution towards the solution of an operation or production problem. Cole (1993) emphasises that needs must be identified through the need analysis process. This process involves the identification of needs in three levels: Organizational level, Job, Task level and Skills ability or Individual level.

### **Techniques for Needs Assessment**

The following can be used in gathering training needs information: interviewing; questionnaire survey; observations; brainstorming; focus groups and document examination. After establishing whether there are needs for

training; empirical/critical incidence: a technique that focuses on what people actually, and in particular situations, do to get jobs or tasks completed or problems solved. Questions here involve what should be done to deal with emerging situations. Sometimes interviews or group sessions are used in this technique; and Delphi technique: where experts with knowledge on specific jobs are identified and information is sought from them on the tasks performed to complete these jobs. The data is then analyzed and used to identify the needs; the findings are taken back to the experts for confirmation. In this case job analysis is very much used.

### **Priority Setting**

Once the diagnostic information has been collected, and the indications are that training is what is needed, priorities for action must be set. Factors such as the availability of funds, organisational politics, trainer preferences (running the courses they enjoy most), and organisational strategy influence the setting of priorities. It must be borne in mind that chance of attaining effectiveness can be improved by making the basis of priorities explicit, and the allocation of resources between competing training projects should be treated much more like any other investment decision.

### **Design and Planning of Training**

This is equally important stage in the training process, it is worthy of note that even when good diagnostic work has been carried out, there can be a failure to translate specific learning needs into the training product. What often happen is that the course content is not built up from the detailed foundation provided by the diagnosed knowledge, skills and attitudes of the trainees. According to Newby (1992) the design and development stage deals principally

with four elements. These include: (i) The methods by which the subject matter is to be put across (e.g. coaching, role play, lecture and so on); (ii) The subject matter or content to be conveyed to the trainees; (iii) The media employed in support of the training method (e.g. overhead projector, computer and so on); and The structuring of the training activity. This is also known as the training plan and is used to ensure that the best learning possible is achieved.

### **Learner Specifications**

Well-designed training takes account of the trainee's previous knowledge, their work experience and even their previous experience of the learning process itself. Indeed, where detailed work is required it may even be necessary to investigate the literacy competence and the learning styles of the trainees. Other factors such as age and the social background of the trainees, where possible, may be analyzed to provide the best possible framework within which the training process can be conducted. Wessman (1975) outline several methods of collecting data for the person requirements, among which are: skills inventory, which is information system containing autobiographical information on various employee populations and data stored typically includes work experience, educational background, job preferences and memberships in professional organizations.

While autobiographical information can be useful in identifying areas of skill deficiency, it is only able to tell an organization which skills are available at a given point in time. The validity of this information will depend on the truthfulness of the respondents, the focus of such systems should be on existing skills and knowledge as they relate to specific goals and objectives of the manager as well as the organization; performance appraisal; and assessment



center technique, where candidates are subjected to a series of standardized exercises such as management games, in-depth interviews and re-interviews, psychometric tests, team performance simulation exercise, and other techniques that serve a detailed profile of employees and constructed for analyzing training needs.

### **Training Objectives**

Mathis and Jackson (1991) maintain that because training is designed to help accomplish organizational goals, determining the organizational training needs is a diagnostic phase of setting up training objectives. The training objectives help in selecting the appropriate materials and make evaluation of the benefits of training programmes efficient. Rowland and Ferris (1982) also refer to training objectives as the link between needs analysis and the actual content of an instructional program, such that, if needs analysis describes a discrepancy in performance, then the training objective is the statement of post-training behavior that the employee will display to indicate that the discrepancy either no longer exists or has been decreased. In their view, training objectives tell what the outcome of a training programme will be, and should specify predicted change in the trainee's skill-level, knowledge, or attitudes. This, therefore, suggest the selection of appropriate training techniques and resources for learning.

The above point of view is shared by Byars and Rue (1994) when they said, there is no basis for efficient evaluation of a training programme, and for selecting appropriate materials, content, or instructional methods, when clearly defined training objectives are lacking. It should state what is expected of the trainee after training. They categorize training objectives into: instructional

objectives, which consider when, who, and what are to be taught at training; organizational and developmental objectives, which look at the impact that training will have on the organization.

### **Delivery/ Implementation of Training**

This is the stage usually referred to as the training programme, where trainers and participants are put together for the former to impart to the latter the training content. According to Cole (1993) when we talk of types of training, we are essentially discussing the means by which we intend to communicate information, ideas, skills, attitudes and feelings to learners. The method by which job training is delivered often varies based on the needs of the organization, the trainee, and on the task being performed. The method should suit the audience, the content, the business environment and the learning objective. Other factors such as the number of trainees, budget and the trainer's skills, affect the choice of training delivery. Generally, there are two types of training delivery; on-the-job training and off-the-job training. Under these two types of training delivery are various methods of training.

### **Evaluation of Training**

Training should be evaluated several times during the process. Determine these milestones when you develop the training. Employees should be evaluated by comparing their newly acquired skills with the skills defined by the goals of the training program. Any discrepancies should be noted and adjustments made to the training program to enable it to meet specified goals. Many training programs fall short of their expectations simply because the administrator failed to evaluate its progress until it was too late. Timely evaluation will prevent the training from straying from its goals.

Ideally, training should not be one-time activity. Continual reinforcement of lessons learnt in training program is essential. Many companies send employees to courses, but they allow the knowledge to slip away. New knowledge can be reinforced in several ways. According to Evans and Lindsay (1999) Motorola uses on the job coaching to reinforce training; Ritz-Carlton has follow-up sessions to monitor instructional effectiveness. Also companies need an approach for evaluating training effectiveness.

Ritz-Carlton requires employees to pass written and skill demonstration tests. Other companies use on-the-job evaluation or tests in simulated work environments. Many measure behaviour and attitude changes. However, the true test of training effectiveness is results. By establishing a linkage between training and results, companies can show the impact on customer satisfaction and also identify gaps in training.

### **Types of Training**

On-The-Job and Off-The-Job Training are the two main types of training. On-the-job training (OJT) is carried out in the workplace during the working day; off-the-job training (OFJT) is carried out off-site and off-line. OFJT is the most common form of training. It accounts for three to six times more expenditures than that spent on OJT (Rothwell & Kazanas, 2004). Unplanned OJT often merely helps to shorten the breaking-in period that follows new employee hiring, transfer, or promotion. Unplanned OFJT can involve in-service training where staff “huddle” down with their supervisors or colleagues to deal with common problems. Planned OFJT, like planned OJT, is carefully designed to utilize the time spent away from the job to a maximum.

This type of training is suitable when a large number of employees have a similar training requirement (Rothwell, 2005).

### **On-The-Job Training**

On-the-job training is planned, structured, and mostly carried out at the trainee's workplace. It is sometimes carried out in a special on-site training area. In on-the-job training, managers, supervisors, trainers and colleagues spend a large amount of time with trainees to teach previously determined skill sets. It can also involve training that has no significant impact on productivity (Holden, 2001). In on-the-job training (OJT), the work itself becomes an integral part of the training provided (Bas, 1989; Tews & Tracet, 2008). Petrescu and Simmons (2004) report that on-the-job training has a considerable impact on job satisfaction, employee motivation and commitment.

### **Off-The-Job Training**

Off-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to the training group discussions. Off-the-job training can involve one-to-one tutorials, lectures, reading, training courses and workshops (Kempton, 1995). According to Kempton (1995), this type of training enables trainees to learn and apply new skills and knowledge in a safe working context. It is worthwhile providing off-the-job training when a large number of staff have a similar training requirement and when there are adequate skills and resources for the design and provision of training (Rothwell, 2005).

### **Key Difference between On-The-Job and Off-The-Job Training**

The key differences between on and off-the-job training are tabulated below: meaning, approach, active participation, location, principle, work

description, trainer, cost and suitability. Table 1 below indicate the key differences between on and off-the-job training.

**Table 1: Key Differences between on and off-the-Job-Training**

Comparison basis	On-the-job	Off-the-job
Meaning	A form of training provided at the workplace during performance the actual job.	A form of training outside the actual location
Approach	Practical	Theoretical
Active Participation	Yes	No
Location	At the workplace	Out of the work place
Principle	Learning by performing	Learning by acquiring knowledge
Work disruption	No, because trainees produce the products during learning.	Yes, because training is first provided and then later followed by performance
Conducted by	Experienced employees	Professionals or experts.
Cost	Inexpensive	Expensive
Suitable for	Manufacturing firms	Non-manufacturing firms

Source: Field data (2020)

### **Training and Development Methods**

While new techniques are under continuous development, several common training methods have proven highly effective. Good continuous learning and development initiatives often feature a combination of several different methods that, blended together, produce one effective training program. Nadler (1984) noted that all the human resource development activities are meant to either improve performance on the present job of the

individual, train new skills for new job or new position in the future and general growth for both individuals and organisation so as to be able to meet organisation's current and future objectives. There are broadly two different methods that organisations may choose from for training and developing skills of its employees. These are on-the-job training given to organisational employees while conducting their regular work at the same working venues and off-the-job training involves taking employees away from their usual work environments. Examples of the on-the-job training include but are not limited to job rotations and transfers, coaching and/or mentoring. On the other hand, off-the-job training examples include conferences, role playing, and many more as explained below in detail. Armstrong (1995) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. Different organizations are motivated to take on different training methods for a number of reasons for example; (1) depending on the organization's strategy, goals and resources available, (2) depending on the needs identified at the time, and (2) the target group to be trained which may include among others individual workers, groups, teams, department or the entire organization.

### **Orientations**

This training and development method involves getting new employees familiarized and trained on the new job within an organization. During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organization. They are further given a general overview of the organizational working environment

including for example working systems, technology, and office layout, briefed about the existing organizational culture, health and safety issues, working conditions, processes and procedures.

### **Conferences**

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

### **Job Rotation and Transfers**

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

### **Coaching and/or Mentoring**

This involves having the more experienced employees train the less experienced employees (Devanna, Fombrun & Tichy 1984; McCourt &

Eldridge 2003, 256; Torrington et al. 2005, 395). It is argued that mentoring offers a wide range of advantages for development of the responsibility and relationship building (Torrington *et al.* 2005, 394 – 395). The practice is often applied to newly recruited graduates or employees in the organization by being attached to a mentor who might be their immediate managers or another senior manager. This however does not imply that older employees are excluded from this training and development.

### **Role Playing**

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

### **Lectures**

It is a verbal method of presenting information. Lectures are particularly useful in situations when the goal is to impart the same information to a large number of people at one time. Since they eliminate the need for individual training, lectures are among the most cost-effective training methods. However, this method has some drawbacks. Since lectures primarily involve one-way communication, they may not provide the most interesting or effective training.



In addition, it may be difficult for the trainer to gauge the level of understanding of the material within a large group.

### **Case Study**

The case method is a non-directed method of study whereby students are provided with practical case reports to analyze. The case report includes a thorough description of a simulated or real-life situation. By analyzing the problems presented in the case report and developing possible solutions, students can be encouraged to think independently as opposed to relying upon the direction of an instructor. Independent case analysis can be supplemented with open discussion with a group. The main benefit of the case method is its use of real-life situations. The multiplicity of problems and possible solutions provide the student with a practical learning experience rather than a collection of abstract knowledge and theories that may be difficult to apply to practical situations.

### **Team-Building Exercises**

Team building is the active creation and maintenance of effective work groups with similar goals and objectives. Not to be confused with the informal, ad-hoc formation and use of teams in the workplace, team building is a formal process of building work teams and formulating their objectives and goals, usually facilitated by a third-party consultant. Team building is commonly initiated to combat poor group dynamics, labor-management relations, quality, or productivity. By recognizing the problems and difficulties associated with the creation and development of work teams, team building provides a structured, guided process whose benefits include a greater ability to manage complex projects and processes, flexibility to respond to changing situations,

and greater motivation among team members. Team building may include a broad range of different training methods, from outdoor immersion exercises to brainstorming sessions. The main drawback to formal team building is the cost of using outside experts and taking a group of people away from their work during the training program.

The quality of training and development programmes is enhanced if the right training methods are used basing on training need identified. The effectiveness of methods used in training and development programmes can be known if evaluation is done after training (Fisher *et al.*, 1996).

### **Employee Productivity**

Productivity as defined in Oxford dictionary (2007) is the efficiency with which things are being produced. Employee productivity however is the measure of output per unit of input economically. It is the log of net sales over total employees (Rohan & Madhumita, 2012). Thus employee productivity of an economy as whole or industry could be determined.

One of the key issues that most organizations face nowadays is the need to improve employee productivity. Employee productivity is an assessment of the efficiency of a worker or group of workers. In actual terms, productivity is a component which directly affects the company's profits (Gummesson, 1998; Sels *et al.*, 2006). Productivity may be evaluated in terms of the output of an employee in a specific period of time. Typically, the productivity of a given worker will be assessed relative to an average out for employees doing similar work. It can also be assessed according to the amount of units of a product or service that an employee handles in a defined time frame (Piana, 2001). As the success of an organization relies mainly on the productivity of its employees,

therefore, employee productivity has become an important objective for businesses (Cato & Gordon, 2009; Gummesson, 1998; Sharma & Sharma, 2014).

Many studies have focused on one or two ways to measure productivity and since many different approaches are taken, it can be challenging to compare the results (Nollman, 2013). Overall, there is a lack of an effective and standardized way to assess productivity. According to Sharma and Sharma (2014), employee productivity is based on the amount of time that an employee is physically present at his/her job, besides the extent to which he/she is “mentally present” or efficiently working during the presence at the job. Companies should address such issues in order to ensure high worker productivity. Ferreira and Du Plessis (2009) indicated that productivity can be evaluated in terms of the time spent. Hanaysha *et al.* (2016) productivity is measured by an employee actively executing the job he or she was hired to do, in order to produce the desired outcomes expected from an employee’s job description.

Previous literature has clearly discussed the advantages of employee productivity which would lead to organizational success. According to Sharma and Sharma (2014), higher productivity results in economic growth, higher profitability, and social progress. It is only by increasing productivity, employees can obtain better wages/salaries, working conditions and larger employment opportunities.

Cato and Gordon (2009) also demonstrated that the alignment of the strategic vision to employee productivity is a key contributor to the success of an organization. This alignment as a result would motivate and inspire

employees to be more creative, and this ultimately can improve their performance effectiveness to accomplish organizational goals and objectives (Morales *et al.*, 2001; Obdulio, 2014). Moreover, higher productivity tends to increase the competitive advantage through reduction in costs and improvement in quality of output.

