UNIVERSITY OF GHANA BUSINESS SCHOOL

TRANSLATING HR TRAINING INTO QUALITY SERVICE
AT MANAGEMENT SERVICES DEPARTMENT

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A PROJECT WORK SUBMITTED TO THE DEPARTMENT OF ORGANISATION AND HUMAN RESOURCE MANAGEMENT, UNIVERSITY OF GHANA BUSINESS SCHOOL, UNIVERSITY OF GHANA, LEGON IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF A MASTER OF ART IN MANAGEMENT AND ADMINISTRATION
DECLARATION

I do hereby declare that this work is the result of my own research and has not been presented by anyone for any academic award in this or any other university. All references used in the work have been fully acknowledged.

I bear sole responsibility for any shortcomings.

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CERTIFICATION

I hereby certify that this project work was supervised in accordance with procedures laid down by the University.

DR. YVONNE LAMPTFY

(SUPERVISOR)
DEDICATION

This work is dedicated to my immediate family for the unflinching support they provided me as I combined academics with work.
ACKNOWLEDGEMENT

My sincere gratitude goes to God for granting me the grace to combine studies with work and for enabling me to complete this project work successfully. I also want to acknowledge the contribution of my supervisor, Dr. Yvonne Lamptey for her patience, diligence and guidance in the conduct of this study.

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ABSTRACT
The ability of modern business organisations to succeed largely hinges on the quality of its human resources. Well-trained and highly developed employees are considered as the bedrock for such success. The purpose of this study therefore was to examine the relationship between training and development and service delivery in Management Services Department, a Civil Service organisation. The study adopted a survey approach where relevant data was collected by means of a structured questionnaire. Subjects for the study comprised thirty (30) employees which constitutes 60% of the entire population of fifty staff. The findings indicate that although the Office of the Head of Civil Service (OHCS) has developed a broad-based Training and Development Policy aimed at ensuring systematic acquisition of training for the continuous renewal and professional development of the Human Resource Base for Civil Service organisations such as MSD, the course content is not directly linked to the job description and schedule of staff. Results also revealed that there are inadequate training and development programs with emphasis on customer care and service delivery. The study established that training and development have significant influence on the performance and productivity of employees. The study recommended that management should offer training and development programs tailored for jobs in the Department, create an enabling environment that supports trainees to apply lessons learnt in training and undertake periodic impact assessment of training programmes to clearly identify deficiencies in the training design and take remedial action where necessary to aid staff to improve their skills, upgrade knowledge and strengthen competencies.
1.0 Introduction

One of the key roles of “Human Resource Management” (HRM) is helping employees improve their performance by means of training and development and thus, organisational performance (Stredwick, in Mpofu and Zlatywayo, 2015). Mpofu and Zlatywayo (2015) add that for organisations to improve upon its service delivery it is essential to design training and development systems and processes for its employees. This study therefore seeks to examine the relationship between HR training and service delivery in one of the central government organisations, Management Services Department (MSD). The study will be outlined in sections with an introduction, background, rationale, research objectives, literature review, methodology, analysis, discussion, recommendation and conclusion.

2.0 Background Information

The need to have the most competent and committed personnel capable of providing quality services required of the Civil Service cannot be overstated (OHCS, 2017). George and Scott (2012) define training as effort initiated by a company to facilitate learning among its employees, and development as effort that is directed at broadening the skills of an individual for future responsibilities. Management Services Department (MSD) as a Civil Service Organisation has been mandated to undertake consultancy and operational audit of public service organisations, at the request of the MDAs, MMDAs or a higher authority (e.g. the President) (Management Services Department, 2017).

It is a fact that every organisation’s most valuable asset is its human resource. Running an organisation, be it small or big, requires recruitment of competent
workers. Skills, knowledge and competencies required in the place of work are not taught in the formal organisation. For this reason, most workers need extensive training to ensure that they are well equipped to perform organisational tasks. Training and development is an aspect of “Human Resource Development” (HRD) that every organisation must engage in, and its main intent is to improve the proficiencies of employees so that the company can get the best out of them (Degraft-Otoo, 2012). For Management Services Department to deliver on its mandate and improve on its service delivery to meet the performance standards, it would depend on the capacity and quality of its human resource.

According to Candido & Morris (2000), deciding on specifications in relation to quality dimensions is essential to understand what quality is. They add that defining specifications is a requirement for comparison and enables accurate evaluation of quality. They however mention that defining specifications along quality lines does not mean standardization and for which reason an analysis and design of the service being rendered is a requirement. A lack of design, breakdown and description of service quality specifications and discrepancies between those specifications and the perceptions management held of the expectation of customers are gaps they identified in the definition of what quality is by organisations.

The failure or success of any organisation largely hinges on the quality of service it delivers to its clients. To ensure quality service in areas such as efficiency, speed, high productivity, customer satisfaction and profits, organisations must train their workforce. Delivering quality service is primarily a function of training, since it increases the commitment level of workers and thus, improved performance. (Dhar, 2015; Likert, 1967). This study is therefore aimed at examining HR training in MSD and how that translates into organisational performance thus, quality service delivery.
3.0 Rationale for the study

The success of any organisation largely hinges on the quality of its human resource (Irfan et al., 2009). The researcher opines that, service quality is possible when the culture of an organisation and its work environment is favourable. Adding to this, HRM best practices is key to effectively deal with the conduct of workers in motivating, developing, training and retaining them, (Ibid). More often, new employees do not possess the right qualities and expertise needed for desirable performance in their work. Again, training and development for employees on their job is essential to keep them abreast with modern trends and acquire skills and knowledge they did not possess at the time of employment. It is therefore imperative for an organisation’s employees to possess the relevant knowledge and skills as well as imbibe their organization’s culture to perform their duties well. This accounts for the need for a Human Resource Development (HRD) department in organisations. The ultimate purpose of HRM is performance, (Degraft-Otoo, 2012). Hence, Asare-Bediako (2008) is of the view that performance of employees is concerned with output i.e. the effective use of resources and its conversion into quality service delivery. (Degraft-Otoo, 2012). In the case where training results in undesirable performance, it becomes a cost to the organization. This cost is twofold i.e. the cost of training the worker and cost of undesirable performance (Ibid). The study therefore seeks to highlights management’s role in the delivery of quality services to clients through the design of results oriented training and development programmes. Effective performance on the job is a function of Human Resource training and development activities geared towards equipping workers with requisite knowledge and competencies. The researcher therefore posits that unarguably, no amount of
motivation either in cash or kind is capable of getting employees perform well without the right kind of qualities and competencies, (Degraft-Otoo, 2012).

This study is important in that it shows the effects of staff training on service delivery at Management Services Department. It will also provide MSD with information on factors to consider before developing training plans, in a bid to improve the capacity, capability and performance of staff in its service delivery. It will also help MSD tailor training plans and programmes towards improving service delivery.

