



**TRAINING AND DEVELOPMENT AND STAFF PERFORMANCE OF  
THE PUBLIC UTILITIES REGULATORY COMMISSION (PURC)**

**BY**

**GODFRED KWEKU ODOOM**

**(10022292)**

**THIS LONG ESSAY IS SUBMITTED TO THE UNIVERSITY OF  
GHANA, LEGON IN PARTIAL FULFILMENT OF THE  
REQUIREMENT FOR THE AWARD OF MASTER OF PUBLIC  
ADMINISTRATION DEGREE**

**MAY 2018**

## DECLARATION

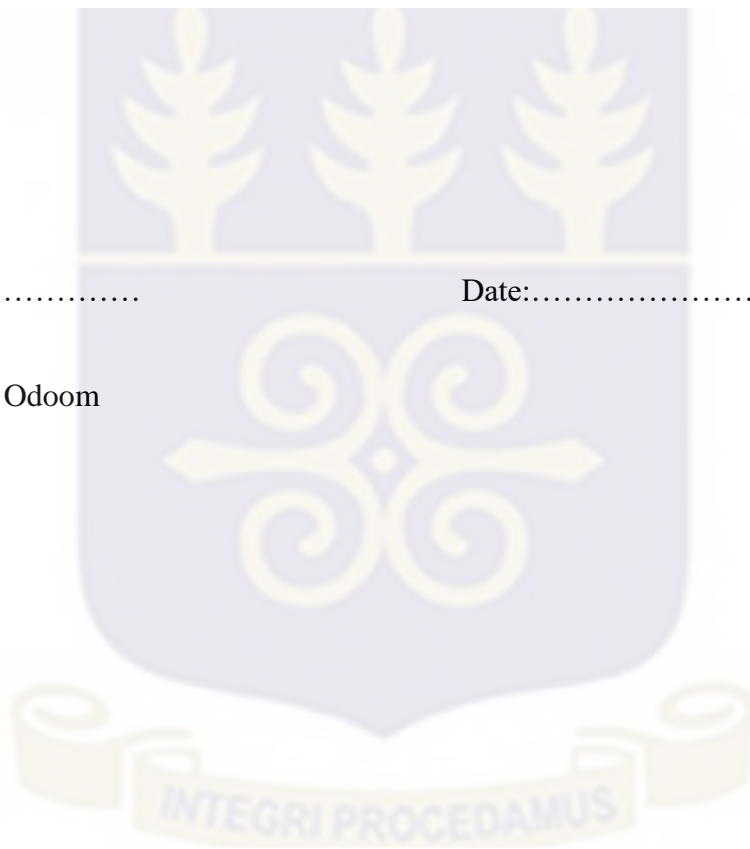
I hereby declare that this Long Essay is my original work. It has not been produced or presented anywhere either in partial or in whole. I acknowledge using and citing works from other sources and authors. I am solely to be held responsible for any errors in this work.

.....

Date:.....

Godfred Kweku Odoom

ID: 10022292



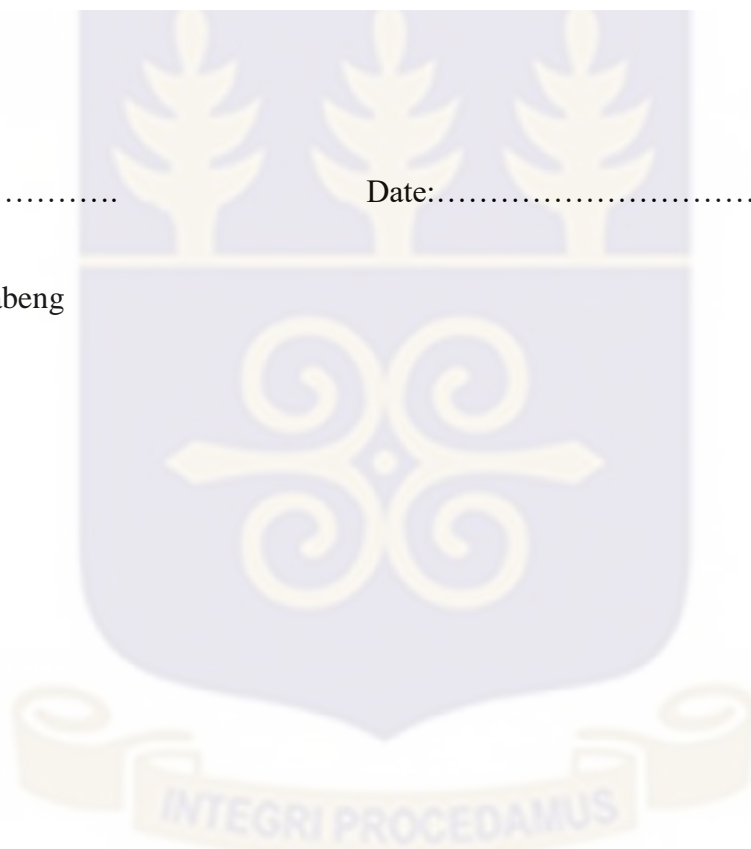
## CERTIFICATION

I hereby certify that this Long Essay was supervised in accordance with the procedures, rules and regulations of this University.

..... Date:.....

Dr. Thomas Buabeng

Supervisor



## **ABSTRACT**

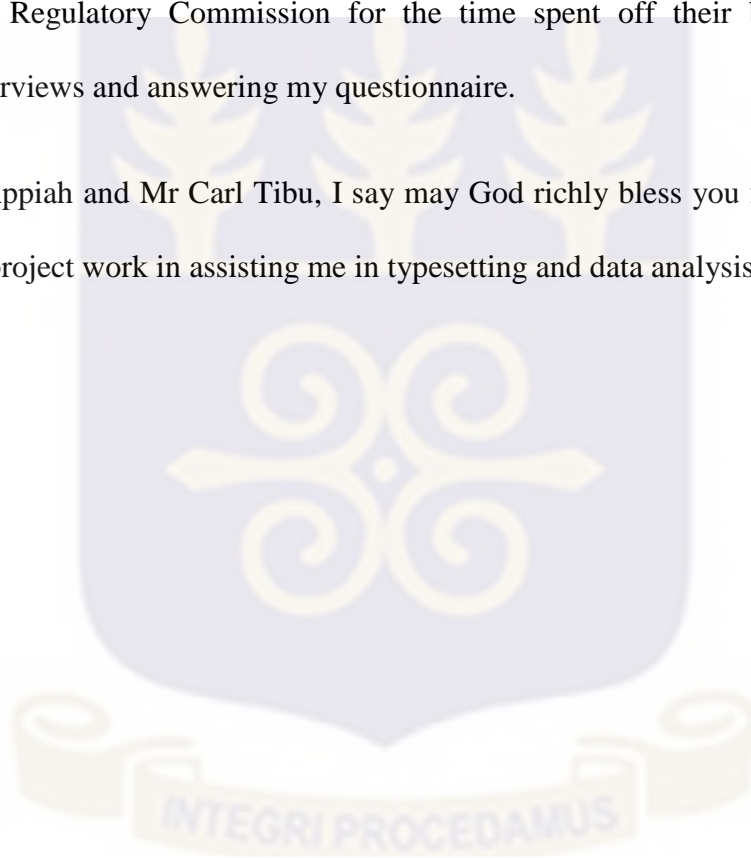
This study was conducted to determine the effect of training and development on staff performance in public sector organizations using Public Utilities Regulatory Commission as a case study. Almost all organizations face one form of competition or another in the industry in which it operates. In the current knowledge-based society, employees' skills and knowledge is highly regarded as a competitive advantage. For an organization to be dynamic, growth-oriented and proactive, it should train and develop its employees. A mixed method research design was used and a sample size of 67 respondents was covered. The study revealed that training and development of PURC workers were very importance. In addition, it was found that, there were same challenges confronting PURC in the cause of conducting training and development for its staff which include: lack of training needs analysis and assessment, lack of training policy, lack of funding and favouritism. It is therefore important for the Commission to consider training to be a continuous process, encouraging a learning culture, targeting the organization's needs, tracking and measuring the results of T&D, improve finances, identifying the training needs, learning from other organizations and participating in seminars. It is also important to review the current drafted training and succession planning policy, strengthening Human Resources Unit to be solely responsible for the training and development, and proper training needs assessment.

## **ACKNOWLEDGEMENT**

In writing this long essay, I have tapped invaluable advice and insightful comment from Dr Thomas Buabeng, who was my Supervisor. I am very grateful to him for his directives, encouragement and suggestions. May God replenish all that you have lost on my behalf in million folds.

I wish also to express my sincere gratitude to the Management, Senior and Junior Staff of Public Utilities Regulatory Commission for the time spent off their busy schedules in granting me interviews and answering my questionnaire.

To Mrs Joyce Appiah and Mr Carl Tibu, I say may God richly bless you for your assistance throughout the project work in assisting me in typesetting and data analysis.



## DEDICATION

This research work is dedicated to The Almighty God and His Beloved Son Jesus Christ, without His strength, grace, knowledge, protection and love this work wouldn't have been carried out. May His name be praised forever and ever, Amen.

It is also dedicated to me my wife Mrs, Comfort Odoom and my three lovely children, Nhyiraba Nana Yaa Gyasiwah Odoom, Harriette Ohenesi Aseda Odoom and Enyidado Kwemina Krampah Odoom Jnr.