The above discussion has clearly discussed the concept of employee productivity. It indicates that employee productivity is a key determinant of organizational profitability and success. In the following section, work engagement as key human resource practice and its effect on employee productivity is presented.

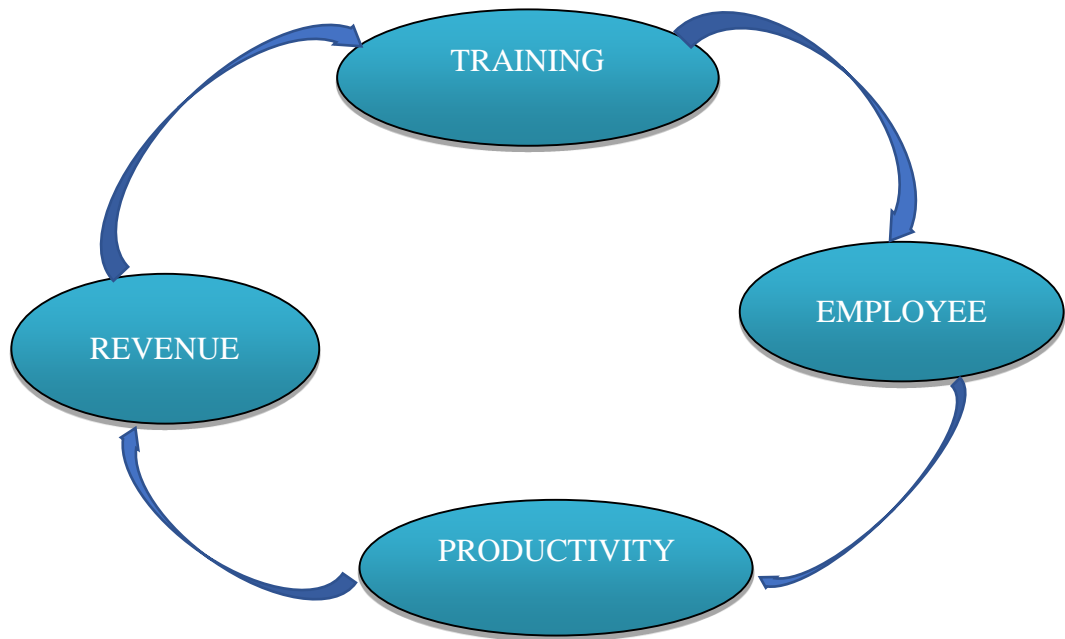
### **Employee Training and Productivity**

Training and development is invaluable in increasing productivity of organizations. It does not only enhance employees resourcefully, but also provides them with an opportunity to virtually learn their jobs and perform more competently. Hence, increasing not only employees' productivity but also organizations' productivity. Various researches indicate the positive impact of training on employees' productivity. Training as a process is one of the most pervasive methods to enhance the productivity of individuals and communicating organizational goals to personnel (Ekaterini *et al.*, 2009). Rohan & Madhumita (2012) also supported that investing in training employees on decision making, teamwork, problem-solving and interpersonal relations has beneficial impact on the organizations' level of growth, as well as impacting on employees' performance. Training affects employees' behavior and their working skills which results into employees enhanced performance as well as constructive changes (Satterfield & Hughes, 2007). Training is most effective

way of motivating and retaining high quality in human resources within an organization Kate *et.al* (2009). Lowry *et al* (2002), also added that training is a way of enhancing employee commitment and maximizing employee potential. According to Konings and Vanormelingen (2015), Colombo and Stanca (2008) and Sepulveda (2005), training is an instrument that fundamentally affects the successful accomplishment of organizations' goals and objectives. However, the optimum goal of every organization is to generate high revenue and maximize profit and a vital tool to realize this is an efficient and effective workforce. Thus, a workforce is only efficient and effective if the appropriate training and development is provided for such and therefore, leading to productivity.

### **Employee Development and Productivity**

Development programs worth investing so much into, as most successful organizations consider the progress of workforce and therefore invest in their training. These results to increase in skill and competence that improve morale and productivity (Hamid, 2011). Development seems to reduce the turnover rate of employees Deckop *et al.* (2006). Thus advancement opportunities do not only reduce absenteeism, but it increases employee's commitment and satisfaction that helps reduce turnover (Atif *et al.*, 2010).



*Figure 3:* Relationship cycle between employee training, productivity and revenue

Source: Adopted from Rohan & Madhumita (2012)

### **The Concept Employee Performance**

Employee performance is normally looked at in terms of work outcomes. However, it can also be looked at in terms of behavior (Armstrong, 2000). Kenney *et al.* (1992) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja, 1992) as briefly explained hereafter. Profitability is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood & Stangster, 2002). Efficiency and effectiveness - efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner, 1996).

Productivity is expressed as a ratio of output to that of input (Stoner, Freeman and Gilbert Jr, 1995). It is a measure of how the individual, organization and industry converts input resources into goods and services. The measure of how much output is produced per unit of resources employed (Lipsey, 1989). Quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong, 2002). It is increasingly achieving better products and services at a progressively more competitive price (Stoner, 1996).

As noted by Draft (1988), it is the responsibility of the company managers to ensure that the organizations strive to and thus achieve high performance levels. This therefore implies that managers have to set the desired levels of performance for any periods in question. This they can do by for example setting goals and standards against which individual performance can be measured. Companies ensure that their employees are contributing to producing high quality products and/or services through the process of employee performance management. This management process encourages employees to get involved in planning for the company, and therefore participates by having a role in the entire process thus creating motivation for high performance levels. It is important to note that performance management includes activities that ensure that organizational goals are being consistently met in an effective and efficient manner. Performance management can focus on performance of the employees, a department, processes to build a product or service, etc. Earlier research on productivity of workers has showed that employees who are satisfied with their job will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs

(Landy, 1985). Furthermore, Kinicki & Kreitner (2007) document that employee performance is higher in happy and satisfied workers and the management find it easy to motivate high performers to attain firm targets.

### **Insight into Performance and Productivity**

Training and development play an important role in human resource development to achieve both objectives of the individuals and the organization. Training and development is said to have significant impact on employees' performance as well as organizational performance. In general, the term performance is a broader based concept which includes effectiveness, efficiency, economy, quality, consistency behavior and normative measures. According to Cooke (2001), performance is the achievement of specific task which is measured against predetermined standards of accuracy, completeness, speed and cost. He also added that, in an employment contract, performance is considered to be an achievement of the employee commitment that releases the performer from all liabilities that is designed under the contract. Efficiency and effectiveness are major components of performance, which can be emphasized through training and development to increase performance of individual.

Organizational performance on the other hand can also be defined as the organization's ability to attain its goals by using human resources in an effective and efficient manner. Hence the success or failure of business organizations depends on employees' performance. According to Rothwell and Kazanas (2006), effective employee training leads to the following benefits: an increase in quality goods and services as a result of potentially fewer mistakes. Consequently, accuracy, effectiveness, good work, safety practices and good customer service can be expected. An intelligent and well-trained workforce is central to both



productivity and the success of an organization. Organizations can save money by retaining valuable employees: the costs of recruitment and training of new entrants can be avoided due to lower levels of employees' turnover. Latif and Shaheen, (2013) said that, training giving to employees will results in increasing the level of satisfaction of their current jobs. This according to them underlines the needs of company to concentrate on building employee capability and development to achieve job satisfaction.

Productivity can be defined as an overall measure of the ability to produce a good or service. More specifically, productivity is the measure of how specified resources are managed to accomplish timely objectives as stated in terms of quantity and quality. Training and development can be regarded as the major factor in the creation of employee human capital, which determines the long-term productivity of an employee's behavior (Nel *et al*, 2004). Similar to this is the study of Singh (2012) in which he examined the role of training and development as a prominent determinant for improving human resource productivity. He employed questionnaires and personal interview with human resource managers; and training and placement officers. He found in his study that training and development plays a very important role in improving the productivity of human resources.

Other researchers like Graig (1996) observed the usefulness of training and development in an organization and identified the functions of training as follow: it increases productivity; improves the quality of work; enhances skills, knowledge, understanding and attitude; engenders the use of tools and machine; reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs; eliminates obsolesce in skills, technologies, methods, products, capital

management; enhances the implementation of new policies and regulations; prepares people for achievement, improves manpower development and ensures the survival and growth of the enterprise. Furthermore, Nankervis, Compton, and McCarthy (1999) were of the opinion that effective training would not only equip employee with most of the knowledge and skills needed to accomplish jobs, it would also help to achieve overall organization objectives by contributing to the satisfaction and productivity of employee. Sometimes, the above argument may not stand correct. Here researchers like Nwachukwu (1992) is of the view that an organization may have employees with the ability and determination, with appropriate equipment and managerial support yet productivity could still fall below expected standards. This missing link is often caused by the lack of acquisition and by extension utilization of adequate skills and knowledge as well as positive work attitude by employees, which are normally acquired through effective mechanism of manpower training and development. Absence of such staff training and development programs in an organization often manifests tripartite problems of incompetence, inefficiency and ineffectiveness and consequently negatively contributing to individual and firms' activities. A note worth mentioning in this respect is that Akinpoju (1999) postulates that training and development is not exclusively reserved for newly recruited staff but also it is a necessity for the older employees. Therefore, for the purpose of enhancing individual performance, it is important that training and development be made a continuous process that should last through an employee's entire working life. The presence of a continuous training and development for Kayode (2001), can solve a variety of manpower problems which militate against optimal productivity and performance. These problems

include needs to: increase productivity and efficiency, improve the quality and quantity of work, Boost employees' morale and organizational climate, implement new or changed policies or regulations, ensure the survival and growth of the organization, develop new skills, knowledge, understanding and attitudes, provide for succession plan and ensure continuity of leadership, prevent skill obsolescence and cope with the new technological advancement, use correctly new tools, machines, processes, methods or modifications thereof, reduce waste, accidents, turnover, lateness, absenteeism, and other overhead costs and bring incumbents to that level of performance which meets "100 percent of the time" the standard of performance for the job. Therefore, one can conclude that training provide adequate criteria to an individual to perform better in a given task and subsequently contributes to the firm performance. Highly developed, intelligent, flexible, skilled, competent, effective and well-trained workforce is central to performance, productivity and the success of organizations.

### **Factors Affecting Employee Productivity and Performance**

The list of probable factors affecting employee productivity as identified below is derived from previous literature as referenced herein and from the author's experience of controlling/managing multiple projects of varying nature and price and the collection of theoretical considerations by numerous authors on organizational behaviour. These are grouped and discussed further as: (i) Environmental envelope which includes factors and parameters (ii) Organization work policies which include factors (iii) Group/Team Dynamics & Interpersonal Relationships (iv) Personal Factors

## **Environmental Factors**

Work Timings and Working Hours: A balance is presumed to exist between the paid work that employees perform and the lives that they hold outside their job. (Sparrow, 2003). Tyler in his book the Future of Work Life Balance (Tyler, 2002) states that the word “balance” implies the existence of a settled equilibrium that can be achievable between paid employment and a life outside the job. A proper balance of work timings and work hours sets minds at rest and enable people to perform better. Safety and security are among the basic requirements and needs of human beings. Once the basic physiological needs are relatively well gratified, then according to Maslow’s Hierarchy of Needs, a new set of needs emerge, which we may categorize roughly as the safety needs (Maslow, 1987, pg. 18). Much of the management of job security lies in the hands of the management, especially building confidence about the future expectations of employment security and promoting progressive human resources policies and practices (Guest, 2000, pg. 144). Welfare schemes are one of many mechanisms that control the relationship between employees and organizations. They help in creating a sense of belonging and the fact that you are well looked after. Appraisal schemes are important for employee productivity. While appraisal schemes are basically beneficial to organizations to enable the management to reward able employees or improve their work conditions, they are equally important to the employee since – if carried out properly – would give him the assurance of fair treatment and an opportunity to improve upon his weak areas. At the individual level the most important factor to employee would be the perception of fairness and the desire for equity (Rosinski, 2003).

Company Brand Name can also contribute to employee performance and productivity. The knowledge that you are working for a good company and a return acknowledgement from your associates and friends motivates an individual to do his best. In short that is his contribution to the company. Timely Payment of Salaries has effect on employee job performance. The prospect of being paid monthly – rather a known source of income rests one's mind about the ability to fulfil his and his family's needs at the right time. This factor is pertinent in Ghana as some of the institutions even government do not pay on time and have arrears of more than 4-6 months at a time. Unfortunately, although not legal, some companies still retain a two-month salary from the workmen and pay off all dues before the workman departs for his leave. Similar to the brand image, if all is well with the company, and if this information is communicated and known amongst the workforce, a contagious sense of overall well-being is felt by the employees.

### **Organization Work Policies**

Discipline/Hierarchy Order has significant impact on employee productivity. Discipline represents the abidance by statutory rules and regulations of the work, this means following up general company's policy or directives from superiors. Although discipline and hierarchy order are two different entities, yet they are very much inter linked. It helps put plans into actions and ensures accountability down the ranks and vice versa. However, this could stifle creativity and block a worker from doing a thing more efficiently if he has to only follow instruction. Delegation leads to success and proper expansion of organizations. Organizations that are sized according to one man capabilities remain limited regardless of the abilities of that man or his dormant

team members (Rosinski, 2003), whereas, a hierarchal orientation can lend itself to the making of unilateral decisions and efficiency in dealing with a crisis situation, delegation orientation will naturally cause managers to foster team work and an individual sense of autonomy and responsibility. Reward schemes play an important role in employee's performance and achievement of the feel of care and fair treatment. The role of organization justice in the reward given to employees plays an important fact in employee /organization relationship. It lends better to the employee's perception of fair or unfair treatment and subsequent work behaviour and performance (Sparrow, 2003). In many cases superiors represent the example to be followed by the subordinates or give an example to the degree of achievement one can reach. The degree of competence of the supervisors and managers shape in many ways the employees' performance whether positive or negative. Most of the professionals at all levels tend to be unenthusiastic about being managed. They prefer to do things their own way without reference to the ideas and view of colleagues (Smith, 2004). Much depends on the competencies of supervisors/ seniors/managers in improving the employee's performance by advising how to achieve the goals and setting the example. Moreover, a good effective supervisor will know the team members' strength and weakness and using this knowledge to get the best out of his team. Management involvement and awareness can be constructive or destructive at the same time, depending on the degree and type of involvement. It plays a constructive role if played to exhibit commitment and care about the organization and the employee, yet can be destructive if played in such a way to imprison initiative, creativeness and new methods of operation without proper communication.

