

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

KNUST-SCHOOL OF BUSINESS

AN INVESTIGATION INTO TRAINING AND DEVELOPMENT PRACTICES

A CASE STUDY OF SELECTED JUNIOR HIGH SCHOOLS (JHS) IN KUMASI

METROPOLIS

KNUST

BY

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DECLARATION

I Kyere Stephen Tayi hereby declare that this submission is my own work towards the Master of Business Administration (Human Resource Management Option) and that, to the best of my knowledge, it contains no materials previously published by another person nor material which has been accepted for the award of any other degree of the university, except where due acknowledgement has been made in the text.

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DEDICATION

With much passion I dedicate this thesis to my dad, **Opanin Kwadwo Kyere**, and mum **Mrs Mary Saniba Kyere** whose pieces of advice have kept me this far.

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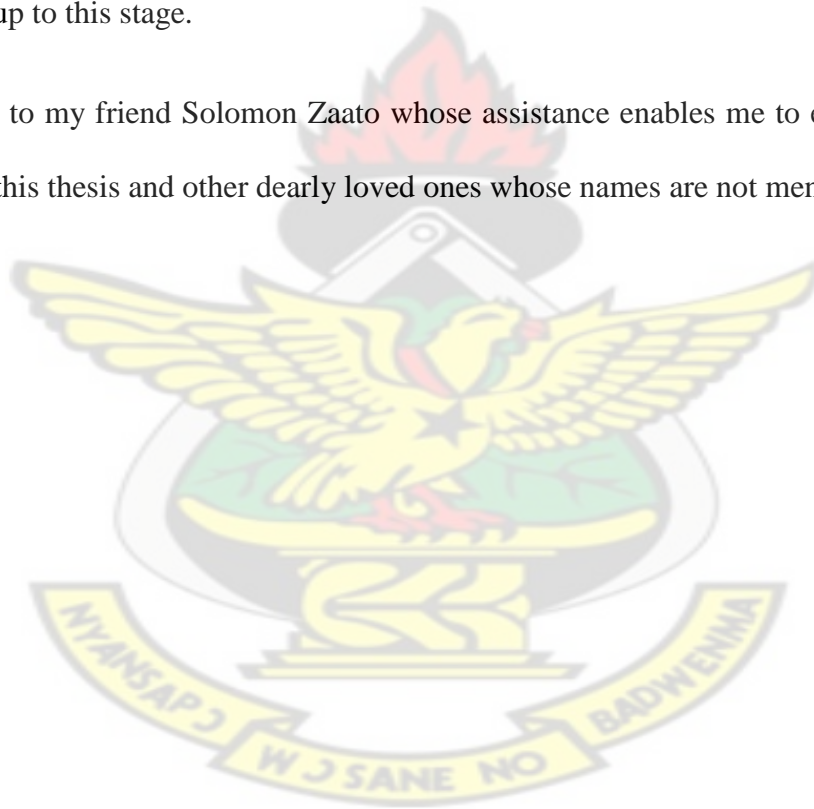
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ABSTRACT

Institutional Training and Development is so crucial for employee performance and should be given the necessary budgetary and management support without fail. This thesis is meant to investigate training and development practices for employees in selected JHS in Kumasi Metropolis. The study revealed that one-on one mentoring, job orientation, and on the job training were some of the training and development methods used. It was also revealed that, frequent training and development will have impact on performance of employees, as they will acquire skills and knowledge that is important to their job, help them achieve set targets and enhance employee output. Internship and assistantship, skills training, and job instruction training were the types of training and development practices used by institutions. On-the job training and job rotation among classes and positions in the school were some of the methods of training and development programs. On the factors used in assessing training and development needs of Staff, the study revealed that, there were no laid down rules and it is at times on ones qualification, work/position, commitment to duty / recommendations from employers like GES and other stakeholders. The study shows that the training and development programs organized by institutions exposed them to appropriate content and methodologies, increased their knowledge in the discharge of duties, increased output, increased job satisfaction and morale, increased their job security, and reduced management complains whilst enhancing their capacity to adopt new technologies and methods. The study recommended that there should be laid down policies regarding training and development programs for employees. It was also recommended that management should show commitment by providing the necessary resources for implementing training and development.

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CHAPTER ONE

INTRODUCTION

1.2 Background of the Study

There is a need in every organization to enhance the job performance of the employees. The implementation of a training and development program is one of the major steps that most companies use to enhance employee performance. With organization having better trained and developed employees organizations are able to avoid wasteful spending and improved performance. In today's environment employees or staffs are increasingly demanding change, choice, flexibility, as well as variety in their work. The value of the organization increases with better trained employees and also employees trained properly are highly motivated and have a sense of responsibility as captivating the organization as their own.

According to Jelena Vemić (2007), that in the period between 1900 and 1950, the amount of human knowledge doubled, and since then it has doubled every 5 to 8 years. Knowledge is becoming obsolete so quickly that all of us need to double our knowledge every 2 to 3 years in order to keep up with the changes.

In addition to that, due to the increasing complexity and uncertainty of the environment it therefore requires different and greater knowledge in all organisations. Modern business requires more and more knowledge and skills that are still inadequately present in the formal school education, thus the gap between business requirements and the knowledge acquired at school is growing.

The need for employee performance expectation keeps rising while the economic recession has caused training budget to shrink causing the Human Resource Training and Development unit to do more with less (Asamoah, 2004).

Training and Development helps in optimizing the utilization of human resources that further helps the employee to achieve the organizational goals as well as their individual goals and also helps to provide an opportunity and broad structure for the development of human resources' technical and behavioural skills in an organization.

In addition it also helps the employees in attaining personal growth. Training and Development helps in increasing the job knowledge and skills of employee at each level. It helps to expand the horizons of human intellect and an overall personality of the employees. Training and Development importantly increases the productivity of the employees that helps the organization further to achieve its long-term goal and on the whole improves upon the quality of work and work-life.

Training and development (T&D) encompasses three main activities: training, education, and development. Garavan, Costine, and Heraty, of the Irish Institute of Training and Development, note that these ideas are often considered to be synonymous. However, to practitioners, they encompass three separate, although interrelated, activities.

Training as the first activity is an activity that is both focused upon, and evaluated against, the job that an individual currently holds.

Secondly, education is the activity that focuses upon the jobs that an individual may potentially hold in the future, and is evaluated against those jobs and employee development is the activity that focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future, and is almost impossible to evaluate.

Achieving organizational goals cannot be done without human resources (HR) as Thomas Watson, the founder of international Business Machine(IBM) and cited in Bohlander and Snells

(2004) once remarked that “you can get capital and erect buildings but it takes people to build a business”.

From an organizational perspective human resource encompasses the people in the organization, its employees- thus the human potential available to a business. The people in an organization offer different skills, abilities and knowledge that may or may not be appropriate to the needs of the business. In management terms, human resource refers to the traits people bring to the workplace-intelligence, aptitude, commitment, tacit knowledge and skills and the ability to learn. But the contribution of this human resource to an organization is typically variable and unpredictable.

This indeterminacy of an employee’s contribution to his or her organization’s activities that make the human resource the ‘most vexatious of the assets to manage’ (Fitz-enz,2000 cited in Bratton and Gold, 2003).

As the generator of new knowledge, employee training and development is placed within a broader strategic context of human resources management, thus i.e. global organizational management, as a planned staff education and development, both individual and group, with the goal to benefit both the organization and employees. To preserve its obtained positions and increase competitive advantage, the organization needs to be able to create new knowledge, and not only to rely solely on utilization of the existing. Thus, the continuous employee training and deployment has a significant role in the development of individual and organizational performance and JHS schools in the Kumasi metropolis are no exemption.

As lack of T&D in schools lead to low level of motivation and performance of employees, it also affects the performance of teachers and the students they teach. It is based upon this

background a study into the training and development practices of employees in JHS in the Kumasi metropolis is a welcome one.

1.2 Statement of the Problem

The training, development and motivation of the needed human resource which are the 'most valued asset' in any organization whether public or private have been seen by most experts as major ingredient in ensuring the achievement of all organizational goals and objectives. The training and development of JHS teachers in the country will therefore motivate them more to give off their best for the benefit of their employers and the students will also benefit most from them.

Understanding the tremendous significance of education for the modern organization and confident that it represents a good and remunerative investment, present day organizations set aside more and more resources for this activity. Most of the organizations invest 3 to 5% of their revenue into adult education. It is estimated that the organizations that desire to keep the pace with changes need to provide their employees with 2% of total annual fund of working hours for training and education, Torington et.al (2004). Thus, it is necessary to accept the model of permanent, continuous learning. That truth has been known for more than two centuries. Denis Diderot, a French philosopher and literate of the Age of Enlightenment, wrote the following:

"Education shouldn't be finished when an individual leaves school, it should encompass all the ages of life...to provide people in every moment of their life with a possibility to maintain their knowledge or to obtain new knowledge, Kukrika, et.al (2003).

This has led to the inability for teachers to pursue further education due to the Human Resource Training and Development policy of the educational policy of the country. This phenomenon has also contributed to the lack of teachers with adequate training to teach at the various basic schools as a result low motivation of teachers and poor evaluation of the training and development activities in the schools.

This capacity which gives meaning to effective and vibrant JHS education system has however been found wanting and indeed been recognized as a possible weak link.

Training and development which is perceived as a key HR function that can arrest this unpleasant situation is often overlooked in the JHS in Kumasi Metropolis. This has often resulted in the poor performance of staff which in turn affects the performance of the students.

Armstrong (2001) noted that one of the benefits of training is to improve individual, team and corporate performance in terms of output, quality, speed and overall productivity. This means that without training and development, individual and organizational growth may ground to a halt. This raises questions as to how the training and development programmes of JHS should be conducted and the impact it has on the performance of their employees. Does the JHS embark on training and development programmes, what are the training techniques or methods used by JHS, what are the effects of the training programmes on the performance of their employees and what are the challenges that hinder this very important HRM functions.

It was in an attempt to answer these questions that the study sought to investigate the role of employee training and development and its effect on performance in the JHS in Kumasi metropolis.

1.3 Objectives of the Study

The objectives of the study are categorised into two (2). These are the general objective and the specific objectives.

1.3.1 General Objective

The objective of this study is to investigate into the training and development practices of selected Junior High Schools (JHS) in the Kumasi metropolis.

1.3.2 Objectives of the Study:

The objectives of the study are to:

- 1) Investigate the nature and types of HR training and development practices for employees of the JHS in Kumasi Metropolis.
- 2) Assess the methods and types of training and development programmes for employees of the JHS in Kumasi Metropolis.
- 3) Examine the effect of training and development programmes on employee performance at the JHS
- 4) Make recommendations from management personnel on effective employee training and development program towards enhancing employee performance.

1.6 Research Questions

In order to achieve the purpose of the study, the following fact finding questions will be researched:

- 1) What are the types of HR training and development practices for employees of the JHS in Kumasi Metropolis?

- 2) What are the methods and types of training and development programmes for employees of the JHS in Kumasi Metropolis?
- 3) What are the effects of training and development programmes on employee performance at the JHS?
- 4) What recommendation do you make for effective employee training and development towards enhancing employee performance?

1.7 Significance of the Study

The study is focused on the need is to investigate into the training and development practices of selected Junior High Schools (JHS) in the Kumasi metropolis. The intention of the study is to encourage training and development practices among the employees of JHS in the metropolis towards enhancing employee performance as well as improving the performance of students.

It should be possible to take into consideration the role of those who take part in the formation and implementation of training and development practices in the various schools for efficiency to bring about positive change in the attitude of employees in carrying out their roles and responsibilities.

In addition, the findings may be used as a contribution for future research, for example the study could be a basis for developing hypotheses to be tested on. This study may also be useful to people who are interested in doing further study on training and development practices of employees at the JHS. Moreover, this study offers information and suggestions on best training and development practices to these selected schools. Thus, the study will contribute to the growth and development of these organisations as proper training and development practices on

the recommendations and the suggestions of the study are implemented and the nation as a whole.

1.6 Scope of the Study

The major emphasis of this study will be on training and development. The people who will be contacted for the study includes; Management board of Board of Directors, Head/Headmistresses of Basic Schools, Departmental heads, a sample of the teaching staff, administrative staff and students at the time research is conducted in the selected schools within the Kumasi metropolis.

