

# **THE IMPACT OF TRAINING AND DEVELOPMENT ON WORK PERFORMANCE**

**(A Case Study of the Commission on Human Rights & Administrative Justice (CHRAJ) –**

**Ashanti Region)**

**KNUST**  
BY

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## DECLARATION

I 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 material 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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**ABSTRACT**

The necessity for improved work performance has been acknowledged globally and the fact that this depends on efficient and effective training and development programmes cannot be downplayed. Training is a learning process that involves the acquisition of knowledge, skills, and abilities necessary to successfully perform a job. The study aimed at finding out the impact of training and development on work performance of CHRAJ staff –Ashanti Region. It focused on how training needs assessments are conducted, the various training methods employed, the training policies and procedures available, the impact of training and development on work performance and how training and development programmes are evaluated in the Commission. To achieve these, data was obtained from both primary and secondary sources and both qualitative and quantitative methods were used. The study found out that training needs assessments are mostly conducted through annual appraisal process and are determined by management of the Commission and that basic skills and capabilities are identified for different workers in each department. The study recommends that appraisal should be revised to reflect professional and specialized needs of staff through periodic examinations in the form of simulation to identify training needs. There should also be active involvement of staff and their immediate supervisors in the determination of training and development needs. Again, it is recommended that a mix of training methods should be adopted and there should be both pre and post evaluation of training programmes.

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Kind regards to all those whose names I cannot mention, I say may God richly bless you all.

## DEDICATION

This work is dedicated to my beloved wife, Margaret Ama Serwaa Asante-Yeboah (Mrs.), for her love, support and encouragement throughout these years of our marriage. Maame, I will always love and cherish you!



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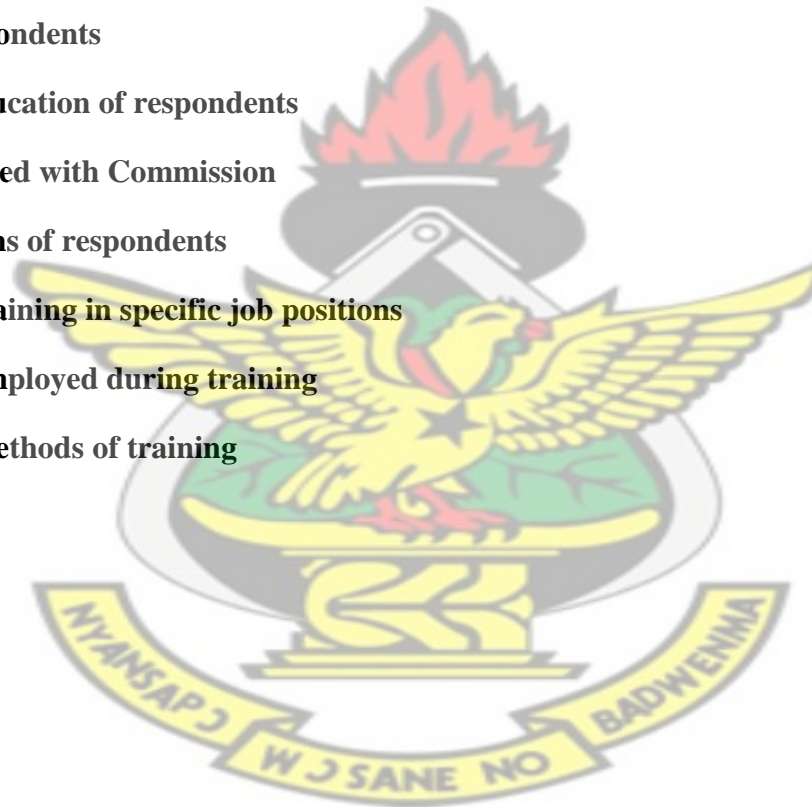
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## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background of the study

Human resource is seen as the most priceless asset of every organization: be it a service or product industry. The effectiveness and success of any organization, therefore, depend to a large extent on the quality of this resource. Consequently, every investment in the form of training and development of employees must be properly aligned to the objectives of the organization to achieve the needed results. The strategic effectiveness holds that there are benefits to be derived from employee training, if that training is part of a consistent set of human resource management practices (Brown et al 1993).

The Commission on Human Rights and Administrative Justice [CHRAJ] is a semi-autonomous body established by an Act of parliament, Act 456 of the 1992 constitution of Ghana. The Commission exists to enhance the scale of good governance, democracy, integrity, peace and social development, by promoting, protecting and enforcing fundamental human rights and freedoms and administrative justice for all persons in Ghana.

The Commission comprises of a Commissioner who is directly responsible for the administrative and finance function, two Deputy Commissioners, who have oversight responsibilities of the legal and investigations, public education and anti-corruption mandates, supported by three Directors who also have direct responsibility for the core functions of the institution –

management of the Commission. There are ten Regional Directors, who perform the functions of the Commission at the regional level, and currently, there are District Directors in 110 districts throughout the country.

Bartel (1994) and D'Arcimoles (1997) suggested that employee training directly enhances firms' performances by raising the general level of skills. Consequently, as employees become more highly motivated and highly skilled, their task performance improves and organisational effectiveness is directly enhanced. Employee training in this regard may be viewed as a discrete management practice, one that directly enhances the human capital of the firm and so directly leads to performance improvements in these areas.

This study aims at establishing a relationship between employees training and development, and its impact on work performance by examining the direct effects of training and development. Gee and Nystrom (1999) studied the levels of skill training in 342 US manufacturing plants and found that "different levels of skills training are strategically related to different levels of quality management practices." Limited and one-off training programmes were associated with quality by inspection whilst comprehensive employee training was associated with the adoption of full total quality management programmes.

There is some evidence that manufacturers implementing quality management programmes do strategically target their training efforts (Sinnott et al., 1998). Many manufacturers it seems, do



provide training that is designed to suit the type of quality management programme. Skills are developed that underpin the integrity of the management system.

If employees are to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills, and if they are to believe that they are valued by the organisation they work for, then they need to see visible signs of management commitment to their training and career needs. Training and development are the process of investing in people so that they are equipped to perform their job functions effectively and efficiently. These processes are part of the overall human resource management approach that results in people being motivated to perform (Barron and Hagerty, 2001).

It is an undeniable fact that training and development of employees is an issue that has to be faced by every serious minded organisation. However, the amount, quality and quantity of training carried out differ tremendously from one organisation to another. According to Cole (2002), factors influencing the quantity and quality of training and development activities include; the degree of change in the external environment, the degree of internal change, the availability of suitable skills within the existing workforce and the extent to which management see training as a motivational factor at the workplace.

Training and development as a learning process involve the acquisition of knowledge, skills and abilities necessary to successfully perform a job. Several reasons exist for an organisation to conduct training programmes for its employees. Some of these reasons include: economic, social, technological, and government changes, can make the skills learned today obsolete in the

future; planned organisational changes (such as the introduction of new equipment) can make it necessary for employees to update their skills or acquire new ones; performance problems within an organisation such as low productivity or large scrap problems can be reduced by training and regulatory, contractual, professional, or certification issues can require an employer to provide training for its employees (Lloyd et al., 2011).

### 1.1 Statement of the Problem

The Commission since its establishment has been allocating huge sums of money from its budgetary allocations towards training and development of staff with the sole aim of building their capacities to enable them perform their respective functions effectively and efficiently.

Additionally, the Commission has signed a memorandum of understanding [MOU] with its international donor partner, Danida, where every year Danida finances most training programmes for the Commission's core staff. Similarly, Danida periodically offers some senior staff of the Commission the opportunity to develop themselves by undergoing foreign training in Denmark to upgrade their knowledge and skills.

In spite of all these interventions, the Commission is still confronted with performance challenges of staff. The aim of this research is to find out whether training and development help employees to improve on their overall performance to help achieve organizational goals and objectives.

In furtherance to the above, many challenges have been identified. These include but not limited to the following: absence of functional training and development departments, lack of competent resource personnel, attitude of employers and employees towards training and development programmes, improper needs assessment to determine the actual needs of individual employees and that of the organization.

Therefore the purpose of the study was to ascertain whether training and development has impact on employee's work performance within an organisation.

## **1.2 Objectives of the study**

The objectives of the study are categories into two (2) main forms: General objective and Specific objectives.

### **1.2.1 General Objective**

The general objective of the study is to examine the impact of training and development on employees work performance at the Commission on Human Rights & Administrative Justice (CHRAJ).

### 1.2.2 Specific Objectives

The specific objectives of the study include:

1. To identify how training needs assessment is conducted at CHRAJ.
2. To determine the training and development policies and procedures at CHRAJ.
3. To examine the various methods of training and development used at the commission.
4. To examine the impact of training and development on work performance at CHRAJ.
5. To identify measures used to evaluate the effectiveness of training and development.
6. To provide relevant recommendations aimed at improving the effectiveness of training and development at CHRAJ.

### 1.3 Research Questions

The questions below form the basis for the stated research objectives.

1. How is training needs assessment conducted at CHRAJ?
2. What training and development policies and procedures are available at CHRAJ?
3. What training and development methods are used at the Commission?
4. What impact does training and development have on the staff of the Commission?
5. What measures are used to evaluate the effectiveness of training and development?
6. What relevant recommendations can be made to help improve the effectiveness of training and development at CHRAJ?

#### **1.4 Significance of the study**

It is expected that the outcome of the study will enable Management, who are the policy makers of the Commission, to better appreciate the importance and impact of strategic training and development on work performance of staff members. Again, it is hoped that the findings of the study will serve as an important reference guide in the development of appropriate future training and development content and methodologies for the improvement of work performance. Additionally, the relevant recommendations will help ensure proper design, implementation and maintenance of strategies to manage people for optimum organisational performance including the development of policies and processes to support these strategies for the achievement of organization goals.

Furthermore, it is hoped that academicians and other researchers will find interest in the outcome of this study.

#### **1.5 Overview of research methodology**

Data for the study was obtained from two (2) main sources: Primary and Secondary sources. The primary source involves interviews and the use of questionnaires while the secondary sources were obtained from journals, periodicals, articles, newspapers, books and other publications.

Both qualitative and quantitative methods were used to analyze data collected. The sample population is eighty-eight (88), which is the total number of staff members of CHRAJ in the



Ashanti Region. There will be no need for any sample technique as the whole population would be used in the analysis.

The quantitative data collected from the questionnaire were analysed using Statistical Package for the Social Science analysis programme (SPSS) and Microsoft Excel.

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### **1.6 Scope of the study**

The study was carried out in the commission's offices in the Ashanti Region. CHRAJ has a regional office, one municipal and 15 district offices in the Ashanti region. It is the region with the highest number of district offices and invariably the largest staff population. The scope is based on the concept of training and development which is arousing significant interest in most organizations of which CHRAJ – Ashanti Region is no exception.

### **1.7 Limitations of the study**

The research was not without any limitations. In the first place CHRAJ is represented in all the ten [10] regions of Ghana but the researcher focused his study only on the Ashanti region and it is possible that if more regions had been selected varying views and opinions would have been captured to give a more true reflection of the actual situations on the ground.



Additionally, time and material resource constraints were major barriers to the study. Moreover, the difficulty in gaining the attention and positive responses of interviewees was observed in the study.

However, the above limitations did not have any significant effect on the validity and reliability of the findings of the study.

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### **1.8 Organisation of the study**

This research is organized into five chapters. Chapter one begins with an introduction of the study and continues to state the problem of the study, objectives, and research questions, significance of the research, methodology used, scope and limitations of the study. An extensive and thorough review of relevant literature aimed at obtaining important knowledge on the subject matter is captured in chapter two. In chapter three, the methodology used including the population size, sampling size, data collection and how data was analysed was discussed. Chapter four entails the findings on the impact of training and development on work performance at CHRAJ. The outcome of the data analysis was discussed in the context of the objectives in chapter one and the literature reviewed in chapter two. Chapter five ends the study with a summary of the main findings, recommendations and conclusions drawn from the study.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter would review relevant literature on how strategic training and development affect employees' work performance. In addition, it would offer a comprehensive outlook at the development and effectiveness as well as the efficiency of training and development as they may apply to organisations in Ghana. Furthermore, it would bring to the fore various methods of training and development, methods of needs assessment for training and development programmes for employers and employees and identify performance programmes that are necessary for career success of organisations in Ghana. It will also provide a vivid understanding and implementation of training evaluation programmes.

#### 2.1 Training

Decenzo and Robbins (2002), define training as a learning experience in that it seeks a relatively permanent change in an individual that will improve his or her ability to perform on the job. Training can involve the changing of skills, knowledge, attitudes, or social behavior. It may mean changing what employees know, how they work, their attitudes towards work, or their interaction with their co-workers.

According to Cole (2002), in his book Personnel and Human Resource Management, training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task.