4.0 Objectives

The objectives of this study are to find out:

1. The relationship between the quality of employee training and service delivery
2. How training and development needs are identified
3. How the organisation ensures that skills learned are applied to the job
4. How the organisation measure improved service after training

5.0 Literature Review

5.1 Concepts and Definitions
For an organisation to get the best out of its human resource, the important function of HR managers in training and developing its workforce cannot be underplayed. The priority of modern organisations in recent times is training and development since they influence the quality of service it delivers to its clients and thus, organisational
success. In recent years, organisations in Ghana are increasingly becoming aware that training and development is the most important investment in people. Training and development play a vital role in enhancing the competencies, knowledge and expertise of an organisation’s workforce which give them an edge over their competitors Bartlett and Ghoshal (2002). Organisations are therefore spending a lot of resources to enable them to be abreast with technology and meet customer needs through training and development.

Ghobadian, Speller, and Jones (1994) opine that the attainment of service quality requires a workforce that is trained and well-motivated. Staff who directly deal with clients will find it demanding if they are not well-trained for their job and could lead to unfavourable quality perceptions by clients should they notice it. It is therefore essential to ensure that employees who deal directly with customers are supported and well-trained. They follow up with the assertion that, a critical determining factor of competitiveness is service quality. Organisations that pay attention to service quality can gain an enduring competitive advantage in the industry they operate. Service quality is therefore considered as a prerequisite for long-term profitability of organizations (Ibid).

For every training organised by employers for their staff, there are objectives to be achieved. It is therefore vital that training goals be guided by the strategic goal of the employer (Dessler, 2008). The task for organisations therefore is to ascertain the requisite employee qualities and attitudes to accomplish its strategy, and from that establish what competencies staff need. By so doing, the organisation will be able to plan the appropriate training and development programmes to impart these competencies.
5.1.1 Meaning of training

Training means giving new or current workers the skills that they need to carry out their jobs (Dessler, 2008). In other words, training must be geared towards equipping employees either by changing or improving the skills, knowledge and attitudes needed for desirable performance. This could involve enhancing what employees already know and change in work habits and relations with colleagues and superiors.

The definition above supports the opinions of Gordon (1992) who defines training as any activity which is planned and systematic which is directed at enhancing employee’s skills, knowledge and competencies needed for effective performance (Elnaga and Imran, 2013).

Monappa and Saiyadain (2008), define training as the teaching or learning activities carried out for the purpose of aiding employees of a business to acquire and apply the knowledge, skills, competencies and attitudes desirable for performance. It is the act of equipping an employee or enhancing their knowledge and skill for performing a specific task. This further explains Dessler’s assertion that, a workforce with high potentials does not guarantee that an organisation will succeed. According to studies conducted by him, there is the need for the employees to know the responsibilities that are expected of them and how to carry it out effectively. If they do not know what is expected of them, they might assume and nothing meaningful will be accomplished. Training therefore has had a positive impact on employee conduct, imparted knowledge, enhanced competencies and thus, organisational effectiveness.

Cole, (2004) is of the view that an organisation’s “human resources” are the most valuable resource that it can retain. For this cause, management must give
considerable attention to its human resource to enable them realize their full potential in the conduct of work. For this reason, management must deal with issues pertaining to training and development, leadership, work relations, work restructuring, wages and salaries and motivation. He further provided some definitions that are key to this study:

Education: This means fundamental instruction in knowledge and skills designed to help individuals to do well in life; it is broad and acquired personally.

Training: This implies preparing for an occupation or to acquire a set of skills. Conceptually, it is narrower than either education or development; it is work related rather than personal.

Development: Whereas training is more oriented towards the acquisition or enhancement of a set of skills, knowledge and/or competencies development is oriented towards the acquisition of broader spectrum of knowledge and skill than training; it focuses on the individual's career than the current job; it is basically concerned with the potential of the employee than his present skill; it sees employees as manageable resource.

Learning: This is a process geared towards the acquisition of knowledge, understanding, skills and values with the aim of acclimatising to any environment; it underpins the terms explained above.

Competence: This is basically concerned with the ability of an individual to demonstrate to others that they can execute a job, process or function to a set standard; it encapsulates the practice of what one knows or has learnt.

Other definitions used in this study are as follows;
5.1.2 Learning

Learning refers to the process by which an individual acquires and develops new knowledge, skills, competencies and behaviours (Armstrong, 2006). In other words, learning has been successful when the individual can demonstrate that he/she knows something he did not know previously and has the ability to do something he could not do before. Armstrong (2006) identified ways by which people learn. The author opines that the way by which individuals learn differs and largely depends on how they are well motivated to learn. Four learning theories which underpin how people learn were identified.

Reinforcement theory: This is concerned with strengthening behaviours of individuals by reinforcing them through positive feedback.

Cognitive learning theory: Learners internalize knowledge and understanding acquired through exposure to materials that aid learning and resolving problems.

Experiential learning theory: Learning has taken place when individuals learn from their experience by reflecting on and making good use of they have learnt on their jobs and that of others.

Social learning theory: Learning is effective, and the understandings of individuals are shaped when they engage in social interaction in project teams.

Adding to the above, it is worth mentioning that the way in which individuals learn vary from person to person. Trainers would therefore have to vary their methods in order to help individuals learn successfully. Individuals should also be aided to set learning goals and understand the returns that would accrue to them should they achieve them.
5.1.3 Development

Armstrong (2006) asserts that development is made up of activities that prepare people to perform future responsibilities. Its focus transcends improving performance on the current job. Development is a process that empowers individuals to make advancement from a current level of comprehension and competence to a future state in which high-level skills, knowledge and competencies are needed. Its results unfold overtime rather than immediately. In other words, the benefits of development programmes unfold with time rather immediately and tend to endure for long.

5.1.4 Employee Performance

Employee performance refers to the conduct of individual employees that contribute to the achievement of organisational goals (Liao and Chuang, 2004). Every individual employee makes a significant contribution to the performance of any organisational unit and thus to the entire organisation. The ability of organisations to manage, develop and motivate their employees effectively therefore is a major determinant of how organisations perform.

Efficiency

The volume of resources used to accomplish a goal. This includes the raw materials, money and time needed for producing a certain amount of output. It is computed as the ratio of output over input. It has to do with doing things the right way.

Effectiveness

This is concerned with the extent to which the employees achieve a stated objective. This is where the individual succeeds in achieving what he/she attempts to accomplish. It is primarily concerned with the things are done as it relates to the
output of the work and what the individual accomplishes though his efforts.

5.1.5 Quality

According to Ghobadian et al. (1994), the meaning of quality is not the same to different people. This explains why the main step in most "quality improvement" initiatives is defining what quality is. They assert that a shared understanding and conceptualisation of what is meant by "quality" will assist organisations to direct its "quality improvement" efforts. Candido and Morris (2000) also advocate the need for organisations to design and define quality service specifications in order to understand what “quality” is. Therefore, defining "quality" is key, not only from a semantic point of view but it is necessary to guide the efforts of employees towards a specific common goal.