## **Interpersonal Relationships/Groups/Teams**

Working in a group or team does not mean over shadowing individual or personal skills but rather enhancing them by integrating them with other individuals' skills. A work group is two or more people in a work setting with a common goal (Gordon, 1999). There is a subtle, yet distinctive difference between a group and a team. When a work group emphasizes collaboration to achieve its stated goals, then it becomes a team. Individual capability (talents) and individual engagement (heart and mind) is now becoming a key differentiator for many organizations in the effectiveness of the employment relationship (Sparrow, 2003).

However, Maslow says it is important to distinguish between special talent creativeness and self-actualizing creativeness (Maslow, 1987). The nature of the job and type of assignment given to an employee has much to do with his or her performance. Dewey (1939) and Thorn, Dike (1940) have stressed one important aspect of motivation that has been completely neglected by most psychologists, namely possibility. On the whole, we yearn consciously for that which might conceivably be actually attained (Maslow, 1987). Therefore, setting realistic attainable targets is important. Demography of team / nationalities also has impact on performance. Although there is no real-life animosity between common people, there are subtle approaches, remarks, comments which antagonize people at work and this could be a factor which could influence behaviour and performance at work. Current Wars or Political Situations also affect performance. If there is an ongoing war between countries, workmen from those countries are prone to discussions, analysis and comments. This does not bode well for their mental state and in turn productivity.

## **Personal Factors**

Level of academic achievement or education plays an important role in performance. It starts by giving the first and common ground for communication between people. Although academic level is important in employee's performance yet it is not always a decisive factor on how well the employee performs as experience together with accumulated training, together determines competence of an individual. Professional service firms with a good record for taking able people usually place a higher value on basic ability and attitude of mind than on specific technical skills (Smith, 2004). However, this does not undermine at all the past experience of the employee which involves knowledge, skills, practice and situational familiarity. Age plays an important role in performance.

Generally speaking, there is a direct relationship between age and performance, assuming that we learn something every day and become more experienced every day. However, we must note that with some specific jobs that need physical attributes the performance is generally inversely related to age. Age also inhibits ambition and could make man complacent. Individual culture plays a great role in the performance of certain duties. Because of the socio-economic conditions in certain countries or environment conditions, it is noted that some people are more knowledgeable, fit or experienced for certain type of work than others. Human beings have an innate tendency to move towards higher levels of health, creativity and self fulfilment. Business efficiency and personal growth are not incompatible. In fact, the process of self-actualization leads each individual to the highest level of efficiency. Performance is goal oriented; this means that individuals are motivated to



perform. The level of motivation therefore differs in individuals and affects productivity. Moreover, motivation is not related to the nature of the individual only, but also related to the situation or environment in which the individual finds himself (Friday, 2003).

### **Employee Performance Appraisal**

This is a method used to assess the effectiveness of an employee's performance by comparing set goals with outcome. Although performance appraisal is one of the most important task any manager can carry out, managers admits they have difficulties in adequately handling. It is not always easy to judge a subordinate's performance accurately, and its often even more difficult judging employees in a constructive painless manner.

Performance is more concerned with the organization's success. For example, from the past years, has the stated objectives being achieved? Areas of weakness pin-pointed? And the need for training identified? It's also necessary to set performance standards, and ensure that the employees receive the training, incentives required and feedback to avoid performance deficiencies. (Dessler, 2015). Coupled with its importance, performance appraisal involves the three step Performance Appraisal Process: (i) setting work standards; (ii) assessing the employee's actual performance to the standards (usually, it consists of some rating forms); and providing employees with feedback with the purpose of assisting them reduce performance deficiencies.

Usually, there are five reasons to appraise subordinates' performance which are;

- i. Enables the employer to identify promotion candidates, base pay and retention decision within an organization.

- ii. Appraisals play a key role in employees' Performance Management Process (a continuous means of ensuring that each employee's performance is relevant in terms of the organization overall goals.
- iii. The appraisal helps the employer and employee develop a plan to correct any deficiencies, also to reinforce employee's strength.
- iv. Appraisal gives an opportunity to review the employee's career plans.
- v. It helps the supervisor to identify if there is a need for training and the necessary steps to be taken. (Dessler, 2015).

### **Problems in the Implementation of Training and Development**

#### **Programmes**

One of the major problems confronting training and development is the disparities involve in training managers and professionals on one hand and training of clerical and manual workers on the other hand. Torrington (1991) expresses the view that training programmes can be easily irrelevant. This is because it is easy to fall into the trap of training for training sake. He stressed on that, there are instances where people who do not require are handpicked to undergo training to the detriment of more suitable and qualified employees. Thus it can lead to waste of funds and efforts.

CIMA (1995) has also expressed the fear that some employees who have benefited from training programmes may consider themselves highly marketable and this might influence them to resign from their current jobs and opt for more profitable jobs. This can be a big blow to the organization in terms of the resources used in the training of the worker.

## **Training of Teachers in Junior High Schools**

Despite the recognition of the central role of human resource in the development of the world, it is very recently that due attention has been given to the need to build human capacity to facilitate growth and its sustainability, globally. The need to build the capabilities of human resources in every institution or organisation including education cannot be underestimated. This need is even more insistent when it comes to educating the populace in order to achieve the requisite human knowledge and skill to develop the nation. In this regard, building responsible, skilled and knowledgeable human resources in the education sector is of paramount concern.

The education systems of most developing nations and indeed even in developed nations have been under great challenge relative to issues of welfare of teachers. It is estimated that globally, the salaries and general condition of service of teachers are dwindling (OECD, 2003). The result is the lack of quality teaching in schools, including Junior High schools (Alvarez et al., 2003), which then affects the wider objective of building the required human resources for development (World Bank, 2005). Thus, the quality of education and the factors that accounts for poor standards of education continue to be under interrogation, even now. Factors relating to the recruitment, supply and distribution of teachers, students' concerns regarding meeting the job market needs, and building a professional development structure for teachers are major problems. The later, building the capacity of teachers to improved teaching through training and development [in-service training].

The essence of training and development has even become more necessary considering the increasing demand on teachers especially in Junior

High schools. It is estimated that in sub Saharan Africa there has been a remarkable growth in the students' population due to policies of increasing access to primary education. However, little attention has been paid to the needs of Junior High education resulting in drop out of many students from that level and poor performance at the BECE examinations.

In Ghana, the Ghana Education Service continues to work to improve the working condition of teachers in schools. These efforts reflect in opening access to training in the form of post-graduate studies and doctoral studies. Further training is done through conferences and peer review meetings of subject based professionals e.g. Mathematics and Science Teachers Association. There are indeed, questions about the extent to which such training outlays are accessible to the ordinary JHS teacher.

### **Empirical Review**

AL Damoe et al. (2012) asserted in their study that highly skillful and knowledgeable staff is very necessary for the improvement of the organization. Training increases the productivity of employee, improves the services of the employee and brings the positive change in the organization. Training gives the outcome in the shape of tangible and intangible. Similarly, Raja, Furqan and Muhammad (2011) assess the impact of training and development on organizational performance using primarily sourced data from 100 employees of different organizations in Pakistan. The study employed descriptive statistics and found that training are regarded as costly but the advantages of employee training are much more than its disadvantages since training and development has positive effect on organizational performance.

Afroz (2018) conducted a research on the effect of training on employee performance among banking sectors in Tangail Bangladesh. The survey design was adopted in the study to assess the relationships between the variables. The target population for the study was 400 employees among 14 banks in Bangladesh of which a sample of 150 were selected. Primary data was collected using the questionnaire. Descriptive analysis was used to analyse the data, which involved mean, T-test, correlation, regression, ANOVAs test, co efficient, and factor analysis in the form of cross tabulation to explore the relationship between the variables. It was revealed that there is a positive relationship between training and employees' performance. Furthermore, it was found that most employees who were engaged in training were more motivated and satisfied to work in those banks thus employee gain exceptional changes on job performance after training.

In addition, Shafiq and Hamza (2017) conducted a research, on the effect of training and development on employee performance in a private company, Malaysia. An explanatory quantitative research design was used in the study. The mode of collection of the data was done by using questionnaires. A sample size of 100 was used for the study out of the total population of 600 employees of Private Malaysia. In addition, a Likert scale questionnaire was used as the data collection instrument in the study. Descriptive, correlation and regression analysis was conducted to assess the relationship and impact of training and development on employee performance. The study revealed that training and development helps employees to perform better in their position. It also helps employee to have a better career life and makes sure that the efficiency of an organisation is achieved.

In addition, it was also revealed that, job enrichment has a positive impact on employees' performance whiles training (on the job training and off the job training) has a negative impact on employees performance.

Furthermore, in 2013 Nassazi conducted a research on the effects of training on employee's performance in Uganda. The study used qualitative research approach. In addition, the study was limited to telecommunication services in Uganda therefore, led to the use of simple random sampling to select respondents from three telecommunication companies. The findings revealed that training and development have an impact on the performance of employees regarding their jobs. Furthermore, it was revealed that these companies have good and perhaps clear policies regarding training and development because the study indicated mass involvement of respondents with respect to training and that most of them were given the opportunities to train under the compulsory practice of the company to all employees and on joining the company. Finally, the results indicate that, the programmes undertaken by the sample companies are relevant as considered by respondents' opinions.

Finally, Kyeretwie (2012) conducted a research to assess the effect of training practices on employee skill development of Electricity Company of Ghana. The study adopted the case study design. Questionnaires were used to collect the primary data. The population of the study consisted of the entire employees of 460 and a sample size of 150 employees was used in the study. Out of the 150 employees, two respondents were selected from the top management (HR and the General Manager) through purposive non-random sampling approach. In addition, simple random sampling was used to select 48 senior staff members and 100 junior staff members.

It was found that the Electricity Company of Ghana has policy on training and development. In addition, it was found that most of the respondent were aware of the training and development policy but was not accessible to most employees. However, the study found that training has a positive effect on skill development. Furthermore, training practices at ECG were chaotic even though management was getting the needed outcome in terms of skill development and increase in performance.

### **Lessons Learnt from the Review**

After the review of various article related to my study, it revealed that the researchers used different research design, different research approach. Afroz (2018) used the survey design because he wanted to establish the relationship between the variables that is training and employee performance. In his research, employee's performance was a dependent variable whiles training was an independent variable. Questionnaire was used in collecting the data and was designed in five parts. Descriptive analysis such as means, T-test, correlation, regression, ANOVAs test, co efficient, and factor analysis in the form of cross tabulation to explore the relationship between the variables was used to analyse the data.

Shafiq and Hamza (2017) used explanatory research design because he was testing for the effect of training and development on employee performance. The mode of collection of the data was done by using primary data. Likert scale questionnaire was used as a research tool. Finally, descriptive, correlation and regression analysis were conducted to assess the relationship and impact of training and development on employee performance. Furthermore, Nassazi (2013) used case study design and was qualitative research. Primary

data collect was used during the study precisely structured questionnaire. Finally, Kyeretwie (2012) used a case study design to analyse the effect of training practices on employee’s performance. The study used both secondary and primary data. Both simple random sampling and purposive sampling was used in the study. Structured questionnaire was used.

**Conceptual Framework**

Generally, human capital theories support investment in training and development because it is considered very beneficial for the productivity of employees and organization performance. The framework in this research is drawn graphically based on the literature review carried out by the researcher. It is theorized that the independent variables, training and development had a positive effect on the dependent variable of employees’ performance, and on organization performance. The elements when effectively implemented will lead to effective training programme will in the long enhance employee performance. Figure 1 below shows the research framework of the study

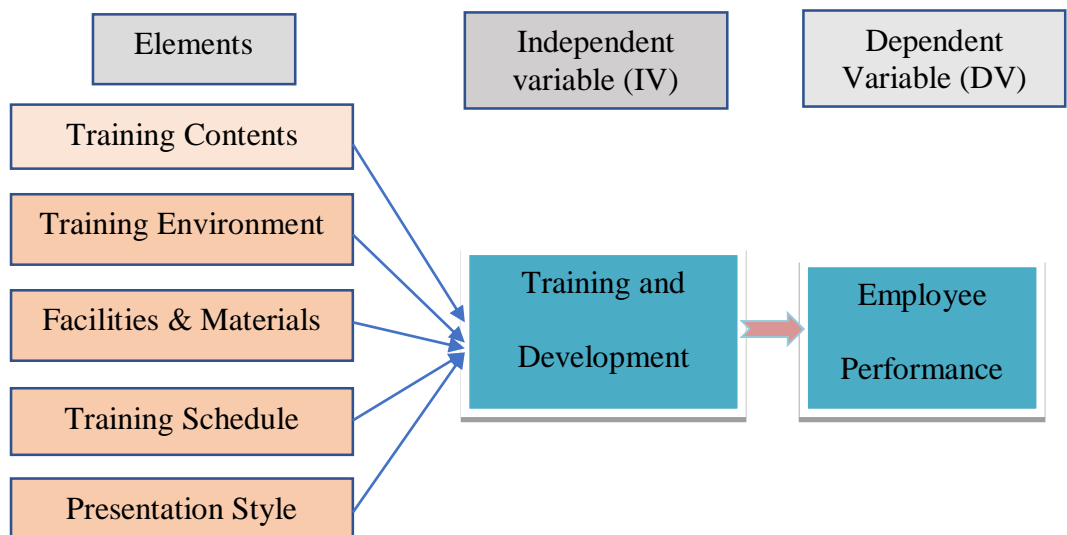


Figure 4: Training and development vs employee performance

Source: Adopted from Global Journal of Management and Business Research Vol.11, 7(1), 64, July, 2011



## **Chapter Summary**

From the literature, we got to understand that training and development ultimately upgrade not only the productivity of employees but also organizational performance. It has rightly been said, employee development is the key to organizational sustainable development. Organizations must have employees who are able to quickly adapt to an ever-changing world market. Companies need to invest in on-going employee training and development in order to keep employees and be successful as well. Training enhances employees' initiative and quality of work, thereby assisting them to be more committed to achieving the organizational goals and objectives and in turn enhancing employees' effectiveness within the organization.