Data will be collected from the various schools on their training and development methods and techniques will be used while focusing the study specifically on the training and development practices of the selected Junior High Schools (JHS) in Kumasi metropolis.

1.7 Limitations of the Study

The study was conducted within the framework of exploring the training and development practices of some selected Junior High Schools (JHS) in Kumasi metropolis. The sample size of this study is not enough to give the complete picture of all JHS functioning within Kumasi Metropolis. Data will be collected through simple structured questionnaires.

This is due to the fact that the researcher was severely limited by resources, both time and financial to cover all the JHS in the metropolis. Again, as expected by the researcher, most of the respondents were unwilling to be probed further for fear of victimisation from management.

However, it is worth noting that these limitations had nothing to do with the objectives and findings of this research work in any significant way.

1.8 Organization of the Study

The study is organized into five chapters. The first chapter which is the introduction covers the background to the study, problem statement, objectives of the study, research questions, justification of the study, and scope of the study and organization of the study. This is followed by chapter two which review extensive related historical literature on the subject of discussion. Chapter three covers the methodology for the study which comprises the research design, population, sample and sampling technique, research sources of data and data collection instrument, method of data analysis and profiles of schools under study. The data presentation and analysis is contained in chapter four. The last chapter which is chapter five writes on the summary of the major findings, conclusions and recommendations for further research. This is followed by the references and appendices.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Chapter two comprises the literature review of relevant prior literature on Training and Development Practices. The following headings were considered: Introduction to the review, related definitions, nature and types of HR training and development practices of employees towards performance, determination of training and development needs, rational for training and development of employees among other related issues on training and development of employees towards organizational performance.

2.1 Definition of Related Terms

Employee training which a sub-system of human resource development is a specialized function and is one of the fundamental operations of human resource management. After acquisition of human capital, it is important for managers to know how best to utilize those resources once they are acquired. Thus, training and development are ongoing activities for successful businesses. Since technology and other forces are constantly changing and creating new challenges, training and development become important ways for the business to keep pace with the dynamics of its environment. When jobs were simple, easy to learn and influenced to only a small degree by technological changes, there was little need for employees to upgrade or alter their skills. But that situation rarely exists today since rapid jobs changes are occurring, requiring employee skills to be transformed and frequently updated and also the need for higher education and skills for those wishing to gain employment in the future.

Cross-cultural training is also necessary in cases where there are expatriate managers or employees. The cross-cultural training is much more than just language training. It should provide an appreciation of the new culture including details of its history and folklore, economy, politics (both internal and its relations with other countries), religion, social climate and business practices. De Cenzo et al (1996) realized that it is easy to recognize that religion is highly important in daily life in the Middle East, but knowledge of the region's history and an understanding of the specific practices and beliefs is important to avoid inadvertently insulting associates or social contacts.

2.2 Training in Human Resource Management (HRM) Context

Chabra Neha T. (2001) defines training as an organized activity for increasing the knowledge and skills for a definite purpose. Training, according to Plunkett and Attner (1986) supplies the skills, knowledge and attitudes needed by individuals or groups to improve their abilities to perform their present jobs. Cole (2002) also explains training as a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task that needs to be done, for example, the need to have efficiency and safety in the operation of particular machines or equipment. Thus training could be seen as the systematic process of altering the behaviour and or attitudes of employees in a direction to increase the achievement of organizational goals. This means that for any organization to succeed in achieving the objectives of its training programme, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity. Moreover, a formal training is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge.

2.2.1 Types of HRM Training Programmes for Employees

Training of employees involves two (2) tasks: orientation and skills training.

2.2.1.1 Orientation

Fred L. Fry et al (2000) in discussing the types of HRM training programmes indicated that orientation refers to making sure employees understand and accept the norms and culture of the organization. Managers must work with new employees to clarify the rules, policies and values. This is not an easy task, especially if the workers have been accustomed to a different kind of organizational culture. For example, encouraging employees to accept an empowerment-oriented culture can be difficult when they are used to a culture where bosses make all the major decisions. Businesses spend anywhere from a few days to one or two weeks in basic orientation for new employees. The first several days on the job are crucial in the success of new employees. Orientation training should emphasize the following topics:

- The company's history and mission.
- The key members in the organization.
- The key members in the department(s), and how the department helps fulfil the mission of the company.
- Personnel rules and regulations, Fred L. Fry et al (2000).

Some companies use verbal presentations while others have written presentations. Many small businesses convey these topics in one-on-one orientations. No matter what method is used, it is important that the newcomer understand his or her new place of employment.

2.2.1.2 Skills Training

This is undertaken to make sure the employee has the skills needed to perform work in the manner the business desires, Fred L. Fry et al (2000). There are two broad types of skills training available to small businesses: **on-the-job** and **off-the-job** techniques. Individual circumstances and the "who," "what" and "why" of your training program determine which method to use.

2.2.1.3 On-the-Job Training

This method of training is delivered to employees while they perform their regular jobs. In this way, they do not lose time while they are learning, Fred L. Fry et al (2000). Usually, this is done by an experienced employee or the head of department who does similar work. The experienced employee coaches the new employees and that brings a close collaboration between the trainer and learner(s). After a plan is developed for what should be taught, employees should be informed of the details. A timetable should be established with periodic evaluations to inform employees about their progress. Fred Fry et al (2000) added that, one advantage of this training approach is that employees can contribute to the organization while they are being trained. Also it is simple and less costly to operate. On-the-job techniques include job instruction training, apprenticeships, internships and assistantships, job rotation and coaching.

2.2.1.4 Job Instruction Training

According to De Cenzo et al (1996) is a systematic approach to on-the-job training developed during World War II to prepare supervisors to train employees and it consists of four basic steps: In the first place, this involves preparing the trainees by telling them about the job and overcoming their uncertainties during the job instruction training.

Secondly, this is done by presenting the instructions clearly, ensuring that essential information is presented in a clear manner.

Job Instruction Training or on the job training is also done by having the trainees try out the job to demonstrate their understanding of what is being taught and expected of them afterwards and finally, job instruction training is done by placing the workers into the job, on their own, with a designated resource person to call upon should they need assistance.

De Cenzo et al (1996) further reiterated that, the use of Job Instruction Training (JIT) can achieve impressive results by following these steps as studies indicated that employee turnover can be reduced. This form of training also shows that, higher levels of employee morale have been witnessed, as well as decreases in employee accidents.

2.2.1.5 Apprenticeships

This helps to develop employees who can do many different tasks. They usually involve several related groups of skills that allow the apprentice to practice a particular trade, and they take place over a long period of time in which the apprentice works for, and with the senior skilled worker. Apprenticeships are especially appropriate for jobs requiring production skills, Kennedy Joseph (2009).

2.2.1.6 Internships and Assistantship

To Kennedy Joseph (2009), internship and Assistantship usually involves a combination of classroom and on-the-job training. Internship training is usually meant for such vocations where advanced theoretical knowledge is to be backed up by practical experience on the job. They are often used to train prospective managers/heads of departments, and other personnel of organisations.

2.2.1.7 Job Rotation

This involves moving an employee through a series of jobs so he or she can get a good feel for the tasks that are associated with different jobs. It is usually used in training for supervisory positions. The employee learns a little about everything. This is a good strategy for small businesses because of the many jobs an employee may be asked to do, Kennedy Joseph (2009).

2.2.1.8 Coaching

This is where the supervisor imparts job knowledge and skills to his subordinate. The emphasis in coaching or instructing the subordinate is on learning by doing. This method is very effective if the supervisor has sufficient time to provide coaching to his subordinates, Kennedy Joseph (2009).

2.2.1.9 Off-the-Job Training

According to Fred L. Fry et al (2000) training occurs when employees are taken away from the job and offered education that will improve their job performance. In many businesses, employees receive numerous hours off-the-job training each year. They may listen to experts discussing proper safety procedures, way to interact with customers, or go to the local college to learn how to use a new computer program. Off-the-job techniques include lectures, special study, films, television conferences or discussions, case studies, role playing, simulation, programmed instruction and laboratory training. Most of these techniques can be used by small businesses although, some may be too costly.

Decisions regarding the type of training depend on the job being done. Training for some jobs may be technical in nature and aimed specifically toward skills development. Other training may

be motivational in nature or aimed at improving interpersonal relations, cited in Kennedy Joseph (2009).

2.2.1.10 Lectures

This present training material verbally and are used when the goal is to present a great deal of material to many people. It is more cost effective to lecture to a group than to train people individually. Lecturing is one-way communication and as such may not be the most effective way to train. Also, it is hard to ensure that the entire audience understands a topic on the same level; by targeting the average attendee you may under train some and lose others. Despite these drawbacks, lecturing is the most cost-effective way of reaching large audiences, cited in Kennedy Joseph (2009).

2.2.1.11 Role Playing and Simulation

As cited in Kennedy Joseph (2009), role playing and simulation are forms of training techniques that attempt to bring realistic decision making situations to the trainee. Likely problems and alternative solutions are presented for discussion. The adage there is no better trainer than experience is exemplified with this type of training. Experienced employees can describe real world experiences, and can help in and learn from developing the solutions to these simulations. This method is cost effective and is used in marketing and management training.

2.2.1.12 Audiovisual Methods

Audiovisual methods such as television, videotapes and films are the most effective means of providing real world conditions and situations in a short time, cited in Kennedy Joseph (2009).

He added that, one advantage of using the audio visual method is that the presentation is the same no matter how many times it's played. This is not true with lectures, which can change as the speaker is changed or can be influenced by outside constraints. The major flaw with the audiovisual method is that it does not allow for questions and interactions with the speaker, nor does it allow for changes in the presentation for different audiences.

2.2.1.13 Programmed Learning

As cited in Kennedy Joseph (2009), programmed learning is computer-aided instruction and interactive video all have one thing in common: They allow the trainee to learn at his or her own pace. Also, they allow material already learned to be bypassed in favour of material with which a trainee is having difficulty. After the introductory period, the instructor need not be present, and the trainee can learn as his or her time allows. These methods sound good, but may be beyond the resources of some small businesses.

2.2.1.14 Laboratory Training

This is conducted for groups by skilled trainers. It usually is conducted at a neutral site and is used by upper- and middle management trainees to develop a spirit of teamwork and an increased ability to deal with management and peers. It can be costly and usually is offered by larger small businesses, cited in Kennedy Joseph (2009).

2.2.2 The Training Process

Cuming 1968, Italsey 1949, Dole 1985) indicated that traditionally, training in an organization involves systematic approach which generally follows a sequence of activities involving the

establishment of a training policy, followed by training needs identification, training plans and programs design and implementation, evaluation and training feedback for further action.

2.2.2.1 Training Policies and Resources

Kenney et al (1992:3) makes a point that companies should have different policies for training depending on the class or level of employment or level of employees to be trained. They pointed out that training policies are necessary for the following reasons:

- 1) To provide guidelines for those responsible for planning and implementing training;
- 2) To ensure that a company's training resources are allocated to pre-determined requirements;
- 3) To provide for equality of opportunity for training throughout the company; and
- 4) To inform employees of training and development opportunities.

As much as these policies seem to be accurate, they are silent on the elements of budgetary provision and top management support for training. According to Michael Armstrong in his book *A Handbook for Personnel Management Practice* (1996:55), training policies are expressions of the training philosophy of the organization. He also affirms the assertion of Kenny et al (1992), but even further stated that training policy shows the proportion of turnover that should be allocated to training.

He again advocated that a training philosophy is imperative to indicate the degree of importance the organization attaches to training. This will if not eliminate entirely, reduce the laissez-faire approach to training. Notwithstanding the essence and the benefits of training, policies can prove to be a difficult task for Directors especially if they are doing so for the first time, and if they do not have the advice of a training officer with previous experience at the level.

2.3 Determination of Training Needs

The first step in managing training is to determine training needs and set objectives for these needs. According to G.A Cole (2002:339) if an organization has to justify its training expenditure, it must surely do so on the basis of organizational need. Organizations adopting a systematic approach to training and development will usually set about defining their need for training in accordance with a well organized procedure. Such a procedure will entail looking at training needs from a number of different perspectives

2.4 Education as Training and Development Practice

Any long term learning activity aimed at preparing individuals for a variety of roles in society, as workers, citizens and members of family groups is termed as education. It primarily focuses on the individual and his /her needs and secondly on the society as a whole. (Cole 2000). Abosi (1992) also defines education as the acquisition of skills and knowledge to solve societal problems.

