

**THE EFFECT OF TRAINING AND DEVELOPMENT ON EMPLOYEE  
PERFORMANCE AT ACCRA POLYTECHNIC**

**BY**

**KNUST**

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## ABSTRACT

The study was undertaken at Accra Polytechnic on the topic “The effect of training and Development on Employee Performance at Accra Polytechnic”.

The purpose of the study was to investigate whether training and development would have an effect on the performance of employees with Accra Polytechnic as a case study. The methodology that was used for the study was survey. Primary data was collected from a sample of fifty (50) senior staff. Self – administered questionnaire was used in the collection of data for analysis. The study revealed that there were organizational issues such as lack of management support for training and development programmes, which constrained training and development. It was also found that training and development had positive impact on employees of the Polytechnic. The study recommended that in order for Accra Polytechnic to be successful as the first choice Polytechnic in Africa, management must empower all departments to engage in the training and development of employees to build potential and strengthen employees’ competencies.

## DEDICATION

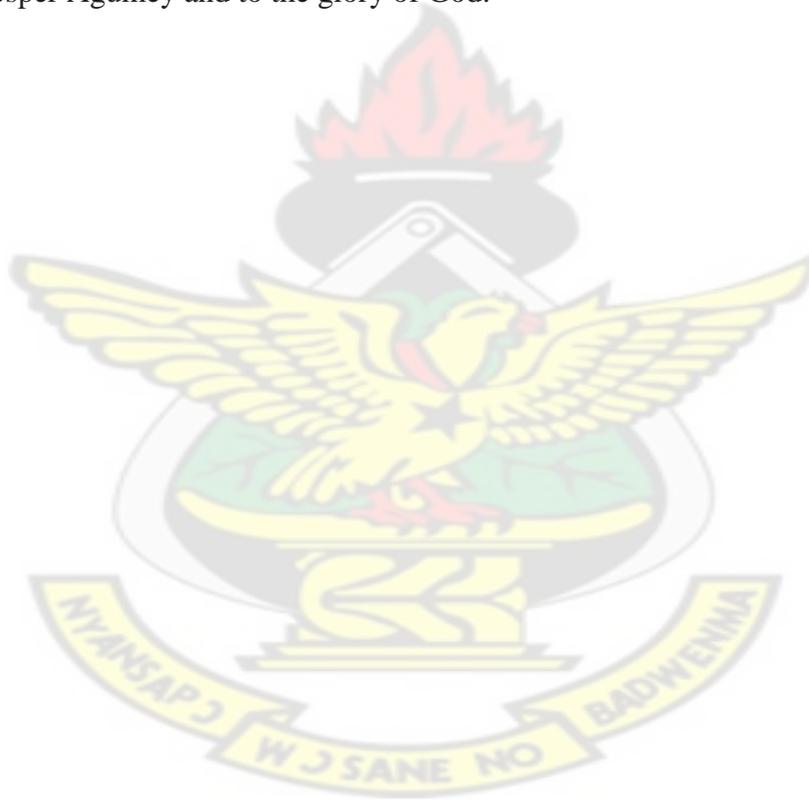
This research study is dedicated to the many who have helped to train and develop me along the way, including

The memory of my great friend and Christian Brother, Clement Ocansey;

My parents, Emmanuel DeGraft-Otoo and Mary Holdbrook;

My wife, Sarah and my kids, Dina and Samuel;

My boss, Prosper Agumey and to the glory of God.



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## CHAPTER ONE

### INTRODUCTION

#### 1.1. Background to the research

“The ergonomics of the work environment, state of the art equipment as well as quality raw materials can make production possible, but it is the human resources that actually make production happen”, Asare-Bediako (2008).

Human resources are a crucial but expensive resource and therefore in order to sustain economic and effective performance of this resource, it is important to optimize their contribution to the achievement of the aims and objectives of the organization through training and development. Training is therefore necessary to ensure an adequate supply of employees that are technically and socially competent for both departmental and management positions. (Mullins, 2007)

According to Heathfield (2012), the right employee training, development and education at the right time, provides big payoffs for the organization in increase productivity, knowledge, loyalty and contribution.

Accra Polytechnic is a public sector tertiary educational institution which was established by an Act of parliament, Act 745, 2007. It is however a semi-autonomous institution and therefore the recruitment, selection and training and development of its employees are the responsibility of the management. Accra Polytechnic (A-Poly) which started as a tertiary institution in 1993 currently has over four hundred (400) employees made up of management, academic staff (lectures and instructors) and administrative staff (office employees, workshop assistants and technicians, drivers, security and cleaners). The administrative staff (Office employees) is further structured into management, senior

members, senior staff and junior staff. This study however concentrated on the senior staff of the Polytechnic. Interviews were also conducted among management members as well as junior staff in administration. The senior members are the supervisors of both senior staff and junior staff and are also the heads of various departments. The interviews conducted with management and junior staff members supported whatever survey (questionnaire) that were administered to the research units.

Human resource management is today considered as a strategic partner of the other functional areas of business organization, namely; marketing, finance, production, purchasing, management information systems and administration. The human resource of any organization is that which is expected to bring about the competitive difference, since the success or failure of an organization is dependent on the quality of this resource as well as its orientation. This is based on the notion that human resource is the competitive advantage a business organization has. This is because as said earlier, while equipment, infrastructure, methods of production, packaging and distribution strategies could all be copied by other competitive organizations, however the innate quality, innovativeness, knowledge, abilities and skills of the human resource cannot easily be copied.

Training is a very important part of the human resource development (HRD) activity of human resource management practice. For employees to carry out their duties effectively and efficiently they must have the relevant skills, knowledge, values, attitudes and competencies and well as understand their organization's culture.

More often, newly employed do not have all the competencies usually required for successful or excellent performance on their jobs.

Again while on the job, employees need to be updated through training and development to acquire competencies they did not have at the time of appointment. This is why an organization might need training and development department, often referred to as Human Resource Development (HRD). When suitable job candidates have been selected and appointed, they must be given the appropriate orientation and in addition they must be trained and developed to meet their career needs of the organization.

Beardwell and Holden (1998) gave the following reasons for training and development of employees by an organization.

1. That new employees are in some respect like other raw materials; they have to be processed to become able to perform the tasks of their jobs adequately and to fit into their work-group and into the organization as a whole.
2. That new jobs and tasks may be introduced into the organization and be filled by existing employees who need redirection.
3. That people themselves change – their interest, their skills, their confidence and aspirations, their circumstances.
4. Some employees may move job within the organization on promotion or to widen their experience and so need further training.
5. The organization itself or its context may change or be changed over time, so that employees have to be undated in their ways of working together.
6. The organization may wish to be ready for some future change and require some employees to develop transferable skills.

7. Management requires training and development. This will involve initial training for new managers, further development and training for managers, management succession and the development of potential managers.

From the above reasons given by Beardwell and Holden (1998), it is therefore obvious that training and development are inevitable for organizations that are very serious about winning the competition or at least being the leader in the industry.

According to Ivancevich (2010), training and development is a process that attempts to provide employees with information, skills and understanding of the organization and its goals. Additionally training and development aids an employee to continue to make the necessary positive contribution to the success of employing organization in terms of his / her good performance on the job. To start this whole process is orientation and socialization of employees into the organization.

Cole (1997), says further that training and development is faced by every organization, even though the quality and intensity of the training carried out may vary from one organization to another. He goes on to list the factors that tend to influence the quality and quantity of the training and development activities of various organizations as follows:

1. That the degree of change in the external environment e. g. technology, legislation and so on has influence on training and development.
2. That degree of internal change e. g. new processes, new markets, new competitors, has an effect
3. The availability of suitable skills within the existing workforce
4. Adaptability of existing workforce
5. The extent to which the organization supports the idea of internal career development

6. The commitment of senior management to training as an essential part of economic success
7. The extent to which management sees training as a motivating factor in work and finally
8. Knowledge and skills of those responsible for carrying out the training

While in some organizations there are no plans and systems in respect to training and development, others have training and development policy that are document and hence goes through the cycle of identifying training needs, design training activities, facilitate training and measure or evaluate training results.

## **1.2 Problem Statement**

Even though Accra Polytechnic is described as the premier Polytechnic by its management and employees, it appears that it (Accra Polytechnic) does not currently have a staffing policy, training and development policy as well as a succession plan. Training and development is therefore more or less unplanned and unsystematic. It looks like the majority of the employees are not trained (orientation) upon appointment. As a result, administrative employees' skills and abilities have over the years not been enhanced to enable them become effective and efficient. Though there is an academic board sub-committee on post-graduate scholarship and staff development, it seems it does not have any laid done policy which directs members in their work. Therefore implementation of "training" plans (which is mainly granting of study leave without or without sponsorship for either a masters or a doctorate degree) has been based on precedence and discretions.

Is an organizational staffing policy necessary? How would the existence of a staffing policy lead to effective and efficient performance of employees? Does training and development

affect the performance of employees and the achievement of organizational goals and objectives? What must be the bases for the need for training and development? How is training and development needs determined? Who must determine training needs of employees? Who conducts training for employees? Where and when must training be carried out? Is training and development policy relevant at all? What must be done to ensure skills and competencies acquired from training transfers back to the job situation? What role would performance appraisal and job description play in the determination of training needs of employees?

The research sought to find answers to the questions above as well as other relevant issues that arise from the research in respect to the topic.

### **1.3 Research Objectives**

The research identified the effects of training and development on employee performance of Accra Polytechnic. But specifically the research has the following objectives:

1. To find out how training and development of employees contribute to the achievement of the goals of Accra Polytechnic.
2. To find out whether there are organizational issues that constrain training and development in the Polytechnic.
3. To investigate how training and development needs of employees are determined.

## **1.4 Research Questions**

At the end of the research, the following questions were answered:

1. Does training and development have an effect on the performance of employees for the achievement of organizational goals in A-Poly?
2. What are the issues that work against training and development in the Accra Polytechnic?
3. How are training and development needs of A-Poly employees determined and by whom?

## **1.5 Relevance of the Research**

The research would not only add to works that have been done in this area, but also provoke further research into the training and development of senior members of both academic and administrative staff and its resultant effect on the achievement of the object of the Polytechnic. It would benefit the Polytechnic in its effort to train and develop its employees.

## **1.6 Scope and Limitation of the Research**

The research covered Accra Polytechnic as a case study and the coverage was limited to the senior staff members in administration since the polytechnic was elevated to tertiary status in 1993.