Services are intangible, hence difficult to evaluate as compared to products. Service quality or quality service focuses on customer values. In other words, what the customer needs and wants, how he wants it, where he wants it and when he wants it. Irfan et al. (2009) alludes to the same thing in other words. They say “service quality” is delivery of desirable services to clients in such a way that it meets their expectations.

5.1.6 Competency

Competency is not a physical resource. It is an inherent or learned behaviour of a person which enables him to perform tasks desirably. It could be a mind-set, value, knowledge, skill, trait or which an individual has. Basically, competency can be grouped into three. They are “technical competencies”, “personality competencies” and “managerial competencies”.

“Technical competencies” refer to job related knowledge or skills. In order words,
they are the knowledge or set of skills that relate to a specific job or profession and vary from one job to another.

“Personality competencies” refer to the knowledge, skills, behaviours or attributes that relate to personality of an individual. These competencies are applicable to other jobs. In other words, a “personality competency” that is a prerequisite for desirable performance in one job may also be vital for desirable performance in a number of other jobs.

“Managerial competencies” refer to knowledge or skills in the key roles of management. Management roles in this study encompass planning, organizing, controlling, directing, decision-making and controlling.

5.2 Employee Training and Quality Service
The role of employee training on performance in relation to service quality and hence, helping an organisation gain a competitive edge cannot be overemphasized (Dhar, 2015). In a study that examined “the role of perceived training related activities in improving the quality of services offered by tourist hotel employees in Uttarakhand, India”, the researcher posits that training in preferred skills and knowledge is an investment in the most significant resource of the organisation, i.e. human resources.

Training involves helping staff to learn the best methods of achieving quality in their jobs (Ross, 2017). This means that there is a relationship between employee training and performance. An evidence of management’s commitment toward the service quality to its clients is conducting compulsory training programmes for its employees. An organisation that spends considerable amount of resources in training its workforce is more productive than organisations that do not (Tsui, Pearce, Porter, and Tripoli, 1997 in Dhar, 2015). Many researchers are of the view that the
perceived benefits of a training programme by employees are likely to influence their commitment level and hence, performance. Researchers such as Sahindis and Bouris (2008) revealed that employees who recognised the benefits that would accrue to them from participating in a training programme exhibited a high level of loyalty toward their organisation, consequently leading to desirable performance in terms of service quality (Dhar, 2015).

One critical success factor of service organisations is its ability to deliver services that meet the desires and expectations of customers (Zumrah, 2015). Successfully delivering services that meets customers’ needs accrue benefits to an organisation. They include increase in customers’ positive perceptions toward the organisation and influence on the customers’ behaviour to continuously seek the services of the organisation (Kim et al., 2012). According to Zumrah and Boyle (2015), one of the key factors that contribute to employee service quality is training, and it is a vital task that should not be relegated if service quality is to be improved. However, Dhar (2015) advises that training programmes do not essentially help all employees learn, develop or enhance skills that is needed to perform a job, but in essence must be relevant to the extent of enhancing the competence and performance of employees. This assertion then reiterates the need to objectively analyse the impact of training.

Service quality has been a subject of discussion since the twentieth century because of its importance in enabling organisations to achieve a competitive advantage in such a globalized world (Ismail and Yunan, 2016). Every organisation has two major categories of customers, namely “external customers” and “internal customers” (Almohaimmeed, 2019). Many researchers concur that service quality is the result of setting side by side customer expectations and the actual experience of a service (Gronroos, 2007). The researcher is of the view that if customers’ expectation of a
particular service conforms to their perceptions of the service, it may bring about the idea of service quality, thus customer satisfaction.

There has been a transformation of external perspective to service quality in recent years to an internal one. Latif et al. (2016) identified two forms of service quality i.e. “internal service quality” (ISQ) and “external service quality” (ESQ). They opined that ISQ is the quality of services provided by staff from different departments or units of an organisation to other co-workers whiles ESQ is the quality of services delivered by an organisation to its own clients.

In a study conducted by Yee, Yeung, and Cheng, (2010), “external customer satisfaction” can be assured only if internal operations are given the attention it deserves by management. Parasuraman et al (1991) also view employees as internal customers. The researchers defined internal customers as individuals in an organisation who are supplied the product or service by a separate unit or department in the organisation. In other words, the dealings between internal clients (employees) within an organisation that results in the providing services to external clients (customers) can be considered as internal service providers.

It is a fact that most discussions on improving service quality and customer satisfaction have focused only on external customers. However, “external customer satisfaction” can only be assured once management give internal operations the necessary attention it deserves (Pantouvakis, 2011). “External service quality” can be achieved if and only if internal performance amongst employees can be guaranteed (Yee, Yeung, and Cheng, 2010). There is therefore the need to give attention to “internal service quality” if “internal customer satisfaction” and thus, “external customer satisfaction” is to be achieved. According to Hui (2007), there seems to be
a mutual agreement by researchers who have conducted studies on service quality that poor “internal service quality” and the quality of the internal service climate is likely to affect the quality of services delivered by an organisation to external clienteles.

Peck et al (1999), consents to what Almohaimmeed (2019) posits, that there is a significant relationship between ISQ perceived by employees and ESQ perceived by clienteles. In other words, the realization of service quality amongst employees and the external customers is certain after internal performance requirements have been examined and enhanced.

5.3 The Training Process

Training should be systematically designed, planned and implemented in such a way that it meets the defined needs (Armstrong, 2000). The author opined that training should be carried out by training experts. Designing a training program goes beyond just contracting with an online training vendor and requesting your workers to enrol for the course (Desslar, 2008). The author cites the basic “analysis-design-develop-implement-evaluate (ADDIE) training process model” of W. Clayton Allen (2006) which he says training specialists have used for years. It includes analysing the need for the training, planning the overall training program, developing the course for the training, carrying out the training for the targeted group of employees using the appropriate methods and evaluating the courses’ effectiveness.