There are two main forms of education- the informal and the formal education which are complementary to each other, Abosi (1992). The formal education requires a structured institution or school where one attends to acquire knowledge or skills and at the end, the student would receive an award of certificate. The informal education on the other hand needs no defined structure or school. It is done outside the formally organized schools. Coombs thinks informal education is any organized, systematic educational activity carried on outside the framework of the formal system to provide selected types of learning to particular sub-groups in the population, adults as well as children.

In most African countries' parents are the first educators of their children. They train their children according to social structures and cultural traditions.

2.5 Development of Employees

Nadler L. (1970) properly introduced the term “human resource development” (HRD) in his book “Developing Human Resources”. The term provided a conceptual umbrella under which the field began to unify, using the three fold notion of training education and development. McLagan (1987) proposed the definition of HRD as the integrated use of training and development, career development, and organization of development to improve individual effectiveness in an organization.

The basics of human Resource Development consist of three components:

- a) Training- for performance improvement
- b) Education – for career development, and
- c) Development- for organizational change.

With reference to Fred L. Fry et al (2000), development of employees differs from training in one major way. Whereas training is geared to improving employees' skills so they can perform their jobs as well as possible, development focuses on the future. It helps employees acquire the background and skills they will need to continue being successful as their careers progress.

Development of employees is more educational than skills oriented. Often businesses spend considerable amounts of money sending their managers to development programs to help them stay apprised of new theories and technologies in their fields. For example, managers may be asked to attend sessions at a local community college to hear speakers discuss the changing economy as it relates to their geographic area.

Both development and training are significant challenges in light of the rapidity of changes in technology and obsolescence of equipment. Both are important if the company's workforce is to be up to date and productive. These issues affect the efficiency and effectiveness of employees as well as their motivation.

2.6 Purpose of Training and Development

Adeniyi, (1995) is of the opinion that for every employee to perform well there is the need for constant training and development. The right employee training, development and education provide big payoffs for the employer in increased productivity, knowledge, loyalty, and contribution to general growth of the firm. The reasons behind employee training and development cannot be overemphasized. One can easily deduce some reasons behind firms engaging in training and developing their staff. Some of the reasons thus are;

Training and Development (T&D) is needed when needs arise as a result of findings from the outcome of performance appraisal of staffs and it is also seen as part of professional development plan.

T&D is used as a way of building a more efficient, effective and highly motivated team, which enhances the company's competitive position and improves employee morale.

T&D is also used as part of succession planning to help an employee be eligible for a planned change in role in the organization.

T&D is to inculcate staff into a new technology in the organisation which will lead to increased productivity, reduced employee turnover, and increased efficiency of staff resulting in financial gains to employers.

Training and development is at times needed in organisations such as schools because of the dynamic nature of the business world and changing technologies.

As cited in Joseph Kennedy (2009) indicated however that, Workers who previously received education or training tend to leave their work more often for better jobs, and are less likely to leave on an involuntary basis. Trained workers have greater chances of finding a permanent job. The benefit of training for workers with less than upper secondary education cannot be overemphasized. In general, a favourable outcome of training is much lower for women than for men, (Laird 1985).

From the above stated reasons for T&D of staff, it is clear that this helps employees to frequently develop a greater sense of self-worth, dignity and well-being as they become more valuable to the organisation they work for and the society. This may result at wage increase as result from their increased productivity thereby helping the organisation achieve its set goals and also reduce labour turnout of employees.

2.7 Human Resource Development Practices

According to Linda Maund (2001), one of a manager's most important job's is to manage the employee development of an employee which includes his/her personal growth and career development Linda Maund (2001). In previous business environments, career planning was handled in the main by the organization which employed an individual, who was likely to be in that organization's employment for life. However, nowadays the work environment is rapidly changing with increasing work mobility bringing about alternatives and potential for almost any worker.

Sandra Kerka (1998) defines Career Development as an organized approach used to achieve employee goals with the business needs of the agency workforce development initiatives.

According to the author, the purpose of Career Development is to;

- a) Enhance each employee's current job performance
- b) Enable individuals to take advantage of future job opportunities
- c) Fulfill agencies' goals for a dynamic and effective workforce

Stressing on the importance of career development, Evans and Lindsay (1999) reported that the massive career development program embarked upon at the Coors Brewing Company in Golden, Colorado, resulted in improved employee passion for the job and pride in their jobs, which translated into measurable improvements in productivity, a remarkably low turnover rate, and the delivery of quality product and service. In the past there was a failure to provide avenues for career change which produced great losses in social productivity and in human satisfaction. Employers now realize that they do not benefit by locking their employees into careers that long ago ceased to be rewarding and challenging to them.

In line to be effectual, human resource development (HRD) efforts must present worth to both the creator of the training (organization) and the recipient of the training (employee). In other words, skill learned by means of the training program must have significance to the recipient's job tasks, and must contribute to the organization's goals and objectives.

According to Evans and Lindsay (1999), to ensure that this set of criteria is attained- thus ensuring that skills learned by means of the training and development programmes must have significance to the recipient's job tasks, and must contribute to the organization's goals and objectives, a training and assessment model are usually developed and followed as indicated below:

Training and assessment model of organizations are usually developed by taking cognizance of the development of the business or organisational goals and objectives.

Training and assessment model of organizations are usually developed by Mapping employee engagement and deployment.

In addition to that, training and assessment model of organizations are usually developed by identification of targeted professions and jobs for the HRD intervention: Organizational and individual analysis.

Also, for effective Training and assessment model of organizations should involve the determination of the skills and knowledge domain for professions or job roles for each of the targeted employees.

It is worth noting also that, before Training and assessment model of organizations are usually developed, there should be the development and delivery of training mechanism for effective performance.

More so, there should be the development and delivery of assessment/evaluation mechanisms for the organisation.

There should also be proper way of undertaking measurement of job performance of the targeted and trained individuals.

Lastly, effective training and assessment model of organizations should be done by measuring the effect training had on the business goals and objectives.

Among the various frameworks that have been introduced for the functional HRD practice in organizations worldwide by Yeung and Berman (1997) include:

2.7.1 The Integrative Framework of HR Development Practices

The integrative framework presented by Yeung and Berman (1997) recognize three paths through which HR practices can add to business performance:

Integrative Framework of HR Development Practices can add to organisational performance by first building the organizational capabilities.

Secondly, Integrative Framework of HR Development Practices adds to organisational performance by recuperating employee satisfaction; and thirdly, Integrative Framework of HR Development Practices adds to organisational performance by shaping customer share-holder satisfaction. Yeung and Berman (1997) further argue for active changes in HR measures to refocus the priorities and resources of the HR functions. They believe that the HR process should be business motivated rather than HR driven; impact driven rather than activity driven; forward looking and innovative rather than backward looking; and as an alternative of focusing on individual HR practices, focus should be on the entire HR system, taking into account synergies existing among all HR practices.

2.7.2 Human Capital Framework:

This approach outlined by Friedman, James, & David (1998) of Arthur Anderson consulting company, is based on the certainty that there are five levels in the management of human capital: clarification level, assessment level, design level, implementation level and monitoring level. There exist five areas of human capital management: Recruitment, retention and retirement; Rewards and performance management; career development, succession planning and training; organizational structure, and human capital enablers. A 5x5 matrix using these five levels and five areas could be used to assess and manage the human capital well. For example, in the

clarification level the managers examine their human capital programmes to fit into their tactic and overall culture. They may also study each of the areas to fit into the tactic etc.

2.7.3 The People Capability Model:

Curtis (1995) and his team produced this approach for software producing company. The People Capability Maturity Module (P-CMM) aims at providing direction on how to improve the ability of software organizations to attract, develop, motivate, organize and retain the talent necessary to progressively advance their software development capability. A primary principle for the maturity framework is that a practice cannot be improved if it cannot be repeated. In an organization's least mature state, systematic and repeated performance of practices is intermittent. The P-CMM describes an evolutionary improvement path from an *ad hoc* one. Inconsistently performed practices to a incessantly nature, disciplined and continuously improving development of the knowledge, skill and motivation of the work force. The P-CMM includes factors such as work environment, communication, staffing, managing performance, training, compensation, competency development, career development, team building and culture development. The P-CMM is based on the assumptions that organizations establish and improve their people management practices progress through the following five levels of maturity: initial, repeatable, defined, managed and optimising. Each of the maturity stages entails several Key Process Areas (KPA)s that identify clusters of related workforce practices (Curtis, William, & Sally, 1995). When performed jointly, the practices of a key process area attain a set of goals considered important for enhancing work force capability and organizational effectiveness.

2.7.4 Integrated Human Resource Development System:

This model of HRD practice can be traced and identified with Pareek and Rao (1998). The system suggests that good HRD system requires well structured function and appropriately identified HRD systems and competent staff to implement and facilitate the change process.

According to Pareek & Rao (1998), Larsen and Turbo, a prominent Engineering company in India in 1975 engaged two consultants from the Indian Institute of Management to study the HRD system and make recommendation for improvement.

As part of their recommendations, they indicated among others that, “performance appraisal, potential Appraisal, Feedback and Counselling, Career planning and Training and Development get distinct attention as unique parts of an integrated system which could be called the Human Resource Development system”

This system was proposed as a separate system with strong linkages to Personnel (HR) system. HRD is therefore differentiated from other components of HR functions and also integrated structurally and system-wise. Structurally, the HRD is to be a subsystem of the HR function.

Rao and Raju (2001) introduced the following principles to be considered in designing HRD system. These principles deal with both the purpose of HRD systems and the process of their implementation.

Human Resource development (HRD) systems should help the company to increase their enabling capabilities, which include: development of human resources in all aspects, organizational health, improvements in problem solving capabilities, diagnostic skills and capabilities support all the other systems in the company.

HRD systems should also help individuals to recognize their potentials and help them to contribute their best towards the various organizational roles they are expected to perform.

HRD systems should also help maximize individual autonomy through increased responsibility.

HRD systems should facilitate decentralization through delegation and shared responsibility.

Rao and Raju (2001) also indicated that, HRD systems should facilitate decision making and attempt to balance the current organizational culture with changing culture and that, with HRD, there should be a continuous review and renewal of the function.

Rao and Raju (2001) further added that, on the whole, the integrated HRD system approach considered as best practice has the following elements.

- A separate and differentiated HRD department with adequate competent HRD staff.
- Six HRD subsystems including organizational development(OD)
- Interrelationship between the various sub-systems.
- Designed with the above seven principles as basis.
- Linked to other subsystems of HR functions, Rao and Raju (2001).

2.8 Evaluating Human Resource Training and Development (HR T&D) Effectiveness

Training is indispensable for both the organization and the individuals, working therein. It is very costly and time-consuming process. It is therefore essential to determine its effectiveness in terms of achievement of specific training objectives, thus the benefits gained outweighing the cost associated with training. Individuals like to know how much they learnt or how well they are doing. The sooner the employees know the results of a quiz or test, the sooner they can assess their progress. The sooner the employees receive positive feedback from the trainer, the less time they will waste and the motivated they are likely to be.

HR T& D interventions are said to be effective if the objectives and goals for which they were implemented were achieved. Such as Skill development of staffs, Performance improvement training for staffs, attitudinal change of staff and Knowledge acquisition, Rao and Raju (2001).

The purpose of the above goals is to ensure an organization's effectiveness through the attainment of its strategic and operational goals.

Training and development (T&D) according to Robbins and Barnwell (1994), in an organization may be determined through two main approaches, which include;

- ***Systems approach***- Three Dimensional Model and McKinsley Model
- ***Goal oriented approach***- Kirkpatrick's 4-level Model and Return on Investment as explained below.

2.8.1 Systems Approach

This theory views training as a sub system of an organization. It can be used to examine broad issues like objectives, functions, and aim. It establishes a logical relationship between the sequential stages in the process of training need analysis (TNA), formulating, delivering, and evaluating, Robbins and Barnwell (1994).