## TABLE OF CONTENT

### Contents

DECLARATION .....	i
CERTIFICATION.....	ii
ABSTRACT.....	iii
ACKNOWLEDGEMENT .....	iv
DEDICATION.....	v
TABLE OF CONTENT .....	vi
LIST OF TABLES .....	x
LIST OF FIGURES .....	xi
LIST OF ABBREVIATIONS.....	xii
CHAPTER ONE.....	1
INTRODUCTION .....	1
1.1 Background to the Study .....	1
1.2 Statement of the Problem .....	3
1.3 General Objective.....	4
1.4 Research Question.....	5
1.5 Significance of the Study .....	5
1.6 Scope of the Study.....	6
1.7 Organization of the Study .....	7
CHAPTER TWO .....	8

LITERATURE REVIEW .....	8
2.1 Introduction .....	8
2.2 Definition of Concepts .....	9
2.3 Theoretical Framework .....	14
2.4 Employee Development and Training Gaps .....	16
2.4.1 The Need for Employee Training and Development.....	20
2.4.2 Training Needs Identification and Analysis .....	25
2.4.3 Methods/Techniques and Nature of Training .....	28
2.5 Effect of Training and Development on Public Sector Organizational Performance ....	33
2.6 Challenges to Effective Training and Development .....	35
CHAPTER THREE .....	38
METHODOLOGY .....	38
3.1 Introduction .....	38
3.2 The Research Philosophy .....	39
3.3 The Research Approach .....	40
3.4 Research Strategy and Design.....	40
3.5 Unit of Analysis .....	42
3.6.1 Source of Data .....	44
3.6.2 Target Population .....	44
3.6.3 Sample size .....	44
3.6.4 Sampling Techniques .....	46

3.6.5 Instrument of Data Gathering .....	47
3.6.6 Data Management and Analysis .....	48
3.7 Ethical Consideration .....	48
CHAPTER FOUR.....	50
DATA ANALYSIS AND DISCUSSION OF RESULTS .....	50
4.1 Introduction .....	50
4.2 Demographic characteristics of respondents.....	50
4.3 The nature of T&D programmes in the PURC .....	53
4.3.1 Mode of selecting employees for training programmes .....	55
4.3.2 Frequency of T&D programmes.....	57
4.3.3 Type of Training from PURC.....	61
4.4 Effect of T&D on individual and institutional performance of PURC .....	65
4.5 Challenges in conducting T&D in PURC .....	68
4.6 Enhancing T&D for Performance .....	70
CHAPTER FIVE .....	72
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION .....	72
5.1 Introduction .....	72
5.2 Summary of findings.....	72
5.3 Conclusion.....	75
5.4 Recommendation.....	76
REFERENCES .....	78

APPENDIX ONE.....	88
Survey Questionnaire .....	88
Scheduled interview questions for Management of PURC.....	100
APPENDIX TWO.....	103
Krejcie and Morgan (1970) Sample Size Calculator .....	103
APPENDIX THREE.....	105
Descriptive Statistics Tables .....	105



## LIST OF TABLES

Table 3. 1: Population and Sample in the Study .....	45
Table 4. 1: Mode of Selection for Training programme .....	56
Table 4. 2: Frequency of training within a year .....	58
Table 4. 3: History of T&D Participation .....	60
Table 4. 4: Methods of Facilitation at Training and Development Programmes.....	63
Table 4. 5: Effectiveness of T&D Programmes organized for PURC Staff .....	65



## LIST OF FIGURES

Figure 4. 1: Age distribution of respondents .....	51
Figure 4. 2: Educational background of respondents.....	52
Figure 4. 3: Number of years at PURC.....	53
Figure 4. 4: T&D programme influence on behaviour and performance of PURC .....	68



## LIST OF ABBREVIATIONS

Abbreviations	Meaning
BPA	Bui Power Authority
ECG	Electricity Company of Ghana
HRM	Human Resource Management
GRIDCo	Ghana Grid Company
GWCL	Ghana Water Company Limited
M	Mean
NEDCo	Northern Electricity Distribution Company
PURC	Public Utilities Regulatory Commission
T&D	Training and Development
SD	Standard Deviation
RII	Relative Importance Index
VRA	Volta River Authority

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Almost all organizations face one form of competition or another in the industry in which it operates. The cumulative effect of globalization and the resultant changes in the social, economic and political environment as well as technological advancement have propelled competition in almost all industries to dizzying heights (Evans, Pucik & Barsoux 2002; Nassazi, 2013). To remain competitive in this increasingly globalized world, most firms have realized the benefits of training and development (T&D). Some researchers have surmised that companies that prioritize progressive learning aimed at upgrading employees' capabilities and skills are likely to survive the competition, grow and be profitable despite negative forces that seeks to do otherwise (Sarwar, Azhar & Akhtar., 2011; Subhani, Hasan & Rahat, 2010).

In the current knowledge-based society, employees' skills and knowledge is highly regarded as a competitive advantage. Additionally, as companies grow, operational complexities arise that need to be resolved through training and capacity building (Sarwar, Azhar & Akhtar, 2011). Thus, occupational complexities, coupled with the knowledge economy, economic development, and globalization have created a massive skills and knowledge gap which must necessarily be filled through T&D. Invariably T&D creates a critical need for managers and employees to acquire additional capabilities in accomplishing the firm's strategic objectives (Burgard, 2011; Martin, 2010). These constant changes in the market place, work processes and subsequent demand require changes in the firm's human resources (Saunders, 2010; Rowold, 2008). For

instance, Rowold (2008), observed that most firms are turning to T&D to cope with changes in the economy and organisational needs.

Employee T&D, has rightfully been pointed out as an integral component of firms that pursues improved productivity or growth (Panagiotakopoulos, 2011). Other authors even argue that organisations do not really have a say in whether to undertake T&D or not because the rewards for skills is high, not just for the employee but for the firm in which he/she works while the flipside also holds true. This is to say that the adverse effect of incompetence or the lack of skill leads to losses and unrecoverable mistakes that make the prioritization and the up-gradation of skills important for forward-looking organisations, including public sector institutions (Panagiotakopoulos, 2011; Burgard, 2011; Saunders, 2010).

The positive effect of T&D on employee performance is however not shared by all researchers. Molina and Ortega (2009) and Matilda (2009), for instance, argues that the link between T&D and organisational performance is debatable, with the latter arguing that the relationship between training and development and productivity is, in fact, weak and hard to prove (Matilda, 2009). Molina and Ortega (2003) went a step further to point out negative impacts of T&D on employee and firm performance. Other authors' have observed that as low as 10% of the skills/knowledge acquired during T&D are actually transferred to the job, a situation that doesn't justify the investment made to train officials in the first place (Hussain, 2011). It is therefore apparent that the good attributed to T&D is not shared by all authors, making further investigation into the subject matter important, especially as far as public-sector institutions are concerned.

In spite of the damper through by authors such as Hussain (2011) and Matilda (2009), Vemic (2007) is still convinced that it is more urgent now than before to invest in the current labour

force, especially considering that institutions capability to compete highly rest on knowledge development, management as well as utilization. The goal of T&D, ultimately, is to ensure constant acquisition of knowledge and innovation to propel the firm towards achieving its strategic objectives (Kumpikaitė & Čiarnienė, 2008). However, the private sector has been observed to be more adept at T&D relative to the public sector, leading the latter to have knowledge gaps that are sometimes left to fester (Hatala & Fleming, 2007).

Though T&D is generally acknowledged to help develop skills, enhance quality of work, build loyalty and improve productivity some organisations in the public sector hardly provide sufficient support for T&D (Akinyele, 2007). At best, Akinyele (2007) noted, the implementation of T&D is done in an ad-hoc basis, hence diluting its effects or impact. Other researchers have noted that that the negative impacts recorded in their studies could result from the inefficient approach to T&D. they observed, for instance, that when T&D is misaligned with the overall corporate strategic plan, undertaken on an ad-hoc basis and treated as an expense rather than investment, the positive effects of the exercise is hardly realized (Huquea & Vyas, 2008; Obisi, 2011). This, however, could happen to private as well as public institution, with the focus of the current study aligned towards this issue from the perspective of public institutions.

## **1.2 Statement of the Problem**

For an organization to be dynamic, growth-oriented and proactive, it should train and develop its employees. Thus, an organization can attain high performance level and excel, only if it possesses well trained and developed human resources. T&D is therefore regarded indispensable in honing employees' knowledge acquisition, improving their skills and ensuring higher productivity in the complex and growing organisational operations as well as a challenging

global context. However, not all organization gives it the required attention (Sarwar, Azhar & Akhtar, 2011). Again, occupational complexities, coupled with the knowledge economy, economic development, and globalization have created a massive skills and knowledge gap that must necessarily be filled through T&D, public sector institutions are considered lax when it comes to capacity building through T&D (Panagiotakopoulos, 2011; Burgard, 2011; Saunders, 2010), hence the need to undertake the present study.

The Public Utilities Regulatory Commission (PURC) is a critical institution in Ghana's utility industry, making it one of the important institutions in the nation's energy nexus. Its indispensability in the general provision of knowledge to Ghana makes competence of its officials a foremost requirement that cannot be overlooked. A pilot study on its human resources however revealed that the company is still grappling with its staffing policy, T&D policy and succession plan. Training and development seem unplanned and unsystematic. Again, the transparent selection of staff for T&D, transfer of skills after T&D remains teething issues that needs further investigation. The current study sought to delve into these issues and finally unravel the actual role and effect of T&D in the operations of the institution.

### **1.3 General Objective**

The general objective of this study was to examine training and development in public sector service delivery, using Public Utilities Regulatory Commission (PURC) as a case study. Specifically, the study seeks to achieve four objectives as stated below:

- To investigate the nature of T&D programmes in the PURC.