However, it is recommended for management of organizations and institutions such Ghana Education Service to give training and development of employees a priority in order to get the best out of workforce as well as improving the organization's productivity.

## **CHAPTER THREE**

### **RESEARCH METHODS**

#### **Introduction**

This chapter presents a description of the methodology that is employed in the study. It describes the technique and methods of research design, study area, population and sampling procedure used for the study. The chapter also highlights data collection instruments, data collection procedure and data processing and analysis. Finally, the chapter was summarized as a conclusion of the chapter.

#### **Research Design**

Descriptive design is adapted for the study. Ary *et al.* (1990), opine that descriptive design basically inquiries into the status quo; it attempts to measure ‘what exist’ with regard to the variables and conditions in the situation. It is also appropriate when the researcher is interested in describing some aspects of a population by selecting unbiased sample of individuals who will complete the instruments for data collection. This design concerns conditions or relationships that exist such as determining practices, aptitudes and opinions that are held, processes that are going on or trends that are developing (Best and Khan, 1998).

Descriptive design enables the researcher collect data from the target population in order to have background knowledge of the situation of the teaching profession currently to the variables in the study. According to Seidu (2003) descriptive design is a research method which attempts to describe and interpret what exist currently in the form of conditions practices, trends, effects, attitudes, beliefs etc. Babbies (1992) asserts that the descriptive design is the most suitable means of measuring attitudes and behaviours in a large setting.

According to Osula (1993), it specifies the nature of a given phenomenon, questions, interviews and questionnaires. Cohen, Manion and Morrison (2000) remind us that descriptive research involves collecting data to answer questions concerning the phenomenon under study, and is used to describe the nature of existing conditions, identify standards against which existing conditions can be compared, and/or investigate the relationships that may exist between events.

This method gives the researcher the opportunity to ask many questions as possible on a given topic. This research design is desirable for the objectives of data collection. Quantitative technique for data was adapted for this study. The research design tries to evaluate the contribution of training and development on teachers' productivity.

### **Study Area**

The study was carried out in Wenchi Municipality across the nine educational circuits. These circuits were Wenchi East, Wenchi West, Wenchi Central, Asuogya North, Asuogya South, Tromeso and Buoku. Other circuits included Subinso and Nchiraa. Wenchi municipality is located in the western part of the Bono Region and lies with latitudes  $7^{\circ} 30'$  and  $8^{\circ} 05'$  North and longitudes  $20^{\circ} 15'$  West and  $10^{\circ} 55'$  East. It is bounded to the south by Sunyani West Municipality and to the North by Kintampo South District. It also shares a common boundary with Tain District to the West and to Techiman North District to the east. The municipality covers 1296.6 square Kilometres (500.6 sq mi).

The population of the municipality according to the 2010 population and Housing Census stands at 89, 739 representing 3.9 percent of the region's total population with 44,065 males and 45, 674 females. (Ghana District Map, 2017).

The indigenes in the municipality are Bonos. However, as a results of its cosmopolitan nature, people of other ethnic groups have made their home in the municipality. These include; the Asantes, the Dagaabas, the Ewes, the Fantes, the Frafas, Nafanas, the Mos and the Bandas among others. There are also some foreign nationals from neighboring countries like Cote D'Ivoire, Burkina Faso and Togo. There are Indians and Chinese nationals in the municipality as well.

The people in the municipality are basically farmers with a sizeable number of civil and public workers, businessmen and traders. The municipality has a big market; the Wenchi market with Thursday as its market day. It also has a major hospital; Wenchi Methodist with satellite clinics, CHPS compounds and health posts. These facilities occasionally referred cases to Sunyani regional hospital.

A good human resource base of the people in Wenchi municipal depends greatly on their level of education. Education is the most treasured legacy of the district's residents and also the only means through which development can be propelled. There are tertiary institutions being Methodist University Wenchi Campus, Al-Faruk College of Education and Wenchi Farm Institute. The Municipality has six Senior High Schools and about ninety basic schools.

In terms of water, Wenchi has community water and sanitation system that supply the Wenchi Township. There are other private people who provide some part of the town with water. Other communities in the district depend on drilled boreole water (Gwilim, Law (2008)).

In terms of road network, there is a high way that link Wenchi to Sunyani, and also Wenchi to Techiman, Bono east regional capital. The high way from Techiman also link Wenchi and Wa, reginal capial of Upper West region. Wenchi also has a high way that link wench, Nsawkaw and Sampa. In terms of telecommunication network, all the major networks are available in Wenchi. These include MTN, Vodafone and AirtelTigo.

### **Population**

Population in research refers to the aggregate or totality of objects or individuals regarding which inferences are to be made in a sampling study (Seidu, 2007). Population as used in this study refers to the people with common characteristics that the researcher decided to involve in the study. Oso and Onen (2011) define target population as the total number of subjects or the total environment of interest to the researcher. The choice of this population for the study was informed by the need to extract relevant information that may guarantee reliable findings and assist the researcher to make appropriate recommendations (Ihenacho, 2005). The population was consisting of both males and females of ages from twenty (20) to sixty (60). The population size is also made up of headteachers as well as teaching staff whose educational background include certificates, diploma, degree and master's in education.

The population for the research comprised teachers of public Junior High School Wenchi municipality. The target population from 71 JHS was made up of 522 teachers including headteachers (GES EMIS-Wenchi, 2020). There were seventy-one JHS schools in the municipality (GES EMIS - Wenchi, 2020).

## Sampling Procedure

Sampling is the procedure a researcher uses to gather people, places or things for a study. Sample as used in this work is a small proportion of the population selected for the study. It is the selected subject of the whole which is being used to represent the population (Seidu, 2007). According to Mugenda and Mugenda (2003) a sample is a small portion of the target population, while sampling is a research technique that is used in selecting a given number of subjects from the target population, as a representative of that population. Mugenda and Mugenda (2003) recommend 50% of the target population as an adequate sample for a study.

The sample size of 228 teachers based on the formula:

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

as indicated by Slovin (1960), was used to calculate the sample size from the target population.

Where:

n is the sample size

N is the population size

'e' is the margin of error

1 is the constant value

Therefore:

$$n = \frac{522}{(1 + 522 * 0.5^2)}$$

$$n = \frac{522}{(1 + 522 * 0.0025)}$$

$$n = \frac{522}{(1 + 1.305)}$$

$$n = \frac{522}{2.305}$$

$$n = 226.46$$

Approximately n=227

Purposive sampling technique was used in selecting Human Resource Management (HRM) personnel in charge of training in the Municipal Education Office for the study. The officer was selected because of his role in training and development of teachers in the Municipal Education Office.

The teachers and headteachers were also selected using the quota sampling technique because it involves large numbers of teachers and it is very likely to produce representative sample from the Junior High schools in the municipality. This technique was also used to provide proportional representation of members from all the nine circuits in the municipality. A quota was allocated to each Circuit for the data collection as indicated in the Table 2 below.

**Table 2: Sample Size of the Targeted participants in Public Junior High Schools from nine circuits in Wenchi Municipality**

Circuit/Education Office	Participants
Buoku	24
Subinso	23
Wenchi Central	24
Wenchi East	35
Wenchi West	24
Asuogya North	24
Asuogya South	24
Tromeso	24
Nkyeraa	24
Municipal Education office	1
<b>Total</b>	<b>228</b>

Source: Field data (2020)

Note: Details of schools and sample at appendix

**Data Collection Instruments**

Questionnaires were employed as the main tool for data collection. The questionnaire was constructed by the researcher and use to gather information. A questionnaire is an instrument used to gather data which allows measurements for or against a particular viewpoint. According to Orodho (2005) a questionnaire has an ability to collect a large amount of information in a reasonably quick space of time. Mugenda and Mugenda (2003) assert that a questionnaire is commonly used to obtain important information about the population with each item in the questionnaire addressing a specific objective.

The questionnaire used were considered suitable for the study since all the respondents were able to read and understand the questions. Another reason for the use of the questionnaire was that it was a quicker and a more convenient



means of collecting data. It was also known to be quite valid and reliable when well structured.

There were two sets of questionnaires: one set for the sampled teachers and one sets for the sampled head teachers. The two sets related of the questionnaire were given to the researcher's supervisor who read through and made useful suggestions. This led to the restructuring of some of the items on the questionnaire.

Additionally, they were appropriate for literate respondents and facilitate the collection of large amounts of data in a relatively short period. Also, it was easier to quantify and treat statistically. Again, anonymity is guaranteed and therefore it enables participants to provide frank and unambiguous answers (Kumar, 2005).

According to Kumekpor (1999), the use of questionnaire as a choice of research instrument for data collection has a special advantage over other methods of data collection especially in quantitative studies. Questionnaire however, has the disadvantage of precluding personal contact with respondents and most often there is the difficulty of verification of the accuracy of responses. Above all, response rate could be very discouraging.

For the purpose of this study, a combination of structured and unstructured questionnaires was used. That is to say some of the questions had multiple answers provided and the respondents were expected to pick one or more applicable answers relevant to the questions. The use of the questionnaire would also make the data collection more simplified since no further interview would be conducted to clarify the responses. The respondents could also

complete the questionnaire at their own convenience which may avoid biases caused by the presence of the researcher.

### **Validity**

Validity is the extent to which research results can be accurately interpreted and generalized to other populations. It is the extent to which research instruments measure what they are intended to measure. (Oso & Onen, 2011).

Face validity is in relation to the misunderstanding and misinterpretation of the question. Sheets of papers were provided with the questionnaire so that respondents could indicate where the questionnaires were not clear. In this regard items which seemed ambiguous were raised for corrections and clarification. By the collection period all the respondents had completed the questionnaires without any problems.

Content validity was done in terms of testing if the questionnaires was properly constructed. The items in the questionnaires were presented to the supervisor for assessment of the relevance of the contents to be used in the instrument. The supervisor's suggestions, comments and recommendations were used to improve the final questionnaire.

The reliability of the instruments was determined by their consistency in testing what they are supposed to measure. The test- retest method was used to measure the reliability. The test-retest technique of assessing the reliability of a research instrument involved administering the same instrument twice to the same group of subjects (Orodho, 2009).

### **Data Collection Procedure**

The researcher collected an introductory letter from the Faculty of Economics and Business Administration, Catholic University College of Ghana, to the Municipal Directorate of GES, in Wenchi. This helped crave the indulgence of the institutions and the staff for the data collection. In effect the consent of the institution and the subjects were sought before the data collection. By the use of purposive sampling method, the researcher personally gave out the questionnaire to the GES Staff to fill. The researcher personally collected all completed questionnaire from the staff at the point where the questionnaire was administered to them.

### **Data Processing and Analysis**

After collection of data, the instrument was checked for completeness and clarity. Data was analysed quantitatively based on the study objectives. All items of the questionnaire were coded. Quantitative analysis applied for close and open-ended questions that provided the respondents with alternative responses from which to choose and justify their choice. The essence is to put the data in contextual form to enable the researcher answer the research questions as well as addressing the research objectives (Ihenacho, 2005).

Descriptive statistics was used to summarize quantitative data. Analyses involved editing the questionnaires, tabulating and coding the responses. Data was processed using Statistical Packages for Social Sciences (SPSS) computer programme. Frequency distributions and percentages was computed and tabulated. This allowed making generalizations about findings.

## **Ethical Consideration**

The researcher sent a letter to Wenchi municipal education directorate to seek for permission to be allowed to conduct his research in the various selected schools in the nine circuits. He then collected cover letter from the municipal education directorate to the headteachers in the selected schools to seek for their permission to be allowed to administer questionnaire to their teachers to seek their opinions on the topic under study. He explained the importance and relevance of the research to the teachers and GES as whole before administering the questionnaire. The respondents participated in the research out of their own free will. The respondents were assured of confidentiality of their answers to the questions in the questionnaire.

## **Chapter Summary**

The chapter explained the research procedure adopted for the study. It described the research design, study area, population and sampling procedure that was used for the study. Other components of the chapter include data collection instruments, data collection procedure and data processing, data analysis and ethical consideration. However, the main setbacks that interrupted the study were time constraints, academic requirements, rising economic cost and coronavirus (Covid-19) outbreak.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### **Introduction**

This chapter provides the findings from the analysis of data gathered in the study. Presentation of findings has been organized in line with the research objectives. The results are presented in three sections; first data presentation of results with respect to the research objectives using tables and figures, second analysis of results and the last section provides the summary of the results.

#### **Data Presentation**

##### **Availability of Training and Development programmes**

##### **In-Service Training and workshops are training and development programmes available**

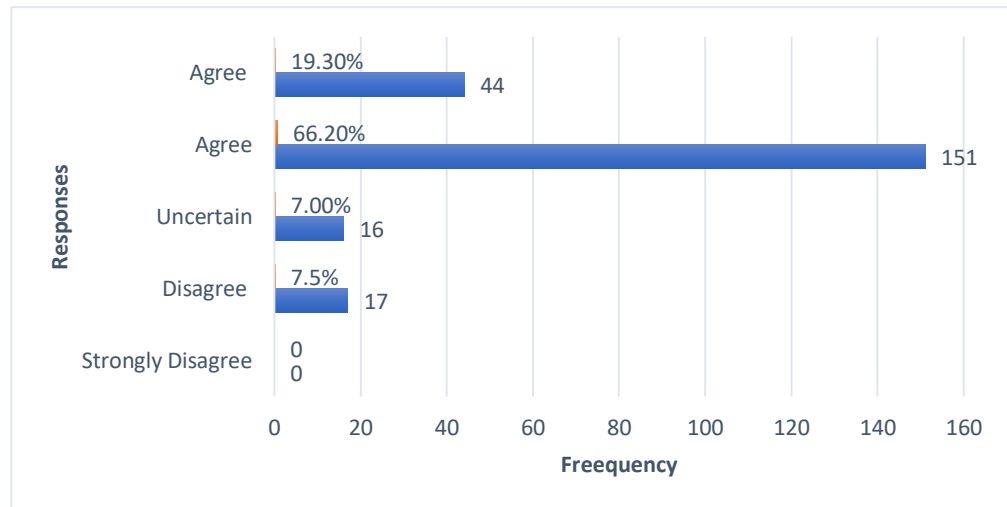
**Table 3: Respondents' views on In-Service Training and Workshops**

Responses	Frequency	Percentage %
Strongly Disagree	6	2.6
Disagree	5	2.2
Uncertain	12	5.3
Agree	144	63.2
Strongly Agree	61	26.8
Total	228	100

Source: Field data (2020)

The study revealed that 63.2% and 26.8% respondents per the scale agree and strongly agree respectively to the statement that “In-service training and workshops are training and development programmes available to teachers in Wenchi Municipality. 5.3% were uncertain, 2.6% strongly disagree and 2.2% disagreed with the statement.