Firstly as a worker, the researcher was very much constrained with time. This is because from Monday to Friday, the researcher has to be at work which also sometime included travels into the other regions for weeks and months. At other times the schedule of work took closing time from the office very late. This made it very challenging for the researcher to find enough time to go to the library for research. The time constraints also made quite

challenging in following up on respondents to collect questionnaire feedback for the necessary required data for analysis as well as meeting with supervisor for consultations. Additionally, the length of time (4 months) available for this project work from the KNUST's programme schedule to complete the course made it impossible to cover every aspect of interest to the researcher in minute detail as would have been expected.

Furthermore, busy schedules of respondents at work coupled with their individual social responsibilities made it very challenging for them to respond to the questionnaires in time and to return them for the researcher to continue with data analysis. This further reduced the returns rate of questionnaire.

Finally, financing the research was very challenging because Accra Polytechnic as an institution was neither sponsoring the researcher's education at the University, nor was it supporting the research financially. The financial challenges were compounded by some respondents demanding honorarium form researcher as motivation before they responded and returned the questionnaires.

### **1.7 Brief Methodology**

The research was a case study of Accra Polytechnic senior staff in administration. A sample size of 50 respondents was chosen. Additionally, interviews were conducted for 3 executive members namely, rector, vice rector and registrar and 10 junior staff members to support the questionnaire that has been administered on the research sample.

## **1.8 Structure of the Research**

Chapter one discussed a general introduction and an overview of the background to the research, statement of the problem, research objective, research questions, significance of the research, scope and limitation of the research, brief methodology and the structure of the research.

Chapter two took a look at the literature review of the research. It discussed training and development concepts and definitions, organization's need for training and development, identification of training needs, training and transfer of training, training policy, performance appraisal and training and development, training techniques (methods) used, evaluation of training and development and finally benefits of training.

Chapter three focused on the research methodology in terms of research design, research population, sampling technique, sampling size, data collection procedure and data collection and analysis.

Chapter four looked at the presentation and analysis of findings.

Finally, chapter five presented the summary of research findings, conclusions from the findings and recommendations following from the conclusions on the findings.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter discussed training and development concepts and definitions, organization's need for training and development, identification of training needs, training and transfer of training, training policy, performance appraisal and training and development, training techniques (methods) used, evaluation of training and development and finally benefits of training and development.

#### **2.2 Concepts and Definitions**

Well trained employees are key to a business' success. It has been shown that the most successful and productive employees are those who have received extensive training and development. These groups of employees can be described as the "cream of the crop" that often has the strongest stake in an organization's future.

According to Dessler (2008), even when employees are carefully selected, it does not still guarantee totally acceptable performance from the employees. This is because while the potential of an employee to perform is one thing, performing is another and therefore an employee with a high potential to perform may not still perform his job if he does not go through training and development. This is why training of newly employed starts with organizational orientation.

Cole (2004), postulates that human resources are the most dynamic of all the organization's resources and therefore they need considerable attention from the organization's management, if the it human resource are to realize their full potential in their work.

Training and development activities just as most other activities in an organization depended on the policies and strategies of the organization. An organization with a well organized training would refer to it as “systematic training” which is why job descriptions are inevitable during the recruitment and selection process. Further more, in establishing what training and development needs an organization has must start with a job description and later performance appraisal.

In part III (Protection of Employment) of the Labour Act 2003, Act 651 section 10 (Rights of a worker), it states that “the rights of a worker include the right to be trained and retrained for the development of his work and to receive information relevant to his work.

### **2.2.1 Meaning of training**

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

Training thus consists of planned programmes designed to improve performance at the individual, group or organizational levels, Cascio (1992).

With an improved performance on the part of the individual, group or organization means, there have been measurable changes or enhancements in the knowledge, skills attitude and social behaviors.

Monappa & Saiyadain (2008), define training as “the teaching or learning activities carried on for the primary purpose of helping members of an organization to acquire and apply the knowledge, skills, abilities and attitudes needed by that organization. It is the act of increasing the knowledge and skill of an employee for doing a particular job”.

Training therefore needs to be seen by managements of every organization as a long term investment in its human resource.

Dessler (2008), sees training further, as the means of giving new or current employees the skills they need to perform at their various jobs. Continuing, he sees training as the hall mark of good management and thus when managers ignore training, they are doing so to the great disadvantage of the organizations they are managing. This is because having high potential employees do not still guarantee they will perform on the job. This is why every employee must know what management wants him to do and how he must do it. Training therefore has had a fairly impressive record of influencing organizational effectiveness.

Cole (2004), argued that, human resources are the most dynamic resource of the all the resources at the disposal of the organization and thus, the human resource needs to be given considerable attention from managements to enable this resource realize their full potential in their work. For this reason managements must address motivation, leadership, communication, work restructuring, payment systems and training and development.

He further provided some definitions that are worth noting:

1. Education – usually intended to mean basic instruction in knowledge and skills designed to enable people to make the most of life in general; it is personal and broadly based.

2. Training – implies preparation for an occupation or specific skills. It therefore narrower in conception than either education or development; it is job oriented than personal
3. Development – this usually suggests a much broader view of knowledge and skill acquisition than training; it is less job –oriented than career –oriented; it is concerned more with employee potential than immediate skill; it sees employee as adaptable resource.
4. Learning – this process of acquiring knowledge, understanding, skills and values in order to be able to adapt to any environment; it underpins all of the above three terms.
5. Competence- this refers primarily to a person’s ability to demonstrate to others that they can perform a task, process or function to a predetermined standard; its all about putting learning into practice.

Finally Ivancevich (2010), says “training is an attempt to improve current or future performance of an employee and it is important for both new and current employees” He quotes Clifton & Fink (2005), as follows:

*“training is a systematic process of altering the behavior of employees in a direction that will achieve organization goals. Training is related to present job skills and abilities. It has a current orientation and helps employees master specific skills and abilities”.*

Some further definitions as used in this research are as follows:

Human resource practitioners provide three types of learning activities to employees of their organizations namely, education, training and development. Training, education and development programs all aim at promoting learning.

**LEARNING:** This is a relatively permanent change in behavior as a result of some experience. If, let's say a supervisor watches a film on employment counseling and as a result changes his counseling style, then learning is said to have occurred on the part of the supervisor. While it is difficult to precisely define learning, in this research it is "the complex process of acquiring knowledge, understanding, skill and values in order to be able to adapt to the environment in which we live". How learning is acquired depends on three factors:

- Innate qualities of the learner
- Skills of the teacher
- Conditions in which the learning takes place.

**EDUCATION:** A long term learning activity aimed at preparing individuals for a variety of roles in society as citizens, workers and members of family groups. The focus of the "education" is primary on the individual and his or her needs and secondly on the community as a whole.

Asare-Bediak (2002) simplifies it thus "education aims at equipping individual with skills and knowledge to enable them to respond meaningfully to their environment and to pursue meaningful lives. Education, in effect generally prepares people for life.

**TRAINING:** Any learning activity which is directed towards the acquisitions of specific knowledge and skills for the purposes of an occupation or task. The focus of training is the job / task; the acquisition or learning of specific competencies.

When a supervisor undergoes a course on how to handle employee grievance, this supervisor in effect has gone through "training" or "learning" program specifically designed to help her acquire competencies

**PERFORMANCE:** This is about employee effort. Employee performance is measured in terms of input-output relationship. It is the measure of the efficiency with which inputs or resources are utilized to create outputs. Performance is employee productivity.

**COMPETENCY:** A competency is not a physical resource. It is an innate or acquired characteristic of a person which facilitates effective or superior performance. It may be a motive, value, knowledge, skill, attribute or personality trait which a person possesses. There are three (3) types namely; (a) Technical competencies, (b) Personality competencies and (c) Managerial competencies.

(a) **Technical competencies** are job knowledge or job skills. They are knowledge or skills that relate to a particular job or profession. Because they are specific to a job or position, technical competencies differ from job to job.

(b) **Personality competencies** refer to knowledge, skill, traits or attributes that relate to an individual's personality. Personality competencies cut across jobs. A personality competency that may be required for success in one job may also be required for success in a whole lot of other jobs.

© **Managerial competencies** refer to knowledge or skills in the key functions of management. Management functions in this research refer to the following: Decision making, Organizing, Communication, motivating and controlling.

**OUTCOME:** Outcomes are the employee competencies that human resource seek to deliver to organization through Training and Development. Without the requisite competencies no amount of motivation will make an employee to perform.

Each of the three (3) types of learning activity is concerned in varying degrees, with acquisition of knowledge, understanding, skills and attitudes.

**STAFF / EMPLOYEE/WORKER:** A person employed under a contract of employment whether on a continuous, part-time, temporary or casual basis. (Labour Act 2003, Act 651)

**MANAGEMENT DEVELOPMENT:** An attempt to improve managerial effectiveness through a planned and deliberate learning process (Mumford, 1987).

**EFFICIENCY:** The amount of resources used to achieve a goal. It is based on how much raw materials, money, est. are necessary for producing a volume of output. It is calculated as the amount of resources used to produce a product or service. It is concerned with ‘doing things right’.

**EFFECTIVENESS:** The degree to which the employee achieves a stated goal. It means that the employee succeeds in accomplishing what he/she tries to do. It is concerned with ‘doing things right’ and relates to the output of the job and what the employee actually achieves.

**POLICY:** Policies are basic rules to govern the functioning of a department / unit so that in their implementation the desired objectives are met. It is a “guide” to decision making

**EVALUATION:** Any attempt to obtain information (feedback) on the effects of a training programme and to assess the value of the training in the light of that information. (Cole, 2000)

**SUCCESSION PLANNING:** An executive inventory report indicating what individuals are ready to move into higher positions in the organization (DeCenzo & Robbins, 2000). An indication of good corporate management is the management controls of events (proactive) rather than waiting for events to occur (reactive). This is the rationale behind succession planning and career development by an organization to ensure that the organization has the right people in the right quantity and quality at the time and place to meet business objectives and be on top of the competition.

**DEVELOPMENT:** Preparing individual through learning and education for the future needs of an organization. Its focus is on learning and personal development.

Traditionally, lower – level employees were “trained” while higher – level employees were “developed”. This distinction focuses on the learning of hands – on skills as against interpersonal and decision making skills.

### **2.3 Organization’s Need for Training (Performance)**

Well trained and developed employees when fully utilized by the employing organization benefits it as well the employees themselves. Therefore for an organization to grow and survive in today’s globally competitive and fast changing environment especially in the technology, for a very long time, there would be the need for organizations to come up with systems and programmes that would bring out of their the need efforts, attention, creativity and general innovations as individual employees and as groups or teams of network, Asare-Bediako (2008). For this reason organizations seek to adapt to new structures, new cultures and new effective methods of performance management and employee motivation to be able to cope with rapid change and competition in the business environment.

