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COLLEGE OF TECHNOLOGY EDUCATION

EVALUATING THE IMPACT OF TRAINING PROGRAMMES ON THE PERFORMANCE OF ADMINISTRATIVE STAFF OF PUBLIC UNIVERSITIES IN GHANA: A CASE STUDY OF THE UNIVERSITY OF EDUCATION, WINNEBA, COLLEGE OF TECHNOLOGY EDUCATION KUMASI (COLTEK).

EUNICE OSEI BOAFO

MAY, 2019

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BY

EUNICE OSEI BOAFO

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A RESEARCH REPORT PRESENTED TO THE DEPARTMENT OF MANAGEMENT STUDIES EDUCATION OF UNIVERSITY OF EDUCATION, WINNEBA, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF BUSINESS ADMINISTRATION (HUMAN RESOURCE MANAGEMENT AND ORGANIZATIONAL BEHAVIOUR) DEGREE.

MAY, 2019

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DECLARATION

STUDENT'S DECLARATION

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

Signature …… Date ……

EUNICE OSEI BOAFO

SUPERVISOR'S DECLARATION

I, hereby declare that the preparation of this research report was supervised by me in accordance with research work procedures laid down by the University of Education, Winneba.

Signature …… Date ……

MR. FREEMAN MENSAH

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DEDICATION

This dissertation is dedicated to my husband Mr. Douglas Kofi Boafo, my mother Mrs. Sophia Elsie Osei and to my children Papa Kwadwo Effah-Boateng Boafo and Nana Kwadwo Nyarko Ankobea Boafo for their support in diverse ways through this programme.

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ABSTRACT

The purpose of this study is to evaluate the impact of training programmes on the performance of administrative staff of public universities in Ghana, a case study of the University of Education, Winneba, College of Technology Education (COLTEK). The study used descriptive research design. Quantitative research approach was used. The study population encompasses all the staff of the company. The population size of the company is approximately four hundred and six (406). Random sampling technique was used to select 196 participants for the study. Questionnaires were the main instrument used for data collection. The data was analyzed using the Statistical Package for Social Sciences (SPSS) version 20.0. The study results indicate that the methods used to facilitate training and development at COLTEK were seminars, conferences, discussion methods, induction programmes, problem solving methods, lectures and workshops, on-the job training programmes, off-the-job training programmes, job rotation and job transfers, job instruction training and orientation, and coaching/ mentoring methods were used to facilitate training and development initiatives. Moreover, training and development programmes helped employees to vary their methods of solving problems at the workplace. Also, training and development has positively affected employees working relationship among colleagues and broadened their career progression opportunities. To add more, the challenges of organising training programmes at COLTEK were insufficient time, and poor evaluation for the training programs affected the training of employees at COLTEK. The study recommended that the Management of COLTEK should conduct appropriate training needs assessment to ensure that, training content for employees would result in efficient data management and improved interpersonal relationship to enhance training and development effectiveness.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

According to Ivancevich (2010), training and development is a process that attempts to provide employees with information, skills and understanding of the organization and its goals. Additionally, training and development aids an employee to continue to make the necessary positive contribution to the success of employing organization in terms of his / her good performance on the job. To start this whole process is orientation and socialization of employees into the organization. Training has become one of the necessary functions in most organizations, as training leads to superior performance in the same field and is an important part of human resource department as it has a significant impact on the success of an organization through enhancing employee performance as well as, organizational performance (Ameeq-ul-Ameeq, Furqan Hanif, 2013).

It is crucial for firms to use appropriate training design and delivery style to enhance employee performance. In order to achieve effective training outcomes, organizations should identify a training design that is in accordance with the needs of its employees (Afshan, Sobia, Kamran, & Nasir, 2012 & Nassazi, 2013). There are different ways of defining the term training. It may be defined as a systematic development of the knowledge, skills and behaviour required by employees to do adequately on confirmed task or job (Shaheen, Naqvi & Khan, 2013) or simply learning that is provided in order to improve performance on the present job (Amin, Rashid, Saeed, & Lodhi, 2013).

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On the other hand Elnaga and Imra (2013) define employee training as programs that provide workers with information, new skills, or professional development opportunities. It can take place in numerous ways, on the job or off the job; in the organization or outside organization. Human resources are the main assets in modern organisations, which make the skills, mastered by employees an important factor in determining the current situation as well as the future of an organisation. The way an organization train's its staff can influence its efficiency (Padamanaban & Shakeel-Ul-Rehman, 2013; Elanga & Imran, 2013).

Several training practices can be used in order to enhance employee job performance, which results in improving the performance of the organisation as a whole. Several advantages can be achieved through training, including the enhancement of job performance among employees, in addition to commitment and collective empowerment (Voegtlin et al., 2015; Ajibade & Ayinla 2014; Sung & Choi, 2014). Thus, training practices can be the main factor for the success of a firm, which justifies their evaluation through research. Influence of human resource management and training practices on organizational performance have been an important topic of research recently (Manning, 2015; Jayakumar & Sulthan, 2014; Treven et al., 2015). Organisations are facing increased competition due to globalization, changes in technology, political and economic environments (Evans, Pucik & Barsoux 2002) and therefore prompting these organizations to train their employees as one of the ways to prepare them to adjust to the increases above and thus enhance their performance. It is important not to ignore the prevailing evidence on growth of knowledge in the business corporate world in the last decade.

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This growth has not only been brought about by improvements in technology nor a combination of factors of production but increased efforts towards development of organizational human resources. An ever rapidly changing business environment therefore demands for a lifelong learning as an essential coping strategy. Business environments change from time to time which calls for continuous upgrading of employee skills and capabilities to improve on their job performance, growth and the ability to adapt to the rapidly changing economic environments for the organization to remain competitive (Amin et al., 2013). Pfeifer, Janssen, Yang and Backes-Gellner (2011) support this by saying that next to schooling, human capital accumulation after entry into the labour market is considered key to economic performance at both the micro and the macro level.

Further Elnaga and Imra (2013) posit that to develop the desired knowledge, skills and abilities of the employees, to perform well on the job, requires effective training programs that may also effect employee motivation and commitment. Elnaga and Imra (2013) further argue that in order to prepare their workers to do their job as desired, organisations provides training so as to optimize their employee's potential. They note that most of the firms, by applying long term planning, invest in building new skills by their workforce, enabling them to cope with the uncertain conditions that they may face in future, thus, improving the employee performance through superior level of motivation and commitment and when employees recognizes their organization interest in them through offering training programs, they in turn apply their best efforts to achieve organizational goals and show high performance on the job. Hence training is therefore critical in achieving an elastic workforce which is motivated and committed (Amin et al., 2013).

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An important factor related to training is the use of modern methods and new learning theories. Successful training depends on the use of successful training methods which are capable of attracting the attention of employees and enhancing the learning process (Teck-Hua & Catherine, 2015; Mishra & Smyth, 2015; Alwekaisi, 2015). According to Hawthorne studies, and many other research work on productivity of worker highlighted the fact that employees who are satisfied with their job will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs (Landy, 2015). Moreover, it is stated that employees are more likely to turnover if they are not satisfied and hence demotivated to show good performance. Employee performance is higher in happy and satisfied workers and the management find it easy to motivate high performers to attain firm targets. (Kinicki and Kreitner, 2007).

The employee could be only satisfied when they feel themselves competent to perform their jobs, which is achieved through better training programs. Recognizing the role of training practices, enable the top executives to create better working environment that ultimately improves the motivational level as well as the performance of the workforce. Asim (2013), summarises that employees in any sector are the real assets of the organization and if they are motivated they perform their duties with full honour and dedication, they become fully loyal with it and are hence considered as a human capital of the organisation. Employee job performance shows the individual behaviours that contribute to achieving organizational objectives. In this context job performance shows effectiveness and efficiency that make a payment to organizational goals.

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Saeed and Asghar (2012), hold that employee performance principally depends upon many factors like performance appraisals, employee motivation, employee satisfaction, compensation, job security, organizational structure and others. Despite the increase in the research papers investigating the impact of training on the performance of employees, few studies have tackled the issue at the public universities, so this study aimed at evaluating the impact of training programmes on the performance of administrative staff of public universities in Ghana, a case study of the University of Education, Winneba, College of Technology Education, Kumasi (COLTEK).

1.2 Statement of Problem

Training is necessary to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions. There is therefore a continual need for the process of staff development, and training fulfils an important part of this process (Sultana et al., 2012). Despite the strong assumptions that workplace training influences employee outcomes (e.g. motivation, commitment, withdrawal behaviour and work performance), there is a limited number of studies in field settings addressing these issues empirically (Dysvik & Kuvaas, 2008). These sentiments are supported by Burgard and Görlitz (2011), who argued that non-monetary returns to training are less often examined in the empirical literature.

Furthermore most studies on the subject of training and how it impacts on employee and organizational performance are majorly confined to the developed world within the context of individual countries and organizations raising the question on whether their findings can be generalised to other sectors, countries and the developing world.

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More explicitly, Dysvik and Kuvaas (2008), based their study which explored alternative relationships between training opportunities and employee outcomes in the Norwegian service organizations. The study showed that the relationship between perceived training opportunities and both task performance and citizenship behaviours were fully mediated, and that the relationship between perceived training opportunities and turnover intention was partially mediated by employee intrinsic motivation. Further, Shaheen, Naqvi and Khan (2013), focused on visualising the importance of training for school teachers at the district of Kotli Azad Jammu & Kashmir, Pakistani and in analysing its relationship between training and teachers' performance.

They found out a significant and positive association between training and organization performance. The research work by Adesola, Oyeniyi and Adeyemi (2013) examined the relationship between staff training and job satisfaction among Nigerian banks employees with special reference to the selected banks in Osogbo metropolis. The research gap of this study is that, there is a lack of empirical evidence concerning the impact of training programmes on the performance of administrative staff of COLTEK. Therefore, this study would evaluate the impact of training programmes on the performance of administrative staff of (COLTEK) of the University of Education, Winneba to provide empirical evidence of this gap.

1.3 Purpose of the Study

The purpose of this study is to evaluate the impact of training programmes on the performance of administrative staff of public universities in Ghana, a case study of the University of Education, Winneba, College of Technology Education (COLTEK).

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1.4 Specific Objective

1. To find out the methods used to facilitate training programmes at COLTEK
2. To find out the effect of training programmes on the performance of administrative staff at COLTEK.
3. To assess the challenges of organising training Programmes at COLTEK.

1.5 Research Questions

1. What are the methods used to facilitate training at COLTEK?
2. What is the effect of training programmes on the performance of administrative staff at COLTEK?
3. What are the challenges of organising training Programmes at COLTEK?

1.6 Significance of the Study

There could be a number of academicians and researchers who would like to know what training programmes are available in the unique operating system of the College of Technology Education and their relevance and sustainability in the ever changing job market. The findings will help managers of COLTEK to focus on the prime opportunity to expand the knowledge base of all employees. Having trained workforce means, workers are learning new skills that can improve production, cut time spent in creation of product or service, reduce production cost, reduce mistakes, build confidence in workforce and create better working environment.

1.7 Limitations of the Study

As a result of financial and time limitations, the study focused on COLTEK. Data collection was a daunting task as a consequence of the busy nature of some employees

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and their supervisors. Some respondents misplaced their questionnaires many times that needed replacement. Respondents were prompted many times before releasing the answered questionnaires to the researcher.

1.8 Scope of the Study

There are a number of issues that affect COLTEK human resource. However, the study limited itself to only training and performance. Further, the study should have been a nationwide study, however, the time frame within such a study is to be completed necessitated the limiting of the scope to cover only staff of COLTEK.

1.8 Organisation of the Study

The study will be organized in six Chapters. The first chapter which is the introduction will cover the background of the study, problem statement, objectives of the study, research questions, significance of the study, as well as the scope and limitations of the study. This will be followed by

Chapter Two which would review extensive related theoretical and empirical literature on the subject matter. Chapter Three will look at the methodology of the research which comprises the research design, the research population, sample and sampling technique. It will also consider the sources of data and data collection instruments, methods of data collection and analysis. Chapter Four will be dedicated to data analysis, findings and discussions. Finally, Chapter Five will discuss the findings of the study. Chapter six will deal with a summary of the study, conclusions drawn from the findings and recommendations of the study and suggestion.

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The purpose of this study was to evaluate the impact of training programmes on the performance of administrative staff of public universities in Ghana, a case study of the University of Education, Winneba, College of Technology Education (COLTEK). This chapter contains the comprehensive literature that covered the meaning of training and development, performance, theoretical review, the theory of adult learning, criticism of the adult learning theory, cognitive behavioral theory, situated learning theory, constructivism and experiential learning theory, human capital theory, kirkpatrick's four levels of evaluation model, effective methods used to facilitate in-service training objectives, coaching, mentoring, continues professional development theory (CPD), effective models of CPD, peer support, external support, the concept of training and development, organization's need for training and development (performance), training and development purpose, process and outcomes, training and development process, methods of training and development, training methods / techniques, on-the-job training, off-the-job training, the effectiveness of training on employees performance, challenges of organising training programmes for employees, relationship between training and employee performance and the concept of training effectiveness.

