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COLLEGE OF ARTS AND SOCIAL SCIENCES

SCHOOL OF BUSINESS

KNUST

**EFFECTS OF TRAINING ON THE PERFORMANCE OF EMPLOYEES IN
THE PUBLIC UTILITY COMPANIES IN THE ASHANTI REGION**

A THESIS SUBMITTED TO THE DEPARTMENT OF MANAGERIAL SCIENCE,
KNUST, IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE
AWARD OF MASTERS IN BUSINESS ADMINISTRATION (MBA), DEGREE

BY

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JULY 2014

DECLARATION

I hereby declare that this thesis is the true account of my own research work except for references to other people's work which have been fully acknowledged.

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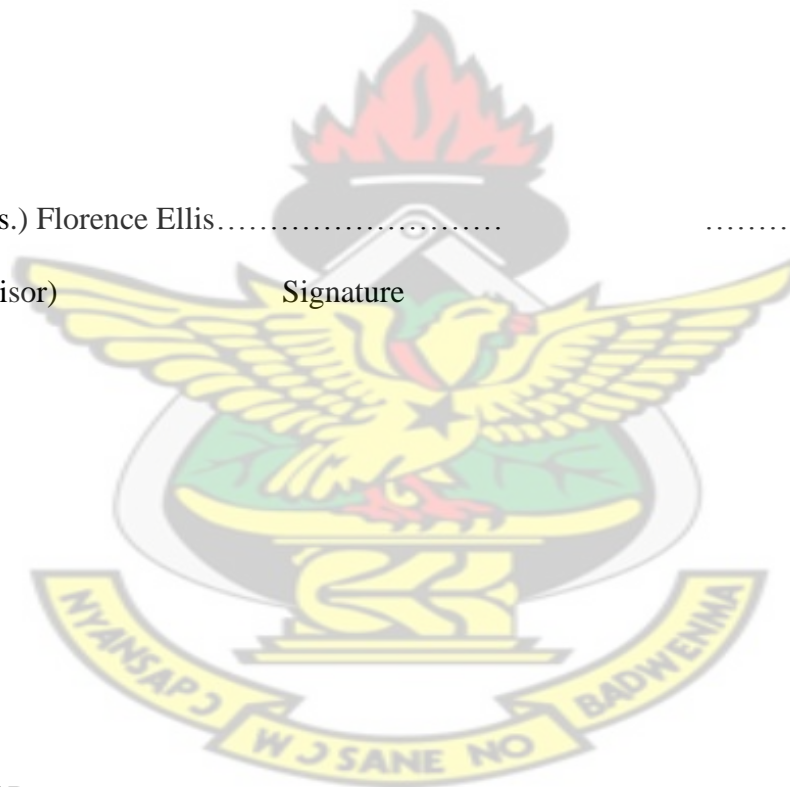
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DEDICATION

I dedicate this book to the almighty God, my daughter Malaika, my family and friends who encouraged and believed in me.

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ACKNOWLEDGEMENT

I would like to express my heartfelt gratitude to Dr. (Mrs.) Florence Ellis, my supervisor, whose unconditional support and guidance has made this thesis a success.

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I again thank the managers and staff of Electricity Company of Ghana and Ghana Water Company limited in Ashanti Region for their cooperation during the data collection.



ABSTRACT

The quality of the human resource of an organisation is vital to its achievement. Thus, an organisation must seek to improve the quality of its employees. One way of achieving this is through training. Training can only be valued with a clear understanding of its direct effects on employee performance. An enhancement in employee performance also leads to an improvement in the company's performance. It is in this respect that the public utility companies (ECG and GWCL) were analyzed to establish a relationship between its training programmes on the performance of employees and the overall performance of the company. The study reviewed literature on the concepts of training and performance and defined training as a systematic process of changing the behaviour, knowledge and motivation of current employees to improve the level of performance. Data was derived through questionnaires distributed to selected employees and an interview held with the managers. The results revealed that the public utility companies have training programmes that some employees were not aware of. Most employees no matter their educational background, age or number of years with the organisations had benefitted from the training programmes. The objective of training varied from different employees although the training had positive effect on their personal goals in the organisation. The public utility companies are advised to conduct appropriate training needs assessment to ensure that, training content for employees would result in efficient and improved interpersonal relationship. The possibility of best practices training programmes should be considered for employees of Ghana Water Company Limited in particular. It was again recommended that all employees are made aware and have access to the training programmes available. And that training programmes are

constantly evaluated to ensure their compatibility with the current trends in the utility industry for added advantage.

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LIST OF ABBREVIATIONS

PUC	Public Utility Company
ECG	Electricity Company of Ghana
GWCL	Ghana Water Company Limited
GWSC	Ghana Water and Sewerage Corporation
PURC	Public Utilities Regulatory Commission
VRA	Volta River Authority



CHAPTER ONE

Introduction

1.0 Background

In order to attain economic development, Ghana as a country needs well trained human resources who can contribute to productivity. As a country, the government is taking measures to train employees to acquire requisite knowledge and skills to impact the economy positively. With this initiative by the government, it is very crucial for organizations to conduct regular training and career development programmes for their employees. This is because it is the employees who contribute to the success of the organization. Consequently an organization cannot be flourishing until its employees are well equipped with skills, talent and knowledge.

It is vital to align contribution of employees to the aims and goals of the organizations. Training plays a significant role in the management of organisations. The one contribution a manager is uniquely expected to make is to give employees direction in order to perform well. For any organisation to operate effectively, it must have the financial strength, raw materials, supplies, equipment, ideas about the services to offer its customers and finally employees of the organisation. One essential facet of the Human Resource Management function is training of employees. Managers of organisations encourage training of employees which influence on the success of any organization. Employees are important assets, who contribute to the productivity of organisations. (Armstrong, 2006).

Training can be defined as a “systematic process of acquiring knowledge, skills, abilities, and the right attitudes and behaviours to meet job requirements” (Gomez-Mejia, et. al., 2007). Training has been deemed to assist employees to perform their current jobs adequately to meet their performance requirements, by focusing on specific skills required for the current need. Organisations can positively benefit from rewards of providing training for their employees because well-trained employees assist to increase productivity and profits. Training of employees leads to improved performance, innovation of new products and good employee and customer relations. Effective training saves labour by reducing time spent on problem-solving and saves money in the long run by producing a better workforce.(Cole, 2002).

Beardwell et al (2004) argue that the recognition of the importance of training currently has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized. The authors add that technological developments 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. Investment in training can improve a company’s financial standing. Organization having much better skilled and creative employees can easily avoid wasteful investment to improve efficiency and performance of organization. Training is the most important part of human resource management function on the effective use of human resources. Now a day, everyone admits the value of training as a major influence on success of the organization. Training enhances knowledge and information about a certain field and also adds advantage to networking for efficiency and performance of employees. Human resources are the most valuable assets in every organization, with the

machines, materials and the money, absolutely nothing gets done without employees. Training is really a systematic development of the knowledge, skills and behavior required by employees to do adequately on confirmed task or job. It can take place innumerable ways, on the job or off the job; in the organization or outside organization.(Azara et al, 2013)

The public utility companies in Ghana for example (ECG) and (GWCL) attain their productivity and performance through the human resources they have and whose skills and expertise are crucial assets in the organisations. As such, the utility companies require outstanding employees to deliver their services to customers in a manner that will attract more customers and increase profitability. In line with the importance of employee role in the satisfaction of customers, this study seeks to address 2 issues. The first is an attempt to identify specific training types, and second is to identify and critically evaluate the role of training on performance in Utility Companies.

1.1 Problem Statement

Training enhances skills, knowledge, attributes and competencies and ultimately worker performance and productivity in organizations (Cole, 2002). Most organizations in Ghana conduct training for their employees and also have qualified human resource trainers who are in charge of training. The Public Utility Companies are part of organisations that practice training.

Public Utility Companies contribute immensely to the wellbeing of Ghana's economy. It strives to provide the best and quality services for their customers. The companies enjoy monopoly in the services it provides. However, these utility

companies take pride in the satisfaction of their customers and have become household names in the industry (PURC, 2014).

The Public Utility Company's activities are governed by a regulatory body which ensures that quality, affordable and accessible services are given to clients. Currently, the Utility Companies have become a main provider in the success of our works and household activities. These achievements are made possible with the kind of employees available in the companies. In spite of the positive output of the Public Utility companies, there are still gaps in the service their service delivery. This is as a result of the poor performance of employees which affect the overall organizational performance. Most of the Utility companies are not aware of training and how it can affect their employees and organisational performance.

Training can enhance performance which may result in higher productivity in attaining set targets. However, for some years now the training needs of employees of the Public Utility Companies has not been handled appropriately. A short interaction with some employees did show that Management of the Public Utility Companies see the relevance of acquiring new technology and machines as more beneficial than spending money on training of employees.

1.2. General Objective of the study

To examine the effects of training on employee performance in the Public Utility Companies.

1.2.1 Specific Objectives

- a. To identify the specific training practices at the Public Utility Companies in the Ashanti region.

- b. To determine the impact of training on employee performance in the Public Utility Companies in the Ashanti region.
- c. To identify the impact of training on the overall performance of the organization in the Public Utility Companies in the Ashanti Region.

1.3 Research Questions

The following represent the questions being asked in the study:

- i. What are the specific training practices at the Public Utility Companies?
- ii. What is the impact of training on employee performance in the Public Utility Companies?
- iii. What is the impact of training on the overall performance of the Public Utility Companies?

1.4 Significance of the study

Organizations are likely to employ people with general knowledge, nonetheless to function well in the Utility sector effectively, it is necessary for skilled employees to make and employ ways in other to improve. The study will help organisations to understand the importance of training. It will also enable them structure their training programmes to make them more effective in terms of helping to improve the efficiency of the workforce and lead to better performance. The study is intended to provide managers and stakeholders in the Public Utility Companies with in depth information on using training to improve individual and organisational performance. The research will also add up to existing literature and will serve as a catalyst for further research.

1.5 Methodology

The research was based on primary and secondary sources of data. The secondary data were gathered from books, journals, articles from the internet and company records from the Public Utility Companies. Additional information was also obtained from specific companies like Electricity Company (ECG) and Ghana Water Company limited (GWCL)

Primary data was obtained through interviews and administering questionnaires to the employees of the Public Utility Companies. The management were interviewed and other employees were made to answer questionnaires to solicit their opinions on the study. Convenience sampling and purposive sampling techniques were used for the sample of the study. The qualitative data from interviews were analyzed using content analysis and logical analysis techniques. The quantitative data analysis technique was employed in the data analysis. Data collected were edited, coded and analyzed into pie charts and documentation form to make interpretation easier using Statistical Package for Social Science (SPSS) software.

1.6 Scope of the study

Although training is a broad theory and it is instituted by almost all organisations, the study was limited to the public utility companies in the Ashanti Region. It focuses on the management and other employees of various departments in some selected public utility companies in Kumasi.

The study also focuses on how public utility companies' available training programmes help employees achieve their personal and organizational goals.

1.7 Limitation

The research could not cover every aspect of Ashanti Region because of resource constraints in terms of financial, time and logistics as well as collecting accurate and adequate information from employees due to tight work schedules. Furthermore the uncooperative and indifferent attitude of some respondents also delayed the gathering of data for the study.

Nonetheless, the researcher was able to gather important information from employees and management in spite of the identified limitations on the research.

1.8 Organization of the study

Chapter one introduces the study by giving the background information on the research problem, objectives, statement of the problem, research questions and scope of the study.

Chapter two deals with the review of relevant literature on the research problems.

Chapter three discusses the research methodology adopted for the study.

Chapter four presented the findings on how training employees affect performance in the public utility companies.

Chapter five presents the conclusions drawn from the research findings and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter one introduced the study. It introduced the background, objectives and significance of the study into effect of training on the performance of employees in public utility companies in Ashanti region. This chapter focuses on the review of the concepts, definitions and types of training and its effect on performance in organisation. The chapter concluded with a conceptual framework for training and how it influences individual and overall organisational performance.

2.2 Training and performance

A large body of research has examined the effect of employee training on organisational performance. Bowra et al. (2011) has found successful organizations tend to progressively know that there are volume of factors which contribute to performance of organization but human resource is definitely the most essential one. According to Tharenou, Alan and Celia (2007) the goal of training is to enhance the organization effectiveness. It also demands an influence on employee's performance, as well as in relation to organizational performance which is mediated by means of employee's performance. Aguinis and Kraiger (2009) said that training improves the overall organization profitability, effectiveness, productivity, and revenue and other outcomes that are directly related to the training in improving the quality of services.

According to Brum (2007) training is probably the hardest strategy to improve employee's determination towards the organization performance. Khanfar (2011)

views substantiates Brum's (2007) claim regarding employee performance that is provided by training. Muzaffar et al (2012) indicate that, to increase the employee's performance, it is crucial to inspire the employees by means of satisfying the space in between skills necessary and the owned or operated by means of staff through delivering applicable training. Additionally, Barrett and O'Connell (2001) argue that, general training has positive impact on firm performance. Farooq and Khan (2011) concluded that role of the valuable training is to improve the quality of task process that brings improvement in the performance of employees. However, for the concept of training and performance to be understood properly, one needs to explore the concepts underlying training.