Innovative changes or adjustments become successful when people acquire new perspective or understandings, values, knowledge and skills. For an example, the introduction of effective and up-to-date technique in performance management would require that the employees (supervisors and management) who administer this system must (i) understand the need for it and (ii) have the knowledge and skills to implement it. This understanding, Knowledge and skills would come from organizing seminars or training programmes that will provide these implementers the relevant perspectives, skills and knowledge for successful implementation. The ultimate human resource management outcome therefore is

performance and hence all other outcomes such as competencies, morale of employees, attitudes and motivation are determinants of performance, A (Ibid). Performance of employees as said elsewhere thus is about employee output which is twofold; first, the effective use of inputs or resources and second, the translation of efficiency into quality services in an organization like Accra Polytechnic which has been granted accreditation for the running of courses in bachelor of technology, (Ibid)

Human resource training, education and development activities therefore aim at the equipping of employees with the necessary competencies that they require for their effective performance on their job. It therefore fairly correct and important to argue that, without the right kind of competencies, no amount of motivation either in cash or kind will be able to get employees to perform creditably or totally acceptable.

Asare-Bediako, Ivancevich and Beardwell and Holden, all agree that competencies needed by employees to perform at a totally acceptable levels fall into three main categories, namely; technical, managerial and personality competencies.

Training and development interventions therefore must aim at providing employees with the required technical, managerial and personality competencies for them to achieve and sustain a high level of performance. Adoption of this position in an organization like Accra Polytechnic would be the way for it to be very competitive in the globally scheme of this.

This does not however mean that training is the solution to all performance problems in an organization. Thus Asare-Bediako (2008) provides a performance (mathematical) model that must be considered:

$$\text{Performance} = (\text{ability}) \times (\text{motivation})$$

From the above mathematical model, performance is the product of ability and motivation. While ability is the “can” factor in the equation, “motivation is the “want to” factor. Thus if the employee has the ability (can factor) and at the same is provided the needed motivation (wan to factor), then performance would be guaranteed from the combined effect of ability and motivation. It therefore follows that while the ability may exist in the employee, the absence of motivation e. g. ergonomics of the environment, rewards and leadership (just to mention a few) must bring about non-performance. In this instance, no amount of training would solve the problem.

However, training can have an impact on both of these variables (ability x motivation); it can heighten the skills and ability of the employees and their motivation by increasing their sense of commitment and encouraging them to develop and use new skills. Training is thus a powerful tool that can have a major impact on both employees’ productivity and morale if properly used.

Thompson (2002), quotes from a survey carried out in the UK in 1996 which showed that the young employee of today values training and development opportunities over pay and perks. According to her the survey further showed that seventy three percent (73%) of those survey said they would stay with an organization that invested time and energy in their development rather than move to a rival organization that paid more money but less investment in helping them to progress. Furthermore since the mid – 1980s, it has been widely recognized that the training and development of staff should be a major item on any organization’s agenda. This means that every manager or supervisor must have responsibility for his own self development and then the development of the employees he manages. Therefore the manager must make efforts to identify, define and assess the competitiveness

of individual employee's skills and make a way for these individuals to develop the skills required. However, for a supervisor to be able to assess the competitiveness of the competencies of employees and thus set objectives for the necessary improvement of these competencies through training and development, he must first set up some kind of an employee appraisal system. A manager has accountability for the performance of his employees and therefore a manager's success would be dependant on the abilities of the employees. A better or very well trained employee should increase efficiency and even productivity by reducing fatigue and wastage. Thompson (2002) goes on to state that each employee fell into one of three categories in relation to competence to perform current job. These are:

1. Competent to perform current job
2. Not yet competent to perform current job
3. Better than competent at perform current job

Boxall and Purcell say that the opportunity to use training powerfully arises when organizations have invested more comprehensively in recruitment and has thus built a labour pool with greater long – run potential and consequently greater aspirations.

According to Robbins and Judge (2207), competent employees do not remain competent forever. Skills deteriorate and become obsolete and therefore new skills need to be learned. They cite a report from the USA where corporations with 100 or more employees spent more than \$51 billion dollar on formal training in one year.

Most training is directed at upgrading and improving an employee's technical skills. This form of training has become increasingly important for two (2) reasons:

1. Due to new technology and new organization structure design

2. Jobs change as a result of new technologies and improved methods, (ibid)

Technical training has become increasingly important because of changes in organizational design. For example as organizations flatten their structures, expand their use of teams and break down traditional barriers, employees need mastery of wider variety of tasks and increased knowledge (problem solving techniques, working in teams, quality circles, e. t. c.) of how their organizations should operate.

Training in general terms is designed to improve employees' job skills, be it technical, managerial or personality. E. g. Employees may be trained to run machines, taught new skills or acquainted with personal growth and development methods.

Moorhead & Griffin (1998), give the example of the situation where in multinationals, one training that is becoming increasingly important is the training of people to work in other countries.

Another need for training arises when for instance an organization is implementing a management – by – objectives programme; training in establishing goals and renewing goal oriented performance system.

The need for training of employees further comes from both demographic and economic trends which has which meant radical changes in the composition of the labour force. Further factors affecting the numbers, types and requirements of available jobs include automation, worker displacement due to mergers and acquisitions, downsizing and business paradigm shift e. g. from manufacturing to service job (or vice versa); the increasing sophistication in technological systems that are imposing training and retraining requirements on existing workforce, the need to train underutilized employees and the training needs brought about by national and international competitions in the environment of many organizations.

Brody (1987) quotes a Motorola company spokesperson as saying “we’ve documented the savings from the statistical process control methods and problem solving methods we’ve trained our people in. We’re running a rate of return of about 30 times the dollars invested – which is why we’ve gotten pretty good support from senior management” This is a clear indication that a systematic and well planned training and development policy that is well executed would surely bring returns to the organization in cost savings (reducing in waste and scrap for example, increased productivity and so on), employee effectiveness and efficiency and the list could go on and on.

From the view point of Dessler, training and development could be placed in a strategic context. This occurs with the paradigm shift to the situation when trainers sit with management to identify strategic goals and objectives and the skills and knowledge that could be used to achieve these strategic goals and objectives. This then followed by the identification processes as to whether staff have the skills and knowledge when they do not then training needs discussions are evoked. Once again, this is why human resource management has become an increasing partner of the other functional areas of businesses. This position is further strengthened by the fact that for every decision that is taken by senior management, there is an implication on the human resource of the organization, Asare-Bediako (2008).

According to Taylor (1998), for the successful creation of an organizational culture managements make sure that the employees have the appropriate outlook and the required set of attitudes. This further leads credence for the need for training and development of employees’ right from new employees through orientation to current employees who from

time to time need modification of attitude to remain in line with the culture of the organization.

## **2.4 Aims and Objectives of Training and Development**

Argyris (1971) contends that an organization's effectiveness is dependent on its ability to accomplish the following objectives:

1. To achieve goals
2. To maintain itself internationally
3. To adapt to its environment

Further to this contention, B.M. Bass (1969) identified three other factors which could necessitate training activity as quoted by Monappa & Saiyadain:

1. To keep pace with advanced industrialization for the organization's survival
2. To train and retrain from the shop floor to the top executive (development) because of expansion in numbers of employees and layers of hierarchical levels and variety of complex organization structures and control mechanisms
3. Training in human relations has become necessary for tackling human problems for peaceful industrial relations.

These two writers give a very clear indication human resource development (HRD) personnel what the aims and objectives of training and development by organizations ought to be; i. e. to say for training and development by organization not to be waste of resources by the organizations, it must seek to achieve the above mentioned five (5) objectives and probably some more depending on the environmental and business situation of the organization concerned.

For these very reasons Accra Polytechnic needs a systematic and planned training and development programmes at all levels (senior members – academic and administrative, senior staff – academic and administrative and junior staff as well) that are managed by a well thought out and written training and development policy especially now that the Polytechnic have accreditation to run bachelor of technology courses and hoping to soon start master of technology courses.

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### **2.5 Training needs Identification and Analysis or Assessment**

According to Monappa & Saiyadain (2008), many methods for training needs identification and analysis have been proposed. They quote a survey that was conducted by Sinha (1974) in which the under listed methods have been identified:

1. Views of the line manager
2. Performance appraisal
3. Organization and developmental plans
4. Views of the training manager and
5. Analysis of job difficulties and job description

In the Thayer and McGhee model the above methods seem to have been summarized into only three broad areas for consideration:

1. Organizational analysis
2. Task analysis and
3. Man analysis.

This model agrees with the position of Cascio (1992), as found in his book “Managing human Resources: Productivity, Quality of Life, Profits”. With just slight change in the choice of

words he says also that there are three levels of analysis for determining the need that training can fulfill for the organization: Organizational, Operational (task in Thayer & McGhee Model) and Individual (man in Thayer & McGhee model) analyses. Cascio then explains as follows:

Organizational analysis: Here the focus is on identifying where within the organization training is needed. These training needs are assessed against the organization's objectives and strategies. This would help avoid wastage of resources in training and development where employees are trained in skills they already have or that are not transferable to the job situation. Again there is the need to analyze the external environment (environmental scanning in PEST analysis) and the internal climate (SWOT analysis) of the organization. This is the critical first step for HRD personnel in assessing and relating training needs to the achievement of organizational goals.

Operational analysis: This is the stage which assesses painstakingly the job to be performed after the employee had been trained. This stage's process is made up of (i) the systematic collection of information on exactly how the job is done (job analysis). (ii) from the above a performance standards for those jobs to done are determined (iii) how tasks are to be performed to meet standards and (iv) the knowledge, skills, abilities and other characteristics necessary for effective task performance. The required information for this stage could come from various sources such as:

Job analysis

Performance appraisal

Job description

Interviews with job holders, shop floor supervisors and higher management and

An analysis of operating problems (e. g. quality controls, monthly, quarterly e. t. c. reports). All of these would provide very important input into the analysis of training needs.

Individual analysis: At this final level / stage training needs could be defined in terms of

- (a) Difference between desired performance and actual performance e. g. from a performance appraisal report
- (b) Performance standards identified in the operational analysis
- (c) Individual performance data from performance appraisals
- (d) Diagnostic ratings of employees by supervisors
- (e) Records of performance kept by employees in a diary form and
- (f) Attitude and interview survey by researchers and management

From the above processes the identification of a gap existence between actual performance and desired performance may be filled by training. (But remember it has been mentioned earlier that training does not provide solution to all performance problems hence the use of the word “may” in this last paragraph).