- To examine how effective T&D has changed the individual behaviour and institutional performance of PURC.
- To assess the challenges in conducting T&D in PURC.
- To find out how to enhance T&D in PURC.

#### **1.4 Research Question**

The research aimed to answer the question “what are the training and development and staff performance in the Public Utilities Regulatory Commission?”. Specifically the following questions guided the study:

- What is the nature of T&D in the PURC?
- How has T&D changed the individual behaviour and institutional performance of PURC?
- What challenges does PURC faces in conducting T&D?
- How to Enhance T & D in PURC?

#### **1.5 Significance of the Study**

It is hoped that the study will further inform the management of PURC on the state of T&D in the organisation, especially regarding its nature, role and effect on the operations of the institution. It will further bring out the challenges faced by both the Human Resources Department and staff in administering T&D will be brought to the fore in the present study in short, the findings of the study will help the PURC improve its T&D offering in general.

The findings of the study could also be useful to other organizations, especially public-sector institutions that want to improve upon their training and maintain a quality work life. Since the

conduct of T&D and the challenges faced are likely to be similar to those in the present study, the conclusions and recommendations of the study could inform similar T&D policy directions in other public-sector institutions in the country. There is a general notion that the Ghanaian public sector is less efficient relative to the private sector. The findings of the study will therefore give them the requisite T&D steps to take to improve T&D offering to improve its efficiency and productivity as well as literature for future reference.

Finally, it is also envisaged that the study will enhance teaching and research activities in the utilities sector, especially with respect to conducting T&D in that sector. Student researchers, particularly, will find the conclusions of the present study interesting. In short, the conclusions of the study will broaden the frontiers of knowledge, particularly in the conduct of T&D in the utilities and the public sector as well as literature for future reference.

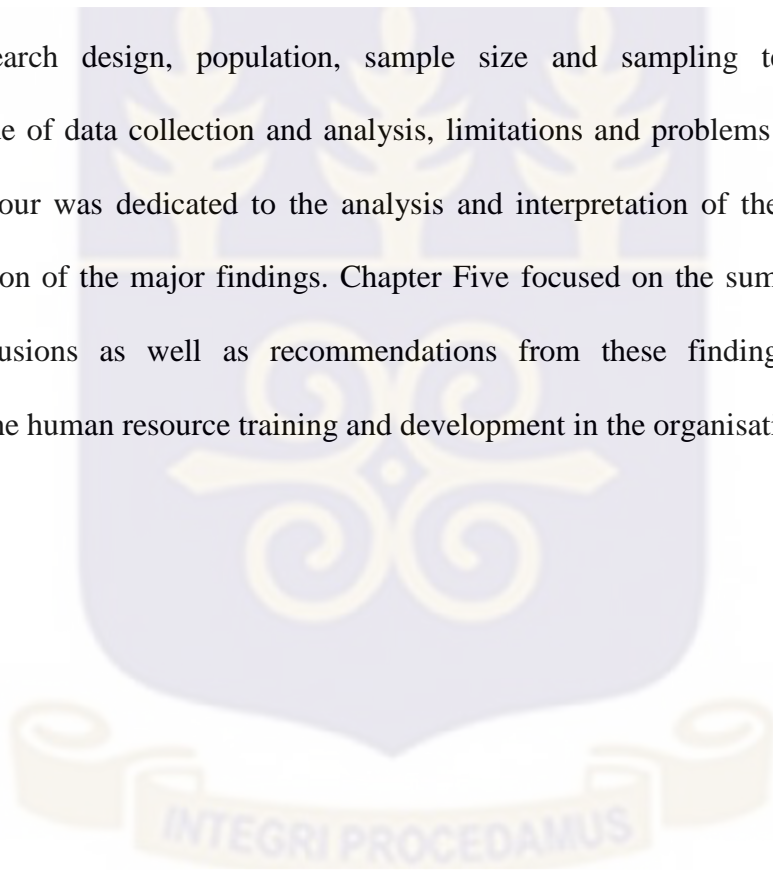
### **1.6 Scope of the Study**

T&D is understandably a very broad area on the Human Resources Management field. The present study covered T&D in the public sector, hence pencilling the study to this specific industry. This makes the findings of the study quite different from a similar undertaking that covered the private sector. The scope of the study was the practices of T&D in public sector. The study sampled its respondents from all the staff of PURC, meaning that every employee's views were featured in the present study. This further defined the scope of the study in the sense of the findings reflecting the views of all the employees of the study institution.

## **1.7 Organization of the Study**

The study was structured into five chapters as elaborated below:

The chapter one deals with the introduction which highlight among other things the background to the study, the statement of the problem under investigation, the objective of the study, significance of the study and the scope of the study. The next section, Chapter two, focus on the literature review relating to the study. Chapter three covered the methodology used for the study. It included research design, population, sample size and sampling technique, research instruments, mode of data collection and analysis, limitations and problems encountered in the study. Chapter Four was dedicated to the analysis and interpretation of the data. The chapter included discussion of the major findings. Chapter Five focused on the summary for the study and drew conclusions as well as recommendations from these findings to enhance the performance of the human resource training and development in the organisation.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter is devoted to the detailed review of relevant theoretical and empirical literature that relates to the subject under study. The chapter also presents definitions of some key concepts and terminologies used that are not consistent with common usage. It is divided into five major sections. These are definitions of terms, theoretical framework, employee training and development gaps, identification of training needs, empirical review and challenges.

Improving human resource capacity, effectiveness and efficiency has been a major issue in human resource management. It has caught the attention of many researchers, who have gone great lengths to evaluate changes in employee and organizational performance as a result of self-development programs and training sessions. Other studies have also concentrated on the challenges and problems associated with human resource training and development, and how one can overcome or solve them.

With regards to public sector institutions especially in African countries, employee performance, poor level of training, and attitude to work has been identified as a major contributor to poor leadership, and poor organizational performance in public sector institutions. In this chapter, relevant research output in the area of human resource improvement through development programs and training, as well as human resources management has been reviewed. Here, both empirical and theoretical literature on the subject, sourced from journals, published and

unpublished theses, textbooks etc., were used. Furthermore, definitions are given on major concepts.

## **2.2 Definition of Concepts**

The importance of employee or personnel training and development in any organization cannot be overstated. Many studies on the subject of human resource development and training have shown that the performance of a firm in almost every regard hinges on the quality, productivity and performance of its employees or staff (Akyeampong, 2011), and these qualities of the employee can only be improved through continuous education, training and development.

Employee training is still crucial to top-notch performance even in instances where the employer has been careful enough to employ only skilled and experienced employees (Bhartiya, 2015). The potential of the employee to perform to the satisfaction of the employer and to the continuous growth in performance of the organization can only be achieved through investment in the training and developing of staff. To have a full appreciation of the relevance of training and development, and how it links to corporate performance, a few keywords and concepts drawn on in this study are defined and discussed below:

Several authors have defined training in different ways. According to DeCenzo and Robbins (2000), cited in Mutula (2016), training refers to a learning experience that is aimed at producing a “relatively permanent change” in a person, and also improves the ability of the person to perform an action or venture. Furthermore, in agreement to the definition above, Verbeeten (2008), defines training as an activity that involves teaching and learning, with the main purpose of assisting the trainees in “acquisition and application of skills, knowledge, abilities and cultures

needed to boost the performance of the trainee on a particular job. Mathis and Jackson (2008) referred to training as a process through which people acquire capabilities to carry out specific tasks. Through this process, specific tangible skills and knowledge are acquired to enhance performance of specific jobs. All these definitions indicates that the essence of training provision lies in it improving one's ability to perform better (i.e. more efficiently) on a job by acquiring the necessary skills, knowledge and ability needed to become better. This training can be given to both new and existing employees at any level within the organization.

Seidle, Fernandez and Perry (2016) add a new dimension to the definition given above. According to them, training and development of employees does not only give employees new skills, knowledge and abilities to function at their best, but also its hallmark of good management. In other words, it is good management practice to provide training *and* development for both new and existing employees. Also, whilst it is important for employers to employ highly qualified and experienced staff, it is equally important that they provide adequate orientation and training to new staff as this will help them better co-operate with the already existing staff (Boardman & Barbato, 2008).

The human resource of any organization according to Azmi (2010) is one of the most important and the most dynamic resource that the organization can have, therefore it is of paramount importance that the management provides all the training and development needed by each and every staff member so that they can function at the highest possible level of efficiency. According to Dewah and Mutula (2016), management must address the recruitment and selection, motivation, leadership, inter and intra-organizational communication, task restructuring, reward systems, training and development, health and safety issues that the human resource management of their organization may be facing. Doing this provides a comfortable and

enabling environment for staff to work at their best, which will in turn result in a higher profitability or performance of the organization.

For the purpose of this study, training will be defined as the teaching and learning of specific and new skills, knowledge or abilities that are necessary to upgrade and improve on-the-job performance of a trainee. This training can be given to the both new and existing employees, and is expected to cause a permanent and positive change in the way the trainee performs his/her duties.

Armstrong (2006) defined development as “an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required” (p11). Development refers to initiative to enhance employees’ abilities to carry out various tasks and duties, and to cultivate human resource capabilities to exceed those required for executing current job roles (Mathis & Jackson, 2008). It is defined by Cole (2004) as the acquisition of knowledge and skill in a broader perspective than training. The term Development is mainly used to refer to the concept of training and educating an individual to enable such individual to meet the future needs and standards of an organization, the intention of improving the employee’s potential rather than improving his/her immediate skills. In other words, development is career-oriented rather than job-oriented.