2.3 Training in Organisations

Training is of growing importance to companies seeking to gain an advantage among competitors. There is significant debate among professionals and scholars as to the effect that training has on both employee and organizational goals. One school of thought argues that 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 while the others outlined employee as a key element of the organization. Regardless of where one falls within this debate, most professionals agree that employee training is a complex human resource practice that can significantly impact a company's success. The training industry as a whole has shown significant growth through the years. Statistics indicate that investment in training is continuing to grow as more and more companies realize its importance. In his modern Management Book, Certo (2003) emphasized that after recruitment and selection, the next step is providing appropriate human resources for

the organization in training. Training is the process of developing qualities in human resources that will enable them to be more productive and thus to contribute more to organisational goal attainment.

Werther and Chandler (2011) viewed training as a short- term organisational concern which involves helping employee to execute their jobs. Usually an organization facilitates the employees' learning through training so that their modified behaviour contributes to the attainment of the organization's goals and objectives. Along these lines, once a training program is completed, worker productivity is expected to increase. The benefits will be to the company, due to an increase in worker output and productivity, and to the worker, as the increase in output should translate into higher wages and opportunities for career advancement. In general, a company will weigh the costs and returns to training to determine the amount of investment it will incur (Kaufman & Hotchkiss, 2006).

2.4 Definitions of Training

In spite of the variety of ways that training is perceived, there are a number of definitions in relation to training. Some are referred to as a planned effort by a company to facilitate behaviours that are significant for successful job performance (De Ceiri and Kumar, 2003) Training serves to help increase upward mobility with the organisation, to adjust workers to the technological changes affecting the workplace, and often simply to introduce people to the work at the entry level (Beebe, et al, 2004). Institutions in Ghana have started to recognize the important role that training plays in improving productivity, quality and competitiveness. Fleck and Kraemer (2004) demonstrated that training has a positive impact for the individual and the organisation.

According to Saleem and Mehwish (2011) training is an organized increase from the know-how skills and sensations needed for staff members to execute efficiently in the offered process, as well as, to operate in underling situation. Likewise, it also enhances the capabilities of group of employees in very successful way by inspiring them and transforming them in to well categorize and well-mannered, that eventually 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. However, he adds one thing more that it (training) extends the production of the organization. Massod (2010) and Khanfar (2011) argued that training is an active means to enable individual to make use of his capability and his potential capability.

In summary, training is therefore a systematic process of changing the behaviour, knowledge and motivation of current employees to improve the level of performance. (McGhee et al, 1996).

2.5 Types of Training

The types of training selected by each organisation should depend on the objectives and the level of performance and position of employees in the organisation. The following are the types of employee training; Induction or orientation training, Foundation training, On-the-job training, Refresher or maintenance training and Career development training (Armstrong, 2006).

Induction or orientation training

Induction or orientation training is given immediately after employment to introduce the new extension staff members to their positions. It begins on the

first day the new employee is on the job (Armstrong, 2006). This type of training is aimed at acquainting the new employee with the organization and its personnel. Induction training for all new personnel should develop an attitude of personal dedication to the service of people and the organization. In fact, the most favourable time for gaining employees' attention and for moulding good habits among them is when they are new to the job.

Foundation training

Foundation training is in-service training which is also appropriate for newly recruited personnel. Besides technical competence and routine instruction about the organization, every staff member needs some professional knowledge about various rules and regulations of the government, financial transactions, administrative capability, communication skills, leadership ability, coordination and cooperation among institutions and their linkage mechanism, report writing, and so on. Foundation training is made available to employees to strengthen the foundation of their service career. This training is usually provided at an early stage of service life. (Armstrong, 2006).

Maintenance or refresher training

Maintenance or refresher training is offered to update and maintain the specialized subject-matter knowledge of the incumbents. Refresher training keeps the specialists, administrators, subject-matter officers, extension supervisors, and frontline workers updated and enables them to add to the knowledge and skills they have already. Maintenance or refresher training usually deals with new information and new methods, as well as review of

older materials. This type of training is needed both to keep employees at the peak of their possible production and to prevent them from getting into a rut (Armstrong, 2003)

On – the- Job training

On- the- job training is an ad hoc or regularly scheduled training, such as fortnightly training under the training and visit system of extension (T&V), and is provided by the superior officer or the subject-matter specialists to the subordinate field staff. This training is generally a problem or technology oriented and may include formal presentations, informal discussion, and opportunities to try out new skills and knowledge in the field. The superior officer, administrator, or subject-matter specialist of each extension department must play a role in providing on-the-job training to the staff while conducting day-to-day normal activities.

Career development training

Career or development training is an in-service training designed to upgrade the knowledge, skills, and ability of employees to help them assume greater responsibility in higher positions. The training is arranged departmentally for successful extension workers, at all levels, for their own continuing education and professional development. Malone (1984) opined that extension services that provide the opportunity for all staff to prepare a plan for career training will receive the benefits of having longer tenured and more satisfied employees, which increases both the effectiveness and efficiency of an

extension service. Malone (1984) stated that "career development is the act of acquiring information and resources that enables one to plan a program of lifelong learning related to his or her work life" (p. 216). Although extension workers are responsible for designing their own career development education, the extension organization sometimes sets some criteria and provides opportunities for the staff by offering options.

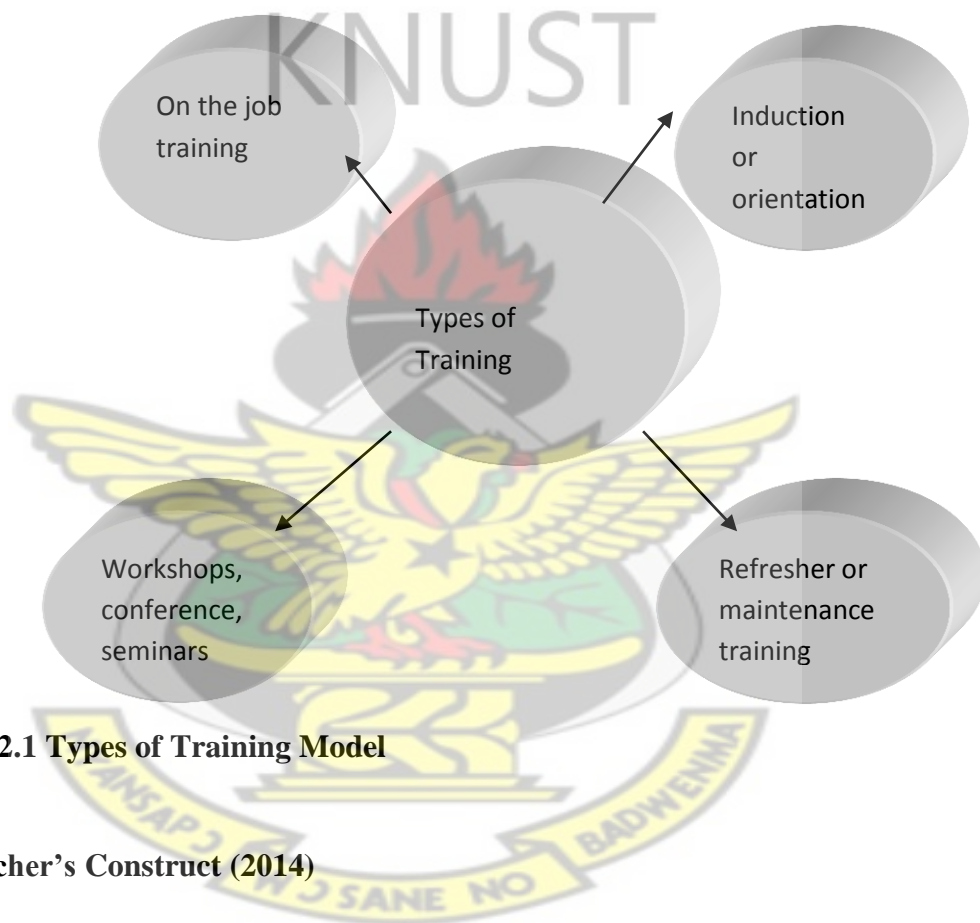


Figure 2.1 Types of Training Model

Researcher's Construct (2014)

2.6 The Training Process

According to Nickson (2007), training in an organization involves systematic approach which generally follows a sequence of activities involving the establishment of a training policy, followed by training needs identification, training plans and programs design and implementation, evaluation and training feedback for further action.

2.6.1 Determining Training Needs

Training needs assessment is a systematic inquiry of training needs within an organization for the purposes of identifying priorities and making decisions, and allocating finite resources in a manner consistent with identified program goals and objectives (U.S Office of Personnel Management, 2011). Though beginning with training as the desired solution, it has been argued, diminishes the value of the needs assessment, the popularity of the term "training needs assessment" has made it part of the training and adult learning lexicon (Asare- Bediako,2002). There are three levels of a training needs assessment: Organizational assessment evaluates the level of organizational performance. An assessment of this type will determine the skills, knowledge, and ability needs of an organization. It also identifies what is required to alleviate the problems and weaknesses of the organization as well as to enhance strengths and competencies. Organizational assessment takes into consideration factors such as changing demographics, political trends, technology, and the economy.

Occupational assessment examines the skills, knowledge, and abilities required for affected occupational groups. Occupational assessment identifies how and which occupational discrepancies or gaps exist, as well as examining new ways to do work that could fix those discrepancies or gaps.

Individual assessment analyzes how well an individual employee is doing a job and determines the individual's capacity to do new or different work. Individual assessment provides information on which employees need training and what kind.(Triner et al,1996).

2.6.2 Analyzing Training Goals

A training analysis is conducted ultimately to identify training goals, that is, what areas of knowledge or skills that training needs to accomplish with learners in order that learners can meet organizational goals (usually in terms of a performance standard).

Usually this phase also includes identifying when training should occur and who should attend as learners. Ideally, criteria are established for the final evaluation of training to conclude if training goals were met or not (Nickson, 2007).

2.6.3 Systematic Approach to Training

Adopting a systematic approach to training helps ensure that organizations are getting the most out of themselves and their employees. A systematic approach to training includes taking the time to analyze what results the organization needs from its employees, if employees are accomplishing those results, and what training and development approaches are needed by employees to better accomplish those results. A systematic approach includes evaluating approaches before, during and after training to ensure whether employees truly benefited from the training in terms of enhanced results to the organization (McNamara, 2008).

Effective training includes using sound principles of performance management and good, basic training techniques. A systems approach ensures a comprehensive training process that remains focused on the needs of the organization.

2.6.4 Evaluation Stage

Evaluation is a process to determine the relevance, effectiveness, and impact of activities in light of their objectives. In evaluating an extension training programme,

one needs to consider that most training activities exist in a larger context of projects, programmes, and plans. According to Kenney et al (1992) review of the training program should be done during and after its completion and should be done by a training officer, the line manager, and the trainees themselves.

Kirkpatrick (2006) suggested four criteria to evaluate training programmes as these are: Reaction, Learning, Behaviour and Results. The criterion is used to measure the different aspects of a training programme. *Reaction* measures how the trainees liked the programme in terms of content, methods, duration, trainers, facilities, and management. *Learning* measures the trainees' skills and knowledge which they were able to absorb at the time of training. *Behaviour* is concerned with the extent to which the trainees were able to apply their knowledge to real field situations. *Results* are concerned with the tangible impact of the training programme on individuals, their job environment, or the organization as a whole.

2.7 Importance of Training

Almost everyone now recognizes the key role of training on the performance and growth of an organization. Employees on the other hand are a very important component to every organization. Staff training is a major part as well as the key function of Human Resource Management and Development; it is a crucial path of motivating employees and at the same time increasing productivity an organisation (McClelland, 2002). In an era of technological advancement and the advent of new and innovative models of business, employees are requested to be more skilled and qualified, even if you are a good employee today. Ideas and skills become old when

one does not study and upgrade his/her knowledge. Therefore, every company needs well organized training modules to enhance its competitive edge in the business.

Staff training is the key task to help everyone in the company to be more united. An enterprise could hire experienced employees or train employees to be skilled. When the company trains their own staff, by providing and forming a harmonious atmosphere, accurate work specification and the passion of work, team spirit will be built between employees and management team within the process. Almost everyone in today's competitive organisational environment recognizes the importance of training on the success and growth of organizations. Employees are however a very crucial and expensive resource to every organization. This is due to the fact that a well trained employee performs well and as well as help in the growth of the organisation's market share (Sommerville, 2007).

Among the many importance of training, training can also reduce risks in organisations because the trained personnel will be resourceful, thus will be able to make enhanced use of the organisations property in that way reducing and avoiding waste. Training will also make the employees feel a sense of security thus labour turnover can be eliminated. According to Cole (2002) training can achieve lower cost of production, lower turnover and change management. This means training can be positive in terms of the employee performance in any organisation.

2.8 Performance

Employee performance is normally looked at in terms of outcomes however, it can also be looked at in terms of behaviour (Armstrong 2000) Kenney et al. (1992) stated that employee 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. 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 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 including activities that ensure that organizational goals are being consistently met in an effective and efficient manner.

Further still, Kinicki and 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.

2.8.1 Types of Performance

Another way to divide up performance is in terms of task and contextual (citizenship and counterproductive) behaviours (Borman & Motowidlo, 1993). Whereas task performance describes obligatory behaviours, contextual behaviours are behaviours that do not fulfil specific aspects of the job's required role. Citizenship behaviours are defined as behaviours which contribute to the goals of the organization through their effect on the social and psychological conditions (Rotundo & Sackett, 2002).