Training is the planned and systematic modification of behaviour through learning events, activities and programmes which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively (Gordon 1992). To Pheesey (1971), training is the systematic process of altering the behaviour and or attitudes of employees in a direction to increase the achievement of organizational goals. This implies that training aims at changing certain negative behaviours and attitudes of employees that are not in consonance with organizational goals.

Noe et al (1996), refers to training as a planned effort by a company to facilitate the learning of job-related knowledge, skills, or behavior by employees. The goal of training efforts is for employees to master the knowledge, skill or ability emphasized in training programmes and to apply it in day-to-day activities.

Training can be defined as any procedure initiated by an organization to foster learning among its member. The primary purpose of training programmes is to help the organization achieve its overall objective. At the same time, an effective training programme should help trainees to satisfy their own personal goals (Sherman and Bohlander, 1992).

The Manpower Services Commission of the United Kingdom, which was set up by the 1973 Employment and training Act defined training as a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. They further argue that the purpose of training in the work situation is to develop the abilities of the individual and to satisfy the current and future goals of the organisation.

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Studies have suggested that employee training directly enhances a firm's performance by raising the general level of skills. As employees become more highly motivated and more highly skilled, so their task performance improves and organizational effectiveness is directly enhanced (Bartel, 1994; D'Arcimoles, 1997). Employee training may, in this view, be seen as a discrete or stand alone management practice, one that directly enhances the human capital of the firm and so directly leads to performance improvement.

Firms pursuing a quality strategy have found it necessary to invest in 'human-capital enhancing' activities such as training, in order to enhance performance improvements in productivity and customer satisfaction. Youndt et al (1996), and D'Arcimoles (1997), examined the effect of employee training upon the financial performance of 61 French firms and found that there were significant immediate and lagged effects. Expenditure on training by firms was associated with immediate and permanent improvement in productivity and profitability, leading D'Arcimoles (1997), to find that: "substantial training expenses seem to be a good sign of future economic performance".

Bartel (1994), examined job redesign, performance appraisal and employee involvement, findings, that training was unaffected by the implementation of these practices in its performance enhancing effects. Bartel (1994) used a value added measure of productivity based upon net sales per employee and found that the introduction of new training programmes led to a productivity gain of 18.86 over three years. Significantly, this gain applied across the board to low performing and high performing companies, leading Bartel (1994), to observe that: ‘the implementation of formal employee training programmes can enable businesses that are operating at below expected levels of labour productivity to eliminate this gap’.

Other scholars argue that employee training has a mediated rather than a direct effect upon a firm’s performance. These scholars argue that employee training is more effective when used in conjunction with other management practices and that compatible set of practices are more effective in raising performance than any individual when practiced. This argument suggest that training, whilst effective in raising general skills, is more effective when it develops a firm’s specific skills and so support the operation of the particular business process systems within the firm. Training, when used to support quality management practices, should contribute to the effectiveness of the quality management system. Training should enhance the integrity of these systems, rather which merely raise the level of employee skills (Gee and Nystram, 1999; Jayaram et al, 1999).



## 2.2 Development

According to Beardwell and Holden (1997), development is the all important process, through which individual and organization growth can through time achieve its fullest potential. Education is the major contributor to that process, because it directly and continuously affects the formation not only of knowledge and abilities but also of character and of culture, aspirations and achievements. Training is the shorter-term, systematic process through which an individual is helped to master defined tasks or areas of skill and knowledge to pre-determined standards. There needs to be a coherent and well-planned integration of training, education and continuous development in the organization if real growth at individual and organization level is to be achieved and sustained.

Furthermore, development is more future oriented and more concerned with education than is employee training, or assisting a person to become a better performer. By education we mean that development activities attempt to instill sound reasoning processes to enhance one's ability to understand and interpret knowledge rather than imparting a body of serial facts or teaching a specific set of motor skills development. Therefore development focuses more on the employees' personal growth (Decenzo and Robbins, 2002).

According to Armstrong (2003), development is the growth or realization of a person's ability and potential through the provision of learning and educational experiences. It is therefore about developing the intellectual capital required by the organization, as well as ensuring that the right quality of people is available to meet present and future needs. Human resource development



should always be performance-related designed to achieve specific improvement in corporate, functional, team and individual performance and make a major contribution to bottom-line results.

### 2.3 Performance

Brumbach (1988) defines performance as both behavior and result. Behaviour emanates from the performer and transforms performance from abstraction to action. Not just the instruments for results, behavior is also outcome in their own right-the product of mental and physical effort applied to tasks and can be judged apart from results. 'Performance is a multi-dimensional construct the measurement of which varies depending on a variety of factors' (Bates and Holton, 1995). They also state that it is important to determine whether the measurement objective is to assess performance outcomes or behaviour.

Moreover, Kane (1996) argues that performance is something that the person leaves behind and that exists apart from the purpose. In addition, Campbell (1990) believes that: performance is behavior and should be distinguished from the outcomes because they can be contaminated by systems factors'.

Among other schools that highlight the usefulness of training are Akintayo (1996) and Oguntinchin (2001). They identified the functions of training as follows: increases productivity, improves the quality of work, and improves skills, knowledge, understanding and attitude;

enhances the use of tools and machines; reduces waste, accidents, turnover, and lateness among others. It enhances the implementation of new policies and regulations; prepares people for achievement, improves man – power development and ensures the survival and growth of the organization. Training and development is about making a difference to the bottom line, both in terms of how people feel about their jobs as well in the area of performance and productivity. Ultimately, it is about adding real value to the organization and those who comprise it.

## 2.4 Training Needs Assessment

Desimon and Harris (1998) stated that a “need can either be a current deficiency, such as a poor employee performance, or a new challenge that demands in the way organizations operates”. They also report that an assessment is a way to collect information that can be used to decide what type of development will be perceived as relevant and useful. This in s a turn enables a conversation to take that questions the type of skills and knowledge required to be more effective. Organizational gaps will be identified and considered, if the problem can be solved by training. The assessment is part of a planning process focusing on identifying and solving performance problems.

A need assessment helps determine whether training is necessary in organizations. It assesses whether there is a need for training. Decenzo and Robbins (2002) proposed that management can determine this by answering four questions.

1. What are the organization’s goals?

2. What task must be completed to achieve these goals?
3. What behaviour is necessary for each job incumbent to complete his or her assigned task?
4. What deficiencies, if any, do incumbent have in the skills, knowledge, or attitudes required perform the necessary behavior?

Armstrong (2003) also states that training needs analysis is sometimes assumed to be only with defining the gap between what is happening and what should happen. This is what has to be filled by training: the difference between what people known and can do, and what they should know and be able to do.

Performance problems, new technology, internal and external customer request for training job redesign, new legislation, changes in customer preferences, new products or employees' lack of basic skills and many others are by themselves enough signal that training is necessary (Neo et al. , 1996).

#### **2.4.1 Areas for Training Needs Analysis**

Training needs should be analysed, first, for the organization as a whole (corporate needs); second for department, teams, functions or occupations within the organization (group needs); and third, for individual employees (individual needs) (Armstrong, 2003). Neo et al (1996), and Sherman and Bohlander (1992), argue that the three different analyses recommended for use in

the needs assessment typically involve organizational analysis, person analysis, and task analysis.

#### 2.4.2 Organizational Analysis.

Armstrong (2003) refers to organizational analysis of corporate needs, which will lead to the identification of training needs departments of occupations while these in turn will indicate what individual employees need to trained.

Neo et al (1996) suggest that organizational analysis involves determining the appropriateness of training, giving the company's business strategy, its resources available for training, and support by managers and peers for training activities.

Similarly, organizational analysis is an examination of the goals, resources, and environment of the organisation to determine where training emphasis should be placed. The resources- technological, financial, humour among others that are available to meet objectives also must be considered. (Sherman and Bohlander, 1992) according to Goldstein (1986), organizational analysis should identify: organizational goals, organizational resources, organizational climate and environmental constraints. The original purpose of the organizational analysis as describe by McGhee and Thayer (1961) was to provide information about where and when training was needed in an organisation. Over the last years, organizational analysis has been reconceptualised as an examination of systematic components that determine whether a training programme can

yield change on the job (Goldstein, 1991). Along these lines, Royillier and Goldstein (1991) have conducted research on assessing an organization's transfer climate. Their work is discussed in the section below on the post training environment.

One recurring theme, particularly in the practitioner literature, is the need to link training and organizational strategy (Sonnenfield and Peiperl, 1988; Schulr and Jackson, 1987). Training course should support the strategic direction of the organisation, and training objectives should be aligned with organizational goals. The American Society For Training and Development and the Work in America Institute completed projects that examined the link between training and company strategy in many organizations.

### **2.4.3 Task Analysis**

Sherman and Bohlander (1992) state that task analysis involves determining what the content of the training programme should be, based on study of the task or duties involve in the job. Task analysis appear to be shifting from an emphasis on what is currently required to what will in the future be require for an employee to be effective in a particular job.

Similarly, task analysis includes identifying the important tasks, knowledge, skills and behaviour that needs to be emphasized in training (Noe et al, 1996). Task analysis identifies the nature of the task to be performed on the job and the knowledge, skills and abilities needed to perform these tasks. Increasingly rapid technological changes can modify task requirements, which in



turn can influence knowledge, skill and ability requirements. Schnieder and Konz (1991) examine methods for estimating cross-job retraining times for different tasks.

Howell and Cooke (1989) noted that work requirements at all levels are becoming cognitively more demanding. “What were once highly structured tasks may now call for inference, diagnosis, judgment, and decision making.” Howell and Cooke (1989) call for an expanded view task analysis to include an examination of the cognitive processing and learning requirements necessary to perform job tasks.

Identifying differences in the way experts and novices approach a task and process information could yield insights, valuable in determining what to include in training and how it should be presented (Kraiger, 1988). The application and translation of cognitive-task analysis concepts for training purposes are not as well developed as traditional methods.

#### **2.4.4 Person Analysis**

According to Sharman and Bolhlander (1992), person analysis involves determining whether or not task performance is acceptable and studying the characteristics of individuals and groups who will be placed in the training environment.



Likewise, Noe et al (1996), posit that person analysis involves determining whether performance deficiencies result from a lack of knowledge, skills, ability or from a motivational or work design problem; identifying who needs training; and determining employees' readiness for training. Person analysis focuses on identifying who should be trained and what training is needed by an individual. Ford and Noe (1987), studied self-assessed training needs and found small but significant differences for managers with different job levels, functions, and attitudes towards the utility of training. Lower-level managers reported higher needs for administrative skills than did middle managers. Managers who perceived training to be worthwhile reported greater need for training in quality-control skills.

New employees also have unique training needs and formal training programmes for new employees often fail to present material at the appropriate level of difficulty and job specificity (Feldman, 1989). When the diagnosis of recruits strengths and weakness is inadequate, many organisations will provide training at lowest common denominator, resulting, in sub-optimisation of training effectiveness (Feldman, 1989).

Finally, in addition to determine who needs training person analysis can be used to assess whether employees have pre requisite attitude, knowledge, and motivation to benefit from training. Individuals who lack basic skills or motivations prior to training are less likely to succeed and may require remedial preparation prior to entering a specific training programme.

## **2.5 Training and Development Methods/Techniques**

A careful use of training methods can be a very cost effective investment in the sense of using the appropriate method for the needs of person or groups. We have also examine procedures from a training needs analysis but will now look at specific type of training and development method exist to help individuals carry out responsibilities in meeting training needs. Generally training methods can be divided into on-the-job and off-the-job training.

### **2.6 On-the-Job training**

Schuler and Huber (1993) argue that on the job training occurs where an employee is taught a new job under the direction of supervision of an experienced worker or trainer. The trainee is expected to learn the job by observing the experienced employee and by working with the actual materials, personnel, and machines that comprise the job. The experienced employee/trainer is expected to provide a favourable role model and to take time from regular job responsibilities to provide job-related instruction and guidance.

According to Beardwell and Holden (1994) on-the job training is probably the most common approach to training and can range from relatively unsophisticated “observe and copy” methods to highly structured courses built into workshop or office practice.

### **2.6.1 Apprenticeships**

Cherrington (1995) refers to apprenticeship training as process of having a new worker, called apprentice, work alongside and under the direction of a skilled technician. This refers to training provided through working under a journey man or master in a craft. The apprentice works alongside a person skilled in the craft and taught by that person (Anthony et al, 1993).

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### **2.6.2 Internship**

Internship provides training similar to apprenticeship training. However, internship typically refers to occupations that require a higher level or formal education than that required by the skilled trades (Cherrington, 1995).

As stated by Schuler and Huber (1993), internships are often part of an agreement between schools and colleges and local organisations. Internship programmes, jointly sponsored by colleges, universities, and a variety of organisations, offer students the chance to gain general world experience while finding out how they will perform in work organisations (Sherman and Bohlander, 1992)

### **2.6.3 Job Rotation**

As indicated by Cherrington (1995), job rotations are learning techniques that are usually reserved for managerial and technical occupations. Movement from one position to another

provides managers with exposure to number of different job functions and a broad grasp of the overall purpose of an organisation. Job rotation programmes are used to train and expose employees to a variety of jobs and decision-making situations. Although job rotation provides employee exposure, the extent of training and long-run benefits it provides may be over-stated (Schuler and Huber, 1993).