Furthermore, development is also defined by Kerka (1988), cited in Hogarh (2012), as an organized approach that is used by employers to improve the capacity and potential of the employee towards attainment of the long term goals and objectives of the organization or firm. This implies that development both benefits the employee and the employer/organization, and

almost always culminates in improved employee performance as well as improved corporate performance.

There exist some similarities and differences between training and development, as seen throughout literature. The major similarity between them is that they are both aimed at improving the employee knowledge and skill in a particular line of work (Noe, 2010), and that both involve knowledge and skill transfer.

On the other hand, the major difference between training and development can be coined in the phrase “training is short-term, and development is long-term”. As Mayiams (2012) puts it, training involves the gaining knowledge and skill with the aim of improving the employee’s performance of his/her present tasks, and to help the employee contribute more positively to the organization in his/her present/current position. This kind of improvement most times manifests in a change of the employee’s behaviour or working attitudes. On the flipside, development involves the acquisition and/or gathering of knowledge and skills that may not benefit much at the present, but are intended for future use. Therefore, career development is intended to outfit the employee with the requisite skills to meet job roles, thereby enhancing organizational sustainability. Training is, therefore, the tool that is used to transmit to employees’ role-specific skills, competencies, and knowledge that they will require to carry out their functions or enhance their performance (Mayiams, 2012).

Paynes (2008) purported that the overall objective of training and development programs is mainly to transform the skills, knowledge and/or attitudes of employees for the better; however training is rather restrictive in scope and in its general impact on the organization than

development. Furthermore, the content of a training program can lose its relevance within a short duration, and is often a one-off event.

Training is the process in which capabilities to perform jobs roles are acquired. Development refers to deliberate interventions to build up employees' abilities to carry out a variety of tasks and to grow employees' competence to exceed those needed for current roles. Training equips human resource with specific, tangible knowledge and skills to be used in executing tasks (Mathis & Jackson, 2008). In human resource management circles, training and development is an area that is concerned with organizational schemes designed to improve the performance of human capital of the organizational setup (Harrison 2005). It synonymously referred to as human resource development, learning and development, and employee development.

Training is commonly defined as a process through which individuals' skills, knowledge, attitudes, and behaviours are transformed (Robbins and DeCenzo, 1998). This implies that training entails planning and guiding learning activities that culminate in attaining a desired performance level. On the other hand, development is an indication of long-term transformation, focusing essentially on what a person needs to know or undertake in a future role. This implies that training is more geared towards present job responsibilities while development is designed to cater for future roles. It is however not uncommon to see the two terms used interchanged (Robinson and Robinson, 1995).

Training is an avenue for individuals to acquire new information and ideas, refine or reinforce their thinking, existing knowledge and skills, and also have assess themselves to identify new options will improve their work effectiveness and performance (Charnov 2000).

### 2.3 Theoretical Framework

The Kirkpatrick's Four Level theory was published in 1959, and was aimed at evaluating training effectiveness. There are four levels in the model, namely Reaction, Learning, Behaviour and Result (Kirkpatrick & Kirkpatrick, 2006). According to Aguinis and Kraiger (2009), level one, reaction, asks how the trainee reacted to the training session. Did they like it, and do they see immediate application to their job? Determining the employee's reaction is typically done using a post-training evaluation filled out by the trainee. It may include questions with ratings and/or open-ended questions and comments. Level two, learning, estimates how much the trainee learned in comparison to the specific learning objectives for the training session (Ibid). This is evaluated by exams or practice sessions at the culmination of a training activity. Levels three and four focus on how much the training activity has an impact outside of the training environment (Ibid). Level three, behaviour, measures actual changes in behaviour on the job for tasks that specifically relate to the training objectives. For example, does the trainee use the techniques and skills taught in the training program or some other methods? Level three is assessing how much training transferred to the work environment. Level four, results, measures the impact that training has on the organizations' bottom line. Examples of measurable results include time to complete a task or reduced number of errors, if efficiency was the objective (Aguinis & Kraiger, 2009; Jung, 2009). Efficiency can be translated directly to financial value. Results do not have to be a financial measurement. Improved morale and reduced personnel turnover are examples of measurable results that are not as easy to quantify with cost. Whichever factors are used to measure results, they should be selected to correspond with the original training objectives. Otherwise the training effectiveness assessment will be inaccurate.

The Kirkpatrick model is the most commonly used method for evaluating training effectiveness (Sugrue & Rivera, 2005). It has proven to be a successful model for examining the effectiveness of training after a training activity has completed, and aids in design and preparation of training materials and methods. In a study undertaken by the American Society for Training and Development (ASTD, 2010), more than 90% of the entities examined measured trainee reactions, whereas about 80% observed trainee learning, about 50% assessed on-the-job behaviour, and close to 40% reported assessing results (cited in Patel, 2010). Kirkpatrick encourages using return on expectations (ROE) in place of standard return on investments (ROI) as the general training effectiveness metric (Clark, 2008). Using ROE versus ROI as the value indicator is not useful for building a military system-of-systems training effectiveness model because the decision makers need to know the estimated costs to satisfy the mission objectives from investing in training compared to other doctrine, organization, training, material, leadership and education, personnel, facilities and policy (DOTMLPF-P) alternatives. Kirkpatrick's idea of negotiating and compromising on expectations fails when the results being measured are defence of our country, allies, and protection of our troops. The concept that results have to be measurable in terms of meeting the training objectives is useful in developing a methodology to predict and evaluate the effectiveness of training for modelling the effects of soldiers' training and demonstrating how this modelling technique can be used in trade studies with other DOTMLPF-P alternatives when evaluating military System-of-Systems performance. The difference is that the results must be come from a predictive model rather than a post-training evaluation.

## 2.4 Employee Development and Training Gaps

Personnel development and training is a principal function of human resource management that is of particular importance to effective and efficient use of human capital. There is little argument against the essence of training as an influencing factor in the success of any organization. Human resource is crucial in organizational operations, but it also is an expensive asset. According to Torrington *et al.* (2008), there is the general assertion that personnel training and development is of importance in any organization that increases productivity. However, there is the difficulty of proving a causal link between human resource development and change in organizational output, partly due to the fact that such terms are not clearly defined, and also because the outcomes of human capital development might not be seen in the interim.

To make the most of the human labour market, organizations have to decide either to rely, to a large extent, on talent pool of external labour markets or to pour capital into training and development initiatives to make the most of available internal labour market. Organizational human capital investment is fundamental to organizational success in the 21st century (Obi-Anike and Ekwe, 2014). Internal sourcing of employees requires continuous monitoring of employee performance in order to help them achieve growth and readiness for new roles and tasks. This requires training in harnessing strengths and closing gaps in weaknesses identified during the assessment process. Also, levels and sophistication of development programs and trainings are of importance and must be given the needed attention in the context of the ‘new psychological contract’ and its essence in promoting employability.

In Ghana, the approach of numerous businesses and organizations to staff training needs is ad hoc and haphazard (Laing, 2009). The form of training in these instances is more or less

unplanned. Others, however, begin by identifying their training deficiencies, formulate training activities and implement them in an orderly manner, with constant assessment of training results (Laing, 2009). Training and development are usually undertaken by employees themselves, which may not be relevant to what the organization requires. This is because; employees make an assessment of their own needs and acquire funds to sponsor their own training. This is in variance with the well-established process of acquiring training to improve on skills identified as lacking within the appraisal process. According to Khan, Khan, and Khan (2011), this is essentially as a result of a feet-dragging attitude to investment in the required training in support of these new forms of organizational undertakings.

The relevance of training as a crucial aspect of management has long been recognized by scholars and industry experts (Armstrong, 2010; Salas *et al.*, 2012). For example, Salas, Tannenbaum, Kraiger, and Smith-Jentsch (2012) are of the view that recognition of the relevance of training in recent times is highly influenced by intensification of competition for well-trained manpower and the prominent success of institutions and business that investment in human capital development. To maintain rates of economic growth and optimum performance, it is imperative that employees' contribution to organizational aims and goals is optimized. And this should be subject to the needs and requirements identified from the appraisal process.

According to Kirkpatrick (2012), the function of training in large organizations are increasingly being split from Human Resources departments to become independent entities, separate from appraisal of performance. Performance appraisal and training differ from each other in the sense that former looks back, while the latter looks ahead, with the two complementing each other. It is the case that most performance appraisal schemes seek to identify strengths and weaknesses in an employee's work history. The identified weaknesses could be translated to be the baselines

for training needs, the basic component of any tangible training program. The outcome of needs assessment of employees would therefore determine the agenda of the training program and guide planning.

According to Pee and Kankanhalli (2016), the use of the word training should be distinguished from similar words like education and employee development. In his view, training implies the refining and sharpening specific skills that prepare individuals to undertake particular tasks with efficiency, while education refers to cultivation of a wide range of abilities, knowledge and skills for general application. Phillips (2003) delineates employee development as involving a mix of training, education, experiences and a range of other means of increasing personal and, to a large extent, collective effectiveness.

For employees to be effective at achieving maximum performance, they must be seen to be trainable. Resistance to training activities may cripple the objective of attaining employee commitment towards the exercise, thus trainability could be used to determine a prospective employee's ability to be trained, usually for craft-type work. Such assessments consist of the applicants going through specific practical tasks which they have hitherto never done, after being instructed on how to go about the task. This will determine how well an individual responds towards 'training' and how performance improves post-training (Torrington *et. al.*, 2009)

Training is a systematic and gradual development of behaviour patterns and abilities individuals need to accomplish specific tasks (Oliseh, 2005). Reynolds (2004) is of the view that training is designed to alter employee attitudes to promote efficiency at the workplace and increase performance. Organizations must see employees as organizational assets that need to be invested in by way of training. Through provision of training employee skills are developed, attitudes to

work are changed and sense of identity to the organization is promoted (Reynolds, 2004). It further solidifies the foundation for career advancement, staff recognition and ultimately, promotions. An effective training regime should result in improved performance and acquisition of extra skills or abilities by participants within areas of present or future relevance to the organization (Shore, 2012).