For Dessler (2008), the whole process of training needs identification and analysis could be broken down into two (2) stages only:

1. New employees:- the task here is to determine what the job involves and break it down into subtasks which are taught to the new employees and
2. Current employee:- training needs analysis for current employees is more complex since HRD department and supervisor have the added task of deciding whether training is the solution to the whatever performance gap exist. This again is important (as it has been emphasized) given the fact that not all problems could be solved through training and development.

Training needs analysis could also come from what Dessler called a “competency model”. This model means knowledge, skills and behaviors that enable employees to effectively perform their jobs. This process begins with interviewing senior executives to understand the organization’s strategies and objectives. HRD experts would then conduct behavioral interviews with the jobs to performers (bench marking) as well as focus groups to identify the set of competencies that together would comprise the job’s competency model.

Ivancevich (2010) adds that, interviews, surveys, reviews of records, observation and discussions with management and subject matter experts are methods used to conduct training needs identification or assessment. These methods of data and information gathering provide the basis for what type of training would be needed, who should be selected for training, when the training must be done and finally whether training is the solution to the deficiency identified and therefore the solution.

In the light of the above it appears the Polytechnic would need restructuring of its human resource department that is staffed with retrained personnel to be able to carry out the detailed assessment methods outlined especially in terms of orientation and performance appraisal. It further appears that, the only time some form of performance appraisal are done are newly appointed employees are about to be confirmed at the end of the one (1) year probationary period. Then after the confirmation performance appraisal seem to stop completely. This phenomenon seems to permeate throughout the entire institution. The need for the above raised methods for training need analysis within the Polytechnic cannot be overemphasized with the creation of new departments and the roll on of new courses.

## 2.6 Training and Training Transfer

A major problem of training programmes in some organization is the transfer of employee learning to back to the work place or the situation, Moorhead & Griffin (1998). It has been asserted by managements from casual observation that, very often when an employee learns a new skill or manager learns a new technique from training, they upon returning to the normal work situation find it more comfortable or convenient to go back to the old ways of doing things; thus making nonsense of the time, effort and money that has been spent on the training programme. This could account for some the reasons why probably the management of Accra Polytechnic do not seem kin on the training of its employees.

In the view of Cascio (1992), training and training transfer is the extent to which knowledge, skills and abilities and other characteristics learned during training could be applied on the job. Training results thus could come in three fold:

1. Enhance job performance – Positive
2. Hamper job performance – Negative and
3. Has no effect – Neutral

It is important to note here that, training that result in negative or neutral transfer is cost to the organization. This cost come to the organization in two ways; i. e. cost of training the employee and cost of hampered performance. It is important therefore for the Polytechnic to ensure that the required training needs analysis are done thoroughly before training is undertaken as well as putting in place structures that would ensure the positive transfer of the learned knowledge, skills, e. t. c. to the job.

Cascio cites the example of the organization TRW's approach to what they call system's learning, which suggest that transfer of transfer of training will be greatest when the following steps are taken:

- (i) Defining the content in terms of the strategic needs of the organization
- (ii) Identifying and assigning individuals to training based on careful selection standards. This could be done through survey of trainee interest, input from supervisors, review of career development plans and performance appraisals. A good question to always ask here is "does this person (employee) really need the training?"
- (iii) Ensuring that classroom content of training programme are directly relevant to the works / jobs settings in the organization and
- (iv) Ensuring the practical application of the training to the work / job setting by means of systematic follow-up.

Good training programmes therefore always close with a session on what the trainees would do differently when they go back to their jobs. These are written done by trainers for the necessary follow-up on trainees at a later date.

According to Asare-Bediako (2008), training and training transfer could be facilitated through the collaborative effort involving the trainer, trainee's manager / supervisor (e. g. head of department) and the trainee himself and that each of the three (3) parties need to take some from action before, during and after the training programme.

## **2.7 Training and Development Policy**

Policies are formulated to provide guides to action and to set limits to decision making; what should be done in certain circumstances and how particular requirements and issues must be dealt with, Armstrong & Stephens (2005). Policies are therefore set up in such areas as marketing, finance, operations as well as human resource. In human resource, there could policies on training and development, recruitment and selection and salary administration and compensation; just to mention a few. Such organizational policies (human resource policies) are either formally expressed in manuals or informally as have grown from customs and traditional practices over the years. However to avoid ambiguity, it is very important that all major policy statements are formally expressed in manuals. This makes it possible and easier for managers, supervisors, union/association executives to familiarize themselves with relevant policies and how they should be interpreted. Again there is the need for senior management to communicate policies if they have not been written. The attend time taken that could be used on more pressing issues and the confusion that comes with oral traditions could be avoided with a formally expressed policies in a manual. Again it is the position of the researcher that, since employees come and go, while management and leadership of unions / associations also changes, there would be the strong need for policies to be more formally expressed in manuals for to avoid misinterpretation and to encourage consistency and fairness.

A policy document usually starts with a statement of broad objectives of management and its philosophy for the establishment of a mutuality of interest with its employees for great cooperation. Mullins (2007), lists the following as the essential components of a training and development policy.

1. the view that continuous training (and retraining of employees) is the norm
2. The assumption that training will be a life – long process (may as long as employee remains in the employment of the organization)
3. Recognition of the need to update existing skills, replace redundant skills and train for new skills and
4. The need for multi-skilling to cope with change. (In today's work labour market multi-skilling is the new paradigm shift for would be employees). This is because with the increase in the cost of doing business while profit are declining, management of business are working to cut cost in the numbers of hired employees.

While policy formulation is an exercise meant for the attainment of organization's goals, it also serves the concurrently as a statement of the organization's corporate philosophy.

Monappa & Saiyadain (2008), fine policy in three different contests:

1. Those policies are the basic rules to govern the functioning of a department or unit so that in the implementation of the policy the desired objectives are met. This means the policy is a guide to decision making e. g. what to do when certain situations arise.
2. Those policies that are used as control mechanisms in order to restrain managers from undesirable actions or from mishandling situation
3. Policy guidelines can be used to rationalize decision making whenever standard decisions are involve; i. e. those decisions that are repeated given the same situation.

It could be inferred from the above that, policies statements serve as guidelines to action and the establishment of equality or parity among employees of an organization.

This notion is also express by Asare-Bediako (2008) when he defined policy as a guide to actions and decisions of organization members. Policies are thus directives that emanate from top management of the organization and so provide the basis for the general of organization members. They tell employees how they should act in certain specific situations or circumstances.

For these reasons every organization including Accra Polytechnic would as of necessity need a policy on its human resource management including. This would enable supervisors to know what to in circumstances of the non performance of their team members, whether to recommend them for training or otherwise. Again this system when it is practice throughout the organization would lead to the accruing of the benefit of management by policies such as (a) control (b) consistency (c) uniformity and (d) fairness, (ibid).

Training policy in an organization like A – Poly would indicate to employees management’s commitment training and development as it is expressed rules and procedures which govern and influence the scope of training and development.

Training policies of organizations further highlight the following to its members:

- i. The organization’s approach to the training functions and provides guidance for the design and execution of training. It would further provide information to employees on training and development.
- ii. The identification of priority areas in training and prioritize according to real felt needs since resources are scarce and

- iii. It would communicate the organization's intentions with respect to members' career development and give members the opportunity to enhance their career prospects through training.

Taking an opportunity of training programmes to enhance ones career prospects could be possible with the existence of training and development policy. This is why the seeming absence of training and development policy in the Polytechnic may not help in its growth and development. This seems to have become more imperative with the threat that looming establishment of private polytechnics poses to the premier polytechnic (A-Poly).

## **2.8 Training Methods / Techniques**

According to Dessler (2008), training and development must consist of five steps:

Step 1: Needs analysis -: In this step the trainer identifies the specific job performance skills needed, assess the prospective trainee's skills and then develop specific, measurable knowledge and performance objectives based on any deficiencies identified.

Step 2: Instruction design -: Here the trainer decides on, compile and produce the training programme content including workbooks, exercises, and activities. Some the techniques might include on-the-job training, off-the-job training and so on.

Step 3: Validation -: (optional) this stage validates step 2 in which there is testing of the training programme on a small representative audience.

Step 4: Implementation -: This is where the training programme is actually put into action.

Step 5: Evaluation -: Here management assesses success or failure of the programme.

In looking at training methods, it is important to first consider and outline the basic principles of learning. As has already been defined and explained, learning is the process of acquiring knowledge, understanding, skills and values in order to be able to adapt to any environment; it underpins all training and development programmes. To promote efficient learning, long term retention and the effective and efficient application of skills or factual information learned in training back to the job situation, training programmes should incorporate various principles of learning that has been developed, tried and tested over the years., Cascio (1992). This would be much easier with professional training and consulting institutions that might have been using method like experiential learning to various organizations employee. However for any of such principle to be considered would depend on whether trainees are learning skills or factual material. For a training and development programme that strongly considers using learning principles to be most effective in skills learning, the under mentioned four essential ingredients must have to be present.

1. Goal setting. In order words what is to achieved at the end of the training programme
2. Behavior modeling; i. e. the behaviors need to change with training programme
3. Practice; i. e. what activities must trainee go through during the training sessions and upon return to the job situation from training and
4. Feedback; mechanisms to find what changes have occurred in trainee's performance and behavior since returning from the training programme.

All of the above could be summarized into what is known in HRD as experiential learning or andragogy as contrasted with pedagogy.

However when the goal is on learning facts as in the case of newly appointed orientation, the second ingredient in the four ingredients mentioned above change from behavior modeling to

meaningfulness of material while the first, third and fourth remain the same and experiential method or the andragogical principle still applies.

There are various training techniques for organizations to train its employees especially the training is to be done by personnel internally (on-the-job training). Dessler (2008) lists the following types:

On-the-job

Off-the-job

Apprenticeship

Job rotation

Lectures

Job instruction training and orientation;

While Cascio (1992) postulates that new training methods are appearing every year and that while some are well founded in learning theory or models of behavioral change, others result more from technological than theoretical development. For this means that for an institution like A-Poly to take its employees to training outside the organization, not just off the job but external trainers, management must have to do a thorough investigation of the trainer's methods before accepting or signing any contract especially in the case of conferences. In case it's to be done internally, training officers would have to select the best of technique that would bring out clearly the desired effects.

Cascio further classifies training methods into three:

1. Information presentation including lectures, conferences, motion pictures, reading list, close circuit TV, behavior modeling and understudy assignments

2. Simulation methods include programmed group exercise, business games, case studies, role play
3. On-the-job training; these include orientation, apprenticeship, job rotation and understudy assignments.