## Organisation of Training Programmes by Education Office

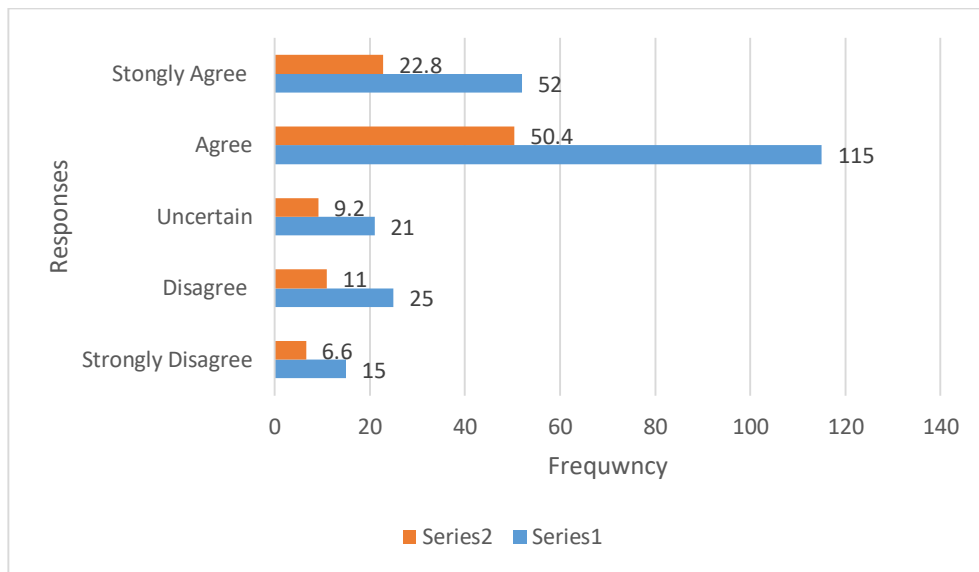


*Figure 5: Education office organizes training for schools*

Source: Field data (2020)

The researcher investigated whether Education Directorate organizes training and development programmes for teachers to enhance teaching and learning. A statement was made: Wenchi Municipal Education Office Organises Training and Development programmes for schools to enhance teaching and learning. The results indicated that no respondents strongly disagree with the statement. 7.5% disagree, 7.0% were uncertain, 66.2% agree and 19.3% strongly agree with the statement. The figure below shows the results.

## Organisation of Training Programmes by Headteachers



*Figure 6: Organisation of training programmes by headteachers*

Source: Field data (2020).

An enquiry was made to seek the opinion of the respondents whether headteachers do organize training and development programmes for their teachers. The following results were obtained: 22.8% respondents per the scale agree and 50.4% respondents strongly agree with the statement that head teachers do organize training and development programmes for their teachers. 9.2% respondents were uncertain, 11.0% disagree and 6.6% respondents strongly disagree with the above statement.

## Training Programmes Recommended to be Organized Frequently

**Table 4: Training and Development Programmes Recommended**

Responses	Frequency	Percentage %
Methods of teaching and New curriculum	89	39.0
In-service Training	49	21.5
Lesson Notes and Scheme of Work Preparation	14	6.2
Subject-Based Training	40	17.5
Professional and Capacity Development Training	21	9.2
Classroom Management	15	6.6
Total	228	100.00

Source: Field data (2020)

Respondents recommended training and development programmes be organised frequently in the following: Methods of Teaching 39.0%, In-Service Training 21.5%, Subject-based training 17.5%, Professional and Capacity Development Training 9.2%, Classroom Management 6.6%, and Lesson Notes and Scheme of Work Preparation 6.1%.

## Effectiveness of Training and Development on Teachers' performance

**Table 5: Training and Development Programmes Effectiveness**

Responses	Frequency	Percentage %
Strongly disagree	3	1.3
Disagree	22	9.6
Uncertain	27	11.8
Agree	143	62.7
Strongly agree	33	14.5
Total	228	100

Source: Field data (2020)



The researcher investigated whether training and development programmes organized by Wenchi Education Office for teachers are very effective. 1.3% of the respondents strongly disagree, 9.6% respondents disagree, 11.8% respondents were uncertain, 62.7%\_respondents agree and 14.5% strongly agree per the scale.

**Positive impact of Training and Development programmes on teachers’ work performance**

**Table 6: Respondents’ opinion on the positive impact of Training and Development**

Responses	Frequency	Percentage%
Strongly disagree	2	0.9
Disagree	12	5.3
Uncertain	19	8.3
Agree	134	58.8
Strongly agree	61	26.8
Total	228	100

Source: Field data (2020)

The study shows that 0.9% respondents strongly disagree and 5.3% respondents disagree that, training programmes attended had any positive impact on their work productivity. Meanwhile, 8.3% respondents were uncertain as to whether there was any impact on work productivity with respect to training programme attended. However, 58.8% and 26.8% respondents agree and strongly agree respectively to the fact that training and development programs attended had positive impact on their work productivity.

## Teachers Exposure to New Methods and Strategies of Teaching

**Table 7: Exposure to New Methods and Strategies of Teaching**

Responses	Frequency	Percentage (%)
Strongly disagree	3	1.3
Disagree	5	2.2
Uncertain	13	5.7
Agree	123	53.9
Strongly agree	84	36.8
Total	228	100

Source: Field data (2020)

Regarding whether training and development programmes teachers attended had exposed them to new methods and strategies of teaching, respondents representing 1.3% strongly disagree, that training and development programmes exposed them to new methods and strategies of teaching. Respondents representing 2.2% disagree whereas 5.7% of the respondents were uncertain whether training and development programmes exposed them to new methods and strategies of teaching. 53.9% and 36.8% respondents agree and strongly agree respectively that training and development programmes had exposed them to new methods and strategies of teaching.

**Effect of Training and Development Programmes on Methods of Teaching**

**Table 8: Respondents' views on the effect of Training on Methods of Teaching**

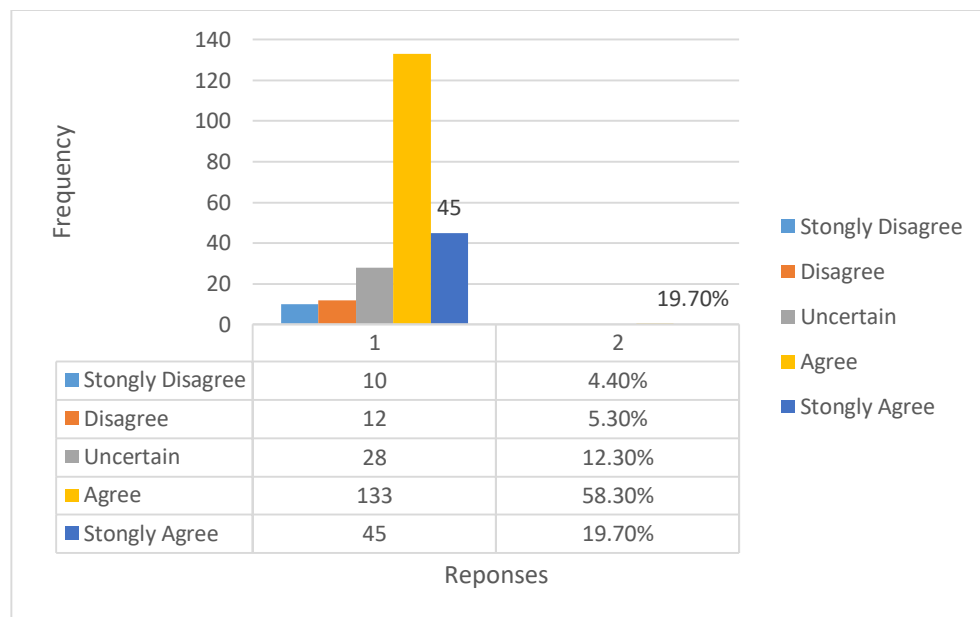
Responses	Frequency	Percentage
Improves Methods of teaching	103	45.2
Acquire new Methods of teaching	54	23.7
Improves knowledge, skills and strategy of teaching	36	15.8
Improves classroom management	20	8.8
Do not improves methods of teaching	15	6.6
Total	228	100

Source: Field data (2020)

The data from the table indicates 103 of the sampled respondents representing 45.2% remarked that training and development programmes have improved their methods of teaching significantly. 54 respondents representing 23.7% agreed that training and development programmes helped them to acquire new methods of teaching. 15.8% respondents accept the fact that training improves their knowledge, skills and strategy of teaching. Other respondents 8.8% indicated that training programmes had improved their classroom management skills. 6.6% respondents indicated that the training programmes had not improve their methods of teaching.

## Employee performance

### Employee Performance Improvement



*Figure 7: Employee productivity*

Source: Field data (2020)

For data analysis in the figure above, most respondents 58.3% agree as well as 19.7% respondents strongly agree that their productivity has increased due to training and development programmes attended. 12.3% of the respondents were uncertain of their productivity increased due to training programmes attended. 5.3% and 4.4% respondents disagree and strongly disagree respectively with the statement.

## Accessibility positively enhances Academic Performance of Students

**Table 9: Access to Training and Development Programmes**

Responses	Frequency	Percentage%
Strongly disagree	6	2.6
Disagree	14	6.1
Uncertain	13	5.7
Agree	146	64.0
Strongly Agree	49	21.5
Total	228	100

Source: Field data (2020)

The researcher inquired whether teachers access to training and development programmes had positively enhance their performance and of their students. The following results were obtained from the respondents: strongly disagree 2.6%, disagree 6.1%, uncertain 5.7%, agree 54.0% and strongly agree 21.5%.

## Teachers Subject areas Effectiveness

**Table 10: Training enables Teachers Effectiveness**

Responses	Frequency	Percentage%
Strongly disagree	3	1.3
Disagree	6	2.6
Uncertain	14	6.1
Agree	132	58.0
Strongly Agree	73	32.0
Total	228	100

Source: Field data (2020)

Respondents representing 1.3% strongly disagree to the fact training and development programmes enabled them handle their subject area effectively. 2.6% respondents disagree that training programmes enable teachers handle their subjects of teaching well. 6.1% respondents were uncertain as to whether training and development programmes enable teachers to handle their subject areas effectively. 58% respondent massively endorse the fact that training enable them handle their subject areas more effectively. It is the case also that 32.0% strongly agree that training and development programmes enable teachers to handle their subject of teaching effectively.

**Frequency of Training and Development Programmes**

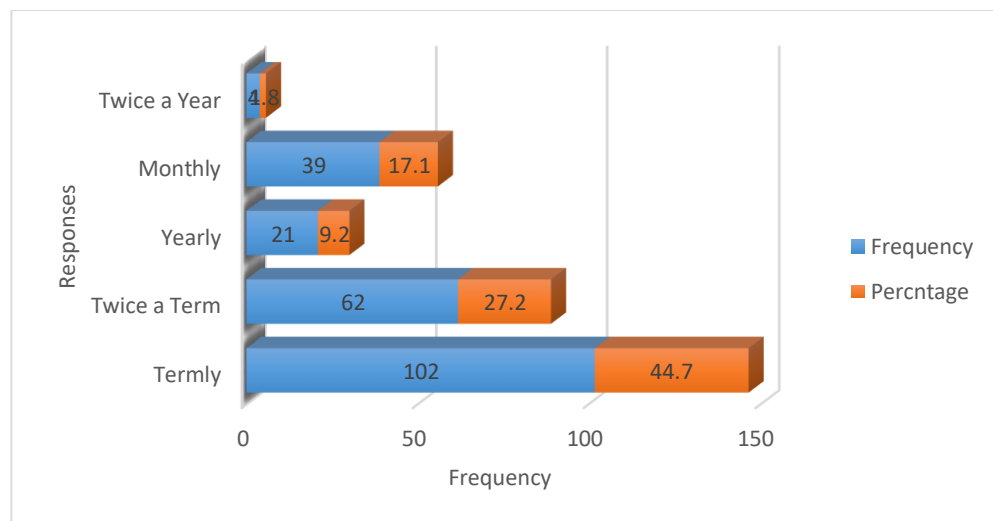


Figure 8: Frequency of training programmes.

Source: Field data (2020)

It was inquired from the respondents regarding how often training and development programmes should be organized to equip them do their work well. In responds, 44.7% of respondents recommended termly training programmes, whereas 27.2% respondents want training programmes organised twice in a term and 9.2% recommended yearly-based training programmes.

17.1% of the respondents also suggested monthly training whilst 1.8% of the respondents preferred that training should be organised twice in a year.

### **Challenges during Training and Development Programmes**

#### **Teachers Motivation during Training and Development programmes**

**Table 11: Motivation of Teachers**

Responses	Frequency	Percentage
Strongly Disagree	59	25.9
disagree	76	33.3
Uncertain	38	16.7
Agree	36	15.8
Strongly agree	19	8.3
Total	228	100

Source: Field data (2020)

The survey sought to inquire whether training and development programmes motivate teachers. Respondents views were expressed per the scale provided as strongly disagree 25.9%, disagree 33.3%, uncertain 16.7%, agree 15.7% and strongly agree 8.3%.