Robbins and Barnwell (1994) indicated that, the effectiveness of an organization focuses on "means" rather than "ends." The output can be tangible or intangible depending upon the organization's requirement. A system approach to organizational effectiveness relies heavily on the sub-systems that exist and parts of the sub-systems that exist in organizations. The systems in an organization according to Robbins and Barnwell (1994) are assessed by means of the nature of the organizations structural context and design: Whether it is a vertical or horizontal structure with either tall or flat operating systems affects its effectiveness.

Another system intimated by Robbins and Barnwell (1994), is the communication structure of an organization, thus whether the organization uses an open or closed system of communication.

The Focus of control can also affect the effectiveness of an organization, thus whether the focus of control is to be holistic or in part.

The task specification and differentiation can also affect the effectiveness of an organisation:

Whether the tasks are shared or distributed according to their functional departments and staff.

According to Robbins and Barnwell (1994), the failure of an organization to be effective largely depends on the sub-systems mentioned above. If any of the sub-systems performs poorly, it will then negatively affect the performance of the whole system. For an organization to be effective, its systems must be effective and efficient.

Additionally, effectiveness requires awareness and successful interaction with environmental institutions as well. Management cannot fail to maintain good relations with its customers, suppliers, government agencies and non-government organizations.

2.9 Effect of Training/Development on Employee Performance and Productivity

Productivity relates to output per unit of input, for instance, output per labor hour. It is measured in terms of effectiveness and efficiency of an effort. The sources of productivity gains include (Schiller, 2002):

The effect of training and development of employees leads to higher skills development of employees – thus an increase in labor skills.

Again, effective training and development helps organisations to make more capital – an increase in the ratio of capital to labor.

Furthermore, effective training and development also leads to an improved management or lessens the workload of management in supervising staffs which leads to better use of available resources in the running of organisations.

Finally, with training and development on employees it leads to technological advancement of organisations –hence the development and use of better capital equipment by staffs, (Schiller, 2002).

According to Evans and Lindsay (1999), the quality of employees and their development through training are major factors in determining long-term profitability and optimum performance of organizations. To hire and keep quality employees, it is good policy to invest in the development of their skills, knowledge and abilities so that individual and ultimately organizational productivity can increase. Traditionally, training is given to new employees only. This is a mistake as ongoing training for existing employees helps them adjust rapidly to changing job requirements.

Organizations that are committed to quality invest in training and development of their employees. In the study of Evans and Lindsay (1999), Xerox Business Products and Systems invest over \$125 million in quality training. Motorola & Texas Instruments provide at least 40 hours of training to every employee quarterly. Training and development have become an essential responsibility of HRM departments in organizations particularly as employees require new skills, knowledge and abilities, which should not be cost-justified as most public sector organizations engage in.

Neo et al. (2000) bemoaned the lack of training and development by employers in the United States when they stated that statistics suggests that only 16% of United States employees have never received any training from their employers. Now organizations are beginning to realize the

important role that training and development play in enhancing performance and increasing productivity, and ultimately stay in competition. They reiterated that as a result of this realization, General Electric, Texas Instruments and Federal Express have all made substantial investments in training. They now invest between 3% and 5% of their payroll in training.

In a study in America on the impact of human capital investments such as employer-provided training and development, Black and Lynch (1996) citing Bishop (1994) indicated that employer-provided training and development raises subjective productivity and performance measure by almost 16%. Again Black and Lynch (1996) citing Bartel (1989) stated that returns on training and development investments increase productivity by 16%.

2.10 Theoretical/Conceptual Framework

Even though human resources are developed in many ways, the obvious is through training, education and development, which end at attaining knowledge skills and conscientisation of the mind to enable one to contribute positively to the organisational or societal needs doing much with less resources, Asamoah, (2004).

Different theories and concepts are implemented during training and development procedures. This includes the systems theory approach. It is defined by Katz and Kahn as a group of interrelated and interdependent parts of processes operating in sequence, according to prearranged plan, in order to attain a goal or sequence of goals (Katz and Kahn, 1966). The process includes inputs, output and feedbacks. The systems theory starts by determining the objectives of the system, that is, what it seeks to achieve. The inputs are recognized and the outputs specified. Then the processes by which the outputs are to be obtained are to be examined.

All systems have restrictions that detach them from their environment and these restrictions define the scope of activities to be supported by the system. Systems may also consist of numerous sub-systems each of which has elements, interactions and objectives linked to the overall objectives of the constituents sub-systems. Every system then ought to have a feedback, which is a form of control. Effective control means there must be a way of measuring performance alongside a standard.

The extent to which HR T&D programmes are to be designed depend greatly on the level of financial resources available for the programme or organisation (Gosh 2000) as indicated below.

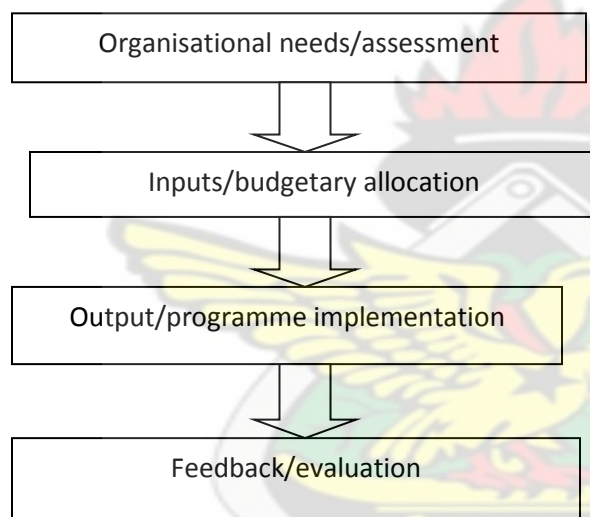


Figure 1: process of human resource training and development

Source; Researcher's Construct

2.11 Conclusion

The findings from the literature review indicate that there are various ways of Investigation into Training and Development Practices of Organisations with the aim of improving the performance of those organisations including the staff.

Hence, this study sought to investigate the nature and types of HR training and development practices of employees towards performance, determine the methods and training and development programs on employee performance, evaluating Human Resource Training and Development (HR T&D) effectiveness, and to investigate the rational for training and development of employees among other related issues on training and development of employees towards effective organizational performance.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter look at the research methodology under the following areas; research design, sources of data, population/sample size, sampling techniques, data collection instruments, data analysis techniques, and the validity and reliability of research methodology.

3.1 Research Design

Research design discusses the various methods used in carrying out the research right from sampling of the study, communities through the collection, presentation of data and findings (Saunders et al, 2009).

The case study approach was used in the study. Robson (2002:178) defines case study as “a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple source of evidence. The case study strategy will be of particular interest to the researcher because it equips him with a rich understanding of the context of the research and the process being enacted (Morris and Wood 1991). The case study relies on multiple sources of evidence and used to generalize findings in other Spheres of study base on theoretical propositions.

Qualitative and quantitative approaches were used to help appreciate the usefulness of existing literature in the study and the relevant contribution they make in unveiling in-depth information from respondents in their own language and environment. The choice of sample design and how well it makes the population had an impact on the results. The closer the sample design is the population characteristics the more precise the estimate from sample. This study relied on 90

percent confident interval to ensure that data gathered are reliable and valid and to define theories relationships between variables prior to designing the questionnaires. In particular, the researcher clarified the relationships he thinks are likely to exist between the variables because explanatory research requires data to test a theory or theories (Ghauri and Gronhang 2005). Consequently, the researcher uses a case study strategy which likely need the use of triangulated multiple sources of data. Triangulation refers to the use of different data collection techniques within one study in order to ensure that the data are telling you what you think they are telling you (Saunders et al, 2009).

The case study strategy incorporates multiple cases, that is more than one case, the rationale for using multiple cases focuses upon the need to establish whether the findings of the case in one school or institution occur in other institutions and as a consequence the need to generalize the findings.

Descriptive and explanatory studies are also used in this study. The objective of description research is “to portray an accurate profile of persons, events or situations (Robson, 2002:59).

The emphasis of this research is to investigate into the training and development practices of organisations/institutions-a case study of selected Junior High Schools (JHS) in Kumasi Metropolis.

3.2 Sources of Data

This research used two sources of data collection which are the primary and secondary sources. According to Saunders et al. 2009, a primary data is usually gathered directly from the organization by the researcher while a secondary data is the data which is written or collected by other people, and it is normally for other purposes.

3.2.1 Primary Data Source

Primary data is collected for a specific project at hand; which makes a research consistent and objective. In this study, the researcher used the primary data to make the analysis. For the purpose of this study, primary data comprises responses obtained through questionnaires and interview schedules administered to target respondents-thus staffs and operators/managers of the selected institutions under the study. This is because data or primary source of data collected using questionnaires and interviews enables the researcher to have easy access to direct data or response from selected respondents, obtain unbiased and original data.

3.2.1 Secondary Data Source

Secondary data is usually already available and has helpful information. A secondary data is easily analyzed which makes it more authentic than the primary data. The secondary sources of data in this study are journals, organization studies and reports, published text books, internet sites and web pages, articles, magazines, data on training and development publications and other human resource publications relevant to the study.

3.5 Population/ Sample Size

The research considered the sample enough for the research as other data collection techniques including documentary evidence will pursue. In all, fifteen Junior High Schools (JHS) within the metropolis have been chosen for the study. These schools are; KNUST JHS, Ejisu JHS, Silicon JHS, Anwomaso JHS and Angel Educational Complex. These institutions have about one hundred and twenty (120) employees or staff and managers or heads of the various institutions. Out of this population, a sample size of 80 was selected from these institutions which the

researcher randomly choose fifteen (15) staff each including heads of the selected schools for the study.

These 80 participants were chosen and questionnaire administered personally by the researcher to collate data on the study. The staffs chosen were made up of teaching and non-teaching and five (5) Headmasters/Mistresses from each of the selected institution.

Table 3.1 Classification of Schools and their Expected Number of Respondents

Name of School	Number of Respondents
KNUST Junior High School	15
Angel Educational Complex	15
Anwomaso Junior High School	15
Silicon Junior High School	15
Ejisu Junior High School	15
Total	80

Source: Researchers Field Survey, 2013

3.4 Sampling Techniques

The sampling technique for the study is convenience sampling. The rationale for choosing this strategy is to select the cases that make up the sample since the researcher can conveniently collect data from the respondents willing to provide relevant data to the study. This will be done so that accurate data will be obtained from accurate sources for answering the research questions. These institutions were selected because they are key entities for the study and are easily accessible to the researcher. The researcher will therefore consider a sample size of 150 participants in the study. For an adequate result, questionnaire and interview will be conducted at the various selected institutions of the study.

3.5 Data Collection Instruments

The data collection instruments were mainly questionnaires, interviews, observation and face-to-face discussions with key respondents. Collis and Hussey (2003) explains the questionnaire by stating that a questionnaire consists of a list of structured questions selected and developed with the aim to draw out reliable responses from the chosen sample.

The questionnaires administered to key staffs and other heads were in various parts meant to elicit data for the study. In all one hundred and fifty (150) questionnaires were sent to all respondents. Respondents were asked to answer the questions or give their views and opinions to the study. The questionnaires will be pre-tested to ascertain their validity and reliability in meeting the objectives of the study before administering them to respondents. Again, the researcher used an interview which allows the interviewee to describe the situation or events as they experience it. Rubin and Rubin (1995) viewed interview as that which serves as an extension of ordinary conversation and allows for interaction “to achieve richness and depth of knowledge of understanding”. The questionnaire and interview guides will be self administered to enable the researcher have a high response rate.

3.6 Data Analysis Techniques

The data, after collection, would be processed and analyzed in accordance with the outline laid down for the purpose of the study at the time of developing the research plan. This is essential for this type of study as it ensures that we have all relevant data for making contemplated comparisons and analysis.

Data processing implies editing, coding, classification and tabulation of collected data to enable easy analysis of the information received from the field work. In order to ensure an effective

analysis of the data, both qualitatively and quantitatively, the data collected from all the field work will be edited thoroughly, coded and analysed. In this case, the various questions will be assigned numerical values depending on the responses provided. The classification method will simplify the data into meaningful information for effective analysis.

The coded response will then be inputted into the computer data analysis using statistical software known as Statistical Package for Social Scientists (SPSS) as well as excel spread sheet to organise the data into rows and columns. According to Twumasi, (2001), the SPSS is a tool that can help the researcher summarize the data, create appropriate tables, graphs, to examine the relationship among the variables, to perform other test of statistical significance based on the field hypotheses and to develop and create models.