5.4 Identifying Training Needs

This analysis is essential to determine the training needs of the workforce or a particular job. Every training begins with a need analysis and establishing a need for training is and should always be paramount in the training process, especially when
there is a new strategic plan/direction for the organisation, need to improve performance, technological innovation, just to mention a few. According to Dessler (2008), “training needs analysis” should both address the employers’ strategic/longer term and/or current training needs. For instance, if the program is to use modern equipment, the employer should also include a review of the technology the company intends to employ for carrying out the program as part of the needs analysis. He highlights three (3) kinds of “training needs analysis”. They are “strategic training needs analysis”, “current training needs analysis” and “task analysis”.

a. Strategic training needs analysis - Strategic goals (for instance, going into new lines of business or diversifying) usually mean the company will have to fill new jobs or positions. The main focus of “strategic training needs analysis” is identifying the training that the workforce will need to fill these new future jobs or positions. It also tied to strategic planning where training and development that the workforce need to fill the firm’s key positions are identified and then plans are written down to ensure that employees who have high potentials get the training needed to fill the firm’s future positions.

b. Current training needs analysis – most training efforts are aimed at improving current performance, specifically training new employees, and those whose performance is poor. Managers therefore use task analysis (which is a detailed study of the job to ascertain the skills the job requires) to identify new employees’ training needs, and performance analysis (which is concerned with the process of validating the existence of a performance deficiency and the need for training to remedy the deficiency or by some other mean) to identify current employees training needs.
c. Task analysis: This is a thorough analysis of the job to determine what specific set of skills the job requires. For task analysis, job descriptions and job specifications are crucial. Job descriptions and job specifications enumerate the specific duties and skills the jobs requires, which serves as the reference points in deciding on the training required. Some managers go to the extent of using a task analysis record form to supplement these.

5.5 Transfer of Learning to the Job

Dessler (2008) suggests that less than 35% of trainees are able to apply what the knowledge and skills acquired in training to their jobs a year after training. To improve on that statistic requires taking certain measures at each phase of the training. Before training, it is important to get the input of the trainee and manager in designing the program, establish policies to ensure attendance to training, and encourage employees to enrol. During training, it is important for trainers to provide trainees with relevant experiences and conditions (i.e. surroundings and/or equipment) that they can easily relate with i.e. work related. He cites from Alan Saks and Monica Belcourt’s book “An Investigation of Training Activities and Transfer of Training in Organizations” as saying after training, there is the need to reinforce what trainees learned and applied to the job, for instance, by evaluating and rewarding employees for what they learned to the job, and by ensuring that they have the opportunity, support and the tools they need to make use of their new skills.

It is worth mentioning that results in little or no performance is cost to the organisation i.e. cost of training the worker and cost of hampered performance. Cascio (1992) also alludes that training results could come in three folds. They are improvement in job performance (positive), hampered job performance (negative) and no result (neutral).
Therefore, it is imperative that management of MSD ensure that the prerequisite employee “training needs analysis” is conducted thoroughly before training is carried out, as well as put in place the necessary framework that would ensure the positive transfer of the knowledge, skills and competence acquired to the job. Asare-Bediako (2008), asserts that training and training transfer could be enhanced through the combined effort of the trainer, trainee’s manager / supervisor and the trainee himself and that it is vital for each of the three (3) parties to take some form of steps before, during and after the training (Degraft-Otoo, 2012).

5.6 Relationship between Training and Transfer

Many researchers who have conducted studies on “training and training transfer” postulate that for transfer to happen in the work environment, training is a prerequisite. Transfer of training refers to the consistent application of knowledge, skills and attitudes that trainees acquired during training to the job (Blume et al., 2010). There is the assumption that if workers gain new knowledge, skills and attitudes from training, applying them to their jobs is more likely (Zumrah, 2015). According to the researcher, this assertion has been reinforced by a number of empirical studies that were carried out in various countries and organisations.

However, it is worth mentioning that there are certain factors that contributes to the training transfer process. Baldwin and Ford (1988) proposed a theoretical framework for conducting study on transfer of training/learning. The authors suggest that training transfer is a process and takes place on three levels: training input which is concerned with “trainee characteristics, training design and work environment”; training output which is concerned with the “acquisition of knowledge and skills” during training and conditions of transfer which is concerned with generalization of knowledge and skills acquired in training to the job and the maintaining that learning
on the job over time. According to the authors, the degree of transfer largely depends on “trainee characteristics, training design and the work environment”, as well as on learning and retention. Training design factors include the purpose and techniques of training and the incorporation of learning principles such as multiple training techniques and opportunities for practice. Trainee characteristics consist of factors such as ability, skill, motivation, and personality. The work environment factors include transfer climate, collective support from managers and colleagues, and the constraints on or opportunities for executing learned behaviours on the job.

Burke and Hutchins (2007) also discuss certain factors influencing transfer and they include “learner characteristics, and work environment”:

5.6.1 Learner/Trainee Characteristics

The researchers highlighted certain learner characteristics that affect training transfer and they include trainee’s intellectual ability, self-efficacy regarding the training task, motivation level, as well as job/career variables and personality traits that largely affect trainee motivation.

Cognitive/Intellectual Ability

Students with higher general ability achieve training transfer more easily. The cognitive ability of learners exerts an effect on trainee performance due to its effect on retention and resource capacity. It was also found out that ability of trainees accounted for 16% of the variance in training effectiveness.

Self-efficacy

This refers to judgments people make about their capability to carry out a specific task. According to the study, it was found out that self-efficacy is positively related to transfer generalization and maintenance of transfer across multiple studies in
terms of transfer outcomes.

**Motivation**
Motivation to transfer speaks of the trainee’s conscious efforts to employ skills and knowledge learned in the training situation to an actual world work situation. The trainees who perceived benefits to participate in training were reported to possess relatively greater levels of motivation to attend and learn than those who did not.

**Personality**
The personality of trainees in terms of their inborn dispositional characteristics can influence the direction, level, and persistence components of trainee motivation. It was found that extroverted trainees i.e. those who were very sociable influenced trainees’ motivation to improve their work efficiency through learning in a social environment. Adding to that, the researchers suggest that the go-getting element of trainees may be a contributory factor in influencing transfer.

**Perceived Utility/Value**
Transfer can be influenced when learners perceive the benefits that could accrue to them from utilizing what they learned. It was found that trainees who perceived training as important had higher levels of immediate skill transfer. The researchers therefore suggested that for maximal transfer, trainees should recognize that the new knowledge and skills would positively improve their performance.

**Career/Job Variables**
Trainees who perceive potential benefits from a training initiative or program in enhancing their current or future job performance and career, influences training transfer.
Locus of Control (LOC)

The researchers posit that there is the need to further examine the LOC–transfer linkage to gain clarity though some studies have been some level of relationship between LOC and training transfer.

5.6.2 Intervention Design

Another factor that directly or indirectly influences the ability of individuals to transfer what they learned during training is training (intervention) design and delivery. It encompasses prior work on the identification of training needs, training goals, relevance of training content, prominent teaching/training strategies and techniques, self-management strategies, and instructional media as relevant to training transfer.

5.6.3 Work Environment Influences

This category of transfer linked to training transfer views training in context. Prior work on the strategic linkage of training, transfer climate, supervisory and peer support, opportunity to carry out lesson learned, and accountability are variables that can facilitate transfer responsibility.

5.7 Training methods/Techniques

Dessler (2008) asserts that training and development must consist of five phases:

Phase 1: Needs analysis :- Here the instructor establishes the specific job performance skills required, assesses the skills the trainee needs in the future and then develops specific, and measurable and objectives based on any deficiencies identified.