## Facilitators Content Presentation

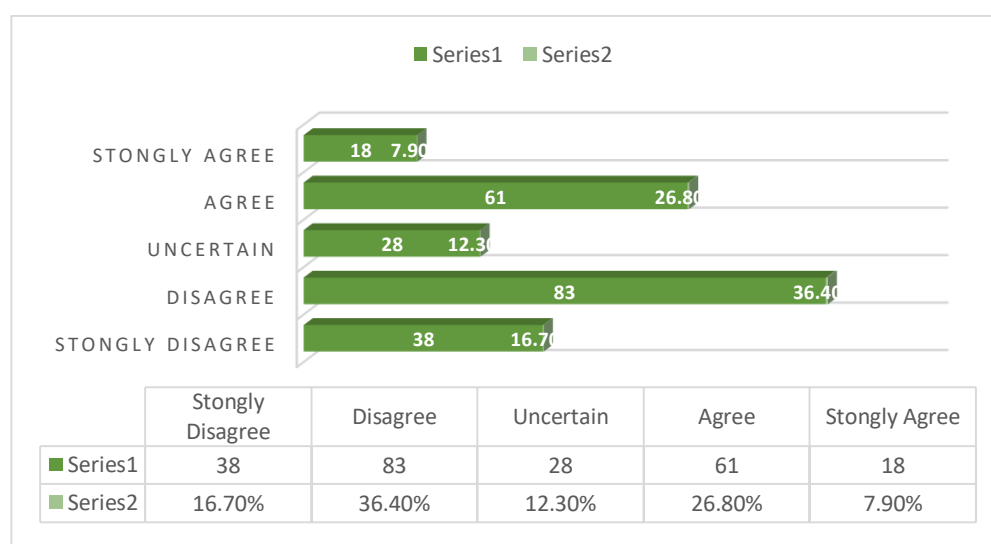
**Table 12: Content Presentation on Time Delivery**

Responses	Frequency	Percentage
Strongly disagree	8	3.5
Disagree	38	16.7
Uncertain	27	11.8
Agree	132	57.9
Strongly agree	23	10.1
Total	228	100

Source: Field data (2020)

It was inquired whether facilitators presented the content during training and development programmes adequately and on time. The responses obtained included according the scale of preference as strongly disagree 3.5%, disagree 16.7%, uncertain 11.8%, agree 58.9% and strongly agree 10.1%.

## Resource Materials Adequacy



*Figure 9: Resource materials adequacy*

Source: Field data (2020)

The results of the study showed that, 16.7% and 36.4% strongly disagree and disagree respectively that resource materials were sufficient for teachers



during training and development programmes. 12.3% of the respondents were uncertain of the sufficiency of resource materials for training. 26.8% and 7.9% respondents also agree and strongly agree accordingly that resource materials were sufficient for training programmes in the Wenchi Municipality.

## **Discussion of Results**

### **Availability of Training and Development programmes**

One of the research objectives was to ascertain the availability of training and development programmes for teachers in Wenchi municipality. The researcher enquired from the respondents whether they are aware that in-service training and workshops are kinds of training and development programmes available to teachers in the Wenchi municipality. The results indicated that majority of the teachers in the municipality were aware that In-service training and workshops are training and development programmes available to them (*see Table 3*).

The researcher further inquired whether the Municipal Education Office organises training and development programmes for teachers. It was an undeniable fact that, the Education Directorate or Office really organizes training and development programmes for her schools in the municipality. Majority, eighty-five percent of the respondents attested to the fact that training and development programmes were available to teachers in the Municipality. (*see Figure 5*). The researcher investigated whether Headteachers in the municipality do organise training for their teachers. The results indicated that most Headteachers in Municipality do organize training and development programmes for their teachers. A greater percentage of seventy-three point one agreed. (*see Figure 6*). By this,

one can conclude that Headteachers have seen the need to train and develop their staff for effective teaching and learning in schools.

### **Training Programmes Recommended to be Organized Frequently**

An enquiry was made into the training and development programs respondents would wish to be organized frequently. Per the result obtained and presented, majority of the teachers would want frequent training programmes on the following areas of interest: methods of teaching and new curriculum, in-service training especially for fresh college graduates, lesson notes and scheme of work preparation, subject-based training, professional and capacity development training and classroom management training. (*see Table 4*). Among these recommendations, the majority recommended on methods of teaching and new curriculum whilst the least on Lesson Notes and scheme of work Preparation. This means that methods and strategies of teaching is very important part of teaching and learning and training must be organized frequently to help teachers improve upon it.

### **Effectiveness of Training and Development on Teachers' Performance**

The researcher sought to assess training and development programmes effectiveness on teachers' performance. The presentation of results indicated that, training and development programmes organized by Wenchi Education Office have been very effective. The majority of the respondents have affirmed the statement. (*see Table 5*). Ivancevich (2010) study confirms the analysis that "training contributes to improving efficiency and effectiveness of current or future performance of employees in any institution".

To confirm the effectiveness of training and development programmes, it was inquired whether it had positive impact on teachers' work productivity.

The results declared that training and development programmes had improved upon teachers work productivity. This is because majority of the respondents attested to it. (*see Table 6*). The findings are in line with Degraft-Otoo (2012) who pointed out that training adversely impacts on performance.

Furthermore, the findings had shown that training and development programmes exposed trainees to new methods and strategies of teaching since most of the respondents affirmed. (*See Table 7*). This study is in line with Hughes and Ellefson (2013) who indicated that inquiry-based training improves teaching effectiveness of biology teaching assistants.

### **Employee Performance**

To determine how training and development programmes improve teachers' performance in the Municipality was one of the research objectives. The researcher inquired how training has contributed to an increase in employee performance. It was agreed that training programmes had contributed to an increase in employee work performance (*Figure 7*). This study is in line with the research of Nda & Fad (2013) who concluded from their findings that training and development ultimately upgrade not only improves the productivity of employee but also the performance of the organisation. Seventy-eight percent of the respondents affirmed by agreeing to the fact that training and development increases employee performance. These findings are in line Falola, Osibanjo, and Ojo (2014) who suggested that in-service development programmes have the advantage of improving worker ability thereby increases productivity in an organisation.

A large number of respondents agreed that teachers' accessibility to training programmes had enhanced their performance and that of their students.

(see Table 9). The findings are in line with the study of Sala (2016) who pointed out that training and development has positive relationship on performance. Jehanzeb and Bashir (2013) asserts that when professional development programmes are initiated for workers, it results in achieving the desired goals set for the organisation or institution. For teachers in Ghana Education Service, the study finds that training and development programmes helps in attaining the desired goal of improving pupil performance which is a core objective for teaching at the basic level.

The survey had revealed that many teachers accepted the fact that training and development programmes had enabled them handle their subject areas more effectively. This means training programmes should be emphasized in the municipality to enhance both teachers and students performance. (see Table 10). This finding is in line with the study of O'Neil (2020) who stated that training provides employee with the expertise they need.

The results showed that majority of about forty-five percent of the respondents recommend termly-based training for teachers. (see Figure 8). These findings are in line with ComRisk Associate (2018) who states that employees need as often as possible internal training and at least one major external training in a year. Kilbourne (2009) is also of the view that after initial training, training should be done as often as possible depending on the organisation and the job. Some of the training programmes should be done annually while others half a year or quarterly or monthly or weekly.

### **Challenges during Training and Development Programmes**

The results from the study showed that few participants during training programmes were motivated whereas majority were not motivated. This means

that there is a problem in linking training and motivation. Therefore, those who organize training for their employee must package it in such a way that the participants would be motivated. It can be inferred that motivation remains a challenge in the teaching profession particularly for teachers in the pre-tertiary education level. This challenge of motivation tends to affect teachers' involvement in training and development programmes. (*see Table 11*). The findings in which most of respondents indicated that motivation is a challenge is in line with Anhwere (2013) who opined that teachers in GES are not always adequately motivated in their functions, thereby affecting the entire teaching programme. Akubia (2011) also pointed out motivation remains a very significant challenge in the teaching profession and as shown in this study, affects teachers' involvement in training and development programmes. The findings are in line with the study of Khan (2012) who concluded that organisations having good training plans for employees, can enhance the performance of employees and motivate them. However, the findings in Wenchi shows that not always do training bring about teachers' motivation. Only a percentage of twenty-four of the respondents agreed, teachers were adequately motivated during training programmes.

The results unveiled facilitators are able to present the content during training adequately and on time. (*see Table 12*). The results are in connection with the study of McLean (2003) who pointed out that, to effect students learning, the facilitator should be committed to the pedagogic philosophy underpinning learning and should understand how his/her behaviour (e.g. being punctual, tolerant, motivated, fair etc.) might impact on the attitudes student develop toward their colleagues, staff and ultimately role modeling. However, it is also important for facilitators to also take into consideration of those participants

who need special attention during trainings to help them appreciate the training programmes better.

The results on the study on resource materials for training and development programmes for teachers in Wenchi Municipality have always not been sufficient. (*See Figure 9*). The study affirms the findings of Mupa and Chenooneka (2015) who concluded that teachers lack adequate materials for teaching in Zimbabwe. The response by the respondents showed resource materials are always inadequate for training. Therefore, trainers must do more to provide the needed resources materials for training.

### **Chapter Summary**

The researcher investigated Training and Development on Employee Performance: Evidence from selected Schools in Wenchi Municipality. It was revealed that availability and access to training and development programmes exposed teaching to new methods and strategies of teaching. This eventually enable teachers to handle their subject areas and managed their classrooms effectively. Again, the results showed that training and development programmes in Wenchi municipality organized by headteachers and education directorate had led to an improvement of performance of both teachers and students. Hence, majority were of the view that training programmes should be organized most frequently. However, the respondents asserted that, resource materials and motivation for teachers during training programmes were not up to their expectations. Therefore, these should be given needed attention to ensure the programmes' effectiveness.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### **Introduction**

This chapter gives a summary of the study with conclusions based upon the results of the study and recommendations for the way forward. The study investigated the impact of training and development and employee performance. The researcher used some selected schools across the nine circuits in Wenchi Municipality for the study.

#### **Summary**

There were number of training and development programmes available to teachers in the municipality organised by Education Directorate and Headteachers in form of In-Service training and workshops. Training and development programmes were very effective and the training and development programmes had a positive effect on teachers work productivity as well as their students.

A significant number of respondents affirmed that their productivity had increased due to training and development programme attended. They accepted that training and development programmes had improved their methods and strategies of teaching. Teachers frequently need training and development programmes in the following areas, namely: methods and strategies of teaching, in-service training, subject-based training, professional and capacity development training, classroom management training and Lesson Notes and Scheme of Work preparation.

Training and development programmes expose teachers to new methods and strategies of teaching as well as improved teachers' pedagogical skills. The

findings unveiled that the training programmes contents were adequately presented and on time.

Challenges teachers encounter concerning training and development programmes in the municipality include poor motivation for teachers and insufficiency of resource materials for training and development programmes.

### **Conclusions**

Human resource is the most important resource in every organisation. Therefore, it is very essential for every organization to pay much attention to human resource in order to preserve the best for better work productivity. The human resource is a great capital investment for the organization. The right people must be employed for the right job at the right the time. To effect this in any organization, one of the most important areas in human resource management is to take seriously training and development programmes. Training and development is key to recruiting and retaining best employee in the organization. The researcher examined the impact of training and development on employee work productivity: Evidence from selected Junior High Schools in Wenchi Municipality.

The findings based on the objectives revealed that training and development programmes had positive impact on employee work effectiveness and productivity. However, it was unraveled that resource materials and motivation were some of the challenges during training and development programmes. In general, it was realized that Wenchi Municipal education directorate has seen the need to improve teachers work performance through training and development programmes.



## **Recommendation**

Based on the findings in the study, the researcher makes the following recommendations:

Training and development programmes being the engine of the human capital of every organisation, it is important that organisations inculcate training and development programmes into their organizational policies and goals.

Ghana Education Service should often organize Training and Development programmes on methods of teaching and new curriculum, in-service training, subject-based training, professional and capacity development training, classroom management training and lesson notes and scheme of work preparation.

Per the studies, organizers of training and development programmes should take into consideration motivation and sufficiency of resource materials to enhance effectiveness.

## **Suggestions for Further Research**

This research work was limited to availability, effectiveness, productivity and possible challenges of training and development programmes. Hence, the researcher could not exhaust all the areas of training and development that needed investigation. Therefore, I want to suggest if more study could be done on why teachers lack motivation during training and development programmes nationwide.

Further investigations could also be done on why most male teachers are found in the Junior High level than female teachers since the study unveiled that a large number of the respondents were males.

## REFERENCES

- Abdul, Hameed Aamer Waheed (2011). Employee development and its effect on employee performance a conceptual framework. *International Journal of Business and Social Science*, 2(13), 224-229.
- Adeniyi O. I. (1995). *Staffing training and development in Ejiogu*. Enugu: Asika Publications.
- Afroz, N. N. (2018). Effects of training on employee performance: A Study on banking sector, Tangail Bangladesh. *Global Journal of Economics and Business*, 4(1), 111-124.
- Aguinis, H., & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and society. *Annual review of psychology*, 60, 451-474.
- ALDamoe, A. M., Yazam, M. & Ahmed, B. K. (2012). The mediating effect of HRM outcomes (employee retention) on the relationship between HRM practices and Organizational Performance. *International Journal of Human Resource Studies*, 2(1), 2162-2168.
- Ahuja, K. (2006). *Personnel management* (3<sup>rd</sup> ed.). New Delhi. India. Kalyani Publishers.
- Akinpoju, B. (1999). *Educational Technology and teaching – learning process in the 21st century*” in Adesomowo, P.O. (Ed.), *Basic of Education*. Lagos: Triumph Books Publishers.
- Akubia, L. (2011). *The effect of motivation on the performance of teachers in the Ghana Education Service. A case study of Obuasi Municipality*. Unpublished master’s dissertation, Kwame Nkrumah University of Science and Technology, Kumasi.