Training and development goes hand in hand. According to Shore (2012), training is the acquisition of new knowledge, sharpening of skills and expanding competencies that are necessary in the short term for the employee to be effective in performing his/her duties. On the other hand, development is more of a long term process that focuses on preparing the employee for future duties and tasks, as well as career challenges that the employee might face in the future (Shore, 2012). Whereas training programs are tailored at improving employee skill and performance in a particular job, development is not job specific.

Employee development is also a crucial aspect of the Human Resource Management (HRM) process, and offers organizations the opportunity to improve their staff performance to meet the short-term and long-term goals with regards to performance and HRM. Armstrong (2005) opines that a development focuses on improving the existing skills of the employee, while training majors on teaching the employee new skills and competences that are necessary for higher job performance. Ivancevich (2010) elaborates that human capital development program needs to be planned in a way that it satisfies specific objectives that culminate in employee and organizational effectiveness. The process of management development is identified with a number of steps, including reviewing organizational objectives, organizational management resources evaluation, determination of individual needs, design and implementation of development programs and evaluation of effectiveness of these programs (Ivancevish, 2010).

This therefore means that one of the key objectives of employee development programs is to improve the quality of the employee work-life. When the employee work-life is improved, employees become more of an asset to the organization, and will become more efficient in assisting to achieve the organizational goals and visions.

#### **2.4.1 The Need for Employee Training and Development**

Businesses and organizations are more efficient where they are staffed by better trained personnel. In today's globally-competitive and technologically-dynamic business environment, for a business to be successful in the long term, there is the need for organizations to devise employee development programs to identify needs, creativity, and innovations among individuals and teams (Asare-Bediako, 2008). This prompts organizations to seek out adaptive strategies to develop new operational structures, cultures and result-oriented methods of managing performance and motivating employees to be more effective in a dynamic business environment.

Innovative is borne out of and driven by acquisition of new ideas, values, skills and perspectives by people. For instances, adoption of better and modern techniques in performance management requires that employees, both middle and top level, who manage organizational transition to have good understanding of the need for the change, and have the knowledge and skills guide and drive this change. This can be achieved through organization of seminars and conferences or training programs that would set the stage for ideas to be shared and trends identified.

Personnel education, training and development initiatives are intended to equip staff with necessary abilities for present and future tasks. Hence, it is fair and essential to point out that in

the absence of right competencies, motivation, be it in cash or otherwise, will not be enough to get the optimal input of employees.

Personnel competencies needed for effective operations execution is identified in three major categorical levels; technical, managerial and personality competencies (Asare-Bediako, 2008; Ivancevich, 2010).

Training and development initiatives must seek to provide employees with needed technical, managerial and personality capabilities and competencies to achieve and sustain optimal performance. Organizational adoption of this posture will also translate into higher corporate performance and growth. This does not imply that training will be the remedy to all performance challenges in an organization. Asare-Bediako (2008) puts out a performance (mathematical) model that indicates that:

$$\text{Performance } (P) = \text{Ability} \times \text{Motivation } (M)$$

The mathematical model above indicates that performance is a product of motivation and ability. Ability can be regarded as the “can” factor, while motivation regarded as the “want to” factor. Hence, an employee with the right ability (“can” factor) and provided with the necessary motivation (“want” factor), could ensure high performance resulting from combination of the two factors. Therefore, there could be the case that employees have the required abilities, but lack of motivation would impede performance. In this case, training is likely to fail as a remedy to the problem (Thompson, 2002).

A global trend has been identified of young employees placing higher value on training and personal development opportunities compared to pays (Thompson, 2002). Young people are

found to have higher affinity for companies willing to invest their time and other resources in their personal development, than move to others with remuneration, in the short term (Thompson, 2002). Staff training and development has therefore become a top priority of business entities, globally. This requires managers and supervisors to take on obligation of seeing through their self-development and the development of their subordinates. A manager must therefore identify and assess the relevance or otherwise of individual staff skills and determine ways to develop the required skills. There is the need for an appraisal system for this to be carried out effectively. A manager is accountable for the performance of his team. Hence, his success is most likely dependent on the abilities of team members. Thompson (2002) further elaborates that employee fall under three categories with regards to competence to undertake current tasks.

These categories are:

1. Competent to execute current task/job
2. Currently not competent to undertake the task/job
3. Over-competent to perform current job

The opportunity to make use training in a powerful manner arises when an entity invests extensively in recruiting and has sufficient labour pool of good potential and greater high aspirations in the long term (Robbins and Judge, 2007).

A competent individual will not remain the same forever (Robbins and Judge (2007). Personal skills can appreciate or depreciate, thereby becoming obsolete and irrelevant and requiring the need for new skill acquisition (Moorhead and Griffin, 1998).

Majority of training programs are geared towards upgrading and enhancing the technical skills of employees. This has become important for the following reasons:

1. Dynamism in technology application in a flexible organizational structure.
2. Adaptation of job requirement due to technological advancements and methods of production.

The need also arises for training in situations where an entity is undertaking a management-by-objective program implementation; training to establish goals and refine performance systems.

Employee training needs are necessitated by social, population and economic dynamics that drive abrupt changes in the makeup of the labour force. Other factors that affect the numbers, types and requirements of available jobs include business process automation, staff displacement as a result of mergers or acquisitions, among others.

Brody (1987) as cited in Appaw-Agbola & Afenyo-Dehlor (2011), quotes a Motorola company spokesperson as stating that “we have documented the savings from the statistical process control methods and problem solving methods we have trained our people in. We are running a rate of return of about 30 times the dollars invested – which is why we have gotten pretty good support from senior management. This indicates that a systematic method of planning training and development policies could result in returns to the organization in cost savings ways.

From the view point of Noe (2010) and Palmer (2009), training and development should be regarded as strategic undertakings (Noe, 2010; Palmer, 2009). This is due paradigm shift to situations where trainers are entangled to management to determine strategic organizational goals and objectives, and the required skills and information which are needed to attainment of the

stated strategic goals and objectives. An identification process then follows to assess staff requirements in terms of needed skills and knowledge. This is why human resource management has become an essential element in the structure of business organization. This is supported by the fact decisions that are taken at top-level of management have implications for human resource of the organization (Hoque, 2013; Tsaur & Lin, 2004).

Organizational cultures are created by the outlook of employees and their attitudes, which must be well nurtured (Taylor, 1998). This culture must be nurtured through useful training to orient the roles of employees with organizational vision, with the need to occasionally review and modify interventions.

Argyris (1971) cited in Chand (2010) indicates that organizational performance is subject to their ability to fulfil the following objectives:

1. Attain set goals
2. Maintain a global or international outlook
3. Be able to adapt in a changing environment

Further to this contention, Gu *et al.* (2012), identified three other factors which prove the essence of training activities as:

1. The need to stay in line with industrial advances to ensure organizational survival
2. To provide an all-round commitment to organizational vision
3. To meet the requirement for tackling conflicts for peaceful industrial relations.

In order for training and development to be of value to the organization, considering the resources invested, it must contribute to achieving the of the organization.

Hence, it is very important that organizations, including Hotels, develop and implement a systematic and planned training and development programs for all employees at all levels. This will not only help the organization to maximize the benefits of its training and development programs, but also help in preventing waste, and ensure that the aims and objectives for carrying out the training and development programs are achieved.

#### **2.4.2 Training Needs Identification and Analysis**

Numerous methods for identifying and analyzing training needs have been proposed (Monappa and Saiyadain, 2008). These include:

1. Perspectives and inputs of line manager or supervisors
2. Outcomes of performance appraisal
3. Scheduled organizational development plans
4. Views of the training manager and
5. Analytical reports of job challenges and opportunities

The Thayer and McGhee model detailed these methods into three general areas for:

1. Organizational analysis
2. Operation/Task analysis and
3. Man/Individual analysis.

This model agrees with the position of Cascio (1992), as found in his book “*Managing human Resources: Productivity, Quality of Life, Profits*”. With just alterations in the choosing of words, he stipulates there exists three levels of analysis which can be used to determine needs that training can satisfy in an organization: Organizational, Operational (task in Thayer & McGhee

Model) and Individual (man in Thayer & McGhee model) analyses. These levels are further explained below.

**Organizational analysis:** At this level, the principal task is to identify the areas of the organization where training is required. Areas of deficiencies are identified relative to organizational objectives and strategies. This ensures efficient use of limited resources as participants are not taken itinerary they are already familiar with. Furthermore, it is essential to assess relationships within the external environment (environmental scanning in PEST analysis) and the internal climate (SWOT analysis) of the entity. It is a crucial step for HR persons in determining and linking training needs to the attainment of organizational goals (Cascio, 1992).

**Operational analysis:** This is the stage where thorough assessment of the task to be accomplished is done, after the employee has had the required training. Processes carried out at this stage include; (i) the systematic gathering of information on how the task is accomplished (job analysis); (ii) determination task performance standard; (iii) determination of means of tasks performance to meet sector standards; and (iv) analysis of knowledge, capabilities and other characteristics needed for optimal performance. Information needed at this level could be of varied origins such as: job analysis summaries, performance appraisal reports, supervisors and higher management and reports on operational challenges (e. g. quality controls, monthly, quarterly reports etc.). these are valuable sources of input to training needs analysis (Cascio, 1992).