Phase 2: Instruction design :- In this phase, the instructor chooses, puts together and designs the training programme content including notepads, exercises, and activities.
The training methods may include on-the-job training, off the job training among others.

Phase 3: Validation -: This is voluntary. In this phase, there is a form of pilot test of the training programme on a sample of audience which validates phase two.

Phase 4: Implementation -: Here, training is carried out as the programme is rolled out.

Phase 5: Evaluation -: In this final phase, impact assessment of the training programme is carried out by management to determine whether the programme was successful or failed.

A training programme that focuses on using learning principles and sees it to be the most effective in skills learning must have the four essential elements present (Degraft-Otoo, 2012). The first is goal setting, which answers the question, "What is to be achieved at the end of the training programme?" Next is behaviour modelling, which highlights the behaviours that need to change or enhanced with the training programme, followed by practice. This answers the question on the kind of activities trainees need to go through the training sessions and what is expected of them when they return to the real world work situation and finally, feedback which answers the question of what mechanisms need to be put in place to evaluate the changes that have occurred in the performance and conduct of trainee upon returning from training.

This means that for a training technique to be useful and impactful, it should satisfy the minimal requirement for effective learning to take place.
5.8 Training Evaluation

This is where training outcomes are evaluated as compared to the intent of the training. Conducting evaluation at before, during and after training programs should not be down played. It is therefore important to monitor training to know how effective the training with regards to its objectives. This helps to know where changes or remedial actions need to be carried out. Kirkpatrick (1994) as cited by Sarkodie (2011) outlined four main processes of the training evaluation model.

Each successive level of this model enables managers/instructors to measure the effectiveness of a training programme, and lays emphasis on the importance of making training more relevant to employee’s daily tasks. The four levels are “Reaction, Learning, Behaviour and Results”. The New World Kirkpatrick definition of Level 1 is the degree to which trainees find training favourable, engaging and applicable to their jobs. This level measures how engaged participants were, their level of meaningful contribution, and their immediate response to training. It enables organisations to make improvements to future programmes, by identifying essential subjects or themes that might have been left out. The definition of Level 2, learning, is the extent to which trainees acquire or imbibe the intended knowledge, skills, behaviour, confidence and commitment based on trainees’ contribution in the training. Level 2 lays emphasis on measuring what trainees learned and unlearned. It also measures initiatives they have thought of carrying out and what they will to differently as a result of the training, their level of confidence in what they intend doing and how motivated they are to effect changes. Level 3, Behaviour, is the degree to which trainees apply what they learned during training upon return to the job. This level helps firms to appreciate how well employees can apply their training and assist managers to identify where personnel might need help. Level 4, Results, is
the degree to which anticipated outcomes have been realised as a result of the training, support and accountability package. At this level, results of training are analysed. This encompasses outcomes that the organisation has decided are desirable for their staff, and which demonstrate a worthy return on investment.

To achieve returns on training employees, it is exigent by first stating the outcomes organisations would like to attain and then design the training that is likely to deliver results. This enables the firm to prioritize its goals for the training and make it relevant and effective.

6.0 Methodology

6.1 Introduction

This section discusses the methods of data collection and analysis that was used for the study. Issues include; research design, research approach, data sources and the target population. It also gives an in-depth description of the sampling procedures and sample size used. Further, a step by step description of how data was procured using research instruments as well. Lastly, the validity and reliability of the study instruments, limitation and ethical considerations are discussed.

6.2 Research Design

This is a plan that serves as a guide to the researcher in his efforts to collect data for his study (Hogarh, 2012). The research design that was used for the study was a survey by which data was collected. This design involves the collecting and analysing of quantitative data by administering a set of questionnaires. A mixed mode method was used: this refers to the use of two or more quantitative data collection methods in one survey (De Leeuw, 2018). De Leeuw opines that, to reduce
the risk of over coverage and the resulting coverage error, it is prudent to combine online surveys with a second mode. A set of questionnaires was designed online using Google forms and followed up with a hard copy for those who will not be able assess it. This was to ensure an adequate response rate.

Adopting a quantitative approach enabled the researcher to determine whether employee’s perception of their skills, attitudes and knowledge improved after training and how skills acquired during training are applied to the job. This provided a generic insight of the research problem and its analysis will help the researcher refine and interpret the results.

6.3 Organizational Profile

The Management Services Department (MSD) of OHCS a policy-implementing department that has been strategically placed in the nation’s governance system to offer management consultancy to public service organisations. MSD has been instrumental in all aspects of reforms in the Public/Civil Service in partnership with OHCS, Ministry of Public Sector Reform and Development Partners.

MSD as a management consultancy establishment for the public sector is responsible for providing consultancy services for the effectiveness, efficiency and productivity improvement of public service organisations, technical support to the “Government” through the appropriate Ministry to monitor and coordinate public sector performance; and providing training and quality assurance services to ministries and departments. MSD has varied number of employees who are committed to delivering excellent services for the effective and efficient management of Public Sector Institutions.
6.4 Population

Hanlon and Larget (2011) defined population as the entire people or group of attention. The population therefore speaks of the whole number of individuals in a particular place or cluster of interest for a study. The population of this study focused on both senior and junior staff of Management Services Department (MSD). They assume the roles of heads of units and team leads in the running of the Department, as well as support staff who offer support in the implementation of policies of top management and ensuring that work in the Department are efficiently executed. The entire population of the study is fifty (50).

6.5 Sampling Technique

Total population sampling refers to a type of purposive sampling technique where one chooses to examine the entire population that is being studied. Purposive sampling is a non-probability sampling that does not require underlying theories or a specific number of participants (Etikan, Musa and Alkassim, 2016). In this technique, the researcher decided to study the total population with a particular set of characteristics that is of interest to the researcher and sets out to find respondents who are able and are willing to provide the information by reason of their level of knowledge and experience. This method was adopted because it enabled the researcher to concentrate on respondents with peculiar characteristics who will be helpful in the study.

6.6 Sample Size

A sample can also be defined as the definite group of individuals who are selected to help answer the research questions (Gentles, Charles, Ploeg, and McKibbon, 2015). This implies that a sample is a unit of the total number of people that comprises a
population. Mason (2010) opined that a sample ranging from 5 to 50 as a suitable size. Other scholars suggested similar range which includes: 15, 25 and less than 50 participants (Charmaz, 2006; Guetterman, 2015; Ritchie, Lewis, & Elam, 2003). Using thirty (30) participants for the study is therefore appropriate and justifiable.

6.7 Data Source

A door-to-door survey is one of the ways to collect primary (Gentles et al., 2015). In other words, it is primary data which is collected form first-hand sources. Primary data was the main source of data for this study. The data was collected from employees of MSD using a survey questionnaire. Also, secondary data will be obtained from MSD website, journal articles, human resource management books as well to provide enough data for analysis and interpretation.