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## 2.6.4 Mentoring/Coaching

To Anthony et al (1993), mentoring is a technique that assigns a guide or knowledgeable person high up in the organisation to help a new employee “learn the ropes” of the organisation and to provide other advice. In line with that, Beardwell and Holdern (1994), state that, this is another version of the system whereby a senior or experienced employee takes charge of the training and development of a new employee.

Schuler and Huber (1993) say mentoring, as a method of training, is regular part of the supervisor’s job. It includes day-to-day coaching, counseling, and mentoring of workers on how to do the job and how to get along in the organisation. The effectiveness of coaching, counseling and monitoring as a technique for training and development depends in part on whether the supervisor creates feelings mutual confidence, provides opportunities for growth tom employees and effectively delegates’ tasks. Mentoring programmes, in which an established employee guides the development of a less-experienced worker or ‘protégé’ can increase employees’ skills, achievement, and understanding of the organisation.

### **2.6.5 Job Instruction Training**

Schuler and Huber (1993) assert that job instruction training was developed to provide a guide for giving on-the-job skill training to white and blue-collar employees as well as technicians. It provides such systematic technique which rather makes it flexible form both off-the-job and on-the-job programmes. It has been most popular method of training for blue-collar and white-collar employees since it was first describe by the war manpower board during World War II. Before the actual learning occurs, job-instruction training requires a careful analysis of the job to be performed, an assessment of what the trainees knows about the job, and a training schedule. Training begins with introductory explanation of the purpose of the job and a step-by-step demonstration by the trainer of the operations. After the trainer has demonstrated the job enough times for the trainee to comprehend the steps, the trainee is given the opportunity to try it alone (Cherrington, 1995).

### **2.7 Off-the-Job Training**

Off-the-job training is also appropriate when complex skills need to be mastered or when there is the need to focus on specific interpersonal skills that might not be apparent in normal work environment (Schuler and Huber, 1993). Similarly, Cherrington (1995) state that most off-the-job training programmes are viewed as supplementary rather than as central to learning of the job. Off-the-job training generally focuses more on long-term development and general education than on the skills and information needed to perform a specific job. Beardwell and Holden (1994), argue that off-the-job training is sometimes necessary to get people away from



the work environment to a place where the frustrations and bustle of work are eliminated. This enables the trainee to study theoretical information or new and innovative ideas.

### 2.7.1 Vestibule Training

According to Cherrington (1995), vestibule training is similar to on-the-job training except that it occurs in separate training area equipped like the actual production area. The training that occurs in a vestibule is usually some form of job-instruction training. In vestibule training, however, the emphasis is on learning as opposed to the emphasis on production in job-instruction training. Vestibule training is typically used for teaching specific job skills. In being consistent with the above, Decenzo and Robbins (2002), state that vestibule training helps employees learn their job on the equipment they will be using, but the training is conducted away from the actual work floor. Vestibule training allows employees to get full feel for doing task without “real-world” pressures. Additionally, it minimizes the problem of transferring learning to the job, since vestibule training uses the same equipment the trainee will use on the job.

Sherman and Bohlander (1992) argue that vestibule trainees are given instructions on the operations of equipment like that found in operating departments. The emphasis is on instruction rather than production.



### 2.7.2 Lecture

The lecture is an efficient means of transmitting large amount of factual information to a relatively large number of people at the same time. It is the traditional method of teaching and is used in many training programmes. A skilled Lecturer can organize material and present it in a clear and understanding way. If the trainees are ready to receive it, a well prepared lecture may succeed in transferring conceptual knowledge. However, a lecture does not allow active participation by the learners. It provides no practice, no feedback, no knowledge of results, and it may inhibit the transfer of learning (Cherrington, 1995).

Anthony et al (1993) state that lecture method is very useful for large groups. It requires a training leader who is dynamic and who can organize and present materials in an effective fashion. For best use it should be supplement with additional types of training techniques.

According to Decenzo and Robbins (2002), the lecture approach is well adopted to conveying specific information, rules, procedures, or methods. The use of audio visual can often make a formal classroom presentation more interesting while increasing retention and offering a vehicle for clarifying more difficult points.

### 2.7.3 Case Studies

Cherrington (1995) declares that case studies are used extensively in many business classes. They are designed to promote trainee discovery of underlying principles. Most cases do not have

single correct solution. Instead a trainee is expected to analyse the problem and consider alternative solutions.

Even though trainees may not agree on the best solutions, a fair agreement about the relevant issue should exist. The success of the case method as a training technique depends largely on the skill of the discussion leader. Effective case discussions require skilled trainers when to focus the group discussion on particular topics and when to allow free floating ideas and exploration into alternative issues. The case studies analysis approach to management development was popularized at the Harvard Graduate School of Business. Taken from the actual experiences of organisations, these cases represent attempts to describe, as accurately as possible, real problems that managers faced. Trainees study the case to determine problems, analyse causes, develop alternative solutions, select what they believe to be the best solution and implement those solutions (Dcenzo and Robbins, 2002).

Sherman and Bohlander (1992) argue that case study is particular useful in classroom learning situations. These documented examples, which may have been developed from actual experiences within their organisations, can help trainees to learn how to gather and interpret facts, to become conscious of the many variables on which a management decision may be based and in general, to improve their decision-making skills.

#### 2.7.4 Simulation/Role-Playing

Decenzo and Robbins (2002) training in an artificial environment that closely mirrors actual working conditions can be considered a simulation. Simulation activities include case exercise, experiential exercise, complex computer modeling and vestibule training. Training and development technique that presents participants with situations that are similar to actual job condition is used for both managers and non managers (Schuler and Huber, 1993).

In accordance with the above, Anthony et al (1993), expressed that this technique gives participants actual practice in applying concepts in an artificial situation. An opportunity to solve a problem is provided, and the participants actually act out the solution. Cherrington (1995), argue that a simulation refers to creating an artificial environment that approximates that actual job conditions as much as possible. In this regard, simulation is very similar to vestibule training. Simulation has been used extensively for learning technical and motor skills. The essence of role-playing is to create a realistic situation as in the case of discussion method, and then have trainees assume the parts of specific personalities in situation.

#### 2.7.5 Conference/Discussion

A method of individualized instruction frequently used where the training involves primarily the communication of ideas, procedures, and standards in the conference or discussion method. This method allows for considerable flexibility in the amount of employee participation (Bohlander and Sherman, 1992). Again, Anthony et al (1993) argue that all training programmes,

particularly outside programmes, utilize this technique. It has the advantage of being spontaneous and allows the participant to become involved in exploring concepts and in seeking clarification.

Cherrington (1995) states that conference and group discussions, used extensively for making decisions, can also be used as a form of training because they provide forums where individuals are able to learn from one another. Many studies have shown that individuals are much more inclined to change their attitudes if they participate in a group discussion and at a group consensus regarding a topic than if they listen to a lecture. An example of group discussion that can be an effective means of training is one in which supervisors discuss the performance evaluation procedure and develop common criteria for evaluation performance.

#### **2.7.6 Self-Study**

A considerable amount of training and development consists of independent learning by people trying to train themselves. The most frequent kinds of self-study activities are reading books and professional magazines; take special courses through a local university and attending professional meetings (Cherrington, 1995). The tremendous increase in new technology has increased the need for employees to train themselves using owners' manuals and other handbooks. For individuals who are highly motivated, individual study and special training are excellent ways to increase job knowledge and skills.

Anthony et al (1993) assert that self study learning techniques use programmed test and exercises to guide student through a step-by-step series of learning experiences. It is learner-centered method of instruction and seldom, if ever, requires the service of an instructor at the time the training occurs. The technique presents subject matter in small steps, which require them to respond and immediately inform them of appropriateness of their responses.

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## 2.7.7 Computer Assisted Instruction

According to Bernardin and Russel (1993), computer-assisted instruction system can have computers on hand for trainees to use periodically to solve problems. In most cases, computers are used to teach computer skills. Decenzo and Robbins (2002) also add that complex computer modeling simulates the work environment by programming a computer to imitate some of the realities of the job. It is mostly used by airlines in the training of pilots. The computer simulates the number of critical job dimensions and allow learning to take place without the risk or high cost that would be incurred if, mistake were made in a real-life flying situation.

Cherrington (1995) refers to computer base training as any form of interactive learning experience between a computer and a learner in which the computer provides the majority of the stimulus and the learner is required to make some form of response during the learning.



### 2.7.8 Sensitivity Training

As stated by Decenzo and Robbins (2002), sensitivity training in “encounter group” becomes quite popular during the 1950s as a method of changing behaviour through group processes. Often referred to as laboratory training, it influences the participants through unstructured group interaction. Members are brought together in a free and open environment in which participants discuss themselves and their interactive process, loosely facilitated by a professional behaviour scientist. This professional then creates the opportunity for the participant to express their ideas, beliefs, and attitudes. In the same instance, this type of training consists of unstructured group discussion in which the participants talk about their personal feelings and reactions towards each other. The length of a laboratory training session may vary from as little as a couple of hours to as much as two or three weeks of all day sessions. The training is designed to create greater self-awareness and increased sensitivity to the attitudes and emotions of others and to group processes (Cherrington, 1995). In the same way, Schuler and Huber (1993), stated that individuals in an unstructured group exchange thought and feelings on the “here and now” rather than the “there and then”. The experience of being in sensitivity group often gives individuals insight into how and why they and others feel and act the way they do.

In consistent with the above, Bernardin and Russel (1993), express that in sensitivity training, which was very popular for management training in previous decades, a small group of about 8 to 14 individuals work together to develop interpersonal or team-building skills. In an unstructured setting, trainees focus on the “here and now” and describe issues of interest or



concern to them. The trainer generally does not structure the discussion yet may intervene if the comments become harmful to participants.

## 2.8 Cost Benefit Analysis of Training

According to Bernardin and Russel (1993), to conduct a thorough evaluation of training programme, it is important to assess the cost and benefits associated with the programme. This is difficult to do but may be important for showing top management the value of training for the organisation. Some of the cost that should be measured for training programme include needs assessment costs, salaries of training designers, purchase of equipment (computers, videos, handouts), programme development costs, evaluation costs, trainers' cost (salaries, travel, lodging, meals), facilities rental and other training costs.

In line with the above, it is important to compare the benefits of the training programme with its cost. One benefit that should be estimated is the cedi payback associated with the improvement in trainees' performance after receiving training. Another factor that should be consider when estimating the benefits of training is the duration of training's impact, that is, the length of time during which the improved performance will be maintained.

Equally, Noe et al. (1996) assert that cost benefit analysis in the processes determining the economic benefits of a training programme using accounting methods. Determining the economic benefits of training involves determining training cost and benefits. Training cost

information is important for several reasons: To understand total expenditures for training including direct and indirect cost, to compare the cost of alternative training programme, to evaluate the proportion of money spent on training development, administration, and evaluation as well as to compare monies spent on training for different groups of employees and control cost.

Also, a number of methods may be helpful in identifying the benefits of training: Technical, academic, and practitioner literature summarizes the benefit that have been shown to relate to specific training programmes, pilot training programmes assess the benefits on a small group of trainees before a company commit more resources, and observance of successful job performers can help a company determine what successful job performers can do differently from unsuccessful job performers.

## **2.9 Comparison of Training Techniques/Methods**

With so many different techniques available, a training specialist must carefully evaluate the advantage and disadvantage of each method to determine which is appropriate for a given situation. The selection of a training method should be determined primarily by the objective of the training (Cherrington, 1995).

A lecture is ideal for disseminating a large amount of information to learners who are already motivated to receive it, but the lecture is not useful for changing attitudes or teaching new motor

skills. The major principles of learning are motivation, feedback, meaningful stimulus, practice, and transfer of training. An ideal training programme should be consistent with each of these principles; however, all five principles may not be equally important, depending on the particular training activity. The various training methods are used in variety of different training programmes.

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## 2.10 Evaluating Training

It is important to evaluate training, in order to assess its effectiveness in producing the learning outcomes specified when the training intervention was planned, and to indicate where improvement or changes are required to make the training even more effective (Armstrong, 2003). The process of evaluating training has been defined by Hamblin (1974) as: 'Any attempt to obtain information (feedback) on the effect of a training programme and to assess the value of the training in light of that information'.

Berardin and Russel (1993) claim that evaluation involves the collection of information on whether trainees were satisfied with the programme, learned the material, and were able to apply the skills back on the job. Evaluation ensures that programmes are accountable and are meeting the particular needs of employees in cost effective manner. This is especially important today, as organisations attempt to cut cost and improve quality in their firms. While most companies recognize the importance of evaluation, few actually evaluate their training programmes.