**Individual analysis:** This is the last level, where training needs could be labelled in relation to the following:

- i. Comparison of expected performance against actual performance

- ii. Identification of Performance standards through operational analysis
- iii. Personnel performance data from appraisals
- iv. Employees ratings by supervisors
- v. Data collation through aptitude tests and interviews by management and researchers

From these processes, identified gaps that exist between current performance and expected performance can be reduced by training.

Gu *et al.* (2012) further broke down process of identifying and analyzing training needs into two (2) stages:

1. *New employees*: This involves determining what the task entails and breaking it down for new employees to be trained on.
2. *Current employee*: Analysing the training needs of this category of people is more complicated due to the fact that HR departments and supervisors have the additional duty of deciding if observed performance shortfall is as a result of deficiency which can be addressed with training. This notion is of utmost importance due to the fact training does not remedy all organizational challenges.

Training needs analysis could also come from what is called a “competency model” (Gu *et al.*, 2012). This model implies ideas, skills and attitudes that enable employees to effectively perform their jobs. The process starts with interviewing senior managers to understand the organizational strategies and goals. Human resource experts could build on that by conducting behavioural interviews with individual job performers (bench marking), and also focus groups to determine the set of abilities that could comprise competency model of the job.

Ivancevich (2010) further adds that, interviews, surveys, reviews of records, and discussions with management and sector experts are some methods used to undertake training needs identification or determination. These methods of data and information gathering provide the basis for what type of training are required, who to select for training, when the training is initiated and whether training is the remedy to the problem identified.

### **2.4.3 Methods/Techniques and Nature of Training**

According to Hoque (2013), Mensah and Blankson (2013) training and development should consist of five essential steps:

1. **Needs analysis:** At this point, the trainer must identify specific performance skills required, assess prospective trainees' skills and come up with specific, quantifiable knowledge and performance targets based on gaps identified.
2. **Instruction design:** Here the trainer decides on, collates and brings forward the training program content including workbooks, exercises, and activities. Some the techniques might include on-the-job training, off-the-job training and so on.
3. **Validation:** This stage gives credence to the second step, in which there is testing of the training program on a sample audience.
4. **Implementation:** This is where the training program is actualized.
5. **Evaluation:** Here comparison is made of expected outcomes and actual outcome to determine success or failure.

In evaluating training methods, it is imperative to consider and highlight the basic principles of learning. Learning, in this case, refers to the process of knowledge acquisition, gaining understanding, skills and extra values that can enable one to easily adapt to any environment. In

order to promote effective learning, lasting retention and the useful application of skills, training programs must be based on the principles of learning that has been devised, tried and tested over the years (Salas et al., 2012). This undertaking is easier where it is being conducted as a professional training and by consulting organizations that might have been using such methods like experiential learning to various organizations employees. In considering which principle is used, depends on training needs of the trainees; either skills or facts. A training and development program that is based on learning principles will be highly effective where the following four essential conditions are met;

1. *Setting goals*: Stating a clear vision of what is to be achieved;
2. *Behaviour modelling*: There need for culture/behavioural transformation within the organization;
3. *Practice*: Deliberate and commitment to mastering new skills that are to be brought into task performance to enhance efficiency; and
4. *Feedback*: Providing credible measuring yardstick for assessing success of effort in order to recalibrate inputs.

These are known in human resource management as Experiential Learning or Andragogy. In a case where the focus is on acquiring facts, as would be the case of newly-appointed orientation, the second factor of the four listed above best becomes Meaningfulness of Material rather than Behaviour Modelling.

Many training techniques exist to be used for providing training to employees of an organization, especially in cases where this is to be done by organizational human resource person (on-the-job

training). Gu *et al.* (2012) and Dessler (2008) stated some of these training techniques as: *On-the-job, Off-the-job, In-Service, Job rotation, Lectures, Job instruction training and orientation.*

Fawad (2012) is of the view that new training methods are devised now-and-then and that while some are well founded in learning theory or models of behavioural change, others result more from technological than theoretical development. Therefore it is important that an when an organization is outsourcing its training and development to external trainers, the management of the organization must carry out a thorough investigation of the method to be used by the trainer, to ensure that its goals and objectives for training are met. In situations where training is undertaken internally, efforts must be put in to ensure that the best-suited training technique is utilized in the process for maximum results.

Fawad (2012) further categories training methods into three:

- i. Informative approaches, including lectures, conferences, audio-visuals, reading list, behaviour modelling and understudy assignments
- ii. Simulative approach, including planned group activities, competitive games, case studies, and role-plays
- iii. In-Situ training method. This includes on-the-job training involving orientation sessions, apprenticeship, job rotation and understudy assignments.

Mathis and Jackson (2008) also indicated that training and development can be framed to suit different of objectives and can be diversely grouped. Some of these groupings include the following:

- i. Required and regular training: These are policy-scheduled training events that aim to sharpen employee skills. They are mostly mandatory, especially for new employee orientation.
- ii. Technical training: This category of training enhances employees' abilities to undertake tasks optimally (e.g., product knowledge, technical processes and procedures, and customer relations).
- iii. Interpersonal and problem-solving training: This form of training and development seeks to address both operational and interpersonal deficiencies of an organization and is intended to improve working relationships (e.g., interpersonal communication, managerial/supervisory skills, and workplace conflict resolution).
- iv. Developmental and career training: This form of training is focus on developing employees with long term capabilities to ensure organizational sustainability (e.g., business practices, executive development, organizational change, leadership).

Training must be aimed at improving the technical, personality and managerial competence of the employee; hence the method used during training and development programs, especially in an organization such as M-Plaza Hotel should achieve the following:

- i. Enhance self-awareness and environmental awareness; that is an understanding of how ones action affects others and how one is viewed by others.
- ii. Improve employees' decision-making abilities and solve job-related issues in a constructive manner.
- iii. Induce and increase appetite to attain higher heights, in terms of performance.

For training method to be useful, Obi-Anike and Ekwe (2014) opines that it meets the minimal precondition for effective learning to take place. This indicates that adopted training methods must achieve the following:

- i. Improve employee motivation to enhance performance and output.
- ii. Have clear goals to achieve at end of training session.
- iii. Make room for a participatory session where participant contribute their views for better impact.
- iv. Make available the avenue for trainees to practice skills being learnt
- v. Inculcate a feedback mechanism to assess trainee performance
- vi. Be multi-structured from simple to complex and
- vii. Be supportive of transfer of positives from the training to the task at hand

Ivancevich (2010) similarly put these preconditions differently as an outline of learning theories.

These stipulated preconditions are as follows;

- i. Motivation is essential in training to make learning effective. Training provision does not guarantee learn, rather a blend of factoring including a conducive environment that promotes positive attitude and high-spiritedness. This is attained by creating an enjoyable adventure and enticing employees into valuing training and development as a very important aspect of their employment.
- ii. Learning needs to be reinforced. Skinner (2008) similarly stressed the need for this, indicating that people learn optimally where immediate reinforcement of behaviour exists (i.e. promotion or more challenging job responsibility).
- iii. Training should make room for hands-on experience, validating the saying "*I hear and I forget; I see and I remember; but I do and I understand*". Rehearsal is required in

assimilating and accepting new ideas or skills with confidence. It is therefore essential that trainers provide the time practical sessions in training programs to ensure that training session do not become mere presentation sessions.

- iv. Acquired skills and knowledge must be transferred to the job. This implies that training, whether undertaken internally or by use of an external training consultancy, should essentially be as close as possible to the reality of the tasks being performed on the job. Trainers must, therefore, conduct thorough research before designing training and development programs to perfectly suit the needs of those being trained or their aspirations in fulfilling organizational goals.

However, how beautiful these may sound and seem, any attempt to implement them in a vacuum would be a futile exercise and therefore the HR department of any organization, in conjunction with heads of departments within the organization, would have to undertake some preparatory training. It would also require availability of needed logistics for successful implementation.

## **2.5 Effect of Training and Development on Public Sector Organizational Performance**

The review that has already been done shows that training and development has a significant impact on the performance of an employee within the organization. Furthermore, there are many studies that buttress the fact and agree with the notion that training and development do have a significantly positive effect or impact on employee performance. However, there are only a handful of studies that links training and development to corporate performance, and analyzes the impact that training and development of employees have on the corporate performance and growth of an organization.

“Studies on the relationship between learning and development activities and organizational performance have included those by Benabou (1996) and Clarke (2004). The research by Benabou examined the impact of various training programmes on the business and financial results at 50 Canadian organizations. The conclusion reached was that in most cases a well designed training programme can be linked to improvements in business results and that return on investment in training programmes is very high. But Benabou referred to the following limitations”. (Michael Armstrong, 2009)

“A national survey of training evaluation in specialized healthcare organizations (hospices) conducted by Clarke (2004) showed that while there appeared to be some links between training and performance it was not possible to reach firm conclusions about causality. However, the study reached the important finding that where organizations undertake assessment of their training and development (both formal and informal learning) then there is a greater belief in the positive impact training and development has in the organization”. (Michael Armstrong, 2009)

Khan *et al.* (2011) carried out a study on the Impact of Training and development on Organizational Performance. The study used a sample of one hundred (100) employees from several organizations operating in Islamabad – the capital of Pakistan. Questionnaires consisting of 15 closed ended questions were used collect primary data from the respondents. The respondents were asked to indicate their level of agreement with the fifteen (15) statements outlined in the questionnaire on a Likert scale of 1 to 5 with 1 being the weakest and 5 being the strongest. The outcome of the study indicated that there is a significant relationship between employee training and development and corporate performance. The study also showed that the training design, on-the-job training and training delivery style are important factors that affect the quality of training and development which in turn impacts the performance of the

organization. The study also showed that on-the-job training and training delivery style all have an effect on the effectiveness of training and development programs, which in turn impacts on the performance of the organization.