6.8 Data Collection Procedure

Quantitative data collection procedures comprise several forms of surveys such as online surveys, paper surveys, mobile surveys and kiosk surveys, telephone interviews, face-to-face interviews among others (Vogt, 2007). Employing an online survey enabled the researcher to collect primary data from the respondents through self-administered questionnaire using Google forms. A pre-test of the questionnaire was carried out on a smaller size of the sampled respondents for the study. This was to ensure that the designed questionnaires would solicit the appropriate responses from the respondents for the achievement of research stated objectives. Close ended and open-ended questions enabled the researcher to carry out easy categorization and analysis.
6.9 Research Instrument

6.9.1 Training transfer measure
Effectiveness of training transfer was measured using the Factors Influencing Training Transfer (FITT) scale developed by Bai et al. (2018). The scale is a multi-dimensional measure with five dimensions; 53 items assessing transfer of training. The scale has been reported to be reliable with good internal consistency score of 0.97 with the sub-dimensions ranging between 0.87 and 0.97. Validity of the scale has also been found with the scale having construct and content validity forms. The questionnaire was measured on a seven-point Likert format from one (strongly disagree) to seven (strongly agree).

6.10 Ethical Consideration
Mertens and Ginsberg (2009) posit that every social science and management research must be ethical sound so as to make research enquiry findings sound. In line with that, the researcher ensured participants responses were kept confidential. Prior to their responses, they were informed about the study, the benefit and usability of the findings for only academic purpose and management of MSD use only. As a result, there was assurance that their responses will be anonymous. This ensured that data obtained were good with responses being more truthful (Resnik, 2011). This led to the sampled respondents to voluntary participate in filling the questionnaire.

7.0 Results

7.1 Introduction
This section demonstrates how the empirical data obtained were analyzed and the
report thereof. First, the data was inputted into the Statistical Package for Social Sciences (SPSS) version 22. The researcher further analysed the data using the analytical tools provided by SPSS to make the data meaningful. The report is presented in five parts. The first part reports the demographic data; the second, third, fourth and fifth report data analyzed to test each of the four stated hypotheses outlined earlier.

7.2 Background of Respondents

The background characteristics are given to provide the descriptive background of the respondents that were involved in the study. The features included gender, age, education, tenure among others which are presented in Table 1.

The gender composition had majority being males, 17 representing 56.7%. The dominant age group (40%) was within 25-34 and followed by 36.7% within the age bracket 18-24. This describes the youthful nature of employees in the study organization. Again, respondents have higher forms of education with majority done with the bachelor's degree (46.7%). Similarly, there is an adequate sample of respondents who have furthered their education with post graduate education and professional courses (39.3%). Also, a majority of the respondents have working experience of between 1 to 3 years (33.3%). This is not surprising as the respondents are youthful and might have entered the world of work not long after years of formal education.

Table 1: Background Characteristics of Respondents

<table>
<thead>
<tr>
<th>Profile</th>
<th>Variable</th>
<th>Frequency (n=30)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>17</td>
<td>56.7</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>13</td>
<td>43.3</td>
</tr>
<tr>
<td>Age</td>
<td>18-24</td>
<td>11</td>
<td>36.7</td>
</tr>
</tbody>
</table>
7.3 The relationship between the quality of employee training on service delivery

The first objective was to investigate the relationship between the quality of employee training at MSD on the service delivery to clients. Items measuring training quality and behavioural outcomes in trainees’ performance on their service rendering was assessed from the survey questionnaire. The obtained data was analysed using a Pearson Product Moment Correlational test, and the results are shown in Table 2.

Table 2: Relationship between quality of employee training on service delivery.

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>R</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WASSCE/SSCE</td>
<td>2</td>
<td>6.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma/HND</td>
<td>1</td>
<td>3.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Degree</td>
<td>15</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters/Professional degree</td>
<td>12</td>
<td>39.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD</td>
<td>1</td>
<td>3.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 1 year</td>
<td>4</td>
<td>13.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-3 years</td>
<td>10</td>
<td>33.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-6 years</td>
<td>8</td>
<td>26.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-10 years</td>
<td>5</td>
<td>16.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 years and above</td>
<td>3</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Fieldwork (2019)
From the summary Table 2, the result from the Pearson r test indicated that, quality of employee training was positively and significantly related with service delivery \( r(30) = .57, p < .01 \). This implies that, as employees enjoy quality training as determined by the content relevance, comprehension of the training material, and training linking with goals etc, they are able to demonstrate that in the quality of service they provide to client of the MSD.

### 7.4 Identification of training and development needs

Another objective of the study was to determine how training and development needs are assessed. The literature on training highlights various styles by which training needs assessment should be done in identifying right personnel for a tailored training and development programme (Armstrong, 2009; Torrington, Hall, Taylor, & Atkinson, 2014). In line with such strategies, the researcher also sought from respondents the various forms by which training, and development needs are identified at MSD. Table 3 below shows the frequency in agreement to the various training and development needs assessment strategies.

Table 3: Assessment of training and development needs

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Frequency (n=30)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self-written report</td>
<td>2</td>
<td>6.9</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (1-tailed).
Fieldwork (2019)

From the Table 3, it could be observed that there was overwhelming support for the Performance Appraisal System (PAS) that is instituted within the organization. PAS is a systematic approach of assessing employees’ performance in relation to the organizational goals, mission and objectives (Ferguson & Reio Jr., 2010). The PAS provides merit-based rating system where employees performances are assessed, reviewed and managed so that appropriate consequences can be applied (Armstrong & Taylor, 2014). Within the selected organization, MSD, the performance management system is used to identify who should earn or receive what training. Closely utilized strategy is the determination of training by management through head office determination of when and what category of training should be provided to employees. The least used strategies were self-written report by employees seeking for a training and development programme and supervisor’s recommendation. These findings are not surprising in relation to the research settings. MSD is a government department whose mandate and resource are budgeted and thus very bureaucratic and the use of centralized systems in its dealings with employee growth and development.

7.5 Training transfer at MSD

Empirically, it has been notified that there are certain factors that drive training transfer effectively in an organization. These include factors such as management
support, personnel’s attitudes towards training, validity of training etc. However, management support has been found to be critical in ensuring effective training transfer. This informed the researcher to evaluate how management support employees at MSD to ensure that skills learned are applied to the job. To achieve that, mean response to the items which were measured on a seven-point Likert scale ("Strongly Disagree, Disagree, Slightly Disagree, Neither Disagree or Agree, Slightly Agree, Agree and Strongly Agree") was adopted. A high mean value infer a higher degree of response towards that item and a low mean induce a low level of agreement by respondents on that item under the management factor.