## 2.11 Types of Evaluation Criteria

There are various types of evaluation criteria that can be used to ascertain the effectiveness of training and development programmes in organisations.

### 2.11.1 Reaction

Bernardin and Russel (1993) express that reaction measures are designed to assess trainees' opinions regarding the training programme. Using a questionnaire, trainees are asked at the end of training to indicate the degree to which they were satisfied with the trainer, the subject matter and content, the materials, and the environment. However, it is important to collect reaction data for several reasons:

To find out how satisfied trainees' were with the programme, to make any needed revisions in the programme and to ensure that other trainees will be receptive to attending the programme.

In similar situation, Kirkpatrick (1994) suggest that evaluation measures how those who participated in the training have reacted to it. Kirkpatrick suggests the following guidelines for evaluating reactions:

Determine what you want to find out, design a form that will qualify reactions, encourage written comments and suggestions, get 100 percent immediate response, get honest responses, develop acceptable standards, measure reactions against standards, and take appropriate action and communicate reactions as appropriate.

### **2.11.2 Learning**

On the word of Armstrong (2003), this level obtains information on the extent to which learning objective have been attained. It will aim to find how much knowledge was acquired, what skills were developed or improved, and as appropriate the extent to which attitudes have changed in the desired direction. Equally, Bernardin and Russel (1993) suggest that learning measures assess the degree to which trainees have mastered the concept, knowledge, and skills of the training. Typically, learning is measured by paper and pencil test, performance test, and simulation exercises. Trainees should be tested on their levels of understanding before and after training to determine the effect of training on their knowledge.

### **2.11.3 Behaviour**

Behaviour of trainees before and after training should be compared to assess the degree to which training has changed their performance. This is important because one of the goals of training is to modify the on-the-job behaviour or performance of trainees. A variety of performance appraisal measures can be used to assess behaviour changes of trainees (Bernardin and Russel, 1993).

Armstrong (2003) indicates the extent to which behaviour has changed as required when people attending the programme have returned to their jobs. It looks at the extent to which knowledge, skills and attitudes have transferred from classroom to the work place. Ideally, the evaluation



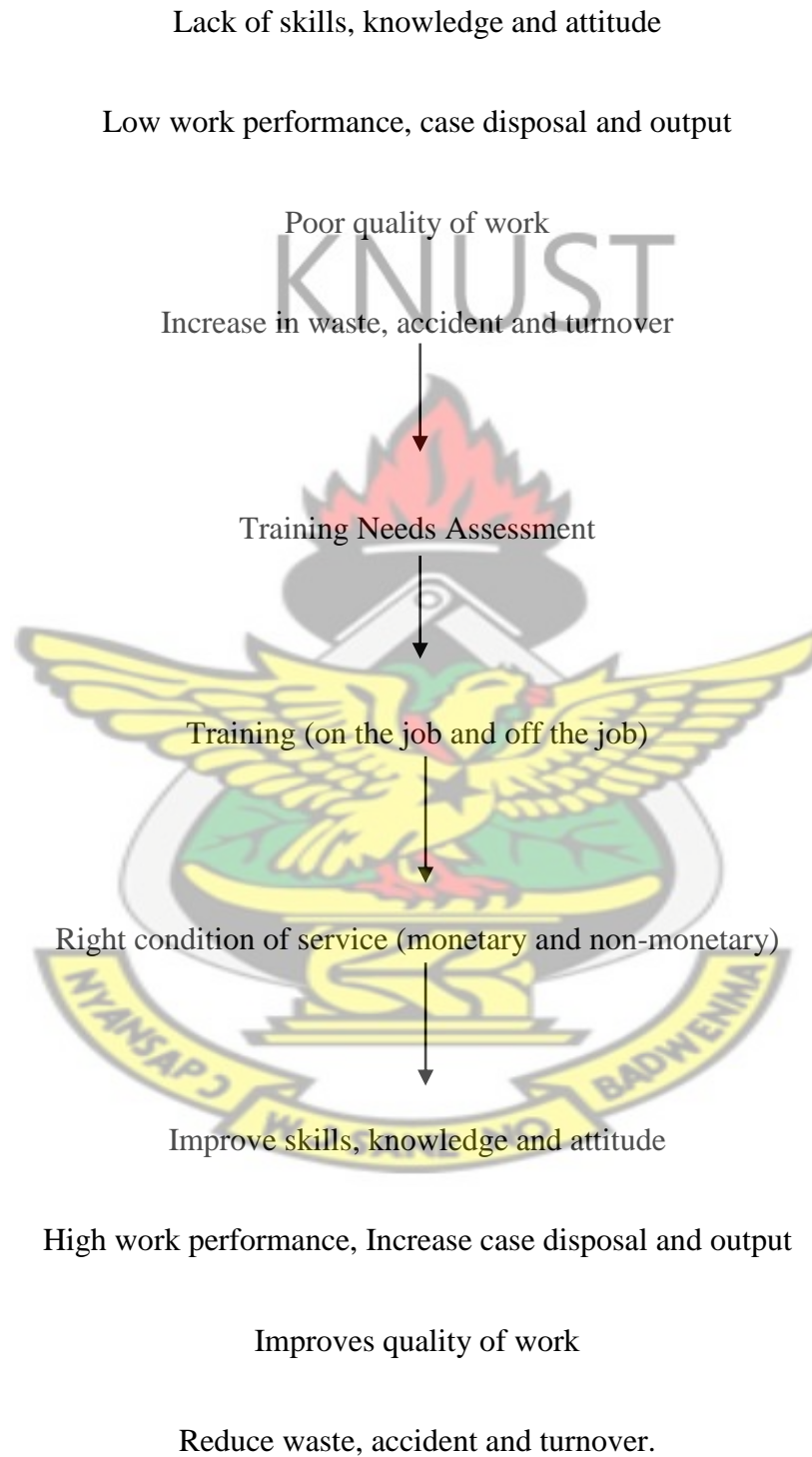
should take place both before and after the training. Time should be allowed for the change in behaviour to take place.

#### 2.11.4 Results

Again, Armstrong (2003) reveals that results provide the basis for assessing the benefit of the training against its cost. It has to determine the extent to which the fundamental objective of the training have been achieved in area such as sales, raising productivity, reducing accident or increasing customer satisfaction. Evaluating results is obviously easier when they are quantified. However, it is not always easy to prove the contribution to improve results made by training as distinct from other factors and Kirkpatrick (1976) says, 'Be satisfied with evidence, because proof is usually impossible to get'. Similarly, the purpose of collecting organizational results is to examine the impact of training on the work group or the entire company. Data may be collected before and after training on criteria such as productivity, turnover, absenteeism, accidents, grievances, quality improvement and many others. Human resource professional will try to show that the training programme was responsible for any changes noted in these criteria (Bernardin and Russel, 1993).



## 2.12 CONCEPTUAL FRAMEWORK OF THE IMPACT OF TRAINING ON WORK PERFORMANCE



SOURCE: Author's construct, 2012

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY AND ORGANISATIONAL PROFILE**

#### **3.0 Introduction**

The institution or organisation studied is the Commission on Human Rights & Administrative Justice – Ashanti Region. The form of evidence of the study was obtained from survey. The main purpose for using the survey method in this study was to capture a large amount of data from a sizeable population in a highly economical and efficient way through the use of questionnaires.

The researcher combined both the qualitative and quantitative methodologies and used a case study as a research design to achieve the study outcomes. In depth interview and self-administered questionnaire were used as measuring instrument.

#### **3.1 Sources of Data**

In undertaking this study the researcher used both primary and secondary sources of information.

##### **3.1.1 Primary Sources**

This source was used because there was the need to obtain information at first hand from the selected respondents with CHRAJ – Ashanti region.

There are several advantages associated with the use of this method within the Commission and they include but not limited to the following: Access to direct data or responses from selected

respondents, unbiased information and original data. Unstructured interview was used to obtain information from the Deputy Commissioner in-charge of Public Education and Anti Corruption to solicit his views on employee training and development.

### 3.1.2 Secondary Sources

The researcher used available data or literature both published and unpublished. These literature include journals, magazines, books and articles written by some researchers as well as some relevant information on the internet. Secondary data has the advantage of being readily available and usually quite inexpensive. Again, its collection and analysis saves time and effort.

### 3.2 Population

CHRAJ – Ashanti regions has a workforce of Eighty-eight (88) permanent staff. The categorization is shown in the table below:

CATEGORY OF STAFF	NUMBER
Management	4
Senior Staff	18
Junior Staff	63
Menial staff	3
<b>Total</b>	<b>88</b>

*Table 3.1* Category of CHRAJ Staff, Ashanti Region (source: Field report 2012)

### 3.3 Sample Size

Since the population is only eighty-eight, the researcher used the whole population as its sample size. The researcher was of the view that this would capture actual happenings in the Commission.

### 3.4 Data Collection Instruments

The researcher used both qualitative and quantitative methods. Data was collected using questionnaires. The questionnaires were administered and interviews conducted to elicit relevant information from staff and Management as well as the Deputy Commissioner in charge of Public Education and Anti-Corruption. The whole data collection process was carried out within three weeks. The three weeks time frame was necessary to allow participants enough time to complete the questionnaires in a relaxed manner.

### 3.5 Data Analysis

The researcher in this study made use of the Statistical Package for the Social Sciences (SPSS) in analyzing the data collected. The same SPSS as well as Microsoft Excel were used to analyse the quantitative data provided by the questionnaire. The researcher used these programmes because they are simple to analyse data in numerical values for producing graphical representation and tables in data analysis.

### 3.6 Profile of the Organisation

The Commission on Human Rights and Administrative Justice [CHRAJ] is a semi-autonomous body established by an Act of parliament, Act 456 of the 1992 constitution. The Commission exists to enhance the scale of good governance, democracy, integrity, peace and social development; by promoting, protecting and enforcing fundamental human rights and freedoms and administrative justice for all persons in Ghana.

The Commission comprises of a Commissioner who is directly responsible for the administrative and finance function, two Deputy Commissioners, who have oversight responsibilities of the legal and investigations, public education and anti-corruption mandates, supported by three directors who also have direct responsibility for the core functions of the institution – management of the Commission.

The Commission is present in all ten regions of Ghana. There are ten Regional Directors, who perform the functions of the Commissioner at the regional level, and currently the Commission is operational in 110 districts.

The Ashanti region alone has a Regional office (Kumasi), a Sub-Regional office (Obuasi) and fourteen District offices - New Edubiase, Bekwai, Kuntanase, Manso Nkwanta, Mankranso, Ejura, Tepa, Offinso, Mampong, Mampongten, Juaso, Konongo, Effiduase and Agona.



The total staff population is eighty-eight (88) which is made up of four (4) management staff, eighteen (18) Senior Officers, sixty-three Junior Officers and three (3) menial staff.

As spelt out under the CHRAJs Act, Act 456, the functions of the Commission are:

- To investigate complaints of violations of fundamental human rights and freedoms, injustice, corruption, abuse of power and unfair treatment of any person by a public officer in the exercise of his official duties;
- To investigate complaints concerning the functioning of the Public Services Commission, the administrative organs of the State, the offices of the Regional Coordinating Council and the District Assembly, and the Armed Forces, the Police Service and the Prisons Service in so far as the complaints relate to the failure to achieve a balanced structuring of those services or equal access by all to the recruitment of those services or fair administration in relation to those services;
- To take appropriate action to call for the remedying, correction and reversal of instances specified above.
- To investigate allegations that a public officer has contravened or has not complied with a provision of Chapter Twenty-four (Code of Conduct for Public Officers) of the Constitution of Ghana.
- To investigate all instances of alleged or suspected corruption and the misappropriation of public monies by officials and to take appropriate steps, including reports to the Attorney-General and the Auditor-General, resulting from such investigations.
- To educate the public as to human rights and freedoms by such means as the Commissioner may decide, including publications, lectures and symposia; and
- To report annually to Parliament on the performance of its functions.



The Commission is made up of Legal Officers, Administrators, Investigators, Research officers, Accountants, Registrars, Secretaries, Bailiffs, Drivers and Menial Staff.

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## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION

#### 4.0 Introduction

The tables and figures below depict the results of the questionnaire administered to staff of the Commission on Human Rights and Administrative Justice (CHRAJ), Ashanti Region. In all, seventy five (75) answered questionnaires were returned out of the eighty eight (88) administered, representing a response rate of 85.2%.

#### 4.1 Demography of respondents at CHRAJ

Fig. 4.1 shows the gender of respondents. About 69% of respondents were males while 30% were females. From table 4.1, it is clear that the Commission's workforce in the Ashanti region is dominated by male employees who constitute 69% of the total sample. The high intake of women for training is in consonance with Laird's (1985) position that in general outcome of training is much lower in women than for men.