Counterproductive behaviours, on the other hand, are intentional actions by employees which circumvent the aims of the organization (Sackett & DeVore, 2001).

2.8.2 Determinants of Performance

A meta-analysis of selection methods in personnel psychology found that general mental ability was the best overall predictor of job performance and training performance (Schmidt et al., 1998). Campbell (1990) also suggested determinants of performance components. Individual differences on performance are a function of three main determinants: declarative knowledge, procedural knowledge and skill, and motivation.

Declarative knowledge refers to knowledge about facts, principles, objects, etc. It represents the knowledge of a given task's requirements. For instance, declarative knowledge includes knowledge of principles, facts, ideas, etc. Declarative knowledge is knowing what to do and procedural knowledge and skill is knowing how to do it. For example, procedural knowledge and skill includes cognitive skill, perceptual skill, interpersonal skill, etc.

The third predictor of performance is motivation, which refers to "a combined effect from three choice behaviours-choices to expend effort, choice of level of effort to expend, and choice to persist in the expenditure of that level of effort" (Campbell, 1990). It reflects the direction, intensity, and persistence of volitional behaviours (Dalal & Hulin, 2008). Campbell (1990) emphasized that the only way to discuss motivation as a direct determinant of behaviour is as one or more of these choices. Campbell (1990) also mentioned several performance parameters that may have

important implications for the job performance setting and should be investigated by industrial and organizational psychologists.

The first one is the distinction between speed and accuracy. This distinction is similar to the one between quantity and quality (Lawler, 1973). Important questions that should be considered include: which is most valued by the organization, maximized speed, maximized accuracy, or some balance between the two? What kind of trade-offs should an employee make? The latter question is important because speed and accuracy for the same task may be independent of one another.

Additionally, the impact of organizational justice perceptions on performance is believed to stem from Equity Theory. This would suggest that when people perceive injustice they seek to restore justice. One way that employees restore justice is by altering their level of performance. Procedural justice affects performance as a result of its impact on employee attitudes. Distributive justice affects performance when efficiency and productivity are involved (Cohen-Charash & Spector, 2001). Improving justice perceptions improves productivity and performance. Given that performance determinants can be seen from different perspectives, performance comprises of variety of components ranging from mental ability to motivation with often multiple behaviours. This study however limits the determinants to procedural knowledge and skill and motivation.

2.9 Relationship between training and performance

The worth of employees and their performance via training are most important factors in determining long-term productivity and performance of organizations. To recruit and maintain high level performance employees, it is prudent and advantageous to

invest in the training of employees in order to improve their skills, knowledge and abilities so that productivity can soar.(Evans and Lindsay,1999).

According to Chiaburu and Teklab (2005), training is the planned intervention that is designed to enhance the determinants of individual job performance. Training is related to the skills an employee must acquire to improve the probability of achieving the organization's overall business and academic goals and objectives. Positive training offered to employees may assist with reduction of anxiety or frustration, which most employees have experienced on more than one occasion during their employment careers (Cheng and Ho, 2001).

The knowledge and skills of workers acquired through training have become important in the face of the increasingly rapid changes in technology, products, and systems. Most organisations invest in training because they believe that higher performance will result (Alliger, et al. 1997, Kozlowski, et al. 2000). However, the theoretical framework for the relationship between training and firm performance has been subject to considerable debate. Devanna, Formbrun and Tichy (1984) proposed a model which emphasizes the interrelatedness and coherence of human resource management (HRM) policies and performance. According to their model, training and other HRM activities aim to increase individual performance, which is believed to lead to higher firm performance.

2.1.0 Conceptual Framework

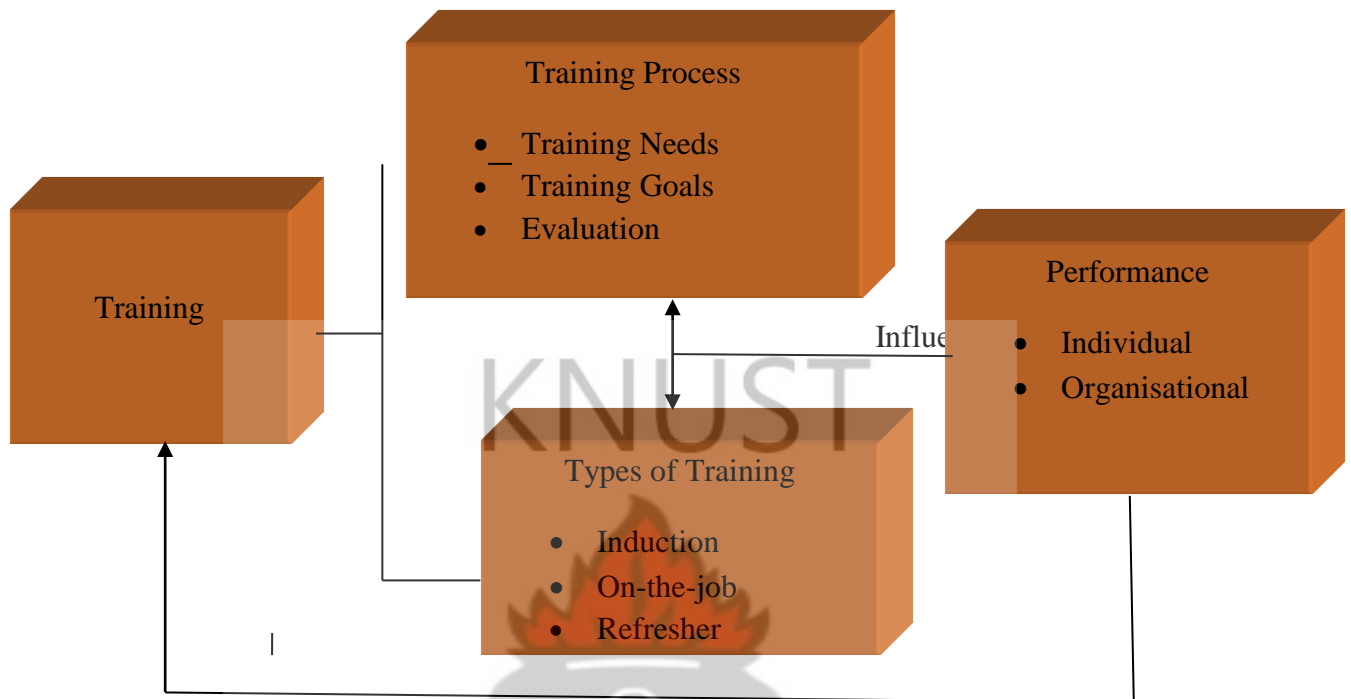


Figure 2.2 Training and performance model

The conceptual framework model shown in Figure 2.2 above depicts how training influences both individual and organisational performance. It shows the types of training, the training process; the training needs, analyzing the training goals and evaluation of training which affects the employee performance and the whole organisation. The perception therefore is that training processes, involving training needs, training goals and evaluation are likely to influence performance. This model is based on the above literature review on training and its effect on performance.

2.1.1 Conclusion

The above discussions focused on issues pertaining to training and performance on individuals and organisations. The importance and purpose of training in organisation and how it contributes to employee performance were discussed. The types of employee training were also discussed taking into account its evaluation. The essence

of training needs, why training needs should be assessed has also been explained. It is for this reason that the above literature forms the basis of the research instrument that will be used in collecting data for the study.

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CHAPTER THREE

RESEARCH METHODOLOGY AND ORGANIZATIONAL PROFILE

3.0 Introduction

This chapter is in two sections. The first section explains how the study was conducted. The methodology of this research, thus, will comprise of the research design, the research strategy, the population, the sample size, sampling design or technique, instrument for data collection, procedure of data collection and data analysis. The second section is the profile and overview of the organization in the study.

3.1 Research Methodology

Methodology is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. Typically, it encompasses concepts such as paradigm, theoretical model, phases and quantitative or qualitative techniques (Irny & Rose, 2005).

3.1.1 Research Design

Descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way (Neuman, 2003). The study adopted a descriptive survey design. Descriptive research is used to describe characteristics of a population or phenomenon being studied. It does not answer questions about how/when/why the characteristics occurred. Rather it addresses the "what" question (Shields & Rangarjan, 2013). The characteristics used

to describe the situation or populations are usually some kind of categorical scheme also known as descriptive categories. The description is used for frequencies, averages and other statistical calculations. Often the best approach, prior to writing descriptive research, is to conduct a survey investigation. The research employed the descriptive design.

3.1.2 Research Strategy

Many scholars have come with different methods to carry out research; nevertheless, none of the methods seems superior over the other. However, it is based on the message the researcher has to pass on in the research that will best determine the choice of the research method. There are different types of research methods that could be used when doing research. The methods include: qualitative research, quantitative research, and a mixture of both qualitative and quantitative research (mixed methodology). During this research, both qualitative and quantitative methods were used.

Qualitative research

The qualitative research according to Denzin & Lincoln, (2005) is a method of inquiry employed in many different academic disciplines, traditionally in the social sciences, but also in market research and further contexts. Qualitative researchers aim to gather an in-depth understanding of human behavior and the reasons that govern such behavior. The qualitative method investigates the why and how of decision making, not just what, where, when. Hence, smaller but focused samples are more often used than large samples. The central theme of qualitative research is the way in which the phenomenon under study clearly understands and interprets social reality (Bryman, 1988). The qualitative method is used because it best answers the questions of “why”

through the analysis of unstructured information from the interview conducted. This type of method may include data collection from participant observation, content analysis, conversation analysis, focus groups, and interviews (Piekkari & Welch 2004, 7).

Quantitative Research

Quantitative research method is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity (Kumar, 2008). Furthermore, phenomena are studied by separating the variables into parts, exploring and analyzing selected variables, and establish the relationships among them. (Taylor, 2005). Though quantitative research is mostly used in large samples to carry out generalized conclusions, it will not be appropriate to roll out quantitative research method completely during this research.

Mixed Methods

A mixed methods research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative research and methods in a single study to understand a research problem. To utilize this design effectively, you must understand both quantitative and qualitative research (Creswell, 2012). Mixed method is more detailed in that it comprises the mixing of qualitative and quantitative data, methods, methodologies, and/or paradigms in a research study or set of related studies.

The study adopted the mixed method approach because the study deals with a relatively unexplored area, and therefore a mixed method allows a detailed investigation of the research questions. Also, the choice of the mixed method approach was used because it increases the validity of the findings as the negative

aspect of one method would be compensated by the positive aspect of the other method.

3.2 Sources of Data

In order to make fair judgment of the research, two ways of collecting data was used; the study made use of primary data gathered using questionnaire as the main research instrument. Formal interviews were held with management staff to collect data. The interviews were done to confirm the data collected from the use of questionnaires. Interviews guides were used during the interview with managers to ensure that relevant issues were discussed.

Secondary data was gathered from internet, textbooks and other reference books to achieve the objectives of the study. Some data were collected from other secondary sources among others. Secondary data from the research was gathered through the use of books, journals, newspapers and other documents on the running of the public utility service companies. The secondary data needed for the analysis was collected from the PURC and other publicly available sources.

3.3 Study Population

Saunders et al (2012) stated that “population is the full set or a total number of people of cases from which a sample is taken. It is also a complete set of cases or group of members”. The term population refers to the entire group of individuals, objects or events having common observable characteristics in which the researcher is interested in studying. A single member of the population is thus referred as sampling units or unit of observation, entity from which we obtain data required for a research. The

research population is the entire employees of the public utility service providers in the Ashanti region.

3.4 The Sample size

According to Saunders et al. (2012), sampling is the process of selecting from all cases. It is a sub-group or portion of a bigger population. Sampling size is a compromise between the accuracy of the finding and the amount of time and money the researcher invest in collecting, checking and analyzing the data. According to Stutely (2003), a minimum number of thirty (30) for statistical analyzes provides a useful rule of thumb for the smallest number in each category within the overall sample. Scholars normally work to a 95 percent level of certainty which means that if the sample was selected 100 times, it means that at least 95 percent of the samples are certain and represent the characteristics of the population. Sixty respondents were chosen from the entire population of the study, made up managers and other employees. The reason is to make the sample as representative of the people as possible.

3.5 Sampling

Sampling is the collection of people who were selected for a given research studies (Frankfort-Nachmias & Leon-Guerrero, 1997). By compiling a complete list of a population, members of the population are systematically but randomly selected and then receive the survey or interview (Kish, 1965). Saunders et al (2012) agreed that “the probability sample give chances for each case being nominated from the inhabitants is known and is typically identical for all cases. This means that, it is likely to answer research question and to attain objects that need you to estimate statistically the features of the population from the sample. The non-probability

sample is that the likelihood of each case being selected from the entire population is not known and it is impossible to answer research question or to address objectives that need you to make statistical inference about the features of the population”.

The research relates to the effect of training on the performance of the employees of the public utility companies. Based on the research topic, the researcher chose the purposive sampling and convenience sampling technique to select the respondents. This means that, management would be selected based on researcher’s judgment and other employees stood the probability of being selected.

3.6 Data Collection Instrument

The collection instrument includes questionnaires, interviews and observation. This study employed questionnaires and interviews as data collection instrument.