The software will support the analysis and presentation of the information into frequency tables, graphs, charts and frequency distributions. The estimates will be performed to facilitate interpretation of results and provide answers to the various research questions meant to investigate into the training and development on practices of employees and job performance within the selected institutions within the Kumasi metropolis.

3.7 Validity

According to Saunders et al. (2009), the credibility of every study significantly depends on its validity and reliability. Validity indicates that the research can be adapted to a use or purpose for which it was meant to measure. This ends in three main forms which are content, criterion-related and construct validity. For making a good content validity, the data collection instrument must be adopted correctly and relate to the topic, or use a group of people to make the investigation. A perfect criterion-related validity concludes four qualities, which are relevance,

freedom from bias, reliability, and availability. In construct validity, it should consider the theory and measuring tools (Saunders et al. 2009:373). After knowing the theory, the measure instrument can be adopted adequately. In this study, research questions, frame of reference and design and purpose of the questions administered in the interview with employees and heads within the metropolis where purposively selected. For obtaining the valid data, the interview questions are designed carefully, which relate to the objectives of the study.

3.8 Reliability

A reliable research is a study which is appropriate or fit to be relied on. This also indicates that it is dependable as a result gives the same result on successive trials by another researcher.

The researcher therefore chose a method for gathering data that will make the study reliable. To achieve reliability the researcher established rapport with employees of the institutions by visiting on few occasions and to have some knowledge about training and development programmes are carried out in the various schools. The participants of questionnaires were additionally treated with tact and the questions were administered meticulously so that this will not have an effect on the response. The researcher also established a cordial relationship between the researcher and interviewees and heads of the various institutions for an effective and accurate result and compared the diverse opinions of participants to do the analysis.

3.9 Ethical Considerations

It is always paramount to consider ethical issues when considering a research work. This is because organizations and individuals would be contacted before one gathers data, analyses of data and reports information gathered. Hence, a research work should involve or express moral

approval. In other words, a research should be subjected to disapproval or conforming to accepted standards of conduct.

In this research work therefore, respondents willingly took part in the study though they also had the right to withdraw from the research. Protection of confidential data given by identifiable respondents and their anonymity and reactions of respondents was also observed and the necessary approval sought.



CHAPTER FOUR

PRESENTATION AND DISCUSSIONS OF FINDINGS

4.0 Introduction

This chapter thoroughly examines and analyses the data gathered on the sampled respondents in assessing the Training and Development Practices of Organisations using a case study of selected Junior High Schools (JHS) in the Kumasi Metropolis.

The data obtained using the research instruments are analyzed and presented in the form of tables, charts and descriptive explanations to illustrate data collected from the field to make the research findings more meaningful. The researcher further discussed the findings of the study with respect to existing literature.

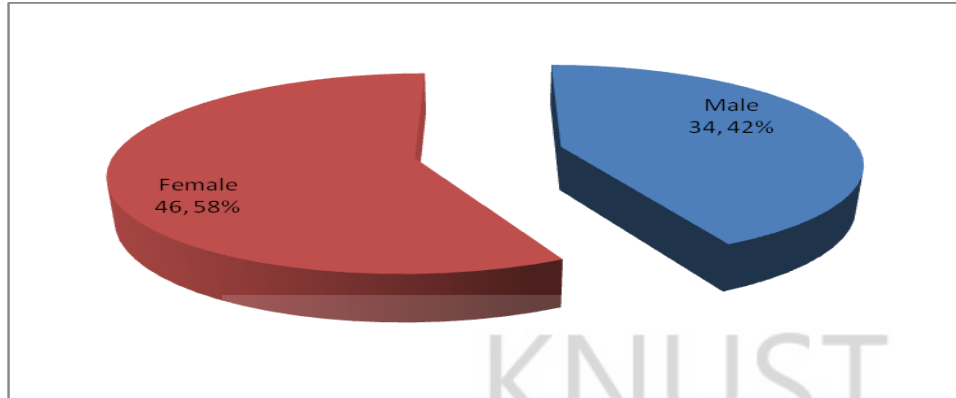
4.1 Demographic Data of Respondents

This section presents the findings of the field research with respect to the demographic characteristics of the participants of the survey. Areas of particular interest to the researcher were gender of participants, age of respondents among other vital data related to the study. The respondents were permanent staff of the selected case. There were eighty (80) respondents in all who answered questions relating to the Training and Development Practices of selected Junior High Schools (JHS) in the Kumasi Metropolis as presented below:

4.1.1. Gender of Respondents

This part deals with the presentation of the gender of respondents. There were 80 respondents in all. The results are presented in figure 4.1.1

Figure 4.1.1 Gender of Respondents



Source: Researcher's Survey; 2013

From figure 4.1.1, 42% of respondents representing 34 respondents are males as against 58% (46) who are females. This clearly shows there were more females in the study than males. However, for the purpose of this study, the high difference in the female ratio will not affect the findings of this work. This is because the themes under study is not affected by the gender perspective of respondents, as respondents gave their opinion on Training and Development Practices pertaining to their institutions which have nothing to do with gender.

4.1.2. Age Distribution of Respondents

This part deals with the age of respondents. Respondents were asked to indicate their age groups per the questionnaire. This means that findings may not indicate the exact ages of respondents but will indicate the age range that respondents falls into. The results are presented in table 4.1.2 below.

Table 4.1.2 Age Distribution

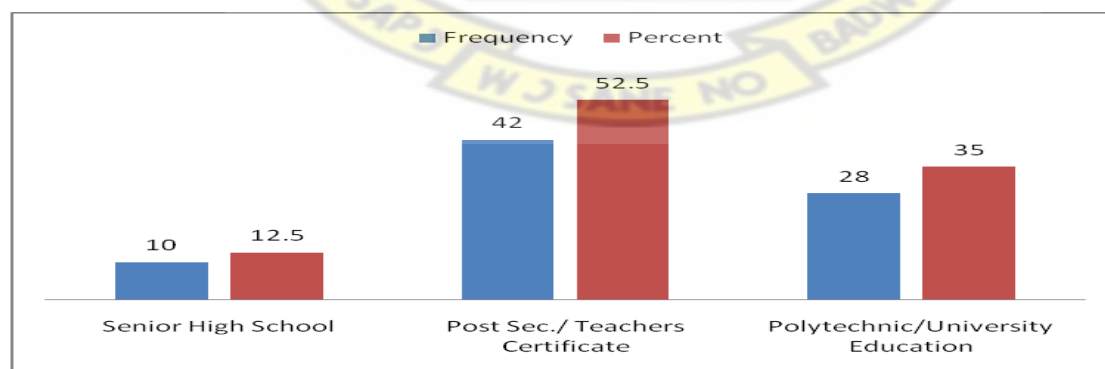
	Frequency	Percent	Valid Percent	Cumulative Percent
20-29 Years	8	10.0	10.0	10.0
30-39 years	30	37.5	37.5	47.5
40-49 years	37	46.2	46.2	93.8
Above 50 years	5	6.2	6.2	100.0
Total	80	100.0	100.0	

Source: Researcher's Survey; 2013

From the figure 4.1.2, 10% of the respondents are between 20-29 years with 37.5% between 30 to 39 years. 46.2% of the respondents were between 40 to 49 years and only 5 % of the respondents are above 50 years. This observation meant that most of the respondents are in their active working age with only few of them about 6.2% who are likely to retire within the next 10 years or less with the retirement age of 60 years.

4.1.3. Respondents Qualification before Joining the Institution

This part deals with respondents qualifications attained before joining their various institutions. The purpose of this question was to determine if the respondents have the appropriate educational qualifications to answer the questionnaire appropriately and give the requisite answers to the questions posed. The results of the finding are as indicated:

Figure 4.1.3 Respondents Qualification before Joining the Institution

Source: Researcher's Survey; 2013

From the above figure 4.1.3, 42 of the respondents representing 52.5% have Post Secondary or Teachers Certificate. 28 respondents representing 35% have Polytechnic/Tertiary level qualifications and only 12.5% of them having senior High/O. Level form of education. The result of this study is that 52.5% of the respondents have Post Secondary or Teachers Certificate. This result is so because the institutions under study are teaching and learning institutions where it is required one should have done Post Secondary or Teachers Certificate and some proceeded to do their first degree in related areas in order to qualify to teach in the various institutions.

4.1.4. Experience/Number of Years Employees have Worked with their Institutions

Respondents were asked to indicate how long they have worked with their institutions. They were given four responses to tick the appropriate responses relative to them. The results are presented below:

Table 4.1.4 Number of Years in Current Organization

Options	Frequency	Percent	Valid Percent
From 2 to 3 years	15	18.8	18.8
From 4 to 5 years	29	36.2	36.2
Above 6 years	36	45.0	45.0
Total	80	100.0	100.0

Source: Researcher's Survey; 2013

From figure 4.1.4, only 36 respondents representing 45% indicated that they have work with their institutions for more than 6 years. 29% of them also indicated from 4 to 5 years and 18.8% of them representing 15 respondents indicated from 2 to 3 years. This means that most of the respondents have worked with their respective institutions for quite enough time to appreciate

the training and development practices of their institutions than those with less work experience. This means that findings from these respondents can be relied upon for effective assessment of the Training and Development Practices of selected Junior High Schools (JHS) in the Kumasi Metropolis.

4.2 Nature of HRM Training and Development Practices for Employees

In this part of the study respondents were asked to assess the Nature of HRM Training and Development Practices as pertains in their institutions. Respondents were to assess these statements on the basis of strongly agree, agree, neutral, disagree, and strongly disagree. Strongly agrees carries the highest weight of 5 points with strongly disagrees carrying the least weight of 1. The results are presented below:

Table 4.2.1 Has Respondents Had Any Form of Training After Joining the Institution?

	Frequency	Percent	Valid Percent
Yes	39	48.8	48.8
No	41	51.2	51.2
Total	80	100.0	100.0

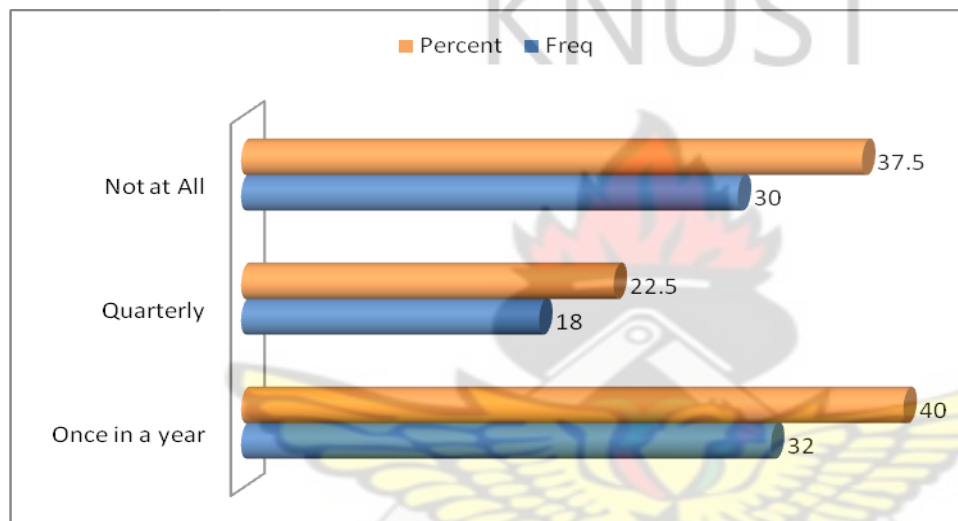
Source: Researcher's Survey; 2013

From figure 4.2.1, the researcher queried respondents as to whether they had any Form of Training after joining their Institutions. 39 respondents indicated Yes, they had any form of Training after Joining the Institution whilst 41 of them said No they had not had any Form of Training after Joining the Institution and claimed they have not received any form of training since they enrolled as staff of their various institutions. They indicated that some of the training and development programs they had are one-on one mentoring, job orientation, on the job

training which offered some of them the opportunity to enrol on distance education programs with other learning institutions in the country.

This result confirmed Kukrika, et.al (2003), that "Education shouldn't be finished when an individual leaves school, it should encompass all the ages of life...to provide people in every moment of their life with a possibility to maintain their knowledge or to obtain new knowledge.