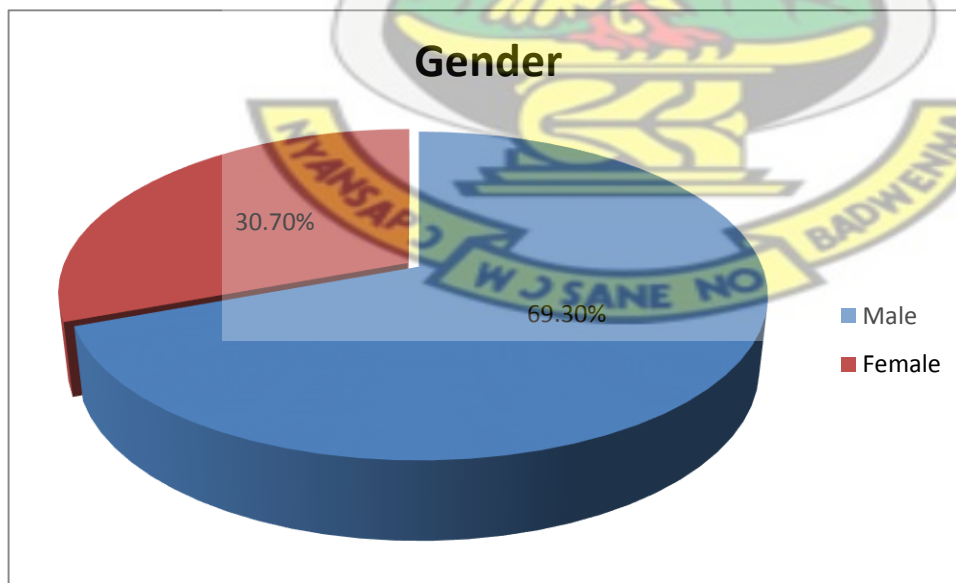
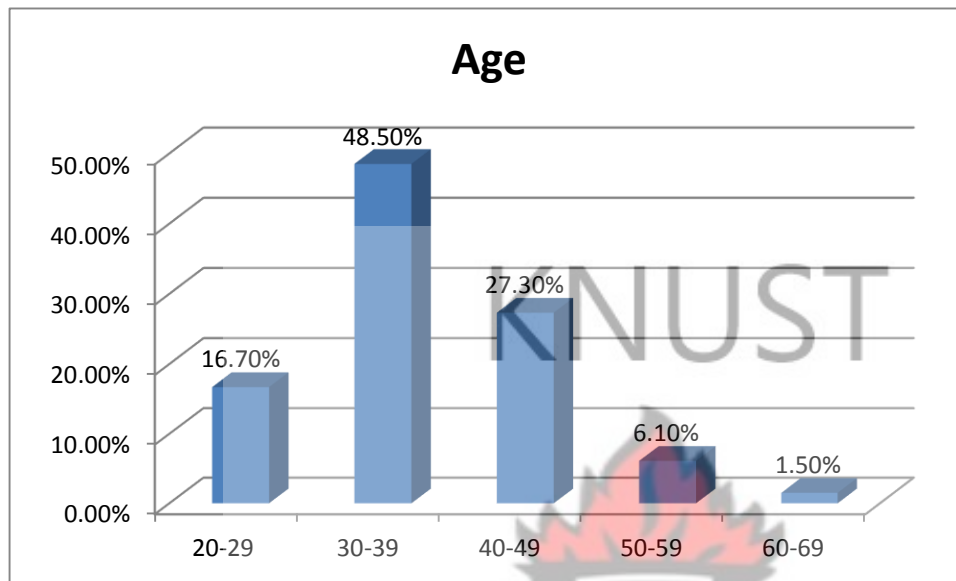


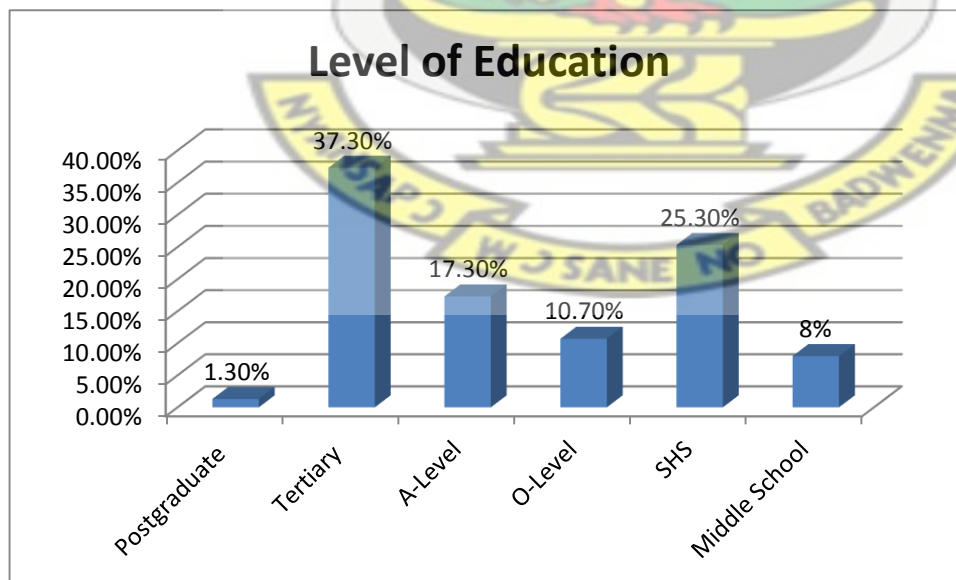
Fig. 4.1 Gender of respondents (Source: Field report, 2012)

The ages of respondents are as shown in Fig. 4.2. The modal age was 30 – 39 years, representing 48.5%. The least age group was 60 – 69 years (1.5%) which is the retiring age.



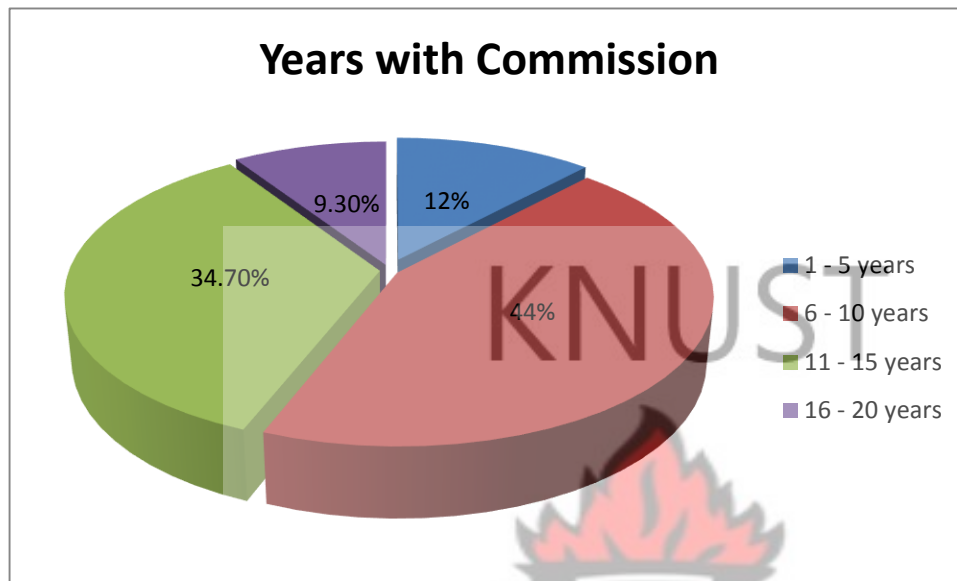
*Fig. 4.2 Age of respondents (Source: Field report 2012)*

Fig. 4.3 below shows the educational levels of respondents. Most staff had a university degree or polytechnic diploma (37.3%) while only a few had a postgraduate degree (1.3%). It is observed that the Commission employs varied classes of employees with different academic qualification.



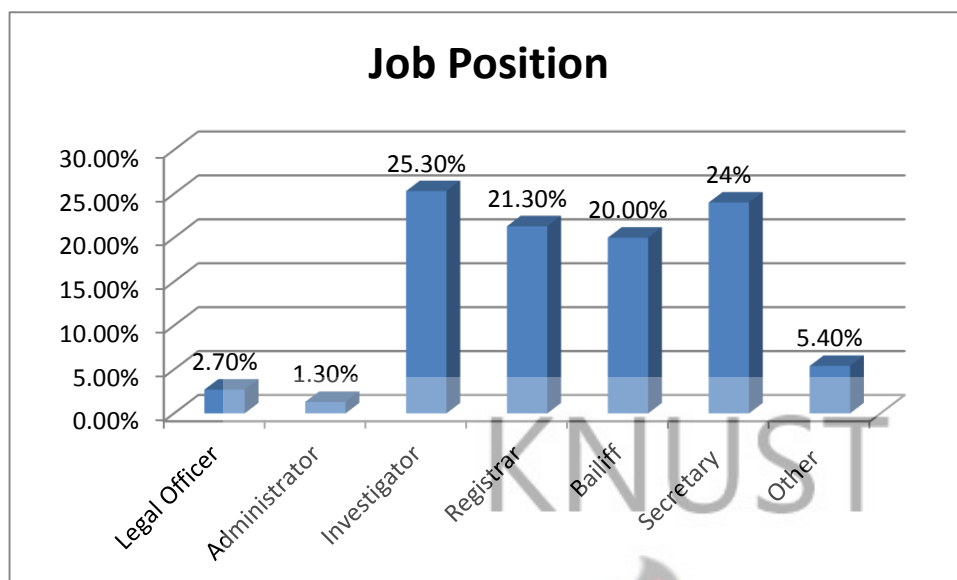
*Fig. 4.3 Level of education of respondents (Source: Field report 2012)*

Most respondents had served the Commission for between 6 – 10 years (44%) while only 9.3% had served for 16 – 20 years (Fig. 4.4).



*Fig. 4.4 Years worked with Commission (Source: Field report 2012)*

The job description or positions of respondents is as shown in Fig. 4.5. Most respondents were Investigators (25.3%), Registrars (21.3%), Bailiffs (20%) and Secretaries (24%) while Administrators made only 1.3% of respondents. Other job descriptions (5.3%) included drivers, accountants and cleaners. The high intake of investigators is in the right direction as the core function of the Commission is investigation. The Commission conducts investigations in its entire 3-fold mandate.



*Fig. 4.5 Job positions of respondents (Source: Field report 2012)*

## 4.2 Assessment of Training needs at CHRAJ

This section sought to investigate the factors that determine the training needs of employees of the Commission and results are as shown in Table 4.1.

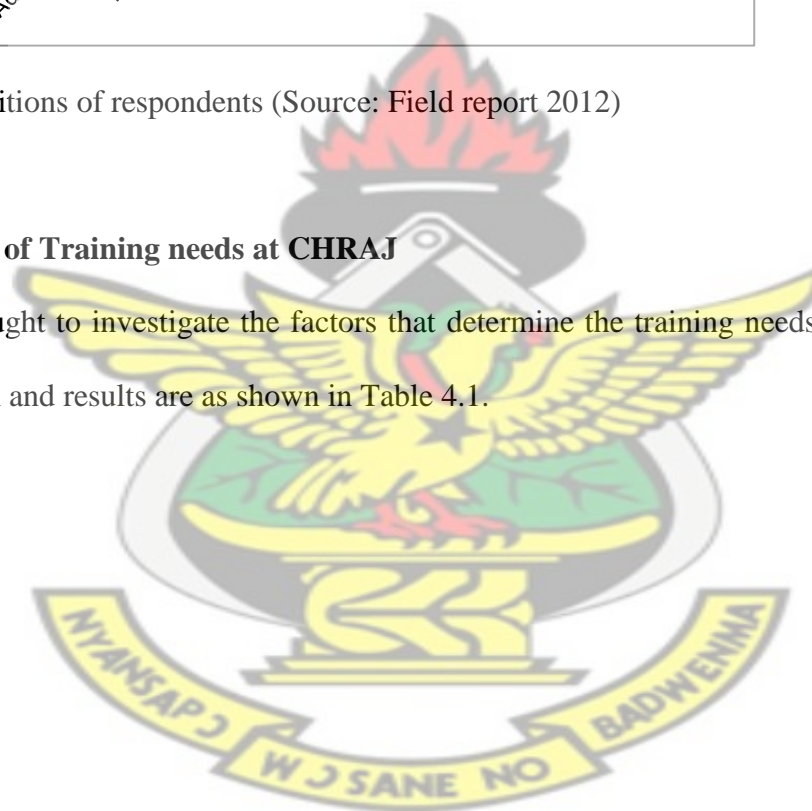




Table 4.1 Assessment of Training needs of employees

Factors	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Training is compulsory in the Commission	12 (16.0%)	26 (34.7%)	34 (45.3%)	3 (4.0%)	0
Previous attendance of training programmes	30 (40.0%)	41 (54.7%)	0	1 (1.3%)	3 (4.0%)
Training needs determined by annual appraisal	3 (4.0%)	32 (42.7%)	38 (50.7%)	1 (1.3%)	1 (1.3%)
Training needs directly related to the organisational objectives	25 (33.3%)	36 (48.0%)	13 (17.3%)	0	1 (1.3%)
Basics skills and capabilities are identified on departmental basis	7 (9.5%)	45 (60.8%)	20 (27.0%)	2 (2.7%)	0
Training needs assessment determined by management	41 (55.4%)	27 (36.5%)	5 (6.8%)	1 (1.4%)	0
Training needs identified by employee concerned	2 (2.7%)	6 (8.1%)	25 (33.8%)	22 (29.7%)	19 (25.7%)
Training needs identified by immediate staff supervisors	1 (1.4%)	9 (12.2%)	24 (32.4%)	27 (36.5%)	13 (17.6%)
Training needs conducted by immediate supervisor in consultation with employees	0	10 (13.7%)	15 (20.5%)	34 (46.5%)	14 (19.2%)

(Source: Field report 2012)

It is clear from Table 4.1 that, the determination of training needs assessment was done by management. This is a worrying practice. The staff should have some amount of inputs into what their training needs are or should be consulted by management in that regard.