Employee competency has already been mentioned comprise of three areas namely technical, managerial and personality and thus training to develop interpersonal skills (for teamwork and more important in a service organization like A-Poly) would chose methods that would achieve the under mentioned objectives:

- Promote self insight and environmental awareness; that is an understanding of how ones action affects others and how one is viewed by others.

This is a very important skill that employees of the Polytechnic and must have as a service organization that needs to how students some special qualities that they want to emulate upon completion of their programmes of study.

- Improve the ability of employees to make decisions and to solve job related problems in a constructive fashion.

This is a very important skill for the subjects in this research. They are the employees who are to act in the absence of the various heads of departments as senior staff.

- Maximize the desire to perform. Here again the senior staff (subject of research) ability to perform very well on their job would give them the morale required to act in the absence of the heads and to instruct and supervise the junior staff who work under them.

It is instructive to note at this point that all the experts that have been surveyed including Ivancevich, Cascio, Beardwell & Holden, Dessler and Cole all agree on the various methods outline so far though with slight difference in choice of words and emphasis.

For training method to be useful it should meet the minimal condition for effective learning to take place. This means that training methods that are worth adapting for the purposes of training should

1. Motivate the trainee to improve his performance. (the motivational factor of the performance equation)
2. Clearly illustrate the desired skill to be acquired at the end of training programme
3. Provide for active participation by trainees (experiential learning technique)
4. Provide an opportunity for trainees to practice
5. Provide time feedback on trainee's performance
6. Be structured from simple to complex and
7. Encourage positive transfer from the training to the job

These points raised above have been put differently by Ivancevich (2010) as an outline of learning theories that have some relations to training being a form of education. The following from him are worth noting;

1. That trainee must be motivated to learn. The ability to learn is an important ingredient in the learning process and therefore certain attitudes and disposition is required for a person (employee) to be able to learn complex concepts. This could be achieved when the Polytechnic makes training an enjoyable adventure and conscientizes employees into valuing training and development as a very important part of their employment contract with the Polytechnic

2. Learning must be reinforced. This has been amply demonstrated by Skinner and other behavioral scientist that people learn best with immediate reinforcement of appropriate behavior e. g. promotion or more challenging job responsibility
3. Training must provide for practice; this is why the saying “I hear and I forget; I see and I remember; but I do and I understand” stands true. Practice and repetition is required for assimilation, acceptance and internalization of what has been learned to build confidence. For this reason trainers (HRD personnel) / supervisors must collaborate to create the enabling environment on the job for the return of the trainee to have the opportunity to put into practice new behaviors acquired during training.
4. Material taught must transfer to the job. This means that training whether in-house or out-house must be as close as possible to the reality of the job. It also requires that trainers must do a lot of home before designing training and development programmes for employees to undertake since whatever training provided must translate to the job.

In spite of how beautiful these sound and look, an attempt to apply them in a vacuum would be an exercise in futility and therefore the human resource department of the Polytechnic itself as well as the various heads of department would seem to need some training to prepare them for sound training and development practice. It would also call for the provision of logistics for successful implementation.

## **2.9 Training Evaluation**

The final step in the training and development process is the evaluation of the whole training programme. The evaluation process is very important because, the training had at it on set

some objectives to achieve and thus the evaluation process at the end of the training programme. The evaluation gives an opportunity to take a look and make a cost-benefit analysis of the training programme. This is done by comparing the results of the training with the objective of the training and development programme that were set before the commencement of the programme. The criteria used to evaluate training and development programme depends on the objectives set. According to Ivancevich (2010), it is more effective to use multiple criteria to evaluate training. There are also others who argue that a single criterion such as the extent of transfer of the training to the job performance is enough or satisfactory approach to evaluation. This would be true where the main purpose of the training programmed was to improve employee performance to increase productivity for example.

Dessler (2008), sets four basic categories of training programme outcomes:

1. Reactions of the trainees to the programme are evaluated; an example is whether they like the programme and that they think it was worth their time, energy and efforts.
2. In respect of learning, trainees are given some kind of a test to find out whether they learned the principles, skills and facts that they were suppose to learn.
3. Find out whether trainees behavior on the job has changed due to the training programme and finally
4. Find out whether the objectives set before the training has been achieved. This last category seems to be the most important. Though the previous three categories are important, yet the training programme must achieve measurable results to achieve its goals as stated in the objectives.

Additionally it is important for both organization and trainers to set an enabling work environment for trainees to be able to put into practice new behaviors learned at training. This must vigorously be supported by trainees' supervisor to make sure the new behavior is entrenched and thus become the normal work life.

For this to be achieved, supervisors and managers must be involved in the training programme right to the end by visiting trainees during the training programme, but more importantly at the final planning session when trainees are made to show commitment on things they would do differently when they return to their jobs.

The caution however is that, since results may be poor due to the inability of training to solve the problem that led to the training in the first place, training must be evaluated through systematically documenting the outcomes of the training in terms of how trainees actually behaved back on their jobs and the relevance of this behaviors to the objectives of the organization. Cascio (2008), says to thoroughly assess the utility or value of the training, answers must be sought to the following question:

1. Did change occur?
2. Was the change due to the training programme?
3. Was the change positively related to the achievement of the organization's goals?
4. Would similar changes occur with new participants in the same programme?

These questions give a clue to issues that must be measured after a training programme. Change due to training must be measured in terms of productivity, quality, improvement, and turnover or accident reduction. Cascio agreed with Dessler in the four areas / categories training programmes that must be evaluated (Reaction, Learning, Behavior and Results).

Asare –Bediako (2008), with a strong background in the Ghanaian context virtually agreed with the evaluation of a training programme. He argued that planning and organizing training programmes represent an investment by the organization and therefore just as returns are expected on investments in other areas of business, training must also yield results to the organization. He also suggested four ways (which are not different from what has been said already by the previous writers except the choice of words) as:

1. Trainee satisfaction
2. Evaluating learning
3. Evaluating learning application and
4. The impact of all three above on the organization.

The most important amongst these evaluation mechanisms however are the learning application and the impact on the organization. These would actually bring about the needed positive change and growth of the organization.

## **2.10 Benefits of Training and Development**

Mullins (2007), gives the purpose of training and development – to improve knowledge and skills and to change trainees attitude. Thus training becomes one of the most important potential motivator and hence the following benefits do accrue from training and development programmes:

- i. Increase in the confidence and commitment of staff
- ii. It provides the needed recognition and enhances responsibility which could lead to an increase in pay and promotion. This more so in organization where pay

increases and promotion are based on the results of performance appraisals e. g. VALCO

- iii. With confidence comes the feeling of personal satisfaction and achievement. This could further broaden career progression opportunities
- iv. Training and development improves the availability, quality and skills of staff.

According to Cole (2004), benefits to organizations from systematic training and development include:

- a. The provision of a pool of skilled personnel for the organization; (same as Mullins fourth point)
- b. Greater commitment of staff (first point of Mullins)
- c. Improved service to customers e. g. Accra Polytechnic
- d. Improvement in job performance with its resulting increase in productivity overall.

From all of the above, it becomes quite clear that training and development is a very key element in the improvement process of organization's performance and increased level of individual performance and finally leading to organizational competence. Training therefore bridges the gap between what should happen and what is happening; i. e. the desired goals or standards and the actual level of performance An organization which therefore facilitates learning, growth and development of individual employees must have training as an integral part of the organization's business strategy. This however seem to be lacking in Accra Polytechnic.

Other benefits that would accrue from training and development are:

- Reduction in the need to supervise employees or subordinates thus freeing supervisors to concentrate other res of the their departments

- Improvement in job satisfaction
- Reduction in employee turnover and scrap and wastage.

Though the benefits discussed above are no exhaustive, they gave an indication to the Polytechnic about the need to take training and development very seriously.

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## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter on research methodology took a look at the research background (vision and mission of the Polytechnic), research design, population, sampling technique, sampling size, data collection procedure and data analysis.

#### **3.1 Research Design**

The design that was considered for the research was survey. The case study approach that was adopted took place at Accra Polytechnic. The case study method was chosen because; case study is suitable for practical problems. It is often seen as being problem – centered, small scaled and manageable. Again, case study method has the uniqueness ability to use and apply differently a lot of different empirical evidence, Yin (1994). The aim of this research was to identify the extent to which Accra Polytechnic have been using planned and systematic training and development to motivate and improve the performance of its employees and therefore the choice of case study.

#### **3.2 Population**

The case study focused on senior staff of the Polytechnic. This was based on the assumption that, this group of employees within the administrative set up were the fulcrum around which all administrative activities in the Polytechnic revolves. They assume the roles of heads of department and supervisors in the absence of substantive heads of departments and supervisors in the administration of the Polytechnic, implementing the policies of management and ensuring that work in the Polytechnic progresses smoothly. The total population of the senior staff in the Accra Polytechnic (including senior staff in academic) is

about One Hundred and Fifty Two (152). Therefore the purposive sampling would eliminate from the population those who do not matter in the research (senior staff in academics).

### **3.3 Sampling Technique**

The purposive (also known as judgmental or subjective) sampling technique was used in the sampling process of the population of the research. Purposive sampling is a non probability sampling in which the decision concerning the individuals to be included in the sample was taken by the researcher based on the fact that these individuals have been around long enough to have the knowledge of the research issue and also the willingness to participate in the research. This technique was also chosen because the sample size was quite small when compared with probability sampling.

### **3.4 Sample Size**

The total population of the 152 mentioned above does not only involve senior staff in academics, but also 24 newly employed senior staff who were still on probation. These groups of senior staff are therefore eliminated from the research sample in line with the purposive sampling technique that was adapted to the research. A sample size of fifty (50) senior staff within A-Poly administration were selected and interviewed for the research. Respondents were supplemented with a set of questionnaire.

Composition	No.
Prin. Asst. Administrators	10
Senior Asst. Administrators	25
Senior Finance Assistants	5
Assistant Administrators	10
Total	50

### 3.5 Data Collection Procedure

With the source of information been the sampled senior staff, the data collection procedure adapted was the self administered questionnaire by the respondents (selected senior staff). The respondents to this questionnaires were free to answer the questions according to their own conscience without been compelled to satisfy the researcher. Information from these questionnaires constituted the primary data for the research. Additionally interviews were conducted with the selected executive members and heads of departments. The interviews were conducted because; it is an important source of gathering data for case studies. The kind of interview used was what is called by Merriam (1998), semi-structured interview. Because of the presence of pitfalls in the use of interviews by way of response bias and reflexivity Yin (1994), though questions are predetermined, the questions for the interview were not asked in any specific order. The interview was designed to allow respondents bring up other issues they felt were of interest to the subject matter. This created the needed friendly and cordial atmosphere which enabled researcher to ask follow-up questions freely.