- Amaning, K. T. (2011). *An Evaluation of access to training and development among teachers in selected public second cycle schools in Kumasi Metropolis*. Unpublished master's dissertation, Kwame Nkrumah University of Science and Technology, Kumasi.
- Anhwere, D. K. (2013). An Examination of Factors That Impede Teachers' Performance in The Senior High Schools of Cape Coast Metropolis of the Central Region of Ghana. *Journal of Education and Practice*, 4(23), 128-134.
- Armstrong, M. (1995). *A handbook of Personnel Management Practices*. London: Kogan Page Limited.
- Armstrong Michael, (2000). *Understanding training Human Resource Management Practice*, (8th ed.). London: Kogan page limited.
- Ary, D. Jacob, L.C. & Razaviel, A. (1990). *Introduction to Research in Education. (Fourth Edition)*. Orlando: Harcourt Brace College Publishers.
- Asare-Bediako, K. (2008). *Professional skills in human resource management* (2<sup>nd</sup> ed.). Asare Bediako Associate Limited, 277 Windy Hills.
- Aswathappa, K. (2000). *Human resource and personnel management*. New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Atif, A., Ijaz-Ur-Rehman, Nasir, A. & Safwan, N. (2010). Employee retention relationship to training and development: A compensation perspective. *African Journal of Business Management*, 5(7), 2679-2685.
- Avalos, B. (2000). Policies for Teacher Education in Developing Countries. *International Journal of Educational Research*, 33, 457-74.
- Babbies (1992). *The practice of social research*. Belmont: Wadworth, INC

- Bas, D. (1989). On-the-job training in Africa. *International Labor Review*, 128(4), 485-496.
- Barzegar, N., & Farjad, S. (2011). A study on the impact of on the job training courses on the staff performance (a case study). *Procedia-Social and Behavioral Sciences*, 29, 1942-1949.
- Beardwell, N. & Holden, B. (1993). *Managing for success* (2nd ed.). England: Prentice Hall Publisher.
- Beardwell, I., Holden, L. & Claydon, T. (2004). *Human resource management a contemporary approach*. (4<sup>th</sup> ed). Harlow: Prentice Hall
- Best, J.W. & Khan J. V. (1993). *Research in education*. (7<sup>th</sup> ed.). Boston: Allyn and Bacon.
- Birdi, K., Clegg, C., Patterson, M., Robinson, A., Stride, C. B., Wall, T. D., & Wood, S. J. (2008). The impact of human resource and operational management practices on company productivity: A longitudinal study. *Personnel psychology*, 61(3), 467-501.
- Blain, J. (2009). Current learning trends in Europe and the United States. *Addressing the challenges of the economic downturn and the development needs of today's learners. Whitepaper for CEGOS International Partners Network*, 1-11.
- Braga, C. A. P. (1996). The impact of the internationalization of services on developing countries. *Finance and Development*, 33, 34-37.
- Cato, S. T., & Gordon, J. (2009). Relationship of the strategic vision alignment to employee productivity and student enrolment. *Research in Higher Education Journal*, 7, 1-20.

- Chetty, R., Friedman, J. N., & Rockoff, J.E. (2014). Measuring the impact of teaching II: Teacher value-added and student outcomes in adulthood. *American Economic Review*, 104(9), 2633-2679.
- Cole, G.A. (2002). *Personnel and human resource management* (5th ed.). Continuum London: York Publishers.
- Cole, G. A. (2002). *Personnel and human resource management*. London: Cengage Learning EMEA.
- ComRisk Associate (2018). *How much training does the average employee need?* Retrieved from [www.comriskassociates.com](http://www.comriskassociates.com)
- Cooke, F. L. (2001). Human resource strategy to improve organizational performance: a route for firms in Britain?. *International Journal of Management Reviews*, 3(4), 321-339.
- Daft, L.R (1988). *Management. First Edition*. Chicago, New York: The Dryden Press.
- DeCenzo, A. D, & Robbins, P. S. (2000). *Personnel / Human Resource Management* (4<sup>th</sup> ed.). New Delhi, India: Prentice-Hall.
- Deckop, J.R., A. M. Konrad, F. D. Perlmutter & J.L. Freely (2006). The Effect of Human Resource Management Practices on the Retention of Former Welfare Clients. *Hum. Res. Mgt.*, 45(4), 539-559.
- Dessler, G. (2008). *Human Resource Management* (11<sup>th</sup> ed.). Pearson International Edition.
- Dessler, G. (2015). *Human Resource Management* (14th ed.). Harlow: Pearson Education Limited.
- Devanna, M. A., Fombrun, C. & Tichy, N. (1984). *A framework for strategic human resource management*. In *Strategic Human Resource*

- Management 31 – 51. Fombrun, C. J., Tichy, N. M. & Devanna, M. A. New York: John Wiley and Sons.
- Drucker, P. F. (1999). *Management challenges for the first century*. New York: Hoper Business.
- Edmond, H., & Noon, M. (2001). *A dictionary of human resource management*. Oxford University Press.
- Elnaga, A., & Imran, A. (2013). The effect of training on employee performance. *European journal of Business and Management*, 5(4), 137-147.
- Ekaterini, G., & Constantinos-Vasilios, P. (2009). A model for evaluating the effectiveness of middle managers' training courses: Evidence from a major banking organization in Greece. *International Journal of Training and Development*, 221-245.
- Ekpo, A. N (1989). *Manpower development in Nigeria*. In S. C. Ogbuagu (Ed.) Strategy for National Development in Nigeria. Calabar: University of Calabar Press.
- El Hajjar, S. T., & Alkhanaizi, M. S. (2018). Exploring the factors that affect employee training effectiveness: A case study in Bahrain. *Sage Open*, 8(2), 1-12.
- Evans, J. R. & Lindsay, W. M. (1999). *The management and control of quality* (4th ed.). Cincinnati, Ohio: South-Western College Publishing.
- Falola, H. O., Osibanjo, A. O., & Ojo, I. S. (2014). Effectiveness of training and development on employees' performance and organisation competitiveness in the Nigerian banking industry. *Bulletin of the Transilvania University of Braşov*, 7(1), 161-170.

- Ghana Education Service. (2012). *Pre-tertiary teacher professional development and man.* GES EMIS - Wenchi, 2020.
- Ghana News Agency. (2002). *1000 drop out every year-BECE: Regional Minister.* Retrieved from [www.ghanaweb.com](http://www.ghanaweb.com).
- Gomez-Mejia, R., et al (2007). *Managing Human Resources (2nd ed.)*. Pearson Education: New Jersey, USA.
- Gordon, B. (1992). Are Canadian firms under investing in training? *Canadian Business Economics* 1, 1, 25–33.
- Gordon, J. R. (1999). Organizational behavior: A diagnostic approach.
- Graig, P. (1996). Skill training and work organization in American Establishment. *Industrial Relations*, 34(2), 125-146.
- Grobler, P., Warnich, S., Carrell, M.R., Elbert, N.F. and Hatfield, R.D. (2006). *Human resource management in South Africa.* (3<sup>rd</sup> ed.). South Africa: Thompson Learning.
- Guest, D., & Peccei, R. (1994). The nature and causes of human resource management effectiveness. *British Journal of Industrial Relations*, 32, 2, 219-242.
- Gummesson, E. (1998). Productivity, quality and relationship marketing in service operations. *International Journal of Contemporary Hospitality Management*, 10(1), 4-15.
- Gwilim, L. (2008). *Districts of Ghana.* Retrieved from [www.statoids.com/ygh.html](http://www.statoids.com/ygh.html)
- Harrington, P. E. (2002). Attracting new teachers requires changing old rules. *The College Board Review*, 111 (I), 1-10.

- Hamid, S. (2011). A study of effectiveness of training and development programmes of UPSTDC, India—an analysis. *South Asian Journal of Tourism and Heritage*, 4(1), 72-82.
- Heathfield, S. M. (2019). *What is an employee?* Retrieved from <https://www.thebalancecareers.com>
- Heathfield, S. M. (2012). Training: Your investment on people development and retention. *Human Resource Journal*, 56(2), 12-17.
- Holden, L. (2001). *Human resource development: The organization and the national framework*. In I. Beardwell et al. (Eds). *Human resource management: A contemporary approach*. Essex: Pearson Education Limited.
- Hughes, P. W., & Ellefson, M. R. (2013). Inquiry-based training improves teaching effectiveness of biology teaching assistants. *PLoS One*, 8(10), e78540.
- Ihenacho, R. N. (2005). *A Study of the Dynamics of Institutional Support Measures to Small and Industries in Ghana*. Ghana: Anansesem Publications Limited. *International Journal of Educational Development*, 20, 177-88
- Ivancevich, J. M. (2010). *Human resource management* (8<sup>th</sup> ed.). Boston: Irwin McGraw-Hill.
- Joyce, B., & Showers, B. (1983) *Power in staff development through research in training*. Alexandria, Virginia: ASCD
- Jacob, R. L. (2003). *Structured on-the-job training*. Berrett-Koehler Publishers.



- Jehanzeb, K., & Bashir, N. A. (2013). Training and development program and its benefits to employee and organization: A conceptual study. *European Journal of Business and Management*, 5(2), 243-252.
- Jelena, V. (2007). Employee training and development and the learning organization. *Facta Universitatis Series; Economics and Organization* 4(2), 209 – 216.
- Kayode, T. (2001): The Role of Training in Charge Management. *Journal of the Institute of Personnel Management of Nigeria*, 10(7), 24 – 31.
- Khan, M. (2012). The impact of training and motivation on performance of employees. *Business Review*, 7(2), 84-95.
- Khan, R. A. G., Khan, F. A. & Khan, M. A. (2011). Impact of training and development on organizational performance. *Global Journal of Management and Business Research*, 11, 62-68.
- Kennedy, P. E., Chyung, S. Y., Winiecki, D. J., & Brinkerhoff, R. O. (2014). Training professionals' usage and understanding of Kirkpatrick's Level 3 and Level 4 evaluations. *International Journal of Training and Development*, 18(1), 1-21.
- Kenney et. al., (1992). *Management made easy* (1st ed.). South Carolina: Omron Publishers.
- Kempton, J. (1995). *Human resource management and development: Current Issues and themes*. New York: Macmillan Press Ltd.
- Kinicki, A., & Kreitner, R. (2007). *Organizational behavior*. New York: McGraw Hill.
- Kilbourne, C. (2009). *How do I need to Train?* Retrieved from <https://ehsdailyadvisor.blr.com/2009/10/how-often-do-i-need-to-train/>

- Kleiman, L.S. (2003). *Human resource Management* (3<sup>rd</sup> ed). USA: Atomic Dog.
- Konings, J., & Vanormelingen, S. (2015). The impact of training on productivity and wages: firm-level evidence. *Review of Economics and Statistics*, 97(2), 485-497.
- Kumekpor, T.K.B. (1999). *Research methods and techniques of social research*. Accra Ghana: Son Life Press & Services.
- Kyeretwie, K. (2012). *An assessment of the effect of training practices on employee skill development: A case of ECG, Ashanti East Region*. Unpublished master's dissertation, Kwame Nkrumah University of Science & Technology, Kumasi, Ghana.
- Laing, I. F. (2009). *The impact of training and development on work performance and productivity in public sectors organizations: A case study of Ghana Ports and Harbors Authority*. Unpublished master's thesis, Kwame Nkrumah University of Science and Technology, Kumasi, Ghana.
- Landy, F. W. (1985). *The psychology of work behavior* (3<sup>rd</sup> ed.). Homewood, IL: Dorsey Press.
- Lawal, M. M (2006). *Manpower management; A Hand Book for Personnel Managers and Students of Administration*. Abuja: Roots Books and Journal Nigeria Limited.
- Latif, K. F., Jan, S., & Shaheen, N. (2013). Association of Training Satisfaction with Employee Development aspect of Job Satisfaction. *Journal of Managerial Sciences*, 7(1), 160-178.

- Lipsey, R. G (1989). *Introduction to positive economics* (7<sup>th</sup> ed.). London, Weindnfeld & Nicholson.
- Lowry, D.S., Simon, A. & Kimberley, N. (2002). Toward improved employment relations practices of casual employees in the New South Wales registered clubs' industry. *Human Resource Development Quarterly*, 13, 53-69.
- Mahbuba, S. (2013). Impact of training in pharmaceutical industry: An assessment on Square Pharmaceuticals Limited, Bangladesh. *International Journal of Science and Research*, 2(2), 576-587.
- Malone, V. M. (1984). *In-service training and staff development*. Agricultural extension, reference manual, Â Rome: FAO, pp.12
- Manu, J. S. (2004). Training and development techniques for improving organizational performance for Ghanaian firms. *The Graduate School, University of Wisconsin-Stout*, 1-43.
- Maslow, A. H. (1987). *Motivation and Personality* (3<sup>rd</sup> ed.). USA: Addison-Wesley Educational Publishers, Inc.
- McConnell, R.C. (2004). Managing employee performance. *Journal of Health Care Management*, 23(3), 273–283.
- McCourt, W., & Derek, E. (2003). *Global human resource management: Managing people in developing and transitional countries*. Cheltenham, UK: Edward Elgar.
- McDowall, A., & Saunders, M.N.K. (2010). UK manager's conceptions of training and development. *Journal of European Industrial Training*, 34, 609-630. Retrieved from <http://dx.doi.org/10.1108/03090591011070752>

- McLean, M. (2003). What can we learn from facilitator and student perceptions of facilitation skills and roles in the first year of a problem-based learning curriculum? *BMC Medical Education*, 3(1), 9. Retrieved from <https://doi.org/10.1186/1472-6920-3-9>
- McNamara, C. (2016). Employee training and development: Reasons and benefits. Retrieved from <http://managementhelp.org/training/basics/reasons-fortraining.htm#anchor1284937>
- Mugenda, O.M., & Mugenda, A.G. (2003). *Research methods: Qualitative and quantitative approaches*. Nairobi: Act press Murdoch University. Retrieved from <http://researchrepository.Murdoch.edu.au/id/eprint/8483>.
- Mullins, J. L., (2007). *Management and organizational behavior* (8th ed.). Edinburg Gate: Prentice-Hall. Pearson Education.
- Nadler, L. (1984). *The handbook of human resource development*. New York: Wiley, John & So Torrington, D., Hall, L. & Taylor, S. (2005). *Human resource management* (6th ed.). London: Prentice Hall.
- Nda, M. M., & Fard, R. Y. (2013). The impact of employee training and development on employee productivity. *Global journal of commerce and management perspective*, 2(6), 91-93.
- Nankervis, A. R., Compton, R. L., & McCarthy, T. E. (1999). *Strategic human resource management*, (3rd ed.). Nelson ITP, Melbourne.
- Nassazi, A. (2013). *Effects of training on employee performance. Evidence from Uganda*. Retrieved from <https://www.theseus.fi/bitstream/handle/10024/67401/THESIS.pdf?sequence=1&isAllowed=y>