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2.1 The Concept of Training and Development

Well trained employees are key to a business' success. It has been shown that the most successful and productive employees are those who have received extensive training and development. These groups of employees can be described as the "cream of the crop" that often has the strongest stake in an organization's future. According to Dessler (2008), even when employees are carefully selected, it does not still guarantee totally acceptable performance from the employees. This is because while the potential of an employee to perform is one thing, performing is another and therefore an employee with a high potential to perform may not still perform his job if he does not go through training and development. This is why training of newly employed starts with organizational orientation.

Cole (2014), postulates that human resources are the most dynamic of all the organization's resources and therefore they need considerable attention from the organization's management, if the it human resource are to realize their full potential in their work. Training and development activities just as most other activities in an organization depended on the policies and strategies of the organization. An organization with a well-organized training would refer to it as "systematic training" which is why job descriptions are inevitable during the recruitment and selection process. Furthermore, in establishing what training and development needs an organization has must start with a job description and later performance appraisal. In part III (Protection of Employment) of the Labour Act 2003, Act 651 section 10 (Rights of a worker), it states that "the rights of a worker include the right to be trained and retrained for the development of his work and to receive information relevant to his work.

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2.2 Meaning of Training

DeCenzo & Robbins (2010), explain training as a "learning experience, in that, it seeks a relatively permanent change in an individual that will improve his ability to perform on the job". This mean training must be designed in such a way that, it will involve the either the changing or enhancing of skills, knowledge, attitudes, and social behavior. This change or enhancement of skills, knowledge, attitudes, and social behavior could involve what the employee knows, how he works, his relations and interactions with co-workers and supervisors. Training thus consists of planned programmes designed to improve performance at the individual, group or organizational levels, Cascio (2012). With an improved performance on the part of the individual, group or organization means, there have been measurable changes or enhancements in the knowledge, skills attitude and social behaviors. Monappa & Saiyadain (2008), define training as "the teaching or learning activities carried on for the primary purpose of helping members of an organization to acquire and apply the knowledge, skills, abilities and attitudes needed by that organization. It is the act of increasing the knowledge and skill of an employee for doing a particular job".

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

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Finally Ivancevich (2010), says "training is an attempt to improve current or future performance of an employee and it is important for both new and current employees" He quotes Clifton & Fink (2005), as follows: "*training is a systematic process of altering the behavior of employees in a direction that will achieve organization goals. Training is related to present job skills and abilities. It has a current orientation and helps employees master specific skills and abilities".*

2.3 Performance

Performance is completion of a task with application of knowledge, skills and abilities. In work place, performance or job performance means good ranking with the hypothesized conception of requirements of a task role, whereas citizenship performance means a set of individual activity/contribution (prosocial organizational behavior) that supports the organizational culture. Performance is a multicomponent concept and on the fundamental level one can distinguish the process aspect of performance, that is, behavioral engagements from an expected outcome (Borman, & Motowidlo, 2013). The behavior over here denotes the action people exhibit to accomplish a work, whereas the outcome aspect states about the consequence of individual's job behavior (Campbell, 2010).

Apparently, in a workplace, the behavioral engagement and expected outcome are related to each other (Borman, & Motowidlo, 2013), but the comprehensive overlap between both the constructs are not evident yet, as the expected outcome is influenced by factors such as motivation and cognitive abilities than the behavioral aspect. Performance in the form of *task performance* comprises of job explicit behaviors which includes fundamental job responsibilities assigned as a part of job description. Task performance requires more cognitive ability and is primarily facilitated through task

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knowledge (requisite technical knowledge or principles to ensure job performance and having an ability to handle multiple assignments), task skill (application of technical knowledge to accomplish task successfully without much supervision), and task habits (an innate ability to respond to assigned jobs that either facilitate or impede the performance) (Conway, 2009).

Therefore, the primary antecedents of task performance are the ability to do the job and prior experience. In an organizational context, task performance is a contractual understanding between a manager and a subordinate to accomplish an assigned task. Entrusted task performance is broken into two segments: technical–administrative task performance and leadership task performance. The expected job performance comprising of planning, organizing, and administering the day-to-day work through one's technical ability, business judgment and so on are called as technical–administrative task performance. Leadership task performance is labeled through setting strategic goals, upholding the necessary performance standards, motivating and directing subordinates to accomplish the job through encouragement, recognition, and constructive criticisms (Borman, & Brush, 2013).

Borman, and Motowidlo (2007) defined job performance in the context of task performance as "effectiveness with which job occupants execute their assigned tasks, that realizes the fulfillment of organization's vision while rewarding organization and individual proportionately." Werner (2014) has synthesized the earlier propositions of task performance through relating it to organizational formal reward stating as "the demonstrated skill and behavior that influences the direct production of goods or service, or any kind of activities that provides indirect supports to organization's core technical processes."

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2.4 Effective Methods used to Facilitate Training Objectives.

Coaching

According to Gilley et al (2010), coaching involves communicating with an employee for improving on the job performance or behaviour. It is asserted that coaching is a form of systematic feedback intervention designed to enhance employee's professional skills, interpersonal awareness and personal effectiveness. Peterson and Hicks describe five strategies of coaching processes: forging partnerships, inspiring commitments, developing skills that build new competencies, developing a never-say die attitude among employees and shaping environment to create conditions that feed individual growth and development while Gilley et al identifies four phases: confronting poor performance, mentoring, training and career coaching each of which combines to forge synergistic relationships between employers and employees that ultimately lead to improved performance (Gilley et. al, 2010).

Gilley asserts that ultimately coaching boosts performance at the individual and organizational levels. In other words, as the individual performance improves, the organisation benefits. Organisations benefit from improved communication, creativity, manager-employee relationships and employee performance, which contribute to organizational efficiency, effectiveness and performance (Gilley et al. 2010).

Mentoring

According to the research conducted by Freedman (2009), mentoring is recognized as one way of facilitating learning in the workplace and is designed to make use of guided learning to develop the knowledge and skills required for high performance. Mentoring is theorized in two categories: career and psychosocial. Mentoring helps to

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improve socialization, performance, provide support and complement other professional development activities. Mentoring outcomes manifest themselves as changes in skills, knowledge and attitudes. The outcomes can be related to learning, psychosocial (development of the person) like self-analysis in the context of employment, working with others and being positive towards work and career benefits (Gibbs, 2014).

Krupp asserts that mentoring is a way of enhancing employees' competence. He argues that effective mentoring programs help employees gain more confidence in their professional capability, translate educational theory into practice more effectively and develop improved communication skills. Daresh states that schools benefit by acquiring highly motivated employees with improved self-esteem and greater productivity (Lishchinsky, 2009). Therefore, if employees are mentored, they realize such benefits for better performance in schools.

2.5 Organization's Need for Training and Development (Performance)

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

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Innovative changes or adjustments become successful when people acquire new perspective or understandings, values, knowledge and skills. For an example, the introduction of effective and up-to-date technique in performance management would require that the employees (supervisors and management) who administer this system must (i) understand the need for it and (ii) have the knowledge and skills to implement it. This understanding, Knowledge and skills would come from organizing seminars or training programmes that will provide these implementers the relevant perspectives, skills and knowledge for successful implementation. The ultimate human resource management outcome therefore is performance and hence all other outcomes such as competencies, morale of employees, attitudes and motivation are determinants of performance (Asare- Bediako, 2008). Performance of employees as said elsewhere thus is about employee output which is twofold; first, the effective use of inputs or resources and second, the translation of efficiency into quality services in an organization like Accra Polytechnic which has been granted accreditation for the running of courses in bachelor of technology (Asare- Bediako, 2008).

Human resource training, education and development activities therefore aim at the equipping of employees with the necessary competencies that they require for their effective performance on their job. It therefore fairly correct and important to argue that, without the right kind of competencies, no amount of motivation either in cash or kind will be able to get employees to perform creditably or totally acceptable. Asare-Bediako, Ivancevich and Beardwell and Holden, all agree that competencies needed by employees to perform at a totally acceptable levels fall into three main categories, namely; technical, managerial and personality competencies. Training and development interventions therefore must aim at providing employees with the required technical, managerial and personality competencies for them to achieve and

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sustain a high level of performance. Thus Asare-Bediako (2008) provides a performance (mathematical) model that must be considered:

Performance = (ability) x (motivation)

From the above mathematical model, performance is the product of ability and motivation. While ability is the "can" factor in the equation, "motivation is the "want to" factor. Thus if the employee has the ability (can factor) and at the same is provided the needed motivation (wan to factor), then performance would be guaranteed from the combined effect of ability and motivation. It therefore follows that while the ability may exist in the employee, the absence of motivation e. g. ergonomics of the environment, rewards and leadership (just to mention a few) must bring about non-performance. In this instance, no amount of training would solve the problem. However, training can have an impact on both of these variables (ability x motivation); it can heighten the skills and ability of the employees and their motivation by increasing their sense of commitment and encouraging them to develop and use new skills. Training is thus a powerful tool that can have a major impact on both employees' productivity and morale if properly used.

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

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Brody (2007) quotes a Motorola company spokesperson as saying "we've documented the savings from the statistical process control methods and problem solving methods we've trained our people in. We're running a rate of return of about 30 times the dollars invested – which is why we've gotten pretty good support from senior management" This is a clear indication that a systematic and well planned training and development policy that is well executed would surely bring returns to the organization in cost savings (reducing in waste and scrap for example, increased productivity and so on), employee effectiveness and efficiency and the list could go on and on.

From the view point of Dessler (2012), training and development could be placed in a strategic context. This occurs with the paradigm shift to the situation when trainers sit with management to identify strategic goals and objectives and the skills and knowledge that could be used to achieve these strategic goals and objectives. This then followed by the identification processes as to whether staff have the skills and knowledge when they do not then training needs discussions are evoked. Once again, this is why human resource management has become an increasing partner of the other functional areas of businesses. This position is further strengthened by the fact that for every decision that is taken by senior management, there is an implication on the human resource of the organization (Asare-Bediako, 2008).

According to Taylor (2008), for the successful creation of an organizational culture managements make sure that the employees have the appropriate outlook and the required set of attitudes. This further leads credence for the need for training and development of employees' right from new employees through orientation to current employees who from time to time need modification of attitude to remain in line with the culture of the organization.

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2.6 Theoretical Review

Under this section the following theories as they relate to the study are reviewed: the theory of adult learning; Cognitive Behavioral Theory; Situated learning; Constructivism and experiential learning theory; and Human Capital Theory.

2.6.1 The Theory of Adult Learning

Training and development involves a great deal of teaching and learning, and so it is imperative that theories of effective learning are reviewed. It is also been established that the nature of adult training and learning (andragogy) is quite different from children training and learning (pedagogy). The staff of the case study company are averagely not children. Malcolm Knowles has been a pioneer in the field of adult learning and is a strong proponent of the position that adults do not learn like children. In several works (including *The Adult Learner*), he presents a series of assumptions, patterned after the work of Eduard Lindeman, that guide his view of adult learning: (1) - Adults are motivated to learn from being in situations where they see a need to learn. Consequently, adult learning settings should begin with topics that address the adult audience's current learning needs. (2) Adults are oriented to a broad range of affairs in life, not to narrow subjects. Thus, adult teaching should be multidisciplinary rather than subject-oriented. (3) Adults learn from their experiences. Therefore, the most productive adult learning comes from the analysis of adult-oriented experiences. (4) Adults have a deep need to be self-directing. Therefore, adult students should be involved in setting the agenda for their learning. (5) Individual differences broaden and solidify with age. Therefore, adult teaching should make allowance for differences in style, time, place, pace, focus, method, and so on.

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Knowles has been very active in propounding this set of principles for teaching/training adults and even refers to them by a distinctive name, *andragogy,* by which he intends to separate these principles from those used in pedagogy, the teaching of children. Knowles (1989) as cited in Tews and Tracey (2008) argues that the andragogical principles are quite different from those that operate in most of our school systems, where the model is that the instructor knows best what is to be taught and where students are expected to learn the same things in the same ways. Knowles's andragogical message is that effective adult teaching begins where the students are. Adults will learn faster if what they are studying has an immediate effect on their current situation in life. This is not to say that the instructor cannot alter the students' intellectual "whereabouts" by adding new information, only that the adding will be more effective if it builds on the foundation of interests and knowledge already in place (Niazi, Assghar & Tayyab, 2015).