As presented on the table, it was observed that training was compulsory in the Commission (50.7% agreed), that most employees have attended a training programme (94.7% agreed) and such training was related to the objectives of the Commission (81.3% agreed). Furthermore, such training programmes were centered on the basic skills and capabilities of the employees (70.5% agreed) and the determination of training needs assessment by management (91.9% agreed). However, such training needs were not identified by employees concerned (55.4% disagreed) or by the immediate supervisors (54.1%) neither were they organised in consultation with employees and supervisors (65.7%). Among those who had not had previous training in the Commission were in the other jobs category which included drivers and cleaners. Thus in the Commission, training is specifically designed for line staff including Investigators, Legal officers, Investigators, Registrars, Secretaries and bailiffs.

#### **4.3 Training and development policies and procedures at CHRAJ**

This section was to assess the existence of documents on training policies and procedures in the Commission and results shown in Table 4.2. Most employees were not in the known of the existence of a training and development policy (56.0% unsure) with only 34.7% who were aware of its existence and not available to employees (85.4% disagreed). Additionally, information on planning and systematic nature of training policies and procedures was not known by most employees (60.0% unsure) and did not allow employees to rise through the ranks in the

Commission (70.0% unsure). However, such training procedures were motivational (90.6% agreed), and gives opportunity to most employees (52.0% agreed). The Commission has not however sponsored any employee from the Ashanti region for training programmes outside the country (96.0% disagreed) and furthering of one's education (89.3% disagreed), but grants study leaves (69.3% agreed) with the employees self-sponsoring for such programmes (72.0% agreed). These results show that policy and procedure documents were not available to employees though current training programmes were motivational to staff. Also the Commission does not sponsor educational and training programmes of staff but offer study leaves to employees concerned for such purposes.



Table 4.2 Training and development policies and procedures

Factors	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Commission has training and development policies and procedures	5 (6.7%)	21 (28.0%)	42 (56.0%)	5 (6.7%)	2 (2.7%)
Training and development policy documents are available to employees	2 (2.7%)	2 (2.7%)	7 (9.3%)	35 (46.7%)	29 (38.7%)
Training and development policy and procedure document allow workers to rise through the ranks	2 (2.7%)	3 (4.0%)	54 (72.0%)	7 (9.3%)	9 (12.0%)
Training in the Commission is planned and systematic	2 (2.7%)	15 (20.0%)	45 (60.0%)	10 (13.3%)	3 (4.0%)
Training is motivational	13 (17.3%)	55 (73.3%)	3 (4.0%)	2 (2.7%)	2 (2.7%)
Every staff member has the opportunity to be trained	7 (9.3%)	32 (42.7%)	26 (34.7%)	4 (5.3%)	6 (8.0%)
Sponsorship for further studies	1 (1.3%)	4 (5.3%)	3 (4.0%)	28 (37.3%)	39 (52.0%)
Self-sponsorship for further studies	10 (13.3%)	44 (58.7%)	2 (2.7%)	15 (20.0%)	4 (5.3%)
Granting of study leave to employees	4 (5.3%)	48 (64.0%)	16 (21.3%)	4 (4.0%)	4 (5.3%)
Sponsored for training and development programmes abroad	0	3 (4.0%)	0	6 (8.0%)	66 (88.0%)

(Source: Field report 2012)

#### **4.4 Impact of training and development at CHRAJ**

This section was to seek the impact of training and development on work performance at the Commission and results are presented in Table 4.3. The impact of training and development programmes was observed to have positive effect on employees as shown by all respondents agreeing to all factors studied. These include enhancement of performance, motivating of staff, increasing work efficiency and satisfaction and reducing the rate at which employees leave jobs. It further promotes organisational image, promote good working relationship between staff and clients, and improve staff knowledge and better understanding of organisational goals.





*Table 4.3 Impact of Training and development policy*

Factors	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Training enhances performance of employees	41 (54.7%)	33 (44.0%)	1 (1.3%)	0	0
Training motivates staffs to work hard for the organisation	41 (54.7%)	33 (44.0%)	1 (1.3%)	0	0
Training increases work efficiency and quality of work	42 (56.0%)	33 (44.0%)	0	0	0
Training and development increases job satisfaction and morale among employees	37 (49.3%)	38 (50.7%)	0	0	0
Training can reduce the rate at which employees leave the Commission	21 (28.0%)	44 (58.7%)	7 (9.3%)	3 (4.0%)	0
Training helps promote the image of the organisation	47 (62.7%)	28 (37.3%)	0	0	0
Training helps promote the working relationship between staff and clients	38 (50.7%)	36 (48.0%)	1 (1.3%)	0	0
Training improves the knowledge and skills of employees at all levels	42 (56.0%)	32 (42.7%)	1 (1.3%)	0	0
Training enhances effective management of client complaints	44 (58.7%)	28 (37.3%)	2 (2.7%)	0	1 (1.3%)
Training leads to a better understanding of the Commissions mandate	54 (72.0%)	20 (26.7%)	1 (1.3%)	0	0

(Source: Field report 2012)

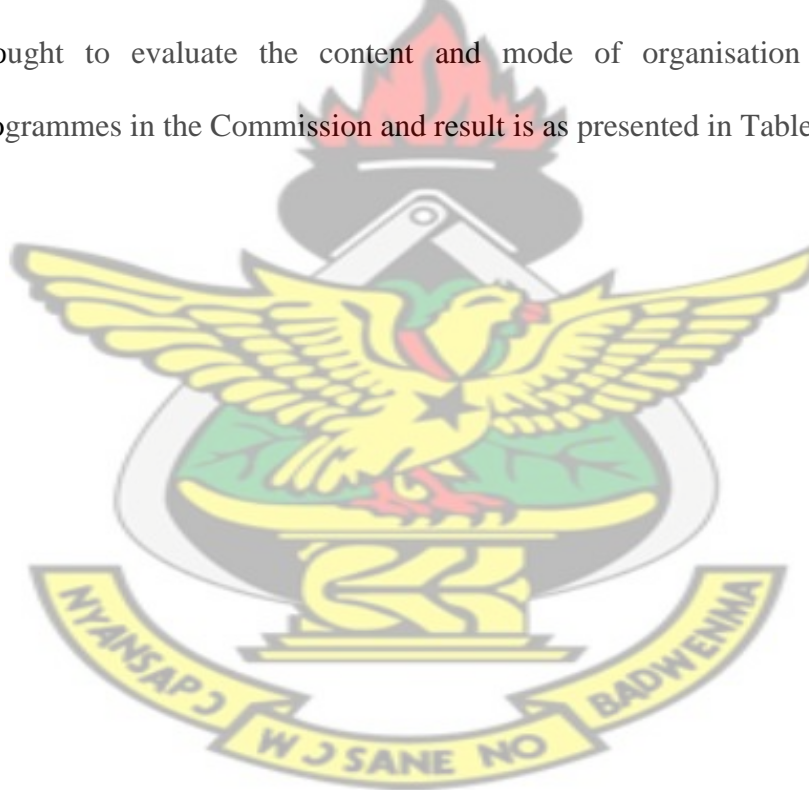
The position taken by over 90% of the sample position about the impact of training and development is in agreement with the study conducted by Akintayo (1996) that training increases

productivity of work and improves skills, knowledge, understanding and attitude; enhances the use of tools and machines; reduces waste, accidents, turnover and lateness among others. This was also collaborated by Oguntinichin (2001) that training and development enhances the implementation of new policies and regulations; prepares people for achievement, improves manpower development and ensures the survival and growth of the organisation.

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## **4.5 Evaluation of Training and Development programmes at CHRAJ**

This section sought to evaluate the content and mode of organisation of training and development programmes in the Commission and result is as presented in Table 4.4.



*Table 4.4 Evaluation of training and development programmes in the Commission*

Factors	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Application of training lessons on the job	13 (17.3%)	60 (80.0%)	2 (2.7%)	0	0
Improvement in work performance after training	19 (25.3%)	53 (70.7%)	3 (4.0%)	0	0
Feedback from other employees on improved performance	6 (6.2%)	58 (77.3%)	8 (10.7%)	4 (5.3%)	0
Training programmes encourage employees to pursue further learning	8 (10.7%)	29 (38.7%)	33 (44.0%)	5 (6.7%)	0
Training programmes are evaluated in terms of improved job performance	5 (6.8%)	32 (43.2%)	30 (40.5%)	7 (9.5%)	0
Supervisors evaluate job performance before training programmes	2 (2.7%)	5 (6.7%)	11 (14.7%)	22 (29.3%)	35 (46.7%)
Supervisors evaluate job performance after training programmes	2 (2.7%)	4 (5.4%)	10 (13.5%)	24 (32.4%)	34 (45.9%)
Training programmes evaluated in terms of improved work performance	3 (4.1%)	18 (24.3%)	23 (31.1%)	13 (17.6%)	17 (23.0%)
Existence of performance appraisal system in the Commission	30 (40.0%)	35 (46.7%)	1 (1.3%)	4 (5.3%)	5 (6.7%)
Training and development programmes arranged in terms of organisational goals	29 (39.7%)	40 (54.8%)	3 (4.1%)	0	1 (1.4%)

(Source: Field report 2012)

It was observed from the responses that employees of the Commission apply knowledge obtained from training and development programmes on the job (97.3% agreed) and this results in clear improvement on the job (96.0% agreed) with feedback from other employees on improved work performance after training (84.0% agreed). Most training programmes encourage about 58.7% of respondents to pursue further training and another 50% are evaluated on improved job performance after training programmes. The Commission also has a performance appraisal system in place (86.7% agreed) and organises such training in accordance to organisational goals (94.5% agreed). However, employees were not evaluated before (76% disagreed) and after (78.3% disagreed) training. Training programmes are organised with organisational goals in mind and there were internal appraisal systems in place, employees needs are not evaluated before such training is organised.

In table 4.4 above, 99% agreed that training and development programmes are arranged in terms of organisational goals. This is consistent with the studies of Armstrong (2003) who sees organisational analysis, as analysis of corporate needs which will lead to the identification of training needs in different department while this in turn will indicate what employees needed to be trained in. Similarly, Goldstein (1986) says organisational analysis should identify: organisational goals, resources, climate and environmental constraints.

The only challenge worth mentioning here is the inability of the Commission to evaluate the work performance of its staff before the commencement of any training. This anomaly needs to be corrected in order to ascertain the actual effect of such training programmes on work performance.

#### 4.6 Methods of training and development at CHRAJ

This section sought to assess the methods employed during training and development programmes and results presented below.

52.1% of study population had had previous training from the Commission during the past two years. To further understand the job positions mostly trained, the proportion that had previous training was stratified by job position and result shown in Fig. 4.6. It is observed from the graph that most training programmes were organised for Legal Officers, Investigators and Registrars whilst only a small proportion of Bailiffs and secretaries received training. Thus training in the Commission is offered to job positions directly involved in the fulfillment of organisational goals.