3.6.1 Questionnaire

In order to get firsthand information a survey was conducted through the use of questionnaires. A questionnaire is a formalized set of questions for obtaining information from respondents. It includes instruction for its completion, response alternatives where appropriate and specific means for recording responses (Frazer and Lawley, 2000). The questionnaire will affect the response rate and the reliability and validity of the data the researcher would gather as well as to recognize and define the variability in different phenomena. It would also observe and describe relationships among variable like cause and effect relationship. In order to generate quantitative primary data, the administration of a well design questionnaire was adopted as the medium of data collection. According to Saunders et al. (2012), quantitative data refer to all such primary and secondary data and can be a product of all research plans as

well as secondary data. Quantitative data is valuable for data that needs to be examined and interpreted.

Questions in a questionnaire could be open-ended, close-ended or a mixture of the two based on the expected outcome. There are four main methods of questionnaire administration. These are mail questionnaire, personally administered questionnaire, telephone questionnaire, and internet questionnaire. The researcher used the personally administered questionnaire in this research.

3.6.1.1 Questionnaire Development

Frazer and Lawley (2000) described the process of questionnaire development as putting together a list of the information required from it and developing structured questions which will lead the respondent to providing this data. A structured questionnaire was developed and used in this research as a tool to acquire information on the effect of training on the performance on employees. These questionnaires were made available to the employees and they were given time to answer the questions based on their views at the company. The questionnaire had both opened and closed-ended questions. Both the opened and close-ended questions were very precised as much as possible so as to make the questionnaire more effective, efficient and elicit valid response. Section A of the questionnaire represented the demographic characteristics of respondents. The types of training operated by the company were classified under section B. Information on training practices in the company was categorized under section C .Section D sought information on the impact of training on employees' performance. Questions on the impact of training on the overall organisational performance were asked in section E. The questionnaire significantly assisted the researcher in the data analysis.

3.6.2 Interview

Interviews are ways for participants to get involved and talk about their views. In addition, the interviewees are able to discuss their perception and interpretation. It is their expression from their point of view. The interview is not simply concerned with collecting data about life: it is part of life itself, its human embeddedness is inescapable, (Cohen et al, 2000, p.267). O’Leary (2004) assumed that the right data collection method is interview which “...has its own issues and complexities and demands its own type of rigour”.

3.6.2.1 Interview Guide

Interview guide is also an important element for conducting interviews. An interview guide is the list of questions, topics, and issues that the researcher wants to cover during the interview. The interview guide should be clear and avoid vagueness. The interview links with the research questions. The interview reproduced in appendix 2 was in two main sections in the study, the demographic characteristics of respondents and eight questions were developed on specific questions; these structured questions were used as the interview guide.

3.7 Data Analysis

Data were analyzed qualitatively and quantitatively. The qualitative data from interviews and secondary sources were analyzed using content analysis. The quantitative data collected from questionnaires was edited, coded using the Statistical Package for Social Sciences (SPSS) for processing. Frequency distribution and percentages were used for the quantitative analysis. It was used to establish the proportion of respondents choosing the various responses. The proportions showed

the different views of employees on the various sub-issues. The data was presented in the form of tables, graphs and pie charts for easy understanding of the analyses.

3.8 Organisational Profile of the study Area

A brief profile on the study area included the geographical location and the history and activities of Public Utility Companies Ghana.

3.8.0 Geographical Location

The Ashanti Region of Ghana (as shown in Figure 3.1) is selected as the study area for the research. The Ashanti Region is located in south Ghana and third largest of 10 administrative regions, occupying a total land surface of 24,389 km² (9,417 sq mi) or 10.2 per cent of the total land area of Ghana. In terms of population, however, it is the most populated region with a population of 3,612,950 in 2000, accounting for 19.1 per cent of Ghana's total population. The Ashanti region is centrally located in the middle belt of Ghana. It lies between longitudes 0.15W and 2.25W, and latitudes 5.50N and 7.46N. The region shares boundaries with four of the ten political regions, Brong-Ahafo Region in the north, Eastern region in the east, Central region in the south and Western region in the South west. The region is divided into 27 districts, each headed by a district chief executive. The center of population of the Ashanti Region is located in the Kumasi Metropolitan District. According to the 2000 census, the region had a population of 3,612,950, making it the most populous region; however, its density (148.1 per square km) is lower than that of Central (162.2/km²) Region.



**Figure 3.1 Map of Ashanti Region
Ghana**

(Google, 2014)



**Location of Ashanti Region in
Ghana**

(Google, 2014)

3.8.1 Public Utility Companies in Ghana

Electricity Company of Ghana, Ghana Water Company Limited, Volta River Authority, and Northern Electricity Development Company come together to form the public utility companies in Ghana. They are the utility service providers in the country. Electricity Company of Ghana is a limited liability Company wholly owned by the Government of Ghana and operating under the Ministry of Energy (ME). The Company was incorporated under the Companies Code, 1963 in February 1997. It began as the Electricity Department on 1st April 1947 and later became the Electricity Division in 1962. It was subsequently converted into the Electricity Corporation of Ghana by NLC Decree 125 in 1967.

Until July 1987, the responsibility for distributing and supplying power in the country rested on ECG. The Government created the Northern Electricity Department (NED) as a subsidiary of Volta River Authority (VRA) in 1987 which took over from ECG the responsibility for the running and development of electric power systems in Brong Ahafo, Northern, Upper East and Upper West Regions.

The Company is responsible for the distribution of electricity in the southern part of Ghana namely, Ashanti, Central, Eastern, Greater Accra, Volta and Western Regions. The vision of Electricity Company of Ghana is to be among the leading electricity distribution companies in Africa and their mission is to provide quality, reliable and safe electricity services to support the socio economic growth and development of Ghana.

Another utility company that was considered is Ghana Water Company Limited which was established on 1st July 1999, following the conversion of Ghana Water and Sewerage Corporation into a state-owned limited liability company under the Statutory Corporations (Conversion to Companies) Act 461 of 1993 as amended by LI 1648. The Ghana Water Company Ltd. (GWCL) is responsible for urban water supply and at the moment has about 80 systems serving a total population of some six million. Water is essential to the existence of man and all living things. Water is a crosscutting element of the Growth and Poverty Reduction Strategy (GPRS II) of the Republic of Ghana and is linked to all Eight of the Millennium Development Goals.

The first public water supply system in Ghana, then Gold Coast, was established in Accra just before World War I. Other systems were built exclusively for other urban areas among them the colonial capital of Cape Coast, Winneba and Kumasi in the 1920s.

During this period, the water supply systems were managed by the Hydraulic Division of Public Works Department. With time the responsibilities of the Hydraulic Division were widened to include the planning and development of water supply systems in other parts of the country.

In line with the recommendations of the WHO, the Ghana Water and Sewerage Corporation (GWSC), was established in 1965 under an Act of Parliament (Act 310) as a legal public utility entity. GWSC was to be responsible for:

Water supply and sanitation in rural as well as urban areas.

The conduct of research on water and sewerage as well as the making of engineering surveys and plans.

The construction and operation of water and sewerage works,

The setting of standards and prices and collection of revenues.

The Ghana Water Company Limited has the vision to be a world class utility company delivering quality and acceptable services based on our distinctive competence and best practices in the water industry. In addition their mission is “We are committed to meeting the increasing demand for better service delivery through efficient management of our core business of production and distribution of potable water and customer management in urban areas of Ghana”(Google,2014).

The public utility companies are regulated by the Public Utilities Regulatory Commission of Ghana an independent body set up to regulate and oversee the provision of the highest quality of electricity and water services to consumers.

3.9 Conclusion

The first section of this chapter mainly explained the research methodology, including the population, sample size, data collection instruments as well as strategies used to ensure the reliability and validity of the study.

The second section presented a brief description summarizing the characteristics of public utility companies in Ghana. These companies include Electricity Company of Ghana, Ghana Water Company among others.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter explains information gathered from the field through the use of questionnaires. These are analyzed to emphasize response from respondents using various forms of graphical representations. This chapter is also divided into sub-headings to throw more light on questions asked on the field. The first part involves descriptive statistics while the second part focuses on the qualitative analysis.

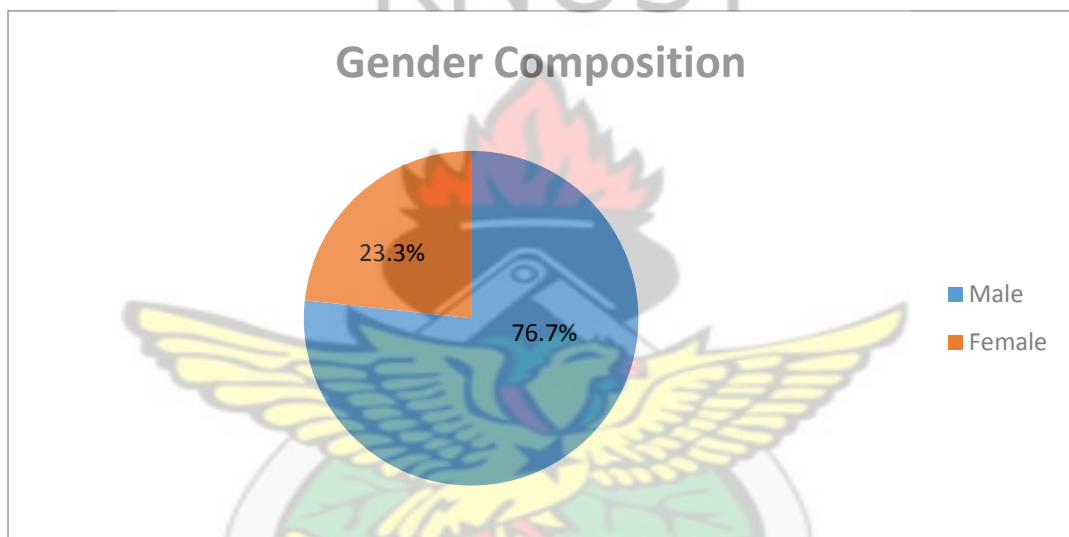
4.1 Quantitative Analysis

The quantitative analysis involves the use of descriptive analysis such as frequency analysis. The descriptive analysis highlights two sections; the first one corresponds to the demographic characteristics of the respondents surveyed and the second reports the descriptive analysis of the variables. The demographic characteristics section examines several patterns exhibited by the data set, which include the gender of respondents, ages of respondents and length of work of respondents surveyed in order to gain an initial understanding of the data gathered. These demographic characteristics are presented in this section. The analysis of variables assesses training and development variables, and contains frequencies.

4.1.1 Demographic Characteristics: Gender of Respondents

Figure 4.1 below presents data on gender of respondents. The figure shows that the male respondents formed majority of the target population of 60 with a total of 46 representing 76.7%, while 14 respondents representing 23.3% were females. This shows that there are more male employees in the company than female employees.

Figure 4.1 Gender Composition



Source: Field survey, 2014

4.1.2 Demographic Characteristics: Age of Respondents

Table 4.1 Frequency Distribution of Age of Respondents

Age	Frequency	Valid Percent	Cumulative Percent
18 to 25 Years	14	23.3	23.3
26 to 32 Years	19	31.7	55.0
33 to 39 Years	8	13.3	68.3
40 to 46 Years	12	20.0	88.3
47 to 52 Years	4	6.7	95.0
53 and above	3	5.0	100.0
Total	60	100	

Source: Researcher's Field survey, 2014

Table 4.1 depicts the age of the respondents in the company. It is realised that 14 out of the population of 60 represent 23.3% are 18 to 25 years, 19 respondents representing 31.7% are 26 to 32 years, 20.0% represent 12 respondents who are 40 to 46 years, 8 (13.3%) respondents are 33 to 39 years, 5.0% representing 3 respondents are 53 and above are, while 6.7% represents 4 respondents who are 47 to 52 years. It reveals that majority of the respondents are 26 to 32 years old. This shows high number of young employees in the company. This group of people is more often seen as the most active and is eager to learn new methods, technology and to get first hand information to enhance their knowledge and skills. And so it is important for these employees to get the opportunity to learn new things.

4.1.3 Educational Qualification

Table 4.2 Frequency Distribution of Educational Qualification

Educational Qualification	Frequency	Valid Percent	Cumulative Percent
PhD	0	0.0	0.0
MA/MBA/MSc/MPhil	10	16.7	16.7
BBA/BA/BSc	21	35.0	51.7
Diploma/HND	22	36.7	88.3
WASSCE/SSSCE	7	11.7	100.0
Total	60	100	

Source: Researcher's Field survey, 2014

Table 4.2 indicates the respondents' educational qualification. It shows that 20 of the respondents out of the population of 60 representing 36.7% have masters' degree, 21 respondents representing 35.0% have bachelor degree; while 11.7% represent 7 respondents have SSS certificates. It clearly shows that majority of the respondents have higher education which shows the level of skilled and knowledgeable employees in the company. And so they should have more training to improve themselves in order to reach a more higher level and they should be earnestly considered when trainings are conducted. It can therefore be concluded that to be employed in a middle or upper level position in the company one has to have no less than a first degree.

4.1.4 Demographic Characteristics: Length of Work of Respondents

Table 4.3 Frequency Distribution of Length of Work

Period of Work	Frequency	Valid Percent	Cumulative Percent
Below 1 year	19	31.7	31.7
1-5years	15	25.0	56.7
6-10 years	9	15.0	71.7
11-15 years	3	5.0	76.7
16-20 years	4	6.7	83.3
21 years and above	10	16.7	100.0
Total	60	100.0	

Source: Researcher's Field survey, 2014

Table 4.3 indicates the period of work of respondents. It shows that 19 out of 60 respondents representing 31.7% have worked below a year, 25.0% of the respondents have worked there between 1 to 5 years, 10 (16.7%) respondents have been in the company 21 years and above, 15.0% representing 9 respondents have worked in the organization between 6 to 10 years, 4 respondents represent 6.7% have spent 16 to 20 years, while 3 (5.0%) of the respondents have worked there 11 to 15 years. It can be said that majority of the respondents have spent less than 6 years in the company. This result indicates that the company has poor employee retention systems. The result also implies that these employees require constant training programs to keep them updated with their skills as well as improved retention rate in the company.