The study indicated that although training and development programs brings about an additional cost to the organization, and directly benefits the employee, it indirectly benefits the organization, by improving the effectiveness and efficiency of its employees, and also brings profitability and growth to the organization in the long term.

Employee performance has a significant impact on the profitability of an organization (Bhartiya, 2015), therefore to improve profitability, performance and growth of an organization, management of that organization has to improve the performance of its employees. This improvement in performance of employees can be achieved primarily through training and development programs that are effectively designed to provide employees with on-the-job training that are relevant to their work (Tangen, 2005). In a service industry such as the Ghanaian hospitality industry, employee performance to a large extent determines how satisfied and welcomed a guest feels, which in turn influences guests decision to come back for a repeat business and/or recommend the organization to a friend. Hence training and development of employees in a hotel such as M-Plaza Hotel will not only improve the service delivery standards of the hotel and increase customer satisfaction, but it will also translate into greater profitability, higher performance and growth of the Hotel.

## **2.6 Challenges to Effective Training and Development**

Poor research in training planning is an inherent challenge identified to impede the effectiveness of training. Kozlowski and Salas (2009) have identified a major deficiency in training-need

research to be the tendency of trainers to focus more on selecting suitable candidates for training, thus people who can easily pass or understand the subject the training program, rather than focusing on the training program design to match characteristics of participants and how such characteristics improve effectiveness of training.

Salas and Cannon-Bowers (2001) are also of the view that thorough assessment of trainee characteristics is neglected during the planning phase of need assessment. Therefore, to address this, there is the need for personality variables that are assessed to be expanded to cover elements such as adaptability, emotional behaviour, goal orientation, among others, with this being done meticulously. In this process it is imperative that the trainer realizes that individual differences exist in an organization and this must not be given secondary attention.

Another shortfall in efficient personnel training and development is the neglect of motivation during the process. Trainees are the main players of any training program. Trainee modulates the tone of the training program, regulating which courses are actively attended, what they open up to, how much effort they put into the entire learning process, and overall determine the success of the training program in altering behaviours. Kozlowski and Bell (2006) have indicated that emotions are major determinants of training and these are largely influenced by motivation. Personnel motivation through provision of incentives; be it material or intangible means, emotions are regulated; spirits are tuned to be more receptive of the process (Kozlowski and Bell, 2006). However, this essential precondition in planning training and development agenda are ignored and training programs are rather carried out as mandatory tasks that must be fulfilled as any other tasks the individual performs.

Finance is also a major issue in training and development. This is an expensive but necessary aspect of organizational operations. Kozlowski and Salas (2009) assert that billions of dollars are spent annually by American organizations on personnel training alone. Funds are needed to create an experimental environment where rehearsals can be done, motivational packages arranged for participants. It is also costly due to the man-hours it takes from normal organization operations, since trainees will have to take time off work to go through the training. Where shortcuts are taken and compromises made in training funding, its effectiveness may be compromised as well.

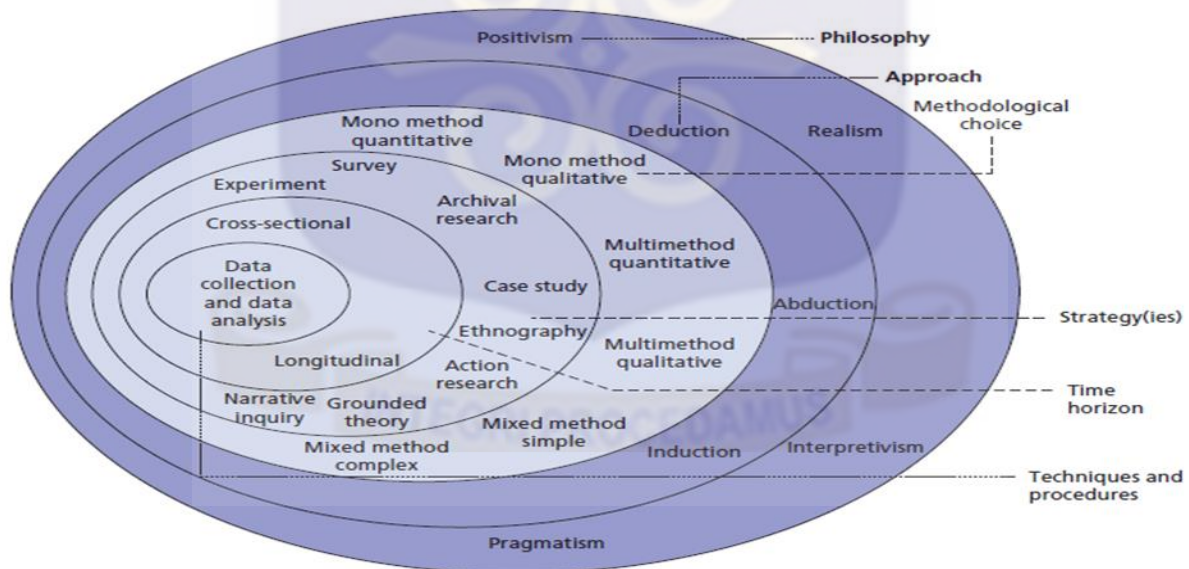


## CHAPTER THREE

### METHODOLOGY

#### 3.1 Introduction

This chapter presents the research methodology for the study. The researcher used the research “onion” theory by Saunders, Lewis and Thornhill (2009). The first layer of the onion is research philosophies followed by research approaches, research strategies, research choices, research time horizons and, finally, data collection and data analysis. The research onion describes each step the researcher must take to collect the appropriate data for the study. The research onion is depicted in Figure 3.1.



**Figure 3. 1: The Research “Onion”**

**Source: Saunders, M.; Lewis, P. & Thornhill, A. (2010). Research Methods for Business Students. Fourth Edition, Prentice Hall.**

### 3.2 The Research Philosophy

The research philosophy adopted by the researcher is influenced by his opinions of the real world (Bryman, 2016; and Creswell, 1994). According to Saunders, Lewis and Thornhill (2009), the philosophy of research are hypotheses and beliefs that govern the way we see the world. There are two basic philosophical approaches to research and they are positive and phenomenological perspectives. Monette, Sullivan and DeJong (2013) observed that positivism deals with the situation in which knowledge or the world is believed to exist independently of people's perceptions, and that science uses objective techniques to discover what is in the world. The positivism uses logical, quantitative and more objective scientific methods to prove misleading hypothetical generalizations.

On the contrary, interpretativism refers to approaches emphasizing the meaningful nature of people's participation in social and cultural life. Interpretive considers that the reality of the world is seen as the result of the creation and exchange of social law in the process of social interactions (Monette, Sullivan & DeJong, 2013). Interpretive uses qualitative and more subjective physiological approaches for the inductive and holistic understanding of human experiences in specific environmental settings (Amaratunga, Baldry, Sarshar and Newton, 2002). Researchers working in this tradition analyse the concepts that people attribute to their own actions and those of others, and consider that cultural existence and change can be understood by studying what people think, their ideas and meanings. This study adopted positivism as a research philosophy because the researcher stayed away from the research subject. Along with the positivity approach, the mixed method becomes the most appropriate approach to answering research questions (Collis and Hussey, 2003; and Hay, 2002). In order for the researcher to deal with the nature of T&D more appropriately lead to the selection of mixed method.

### **3.3 The Research Approach**

According to Creswell (2003) research approaches are research plans and procedures that cover the steps of broad assumptions about the data collection methods, analysis, and interpretation of results. There are two main methods commonly applied in research and they are deductive and inductive approach. The deductive approach “refers to the development of a hypothesis (or assumptions) based on the existing theory, and then a research strategy is designed to prove the case” (Leedy and Ormrod, 2012). On the contrary, the inductive approach holds that there is no predetermined truth nor does the researcher want to assume, but uses observations or events to make conclusions about a subject” (Leedy and Ormrod, 2012). Ahiadeke (2008) defined deductive approach as a method that moves from the general to the specific, that is, from theory to observation, while the inductive approach moves from the specific to general.

The present study adopted the deductive approach and both quantitative and qualitative approaches, because the researcher chose theories from literature and developed assumptions about the subject of the research. These developed cases were tested on the basis of research strategies designed by the researcher.

### **3.4 Research Strategy and Design**

Saunders et al. (Saunders, Lewis and Thornhill, 2009) defined the research strategy as “the general plan of how the researcher will respond to the research questions”. Similarly, Bryman (2008, p.698) identified the research strategy as “a general orientation in the conduct of research.” According to Collis et al. (2003), research strategy provides the general direction of the research, including the research process. Although there are several research strategies, most

of them overlap and, therefore, it is important to choose the most advantageous strategy for a particular study (Yin, 2003 and Saunders, Lewis and Thornhill, 2009).

Some common research strategies used are participative enquiry, survey, experiment, action research, case study, ethnography, cross sectional studies, grounded theory, archival research and longitudinal studies. Yin (2003) noted that researchers choose a specific research strategy based on three conditions: the type of research question, the extent of the researcher's control over actual behavioural events and the degree of focus on contemporary or historical events. Based on the different research strategies outlined, the researcher adopted the case study strategy. The case study strategy was adopted because the research questions took the form of "what" or "how". Thus the study aimed to answer the research questions: What is the nature of T&D in the PURC, effect of T&D individual behaviour and institutional performance of PURC, what challenges does PURC faces in conducting T&D and how to enhancing T&D in PURC. In addition, the case study strategy was adopted because the researcher did not control the behaviour of PURC employees. The investigator was out of the "case" and was just an observer. Finally, the research problems investigated were modern. Thus the researcher explored how T & D affects PURC employees and how they are currently reacting to work after education and development.