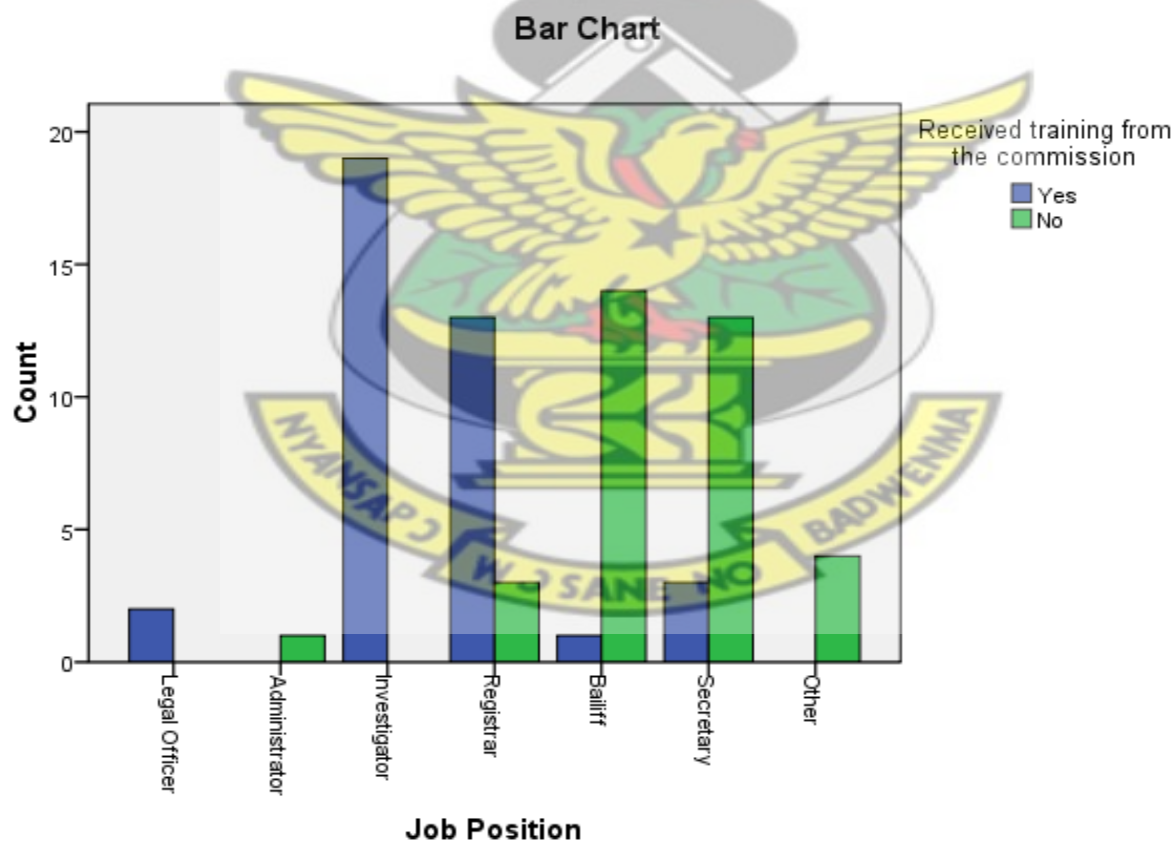


Fig. 4.6 Previous training in specific job positions (Source: Field report 2012)



The methods employed during training are as shown in Fig. 4.7. Most training programmes are in the form of Discussions and Lectures.

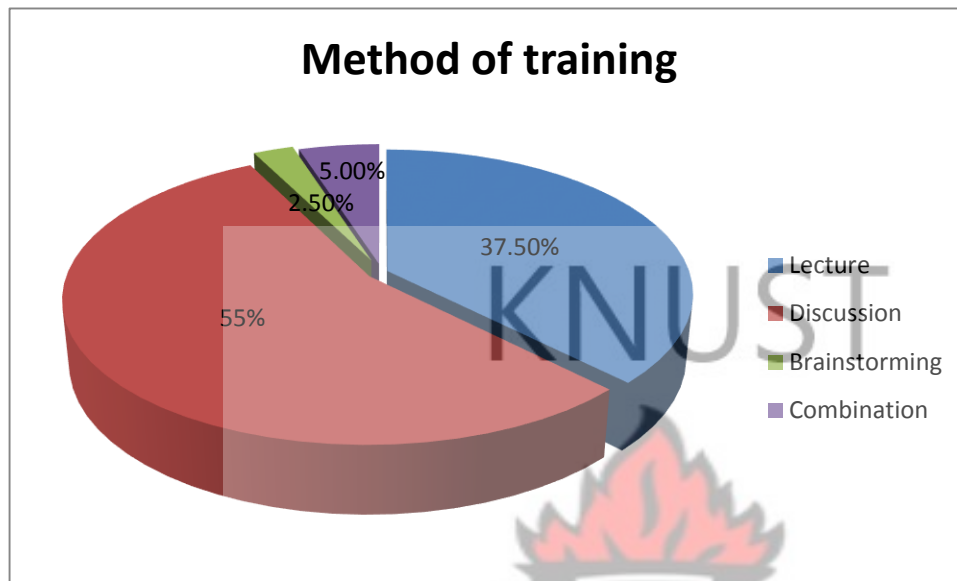


Fig. 4.7 Methods employed during training (Source: Field report 2012)

However, employees perceived Discussions as the most effect method of training (74.6%) followed by Lectures (14.1%) (Fig. 4.8)

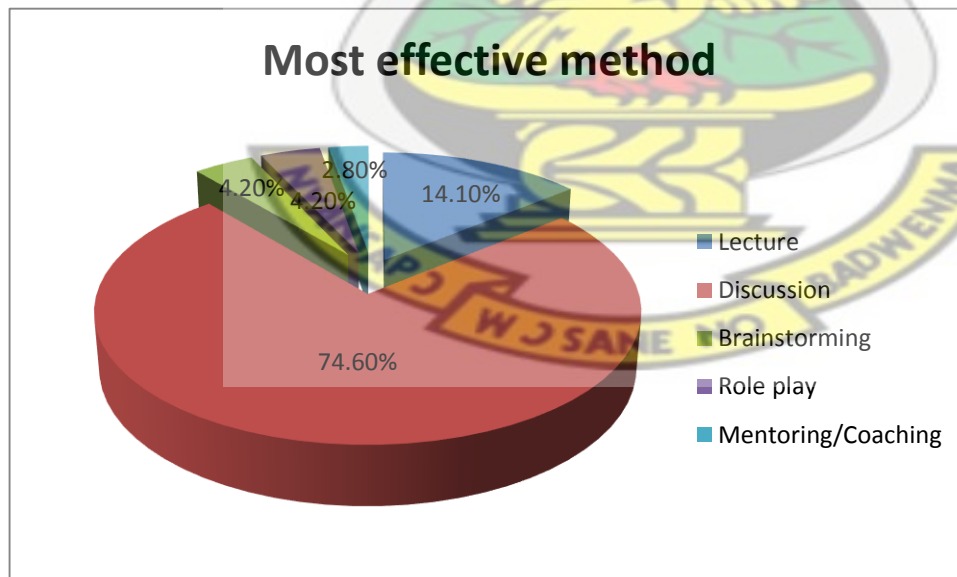


Fig. 4.8 Effective methods of training (Source: Field report 2012)

Further, respondents ranked the various methods of training from most effective to most ineffective and results shown in Table 4.5. Discussion was perceived as the most effective method (74.3%), followed by lectures (34.3%) and brainstorming (29.0%). Mentoring and coaching was perceived as the most ineffective (59.4%) followed by role play (46.4%).

The choice of discussion as the most effective method of training and development is an ample demonstration that staff members are by themselves eager to participate and contribute knowledge in the learning process which is in tangent with the studies of Cherrington (1995), that group discussions used extensively for making decisions can also be used as a form of training because they provide avenues where individuals are able to learn from one another.

Also, most respondents perceived that the current methods used were the best and agreed that there was no other better method of training (90.1%). This is an indication that workers are satisfied with the various training methods normally used in the Commission and should be maintained.

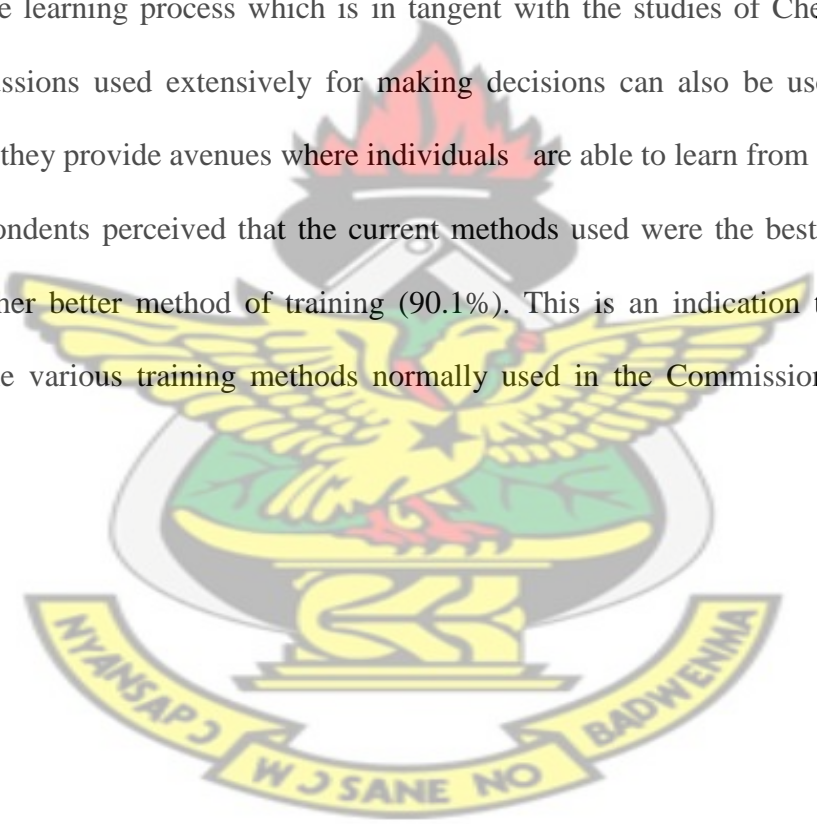
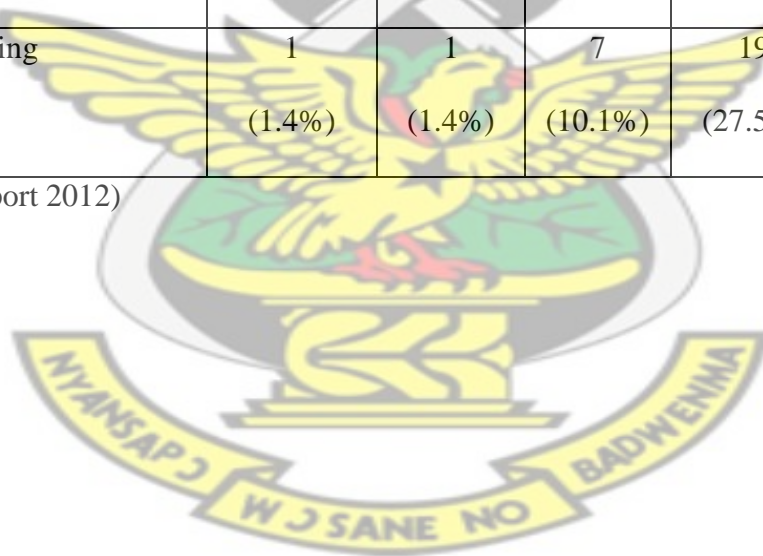


Table 4.5 Effectiveness of training methods

Factors	Most effective	Effective	Unsure	Ineffective	Most ineffective
Lectures	12 (17.1%)	24 (34.3%)	15 (21.4%)	8 (10.7%)	10 (13.3%)
Discussion	52 (74.3%)	12 (17.2%)	5 (7.1%)	0	1 (1.4%)
Brainstorming	4 (5.8%)	20 (29.0%)	26 (37.7%)	9 (13.0%)	10 (14.5%)
Role Play	4 (5.8%)	11 (15.9%)	15 (21.7%)	32 (46.4%)	7 (10.1%)
Mentoring/Coaching	1 (1.4%)	1 (1.4%)	7 (10.1%)	19 (27.5%)	41 (59.4%)

(Source: Field report 2012)



## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter discusses the findings from the survey analysis, conclusion and recommendations of the study.

#### **5.1 Summary of Findings**

This study attempts to examine the impact of training and development on work performance. The following are the findings from the research:

##### **5.1.1 Training Needs Assessment at CHRAJ**

The analysis of the study shows that training is compulsory, training needs assessments are conducted mostly through annual appraisal process of staff work performance and are determined by management of the Commission and that basic skill and capabilities are identified for different workers in each department of the organisation. It was also clear that training needs are designed to suit organisational goals.

##### **5.1.2 Methods of Training and Development at CHRAJ**

The research revealed that the Commission uses varying training methods during training programmes but employs more discussion and lecture methods than the remaining ones. It also became vivid that employees are most comfortable with the discussion method as they rated it as the most effective of all the available training methods. Again, it was found that, appropriate training methods are normally used during training programmes.

### **5.1.3 Training and Development Policies and Procedure at CHRAJ**

It came to light from the study that the Commission developed training and development policy document two (2) years after its establishment but that document had outlived its usefulness. A new policy document was developed in 2010 and validated in 2011. Unfortunately, the new training and development policy document has not yet been made available to staff members. Most of the employees were aware of the existence of the old document but ignorant about its content. A copy was made available to the researcher for some few minutes upon request. Highlights of the document include but not limited to the following: Training is compulsory for all staff; every newly recruited employee must go through a one week intensive training programme; development programmes are reserved for only senior staff members, study leave with or without salary are granted to members for further studies depending on the relevance of the course to the Commission. Additionally, training and development programmes are arranged in terms of organisational goals.