4.2 Analysis and Discussion of Main Data

4.2.1 Awareness of Training Programmes

Table 4.4 Frequency Distribution of Awareness of Training Programmes

Awareness of training Programmes	Frequency	Valid Percent	Cumulative Percent
Yes	25	75.8	75.8
No	6	18.2	93.9
Not sure	2	6.1	100.0
Total	33	100.0	

Source: Researcher's Field survey, 2014

Table 4.4 indicates whether employees are aware of any training programmes instituted by the company. It shows that 25 of the population representing 75.8% of the respondents said yes, 6 respondents (18.2%) said no and 2 respondents (6.1%) are not sure. It can therefore be said that most of the respondents are aware of training programmes carried out by the company. The fact that all respondents were aware of the existence of training programs within the institution reveals that these programs are well publicized. This is a necessary premier factor in the development of an effective program. However, those who are not aware of the training programmes could be as a result of miscommunication between the management and the employees on the awareness of training programmes in the company.

4.3.2 Training Received

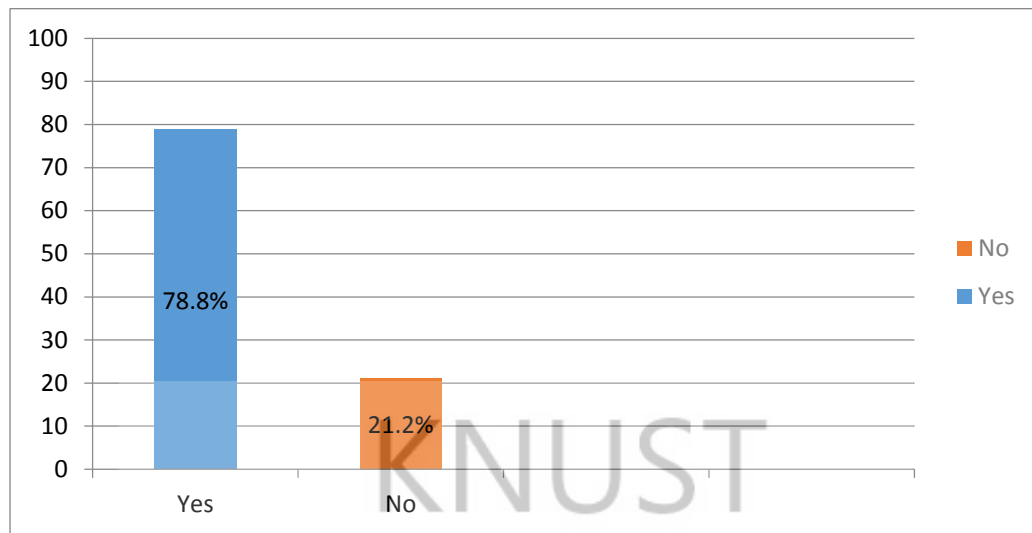


Figure 4.2 Training Received

Source: Researcher's Field survey, 2014

Figure 4.2 indicates whether respondents received any training since joining the organisation. It shows that 26 of the respondents (78.8%) said they have received training, while 7 of them representing 21.2% said no. This finding establishes what Beebe et al (2004) said that training serves to help increase upward mobility with the organisation, to adjust workers to the technological changes affecting the workplace, and often simply to introduce people to the work at the entry level. It can be concluded that the respondents receive training when they join the company. This implies that it is likely that one has gone through some form of training no matter the years spent with the institution. This confirms Bartlett (2001) position on training employees who stated that training is used to provoke the preferred results that may be containing with enhanced organizational commitment.

4.2.3 Types of training

Table 4.5 Frequency Distribution of Types of training

Type of training	Responses		Percent of Cases
	N	Percent	
Pre-service training	12	13.6%	38.7%
On-the-job training	22	25.0%	71.0%
Foundation training	14	15.9%	45.2%
Induction training /Orientation	12	13.6%	38.7%
Refresher or maintenance training	14	15.9%	45.2%
Career development training	10	11.4%	32.3%
Others	4	4.5%	12.9%
Total	88	100.0%	283.9%

Source: Researcher's field survey, 2014

Table 4.5 shows whether respondents were given training which allows them to partake fully in the organisation's activity. It indicates that out of 33 respondents 25.0% said they receive on-the-job training, 15.9% respondents said they receive foundation training, 15.9% respondents said they get refresher or maintenance training, 13.6% respondents receive induction training /orientation, 13.6% respondents receive pre-service training/Formal classroom training, 11.4% of the respondents said they get career development training, while 4.5% of the respondents receives other types of training. This means the respondents are given training which

enables them to perform their work well. This finding relates to Malone (1984) who stated that in service training is designed to strengthen the competencies of extension workers while they are on the job.

4.2.4 Duration of Training Programmes

Table 4.6 Frequency Distribution of Duration of Training Programmes

Duration of Training Programmes	Freq	Valid Percent	Cumulative Percent
less than 6 months	19	57.6	57.6
between 6 months to one year	5	15.2	72.7
2-3 years	4	12.1	84.8
4-5 years	2	6.1	90.9
6 years and above	3	9.1	100.0
Total	33	100	

Source: Researcher's field survey, 2014

Table 4.6 shows the duration of training programmes in the company. It indicates that 19 of the respondents (57.6%) said they undergo training in less than six months, 5 of them representing 15.2% said it takes them between 6 months to one year to go for training, 12.1% representing 4 respondents said it takes them 2-3 years, 2 respondents (6.1%) said the duration for training is 4-5 years while 9.1% representing 3 respondents undergo training in 6 years and above. This means the respondents are given training which assist them do their work well regardless of the duration. . This findings establishes what Malone (1984) stated in the literature that on-the-Job training is an ad hoc or regularly scheduled training, such as fortnightly training under the training and visit system of extension (T&V), and is provided by the superior

officer or the subject-matter specialists to the subordinate field staff. This training is generally a problem or technology oriented and may include formal presentations, informal discussion, and opportunities to try out new skills and knowledge in the field

4.2.5 Provision of Training Programmes

Table 4.7 Frequency Distribution Provision of Training Programmes

Provision of Training Programmes	Responses		Percent of Cases
	N	Percent	
Self-training	9	15.8%	27.3%
Management of the organisation	31	54.4%	93.9%
Industry Association	7	12.3%	21.2%
Government Agencies	7	12.3%	21.2%
Other	3	5.3%	9.1%
Total	57	100.0%	172.7%

Source: Researcher's field survey, 2014

Table 4.7 shows who provides and supports training programmes undertaking in the company. It indicates that 54.4.% of the respondents said the management provides training programmes, 15.8% said they undergo self-training, 12.3% of the respondents said industry association provides training programmes, 12.3% of the respondents also said government agencies are responsible for training, while 5.3% of the respondents said other agencies provide training. It can be deduced from the above that the management of the company are responsible for providing training programmes for its employees which is good to decide on the required training needs.

This affirms what Draft (1988) said as is the responsibility of the company managers to ensure that the organizations strive to and thus achieve high performance levels.

4.2.6 Selection of qualified personnel to participate in training programmes

Table 4.8 Frequency Distribution of Selection of qualified personnel to participate in training programmes

Selection of qualified participants for training	Frequency	Valid Percent	Cumulative Percent
Management carry out a full audit of skills to fill any gap	13	39.4	39.4
Relevance of the training to participant's job	13	39.4	78.8
Training applicable to business objectives	7	21.2	100.0
Total	33	100.0	

Source: Researcher's field survey, 2014

Table 4.8 shows how participants are selected for training if training programmes are provided and supported by others other than self. It indicates that out of 33 of the respondents 13 representing 39.4% said the management carry out a full audit of skills to fill any gap, 13 of the respondents representing 39.4% said participants are selected based on the relevance of the training to one's job, while 21.2% representing 7 of the respondents said training is applicable to business objectives. This clearly shows that respondents are selected for training when the need arises for effective delivery of one's job.

4.2.7 Training Following Planned and Systematic Approach

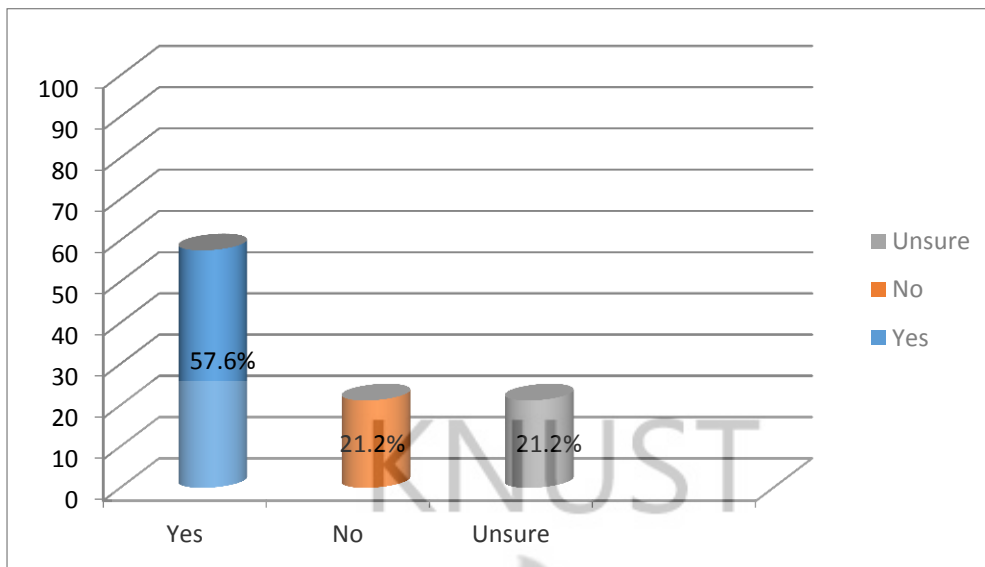


Figure 4.3 Training Following Planned and Systematic Approach

Source: Researcher's Field survey, 2014

Figure 4.3 indicates whether training in the company follows a planned and systematic approach. It shows that 19 out of 33 respondents representing 57.6% answered in affirmative, 21.2% representing 7 respondents disagree saying training in the company does not follow planned and systematic approach, while 7 respondents(21.2%) said they are not sure whether training in the company follows a planned and systematic approach. It can therefore be concluded that, majority of the respondents affirm the systematic and planned nature of training in the company which ensures the identification of training needs and putting measures to correct inefficiency. This relates to what was said by Nickson (2007) as training in an organization involves systematic approach which generally follows a sequence of activities involving the establishment of a training policy, followed by training needs identification, training plans and programs design and implementation, evaluation and training feedback for further action. Furthermore, a systematic approach includes evaluating approaches before, during and after training to ensure whether employees

truly benefited from the training in terms of enhanced results to the organization, (McNamara, 2008).

4.2.8 Training Programmes Developed Based on Effective Training Needs Assessments

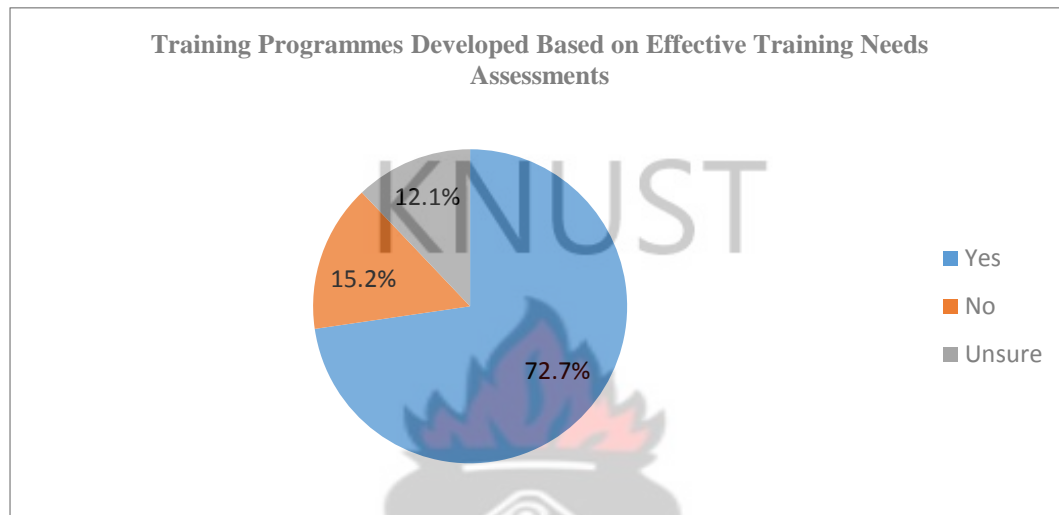


Figure 4.4 Training Programmes Developed

Source: Researcher's Field survey, 2014.