Figure 4.2.2 Number of times Staff is engaged in Training and Development



Source: Researcher's Survey; 2013

From figure 4.2.2, the researcher queried respondents to the question on the number of times they have been engaged in Training and Development programs in their institutions. 32 respondents representing 40% indicated once in a year, 30 of them stated not at all they have not been engaged in any training and development programs by their institutions and 18 of them representing 22.% indicated quarterly. This study meant that, most of the respondents to some extent indicated that they have been exposed to training and development programs in their institution for at least once in a year.

Table 4. 2.3 HRM Training and Development Programs In Various Institutions

Options	Mean	Std Dvtn	Variance
Current Training of Staff assist in achieving job Objectives	3.90	.85	.718
Training and Development can Improve Job Performance	3.81	.81	.661
T&D Skills & Knowledge obtained are Important to the Job	4.21	.85	.726
T&D have benefits on Job Performance	3.80	1.10	1.149
T&D help achieve Set Targets of our Organisation	4.10	.72	.511
Frequent T&D has Impact on Performance of Employees	4.21	.57	.321

Source: Researcher's Survey; 2013

Table 4.2.3 shows the Nature of HRM Training and Development Practices as applied in their institutions. Respondents were to assess these statements on the basis of strongly agree, agree, neutral, disagree, and strongly disagree. Strongly agrees carries the highest weight of 5 points with strongly disagrees carrying the least weight of 1. The results are presented below:

From the above figure, most of the variables had their mean values slightly above (4.00) which meant that those variables like Frequent T&D has Impact on Performance of Employees, T&D Skills & Knowledge obtained are Important to the Job, and T&D help achieve Set Targets of our Organisation are really significant to respondents.

Meanwhile, Current Training of Staff assist in achieving job Objectives, Training and Development can Improve Job Performance and T&D have benefits on Job Performance had least mean square values less than (4.00) meaning respondents rating of them as applicable in their institutions have not been strongly agreed.

This finding alluded that, respondents attest to the importance of training and development of employees because of the enormous benefits it brings to the institution such as; helping to improve the performance of employees, help achieve set targets of institutions and that the skills & Knowledge obtained are important to employees output. This finding agrees with Plunkett

and Attner (1986), that training, supplies the skills, knowledge and attitudes needed by individuals or groups to improve their abilities to perform their present jobs.

Table 4.2.4 Types of HR Training and Development Practices as Applicable in Institutions

When respondents were queried on the types of HRM Training and Development Practices as applied in the selected institutions, where they were to assess the statements on the basis of strongly agree, agree, neutral, disagree, and strongly disagree where strongly agrees carries the highest weight of 5 points with strongly disagrees carrying the least weight of 1 as explained below;

Table 4.2.4 Types of HR Training and Development Practices in Institutions

	Mean	Std Deviation	Variance
Job Orientation	3.0000	.98083	.962
Skills Training	3.8375	1.06073	1.125
On-the Job Training	2.8875	1.16916	1.367
Job Instruction Training	3.2500	.86420	.747
Internship and Assistantship	3.9125	1.02121	1.043

Source: Researcher's Survey; 2013

As shown in table 4.2.4 above, most of the variables had their mean values of about (4.00) which meant that those variables like internship and assistantship, skills training, and job instruction training were the types of HRM training and development practices that respondents alluded to as applied in their institutions. Meanwhile, job orientation and on-the job training as HRM practices though very important, scored less mean square values of about (3.0) which indicated that respondents were not emphatic about those practices in their institutions.

This finding is in consonance with Fred Fry et al (2000) who added that, the advantages of the types of HR training and development practices are that, employees can contribute to the organization while they are being trained. Also it is simple and less costly to operate On-the-job training techniques which include job instruction training, apprenticeships, internships and assistantships, job rotation and coaching.

4.3.1 Methods of Training and Development (T&D) Programs for Employees

This section discussed the methods of training programs institutions designed for their employees towards their development and job performance. On the methods of training and development programs organised for employees in the various institutions, respondents stated that, there have been on-the job training for some of them, job rotation where some of them at times take up other classes and just before that refresher course organised for them. Others also stated that they have gone through one-on-one mentoring and also attended training programs outside the school to sharpen their skills in order to embrace the study and teaching of other subjects like science, information technology, mathematics and French.

Table 4.3.2 Factors that Guide Institutions in Considering T&D Needs of Staff

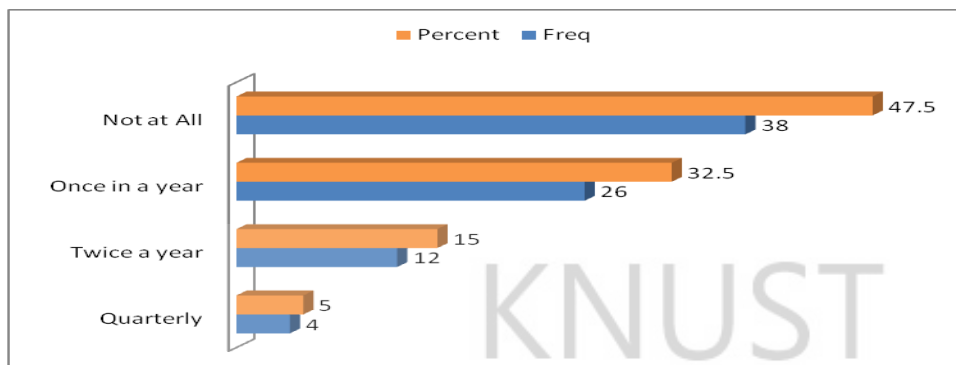
Options	Frequency	Percent	Valid Percent
Due to the nature of Ones Work/Position	16	20.0	20.0
When there is the Need for T&D of Staffs	29	36.2	36.2
Based on Ones Qualification	23	28.8	28.8
Recommendations from GES and Others	12	15.0	15.0
Total	80	100.0	100.0

Source: Researcher's Survey; 2013

Table 4.3.2 displays, responses on the factors that guide the selected institutions in considering training and development needs of their staff. 29 participants said there were no laid down rules on this but that training and development programs are organized when there is the Need for it. 23 of them indicated it was based on ones qualification that will determine he/she should go through training and development programs, 16 of the participants said due to the nature of Ones Work/Position he/she will be considered for training and 12 of them indicated based on recommendations from employers like Ghana Education Service and others like how one is seen to be committed to work by the head, attitude towards work and students and at times recommendations from subject study groups like Ghana Science/Mathematics Teachers Association, I.C.T Teachers Association, French Teachers association among others. This finding shows that most of the participants indicated that there were no laid down rules in their institutions regarding training and development programs but that training and development programs are organized when there is the need for it especially when there is a recommendation from employers like Ghana Education Service and other issues like ones commitment and attitude towards work, and at times too recommendations from subject study associations.

This finding is in contrast to Kenney et al (1992:3), who made it clear that companies should have different policies for training and development of their employees depending on the class or level of employment or level of employees to be trained. They further added that, the need for training policies for organizations is necessary because; it provide guidelines for those responsible for planning and implementing training; ensure that a company's training resources are allocated to pre-determined requirements; provide for equality of opportunity for training throughout the company; and finally inform employees of training and development opportunities.

Figure 4.3.3 How often Staff Participate in T&D Programs Within a Year



Source: Researcher's Survey; 2013

From figure 4.3.3 above, 38 respondents representing 47.5% indicated they have not participated in any T&D program from their institution within a year, 26 of them stated once in a year, 12 stated twice in a year and 4 of them representing 5% indicated quarterly.

This study meant that, most of the respondents agreed that they have not participated in training and development programs in their institution within a year.

4.4 Effect of Training and Development on Employee Performance

Table 4.4.1 T&D Programs of Institutions Exposed Staff to Appropriate Content and Methodologies

Options		Frequency	Percent	Valid Percent
Valid	To a Large Extent	21	26.2	26.2
	To a Moderate Extent	18	22.5	22.5
	Always	15	18.8	18.8
	Sometimes	22	27.5	27.5
	Not at All	4	5.0	5.0
	Total	80	100.0	100.0

Source: Researcher's Survey; 2013

From table 4.4.1 above, 21 of the respondents representing 26.2% agreed that to a large extent, the T&D programs provided by their institutions exposed them to the appropriate content and methodologies for Work, 18 of them stated to a moderate extent, and 15 said the T&D programs always exposed them to the appropriate content and methodologies for Work. Meanwhile, 22 respondents indicated that sometimes the T&D programs organized by their institution exposed them to the appropriate content and methodologies for Work and 4 respondents indicated not at all. This finding shows that most of the respondents agreed that the T&D programs organized by their institutions exposed them to the appropriate content and methodologies for Work.

Table 4.4.2 Training and Development Programs Impacted My Job in the Following Ways

Options	Mean	Std Dvtn	Variance
Increased Output of Employees	3.7500	1.04941	1.101
Increased Job Security of Employees	3.3500	.92913	.863
Improved Working Condition/Environment of Staff	2.7500	1.15287	1.329
Increased Job Satisfaction	3.5125	.85675	.734
Helped in the Acquisition of New Skills to Cope with changes in the Work Environment	3.4750	.89972	.809
Increased Knowledge in the Discharge of Duties	3.8500	.63843	.408

Source: Researcher's Survey; 2013

Table 4.2.2 shows the assessment of employees on how the T&D they received have impacted their work output. Using the Likert Scale of 1-5 were (1=strongly disagree, 2= disagree, 3=neutral, 4=agree and 5= strongly agree).

The results above showed that most of the respondents agreed that the T&D has increased their knowledge in the discharge of their duties, increased their output, and also increased their job security as they scored about (4.00) mean square values for those options. Meanwhile, management and organizers of T&D programs should step up efforts to help in the acquisition of

new skills to cope with changes in the work Environment and also improved on the working conditions/environment of Staff.

This finding is in consonance with Adeniyi (1995) who is of the view that for every employee to perform well there is the need for constant training and development following performance appraisal of staffs as this will provide big payoffs for the employer in increased productivity, knowledge, loyalty, and contribution to general growth of the firm by highly motivated team, which will also enhance the company's competitive position and improves employee morale.

Table 4.4.3 Has the Current Training and Development Improved Job Performance

Options	Frequency	Percent	Valid Percent
Valid Yes	53	66.2	66.2
No	27	33.8	33.8
Total	80	100.0	100.0

Source: Researcher's Survey; 2013

From figure 4.3.4, the researcher queried respondents as to whether the current training and development improved job performance. 53 respondents indicated 'Yes' the the current training and development improved job performance whilst 27 of them said 'No' the current training and development improved job performance as they claimed they have not received any form of training since they enrolled as staff of their various institutions.

Table 4.4.4 The Skills or Knowledge obtained during the T&D is Important to my Job?

Options	Frequency	Percentage	Valid Percent
Yes	48	60.0	60.0
No	32	40.0	40.0
Total	80	100.0	100.0

Source: Researcher's Survey; 20

From figure 4.3.4, the researcher queried respondents as to whether the Skills or Knowledge obtained during the training and development is important to their Job. 48 respondents indicated ‘Yes’ the skills or knowledge obtained during the training and development is important to their job whilst 32 of them said ‘No’ the skills or knowledge obtained during the training and development is not important to their job as they claimed they have not received any form of training since they enrolled as staff of their various institutions.

This finding therefore meant that most of the respondents are of the view that the skills or knowledge obtained during the training and development is important to their job and should be encouraged.

Table 4.4.5 The T&D has Improved my Performance because, it

Options	Frequency	Percent	Valid Percent
Increased Productivity	16	20.0	20.0
Increased Employee Feedback	8	10.0	10.0
Reduced Absenteeism	6	7.5	7.5
Improved My Delivery of Duties	18	22.5	22.5
Reduced Management Complaints	11	13.8	13.8
Helped me in all the Points Raised	21	26.2	26.2
Total	80	100.0	100.0

Source: Researcher’s Survey; 2013

From table 4.4.5, respondents were asked whether the training and development received has improved their performance based on key performance areas. 21 of the respondents indicated

that the training and development received has improved their performance because it has helped them in all the points raised (i.e. improved their delivery of duties, increased in productivity, reduced management complains, increased employee feedback, and reduced absenteeism). 18 respondents said they saw an improved in their delivery of duties, and 16 indicated increased productivity. On the other hand, 11 of the respondents said it helped reduced management complaints.