Table 4: Descriptive Statistics on Management support

<table>
<thead>
<tr>
<th>Items</th>
<th>Mean</th>
<th>α</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managerial support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. “My organization set goals for me to apply my training on the job before the training”</td>
<td>3.97</td>
<td>.92</td>
<td>1.80</td>
</tr>
<tr>
<td>2. “My supervisor encourages me to use what I learned in the training effectively”</td>
<td>4.55</td>
<td>.93</td>
<td>2.00</td>
</tr>
<tr>
<td>3. “After the training, my supervisor gives me opportunity to use what I learned in the training”</td>
<td>4.48</td>
<td>.93</td>
<td>1.84</td>
</tr>
<tr>
<td>4. “If I successfully use the training in the workplace, I will get affirmation and reward”</td>
<td>3.48</td>
<td>.91</td>
<td>2.15</td>
</tr>
<tr>
<td>5. “If I successfully use the training in the workplace, I will get higher performance score”</td>
<td>4.45</td>
<td>.94</td>
<td>2.01</td>
</tr>
<tr>
<td>6. “After the training, my organization gives me opportunity to use what I learned in the training”</td>
<td>4.59</td>
<td>.94</td>
<td>1.78</td>
</tr>
<tr>
<td>7. “My colleagues show interest in what I learned in the training”</td>
<td>4.10</td>
<td>.93</td>
<td>1.84</td>
</tr>
<tr>
<td>8. “After the training, my supervisor gives me resources for applying what I learned in the training”</td>
<td>3.69</td>
<td>.95</td>
<td>1.67</td>
</tr>
<tr>
<td>9. “After the training, my supervisor meets with me to apply the training on the job effectively”</td>
<td>3.55</td>
<td>.94</td>
<td>1.70</td>
</tr>
<tr>
<td>10. “After the training, my supervisor sets a realistic goal for job performance based on my training”</td>
<td>3.38</td>
<td>.95</td>
<td>1.71</td>
</tr>
<tr>
<td>11. “The related departments give me support and coordinate with me in the process of applying what I learned in the training”</td>
<td>3.71</td>
<td>.94</td>
<td>1.74</td>
</tr>
</tbody>
</table>
Table 4 depicts results on respondents’ views as to whether management support is a factor that helps in promoting effective training transfer. At a total mean response of 4.01, it indicates that respondents generally believe and experience management support towards ensuring effective transfer of training to service delivering at the department. An individual item analysis indicate that respondents accept that after their training, the organization gives them opportunity to use what is learned in the training which had the highest mean score of 4.59. At mean responses of 4.55 and 4.45 respectively, it is also purported that, supervisors encourage employees to use what they learned in training effectively and rewarding transfer of training by scoring employees higher performance scores if they apply what they learn. The least perceived item which was even above average 3.5 (i.e. 3.55) was supervisors meeting trainees to apply the training on the job effectively. This is attributable to the greater extent of flexibility and freedom granted to employees to apply the learnt knowledge, skills, abilities and other traits obtained during training because of respondents higher education level and experience and thus, no need to micro-manage this highly trained employees as enumerated in the demographic characteristics in Table 1. The findings of a positive transfer of training also confirms the 70% or respondents stating yes when asked about whether they are able to transfer abilities and learning to the job situation. Similarly, 20% saying maybe and a paltry 6.7% saying no.
7.6 Assessment of Improved Service after training

One of the objectives of the study was to examine how the organisation measure improved service after training. There were some outcomes that was presented to respondents to indicate their agreement to an assessment approach of improved service after training. This is depicted in Table 5 which shows the frequency and its corresponding percentage.

Table 5: Assessment of Improved Service after Training

<table>
<thead>
<tr>
<th>Measure</th>
<th>Very high</th>
<th>High</th>
<th>Average</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieving targets</td>
<td>2(6.6%)</td>
<td>16(53.3%)</td>
<td>12(40.0%)</td>
<td>0(0.0%)</td>
</tr>
<tr>
<td>Behaviour and attitude</td>
<td>5(16.6%)</td>
<td>15(50.0%)</td>
<td>10(33.3%)</td>
<td>0(0.0%)</td>
</tr>
<tr>
<td>Responsiveness</td>
<td>3(10.0%)</td>
<td>12(40.0%)</td>
<td>13(43.3%)</td>
<td>2(6.6%)</td>
</tr>
<tr>
<td>Reliability</td>
<td>4(13.3%)</td>
<td>15(50.0%)</td>
<td>11(36.7%)</td>
<td>0(0.0%)</td>
</tr>
</tbody>
</table>

From Table 5, it could be observed that there is appreciable applicability of training towards various outcomes. Improved service delivery in the domain of achieving targets recorded from average to very high percentage in agreement where respondents know that their work targets is the measure of whether they used the training skills offered to them. This is the case for the other measures including behaviour and attitude change, rate of responsiveness to customers need and reliability of service delivery to clients. The percentage in agreement shows a moderate affirmation that training offered by MSD to its employees are assessed to ensure that they have value for money in the investment in this human resource strategy in empowering employees through training and development.
8.0 Discussion

From the data gathered from the field, it was found that MSD as a management consultancy organisation, undertake planned and systematic training geared towards increasing efficiency, improving the performance of its staff and achieving organisational goals. This is part of management’s commitment to offer quality service to its clients and is in accordance with what many researchers such as Zumrah and Boyle (2015) posit that, one key contributory factor to employee service quality is training. Management of MSD enrol its staff on both internal and external training programs. The training techniques adopted are highly encapsulated in many authors of Human Resource Management books such as Armstrong (2009) and Dessler (2008) where orientation, job instruction, coaching, mentoring, committee assignments, conference, seminar, role play, classroom course are emphasized as effective training methods.

The kinds of training needs assessment undertaken in MSD is what Dessler (2008) terms as current training need analysis and task analysis. Management of the organisation undertake performance analysis through the use of a Performance Appraisal System to identify employee performance deficiencies and determine the training needed to correct such deficiencies. In addition, task analysis is used by the Head Office to determine at anytime the basic training required for employees in the MSD.

To ensure that knowledge and skills learned are applied to the job, management support is a key contributory factor (Blume et al., 2010). Respondents were of the view, after training, the organisation supports them and gives them the opportunity
to use what is learned in the training. Also, to assess the effectiveness of training, it is important to measure the impact of training as compared to training objectives and this necessitated the recommendation of strategies which included impact assessment of training and development programmes organised by MSD. This would help to identify gaps and determine where changes or remedial actions need to be carried out.

9.0 Recommendation Strategies
On the basis the findings and observations made, the following are outlined as recommendations for addressing the challenges identified in, as well as ways of improving training and development programmes in MSD:

Training should be conducted in such a way as to provide job-related knowledge to staff. Management of MSD organises training for staff annually. However, the technical nature of jobs/services offered by the department requires training which provides skills, knowledge and competencies relevant to the job and geared towards employee's career progression.. Training and development programmes should be tailored towards the following areas: Organisation Development, Customer Satisfaction, Negotiation and Conflict Management, Team Building, Emotional Intelligence and Quantitative and Qualitative Analytical Skills. Also, competency based and other relevant programmes should be duly considered.