Figure 4.4 indicates whether training programmes are developed based on effective training needs assessments. It shows that 24 out of the 33 respondents representing 72.7% said training needs are related to training programmes in the company. 15.2% representing 5 respondents disagreed saying there is no correlation between training needs assesment and training programmes, while 4 of the respondents (12.1%) are not sure. It can be said that in order to develop good training programmes training needs assessment must be done to identify the performance gaps. This confirms the view of Bartram et al, (1997) who stated that a Training Needs Assessment (TNA) is used to assess an organization's training needs. The root of the TNA is the gap analysis. This is an assessment of the gap between the knowledge, skills and attitudes that the people in the organization currently possess and the knowledge, skills and attitudes that they

require to meet the organization's objectives.

4.2.9 Method Used in Training Needs Identifying

Table 4.9 Frequency Distribution of Method Used in Identifying Training Needs

Method Used in Identifying Training Needs	Frequency	Valid Percent	Cumulative Percent
Employee performance appraisal	20	60.6	60.6
Job analysis	5	15.2	75.8
Analysis of organisational resources and capabilities	7	21.2	97.0
other	1	3.0	100.0
Total	33	100.0	

Source: Researcher's field survey, 2014

Table 4.9 shows the method used in identifying training needs in the company. It is realised that 20 out of the population of 33 representing 60.6% said identification of training needs is based on employee performance appraisal. 5 respondents (15.2%) affirmed the use of job analysis as a way of identifying training needs in the company. It indicates that 21.2% representing 7 respondents said analysis of organisational resources and capabilities are the main source of training needs identification, while 1 respondent representing 3.0% said other form of training identification is used. This means majority of the respondents agree with the use of appraisal as the main measure of employee performance to identify training needs in the company.

4.2.1.0 Objectives of Training Programmes in this Firm

Table 4.1.0 Frequency Distribution of Objectives of Training Programmes in this Firm

Objectives of Training	Responses		Percent of Cases
	N	Percent	
Improve employee performance	17	37.0%	51.5%
Improve performance of organisation	11	23.9%	33.3%
Improve the skill set of employees	10	21.7%	30.3%
Prepare employee for succession	8	17.4%	24.2%
Total	46	100.0%	139.4%

Source: Researcher's field survey, 2014

Table 4.1.0 shows the various objectives of training programmes in the company. 37.0% of the respondents said training programmes improve employee performance, 23.9% agreed that training improves performance of the organisation, 21.7% said training improves the skill set of employees in the company, while the rest of the respondents representing 17.4% affirmed that training prepares employees for succession in the future. This means the respondents are aware of the impact of training programmes they undergo. This finding verifies Kaufman and Hotchkiss (2006) position on employees' learning through training so that their modified behaviour contributes to the attainment of the organization's goals and objectives.

4.2.1.1 Training Objectives Achieve Well Planned Personal, Organisational and Strategic Goals

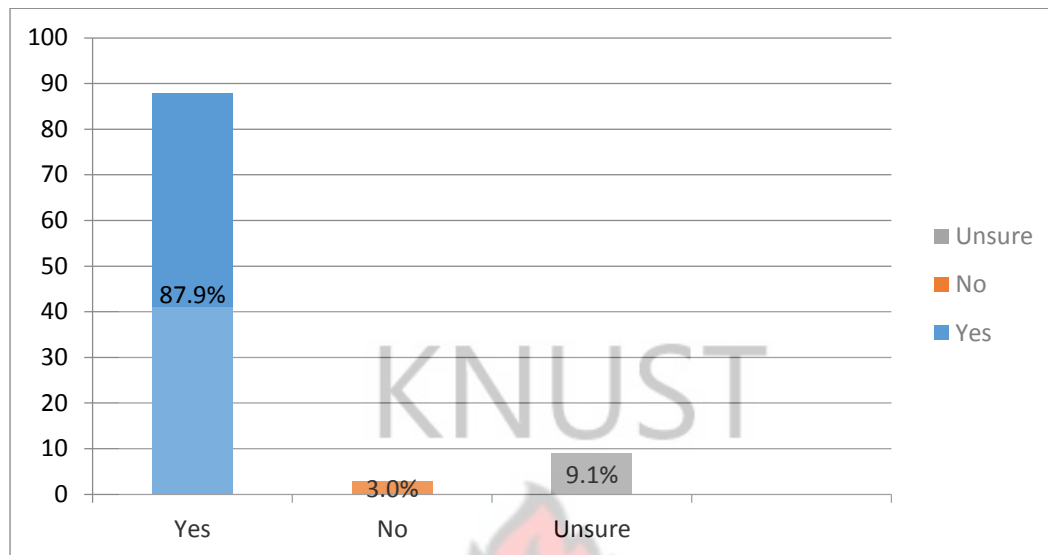


Figure 4.5 Training Objectives Achieved

Source: Researcher's Field survey, 2014

Figure 4.5 indicates whether the training objectives achieve well planned personal, organisational and strategic goals in the company. It shows that 87.9% of the respondents (29) representing answered in the affirmative given credence to the stated objectives of training programmes, 1 respondent representing 3.0% of the population said no, while 3 respondents (9.1%) were not sure whether training objectives achieve well planned personal, organisational and strategic goals in the company. It can therefore be concluded that majority of the respondents relate training objectives to attainment of individual and organisational goals. Dahama, (1979) validates that an organization facilitates employees' learning through training so that their modified behaviour contributes to the attainment of the organization's goals and objectives.

4.2.1.2 Training Programmes Participated Help Achieve Personal Goals

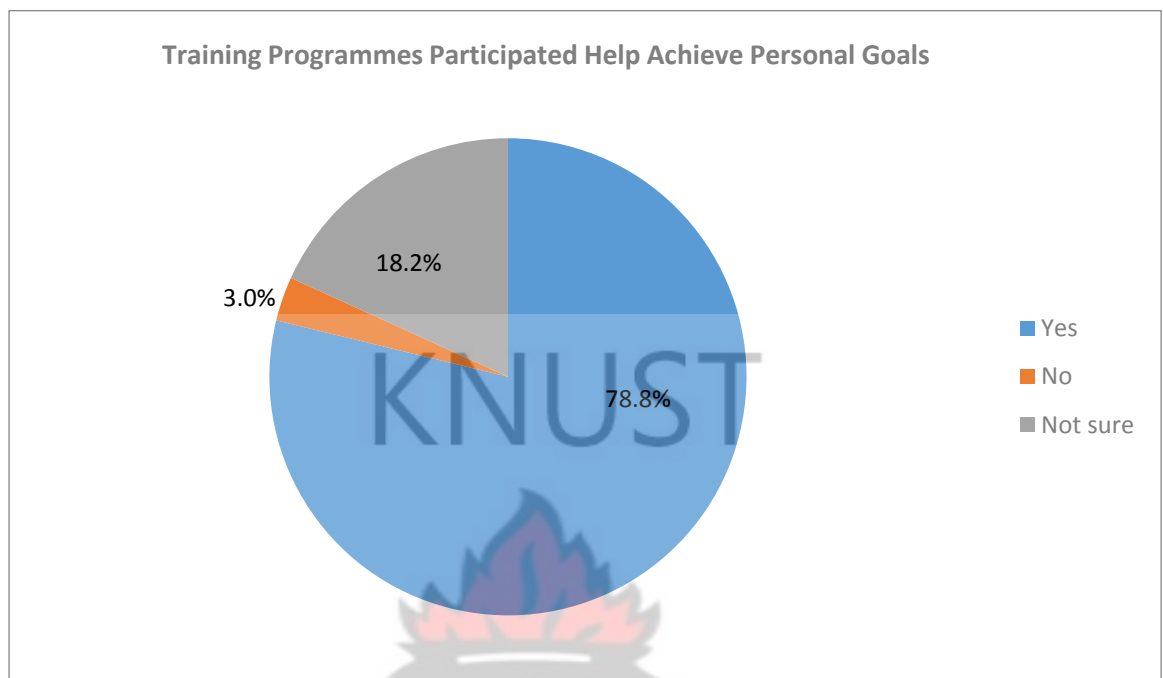


Figure 4.6 Training Programmes Participated

Source: Researcher's Field survey, 2014

Figure 4.6 indicates whether the training programmes respondents participate help them to achieve their personal goals. It came out that majority of the respondents representing 26 (78.8%) of the population said training assists them to achieve their personal goals, 6 (18.2%) of them were not sure of the impact of training on their personal goals, while 1 respondents representing 3.0% disagreed with the connection of training and personal goals. It can be derived from the above that training has a relative impact on employees' personal goals in the company. This back up what Anthony (1999) said in the literature as training is a systematic process of changing the behaviour, knowledge and motivation of current employees to improve the match between employee characteristics and employment requirements. Thus, it is an

attempt to improve employee performance by the attainment of specific skills needed to do the current job.

4.2.1.3 Ways Training Programmes Help Employees Achieve Personal Goals

Table 4.1.1 Frequency Distribution of Ways Training Programmes Help Employees Achieve Personal Goals

Ways Training Programmes Help Employees Achieve Personal Goals	Frequency	Valid Percent	Cumulative Percent
Promotion	6	18.2	18.2
Increased Knowledge and Skills	26	78.8	97.0
Career Development	1	3.0	100.0
Total	33	100.0	

Source: Researcher's field survey, 2014

Table 4.1.1 shows ways training programmes help employees to achieve their personal goals. It indicates that 26 out of the 33 respondents representing 78.8% said training enables them to increase their knowledge and skills. 6 of the respondents (18.2%) indicated that training assist them to be promoted in the organisation, while 3.0% representing 1 respondent indicated that training helps him in his career development. This shows that majority of the respondents gain knowledge and skills when they undergo training which translate in improved performance and productivity in the company. This authenticates Laing (2009) view on training, as an indicator to enhance superior skills, knowledge, capabilities and outlook of the employees that results in effective performance of the workers. Moreover, Massod (2010) and Khanfar (2011) argued that training is an active means to enable an individual to make use of his

capability and his potential capability.

4.2.1.4 Training and Organisational Performance

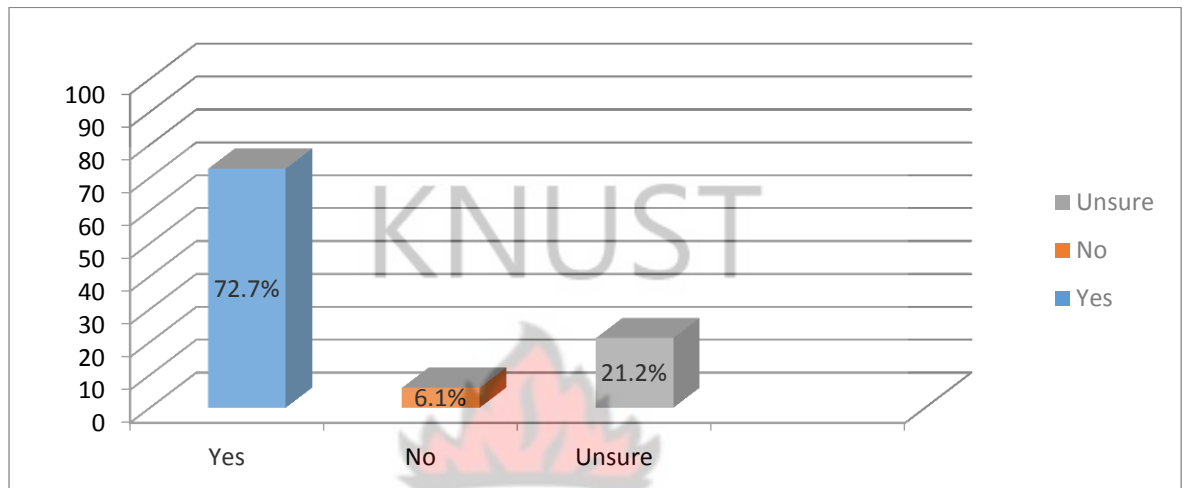


Figure 4.7 Training and Organisational Performance

Source: Researcher's Field survey, 2014.

Figure 4.7 indicates the level at which training in the company help improve employees overall performance. It shows that 24 (72.7%) of the respondents out of the population said yes indicating the positive impact of training on employees performance. 21.2% representing 7 respondents were not sure about the impact of training on thier overall performance, while 6.1% of the (2) respondents said no. It can therefore be concluded that most of the respondents recognise the effect of training on thier performance. This strengthens Schuler and MacMillan (1984) positions in relation to training, as training is mainly contributing factor to the organizational effectiveness. Furthermore, training can be used to provoke the preferred results that may be containing with enhanced organizational commitment

(Bartlett 2001).The finding also verifies Werther and Chandler (2011) view that training is a short-term organisational concern which involves helping employee to execute their jobs. Muzaffar et al (2012) indicate that, to increase the employee's performance, it is crucial to inspire the employees by means of satisfying the space in between skills necessary and the owned or operated by means of staff through delivering applicable training.