The questionnaires were pretested on a smaller size of the sampled respondents for the research. This was to ensure that the questionnaires designed solicited the appropriate

responses from the respondents to answer the research question for the achievement of research stated objectives. The use of closed end as well as opened ended questions allowed the researcher to make easy categorization and analysis.

### **3.6 Data Analysis**

Returned questionnaires were edited to correct probable errors and to sort out misconception and misunderstandings to ensure credibility of the research. In order to collect and organize data in such a manner that was acceptable which was later used to conduct the required analysis, the research questionnaires were structured according to the steps provided by the KNUST thesis writing hand book. The data was therefore first put in topical and chronological order so that it was presented in a descriptive manner. Secondly, data was classified into categories, themes and theory to allow the use of quantitative methods to be used to analysis some of the data collected. Finally, information from data analysis was summarized and conclusions and recommendations were made for application by Accra Polytechnic in its training and development programmes of employees.

### **3.7 Brief description of the study area: Accra Polytechnic**

Accra Polytechnic is a public sector institution though quasi semi- autonomous tertiary educational institution. Due to its semi-autonomous status it conducts its own recruitment and selection and training and development of employees. Accra Polytechnic (A-Poly) started as a tertiary institution in 1993 under Act 745 which turned hitherto Polytechnic technical institution in to tertiary. Currently Accra Polytechnic (which is referred to the premier Polytechnic because it was the first Polytechnic technical institution to acquire

tertiary status in the country) has over four hundred (400) employees made of Management, Academic staff (lecturers and instructors) and Administrative staff (office employees, workshop assistants and technicians, laborers, cleaners, drivers and security men) and it is overseen by a Polytechnic Council. The staff is structured into Management, senior members, senior staff (including senior members in administration) and junior staff. It has an Executive committee, Academic board and various committees either under council or academic board. The Polytechnic is located in the heart of the city of Ghana, the gateway to West Africa. The day to day administration is by the rector with assistance from the vice, registrar and the finance officer. It is situated in the central business district of Accra on the Barnes Road and adjacent to the Novotel Hotel. It is sandwich between Ghana Publishing Company to the south and the Trades Union Congress (TUC) headquarters to the north east. The vision and mission of the Polytechnic are as follows:

**Vision:** To develop into a leading technical based tertiary institution.

**Mission:** To produce skilled career-focused, tertiary and middle-level manpower in the areas of manufacturing, commerce, science, technology, applied social science and applied arts.

The Polytechnic is currently made up of three schools namely;

- School of Engineering
- School of Applied Sciences and Arts
- School of Management and Business Studies.

This case study concentrated on senior staff. Interviews were however conducted among the senior members in administrative positions (heads of departments) and some management members.

## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION OF RESULTS

#### 4.1 Introduction

This chapter thoroughly examined and analysed the data gathered on the sampled respondents on the effect of training and development on employees' performance, motivation, retention and morale in Accra Polytechnic. The findings of this research study and the subsequent evaluation carried out on the responses reflect the key areas of training and development and its challenges on employee performance, motivation, retention and morale. Results of this study have important implications for human resource managers whether they are using effective human resource strategies such as training and development for quality staff performance delivering. Responses from multiple questions in some cases were more than the sample size as respondents had the option to choose more than one answer.

#### 4.2 Analysis of Findings

The data was analyzed giving thought to the main research question: the effect of training and development on employees performance, motivation, retention and morale in Accra Polytechnic. Each assessment was looked at individually and descriptive statistics were computed for each. Tables, charts and descriptive explanations were employed to illustrate data collected from the field to make the research findings more meaningful. The following analysis shows the responses received from 50 employees within A-Poly administration.

### 4.1.1 Findings from Employees

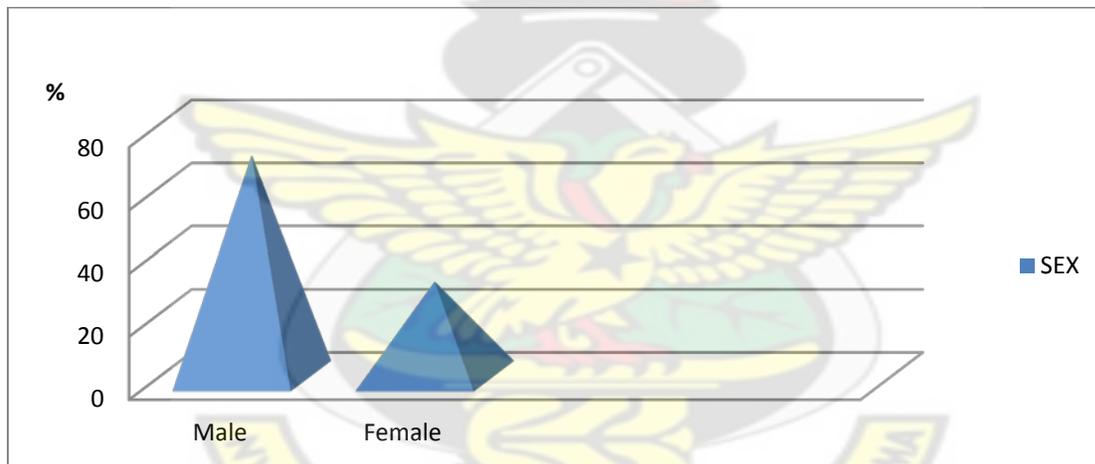
A total number of fifty (50) employees were selected to provide answers to the structured questionnaire.

**Table 4.1.1a: Sex of Respondents**

Sex	Frequency	Percentage (%)
Male	35	70.0
Female	15	30.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

*Source: Field Research, June 2012*

**Figure 4.1.1a: Sex of Respondents**



Results from Table 4.11.a and figure 4.1.1a, indicate that 70% of the employees of Accra Polytechnic were males and 30% of them were females. This analysis is an indication of a slightly high male composition of the members of staff of Accra Polytechnic.

**Table 4.1.1b: Types of Departments**

Type of Department	Frequency	Percentage (%)
Registry	19	38.0
Finance	15	30.0
Academic Dept	11	22.0
Human resource Dept	5	10.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

*Source: Field Research, June 2012*

**Figure 4.1.1b: Types of Departments**

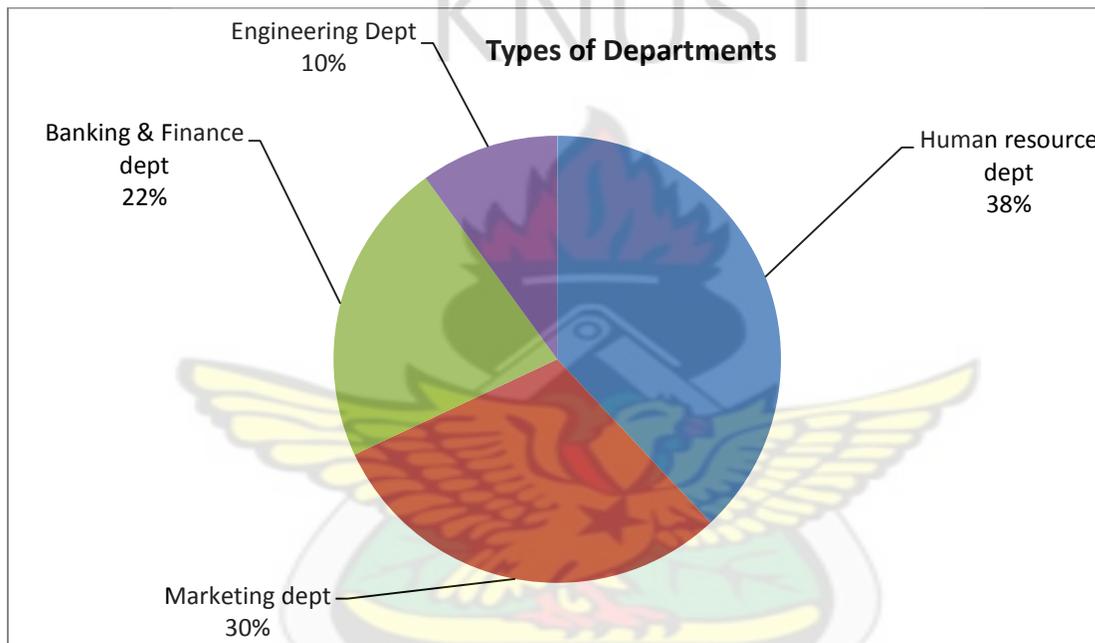


Table 4.1.1b and figure 4.1.1b shows the response received from the employees regarding the types of departments they belong. A majority of 38% of respondents indicated that they were with the registry dept. 30% said they worked at the finance dept., 22% said academic dept. while 10% said human resource dept. This implies that a higher percentage of the employee population worked at the registry department.

**Table 4.1.1c: Educational background of respondents**

<b>Educational background</b>	<b>Frequency</b>	<b>Percentage (%)</b>
SSCE/WASSCE	0	0
HND	5	10.0
DBS	0	0
A' Level	0	0
Degree	45	90.0
<b>Total</b>	<b>50</b>	<b>100</b>

*Source: Field Research, June 2012*

Table 4.1.1c reveals that a maximum of 90% of employees interviewed had their highest level of educational background at the Degree level. Whiles a minimum of 10% of the respondents said their level of education was at the HND level. This observation implies that staff of A'Poly had advanced their educational level to the undergraduate level.

**Table 4.1.1d: Current position at A-Poly**

<b>Current Position</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Prin. Asst. Administrators	10	20.0
Snr. Finance Assistants	5	10.0
Snr. Asst. Administrators	25	50.0
Assistant Administrators	10	20.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

*Source: Field Research, June 2012*

With regards to the current position of respondents, Table 4.1.1d shows that majority of 50% of sampled respondents were senior assistants, 20% each were principal administrators and assistant administrators respectively. However, 10% were senior finance assistants. The results implies that majority of sampled respondents worked in the position of senior assistant administrators.

**Table 4.1.1e: Length of service with A-Poly**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Less than 3 years	3	6.0
Between 3 years and 5 years	25	50.0
More than 5 years	22	44.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

*Source: Field Research, June 2012*

Table 4.1.1e shows the response received from the employees regarding the number of years they have worked with Accra Polytechnic, 50% indicated that they had worked between 3 and 5 years. 44% said they have worked with Accra Polytechnic for more 5 years while another 6% said they have worked for less than 3 years.