Kolb and Kolb (2012) on the other hand approaches the question of adult learning in some different way. Kolb's theory is that all people learn in a four-step pattern (as shown in **Figure 1**) process. First, one has an experience. Then, one reflects on that experience, analyzing and trying to make sense of it, and then attempting to fit the experience into a broader conceptual framework of the world. That is, one fits the sense of the experience into one's collection of theories about how the world operates. Once one has, in effect, formed a hypothesis about how things work, one tries it out; and this experimentation, in turn, leads to another experience from which one can retreat and reflect. Kolb and Kolb's notion is that this four-step cycle goes on in our lives many times a day and that reinforcing cycles combine to form larger structures of beliefs or hypotheses that we carry with us throughout our lives.

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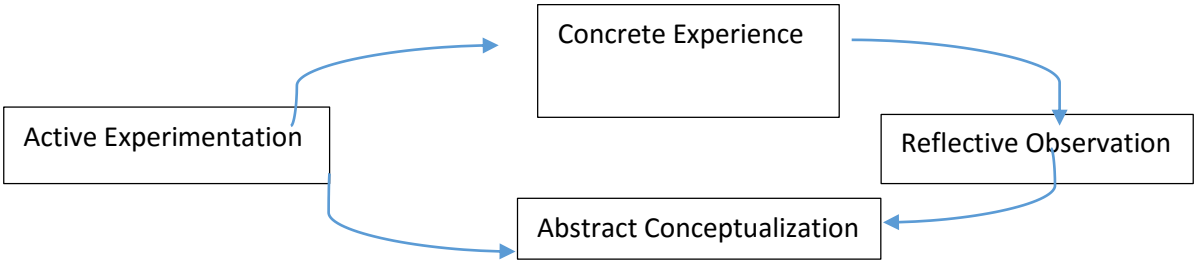

Figure 2: Kolb's 4-step learning theory

Source: ***Freire as cited by Herod (2012)***

Freire views teaching as a political process, as an act of knowing and as a creative act. According to Freire, everyone knows something and the learner is responsible for the building up of knowledge and for the re-signification of what he/she learns. For Freire, the human learns through his/her own transforming action in the world (transformational learning). It is the learner who constructs his/her own categories of thought, organizes his/her life and transforms the world. To Freire, adult learning should produce at least these outcomes: (1) Adults should acquire a mature understanding of themselves. They should understand their needs, motivations, interests, capacities and goals. They should be able to look at themselves objectively and maturely. They should accept themselves and respect themselves for what they are, while striving earnestly to improve themselves. (2) Adults should develop an attitude of acceptance, love and respect toward others.

This is the attitude on which all human relations depend. Adults must learn to distinguish between people and ideas, and to challenge ideas without threatening people. Ideally, this attitude will go beyond acceptance, love and respect, to empathy and the sincere desire to help others. (3) Adults should develop a dynamic attitude toward life. They should accept the fact of change and think of themselves as always changing. They should acquire the habit of looking at every experience as an

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opportunity to learn and should become skillful in learning from it. (4) Adults should learn to react to the causes, not the symptoms, of behaviour. Solutions to problems lie in their causes, not in their symptoms.

We have learned to apply this lesson in the physical world but have yet to learn to apply it in human relations. (5) Adults should acquire the skills necessary to achieve the potential of their personalities. Every person has capacities that, if realized, will contribute to the wellbeing of himself/herself and of society. To achieve this potential requires skills of many kinds — vocational, social, recreational, civic, artistic, and the like. It should be a goal of education to give each individual those skills necessary for him/her to make full use of his/her capacities. (6) Adults should understand the essential values in the capital of human experience. They should be familiar with the heritage of knowledge, the great ideas and the great traditions of the world in which they live. They should understand and respect the values that bind men together.

2.6.2 Criticism of the Adult Learning Theory

A number of criticism have been leveled against andragogy as a theory of adult learning. Some scholars believe that it probably a display of inexperience and lack of understanding for trainers to have a somewhat idealized view of how adults will behave in training. They argue that it is not always the to be expected that adults will act like adults such as they'll pay attention, work hard, avoid fooling around, act and communicate with respect and so on. As a result, trainers sometimes encounter situations where they are not prepared for, and fail to deal effectively with non-constructive behavior that comes from adults. Many trainers have realized that adult learners in classroom situations mostly portray almost every kind of non-adult

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behavior imaginable, from reading newspapers during training, flying paper airplanes, insulting other learners, making passes at the instructor, and so on.

2.6.3 Cognitive Behavioral Theory

The Cognitive Behavioral Theory (CBT) has an idea that a person's thoughts and feelings cause their behaviors instead of external influences such as people and situations. CBT therefore suggests an individual can control or change their behavior(s) by simply changing the way they think or feel, regardless of external influences. The simplest application of this theory to the study is that by training and developing staff, the mining company can positively affect the thoughts and feelings of staff members, which ultimately leads to improved performances.

2.6.4 Situated Learning Theory

Theoretically, the materials that are created or used, such as cases, basically situate the trainee in his/her operational context. This material is the starting point of the methodology and is followed by the identification of issues and problems, where the trainee is, to a certain extent, familiar with and involved in a specific context. According to Martínez, Sauleda, & Huber (2011), situated learning is based on situations in which trainees are involved on a regular basis. The situational skills that trainees receive are supposed to be used in similar situations. Training activities are shared and are, to some extent, actively created in cooperation with other trainees working together to identify and resolve issues. By applying situated learning theory to the training of staff of the mining company, the specific climate of the company are factored into the design and the implementation of the training and development

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process. The training and development process will be effective when the situational factors are fully taken into consideration.

2.6.5 Constructivism and experiential learning theory

A constructivist learning perspective implies that knowledge and skills can be improved in different ways without necessarily any one ideal solution (Jonassen, 2011). Constructivism is a scientific method as it stresses comprehensible real-world functions in organizational environments. In skills molding in a specific environment, the various aspects of performance need to be defined, demonstrated, and comprehended (Jonassen, 2010). This will enable people and groups to pinpoint gaps and deficiencies in performance in a specific skill area. This type of dynamic social participation should also accelerate the learning process. The multidisciplinary theory of experiential learning is, to a great extent, based on constructivism and uses psychology, philosophy, sociology, anthropology, and cognitive sciences to gain a greater insight into the learning process.

2.6.6 Human Capital Theory

Human capital theories have developed rapidly since Mincer (1958, 1970), Schultz (1974, 1993), Becker (2014) and Ben-Porath (2017), laid their foundations. Since training is regarded as an investment, it involves costs and benefits, which can be assessed by using financial criteria such as present value and the internal rate of return. Initially, Becker (2014) studied the impact on wage levels of two types of human capital operating in a perfectly competitive labor market that had no imperfections or distortions. One type of human capital can be transferred to other organizations, which encourages employees to cover the costs and to obtain all the

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benefits of training. The second type of human capital is regarded as specific to a company and cannot be transferred to other companies, which incentivizes employers and employees to share the costs and benefits of training (Becker, 2012). Human capital theory is based on neo-classical theories of labor markets, education and economic growth. It takes for granted that employees are productive resources and attempts to find out whether highly trained staffs are more productive than other personnel (Simon, 2008). According to Garcia (2005), as employees do not be motivated to finance their own training requirements.

On the other hand, companies will be keen to cover these training costs, as they will obtain almost all the returns from the enhanced productivity produced by the new skills generated (Garcia, 2007). The implication of this theory is that the human capital develops and becomes productive under situations where the individual feels compensated for the effort exerted in the training and development process. The compensation could be in the form of increased wages or promotion in rank. It does not suffice to just pass employees through training and development programs. The training and development process must be complemented by the necessary adjustments in pays and ranks.

For any company to operate successfully, it does not only need money capital and other physical resources. It critically needs people, the human capital who are to combine all the other resources to produce the desired goods and services of the organization. The proper management of individuals at work is Human Resource Management, and it has developed to be a main activity in many organizations and is the concentration for a wide - ranging deliberation concerning the nature of the contemporary business relationships. One of the major components in the coordination and management of work in an organization is the management of

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human resource. Shen, Zhue (2011), referred to Human Resource Management as including all of management activities and decision that influence the relationship between an organization and its employees. Generally, management settles on essential choices day after day that influence this relationship.

McDowall and Sounders (2010), argues that the acknowledgment of the importance of training as of late has been intensely influenced by the intensification of rivalry and the relative achievement of organizations, as investment in employees' development is extensively emphasized. They further argued that innovative improvements and hierarchical change have progressively driven a few businesses to the realization that achievements depend on the skills and abilities of their workers, and this implies significant and persistent investment in training and development. Gold, Holden, lles and Beardwell, (2013), viewed that Human Resource Management concept for example, responsibility to the organization and the growth in the quality development have driven senior management groups to understand the increased importance of training, employee development and long - term education. A concept of this nature requires not only careful planning, but a more emphasis on employee development. To Kiniki and Kreitner (2003), no matter how carefully employees are screened, typically, a gap remains between what the employee does know and how they should know it. An organization therefore, desiring to gain the competitive edge in its departments, will need extensive labor and effective training of its human resource.

2.6.7 Kirkpatrick's Four Levels of Evaluation Model

There are various of evaluation models have been proposed in the literature such as Galvin's CIPP (1983), Brinkerhoff's model (1987), Kraiger, Ford and Salas' model (1993), Holton's model (1996) and Phillip's model (1966) however, the most widely

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used evaluation model is the four levels of evaluation model by Donald Kirkpatrick in 1967. This model comprises of four levels of evaluation namely: Level 1-Reaction, Level 2-Learning, Level 3-Behavior, and Level 4-Results. According to Kirkpatrick, each level is essential and has an impact on the next level. The process becomes more complicated and time consuming as the assessor move from one level to the next (Kirkpatrick & Kirkpatrick, 2006).

As such, not many organizations manage to measure beyond level 2. For example, as reported by the American Society for Training and Development, ASTD (2003) in its State of Industry Report, a survey of 276 organizations reports that 75% of organizations have collected reaction measures, 41% learning measures, 21% job behaviour measures and only 11% collected business impact measures (Werner & DeSimone, 2006). Figure 1 shows the Kirkpatrick's four levels of evaluation model.

2.7 Continues Professional Development Theory (CPD)

According to Day (2009), CPD encompasses all behaviours which are intended to effect change in the classroom: "Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives." (Day, 2009).

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Teachers' perceptions of what activities constitute CPD is frequently limited to attendance at courses, conferences and lectures, often to meet national requirements. Professional learning, or "on the job" learning is regularly seen by teachers as separate from CPD, and something that is just done as part of the job (Edmonds & Lee, 2002; Hustler *et al*, 2003; Robinson & Sebba, 2004). However, the literature points to several facets of effective CPD, many of which are far removed from the commonly-held perceptions of CPD as one-off events.

2.7.1 Effective Models of CPD

According to the research conducted by Lieberman (2016), the findings classified CPD into three types: direct teaching (such as courses, workshops and so on); learning in school (such as peer coaching, critical friendships, mentoring, action research, and task-related planning teams); and out of school learning (such as learning networks, visits to other schools, school-university partnerships and so on). Kennedy (2005) described nine models of CPD, which are outlined below.

1. ***Training*** - focuses on skills, with expert delivery, and little practical focus
2. ***Award Bearing*** – usually in conjunction with a higher education institution, this brings the worrying discourse on the irrelevance of academia to the fore
3. ***Deficit*** - this looks at addressing shortcomings in an individual teacher, it tends to be individually tailored, but may not be good for confidence and is unsupportive of the development of a collective knowledge base within the school
4. ***Cascade*** – this is relatively cheap in terms of resources, but there are issues surrounding the loss of a collaborative element in the original learning

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5. ***Standards Based*** – this assumes that there is a system of effective teaching, and is not flexible in terms of teacher learning. It can be useful for developing a common language but may be very narrow and limiting
6. ***Coaching / Mentoring*** – the development of a non-threatening relationship can encourage discussion, but a coach or mentor needs good communication skills
7. ***Community of Practice*** – these may inhibit active and creative innovation of practice, although they have the potential to work well through combining the knowledge bases of members
8. ***Action Research*** – This is relevant to the classroom, and enables teachers to experiment with different practices, especially if the action research is collaborative.
9. ***Transformative*** – the integration of several different types of the previous models, with a strong awareness and control of whose agenda is being addressed

Kennedy suggested that the first four of these were essentially transmission methods, which give little opportunity for teachers to take control over their own learning. The following 3 are more transformational, giving an increasing capacity for professional autonomy, with the action research and transformative models being able to provide even more professional autonomy, and giving teachers the power to determine their own learning pathways. Direct teaching or training, the traditional perception of CPD, is often perceived as a top down delivery model of CPD, where information on methods is passed on to teachers for them to implement. Such lecture-style teaching has proved unpopular with teachers, who tend to prefer more active and practical styles of learning (Edmonds & Lee, 2002). Dadds (2017) described how such top-down delivery could reinforce the idea of the teacher as a technician, uncritically

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implementing externally imposed policies. Dadds rejected the idea of a "guru culture", with teachers being told how to teach by the experts, and instead suggests that teachers see themselves as a resource, and use their own experience and background to develop their own critical and reflective practice over the course of their professional lives. An awareness of less formal and traditional forms of CPD is slowly growing, with calls for teachers to become more creative in their approaches to their own professional development, and move away from more traditional transmission-based methods (Muijs *et al*. (2004).