### **5.1.4 Impact of Training and Development on Employee Performance at CHRAJ**

Analysis of the data brought to the fore the following impacts of training and development: it enhances the performance of workers, motivates workers to work harder, increases work efficiency and job satisfaction, reduces labour turnover, promotes organisational image and the working relationship between staff and clients, helps in the effective management of complaints from clients and leads to a better understanding of the 3-fold mandate of the Commission.



### **5.1.5 Evaluation of Training and Development at CHRAJ**

It was evidenced from the study that workers receive feedback after training from their immediate supervisors and co-workers and that training programmes are evaluated in terms of improved work performance. Most workers see clear improvement in their work performance after every training and that the Commission has an annual performance appraisal system in place. Again, staff members use most of the things they learn during training programmes in their work and that such programmes encourage them to pursue further learning on the job.

### **5.2 Conclusion**

Training needs assessment is conducted to determine the importance or otherwise of a training programme. The returns on the investment made on training programmes would determine whether management should continue or revise the contents or design of such programmes to reflect changing demands of the Commission. Where there is effective assessment of training and development needs, there is also commitment in line with organizational and personal needs; leading to high productivity and organizational growth. Successful institutions contribute to the economic development of their countries by providing quality goods and services to the general public.

Furthermore, since no single training method is totally perfect under all circumstances, a blend of the various methods is needed to bring variations and break the monotony usually associated with training in most organisations.

The research revealed that training has numerous benefits not only to organisations but employees as well and that the objectives of every training programme must be aligned with the mission and vision of the organisation.

Moreover, regular feedbacks and performance assessment of staff would justify whether training is necessary or not in an organisation.

It is therefore not surprising that organisation that are performing very well in the service industry like CHRAJ attaches great importance to training and development programmes of their staff.

### **5.3 Recommendations**

After a careful analysis and discussion of the data collected, the researcher makes the following recommendations:

#### **5.3.1 Training Needs Assessment**

Analysis of the study shows that training needs assessments are conducted in the Commission mostly through annual appraisal process of workers performances and they are designed to suit organisational objectives, basic capabilities and skills of individual staff members.

The researcher recommends that, as a way of increasing objectivity in training needs assessment and minimising the use of discretion, the appraisal process must be revised to reflect professional

and specialized needs of staff through periodic examinations in the form of simulation to identify training needs.

Additionally, there should be active involvement of staff and their immediate supervisors in the determination of training and development needs.

Also, training programmes should be organised at district and regional levels to reduce cost and allow more employees to be enrolled on such programmes.

### **5.3.2 Methods of Training and development at CHRAJ**

It was evidenced in the research that the Commission used a mix of training methods during training programmes but uses more discussion and lecture method than all other methods

It is recommended that since every training method has some advantages, other training methods such as role play, mentoring and simulation could be explored to test their efficiencies. On the job training programmes such as job rotation could also be adopted.

### **5.3.3 Training and Development Policies at CHRAJ**

The findings of the study indicate that most staff members are unaware that the first policy document on training and development has been replaced. Those who are aware of the existence of the old document are ignorant of its content. Additionally, senior staff members are given more training than the junior staff members.

It is recommended that equal opportunity should be given to all categories of staff when it comes to training for them to increase their knowledge and upgrade their skills for promotion. Again,

copies of the new policy documented that has been developed and validated should as a matter of urgency be made available to all members of staff for their study. Also, the staff should have an input on how training is conducted in the Commission and that training should focus more on teaching than presentations and lectures. Moreover, training should be tailored to suit the educational levels of staff.

#### **5.3.4 Evaluation of training programmes at CHRAJ**

Lastly, it was evident from the study that most employees receive feedback from immediate supervisors and co-workers. They also do transfer of learning and on the job training in the Commission. Unfortunately, pre evaluations of training programmes are not conducted.

The researcher recommends that organisations must do a thorough pre and post evaluation of training programmes for better understanding on how learning has been achieved. Again, evaluation of training programmes should be based on the application of knowledge and skills acquired at the training programme on work performance. Also, evaluation report should be made available and discussed by participants at the workshop or beginning of the next workshop.

The researcher further recommends that immediate supervisors should be included in the evaluation exercise and that post training test should be communicated to trainees.

In summary, the effectiveness and efficiency of training programmes depend on the training method used, the preparedness and motivation of staff towards training and the timing of the training programmes. Organisations must see training and development of its employee as an investment that should be undertaken to get the best performance out of its employees and be

able to survive in the competitive business world. They must also find ways and means to retain the knowledge and experience the best employees have spent years acquiring.

#### **5.4 Areas for Future Study**

The study was restricted to CHRAJ staff within the Ashanti region without touching on the remaining Nine (9) regions. Future studies will seek to include staff from the other nine regions to make the analysis more comprehensive and detailed.

The study was primarily aimed at employees who are permanently employed. Future research would include employees who have already left CHRAJ for other allied public sector organisations such as the Judicial Service and the Attorney Generals Department, and the motivation for doing so. This will unearth the reason why in spite of the numerous training and development programmes conducted by the Commission, some employees still deem it fit to leave to these particular organisations.



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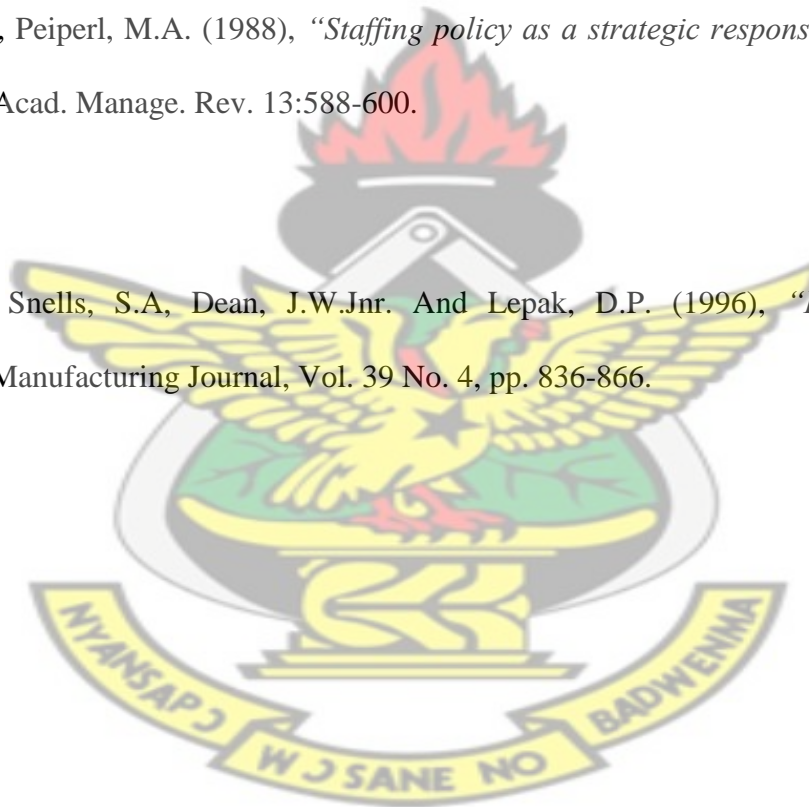
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## APPENDICES

### APPENDIX I

**KNUST**  
**FACULTY OF SOCIAL SCIENCES**  
**DEPARTMENT OF MANAGERIAL SCIENCES**  
**QUESTIONNAIRE (STAFF OF CHRAJ – ASHANTI REGION)**

Dear Respondent,

This is a research being conducted by an MBA student of KNUST majoring in Human Resource Management. The study aims at assessing **The Impact of Training and Development on work performance at CHRAJ – Ashanti Region**, and the researcher would be grateful if you could spend some time to provide answers to the questions below. Please note that the responses you provide are for academic purposes and are completely anonymous and strictly confidential. Thank you in anticipation.

#### Respondent's profile

1. Gender                      Male                      [   ]                      Female                      [   ]
2. Age                      a ) 20-29                      [   ]  
                                    b ) 30-39                      [   ]  
                                    c ) 40-49                      [   ]  
                                    d ) 50-59                      [   ]  
                                    e ) 60-69                      [   ]
3. What is your level of education?  
a ) Post graduate                      [   ]  
b ) Tertiary (University/Polytechnic) [   ]  
c ) Advanced Level                      [   ]  
d ) Ordinary Level                      [   ]  
e ) Senior High School                      [   ]  
f ) Middle School leaving Certificate [   ]
4. How many years have you worked with CHRAJ?  
a ) 1-5 [   ]                      b ) 6-10 [   ]                      c ) 11-15 [   ]                      d ) 16-20 [   ]
5. What is your designation or job position?  
a ) Legal officer                      [   ]  
b ) Administrator                      [   ]

- c) Investigator [   ]
- d) Registrar [   ]
- e) Bailiff [   ]
- f) Secretary [   ]
- g) Others specify.....

## SECTION A: TRAINING NEEDS ASSESSMENT

Please indicate the extent to which you agree with each statement by putting an “X” in the appropriate block.

Training Programmes	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Training is compulsory in the Commission					
I have attended a training programme organized by my organization before					
My training needs are determined through annual appraisal process					
Training needs are directly related to organizational objectives					
Basic skills and capabilities are identified for different workers in each department during training needs assessment					
Training needs assessment are determined by Management					
Training needs are identified by the employee concerned					
Training needs are identified by the immediate Supervisor of the employee					
Training needs are conducted by the immediate supervisor in consultation with employee					

## SECTION B: TRAINING AND DEVELOPMENT POLICIES AND PROCEDURE

Please indicate the extent to which you agree with each statement by putting an “X” in the appropriate block

Training Policies	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
The Commission has training and development policies and procedures					
The training and development policy document is available to staff members					
The provisions in the training and development policy and procedure document allow workers to rise through the ranks					
Training in CHRAJ is planned and systematic					
Training organized by the Commission is motivational					
Every staff member has the opportunity to be trained in the Commission					
I have been sponsored for further studies by my organization before					
I have self sponsored myself for further studies since I joined the Commission					
My organization grants study leave to staff to develop themselves					
I have been sponsored to attend training and development programme abroad before					



### SECTION C: IMPACT OF TRAINING AND DEVELOPMENT

Please indicate the extent to which you agree with each statement by putting an “X” in the appropriate block

Impact of Training & Development	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Training enhances the performance of workers					
Training motivates workers to work harder in the organization					
Training increases work efficiency and quality of work					
Training and development increase job satisfaction and morale among staff					
Training can reduce the rate at which employee leave the Commission					
Training helps promote organizational image					
Training helps promote the working relationship between staff and clients					
Improvement of staff knowledge and skills at all levels					
Effective management of complaint from clients					
Training leads to a better understanding of the Commissions 3-fold mandate					

## SECTION D: EVALUATION OF TRAINING AND DEVELOPMENT

Please indicate the extent to which you agree with each statement by putting an “X” in the appropriate block

Evaluation of training & Development programmes	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
I use most of the things I learn during training in the course of my work					
I see clear improvement in my work performance after every training programme					
I receive feedback from other people in my workplace on how am performing my roles					
Most programmes encourage workers to pursue further learning on the job					
Training courses are evaluated in terms of improved work performance					
My supervisors evaluate my performance before each training programme					
My supervisors evaluate my work performance after every training and development programme					
Training programmes are evaluated in terms of improved work performance					
The Commission has performance appraisal system in place					
Training & development programmes are arranged in terms of organizational goals					

## SECTION E: METHODS OF TRAINING AND DEVELOPMENT

[i] Have you received any form of training from the Commission within the past two years?    Yes [    ]    No [    ]

ii] If yes, what type of training method was used?

- a) Lecture [    ]
- b) Discussion [    ]
- c) Brainstorming [    ]
- d) Role play [    ]
- e) Mentoring/ Coaching [    ]
- f) Others; please specify.....

[iii] Which training method do you consider to be the most effective and efficient?

- g) Lecture [    ]
- h) Discussion [    ]
- i) Brainstorming [    ]
- j) Role play [    ]
- k) Mentoring/ Coaching [    ]

[iv] Rank the various training methods in order of effectiveness, from the most effective to the least effective. [Use 1 as the most effective and 5 as the least effective]

- l) Lecture [    ]
- m) Discussion [    ]
- n) Brainstorming [    ]
- o) Role play [    ]
- p) Mentoring/ Coaching [    ]

[v] Could the organizers have used a better training method than the ones stated in (ii)?

Yes [    ]    No [    ]

[vi] If yes, what training method in your opinion will be the most appropriate?

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[vii] Do you have any recommendations for improving training and development in the Commission in terms of the following?

[1] Policies and Procedures

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[2] How training needs are identified

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[3] Design and Implementation of programmes

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[4] Evaluation of training programmes

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