All of these demographic projections have significant implications for managing human resources, thereby increasing the importance of training and development (Armstrong & Baron, 2002). The changing demographics mean there will be fewer entry-level employees, so competition among employees will increase.

**Table 4.1.1f: Knowledge of training and development policy of the A-Poly**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	11	22.0
No	30	60.0
Not Sure	9	18.0
<b>Total</b>	<b>30</b>	<b>100.0</b>

*Source: Field Research, June 2012*

Table 4.1.1f shows that 60% of respondents at A-Poly indicated that they were not aware of any training and development policy, 22% said they were aware of the existence of a training and development policy whilst 18% indicated that they were not sure of the existence of

training and development policy. The analysis implies that training and development policy at institutions are not mostly known to employees which sometimes hinder any proposed training and development programme (Armstrong, 2006).

**Table 4.1.1g: Form of training received since joining A-Poly**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Local in-house	31	62.0
External training	19	38.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

*Source: Field Research, June 2012*

Table 4.1.1g shows that 62% of respondents at A-Poly mentioned that they had received training since joining A-Poly in the form of local in-house whilst 38% said they had received training since joining A-Poly in the form of external training. The analysis implies that training and development programme usually takes several forms including in-house (workshops, seminars etc) or external (consultants engagement).

**Table 4.1.1h: Impact of Training on work performance**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Excellent	30	60.0
Better than before	6	12.0
Very good	14	28.0
<b>Total</b>	<b>50</b>	<b>100</b>

*Source: Field Research, June 2012*

Data analysis from table 4.1.1h indicates that a maximum of 60% of sampled respondents agreed that the impact of training on their work performance was excellent. Fourteen (14) respondents representing 28% mentioned that the impact of training on their work performance was very good whilst 12% said the impact of training on their work

performance was better than before. The implication of the results confirms that training adversely impacts on work performance (Arvey and Faley 1988).

**Table 4.1.1i: Relevant of training content to achieving personal needs, goals and self development**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Totally relevant	31	62.0
Very relevant	10	20.0
Not relevant	9	18.0
Cannot tell	0	0.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

*Source: Field Research, June 2012*

With regards to the question of whether training content was relevant to achieving personal needs, goals and self development, thirty-one respondents (31) representing 62% indicated that the training content was relevant to achieving their personal needs, goals and self development. Twenty percent (20%) said content was very relevant, 18% indicated content was not relevant. The analysis explains Asare-Bediako (2008) report that training content must seek to achieve individual personal needs, goals and self development.

**Table 4.1.1j: Contribution of training and development to effectiveness and efficiency at A-Poly goals**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Agree	50	100.0
Disagree	0	0.0
Not Sure	0	0.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

*Source: Field Research, June 2012*

Table 4.1.1j shows analysis on whether training and development at A-Poly would contribute to achieving effectiveness and efficiency of A-Poly goals. Total respondents representing 100% all indicated that training and development would contribute to achieving effectiveness and efficiency of A-Poly goals. Ivancevich (2010) confirms the analysis which says “training contributes to improving efficiency and effectiveness of current or future performance of employees in any institution”.

**Table 4.1.1k: Organizational issues constraining training and development at A-Poly**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	50	100.0
No	0	0.0
Not Sure	0	0.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

*Source: Field Research, June 2012*

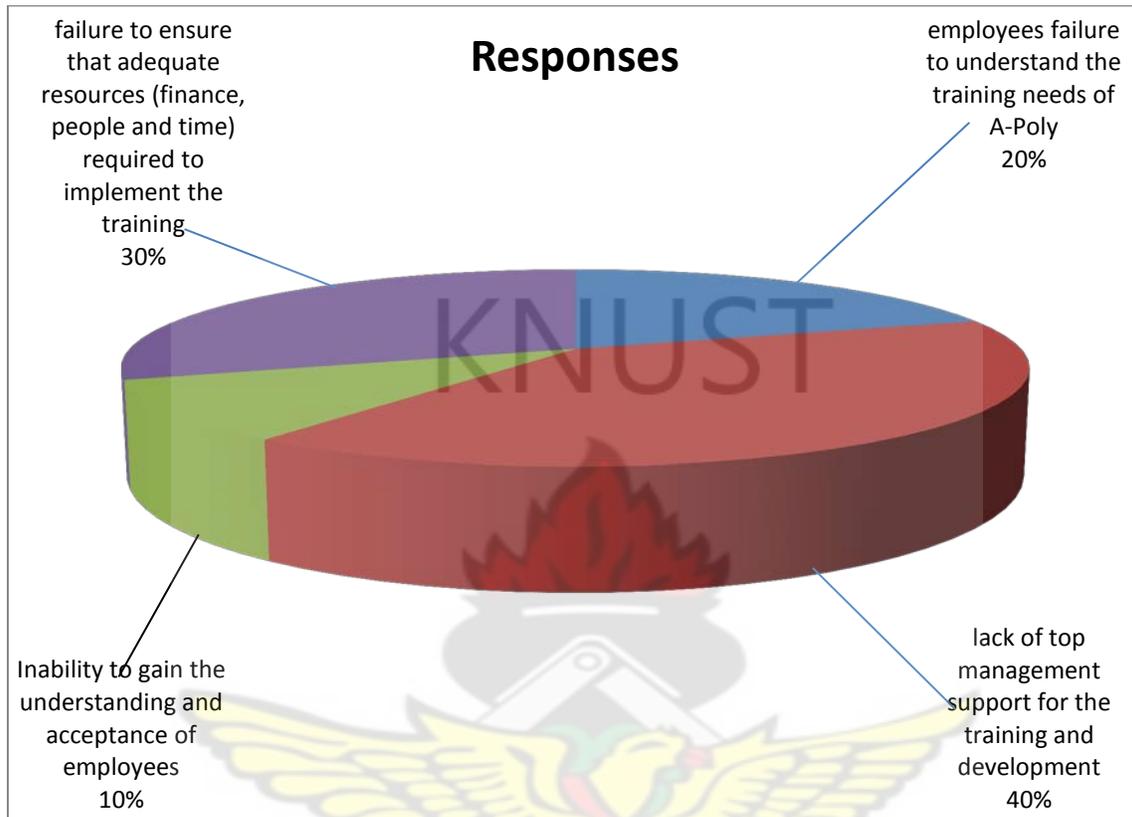
Table 4.1.1k shows that total respondents representing 100% indicated that there were organizational issues constraining training and development at A Poly. The observation clearly implies that since training is a systemic process it is bound to face challenges in the process (Armstrong, 2000).

**Table 4.1.1l: Types of Organizational issues constraining training and development at A-Poly**

<b>Organizational issues</b>	<b>Frequency</b>	<b>Percentage (%)</b>
employees failure to understand the training needs of A-Poly	10	20.0
lack of top management support for the training and development	20	40.0
Inability to gain the understanding and acceptance of employees	5	10.0
failure to ensure that adequate resources (finance, people and time) required to implement the training	15	30.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

*Source: Field Research, June 2012*

**Figure 4.1.11: Types of Organizational issues constraining training and development at A-Poly**



*Source: Field Research, June 2012*

Regarding the types of organizational issues that constrain training and development at A Poly, table 4.1.11 and figure 4.1.11 shows that 40% indicated that the lack of top management support for the training and development at A-Poly was the main organizational issue. Thirty percent (30%) indicated failure to ensure that adequate resources (finance, people and time) required to implement the training was the organizational issue, 20% said employees failure to understand the training needs of A-Poly whilst 10% said inability to gain the understanding and acceptance of employees. This observation confirms the position of Cole

(2000) which indicates that several organizational issues constrain training and development which must be addressed in order to improve efficiency and effectiveness.

**Table 4.1.1m: Current training and development strategies which have influenced the achievement of A-Poly goals**

<b>Organizational issues</b>	<b>Frequency</b>	<b>Percentage (%)</b>
An attraction and selection strategy that delivers the right talent at the right time and acts as a starting place for effective employee engagement	10	20.0
A development strategy and system that grows the technical, core and leadership competencies that accelerate A-Poly's performance	25	50.0
An integrated performance and rewards strategy that engages and motivates employees to deliver results and offers employees what they need to excel in their work	15	30.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

Source: Field Research, June 2012

**Figure 4.1.1m: Current training and development strategies which have influenced the achievement of A-Poly goals**

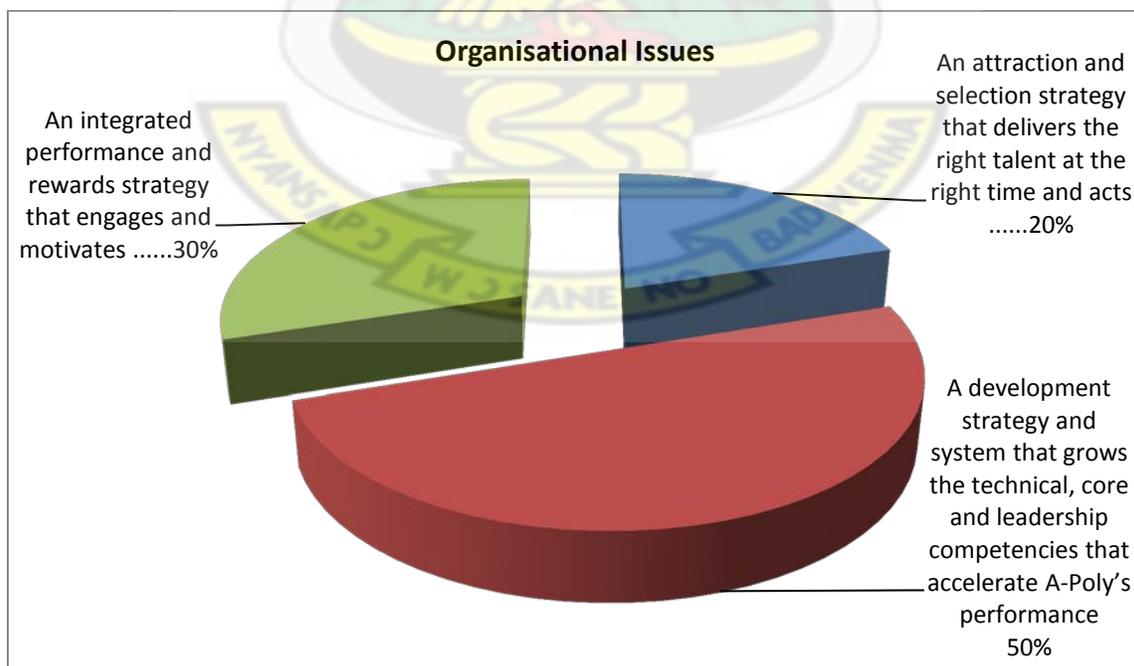


Table 4.1.1m and Figure 4.2.3m above indicates that a maximum of 50% of respondents indicated that a development strategy and system that grows the technical, core and leadership competencies that accelerate A-Poly's performance was the current training and development strategy which has influenced the achievement of A-Poly goals. Another 30% stated an integrated performance and rewards strategy that engages and motivates employees to deliver results and offers employees what they need to excel in their work, whilst 20% mentioned an attraction and selection strategy that delivers the right talent at the right time and acts as a starting place for effective employee engagement. The observation is similar to the statement of Mumford (1987) which indicated that training and development strategies such as developing a strategy to grow technical and leadership competencies can influence the achievement of goals. Therefore A-Poly must provide a framework for making training and development decisions based on its vision and strategic plan.