2.7.2 Peer Support

While few teachers would want to completely forgo "expert advice", it is evident from the literature that common features of successful CPD include a variety of methods. Recommendations highlight that CPD should no longer be comprised solely of short courses; teachers need opportunities to reflect, engage in professional dialogue, work with students, and engage in peer observation, coaching and feedback (Livneh & Livneh, 2009). In their review of collaborative CPD, Cordingley *et al* (2003) noted a number of features of successful interventions, including classroom observation and feedback; consultation with experts from outside the school in conjunction with internal peer support; encouraging, extending and structuring professional dialogue; teachers having ownership of their CPD focus; an emphasis on peer support rather than a top-down managerial approach; and sustained support for CPD to allow for new practice to become established. According to the research conducted by Da Costa (2013); Joyce & Showers (2002), the opportunity to observe other teachers and to be observed has long been acknowledged as a beneficial process, and observation is now seen as an integral part of coaching and sustained learning (Da

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Costa, 1993; Joyce & Showers, 2002). However, it is important that such activities take place within the context of secure and trusting relationships (Fielding *et al*, 2005; Wood & Anderson, 2003). Extending peer observation and discussion to peer coaching and mentoring is increasing in popularity. The opportunity to discuss and experiment with new ideas, and receive feedback is seen as useful (Gersten *et al*, 1995). Many projects have shown that, with training for mentors, this type of process can be effective in improving practice for both the coach / mentor and the coached / mentored (Cordingley, 2003, 2005; Jones & Moor, 2005; Joyce & Showers, 2001).

Peer coaching has been found to work extremely well when used in conjunction with classroom observation Da Costa (2013), with the coach either teaching and being watched, or observing (Livneh & Livneh, 2009). Modelling of techniques and methods is often appreciated by teachers (Harvey, 2009; Kimmel *et al*, 2009). Cochran-Smith & Lytle (2009), describe three types of knowledge: "for practice knowledge", or the use of formal theory about practice; "in-practice knowledge", or the use of interaction and communicating in teaching; and "of practice knowledge", or the awareness of knowledge generation which tends to be beneficial for teachers in directing their own learning.

They suggested that those teachers who have strong "in-practice knowledge", and are very good at interaction and the practice of teaching, tend to make good coaches. A strong subject and pedagogy knowledge is essential in a successful coach, although the hierarchical nature of a relationship where the coach is more experienced than the coached may hinder the development of a secure and trusting relationship that allows for open discussion (Fielding *et al.* 2005).

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According to the research conducted by Kennedy (2005), peer support and collaboration plays many roles. Many teachers are likely to be more comfortable discussing their practice with peers than with senior management, where issues surrounding performance management may hinder honest and open discussion Kennedy (2005). When there has been input from outside the school, continuing peer support can provide a forum for discussion which would not be so easy to access were teachers entirely reliant on the outside expertise (Livneh & Livneh, 2009), with the additional benefits that come with familiarity of context. A supportive, blame-free environment that encourages and facilitates professional dialogue, and provides opportunities to extend and experiment with new practice can further the benefits of peer collaboration and support (Eraut, 2001).

While peer observation is currently evolving into programmes of peer coaching and mentoring, there is little evidence in the literature that any further CPD activities or practices are based on the findings of such observation. Tailoring external support, and collaborative activities, to what is happening in the classroom before any input or activities does not seem to have been adequately explored as an approach for professional development, and this study explores the development of a link between classroom practice and CPD provision.

2.7.3 External Support

According to the research conducted by Cordingley *et al.* (2003); Ross *et al.* (2009), the use of external expertise can result in provision of knowledge and ideas, and be useful in terms of the external expert acting as a catalyst for and agent of change. Small schools in particular can benefit from bringing in outside expertise, to widen their pool of knowledge that they can draw on. Teachers may need help in

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determining their own CPD focus, and how to access different types of support that may be available. It may be that discussions of this type with people from outside the school could reduce anxieties about performance management issues. External support, particularly when it comes to delivery of CPD, should be pedagogically expert, and flexible enough to fit in with the varying demands of school life. Peer support and discussion can contribute towards the development and take-up of new practice, but sustained contact with any external parties who were involved in any initial input enables issues to be addressed as they arise, and can facilitate motivation, feedback, further discussion and progression (Cordingley *et al.* 2003; Ross *et al.* 2009).

Following release time for any initial training, time is also needed to reflect on, consolidate and plan implementation of any new ideas, and to experiment with new ideas. Several successful interventions have used negotiated non-contact time for teachers as part of the CPD process (Brown *et al.* 2003; Cordingley *et al.* 2003, 2005; Edmonds & Lee, 2002; Fielding *et al.* 2005), and in recent years funding for continued support, rather than one-off activities, has been emphasised as a requirement of effective CPD (Kirkwood, 2001).

2.8 Empirical Literature Review

Training and development in the private sector organization has been accepted by various scholars as a very imperative role in refining work performance of the employees and ultimately to the organization as a whole. A study conducted in Scotland, UK, on 150 organizations to examine the main concerns of the present Human Resource performance, shown that 89% of the organizations surveyed placed employee training and development as the most significant in the performance

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management (Soltan, et al. 2014). The study recommend that, the HR personnel generally considered the process of the performance appraisal as one of the main mechanisms for ascertaining training and development needs at the individual level.

A research conducted by Fey *et al.* (2010), on the effect of training and development on the employee performance, submitted that, there is a solid positive correlation between both management development and employee training and development program, and organization performance in Russian team - based affiliates of Western corporations. This suggests that, both management and employee development were meaningfully interrelated with organization performance. He added that, an emphasis on employee development, with employments safety, is possible to be common by employees in terms of high level of organizational obligation.

Committing funds into employee training and development may also be essential for Western organization struggling to attain a competitive advantage through high value products and services, particular features that were not paid much attention to during previous planned economy.

Other research conducted by the Kapsalis countries, Canada, the united States, Switzerland, the Netherlands, Poland, Germany and Sweden, in showing the lessons which can be learned from the combined capabilities of different countries, discovered that about 66% of Canadian and United States employees who received job-related training from their employer stated in the research that they were using their attained skill at work to a great level and therefore enhance employee work performance and the organization as a whole. A study was conducted by Sharma and Upneja (2015) to examine the issues persuading financial performance in the small hotels at Arusha in Tanzania. The outcomes of this research submitted that insufficient employee training and development programs was among the factors accountable for low profitability in

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the hotels thus providing indication to HR professionals on the importance of this constituent in the business sector. Notwithstanding the accessible mixed bag of strategies, an association must be careful when selecting preparing systems for its utilization. A cautious utilization of preparing routines might be an exceptionally practical financing. Despite the fact that a standout amongst the most vital stages in the preparation process, assessment and observing is regularly the most disregarded or slightest sufficiently completed part.

Despite the fact that there exists different positive written works and even minded studies on representative preparing and improvement, yet the majority of these are for the private division and organizations which are profit oriented. Therefore, I can indicate that more study is needed for better appreciative on how employee training and development program can influence performance of employee and increase organizational efficiency for the benefits of the private sector organizations. Hence, this research efforts to address the gaps in the literature by discovering the impact of employee training and development programmes on the performance of administrative staff of public Universities.

Training effectiveness is a study of characteristics of the individual, training and organization that affects training processes, before, during and after training (Alvarez Salas & Garofano, 2004). According to Alvarez et al. (2004), training effectiveness focuses on the learning system as a whole thus providing a macro view of training outcomes whereas, training evaluation focuses only on the learning outcomes therefore it provides a micro view of training results. Many past studies have been done on the relationship between training effectiveness and performance. For instance, De Meuse, Hostager and O'Neill (2007) examined the effectiveness of workplace diversity training on employee performance. The findings revealed that

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workplace diversity training had a positive impact on the employees. Haslinda and Mahyuddin (2009) investigated the effectiveness of training and development in the public sector. They found similar results as De Meuse et al. (2007), suggested that training programs conducted in the public sector helped the employees to contribute significantly to their organization by applying the knowledge and skills learned in the training. Other past studies related to evaluating training effectiveness are Ehrhardt, et al. (2011); Ji, et al. (2011); Jones, et al. (2011); Ng and Dastmalchian (2011); Mani (2010). Sitzmann, Brown, Casper, Ely and Zimmerman (2008); Huque and Vyas (2008); Chi, Wu and Lin (2008); and Kirkpatrick (2008).

Based on the empirical evidences found in these studies, the researchers admitted that it is important for each training program to receive positive feedback from the participants with regards to satisfaction. If training programs fail to show a reasonable return on the organization's time and money investment, probably the organizations will discontinue to invest more time and money in training and consequently the future training programs will be at risk. Therefore, training evaluation is essential to ensure the effectiveness of a training program.

2.9 Conceptual Review

Cole (2012), mentioned in his book Personnel Human Resource Management, that training is more of a learning activity to acquire better skills and knowledge needed to perform a task. The idea of training is the need for a greater productivity and safety in the operation of specific equipment or the need for an effective sales force, to mention a few. To come up with the desired knowledge, skills and abilities from employees to perform well at their job side, requires proper training programs that may likewise have an impact on employee motivation and commitment. Employees can either build or

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break their company's reputation as well as profitability. Moreover, they oversee most of the activities which can influence customer fulfillment, the nature of the product and event.

According to Nunvi (2006), training programs are directed towards maintaining and improving current job performance while development seeks to improve skills for future jobs. Considering the progress in the technology, certain jobs become redundant with the replacement of machines in present days. Further education and competence becomes necessary for those in current positions and those wishing to be promoted in the future. Expressing an understanding of training, Armstrong (2006), emphasized that training should be developed and practiced within the organization by appreciating learning of theories and approaches, if training is to be well understood.

2.10 Training and Development Process

Training in an organization generally involves a systematic approach, followed by a sequence of activities. In the present day knowledge based environment, things are changing at a very fast pace. Even to maintain its position, an organization has to do a lot as well as act very fast. Organization achieves strategic advantages only due to its core competencies and core competence is developed only by the employees of the organization. Hence for achieving a level of excellence, organizations are to invest in updating the skills of its employees. This is done through training and development process (DeCauza et al. 2016).

Training and development process is an organizational activity aimed at improving the performance of the individuals and groups of employees in the organizational settings. It is an organized activity for increasing the knowledge and skills of the employees. It involves systematic procedures for transferring technical and

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management skills to the employees. Training process is an important activity both for the organization as well as for the employees. Skills acquired by the employees through training are assets for the organization. The enhancement of the skills also provides the employees job security as well as opportunities for career advancement (DeCauza et al. 2016).

In the modern industrial environment, where technological development is outpacing all other things, there is a continuous need for systematic training and development of the employees. Through 'training' employees are taught specific skills while through 'development' employee's personality and management skills are enhanced. The training in an organization is necessary since there are advancement in technologies, demanding customers, thrusts for boosting productivity, requirements for improving the motivation levels, needs for improving the quality of output, and necessities for effectiveness in management.

Training is a continuous process and it should not stop at any stage. The management should ensure that a training programme should attempt to bring about positive changes in the knowledge, skills, and attitudes of the employees. The objectives of a training programme are as follows. To prevent obsolescence in the organization, to improve employees knowledge for doing specific job, to impart skills to the employees systematically so that they learn the same quickly, to impart multi skills in the employees so that they become capable of handling different jobs, to bring about the change in attitude of the employees towards organization and the fellow employees, to improve the overall performance of the organization by inculcating technological discipline in the employees, to train the employees in efficient handling of materials, plant and equipment, to educate employees towards conservation of resources, pollution prevention and avoidance of wastages, to provide safety as well

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as occupational health training to the employees for man and equipment health and safety, and to develop management skills in the employees so that they are prepared to take up higher responsibilities and position.

2.11 Methods of Training and Development

A variety of training methods are used in different organizations today, to train different individuals. DeCauza et al. (2016) explains that the most popular training and development method used by organizations can be classified as either On-the-job training and Off-the-job training.

2.11.1 Training Methods / Techniques

A. On-the-job training

As the name goes, on-the-job training (OTJ) is a method of giving training to employees when they are at work at their working environment. The purpose of this training is to make the employees get familiar with the normal working circumstance, i.e. during the training time frame, the workers will get the direct involvement of using machinery, equipment, devices, materials, and so forth. Additionally, it helps the employees to figure out how to confront the difficulties that may occur during the execution of the job. The main idea of this training is learning by doing where the supervisor or the more experienced employees show the training how to perform out a specific task. The learners take after the directions of the supervisor and perform out the task. This method is highly used by companies to train current and future workers, due to its simplicity. On-the-job training includes apprenticeship, couching, internship, job rotation, job instruction and few others.