4.2.1.5 Ways Training helped Improved Employee Performance

Table 4.1.2 Frequency Distribution of Ways Training helped Improved Employee Performance

Ways Training helped Improved Employee Performance	Responses		Percent of Cases
	N	Percent	
Profit	12	10.6%	37.5%
Reduction in error	21	18.6%	65.6%
Improve efficiency	26	23.0%	81.2%
Effectiveness	16	14.2%	50.0%
Reduction in cycle time	8	7.1%	25.0%
Improve quality of products and services	14	12.4%	43.8%
Reduction in cost	8	7.1%	25.0%
Reduction in wastage of materials	6	5.3%	18.8%
Other	2	1.8%	6.2%
	113	100.0%	353.1%

Source: Researcher's field survey, 2014

Table 4.1.2 shows ways training help improved respondents performance. It indicates that out of 33 respondents 10.6% said training increases profit, 18.6% of the respondents said training reduces error rate, 23.0% and 14.2% of the respondents said training improves efficiency and effectiveness in the company respectively. 7.1% of the respondents affirmed the impact of training on reduction in cycle time, 12.4% of respondents said training improves quality of products and services in the company. Reduction in cost is achieved as a result of training which was affirmed by 7.1% of the respondents, while 5.2% of the respondents said training reduces wastage of materials. 1.8%) of the respondent stated other ways by which training improves performance. This means the respondents appreciate the various ways training improves their performance. This emphasizes Chiaburu and Teklab (2005) views on training as a planned intervention that is designed to enhance the determinants of individual job performance. Training is related to the skills an employee must acquire to improve the probability of achieving the organization's overall business and academic goals and objectives

4.2.1.6 Impact of Training on your Performance

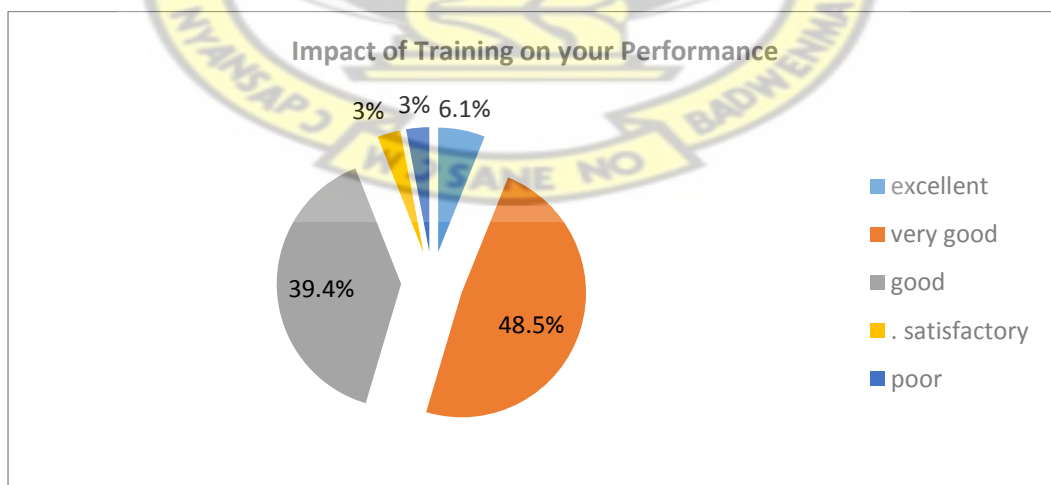


Figure 4.8 Impact of Training on your Performance

Source: Researcher's Field survey, 2014

Figure 4.8 indicates the impact of training on your performance. It shows that 16 (48.5%) out of 33 respondents said they rate the effect of training on their performance as very good, 13 of the respondents representing 39.4% rate the impact of training in the company as good, 6.1% representing 2 respondents said the impact of training is excellent, while 3.0% and 3.0% representing 2 respondents consider the effect of training as satisfactory and poor respectively. It can therefore be concluded that most of the respondents recognise the impact of training on their performance showing a great sign of effective training in the company. This confirms Sommerville (2007) view in that a well trained employee performs well and as well as help in the growth of the organisation's market share.

4.2.1.7 Training and Overall Organisational Performance

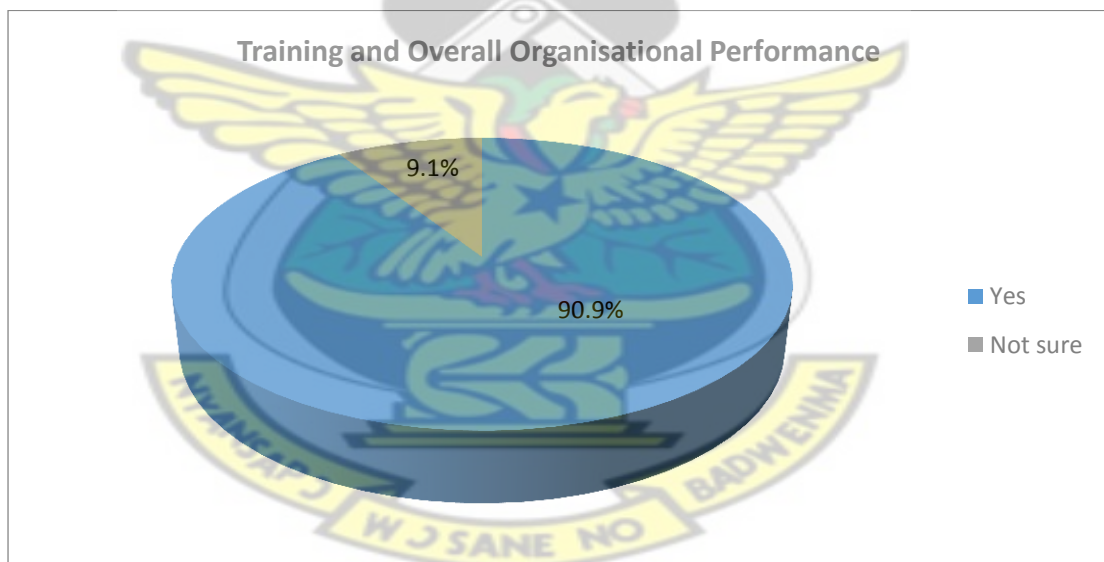


Figure 4.9 Training and Overall Organisational Performance

Source: Researcher's Field survey, 2014

Figure 4.9 shows whether training in the organisation improves overall organisational performance, out of 33 respondents 90.9% (30) answered in the affirmative while 9.1% (3) were not sure of the impact of training on organisational performance. It can therefore be concluded that majority of the respondent recognise the effect of training

on organisational performance. This buttresses what Black and Lynch (1996) indicated in that employer-provided training and development raises subjective productivity and performance measure by almost 16%. Again the authors stated that returns on training and development investments increase productivity by 16%.

4.2.1.8 Performance Indicators Training has Improved

Table 4.1.3 Frequency Distribution of Performance Indicators Training has Improved

Performance Indicators Training has Improved	Responses		Percent of cases
	N	Percent	
Improve customer service	23	13.7	69.7
Improved revenue	21	12.5	63.6
Reduction in cycle time	11	6.5	33.3
Reduction in errors and wastage	17	10.1	51.5
Improve customer satisfaction	16	9.5	48.5
Reduce costs	19	11.3	57.6
Improved employee satisfaction	15	8.9	45.5
Improved retention of key staff and reduce staff turnover	13	7.7	39.4
Effective delivery of service	22	13.1	66.7
Increase revenue per employee	8	4.8	24.2
Other	3	1.8	9.1
Total	168	100.0	509.1

Source: Researcher's field survey, 2014

Table 4.1.3 shows performance indicators that training has improved in the company. Out of 33 respondents 13.7% of the respondents said training improves customer service in the company, 13.1% affirmed the impact of training on effective delivery of service, 12.5% said training improves revenue, 11.3% relate the effect of training on reduction of costs, 10.1% of the population said training reduce errors and wastage, 9.5% said training improves customer satisfaction, 8.9% said training has effect on improved employee satisfaction, 7.7% believe that training improves retention of key staff and reduce turnover, 6.5% said training reduce cycle time, while 4.8% said it

increases revenue per employee. This means most of the respondents recognise the impact of training on the performance of the company. Similarly, training facilitates the attainment of corporate strategy and improves organisational performance especially for learning organizations (Delery and Doty 1996).

Qualitative Analysis

Analysis of the results from the qualitative research, the questions and findings are grouped into eight sections.

4.4 Response from the Management.

The following are the responses elicited from the interview with management.

4.4.1 Training Programmes for Employees and other Staff

When management was asked whether it has training programmes for employees and other staff of the public utility companies, the management said they have effective training programmes in the company. The respondents said they have instituted various training programmes for employees and other staff in the company so that performance gaps can be corrected. For instance, the regional operations manager asserted that:

“.....induction training and on-the-job training is given to the employees of the company.

This response affirms Satterfield and Hughes (2007) perception that training effects on behaviour of employees and their working skills which resulted in enhanced employee performance.

4.4.2 Training Programmes

The respondents were asked how frequent training programmes are undertaken in the company. The respondents said once in year and quarterly. They said that there teams in place to conduct training programmes but it also depends on the individual cooperation. An engineer and a database manager emphasized that:

“.....training is given to the employees of the company annually and quarterly depending on the training needs.

The training of employees can be done once a month, quarterly, or yearly depending on the performance gaps and the introduction of new products or services. This shows that the company follows the required number of times training should be undertaken.

4.4.3 Identification of Employee Training Needs

The respondents were further asked how they identify training needs of employees. The respondents said training needs are assessed by employees' performance on a task or by performance appraisal. One of the managers stated that:

“.....training needs are identified based on employees' performance.

The literature tells us training is a planned and systematic flow of activities involving determining training purpose and policy, and following through by determining training and development needs, planning the training, implementing the training, and evaluating the training. Selecting participants through a careful process of training needs identification is therefore the proper process of initiating training.

4.4.4 Training Approaches Used in the Organisation

Subsequently, the respondents were asked to mention the training approaches used in the company. The respondent said on the job training, mentoring, seminar etc as the

approaches to training. There are different approaches of training employees that managers can use and these include: case study, discussion, brain storming, role modeling, lecture etc. This shows that the company adopts the right approaches in training employees. For example, the HR manager affirmed that:

“.....training approaches such as seminars are used to train employees.

This shows that the company strongly emphasis job training, mentoring and seminar. This could be partly explained by the nature of the business of the company (being more customer oriented for example calls for a need to take on training approaches that seem more customer focused).

4.4.5 Types of Training Carry out in the Firm

There are a variety of training approaches that managers can use. Accordingly, the management was asked to identify the training types in the company. Regarding the types of training, they indicated that Public Utility Companies engage in orientation training for new employee, job training, and career development training for existing employees. An engineer also avowed that:

“.....orientation and on-the-job training are the types of training carried out in the company.

This confirms what the literature has stated concerning the various types of training which include induction, refresher, on the job trainings. As stated by Rogers and Olmsted (1957), orientation is given immediately after employment to introduce the new extension staff members to their positions, while Malone (1984) said career development training provides the opportunity for all staff to prepare a plan for career training in order for the company to receive the benefits of having longer tenured and

more satisfied employees, which increases both the effectiveness and efficiency of employees.

4.4.6 Effects of Training on Employee Performance

Employee performance relates to how an employee is able to execute his job well. The respondents were asked the effects of training on employees' performance. The project manager also asserted that:

“.....training assist employees to learn new innovations and improve their performance.

The responses were to improve employees' performance and acquire skills to perform new tasks. As Barber (2004) said on-the-job training headed to superior novelty and implicit skills. Technical and professional skills are very important for the employees to perform a job in an effective way. Providing training opportunities to employees can enhance the performance of the employees.

4.4.7 Effects of Training on Overall Organizational Performance.

Productivity deals with output per unit of input. The respondents were asked to provide benefits of training on overall organisational performance.

The transport manager declared that:

“..... the company performs better in profit making as well as improved service quality.

The respondents said training assists employees to improve their performance and thus reflecting in the level of their output towards the organisations success. Additionally, the effectiveness and efficiency of employees effort is improved leading to higher productivity in the company. As cited by Greengard (2000), organizations are required to develop and maintain such learning environment for the employees that expand the knowledge of organization and competitive ability. However,

employee training programs derived through a high price, but have a positive impact on return-on-investment. Bartlett (2001) stated that training can be used to provoke the preferred results that may be containing with enhanced organizational commitment.

4.4.8 Rate of the Impact of your Training Programmes.

The respondents were asked how they rate the impact of training programmes on both employee and organisational performance in the company. Out of 27 of the respondents 13 representing 48.1% and 11 (40.7%) said the impact of training on both employee and organisational performance is considered very good respectively. 9 (33.3%) and 9 (33.3%) of the respondents consider the impact as good on employee and organisational performance correspondingly. while 5 (18.5%) and 7 (25.9%) respondents consider the effect on employee and organisational performance as excellent in that order. The materials manager stated that:

“.....the impact of training programmes on employee and organisational performance as very good.

These ratings affirm the positive impact training has on both employee and organisational performance. As cited in the literature by Chaminade (2007), organizations that are offering employee development programs are getting success with retaining employees. Accordingly, positive training offered to employees may assist with reduction of anxiety or frustration, which most employees have experienced on more than one occasion during their employment careers (Cheng and Ho, 2001).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter will present the summary of major findings, conclusion and recommendations based on the findings of the study.

5.1 Summary of Major Findings.

The findings for the study are summarized according to the following sub-sections: demographic characteristics of respondents examining the training operated by the public utility companies; identifying the specific training at the public utility companies; determining the impact of training on employee performance in the public utility companies; and identifying the impact of training on the overall performance of public utility companies

5.1.2 Demographic characteristics of respondents

The findings showed that male respondents formed the majority of the target population of 60 while 14 respondents represent females. This indicates that there are more males than females in the companies. The table representing the age of respondents reveals that majority of the respondents are 26 to 32 years old. This shows high number of young employees in the company. The educational qualification of respondents showed clearly that the majority of respondents have higher educational background of 36.7% and 35.0% being master's degree and bachelor's degree respectively. This goes to show the level of skilled and knowledgeable employees in the companies. The table indicating the length of work

of respondents in the companies revealed that they have spent less than 6 years with the companies. This result indicates that the company has poor employee retention systems. It also implies that these employees require constant training programs to keep them updated with their skills as well as improved retention rate in the company.