- Nel, P., Gerber, P., van Dyk, P., Haasbroek, D., Schultz, H., Sono, T. & Werner, A. (2004). *Human Resources Management* (6th ed.). South Africa: Oxford University Press.
- Newby, T. (1992). *Cost-effective training: A manager's guide*. London, Gojan publishing.
- Newstrom, J. W. (2002). Making work fun: An important role for managers. *Advanced Management Journal* 67, 4–8.
- Nishtha, L., & Amit, M. (2010). How training jump-starts employee performance. *Indian Management*, 49(6), 14-18.
- Nwachukwu, S. (1992). The crisis of development in Africa: The democratic imperatives. *Journal of Social Development*, 1(4), 84-87.
- Nzuve, S.N.M. (1997). *Management of human resources: A Kenyan perspective*. University of Nairobi.
- Odendaal, A., Robbins, S.P. & Roodt, G. (2003). *Organizational behavior: Global and Southern African Perspectives*. South Africa: Pearson Education.
- OECD International Survey of Upper Secondary Schools (ISUSS) database (2003). *Published in Education at a Glance Oxford*: Elsevier Butterworth-Heinemann Publishers. p.89
- O'Neil, E. (2020). *The importance of training of employee for your business*. Retrieved from <https://www.learnupon.com/blog/importance-of-training-employees/>
- Oguntimehin, A. (2001). Teacher effectiveness: Some practical strategies for successful implementation of universal basic education in Nigeria. *African Journal of Educational Management*, 9(1), 151 – 161

- Onyango, J. W., & Wanyoike, D. M. (2014). Effects of training on employee performance: a survey of health workers in Siaya County, Kenya. *European Journal of Material Sciences*, 1(1), 11-15.
- Orodho, J. A. (2005). Elements of education and social sciences research methods (1st. ed.). Nairobi: Masola Publishers of the Impact of the Primary School Management Development Project in Botswana. *Educational management, Administration and Leadership*, 36(4), 471-494.
- Oshionebo, B. O. (2003). *Dimensions of management and organizational management*. Ibadan, Spetrum Books.
- Osula, E. C. (1993). *Introduction to research methodology*. Onitsha, Nigeria: Africa Fep Publication.
- Pallavi, P. K. (2013). A literature review on training and development and quality of work. *International Refereed Research Journal*. Retrieved from [www.researchersworld.com](http://www.researchersworld.com)
- Paradise, A. (2007). *State of the industry: ASTD's annual review of trends in workplace learning and performance*. Alexandria, VA: ASTD.
- Perry, B. (2007). *Organizational Management and Information Systems*. Oxford: Elsevier.
- Piana, V. (2001). *Productivity*. Retrieved from <http://www.economicwebinstitute.org/glossary/prdctvt.htm>
- Prince, C. W., & Salas, E. (1993). *Training and research for teamwork in the military aircrew*. Retrieved from <https://psycnet.apa.org/record/1993-97500-012>

- Rahman, F., Jumani, N. B., Akhter, Y., Chisthi, S. H., & Ajmal, M. (2011). Relationship between training of teachers and effectiveness teaching, *International Journal of Business and Social Science*, 2(4), 150-160.
- Raja, A. G. K., Furqan, A. K. & Muhammad, A. K. (2011). Impact of training and development on organizational performance. *Global Journal of Management and Business Research*, 11(7), 1-7.
- Rasmussen, R.V. (1982). Team training: A behavior modification approach. *Group and Organization Studies*, 51–66.
- Reference.com. (2016). *Training aids*. Retrieved from <https://www.reference.com/health/teaching-aids-important-28174c2e251505dd# Google Scholar>
- Rivkin, S., Hanushek, E., & Kain, J. (2005). Teachers, schools, and academic achievement. *Econometrica*, 73(2), 417-458.
- Rockoff, J. (2004). The impact of individual teachers on student achievement: Evidence from panel data. *The American Economic Review*, 94(2), 247-252.
- Rohan, S., & Madhumita, M. (2012). Impact of Training Practices on Employee Productivity: A Comparative Study. *Interscience Management Review*, 2(2), 1513-2231-.
- Rosinski, P. (2003). Coaching Across Cultures: New tools for leveraging national. *Corporate & Professional Differences, London Yarmouth, Maine*.
- Rothwell, W. J., & Kazanas, H. C. (2004). *Improving on-the-job training: How to establish and operate a comprehensive OJT program* (2nd ed.). San Francisco. CA: John Wiley & Sons.

- Rothwell, W.J., & Kazanas, H.C. (2006). *Planning and managing human resources* (2nd ed). Mumbai: Jaico.
- Rowden, R. W., & Conine Jr, C. T. (2005). The impact of workplace learning on job satisfaction in small US commercial banks. *Journal of Workplace Learning, 17*(4), 215-230.
- Saleem, Q., Shahid, M., & Naseem, A. (2011). Degree of influence of training and development on employee's behavior. *International Journal of Computing and Business Research, 2*(3), 2229-6166.
- Sanders, M. G. (1998). The effects of schools, Family, and Community Support on the Academic Achievement of African American Adolescents. *Urban Education, 33*(3), 385-409.
- Sanders, W. L. & Rivers, J. C. (1996). *Cumulative residual effects of teachers on future student academic achievement*. Knoxville: University of Tennessee Value-Added Research and Assessment Centre.
- Satterfield, J.M., & Hughes, E. (2007). Emotion skills training for medical students: A systematic review. *Medical Education, 41*, 935–41.
- Scholar, R. S. (1981). Personnel and human resource management. In B. Scholor (1990), *Personnel management*, New York: University Press.
- Sepulveda, F. (2005). *Training and productivity: Evidence for US manufacturing Industries*. Retrieved from <http://www.ssrn.com>.
- Swart, J., Mann, C., Brown, S., & Price, A. (2005), *Human resource development: Strategy and tactics*. Oxford: Elsevier Butterworth-Heinemann Publications.



- Shafiq, S., & Hamza, S. M. (2017). The effect of training and development on employee performance in private company Malaysia. *International Journal of Education, Learning and Training*, 2(2), 55-62.
- Sidhu, K.S. (2003). *Methodology of research in education*. New Delhi: Sterling Publisher.
- Singh, H. (2012). Training and development: A prominent determinant for improving HR productivity. *International Conference on Management and Education Innovation IPEDR* 37, 274-278.
- Singh, R., & Mohanty, M. (2012). Impact of Training practices on employee productivity: A Comparative Study. *Inter Science Management Review*, 2(2), 2231-1513.
- Sloman, M., Marchington, M., & Wilkinson, N. (2003). *Training in the age of the learner*. London: Chartered Institute of Personnel and Development.
- Slovin, Michael (1960). *Sampling Technique*.
- Smith, G. (2004). *Leading the professionals*. London: Kogan Page Ltd
- Sparrow & Cooper (2003). *The employment relationship*. United Kingdom: Butterworth –Heinemann, UK.
- Stoner, J. A. F. (1996). *Management* (6th ed.). Pearson Education.
- Stoner, J. A. F., Freeman, E., & Gilbert, D. A. (1995). *Management*. (6<sup>th</sup> ed.). London: Prentice-Hall.
- Weil, A., & Woodall, J. (2005). HRD in France: The corporate perspective. *Journal of European Industrial Training*, 29(7), 529–540.
- Wiener, E., B. Kanki, & R. Helmreich (Eds.). *Cockpit resource management* (337–366). San Diego. CA: Academic Press.

- Wognum, A. A. M. (2001). Vertical Integration of HRD Policy within Companies. *Human Resource Development International* 4(3), 407–421.
- Wood, F., & Sangster, A. (2002). *Business accounting 1* (11<sup>th</sup> ed.). Pearson Education.
- Woods, R. H. (2006). *Managing hospitality Human Resources* (4<sup>th</sup> ed.). USA. *Educational Institute*. American Hotel & Lodging Association
- Yawson, F. (2009). *Training and development of human resource in Custom Exercise and Preventive Service (CEPS)*. Retrieved from <http://www.hrware.com/general-hr/training-development/>

## APPENDIX A

### Questionnaire

Dear Respondent,

I am a final year MBA student of the Catholic University College of Ghana, Fiapre-Sunyani, undertaking research on the topic: *Training and Development on Employee Productivity: Evidence from selected Junior High Schools in Wenchi Municipality.*

The questionnaire is being administered to you to elicit information or data for our study, which is part of our study for the award of the Master of Business Administration degree in Economics and Business Administration. Please the information given out will be used for the above purpose only and will be treated with extreme confidentiality.

Thank you.

#### SECTION A: DEMOGRAPHICS OF RESPONDENTS

**Instruction: Please tick (√) the appropriate response in the brackets provided.**

1. Sex
  - a. Male ( )
  - b. Female ( )
2. Age (in completed years)
  - a. < 30 ( )
  - b. 30 -.34 ( )
  - c. 35 – 39 ( )
  - d. 40 - 44 ( )
  - e. 45 and more ( )

3. Highest academic qualification.
  - a. Diploma ( )
  - b. First Degree ( )
  - c. Second Degree ( )
  - d. Others ( )
4. Indicate your rank
  - a. Director ( )
  - b. Assistant director ( )
  - c. Assistant director ( )
  - d. Principal superintendent ( )
  - e. others ( )
5. Number of years in the teaching profession
  - a. Less than 5 years ( )
  - b. 5 - 10 years ( ),
  - c. 11 - 15 years ( ),
  - d. 16 - 20 years ( ),
  - e. 21 - 25 years ( ),
  - f. 26 and above ( )
6. Number of years you have been in the present school
  - a. 1 ( )
  - b. 2 - 5 ( )
  - c. 6 - 10 ( )
  - d. 10 and above ( )

**Head Teacher Only**

7. How long have you held the position?
  - a. 1 to 5 years ( )

- b. 6 to 10 years ( ).
  - c. 11 to 15 years ( )
  - d. 16 years and above ( ).
8. (i) Do you organize internal training and development programmes for your teachers?
- a. Yes ( )
  - b. No ( )
- (ii) If yes how often?
- a. Monthly bases ( )
  - b. termly bases ( )
  - c. yearly basis ( )
- (iii) If no why?
- a. No allocated time for training ( )
  - b. No funds ( )
  - c. Teachers not interested ( ).

**For all respondents**

**Instruction:** For each statement in section (B C D) below, encircle (O) one number to indicate your thinking and observation. Please supply brief response to the items where necessary.

**Below are choices of for each statement**

1. **Strongly Disagree (this statement is certainly not true) (SD)**
2. **Disagree (this statement is not true) (D)**
3. **Uncertain (I don't know) (UN)**
4. **Agree (this statement is true) (A)**
5. **Strongly Agree (this statement is certainly true) (SA)**

**SECTION B: TRAINING AND DEVELOPMENT PROGRAMMES**

**AVAILABLE TO TEACHERS IN THE MUNICIPALITY**

		1	2	3	4	5
9	In-service training and workshops are training and development programmes available to teachers in Wenchi Municipality.					
10	Wenchi Municipal Education Office organises training and development programmes for schools to enhance teaching and learning					
11	Wenchi Municipal education office organizes training and development programmes for junior high School teachers every year					
12	Head teachers organizes training and development programmes for their teachers.					
13	All teachers have access to training and development programmes in the municipality					
14	Training and development programmes by the municipal education office are based on introduction of new curriculum/concept.					

15. Which training and development programmes would you recommend to be organized frequently?

.....  
 .....

**SECTION C: TRAINING AND DEVELOPMENT EFFECTIVENESS ON TEACHERS' PERFORMANCE**

		1	2	3	4	5
16	Training and development programmes attended is not relevant in my area of teaching					
17	Training and development programmes organize by Wenchi Education Office are very effective.					
18	Training and development programmes attended by teachers in the municipality have positive impact on teachers work performance.					
19	Training and development programmes attended have enhanced work confidence.					
20	Training and development programmes have resulted in your ability to work independently					
21	Training and development programmes exposed you to new methods and strategies of teaching					
22	Training and development programmes organized in the municipality for teachers are cost effective					

23. In your opinion, how does training and development programmes organized in the municipality for teachers affected your methods of teaching?

.....  
 .....

24. How do facilitators for training and development programmes present the content to the understanding of teachers in the municipality?

.....

**SECTION D: EMPLOYEE WORK PERFORMANCE**

		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
25	Employee productivity has increased due to training and development programmes attended					
26	Training and development has improved my daily management of class of pupils					
27	Pupils' performance has improved due to training and development programmes teachers have attended					
28	Access to the training and development programmes positively enhanced the academic performance of your Students					
29	Training and development programmes enables teachers to handles their subjects' areas more effectively					

30. How often should training and development programmes be organized to equip teachers with the requisite knowledge and skills to improve their productivity

.....  
 .....



**SECTION E: CHALLENGES IN TRAINING AND DEVELOPMENT PROGRAMMES FOR TEACHERS IN WENCHI MUNICIPALITY**

		1	2	3	4	5
31	Teachers are adequately motivated during training and development programmes.					
32	Facilitators are able to present the content to teachers in the municipality adequately and on time.					
33	Teachers arrive on time at the training centres for the training and development programme					
34	Resource materials are sufficient for teachers in the training and development programmes.					
35	The environment and facilities for the training and development programmes for teachers in the municipality are conducive and congenial.					
36	Training and development programmes are cost effective for teachers in the municipality.					

Table 2: Sample Size of the Targeted participants in Public Junior High Schools from nine circuits in Wenchi Municipality

Circuit/Education Office	Participants
Buoku	24
Subinso	23
Wenchi Central	24
Wenchi East	35
Wenchi West	24
Asuogya North	24
Asuogya South	24
Tromeso	24
Nkyeraa	24
Municipal education office	1
Total	228

### Name of schools used for data collection

School	Circuit	Participants
Wenchi St. Joe “B”	Wenchi West	9
St. Clement JHS	Wenchi West	8
Kwaku Manu JHS	Webchi West	8
SDA JHS “A”	Wenchi Central	8
Aswag “B”	Wenchi Central	8
Alhaji Beni	Wenchi Central	8
Imam Siedu	Wenchi East	8
Wurompo JHS	Wenchi East	9
Awisa JHS	Wenchi East	9
Model “C”	Wenchi East	9
Amponsakrom	Subinso	8
Aboabo M/A	Subinso	7
Subinso R/R “B”	subinso	8
Yoyoano Methodist	Asuogya North	8
Menhyia	Asuogya North	8
Beposo R/C	Asuogya North	8
Nkonsia M/A	Asuagya South	8
St. Francis R/C	Asuogya South	8
Salvation Army JHS	Asuoagya South	8
Nchiraa Methodist JHS	Nchiraa	8
Nchiraa R/C “A”	Nchiraa	8
Akete Islamic	Nchiraa	8
Tromeso R/C	Tromeso	8
Tromeso Methodist	Tromeso	8
Bepotrim JHS	Tromeso	8
Buoku Methodist	Buoku	8
Buoku R/C JHS	Buoku	8
Buoku L/A JHS	Buoku	8
Education office	Buoku	1
<b>Total</b>		<b>228</b>

Source: Field data (2020)