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B. Off-the-job training

Off-the-job training is another method of training, which is organized at a site, far from the original work environment for a specific period. The purpose of this method of training at a place other than the job area is to give a peaceful domain to the employees where they can focus just on learning. Learning material is provided to the trainees, for a complete theoretical knowledge. The trainees can express their perspectives and opinions during these training sessions. Additionally, they can investigate new and innovative ideas. Case studies, conferences, audiovisuals, seminars, simulations, role play and lectures are some basic systems that the employee needs to experience during, off-the-job training. This is one of the costly training methods. It includes choice of the place of training, arrangement of facilities for the employees, hiring experts to impart the training.

2.12 The Effectiveness of Training on Employees Performance

Thus training becomes one of the most important potential motivator and hence the following benefits do accrue from training and development programmes:

Increase in the confidence and commitment of staff, it provides the needed recognition and enhances responsibility which could lead to an increase in pay and promotion. this more so in organization where pay increases and promotion are based on the results of performance appraisals, with confidence comes the feeling of personal satisfaction and achievement. This could further broaden career progression opportunities, training and development improves the availability, quality and skills of staff (Mullins, 2007).

According to Cole (2014), benefits to organizations from systematic training and development include:

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The provision of a pool of skilled personnel for the organization; (same as Mullins fourth point), greater commitment of staff (first point of Mullins), improved service to customers, improvement in job performance with its resulting increase in productivity overall. Other benefits that would accrue from training and development are, reduction in the need to supervise employees or subordinates thus freeing supervisors to concentrate other res of their departments, improvement in job satisfaction and reduction in employee turnover and scrap and wastage. Training is an important part of Human Resource Management and Development, and it is important for the following reasons:

Training helps in the recruitment of staffs and ensure a better quality of applicant, it eliminates risk, since trained employees can make better and economic use of materials, and equipment thereby reducing and avoiding waste. Training serves as a monitoring factor for employees in an organization. It leads to greater efficiency and productivity, it increases the loyalty and adaptability of staffs, it improves staff's moral. In the development of organizations, training plays a vital role; improving performance as well as increasing productivity and eventually putting organizations in the best position to face competition and stay at the top. This means that there is a significant difference between the organizations that train their employees and organizations that do not (April, 2010). Training is a type of activity which is planned and systematised to obtain results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon, 2012).

There exists a positive association between training and employee performance. Training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (April, 2010). Organizations

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that are dedicated to generating profits for its owners (shareholders), providing quality service to its customers and beneficiaries, invest in the training of its employees (Evans and Lindsay, 2009). The more highly motivated a trainee, the more quickly and systematically a new skill or knowledge is acquired. That is why training should be related to money, job promotion, and recognition etc, i.e. something which the trainee desires (Flippo, 2016). There are four prerequisites for learning: Motivation comes first. Cue is the second requirement. The learner can recognize related indicators (cue) and associate them with desired responses with the help of training. Response comes third. Training should be immediately followed by positive reinforcement so that the learner can feel the response. Last is the feedback; it is the information which learner receives and indicates in the quality of his response. This response must be given as quickly as possible to ensure successful learning is acquired (Leslie, 2010).

Performance can be defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity, and training is a way of increasing individual's performance (Cooke, 2010). Kenney in 1992 noted that employee's performance is measured against the performance standards set by the organization. In every organization there are some expectations from the employees with respect to their performance, and when they perform up to the set standards and meet organizational expectations, they are believed to be good performers. Functioning and presentation of employees are also termed as employee performance. This means that

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effective administration and presentation of employees' tasks which reflect the quality desired by the organization can also be termed as performance. While much is known about the economics of training in the developed world, studies of issues associated with training in less-developed countries are rarely found.

Intentionally, training and development are provided for the employees with best of the career opportunities in different industry and encourages their individual growth and achievement (Kruger, 2008). Job characteristics and firm background were found to play key roles in determining training provision. Workers who received off-the-job training were less likely to receive on-the-job training, while those who received on-the-job training were neither more nor less likely to have received off-the-job training. However, a complementary relationship was found between receiving informal training and receiving on-the-job or off-the-job training. Earning differentials were not found to correlate with different types of training. Unlike in developed countries, training in China was usually intended to remedy skill deficiencies, rather than to enhance productivity (Ying Chu Ng, 2004).

There is a positive relationship between training and employee performance. Training generates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Benedicta & Appiah, 2010). It is obvious that training plays an important role in the development of organization, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that, there is a significant difference between the organizations that train their employees and those organizations that do not (Benedicta & Appiah, 2010).

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According to McKenna and Beech (2002:110) in their book "Human Resource Management-A Concise Analysis", it is stated that "It is important that a sound basis is established for other associated elements of Human Resource Management practice such as performance management (appraisal), reward management (motivation) combined with training and development". What this means is that training and development itself cannot help in total employee development without the complement of employee appraisal and motivation.

One of the things to consider in designing a training program is what the program is to accomplish, that is the objectives. In other words a training program cannot be designed until what that program is to accomplish is known. It is imperative for organizations to realize that in designing a training program, it is equally important to consider what the trainees should know or be able to do after the training is complete. Training objectives should however be attainable and measurable. A training program is successful if the objectives are achieved. There is also the need for the organization and the employees to know the motive for which they undergo training. It can, therefore be concluded that training programs will not be more effective unless the purpose for which it was administered is known. Therefore in planning training, it should go through these stages; develop a training plan, design a training lesson, select the trainer and prepare the trainee (Zaccarelli, 2017).

Most of the benefits derived from training are easily attained when training is planned. This means that the organization, trainers and trainees are prepared for the training well in advance. According to Kenney & Reid (2016), planned training is the deliberate intervention, aimed at achieving the learning, necessary for improved job performance. The training plan will serve as the guidelines for both the trainer and the trainee to follow in order to successfully implement the program. It covers the

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individuals involved in the training, the person that will administer the program, the required resources and the content to be followed. Once the plan for the program has been outlined then the training lesson is designed. The training lesson is developed to help the participants focus on the segments developed and also set out the time frame for each segment. After this, a competent trainer is hired to undertake the training. The trainer should be able to communicate and transfer knowledge effectively.

2.13 Challenges of Organizing Training Programmes for Employees

There has been shortage of knowledge on the total number of employeees in organisations, number of employees per job category and organisational units, age, profile, qualification profiles, employees seniority list organised according to job categories, list of available training programs etc. There are just a few of the major items of typical human resources data bank, many of which have decision making implications on the management of training programs.

The human resource department is supposed to choose the trainers intelligently. However, with liberalization, many people have established training and consultancy firms which may not posses the competent staff to carry trainings. Such firms hire people and are even prepared to bribe so that they can win the training jobs. As a result the trained employees end up with no positive impact when they return to their organisations.

Training and development is not cheap. Organisation has to pay to get their staff trained. Many organisations cannot train their employees because they do not have sufficient fund to meet costs of the programs. Most of the developing have a shortage of suitable training institutions and relevant training programs. Therefore, the organisation fails to train their staff. The top management support is essential for the

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success of the programs. But there are some organisations, whose top managements do not adhere and take training and development seriously. As a result implementation becomes poorly supervised and its resources become divided to other businesses.

Sometimes there are organisations which do not clearly advertise training opportunities and programs. There are others who intimidate permanent employees by telling them that they will be replaced and their position taken by other staff if they join training and development programs. As a result some employees opt not to go for training for fear of loosing their positions and status. There has been a tendency for some employee to attend training not for the reasons of bringing back more expertise to his/her organisation but to fulfil his/her own interest of getting allowances and be away from the job. This has been discouraging the employers when they see no change for the trained employees.

Unfortunately, training efforts are poorly evaluated in many Ghanaian institutions despite that training costs plenty of money. The impact of training programs and even the utilisation of the employee return are the things that motivate the management to prudently invest in it. There is a significant shortage of training experts in many institutions in Ghana. This could be one of the main reasons why the staff's training and development function is not effectively managed.

2.14 Relationship between training and employee performance

Most of the previous studies provides the evidence that there is a strong positive relationship between human resource management practices and organizational performance (Purcell et al., 2013). According to Guest (2017) mentioned in his study that training and development programs, as one of the vital human resource

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management practice, positively influenced employees confidence and commitment to work and helped employees to vary their methods of solving problems at the workplace. The quality of the workers knowledge, skills and capability and thus results in higher employee performance on job. This relation ultimately contributes to supreme organizational performance.

The result of Farooq & Aslam. (2011) study depicts the positive correlation between training and employee performance as r=.233. Thus, we can predict from this finding that it is not possible for the firm to gain higher returns without best utilization of its human resource, and it can only happen when firm is able to meet its employees job related needs in timely fashion. Training is the only ways of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals. Moreover, the result of the study of Sultana et.al. (2012), conducted in telecom sector of Pakistan, states the R^2 as .501 which means that 50.1% of variation in employee performance is brought by training programs. Further, the T-value was 8.58 that explains training is good predictor of employee performance.

As depicted by the work of Harrison (2010), learning through training influence employees working relationship among colleagues and broaden employees career progression opportunities. The organizational performance by greater employee performance, and is said to be a key factor in the achievement of corporate goals. However, implementing training programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance (Swart et al., 2015). According to Swart et al., (2015), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the

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workers and enhancing employee performance. He further elaborate the concept by stating that training facilitate organization to recognize that its workers are not performing well and a thus their knowledge, skills and attitudes needs to be moulded according to the firm needs. There might be various reasons for poor performance of the employees such as workers may not feel motivated anymore to use their competencies, or may be not confident enough on their capabilities, or they may be facing work- life conflict. All the above aspects must be considered by the firm while selecting most appropriate training intervention, that helps organization to solve all problems and enhance employee motivational level to participate and meet firm expectations by showing desired performance.

As mentioned by Swart et al. (2015) this employee superior performance occur only because of good quality training program that leads to employee motivation and their needs fulfilment. According to Wright and Geroy (2011), employee competencies changes through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner. However, employee performance is also effected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal systems, power and politics prevailing in the firm and the group dynamics. If the above mentioned problems exist in the firm, employee performance decreases not due to lack of relevant knowledge, skills and attitude, but because of above mentioned hurdles. To make training effective and to ensure

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positive effect of training on employee performance these elements should be taken into consideration Wright and Geroy (2001).

Besides, Eisenberger et al. (2016) stated that workers feel more committed to the firm, when they feel organizational commitment towards them and thus show higher performance. Bartel (2014), reports that there is a positive correlation between effective training program and employee productivity, however to make it possible, (Swart et al., 2015), it is the responsibility of the managers to identify the factors that hinders training program effectiveness and should take necessary measures to neutralize their effect on employee performance.

In addition, Ahmad and Bakar (2013), concluded that high level of employee commitment is achieved if training achieve learning outcomes and improves the performance, both on individual and organizational level. These findings are also consistent with the results of Kim (2016) research work. Generally, it can be debated that the effect of training program on employee outcomes such as motivation, job satisfaction and organizational commitment, did not received much attention so far. Rare work was done to test whether firms can affect their workers attitude, through proper training interventions. According to Lang (2012) training should be planned in such a way that it results in organizational commitment.

On the other hand Gaertner and Nollen (2009) proposed that employees' commitment is a result of some human resource practices, that is, succession planning and promotions, career development and training opportunities. All these practices, when achieved results in greater employee performance. Moreover, Meyer and Smith (2000), investigate the link between Human Resource Management practices and organizational commitment, so as to discover the causes of effective employee performance. Although the above literature provides the evidences regarding the

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benefits of training and its positive influence on employee performance, Cheramieet al. (2007), argued that, management, mostly feel hesitant while investing in its human resource due to various reasons. Sometime, in spite of receiving effective and timely training programs, employee are intended to cash it for the sake of their own market value and employment opportunity , or willing to change job just because of higher salaries, and thus, firm investment in training results as a cost rather than profit. It is also observed that due to the resistance of the organization towards offering training, propels individuals to invest themselves for their career development and greater performance (Baruch, 2016).

As mentioned by Arnoff (2011), training sessions positively enhanced employees time management towards work and improved the availability, quality and skills of staff. They accelerate the initiative ability and creativity of the workforce and facilitate to avoid human resource obsolescence, that may occur because of demographic factors such as age, attitude or the inability to cope with the technological changes. Obisi (2011), reported that training is a systematic process of enhancing the knowledge, skills and attitude, hence leads to satisfactory performance by the employees at job. He further mentioned that the need and objectives of the training program should be identified before offering it to the employees.