Interviews with employees and supervisors to determine performance gaps in the process of training needs assessment are essential. This would enable staff to make suggestions as to how performance deficiencies can be corrected and inform management to design training aimed at improving performance.
Management should create an enabling environment that supports trainees to apply lessons, encourage supervisory and peer support, provide the opportunity to perform, and ensure accountability. The organisation should also give attention to transfer of learning and feedback. This would facilitate training transfer.

Selection of staff for training should be centred on “training needs assessment” i.e. where staff fall short in performance. Recommendations from supervisors on specific areas of training needs based on an individual’s performance should be given consideration.

There is the need to increase the budgetary allocation for training in MSD’s annual budget so that more staff can have the opportunity to be enrolled on training programmes. Resources necessary to making training programmes successful should be adequately provided.

Impact assessment of training programmes should be carried out regularly to clearly identify deficiencies in the training design and take remedial action where necessary.

There is also the need for management to reward staff when they apply what they learnt from training.

10.0 Conclusion

Having discussed and highlighted the relevance of training and development of the human resources of organisations and its impact on performance and thus, service quality, it is important to examine issues related to training and its effect on the quality work of staff in MSD. The objectives of the study are to find out the relationship between the quality of employee training on service delivery, how training and development needs are identified, how the organisation ensures that
skills learned are applied to the job and how the organisation measure improved service after training.

The findings recorded in this study indicates that training indeed has a positive impact on the performance of employees in relation to achieving targets, behaviour and attitude, responsiveness and reliability. This is consistent with the literature discussed on training and internal service quality. In a bid to ascertain how training influence service quality, the respondents were presented a set of questions to answer. These questions sought to obtain information on the various kinds and methods of training staff undergo and how that has affected the quality of services employees offer other employees internally in terms of performance. The responses to the questions revealed staff undergo various forms of training programmes and in different modes. The responses also revealed that training was relevant to achieving individual goals and self-development and that trainings offered by the organisation was in alignment to organisational goals and objectives. This suggests that training programmes organised by the organisation is useful and relevant to the achievement of organisational and individual goals.

In examining how training needs are identified in the organisation, the responses indicate that employees were actively involved during training needs assessment. This is significant as the questions relating to training needs assessment revealed that training needs were mainly determined through performance appraisal. Management/OHCS, supervisor’s recommendation and self-written reports, in that order were among the means by which training needs assessment was conducted.
REFERENCES
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Translating HR Training into Quality Service Questionnaire

Dear respondent,

This is a survey study to examine HR training into quality services within organizations. Your participation in this research is entirely voluntary and any information that you provide will be kept confidential and only be used for academic purposes only. Thank you for your response.

Email: .................................................................

(SECTION A)

Please tick [ ] the appropriate box that best describes you
1. Gender (a) Male {} (b) Female {}
2. Age (a) 18 – 24{} (b) 25 – 34{} (c) 35 – 44{} (d) 45 – 54{}
   (e) 55 and above {}
3. Highest level of education (a) SSCE/WASSCE {} (b) Diploma/HND {}
   (c) First degree{} (d) Masters {} (e) Professional course{}
   (f) Other, specify........................................

4. How long have you been working at your current workplace
   (a) Less than 1 year{}
   (b) 1 – 3 years{}
   (c) 3 – 6 years{}
   (d) 7 – 10 years{}
   (e) 10 – 15 years{}
   (f) Above 15 years {}

(SECTION B)

6. When was the last time you went for training
   (a) 0 to 3 months {}
   (b) 3 – 6 months{}
   (c) 6 months – 1 year {}
   (d) 1 year and above{}
7. What kind of training were you enrolled on?
   Internal/On-the-job training{}
   External training {}
   Both {}
8. Select the kind of on-the-job training methods (s) you were enrolled on in your organization within the last three years?
   Orientation {}
   Job instruction {}
   Apprenticeship {}
   Job rotation {}
   Job Rotation {}
   Coaching {}
   Mentoring {}
   Committee assignments {}
9. Which off-the-job training method(s) were you enrolled on?
   Conference {}
   Seminar {}
   Role play {}
   Classroom Course/Degree {}
10. How are training needs identified in your organisation?
    Through self-written report {}
    Through Performance Appraisal {}
    Head Office/Management Determined {}
    Through Supervisor’s recommendation {}
    Other, specify........................................
11. Were you actively involved during the training needs assessment before being enrolled?
    Yes {}
    No {}
    Not sure {}
12. The training content was in alignment with organizational goals and objectives.
    Strongly disagree {}
    Disagree {}
    Neutral {}
    Agree{}
    Strongly agree {}
13. The training content was relevant to achieving my goals and self-development??
    Strongly disagree {}
    Disagree {}
    Neutral {}
    Agree{}
    Strongly agree {}
14. How do you assess the effect of the training received on your job performance in relation to the following?

<table>
<thead>
<tr>
<th>Achieving targets</th>
<th>Very high</th>
<th>High</th>
<th>Average</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### attitude

### Responsiveness

### Reliability

15. Were you able to transfer your new abilities and learning to your job situations?  
   Yes {}  No {}  Maybe {}

**SECTION C**

**Instructions:** Please tick ( ) in honesty the most appropriate responses as it applies to you in respect of the statements made below. Please use the scale below;  
1= Strongly Disagree (SD)  2= Disagree (D)  3= Slightly Disagree (SLD)  4= Neither Disagree or Agree (ND/A)  5= Slightly Agree (SA)  6= Agree (A)  7= Strongly Agree (SA)

19. How do you evaluate the training programme received in relation to the following?

<table>
<thead>
<tr>
<th>Items</th>
<th>SD</th>
<th>D</th>
<th>SLD</th>
<th>ND/A</th>
<th>SLA</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My organization set goals for me to apply my training on the job before the training.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>2. My supervisor encourages me to use what I learned in the training effectively.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>3. After the training, my supervisor gives me opportunity to use what I learned in the training.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>4. If I successfully use the training in the workplace, I will get affirmation and reward.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>5. If I successfully use the training in the workplace, I will get higher performance score.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>6. After the training, my organization gives me opportunity to use what I learned in the training.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>7. My colleagues show interest in what I learned in the training.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8. After the training, my supervisor gives me resources for applying what I learned in the training.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>9. After the training, my supervisor meets with me to apply the training on the job effectively.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>10. After the training, my supervisor sets a realistic goal for job performance based on my training.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>11. The related departments give me support and coordinate with me in the process of applying what I learned in the training.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

16. Suggest any way(s) in which training and development programmes can be improved in your organization.