5.1.3 Examining the training operated by the public utility companies

It can be said that most of the respondents are aware of training programmes carried out by the companies. The fact that all respondents were aware of the existence of training programs within the institution reveals that these programs are well publicized. This is a necessary premier factor in the development of an effective program. It can be concluded that the respondents receive training when they join the company. This implies that it is likely one has gone through some form of training no matter the years spent with the institution. The results of the types of training received by respondents showed the employees receive various types of training mentioned and others. This means the respondents are given the needed training which enables them to perform their work well.

5.1.4 Identifying the specific training at the public utility companies

The respondents chose different duration of training programmes in the companies with most of them (19) indicating that they undergo training in less than six months. This means the respondents are given training which assist them do their work well regardless of the duration. It can be deduced from the findings that the management of the companies are responsible for providing and supporting training programmes to attend to the training needs of their employees.

It was revealed how participants are selected for training if training programmes are provided and supported by others other than self. Most respondents indicated that the

management carry out a full audit of skills to fill any gap. This clearly shows that respondents are selected for training when the need arises for effective delivery of one's job. It can be concluded that, majority of the respondents affirm the systematic and planned nature of training in the company which ensures the identification of training needs and putting measures to correct inefficiency. It was shown that in order to develop good training programmes training needs assessment must be done to identify the performance gaps. Majority of the respondents agree with the use of appraisal as the main measure of employee performance to identify training needs in the company. Results showed that respondents have varied objectives for training programmes in the companies. With most of the respondents affirming that training programmes improve employee performance. This means the respondents are aware of the specific training programmes they undergo and its impact.

It was concluded that majority of the respondents relate training objectives to attainment of individual and organisational goals.

5.1.5 Determining the impact of training on employee performance in the public utility companies

The study revealed that majority of the respondents representing 26 (78.8%) of the population said training assists them to achieve their personal goals. It was derived from the results that training has a relative impact on employees' personal goals in the company. The findings indicated that majority of the respondents gain knowledge and skills when they undergo training which translate in improved performance and productivity in the company. It was shown that 24 (72.7%) of the respondents out of the population said yes indicating the positive impact of training on employees performance.

It was therefore concluded that most of the respondents recognise the effect of training on their overall performance. It was indicated by respondents that training helped improved performance by increasing productivity and eliminating inefficiencies. This means the respondents appreciate the various ways training improves their performance. Most respondents rated the overall impact of training on their performance as very good showing a great sign of effective training in the company.

5.1.6 Identifying the impact of training on the overall performance of public utility companies

The findings therefore concluded that majority of the respondent recognise the effect of training on organisational performance in the affirmative. Most respondents agreed that the performance indicators mentioned have improved in their companies.

5.2 CONCLUSION

The importance of training on the performance of employees in the corporate world has been highlighted in the literature. Thus, it is essential to examine any issues related to training in any business sector. The purpose of this study is to examine the effects of training on the performance of employees in the public utility companies in the Ashanti region.

Moreover, research objectives were developed to facilitate a clear achievement of the purpose of the study. These include (1) examine the type of training operated by the Public Utility Companies in the Ashanti region. (2) identify the specific training practices at the Public Utility Companies in the Ashanti region. (3) determine the impact of training on employee performance in the Public Utility Companies in the

Ashanti region and finally (4) To identify the impact of training on the overall performance of Public Utility Companies.

The sample of the study is based on the two biggest public utility companies operating in Ghana.

Public utility companies have training programmes for its employees. Specifically it has training programmes which was introduced from the inception of the companies. All employees no matter their age, gender and number of years of work with the companies constantly go through training. Training has been successful with its core objective being to improve individual and organisational performance. The training program is structured, planned and systematic has resulted in improvement in performance as well as acquisition of new skills and knowledge. Training has had an effect on the performance of employees and the overall performance of the organizations. Since it was discovered that not all employees were aware of the current training programmes available the study offer the following recommendation.

5.3 RECOMMENDATIONS

For any organization to succeed, training of all employees in the form of workshops, conferences and seminars should be strongly pursued and made necessary.

Consequently, when organizations assume this learning culture, they form an array of training opportunities for all employees and improve performance prospects that inculcate in all employees the need for and worth of training on a continual basis.

The following recommendations are outlined for future reference:

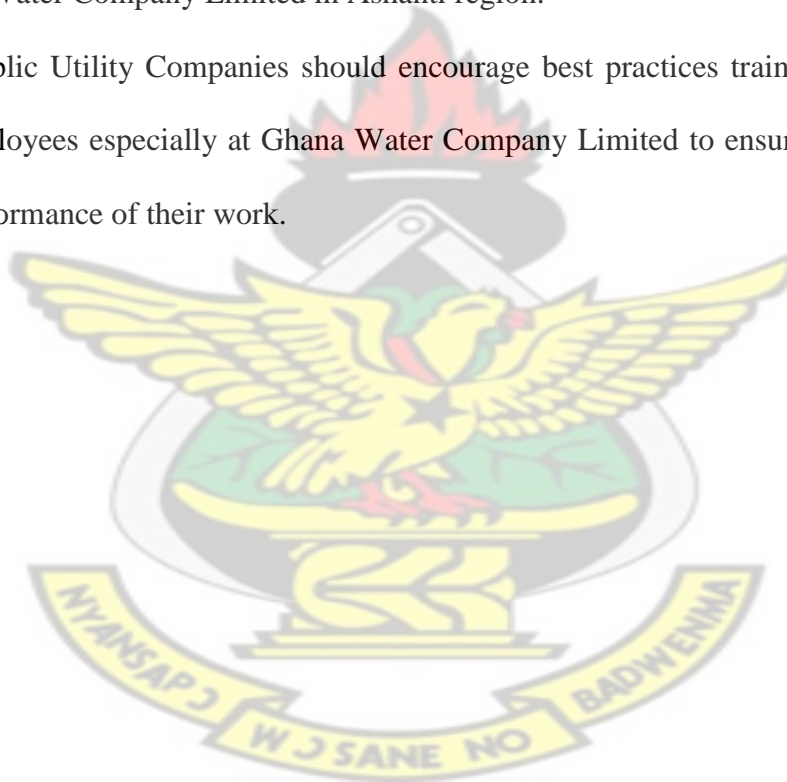
Training content and delivery approaches should be relevant to the job functions of employees at Electricity Company of Ghana in Ashanti region.

Training provided by the public utility should result in a better understanding of performance objectives of employees in the Ashanti region.

The Public Utility Companies should conduct appropriate training needs assessment to ensure that, Training content for employees would result in efficient and improved interpersonal relationship.

The frequency of Training provided by the Public Utility Companies should be improved to ensure that all employees are aware and have access to Training at Ghana Water Company Limited in Ashanti region.

The Public Utility Companies should encourage best practices training programmes for employees especially at Ghana Water Company Limited to ensure consistency in the performance of their work.



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APPENDICES

APPENDIX 1: QUESTIONNAIRES FOR EMPLOYEES

Section A: Demographic characteristics of respondents

1. What is your gender? A. Male ☐ B. female ☐
2. How old are you? A. 18-25 years ☐ B. 26-32 years ☐ C. 33-39 years ☐
D. 40-46 ☐ years E. 47-52 years ☐ F. 53 years and above ☐
3. What is your highest level of educational qualification? A. WASSCE/SSSCE ☐
☐ B. Diploma/HND ☐ C. BBA/BA/BSc ☐ D. MA/MBA/MSc/MPhil ☐
E. PhD ☐ F. others, please specify -----
4. What is your marital status? A. Single ☐ B. married ☐ C.
separated/divorced ☐ D. widow/widower ☐ E. others, please specify -----

5. How long have you been employed in this organisation? A. Below 1 year ☐
B. 1-5years ☐ C. 6-10 years ☐ D. 11-15 years ☐ E. 16-20 years ☐ F. 21 years
and above ☐
6. What is your position in this company?.....

Section B: types of training operated by this Company

7. Are you aware of any training programmes instituted by this organisation?
A. yes ☐ b. no ☐ c. not sure ☐
8. If yes in 7 above, have you ever received any training since joining this
organisation? A. yes b. no
9. If yes in 8 above, what type of training did you receive? Please tick all that
apply

Training types	Tick [<input type="checkbox"/>] all that apply
Pre-service training/Formal classroom training	
On-the-job training i.e. adhoc or regularly scheduled training	
Foundation training ie.professional knowledge about rules of the government,financial transaction,administrative capability,communication skills	
Induction training /Orientation	
Refresher or maintenance training ie.Update and maintain the specialized knowledge of the employee	
Career development training ie.Opportunity to plan a program of lifelong learning related to his or her worklife	
Others ,please specify	

Section C: training practices in this company

10. In your estimation how long does training programmes take in this organisation? A. less than 6 months b. between 6 months to one year [☐] c. 2-3 years [☐] d. 4-5 years [☐] e. 6 years and above [☐]

11. Who provides and supports training programmes undertaking in this organisation? Please tick all that apply

Provider of training programmes	Tick [<input checked="" type="checkbox"/>] all that apply
Self-training	
Management of the organisation	
Industry associations	
Government agencies	
Others specify	

12. If training programmes are provided and supported by others other than self, how are participants selected?

A. management carry out a full audit of skills to fill any gap B. relevance of the training to participant's job C. training applicable to business objectives

13. In your opinion, do you think training in this organisation follows a planned and systematic approach? A. yes [☐] b. no [☐] c. not sure [☐]

14. Are training programmes developed based on effective training needs assessments? A. yes [☐] b. no [☐] c. not sure [☐]

15. If yes in question 14 above, which of the following method are used in identifying training needs?

A. employee performance appraisal b. job analysis c. analysis of organisational resources and capabilities d. others, please specify

16. In your opinion which of the following represents the main objectives of training programmes in this firm? Please check all that apply.

A. to improve employee performance b. to improve performance of the organisation c. to improve the skill set of employees d. to prepare employees for succession in the future e. others please specify.....

17. Do these training objectives achieve well planned personal, organisational and strategic goals in this organisation? A. yes ☐ b. no ☐ c. not sure ☐

Section D: Impact of training on employee performance

18. Do the training programmes you participate in help you achieve your personal goals? A. yes b. no c. not sure ☐

19. If yes in 18 above, in what ways has training programmes helped you to achieve your personal goals? Please tick.

A. promotion b. increased knowledge and skills

20. In your opinion, has training in this organisation helped improve your overall performance? A. yes ☐ b. no c. not sure ☐

21. If yes in 20 above, in which of the following ways has training helped improved your performance? Please tick all that apply

Performance indicators	Tick <input checked="" type="checkbox"/> all that apply
Profit (increase revenue per employees)	
Reduction in error rate	
Improve efficiency	
effectiveness	
Reduction in cycle time	
Improve quality of products and services	
Reduction in cost	
Reduction in wastage of materials	
Others, please specify	

22. Overall how would you rate the impact of training on your performance? A. excellent ☐ b. very good ☐ c. good ☐ d. satisfactory e. poor ☐

Section E: Impact of training on the overall organisational performance

23. Do you think training in this organisation improves overall organisational performance? A. yes ☐ b.no ☐ c. not sure ☐

24. If yes in 23 above, in which of the following performance indicators has training helped improved? Please tick all that apply

Performance indicators	Please tick
Improve customer service	
Improved revenue	
Reduction in cycle time	
Reduction in errors and wastage	
Improve customer satisfaction	
Reduce costs	
Improved employee satisfaction	
Improved retention of key staff and reduce staff turnover	
Effective delivery of service	
Increase revenue per employee	
Others, please specify	



APPENDIX 2: INTERVIEW FOR MANAGERS

Section A: Demographic characteristics of respondents

1. What is your gender? A. Male [] B. female []
2. How old are you? A. 18-25 years [] B. 26-32 years [] C. 33-39 years []
D. 40-46 [] years E. 47-52 years [] F. 53 years and above []
3. What is your highest level of educational qualification? A. WASSCE/SSSCE
[] B. Diploma/HND [] C. BBA/BA/BSc [] D. MA/MBA/MSc/MPhil []
E. PhD [] F. others, please specify -----
4. What is your marital status? A. Single [] B. married [] C.
separated/divorced [] D. widow/widower [] E. others, please specify -----

5. How long have you been employed in this organisation? A. Below 1 year []
B. 1-5years [] C. 6-10 years [] D. 11-15 years E. 16-20 years [] F. 21
years and above []
6. What is your position in this company?.....
7. Do you have training programmes for employees and other staff?
.....
.....
.....
8. How often do you undertake these training programmes?
.....
.....
.....
9. How are employee training needs identified? Please explain

.....

.....

.....

.....

10. What training approaches are often used in this organisation?

.....

.....

.....

11. What types of training do you usually carry out in this firm?

.....

.....

.....

12. What effects does training have on employee performance? Please explain

.....

.....

.....

13. What effects does training have on overall organisational performance?

.....

.....

.....

14. How would you rate the impact of your training programmes on?

A. employee performance.....

B .organisational performance

Options: a. excellent b. very good c. good d. satisfactory e. poor