Scott, Clothier and Spriegel (2017) argued that training is the crux of better organizational management, as it makes employees more efficient and effective. They further elaborated that training practice is have a strong bond with all other human resource practices as (Mamoria, 2015), it enables employees to develop themselves within the firm and raise their market value in the market. Moreover, training supports to shape employees' job related behavior and facilitate them to participate for the success of the organization and ultimately firm gets higher return due to superior

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performance of its employees. Mamoria (2015), further mentioned that a well-trained worker is able to make a best use of organizational resources along with minimum level of wastages. As stated by Ohabunwa (2009), when employees are well trained organization can delegate responsibility and authority to them with full confidence of ensuring organizational success.

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong 2010). Kenney et al. (2012) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures as briefly explained hereafter. Profitability is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood & Stangster, 2012).

Efficiency and effectiveness-efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner 2016). Productivity is expressed as a ratio of output to that of input (Stoner, Freeman and Gilbert Jr 2015). It is a measure of how the individual, organization and industry converts input resources into goods and services. The measure of how much output is produced per unit of resources employed (Lipsey 2009). Quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong 2012). It is increasingly achieving better products and services at a progressively more competitive price (Stoner 2016).

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The information thus far reveals a seeming consensus in the belief that there is a positive relationship between training and employee performance. Thus training impacts positively on employee's performance by generating benefits to both the employees and the organization they work for through the development of skills, knowledge, abilities, competencies and behavior. Training plays a significant role in the development of organizations, enhancing performance as well as increasing productivity, and ultimately putting companies in the best position to face competition and stay at the top. This means that, there is a significant relationship between organizations that train their employees and organizations that do not. According to Neo et al in his book Human Resource Management: Gaining Competitive Advantage in 2000, "he stated that only 16% of United States employees have ever received any form of training from their employers".

From the researcher's point of view, there is a possibility that in about five or more years to come, the rapid development in technology can cause high unemployment rate because these forms of technology will replace the unskilled labor in the United States. There is therefore the need for United States to put strategies and policies in place to ensure that its human resource is trained in order to meet the standards of the growing technology. In realization of this, General Electric, Texas Instruments and Federal Express have already made the initiative and now invest between 3% and 5% of their payroll in training. Every organization that is committed to generating profits for its owners and providing quality service for its customers and beneficiaries invest in the training of its employees (Evans & Lindsay, 2019).

According to Robert Simpson Managing director of Legna Construction Limited, a construction company located in the central region of Ghana which contributes substantially to the development of the country through its roads construction and

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employment of the country's human resource, training of the company's human resource contributed to the company gaining substantial increase in revenue from 2005 – 2009. He attributed this to the skills and knowledge the employees gained through the training that helped them be more efficient thus reduced cost on the job thereby gaining more revenue. Evans and Lindsay (2009) also stated that Motorola & Texas Instruments provide at least 40 hours of training to every employee quarterly and this has positively impacted on the employee performance.

Companies committed to investment in their human resource generate long term and sustainable profitability for the company. In a study in America on the impact of human capital investments such as employer-provided training and development, Black and Lynch (2016) stated that "returns on training and development investments increase productivity by 16 19%". This further reinforces the role of training on employees. Based on the attributes that are developed the employees implement them on their tasks and thus the company is able to improve thus generate the profits for the firm. Also because the attributes are imparted and developed through the systematic and planned training program, it becomes a part of the employees thus they are able to implement them on every task thus the increased profit leading to sustainable profitability.

The review has revealed the importance and purpose of training in organizations and how it contributes to employee performance. The essence of training needs, how and why training needs should be assessed has also been explained. The bases for which employees should be chosen or selected for training, the types of training have been duly identified namely job training, orientation training and career development training.

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2.14 Conceptual Framework

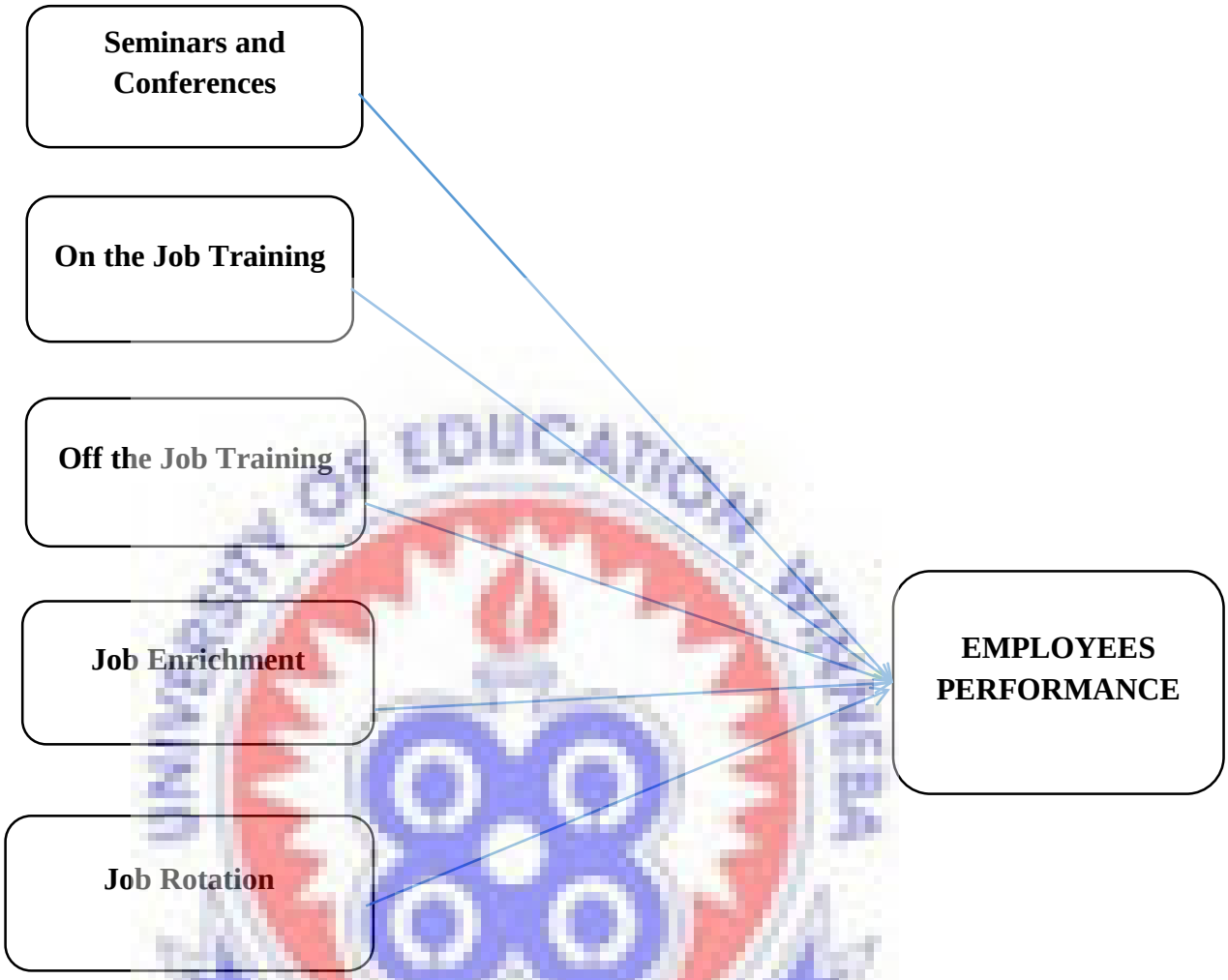

Figure 2.2: Conceptual framework

According to past researcher Ameeq and Hanif, (2013) they said that the on the job training have a positive effect to the employee performance while the employee come to duties, this research sited by Said et al. (2016). According to Tukunimulongo, (2016), also said that the on the job plays a big role in improving the employee performance and productivity. According to past researcher Nassazi, (2013) off the job training more effective because workers are away from work and their can focus entirely on training. Next, According to Kanwal, (2015), agree that the off the job training have a positive impact to the employee performance and employee

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productivity. According to Ngari, (2015), also agree that the off the job has strong relationship to employee performance. Zareen and Razzaq, (2013) states the function of job enrichment is to motivate the employees by give the employees opportunities to maximise their abilities and make the performance and productivity increase among the employees and it will gives positive impacts to organizational environment and make the organization easy to achieve the goal. Moreover, there is positive correlation among employees performance based on Salau et al. (2014).

Zin, et al. (2013) defines that the job rotation has a positive relationship in career development. Koontz and Mills (2014) supports this statements when they said that job rotation is the top type in training and it was create to ease the employee with the specific information about the positions that might available for the employee. Next, Khan et al. (2014) describes job rotation as the methods that needs to be followed by the companies in order to enhance the performance of the employees and employees might be more committed to their work and there is a positive connection among job rotation and the employee's performance based on Khan et al. (2014).

2.15 Chapter summary

Companies committed to investment in their human resource generate long term and sustainable profitability for the company. In a study in America on the impact of human capital investments such as employer-provided training and development, Black and Lynch (2016) stated that "returns on training and development investments increase productivity by 19%". This further reinforces the role of training on employees. Based on the attributes that are developed the employees implement them on their tasks and thus the company is able to improve thus generate the profits for the firm. Also because the attributes are imparted and developed through the systematic

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and planned training program, it becomes a part of the employees thus they are able to implement them on every task thus the increased profit leading to sustainable profitability. The review has revealed the importance and purpose of training in organizations and how it contributes to employee performance. The essence of training needs, how and why training needs should be assessed has also been explained. The bases for which employees should be chosen or selected for training, the types of training have been duly identified namely job training, orientation training and career development training.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter dealt with the methodology used by the researcher to investigate the impact of employee training on job performance. The method used includes the following: research design, population and sampling, sampling size, sampling technique, source of data, and data analysis techniques.

3.1 Research Design

The two main approaches to conducting research are quantitative and qualitative. Quantitative research is "explaining phenomena by collecting numerical data that are analyzed using mathematically based methods" (Aliaga & Gunderson, 2002). The quantitative approach operates by developing testable hypotheses and theories which lend themselves to generalization. Though it is usually applied in the natural sciences, it is also popular in social sciences. The quantitative approach is mainly applicable to data of numeric nature. Questionnaires, personality tests and other standardized instruments are some of the data collection techniques normally used under this approach (Johnson & Turner, 2003).

The qualitative approach on the other hand is characterized by its aim of understanding the aspects of social life that can hardly be studied in quantitative terms. It is mainly applicable to data that are non-numeric in nature (Patton & Cochran, 2002). Data collection techniques adopted under this approach mostly include observation, interview guides and reviews of literature (Crotty, 2008). The choice of the approach to be adopted for a particular study will largely depend on the

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purpose of that study, the variables involved and the level of measurement of those variable (Bhattacherjee, 2012). Given the particular nature of this study, and the variables being examined, the quantitative approach was adopted for this study. Research design is a comprehensive plan for data collection in an empirical research project. It is a "blueprint" for empirical research aimed at answering specific research questions or testing specific hypotheses and must specify at least three processes: (1) the data collection process, (2) the instrument development process, and (3) the sampling process. Broadly speaking, data collection methods can be broadly grouped into two categories: positivist and interpretive. Positivist methods, such as laboratory experiments and survey research, are aimed at theory (or hypotheses) testing, while interpretive methods, such as action research and ethnography, are aimed at theory building. Positivist methods employ a deductive approach to research, starting with a theory and testing theoretical postulates using empirical data (Aliaga & Gunderson, 2002).

In contrast, interpretive methods employ an inductive approach that starts with data and tries to derive a theory about the phenomenon of interest from the observed data. Positivist research uses predominantly quantitative data but can also use qualitative data. Interpretive research relies heavily on qualitative data but can sometimes benefit from including quantitative data as well. Sometimes, joint use of qualitative and quantitative data may help generate unique insight into a complex social phenomenon that are not available from either type of data alone, and hence, mixed-mode designs that combine qualitative and quantitative data are often highly desirable (Bhattacherjee, 2012). This study used quantitative descriptive study method.

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The purpose of this study was to evaluate the impact of training programmes on the performance of administrative staff of public universities in Ghana, a case study of the University of Education, Winneba, College of Technology Education (COLTEK). Descriptive research thus involves collecting data in order to test hypotheses or answer research questions concerning the current status of the subject of the study (Bryman, 2004). Descriptive research portrays an accurate profile of persons, events, or situations (Kothari, 2010). Therefore, descriptive survey is deemed the best strategy to fulfil the objectives of this study. According to Kombo and Tromp (2006), the basic purpose for descriptive research usually is to describe characteristics of the population of interest, make specific predictions and test associational relationships.

3.2 Population

A research population can be defined as the totality of a well-defined collection of individuals or objects that have a common, binding characteristics or traits (Polit et al., 2006). Burns et al., (2013) added that a population is defined as all elements (individuals, objects and events) that meet the sample criteria for inclusion in a study. The population for the study was four hundred and six (406) employees from the College of Technology Education, Kumasi Campus.