**Table 4.1.1n: Has training and development been traditionally used to ensure that the right person is in the right job at the right time**

Responses	Frequency	Percentage (%)
Strongly Agree	0	0.0
Agree	50	100.0
Disagree	0	0.0
Strongly disagree	0	0.0
<b>Total</b>	<b>50</b>	<b>100</b>

*Source: Field Research, June 2012*

Regarding analysis whether training and development has traditionally been used to ensure that the right person is in the right job at the right time, all the 50 respondents representing 100% mentioned that that training and development has traditionally been used to ensure that the right person is in the right job at the right time. According to Cole (2000), heightened domestic competition can interfere with efficient operations, so organizations typically

attempt to use training and development to ensure that the right person is in the right job at the right time.

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## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter gives a summary of the study with conclusions based upon the results of the study and recommendations for the way forward.

#### 5.2 Summary of Findings

This research examined the effect of training and development on employees' performance, motivation, retention and morale, a case of Accra Polytechnic. The research had the objectives to find out how training and development of employees contribute to the achievement of the goals of the Polytechnic. Again it found out whether there were organizational issues that constrain training and development in the Polytechnic. Furthermore it investigated how training and development needs of employees were determined.

To achieve these objectives a sample of 50 senior staff were selected and questionnaire were administered. This was further supported with an interview of the rector, registrar and finance officer of the Polytechnic. The study revealed the following interesting findings:

Firstly total respondents representing 100% indicated that training and development contributed to achieving effectiveness and efficiency of A – Poly goals. Additionally this same percentage mentioned that training and development has traditionally been used to ensure that, the right person is in the right job at the right time. Again the total respondents

representing 100% said that there were organizational issues constraining training and development at Accra Polytechnic.

Further more, 60% of the sampled employees admitted that, impact of training on their work performance was excellent. They indicated also that, training content was relevant to achieving their personal needs, goals and self development. Below are the summary of findings itemised:

1. A large number (60%) of the sampled employees admitted that impact of training on their work performance was excellent.
2. The study also revealed the training content was relevant to achieving their personal needs, goals and self development.
3. Total respondents representing 100% all indicated that training and development contributed to achieving effectiveness and efficiency of A-Poly goals.
4. Regarding analysis on the organizational issues constraining training and development at A-Poly, total respondents representing 100% indicated that there were organizational issues constraining training and development at A Poly.
5. The research also revealed that 40% indicated that the lack of top management support for the training and development at A-Poly was the main organizational issue, 20% said employees failure to understand the training needs of A-Poly whilst 10% said inability to gain the understanding and acceptance of employees.
6. A large percentage (50%) of the respondents mentioned a development strategy and system that grows the technical, core and leadership competencies which accelerate A-Poly's performance was the current training and development strategy which has influenced the achievement of A-Poly goals.

7. All the 50 respondents representing 100% mentioned that that training and development has traditionally been used to ensure that the right person is in the right job at the right time.

### **5.3 Conclusions**

Based on the results of the study, it became clear that training and development strategy was a haphazardly carried out activity at Accra Polytechnic. Although the respondents were aware of the various aspects of training and development, there was no strategic framework in place as the basis for an operational plan for the training and development strategy even though all respondents indicated that training and development was part of the strategic business plan process of Accra Polytechnic.

Furthermore, it can be concluded that clear human resource management in general, and training and development in particular at Accra Polytechnic, should become more closely tied to the needs and strategies of Accra Polytechnic. As this occurs, training and development at Accra Polytechnic will be the thread that ties together all other activities and integrates these with the rest of the departments.

It became clear from respondents that the major organizational issue constraining training and development at Accra Polytechnic was lack of top management support for the training and development programs. Therefore Accra Polytechnic in its attempt to enhance employee performance, motivation, retention, and morale competition must endeavour to ensure effective training and development strategies across all departments.

## 5.4 Recommendations

Based on the findings and conclusions, the following recommendations are outlined for addressing challenges identified as well as ways of improving training and development at Accra Polytechnic:

1. Training and development should be seen not only as the thread that ties together all human resource practices, but also as the instrument for establishing and signalling when and how work practices should change. In other words, employees of Accra Polytechnic should take on the role of organizational change agents (Beer & Walton, 1987). To be effective in this role, the HR manager will need to create a framework for making HR decisions based on Accra Polytechnic vision and strategic plan.
2. In order to position Accra Polytechnic for success, management must empower departments in the various branches to engage in training and development. Corporately, three key directions have been identified to assist management in managing the workforce changes. They include:
  1. Building Our Potential
  2. Strengthening Our Competitiveness
  3. Renewing Our Workplace.

The purpose of this is to ensure that Accra Polytechnic workforce and strategic objectives are aligned to guarantee the delivery of quality programme and services to the public, and that the training would assist in positioning Accra Polytechnic for the future. Through a collaborative process, each department should develop its own

training and development plan, which outlines its critical strategic issues for the next 3 – 5 years as well as proposed strategies to address those issues.

3. Some key examples of how departments can plan for the future training and development must be outlined in a document and should be used to help mitigate any negative impacts as a result of demographics, Accra Polytechnics priorities and competency requirements. The documents can also help ensure that Accra Polytechnic departments have what they need to get the job done, and that there is efficient matching of skills and competencies to departmental tasks, requirements and outcomes.
4. To better compete in the global market, Accra Polytechnic will need to create and implement corporate strategies to promote itself as a “preferred employer” – investing in progressive HR policies and programs with the goal of building a high-performing organization of engaged people, and fostering and creating a work environment where people want to work, not where they have to work.
5. Retention and attraction in today’s changing labour market requires Accra Polytechnic to look at the key drivers that are important to it and potential employees. Examples of these include offering employees:

- Diversified and Challenging Work
- An Attractive Compensation Package (not just salary)
- Advancement Opportunities
- Access to Continuous Learning
- Opportunities for Personal and Professional Growth

- An Inclusive Workplace
- Work-Life Balance
- Ongoing Recognition of Contributions to the Organization

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(Appendix)

QUESTIONNAIRE

Dear respondent,

The researcher is a Commonwealth Executive Master of Business Administration (CEMBA) student at Kwame Nkrumah University of Science and Technology (KNUST). This questionnaire seeks to collect data on the topic: **the effect of training and development on employees performance, motivation, retention and morale in Accra Polytechnic.**

Your candid opinion on the subject matter will be most welcome. Be assured of the confidentiality and anonymity for all the response you will provide. I count on your cooperation. Thanks.

Please tick the appropriate box or write in the space provided.

**A. Socio-demographic data**

1. What is your gender? Male ( ) Female ( )
2. What is your Department?
  - a. Human resource dept. ( )
  - b. Marketing dept. ( )
  - c. Banking & Finance dept. ( )
  - d. Engineering Dept ( )
  - e. g.Other(s).....
3. What is your educational background?
  - a. SSCE/WASSCE ( )
  - b. A' Level ( )
  - c. DBS ( )
  - d. HND ( )
  - e. Degree ( )
4. What is your current position?
  - a. Administrator ( )
  - b. Finance officer ( )
  - c. Tutor ( )
  - d. Office assistant ( )
  - e. g.Other(s).....

5. How long have you been working with Accra Poly?.....
- a. less than 3 years ( )      b. between 3 and 5 years ( )      c. more than 5 years ( )
6. Are you aware of the training and development policy of the A-Poly?  
Yes ( )      No ( )      Not Sure ( )
7. If yes, how did you know about it?
- a. During orientation ( )  
b. Official communication to me ( )  
c. Through Accra Polytechnics publications ( )  
d. Information from colleagues ( )
8. Have you ever received any form of training since joining A-Poly? Yes ( ) No ( )
- If yes, mention type of training / course attended
- Local in – house ( )      External Training ( )
9. How did the training impact on your work performance?
- a. Excellent ( )  
b. Very good ( )  
c. Good ( )  
d. Better than before training ( )  
e. No change at all ( )
10. Was the training content relevant to achieving your personal needs, goals and self development?
- a. Totally relevant ( )  
b. Very relevant ( )  
c. Not relevant ( )  
d. Cannot tell ( )
11. Do you agree that training and development at A-Poly would contribute to achieving effectiveness and efficiency of A-Poly goals?
- Agree ( )      Disagree ( )      Not Sure ( )

12. Are there organizational issues that constrain training and development at A Poly?

Yes ( ) No ( ) Not Sure ( )

13. If Yes, indicate organizational issues by ticking,

- a. employees failure to understand the training needs of A-Poly ( )
- b. lack of top management support for the training and development ( )
- c. Inability to gain the understanding and acceptance of employees. ( )
- d. failure to ensure that adequate resources (finance, people and time) required to implement the training ( )

e. Other

(s).....  
.....  
.....

14. What current training and development strategies have influenced the achievement of A-Poly goals?

- a. An attraction and selection strategy that delivers the right talent at the right time and acts as a starting place for effective employee engagement, ( )
- b. A development strategy and system that grows the technical, core and leadership competencies that accelerate A-Poly's performance ( )
- c. An integrated performance and rewards strategy that engages and motivates employees to deliver results and offers employees what they need to excel in their work. ( )

d. Other(s).....  
...

15. Do you agree that training and development has traditionally been used to ensure that the right person is in the right job at the right time?

Strongly Agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

If no, what are the reasons for not using training and development strategy to ensure that the right person is in the right job at the right time?

- a. inefficient recruitment and selection techniques ( )
- b. No training and development centres ( )
- c. Absence of a strategic HR plan ( )
- d.

Other(s).....  
.....

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