This finding shows that the T&D programs organized by respondents institutions helped improved their performance because there is an improvement in their delivery of duties, increased in productivity, reduced management complains, and also reduced absenteeism.

Table 4.4.6 The extent to which T&D has Improved the Performance of Employees

Options	Frequency	Percent	Valid Percent
Increased Job Satisfaction and Morale Among Employees	22	27.5	27.5
Increased Employee Motivation	12	15.0	15.0
Increased My capacity to adopt New Technologies and Methods	8	10.0	10.0
All the Points Raised	38	47.5	47.5
Total	80	100.0	100.0

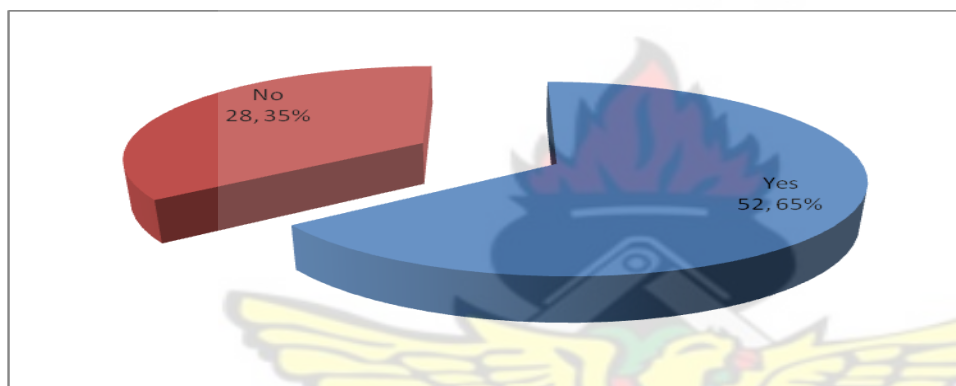
Source: Researcher's Survey; 2013

From table 4.4.6, respondents were asked on their view point the extent to which T&D has improved the Performance of Employees. 38 respondents alluded to all the points raised, thus increased job satisfaction and morale among employees, increased their capacity to adopt new technologies and methods, and increased employee motivation. 22 of the respondents indicated the T&D has increased job satisfaction and morale among employees, 12 said increased

employee motivation and 8 of them indicated that, the T&D programs have increased their capacity to adopt new technologies and methods.

This finding shows that, most of the respondents alluded that T&D has impacted the performance of employees in areas such as; increased job satisfaction and morale among employees, increased their capacity to adopt new technologies and methods, and increased employee motivation.

Figure 4.4.7 Are there Challenges For Not Allowing Staff Engage in T&D Programs



Source: Researcher's Survey; 2013

From figure 4.3.4, the researcher queried respondents as to whether there are challenges for not allowing them engage in training and development programs in their institutions. 52 respondents indicated 'Yes' there are challenges for not allowing them engage in training and development programs in their institutions whilst 28 of them said 'No' to the question. This result shows that, there are challenges for not allowing employees engage in training and development programs in the selected institutions. Respondents stated that, there were no laid down policies in their institutions that suggested that there should be training and development programs for employees at any determine time and period and others also indicated that, there were no funds meant for

that and at times too management see it as diversion of resources to invest in training programs for staff.

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CHAPTER FIVE

SUMMARY OF KEY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

Based on the study carried out, the following findings have been made, conclusions drawn, and recommendations made accordingly.

5.2. Summary of Key Findings.

The following are the summary of key findings from the study;

5.2.1 Nature of HRM Training and Development Practices for Employees

The findings of the study shows that, some of the nature of HRM training and development programs they had were one-on one mentoring, job orientation, on the job training which offered some of them the opportunity to enrol on distance education programs with others having the chance of furthering their learning from various institutions in the country which confirmed Kukrika, et.al (2003), that "Education shouldn't be finished when an individual leaves school, it should encompass all the ages of life...to provide people in every moment of their life with a possibility to maintain their knowledge or to obtain new knowledge.

The study also shows that respondents had at least one kind of training and development program in a year.

The findings revealed that, frequent T&D has impact on performance of employees, as it exposed them to skills and knowledge that is important to their job, and also help them achieve set targets of their organisation and are also important to employees output. This finding agrees

with Plunkett and Attner (1986), that training, supplies the skills, knowledge and attitudes needed by individuals or groups to improve their abilities to perform their present jobs.

On the types of HR training and development practices applicable in various institutions, the study indicated that, internship and assistantship, skills training, and job instruction training were the types of HRM training and development practices that respondents alluded to as applied in their institutions. This finding is in consonance with Fred Fry et al (2000) who added that, the advantages of the types of HR training and development practices are that, employees can contribute to the organization while they are being trained, and also added that, it is simple and less costly to operate On-the-job training techniques which include job instruction training, apprenticeships, internships and assistantships, job rotation and coaching.

5.2.2 Methods of Training and Development (T&D) Programs for Employees

This section discussed the methods of training programs institutions designed for their employees towards their development and job performance. The findings of the study shows that, on-the job training, job rotation where some of them at times take up other classes and just before that refresher courses are organised for them. Others also stated that they have gone through one-on-one mentoring and also attended training programs outside the school to sharpen their skills in order to embrace the study and teaching work more effectively in subjects like science, information technology, mathematics and French.

On the factors or what guide institutions in considering T&D Needs of their Staff, the study revealed that, there were no laid down rules on this but that training and development programs are organized as and when there is the need for it. Other factors indicated by respondents was that, based on ones qualification, ones work/position and recommendations from employers like

Ghana Education Service and other issues like how one is seen to be committed to work by the head, attitude towards work and students and at times recommendations from subject study groups like Ghana Science/Mathematics Teachers Association, I.C.T Teachers Association, French Teachers association among others.

This finding is however in contrast with Kenney et al (1992:3), who made it clear that companies should have different policies for training and development of their employees depending on the class or level of employment or level of employees to be trained. They further added that, the need for training policies for organizations is necessary because; it provide guidelines for those responsible for planning and implementing training; ensure that a company's training resources are allocated to pre-determined requirements; provide for equality of opportunity for training throughout the company; and finally inform employees of training and development opportunities.

5.2.3 Effect of Training and Development on Employee Performance

The findings revealed that to some extent, respondents agreed that the training and development programs organized by their institutions exposed them to the appropriate content and methodologies meant for their work performance.

It was also revealed by the study that, there is greater effect on the training and development programs as it had impact as the T&D programs has increased their knowledge in the discharge of their duties, increased their output, and also increased their job security. This finding is in consonance with Adeniyi (1995) who is of the view that for every employee to perform well there is the need for constant training and development following performance appraisal of staffs as this will provide big payoffs for the employer in increased productivity, knowledge, loyalty,

and contribution to general growth of the firm by highly motivated team, which will also enhance the company's competitive position and improves employee morale.

On how the current training and development improved job performance, the study revealed that training and development improved job performance and that the skills or knowledge obtained during the training and development is important to their job and should be encouraged by management of the various institutions.

The study further shows that, the T&D has improved their performance because, it helped improved their performance because there is an improvement in their delivery of duties, increased in productivity, reduced management complains, and also reduced employee absenteeism.

This finding shows that, most of the respondents alluded that T&D has impacted the performance of employees in areas such as; increased job satisfaction and morale among employees, increased their capacity to adopt new technologies and methods, and increased employee motivation.

Finally, the study indicated that, there are challenges for not allowing employees to engage in training and development programs in the selected institutions. Reasons giving to support this are that, there were no laid down policies in their institutions that suggested that there should be training and development programs for employees at any determine time and period and others also indicated that, there were no funds meant for that and at times too management see it as diversion of resources to invest in training programs for staff.

5.3 Recommendations

The study also shows that respondents had at least one kind of training and development program in a year.

On the factors or what guide institutions in considering T&D Needs of their Staff, the study revealed that, there were no laid down rules on this but that training and development programs are organized as and when there is the need for it. Other factors indicated by respondents was that, based on ones qualification, ones work/position and recommendations from employers like Ghana Education Service and other issues like how one is seen to be committed to work by the head, attitude towards work and students and at times recommendations from subject study groups like Ghana Science/Mathematics Teachers Association, I.C.T Teachers Association, French Teachers association among others.

As this training and development policies for organizations is necessary because; it provide guidelines for those responsible for planning and implementing training; ensure that a company's training resources are allocated to pre-determined requirements; provide for equality of opportunity for training throughout the company; and finally inform employees of training and development opportunities.

There should be more training and development programs organized by institutions to expose employees to more appropriate content and methodologies meant for their work performance.

There is the need for constant training and development following performance appraisal of staffs as this will provide big payoffs for the employer in increased productivity, knowledge, loyalty, and contribution to general growth of the firm by highly motivated team, which will also enhance the company's competitive position and improves employee morale.

There should be proper policies for management of institutions and employers and other stakeholders by way of making funds available, having set guidelines as to when training and development programs should be organized both internally and externally which will help curb some of challenges confronting training and development programs in the selected institutions.

The study also suggested that funds should be made available for institutions to embark on training and development to sharpen the skills and knowledge of employees.

The decision of who qualifies to embark on training and development programs should not solely be the preserve of the head institutions but proper ways and means of doing this should be made aware to all employees to reduce some of the challenges that at times arise out of this.

Finally, the study recommends that, management and organizers of T&D programs should step up efforts to help employees in the acquisition of new skills to cope with changes in the work environment and also improved on the working conditions/environment of staff.

5.4 Conclusions

The myriad skills, knowledge, methodologies and attitudes needed by individuals or groups to improve their abilities to perform their present jobs is of great importance and training and development of employees is the way forward for institutions to attain this.

Frequent training and development programs are necessary because the help to increased job satisfaction and morale among employees, increased their capacity to adopt new technologies and methods, and increased employee motivation.

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APPENDIX I

QUESTIONNAIRE TO EMPLOYEES

Dear Respondent,

I am a student of KNUST-School of business pursuing my masters in Human Resource Management. As part of the University's requirement am to embark upon my thesis as partial fulfilment of the requirements for graduation, hence this work. This work is purely for academic purpose and the questionnaire is designed to investigate the Training and Development Practices of Organisations a case study of selected JHS in the Kumasi Metropolis.

Please tick [☒] the appropriate box or write your views in the space provided.

Please, note that any information provided would be treated confidential.

Section A: Demographic Data of Respondents

1. Gender of Respondent

[☐] Male [☐] Female

2. Age Group of Respondent

[☐] 20-29 years [☐] 30-39 years [☐] 40-49 years [☐] Above 50 years

3. Respondents highest level of education.

[☐] No Formal Education [☐] Basic/Middle School [☐] Senior High School

[☐] Post Secondary/ Teachers Certificate [☐] Polytechnic/University Education

4. What is your job position?.....

5. How many years have you been in this institution?

[☐] Less than a year [☐] From 2 to 3 years [☐] From 4 to 5 years [☐] Above 6 years

Section B. Nature of HRM Training and Development Practices for Employees

6. Please indicate the sort of training **you** had before joining this institution

.....

7. Did you receive any training and development program from your employers?

☐ Yes ☐ No

Please indicate the types/nature of training and development program you had while in this institution.....

.....

8. How often are staffs engaged in training and development programs in this institution?

☐ Once in a year ☐ Twice in a year ☐ Quarterly ☐ Rarely ☐ None

9. How would you rate the following HRM training and development programmes in your institution? Please Tick [☒] one of the variables on each Row using the scale 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, and 5= Strongly Agree

Options	Strongly Agree	Strongly Disagree	Undecided	Strongly Disagree	Disagree
Current training of staff assist in achieving job objectives					
Training and development can improve job performance					
T&D skills & knowledge obtained are important to your job					
Training & Development have benefits on job performance					
Training & development help achieve set targets					
Frequent training & development has impact on performance of employees					

10. Below are types of HR training and Development practices. To what extend do you agree or disagree with the following statements as applicable to your institution? Using 5= strongly agree, 4= agree, 3=undecided, 2=strongly disagree and 1=disagree

i) Job orientation

.....

ii) Skills Training

iii) On-the Job Training

iv) Job Instruction Training

v) Internship and Assistantship

Others, please state.....

.....

Section C: Methods of Training and Development Programmes for Employees

11. What methods of training and development practices are organised for you by your institution?

.....