3.3 Sample Size and Sampling Techniques

Random sampling methods were used to obtain the sample size of 196 participants. Auka (2013), posit that stratified random sampling ensures that all the groups (categories) are adequately sampled and this facilitates comparison among the groups. According to the Krejcie and Morgan (1970), table for determining sample size, a

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population of 406 requires a sample size of 196. Therefore, random sampling techniques were used to select 196 participants for the study.

3.4 Data Collection Instrument

The main tool for collection of data was questionnaire. This is necessary because the study seeks to conduct an in-depth survey that will need probing to elicit the important responses for the objectives and research questions asked by the researcher. The questionnaires consisted of four sections. Section 1 includes the gender, age, educational qualification and working experience of the respondents. Section 2 assessed the methods used to facilitate training programmes at COLTEK. Section two evaluated the effect of training programmes on the performance of administrative staff at COLTEK and section four assessed the challenges of organising training Programmes at COLTEK.

3.5 Data Collection Procedure

The researcher sought permission from the various departmental heads at COLTEK before distributing the questionnaires to the respondents. The questionnaire were administered a day after the preliminary contact. This was done during school days between 10am – 4:00pm. The researcher visited each department and personally administered the questionnaires to the respondents and collected the questionnaire later when the researcher was informed about the completion of the instrument. The researcher sent a total of 196 questionnaires to gather information from the participants. Out of 196 questionnaires sent out for primary data, 168 questionnaires were received while 28 questionnaires were not received. Therefore, the analysis of the study was based on 86% response rate (see Figure 3.1).

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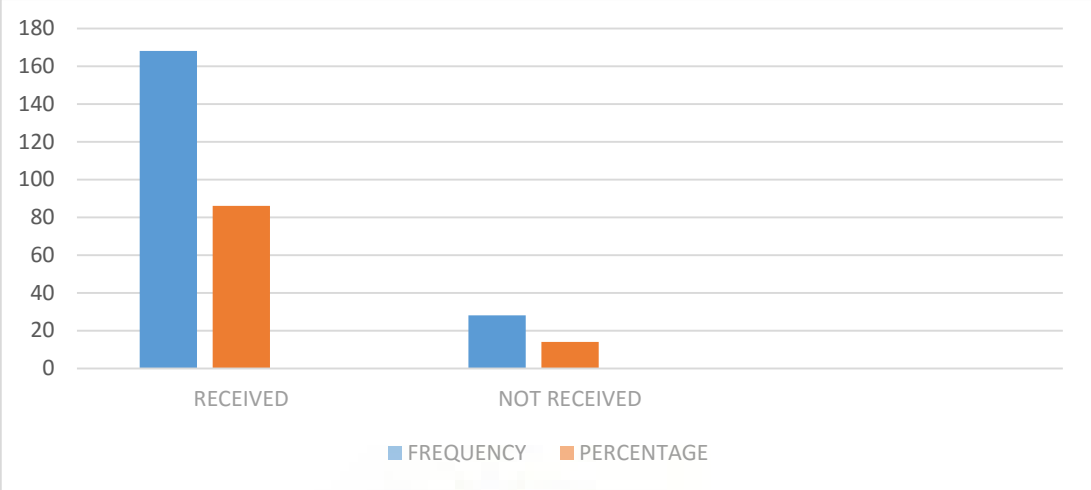

Figure 3.1: Response rate of the questionnaires

3.6 Data Analysis

The questionnaire assisted the researcher to investigate the impact of training programmes on the performance of administrative staff of public universities in Ghana. Data collected was edited coded, classified and tabulated. After tabulation, the data was analyzed using the Statistical Package for Social Sciences (SPSS) version 20.0. Descriptive statistics (frequencies, percentages and mean) was used to answer the research questions. The data was presented using frequency and percentage tables.

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CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.0 Introduction

The purpose of this study was to evaluate the impact of training programmes on the performance of administrative staff of public universities in Ghana, a case study of the University of Education, Winneba, College of Technology Education (COLTEK). The specific objectives of the study include; a) assessing the methods used to facilitate training programmes at COLTEK, b) evaluating the effect of training programmes on the performance of administrative staff at COLTEK, c) assessing the challenges of organising training Programmes at COLTEK. The analysis of the study was based on these research objectives.

4.1 The methods used to facilitate training programmes at COLTEK

The first objective of the study sought to assess the methods used to facilitate training programmes at COLTEK. Table 4.1 shows the methods used to facilitate employee training programmes at COLTEK

Table 4.1: Methods used to facilitate employee training programmes

TRAINING METHODS	***SA n(%)***	***A n(%)***	***D n(%)***	***SD n(%)***	***Total n(%)***
Seminars and Conferences	103 (61.3)	33 (19.6)	9 (5.4)	23 (13.7)	168 (100)
Discussion methods	127 (75.6)	21 (12.5)	8 (4.8)	12 (7.1)	168 (100)
Induction programs	95 (56.5)	58 (34.5)	15 (8.9)	-	168 (100)
Problem solving methods	88	56	5	19	168

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	(52.4)	(33.3)	(3)	(11.3)	(100)
Lectures and workshops	80	56	25	7	168
	(47.6)	(33.3)	(14.9)	(4.2)	(100)
On-the-job training	85	67	7	9	168
	(50.6)	(39.9)	(4.2)	(5.4)	(100)
Off-the-job training	80	59	29	-	168
	(47.6)	(35.1)	(17.3)		(100)
Job rotation and job transfer	96	48	14	10	168
	(57.1)	(28.6)	(8.3)	(6)	(100)
Job instruction training and	48	92	21	7	168
orientation	(28.6)	(54.8)	(12.5)	(4.2)	(100)
Coaching / Mentoring	79	54	31	4	168
	(47)	(32.1)	(18.5)	(2.4)	(100)

SA-Strongly agree, **A**-Agree, **D**-Disagree, **SD**-Strongly disagree

Source: ***Field survey (2019), n=168***

Table 4.1 indicates that 103 respondents representing 61.3% strongly agreed that seminars and conferences were used to facilitate training and development programmes, 33 respondents representing 19.6% agreed, 23 respondents representing 13.7% strongly disagreed, while 9 respondents representing 5.4% disagreed. Moreover, 127 respondents representing 75.6% strongly agreed that discussion methods were used to train employees, 21 respondents representing 12.5% agreed and strongly disagreed respectively, while 8 respondents representing 4.8% disagreed. Also, 95 respondents representing 56.5% strongly agreed that induction programmes were used to improve training and development, 58 respondents representing 34.5% agreed, while 15 respondents representing 8.9% disagreed.

The study results indicate that 88 respondents representing 52.4% strongly agreed that problem solving methods to enhance training and development programmes, 56 respondents representing 33.3% agreed, 19 respondents representing 11.3% strongly disagreed, while 5 respondents representing 3% disagreed. To add more, 80

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respondents representing 47.6% strongly agreed that lectures and workshops were used to train and develop employees, 56 respondents representing 33.3% agreed, 25 respondents representing 14.9% disagreed, while 7 respondents representing 4.2% strongly disagreed. Furthermore, 85 respondents representing 50.6% strongly agreed that on-the-job training programmes are used to facilitate training and development initiatives, 67 respondents representing 39.9% agreed, 9 respondents representing 5.4% strongly disagreed, while 7 respondents representing 4.2% disagreed. The study results show that 80 respondents representing 47.6% strongly agreed that off-the -job training programmes are used to improve training and development of the company employees, 59 respondents representing 35.1% agreed, while 29 respondents representing 17.3% disagreed.

Moreover, 96 respondents representing 57.1% strongly agreed that job rotation and job transfer were used to facilitate training and development, 48 respondents representing 28.6% agreed, 14 respondents representing 8.3% disagreed, while 10 respondents representing 6% strongly disagreed. Furthermore, 92 respondents representing 54.8% agreed that job instruction training and orientation were used to train and develop employees, 48 respondents representing 28.6% strongly agreed, 21 respondents representing 12.5% disagreed, while 7 respondents representing 4.2% strongly disagreed. The study results held that 79 respondents representing 47% strongly agreed that coaching and mentoring programmes were used to train and develop staff, 54 respondents representing 32.1% agreed, 31 respondents representing 18.5% disagreed, while 4 respondents representing 2.4% strongly disagreed.

These results concord with Gilley et al (2010), they indicated that coaching involves communicating with an employee for improving on the job performance or behaviour. It is asserted that coaching is a form of systematic feedback intervention designed to

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enhance employee's professional skills, interpersonal awareness and personal effectiveness. Gilley asserts that ultimately coaching boosts performance at the individual and organizational levels. In other words, as the individual performance improves, the organisation benefits. Organisations benefit from improved communication, creativity, manager-employee relationships and employee performance, which contribute to organizational efficiency, effectiveness and performance (Gilley et al 2010).

According to the research conducted by Freedman (2009), mentoring is recognized as one way of facilitating learning in the workplace and is designed to make use of guided learning to develop the knowledge and skills required for high performance. Krupp asserts that mentoring is a way of enhancing employees' competence. He argues that effective mentoring programs help employees gain more confidence in their professional capability, translate educational theory into practice more effectively and develop improved communication skills.

Workers who received off-the-job training were less likely to receive on-the-job training, while those who received on-the-job training were neither more nor less likely to have received off-the-job training. However, a complementary relationship was found between receiving informal training and receiving on-the-job or off-the-job training. Earning differentials were not found to correlate with different types of training. Unlike in developed countries, training in China was usually intended to remedy skill deficiencies, rather than to enhance productivity (Ying, 2004).

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4.2 The effect of training programmes on the performance of administrative staff at COLTEK

The second objective of the study evaluated the effect of training programmes on the performance of administrative staff at COLTEK. Table 4.2 portrays the effect of training and development on employee's performance.

Table 4.2: The effect of training programmes on employee's performance

Statement(s)	*SA n(%)*	*A n(%)*	*D n(%)*	*SD n(%)*	*Total n(%)*
Training programmes has influenced my confidence and commitment to work	91 (54.2)	56 (33.3)	21 (12.5)	0	168 (100)
Training programmes has helped me vary my methods of solving problems at the workplace	84 (50)	46 (27.4)	23 (13.7)	15 (8.9)	168 (100)
Training programmes has positively affected my working relationship among colleagues	74 (44)	53 (31.5)	41 (24.4)		168 (100)
Training and development has broaden my career progression opportunities	60 (35.7)	79 (47)	22 (13.1)	7 (4.2)	168 (100)
Training and development has positively enhanced my time management towards work	103 (61.3)	53 (31.5)	11 (6.5)	1 (0.6)	168 (100)
Training and development has improved the availability, quality and skills of staff	101 (60.1)	49 (29.2)	16 (6.5)	2 (1.2)	168 (100)

SA-Strongly agree, **A**-Agree, **D**-Disagree, **SD**-Strongly disagree

Source: Field survey (2019), n=168

Table 4.2 revealed that 91 respondents representing 54.2% strongly agreed that training and development has influenced their confidence and commitment to work, 56 respondents representing 33.3% agreed, while 21 respondents representing 12.5% disagreed. Moreover, 84 respondents representing 50% strongly agreed that training

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and development has helped them vary their methods of solving problems at the workplace, 46 respondents representing 27.4% agreed, 23 respondents representing 13.7% disagreed, while 15 respondents representing 8.9% strongly disagreed. Furthermore, 74 respondents representing 44% strongly agreed that training and development has positively affected their working relationship among colleagues, 53 respondents 31.5% agreed, while 41 respondents representing 24.4% disagreed. Also, 79 respondents representing 47% agreed that training and development has broaden their career progression opportunities, 60 respondents representing 35.7% strongly agreed, 22 respondents 13.1% disagreed while 7 respondents representing 4.2% strongly disagreed.

Moreover, 103 respondents representing 61.3% strongly agreed that training and development has positively enhanced their time management towards work, 53 respondents representing 31.5% agreed, 11 respondents representing 6.5% disagreed. Furthermore, 101 respondents representing 60.1% strongly agree that training and development has improved the availability, quality and skills of staff, 49 respondents representing 29.2% agreed, 16 respondents representing 9.5% disagreed, while 2 respondents representing 1.2% strongly disagreed. These results are in agreement with Armstrong (2000), he asserted that employee performance is normally looked at in terms of outcomes.

However, it can also be looked at in terms of behavior. Kenney et al. (1992) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja 1992).as briefly explained hereafter. Profitability is the ability to earn profits consistently over a period of time.

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It is expressed as the ratio of gross profit to sales or return on capital employed (Wood & Stangster 2002). Furthermore, these results are in agreement with Appiah, (2010), they indicated that there is a positive relationship between training and employee performance. Training generates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior. It is obvious that training plays an important role in the development of organization, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that, there is a significant difference between the organizations that train their employees and those organizations that do not (Appiah, 2010).

Table 4.3: The Correlations Between Training Programmes and Performance

Effective Training methods	Training programmes effectiveness	Training programmmmes has influenced my confidence and commitment to work	Training programmes has helped me vary my methods of solving problems at the workplace	Training programmes has broaden my career progression opportunities
Seminars and conferences	Pearson Correlation	1	.953**	.218
	Sig. (2-tailed)		.000	.187
	N	168	168	168
On-the-job training	Pearson Correlation	.853**	1	.187
	Sig. (2-tailed)	.000		.261
	N	168	168	168
Off-the-job training	Pearson Correlation	.218	.186	1
	Sig. (2-tailed)	.188	.261	
	N	168	168	168

**. Correlation is significant at the 0.01 level (1-tailed).

Source: Field survey (2019), n=168

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It is evident from Table 4.3 that, there is a positive significant relationship between the seminars and conferences and employees confidence and commitment to work. This implies that training and development programmes positively influenced employees performance. On-the-job training methods correlate well (Pearson Correlation coefficient value of 1) with employee's ability to solve problems at the workplace. Furthermore, off-the-job training methods correlates well (Pearson Correlation coefficient value of 1) with employees career progression opportunities. Moreover, the management and training and development of the company revealed that training and development has positively influenced employee performance.

4.3 The challenges of organizing training Programmes at COLTEK.

The third objective of the study evaluated the challenges of organising training programmes at COLTEK. Table 4.4 assessed the challenges of organising training Programmes at COLTEK.

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Table 4 Challenges of organising training programmes

Statement(s)	*SA* *n(%)*	*A* *n(%)*	*D* *n(%)*	*SD* *n(%)*	*Total* *n(%)*
Inadequate funding and insufficient time	76 (45.2)	66 (39.3)	18 (10.7)	8 (4.8)	168 (100)
Poor Data Bank and Poor choice of trainers	90 (53.6)	63 (37.5)	13 (7.7)	2 (1.2)	168 (100)
Lack of in service training resources	22 (13.1)	50 (29.8)	89 (53)	7 (4.2)	168 (100)
Poor employee participation	39 (23.2)	92 (54.8)	28 (16.7)	9 (5.4)	168 (100)
Poor top management support	37 (22)	100 (59.5)	27 (16.1)	4 (2.4)	168 (100)
Shortage of training institutions and programs	131 (78)	20 (11.9)	10 (6)	7 (4.2)	168 (100)
Poor evaluation for the training programs	79 (47)	52 (31)	37 (22)	-	168 (100)
Shortage of HRM Experts	45 (26.8)	63 (37.5)	44 (26.2)	16 (9.5)	168 (100)

SA-Strongly agree, **A**-Agree, **D**-Disagree, **SD**-Strongly disagree

Source: Field survey (2019), n=168

Table 4.4 shows that 76 respondents representing 45.2% strongly agreed that inadequate funding and insufficient time affects training and development programmes, 66 respondents representing 39.3% agreed, 18 respondents representing 10.7% disagreed, while 8 respondents 4.8% strongly disagreed. Furthermore, 89 respondents representing 53% disagreed that lack of training and development resources affects training and development, 50 respondents representing 29.8% agreed, 22 respondents representing 13.1% strongly agreed, while 7 respondents representing 4.2% strongly disagreed. The study results indicate that 90 respondents representing 53.6% strongly agreed that poor data bank and poor choice of trainers affected training and development of employees, 63 respondent representing 37.5% agreed, 13

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respondents representing 7.7% disagreed, while 2 respondents representing 1.2% strongly disagreed.

The study results revealed that 131 respondents representing 78% strongly agreed that shortage of training institutions and programs is a challenge, 20 respondents representing 11.9% agreed, 10 respondents representing 6% disagreed, while 7 respondents representing 4.2% strongly disagreed. Furthermore, 100 respondents representing 59.5% agreed that poor top management support can affect training and development programmes, 37 respondents representing 22% strongly agreed, 27 respondents representing 16.1% disagreed, while 4 respondents 2.4% strongly disagreed. The study finding indicates that 92 respondents representing 54.8% agreed that poor employee participation can negatively affect employee training and development, 39 respondents representing 23.2% strongly agreed, 28 respondents representing 16.7% disagreed while 9 respondents representing 5.4% strongly disagreed.

Furthermore, 79 respondents representing 47% strongly agreed that poor evaluation for the training programs can affect training and development programmes, 52 respondents representing 31% agreed, while 37 respondents representing 22% disagreed. Also, 63 respondents representing 37.5% agreed that shortage of HRM experts can affect training and development initiatives, 45 respondents representing 26.8% strongly agreed, 44 respondents representing 26.2% disagreed, while 16 respondents representing 9.5% strongly disagreed. These results are in agreement with McKenna and Beech (2002:110) they indicated that training and development itself cannot help in total employee development without the complement of employee appraisal and motivation. One of the things to consider in designing a training program is what the program is to accomplish, that is the objectives. In other words a

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training program cannot be designed until what that program is to accomplish is known. It is imperative for organizations to realize that in designing a training program, it is equally important to consider what the trainees should know or be able to do after the training is complete. Training objectives should however be attainable and measurable. A training program is successful if the objectives are achieved.

There is also the need for the organization and the employees to know the motive for which they undergo training. It can, therefore be concluded that training programs will not be more effective unless the purpose for which it was administered is known. Therefore in planning training, it should go through these stages; develop a training plan, design a training lesson, select the trainer and prepare the trainee (Zaccarelli, 1997).

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CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter contains the summary of findings, conclusions, recommendations and suggestions for further research.

5.1 Summary

The purpose of this study is to evaluate the impact of training programmes on the performance of administrative staff of public universities in Ghana, a case study of the University of Education, Winneba, College of Technology Education (COLTEK). The study used descriptive research design. Quantitative research approach was used. The study population encompasses all the staff of the company. The population size of the company is approximately four hundred and six (406). Random sampling technique was used to select 196 participants for the study. Questionnaires were the main instrument used for data collection. The data was analyzed using the Statistical Package for Social Sciences (SPSS) version 20.0.

5.2 Major findings of the Study

The first objective of the study sought to assess the methods used to facilitate training programmes at COLTEK. The study indicates that 61.3% of the respondents strongly agreed that seminars and conferences were used to facilitate training and development programmes. Moreover, 75.6% strongly agreed that discussion methods were used to train employees. Also, 56.5% strongly agreed that induction programmes were used to improve training and development. The study results indicate that 52.4% strongly

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agreed that problem solving methods to enhance training and development programmes. To add more, 47.6% strongly agreed that lectures and workshops were used to train and develop employees. Furthermore, 50.6% strongly agreed that on-the-job training programmes are used to facilitate training and development initiatives. The study results show that 47.6% strongly agreed that off-the -job training programmes are used to improve training and development of the company employees. Moreover, 57.1% strongly agreed that job rotation and job transfer were used to facilitate training and development. Furthermore, 54.8% agreed that job instruction training and orientation were used to train and develop employees. The study results held that 47% strongly agreed that coaching and mentoring programmes were used to train and develop staff.

The second objective of the study evaluated the effect of training programmes on employees performance at COLTEK. The study revealed that 54.2% strongly agreed that training and development has influenced their confidence and commitment to work. Moreover, 50% strongly agreed that training and development has helped them vary their methods of solving problems at the workplace. Furthermore, 44% strongly agreed that training and development has positively affected their working relationship among colleagues. Also, 47% agreed that training and development has broadened their career progression opportunities. Moreover, 61.3% strongly agreed that training and development has positively enhanced their time management towards work, 53 respondents representing 31.5% agreed, 11 respondents representing 6.5% disagreed. Furthermore, 60.1% strongly agree that training and development has improved the availability, quality and skills of staff.

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The third objective evaluated the challenges of organising training programmes at COLTEK. The study results show that 45.2% strongly agreed that inadequate funding and insufficient time affects training and development programmes. Furthermore, 53% disagreed that lack of training and development resources affects training and development. The study results indicate that 53.6% strongly agreed that poor data bank and poor choice of trainers affected training and development of employees. The study results revealed that 78% strongly agreed that shortage of training institutions and programs is a challenge. Furthermore, 59.5% agreed that poor top management support can affect training and development programmes. The study finding indicates that 54.8% agreed that poor employee participation can negatively affect employee training and development. Furthermore, 47% strongly agreed that poor evaluation for the training programs can affect training and development programmes. Also, 37.5% agreed that shortage of HRM experts can affect training and development initiatives.

5.3 Conclusion

The study concluded that the methods used to facilitate training and development at COLTEK were seminars, conferences, discussion methods, induction programmes, problem solving methods, lectures and workshops, on-the job training programmes, off-the-job training programmes, job rotation and job transfers, job instruction training and orientation, and coaching/ mentoring methods were used to facilitate training and development initiatives. Moreover, training and development programmes helped employees to vary their methods of solving problems at the workplace. Also, training and development has positively affected employees working relationship among colleagues and broadened their career progression opportunities. To add more, the challenges of organising training programmes at COLTEK were insufficient time, and

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poor evaluation for the training programs affected the training of employees at COLTEK.

5.4 Recommendations

Based on the findings of the study, the following recommendations are outlined for future reference:

1. The Management of COLTEK should conduct appropriate training needs assessment to ensure that, training content for employees would result in efficient data management and improved interpersonal relationship to enhance training and development effectiveness.
2. The frequency of Training provided by the Management of COLTEK should be improved to ensure that more employees have access to Training and Development programmes.
3. The frequency of training provided by the Management of COLTEK should be improved and targeted at improving employee job performance.
4. The Management of COLTEK should encourage best practices training programmes for employees to ensure consistency in the performance of their job functions.

5.5 Suggestions for Further Research

According to the limitations of the study, the researcher suggested that a similar study should be conducted to investigate the effects of intrinsic and extrinsic motivation on employee's performance.

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APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION

Questionnaire for the Respondents

I am studying a Master Program at the University of Education, Winneba, Kumasi Campus. I have designed the following questionnaire to assess the impact of training programmes on the performance of administrative staff of public universities in Ghana, a case study of the University of Education, Winneba, College of Technology Education (COLTEK). The responses you provide to aid this study are purely for academic purposes and will be treated with the utmost confidentiality. I would highly appreciate if you fill this questionnaire. It will take approximately 10-15 minutes. We expect your kind cooperation in this respect.

Section A: Demographic profile of respondents

1. What is your gender?

   Female ☐

   Male ☐

2. What is your age category?

   Less than 25 years ☐

   25 to 40 years ☐

   Above 40 years ☐

3. Do you have any educational qualification?

   Not at all ☐

   SSSCE/WASCE ☐

   Diploma/HND ☐

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First Degree ☐

Masters Degree ☐

4.How many years have you served in this University

Less than five years ☐

Six to ten years ☐

More than ten years ☐

SECTION 2: METHODS USED TO FACILITATE EMPLOYEE TRAINING PROGRAMMES AT COLTEK

Please use the likert scale below to evaluate the methods used to facilitate employee training and development. PLEASE TICK [√] THE MOST APPROPRIATE RESPONSE WHEN ANSWERING THE QUESTIONS BELOW.

SA-Strongly agree, **A**-Agree , **D**-Disagree, **SD**-Strongly disagree

TRAINING METHODS	**SA**	**A**	**D**	**SD**
Seminars and Conferences				
Discussion methods				
Induction programs				
Problem solving methods				
Lectures and workshops				
On-the-job training				
Off-the-job training				
Job rotation and job transfer				
Job instruction training and orientation				
Coaching / Mentoring				

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SECTION 3: THE EFFECT OF TRAINING PROGRAMMES ON EMPLOYEES PERFORMANCE

Please use the likert scale below to assess the effect of training programmes on employees performance.

PLEASE TICK [√] THE MOST APPROPRIATE RESPONSE WHEN ANSWERING THE QUESTIONS BELOW.

SA-Strongly agree, **A**-Agree, **D**-Disagree, **SD**-Strongly disagree

Statement(s)	**SA**	**A**	**D**	**SD**
Training and development has influenced my confidence and commitment to work				
Training and development has helped me vary my methods of solving problems at the workplace				
Training and development has positively affected my working relationship among colleagues				
Training and development has broaden my career progression opportunities				
Training and development has positively enhanced my time management towards work				
Training and development has improved the availability, quality and skills of staff				

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SECTION 4: CHALLENGES OF ORGANISING TRAINING AND DEVELOPMENT PROGRAMMES

Please use the likert scale below to assess the challenges of organizing training and development for employees.

SA-Strongly agree, **A**-Agree, **D**-Disagree, **SD**-Strongly disagree

Statement(s)	**SA**	**A**	**D**	**SD**
Inadequate funding and insufficient time				
Poor Data Bank and Poor choice of trainers				
Lack of in service training resources				
Poor employee participation				
Poor top management support				
Shortage of training institutions and programs				
Poor evaluation for the training programs				
Shortage of HRM Experts				

THANK YOU FOR YOUR PARTICIPATION