12. Please indicate three factors that guide you in choosing your methods of training and development needs of employees in your institution?

.....

.....

.....

13. How often do you participate in training and development programs in a year?

[] Quarterly [] Twice in a year [] Once in a Year [] Rarely None

Section D: Effects of Training & Development on Employee Performance

14. Do you think the current Training provided by your organization contains appropriate

Training content and delivery methodologies that can assist you in achieving your job

performance objectives? ☐ To a large extent ☐ To a moderate extent

☐ To a small extent ☐ Always ☐ Sometimes ☐ Rarely ☐ Not at all

15. In what way would you say Training and Development provided by your organization has impacted on your work in terms of the following? To what extent do you agree or disagree with the following statements? Using 5= strongly agree, 4= agree, 3=undecided, 2=strongly disagree and 1=disagree

(a) Increased output of employees

(b) Increased job security of employees

(c) Improved working condition/environment

(d) Increased job satisfaction

(e) Acquisition of new skills to cope with changes in the work environment.

(f) Increased knowledge in the discharge of duties.....

16. Do you think the current Training provided by your organization has improved your job performance? ☐ Yes ☐ No

Please give reasons

17. Are the skills or knowledge obtained during Training important to your job?

☐ Yes ☐ No

18. How important is this new knowledge or skills relevant to the performance of your current job?.....

.....
.....
19. To what extent has Training improved your performance in each of the work areas below? If you are unable to make the assessment, indicate N/A (Not applicable)

☐ Increased job satisfaction and morale among employees ☐ Increased employee motivation
☐ Increased capacity to adopt new technologies and methods

20. Do you think the current Training and Development given by your organization has some benefits on your job performance? ☐ Yes ☐ No

21. What do you think are some benefits of Training and Development on performance?

☐ Increase productivity ☐ Increase employee feedback ☐ Reduce absenteeism
☐ Improved delivery of duties/service ☐ Reduce management complaints

22. Do you have challenges in allowing your staff to embark on training and development?

☐ Yes ☐ No

23. If Yes, what can be done to improve upon training and development needs of staffs of your institution?.....
.....
.....

THANK YOU VERY MUCH!

APPENDIX II

QUESTIONNAIRE TO HEADS OF SELECTED JHS IN KUMASI METROPOLIS

Dear Sir/Madam,

I am a student of KNUST-School of business pursuing my masters in Human Resource Management. As part of the University's requirement, am to embark upon my thesis as partial fulfilment of the requirements for graduation, hence this work. This work is purely for academic purpose and the questionnaire is designed to investigate the Training and Development Practices of Organisations a case study of selected JHS in the Kumasi Metropolis.

Please tick [☒] the appropriate box or write your views in the space provided and note that any information provided would be treated confidential.

Section A: Nature of HRM Training and Development Practices for Employees

1. Do you have particular types of training and development practices for your employees?

[☐] Yes [☐] No

2. Please Tick below the type (s) of training and development practices mostly done by your institution.

[☐] Job orientation [☐] Skills Training [☐] On-the Job Training [☐] Job Instruction

[☐] Training Internship and Assistantship

Others, please state at least three of them

.....

3. What are your policies on Training and Development to improve upon the job performance of your employees?

.....

4. Who gets to be selected for training, and what qualifies a person to be selected

.....

.....

Section B: Methods of Training and development Programmes for Employees

5. Please indicate three factors that guide you in choosing your methods of training and development needs of employees in your institution?

.....

6. Why do you embark on your chosen methods and types of training and development practices for your staffs?

.....

7. Please state three factors that guide you in assessing the training and development needs of your employees?.....

.....

.....

8. How often do you allow employees to participate in Training and Development to improve their performance in your institution?

☐ Quarterly ☐ Twice in a year ☐ Once in a Year ☐ Rarely None

Section C: Effects of Training & Development on Employee Performance

9. Do you think the current Training provided by your organization contains appropriate training content and delivery methodologies that can assist you achieve your job performance objectives?

☐ Yes ☐ No

10. State three reasons why you would say that Training and Development impacted your organisation in terms of fulfilling the objectives of your institution?

Please indicate your responses below;

.....

.....

11. Do you think the current Training provided by your organization has improved your employee's job performance? ☐ Yes ☐ No

Please give reasons

.....

12. Are the skills or knowledge obtained during Training provided by your organization important to your employee's job performance? ☐ Yes ☐ No

13. How important is this new knowledge or skills relevant to the current performance of your employees?.....

.....

.....

14. To what extent has Training provided by your organization improved the performance of your employees in each of the work areas below? If you are unable to make the assessment, indicate N/A (Not applicable)

☐ Increased job satisfaction and morale among employees ☐ Increased employee

motivation ☐ Increased capacity to adopt new technologies and methods

15. Do you think the current Training and Development given by your organization has some benefits on the job performance of your employees? ☐ Yes ☐ No

16. What do you think are some benefits of Training and Development on the performance of your employees?

☐ Increase productivity ☐ Increase employee feedback ☐ Reduce absenteeism

☐ Improved delivery of duties/service ☐ Reduce management complaints

17. Do you have challenges in allowing your staff to embark on training and development?

☐ Yes ☐ No If Yes,

What can be done to improve upon training and development needs of staffs of your

institution?.....

.....

THANK YOU VERY MUCH!



APPENDIX I
QUESTIONNAIRE ON
AN INVESTIGATION INTO TRAINING AND DEVELOPMENT PRACTICES

(A Case Study of Selected Junior High Schools (JHS) in Kumasi Metropolis)

This questionnaire is designed to evaluate the Training and Development Practices of Organisations as an academic exercise. Please tick the appropriate box or write in the space provided.

Please, note that any information provided would be treated confidential.

Section A: Demographic Data of Respondents

1. Gender of Respondent

☐ Male ☐ Female

2. Age Group of Respondent

☐ 20-29 years ☐ 30-39 years ☐ 40-49 years ☐ Above 50 years

3. Respondents highest level of education.

☐ No Formal Education ☐ Basic/Middle School ☐ Senior High School

☐ Post Secondary/ Teachers Certificate ☐ Polytechnic/University Education

4. What is your job position?.....

5. How many years have you been in this institution?

☐ Less than a year ☐ From 2 to 3 years ☐ From 4 to 5 years ☐ Above 6 years

Section B. Nature and Types of HRM Training and Development Practices for Employees

6. Please indicate the level of training and development program you had before joining this institution.....

7. Are there training and development programs for you by your employers?

☐ Yes ☐ No

Please indicate the types/nature of training and development program you had while in this institution.....

8. How often are staffs engaged in training and development programs in this institution?

☐ Once in a year ☐ Twice in a year ☐ Quarterly ☐ Rarely ☐ None

9. How would you rate the following HRM training and development programmes in your institution? Please Tick [☒] one of the variables on each Row using the scale 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, and 5= Strongly Agree

Options	Strongly Agree	Strongly Disagree	Undecided	Strongly Disagree	Disagree
Can current training of staff assist in achieving job objectives					
training and development can improve job performance					
T&D skills & knowledge obtained are important to your job					
Training & Development have benefits on job performance					
training & development help achieve set targets					
Frequent training & development has impact on performance of employees					

10. Rank the following as they are applicable as your nature and types of HR training and Development practices in your institution. Using 5= strongly agree, 4= agree, 3=undecided, 2=strongly disagree and 1=disagree

Options	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
Job orientation					
Skills Training					
On-the Job Training					
Job Instruction Training					
Internship and Assistantship					
Off-the-Job Training					

Section C: Methods and Types of Training and development Programmes for Employees

11. Why do you embark on your chosen methods and types of training and development practices for your staffs?

.....

12. Please indicate three factors that lead to methods of training and development needs of employees in your institution?

.....

13. How often have you participated in Training and Development to improve your job performance organized by your institution?

[] Quarterly [] Twice in a year [] Once in a Year [] Rarely None

Section D: Effects of Training & Development on Employee Performance

14. Do you think the current Training provided by your organization contains appropriate Training content and delivery methodologies that can assist you in achieving your job performance objectives? ☐ Yes ☐ No

15. In what way would say Training and Development provided by your organization impacted on your work or main activity in terms of the following? Indicate your response by ticking; A =Agree, B= Disagree and C= Undecided.

- (a) Increased output of employees
- (b) Increased job security of employees
- (c) Improved working condition/environment
- (d) Increased job satisfaction
- (e) Acquisition of new skills to cope with changes in the work environment.
- (f) Increased knowledge in the discharge of duties.....

16. Do you think the current Training provided by your organization has improved your job performance?

☐ Yes ☐ No

Please give reasons

.....

17. Are the skills or knowledge obtained during Training provided by your organization important to your job? ☐ Yes ☐ No

18. How important is this new knowledge or skills relevant to the performance of your current job?.....

.....
.....
19. To what extent has Training provided by your organization improved your performance in each of the work areas below? If you are unable to make the assessment, indicate N/A (Not applicable)

☐ Increased job satisfaction and morale among employees ☐ Increased employee motivation
☐ Increased capacity to adopt new technologies and methods

20. Do you think the current Training and Development given by your organization has some benefits on your job performance? ☐ Yes ☐ No

21. What do you think are some benefits of Training and Development on performance?

☐ Increase productivity ☐ Increase employee feedback ☐ Reduce absenteeism
☐ Improved delivery of duties/service ☐ Reduce management complaints

22. Do you have challenges in allowing your staff to embark on training and development?

☐ Yes ☐ No

23. If Yes, what can be done to improve upon training and development needs of staffs of your institution?.....
.....
.....

THANK YOU VERY MUCH!

APPENDIX II

QUESTIONNAIRE TO HEADS OF SELECTED JHS IN KUMASI METROPOLIS

Thesis on an Investigation into Training and Development Practices of Organisations

(A Case Study of Selected Junior High Schools (JHS) in Kumasi Metropolis)

This questionnaire is designed to evaluate the Training and Development Practices of Organisations as an academic exercise. Please tick the appropriate box or write in the space provided.

Please, note that any information provided would be treated confidential.

Section A: Types and Nature of Training and Development Practices for Employees

1. Do you have particular types of training and development practices for your employees?

☐ Yes ☐ No Please state at least three of them.....

.....

2. How often do you allow your employees to participate in Training and Development to improve upon their job performance in your institution?

☐ Quarterly ☐ Twice in a year ☐ Once in a Year ☐ Rarely None

Section B: Methods and Types of Training and development Programmes for Employees

3. Please indicate three factors that lead to your methods of training and development needs of employees in your institution?

.....

4. Why do you embark on your chosen methods and types of training and development practices for your staffs?

.....

5. Please indicate three factors that lead to methods of training and development needs of employees in your institution?

.....

6. How often do you allow employees to participate in Training and Development to improve their performance in your institution?

☐ Quarterly ☐ Twice in a year ☐ Once in a Year ☐ Rarely None

Section C: Effects of Training & Development on Employee Performance

7. Do you think the current Training provided by your organization contains appropriate Training content and delivery methodologies that can assist you achieve your job performance objectives?

☐ Yes ☐ No

8. In what way would say Training and Development provided by your organization have impact on your work or main activity in terms of the fulfilling the objectives of your institution? Indicate your responses below;

.....

9. Do you think the current Training provided by your organization has improved your employee's job performance? ☐ Yes ☐ No

Please give reasons

.....

10. Are the skills or knowledge obtained during Training provided by your organization important to your job? ☐ Yes ☐ No

11. How important is this new knowledge or skills relevant to the performance of your current job?.....

.....

12. To what extent has Training provided by your organization improved your performance in each of the work areas below? If you are unable to make the assessment, indicate N/A (Not applicable)

☐ Increased job satisfaction and morale among employees ☐ Increased employee motivation ☐ Increased capacity to adopt new technologies and methods

13. Do you think the current Training and Development given by your organization has some benefits on your job performance? ☐ Yes ☐ No

14. What do you think are some benefits of Training and Development on performance?

☐ Increase productivity ☐ Increase employee feedback ☐ Reduce absenteeism
☐ Improved delivery of duties/service ☐ Reduce management complaints

15. Do you have challenges in allowing your staff to embark on training and development?

☐ Yes ☐ No If Yes, what can be done to improve upon training and development needs of staffs of your institution?.....

.....

THANK YOU VERY MUCH!