According to Yin (2011), the three main research methods, these are qualitative, quantitative and mixed research methods. These methods correspond to the three research approaches, that is, inductive approach, deductive approach and adductive approach respectively. Saunders, Lewis and Thornhill (2009) defined the quantitative method as data that express a certain quantity, range or an amount and there are usually units of measurement related to the data. On the other hand, qualitative methods describe approaches or characterize data, but do not measure properties, characteristics and attributes. Qualitative research is useful when a researcher wants

an in-depth knowledge on how people think or feel about a specific problem. The mixed method uses part of each approach. According to Creswell, Plano Clark, Gutmann and Hanson (2003), when using mixed methods, quantitative data are usually collected, followed by qualitative data that adds new entries.

This study adopted the mixed method as its research design. This becomes the method the researcher used for the data collection to answer the research questions stated in Chapter one. As a result, the study developed a questionnaire and an interview guide to gather data from

### **3.5 Unit of Analysis**

Public Utilities Regulatory Commission is the Unit of Analysis of this long essay, where its Head Office is Located at Ridge a suburb of Greater Accra Region of Ghana. Public Utilities Regulatory Commission has five other offices in the five regional capitals of Ghana. These are Ashanti, Western, Eastern, Northern and Volta Regions. Public Utilities Regulatory Commission is a public institution established by an Act of Parliament in 1997 as a multi-sectorial regulator under the PURC Act, (Act 538) for the economic regulation of electricity, water and natural gas transportation. PURC has responsibility under the Energy Commission' Act, 1997 Act 541 over the transportation of Natural Gas's charges. The Commission shall not be subject to the direction or control of any person or authority in the performance of its duties. The Commission is under the Office of the President who had an oversight administrative responsibility over it.

The Commission is composed of nine member Commissioners appointed by the President in consultation with the Council of State a chairman, Trade Union Congress (TUC) nominee,

Association of Ghana Industries (AGI) nominee, one domestic consumer representative and four other persons with knowledge in Commission's operations and shall hold office for a period not exceeding five years and is eligible for re-appointment. The Commission among other things is to provide the following functions as per the PURC Act, 1997 (Act 538):

- ❖ To provide guidelines on rates chargeable for provision of utility service;
- ❖ To examine and approve rates chargeable for provision of utility services;
- ❖ To monitor standard of performance for provision of quality of service;
- ❖ To protect interest of consumers and providers of utility services;
- ❖ To promote fair competition among public utilities;
- ❖ To advise any person or authority in respect of any public utility.

### **Vision**

To be a model Utility Regulatory Institution in Africa

### **Mission**

To build a credible and sustainable utility regulatory regime that protects the stakeholders' interest.

### **Companies Regulated**

PURC currently regulate the following entities, Ghana Water Company Ltd (GWCL), Northern Electricity Distribution Company (NEDCo), Volta River Authority (VRA), Electricity Company of Ghana (ECG) and Ghana Grid Company (GRIDCo). It also regulates Ghana National Gas Company and Bui Power Authority.

### **3.6.1 Source of Data**

To achieve the purpose and objective of this study, data for the work was gathered from primary and secondary sources. The primary source of data was the responses gathered from the respondents of the staff of PURC through questionnaires administered and interviews granted. The secondary data source was from books, journals, articles, brochures, diary papers etc.

### **3.6.2 Target Population**

A study population simply refers to all possible units that a researcher can collect. The population of this study covered two main categories, Management and Non-Management Staff. The Management Staff were seven (7) and made up of the Executive Secretary and six Directors. The non-management staff comprised of fifty-six (56) Senior Staff and twelve (12) junior staff. The total population of PURC is 75. The population was drawn from various directorates and departments of Public Utilities Regulatory Commission. There are six directorates each headed by a director and four departments under the office of the Executive Secretary. The population was drawn from various directorates and departments of Public Utilities Regulatory Commission. There are six directorates each headed by a director and four departments under the office of the Executive Secretary.

### **3.6.3 Sample size**

Decisions about sample size are an important issue, because too large samples waste time, resources and money, and samples that are too small can lead to inaccurate results. According to Neuman (2006), the researcher's decision on the best sample size is based on the required degree

of precision, the degree of variability or diversity in the population and the number of different variables examined simultaneously in the analysis of data.

Anaman (2014), pointed out that since most research projects cannot collect data from each member of the population, it is economically feasible and convincing to select a smaller number from which the data will be selected for the researcher to generalize about population of the study. In other words, what is observed between a sample is the criterion to measure what happens to the entire study population. Krejcie and Morgan (1970) constructed an estimated table of sample size (see Appendix Two) and this was used by the researcher to obtain the sample size for the study. In all, the study sampled 67 respondents from the various directorates. The sample size obtained is shown in Table 3.1.

**Table 3. 1: Population and Sample Size**

<b>Category</b>	<b>Estimated Number of Members</b>	<b>Selected Sample</b>
Senior staff	7	7
Non-Management staff	68	60
<b>Total Number</b>	<b>75</b>	<b>67</b>

In all, the researcher sampled 7 management staffs and 60 non-management staff, that is, senior and junior staff from PURC across various directorates and departments. Three (3) management staffs and one (1) senior staff were randomly selected for the qualitative interviews. Out of 67 selected samples that questionnaires were administered to, only 53 responded to the

questionnaire and formed a response rate of 79.1%. Thus, approximately 14 of the respondents either failed to answer the questionnaires or answered but wrongfully filled it. The researcher had to discard all questionnaires that were not properly filled.

#### **3.6.4 Sampling Techniques**

There are two main sampling techniques namely Probability and non-probability sampling. With probability sampling, the chance that each case is selected by the population is known and is usually the same for all cases. This means that it is possible to answer research questions and achieve objectives that require a statistical estimation of the characteristics of the population of the sample. Probability sampling is often associated with survey and experimental research strategies (Saunders, Lewis and Thornhill, 2009).

On the contrary, with non-probability samples, the probability of each case being selected from the total population is not known and it is impossible to answer research questions or to address objectives that require you to make statistical inferences about the characteristics of the population (Saunders, Lewis and Thornhill, 2009). On the contrary, with non-probability sampling, the probability of selecting each case of the total population is unknown and it is impossible to answer research questions that require statistical conclusions about the characteristics of the population. You may be able to generalize but not on statistical reasons (Saunders, Lewis and Thornhill, 2009). In this study, simple random technique derived from probability sampling techniques is used. The simple random technique ensured that all the respondents had equal chance of been selected for the study.

### 3.6.5 Instrument of Data Gathering

Data in the study were gathered using questionnaire and structured interview guide. The questionnaire was sectioned into five main parts. The first part gathered information pertaining to the background of respondents. This covers demographic info relating to respondent's gender, age, educational status among others. The second, third, fourth and fifth aspect of the questionnaire captured data in relation to following respectively:

- i. Investigating the Nature of T&D Programmes in the PURC
- ii. Effect of T&D on the behaviour and performance of PURC employees
- iii. Assessing the challenges in conducting T&D in PURC
- iv. How to enhancing T&D in PURC

Questionnaires were administered to employees using the face-to-face method. This allowed the researcher to explain the study into details to respondents. Thus the researcher obtained the data by meeting the respondent face-to-face, administering the questionnaire and taking it back after the respondent has finish filling it.

Also structured interview guide was used by the researcher to obtain further information from key respondents usually from the management level. With this, the interviewer who met with the respondents face to face and asked them questions. During the interview, data collected were recorded on audiotape and field notes were taken simultaneously by the researcher to enrich the taped discussions.

The data collection exercise took three weeks. The instrument of data gathering, i.e. the semi-structured questionnaire and structured interview, is attached to the present study as Appendix one.

### **3.6.6 Data Management and Analysis**

Data obtained from the questionnaires were coded, inputted into Microsoft excel worksheet and exported to Statistical Package for Social Sciences (SPSS) version 20 for analysis. Descriptive statistics were performed using frequency counts, percentages, means and standard deviations for the dependent and independent variables. Content analysis was also used in the analysis of the qualitative data obtained from the field.

### **3.7 Ethical Consideration**

This section is related to the ethical standards that the researcher should consider in all research methods in all stages of research planning. The confidentiality of the respondents was respected and anonymity was maintained. Thus the confidentiality and the name of the organization respondents represent remained anonymous. In general, the integrity of the research and the relevant disciplines was not undermined by the ethical considerations that underlie this research program.

The following measures were taken by the researcher to ensure an ethical and successful interview:

- Participants' consents were sought before interactions were recorded.

- The tape recorder was positioned close enough between the researcher and participants to record conversation.
- Measures were taken to ensure that interview sessions were not interrupted, including use of “Do not disturb” sign to avoid intrusion.
- The tape recorder was tested prior to the interview to ensure that it was in good working order. Backup provision was made in case of any technical failure or device malfunction.



## **CHAPTER FOUR**

### **DATA ANALYSIS AND DISCUSSION OF RESULTS**

#### **4.1 Introduction**

This chapter presents the analysis of the data collected from the field. Thus, it presents the results of the demographic characteristics of the respondents, the nature of the T & D programs in the PURC, the effectiveness of T & D in the individual and institutional performance of the PURC, the challenges faced by PURC during T & D and ways to improve the performance of T & D.

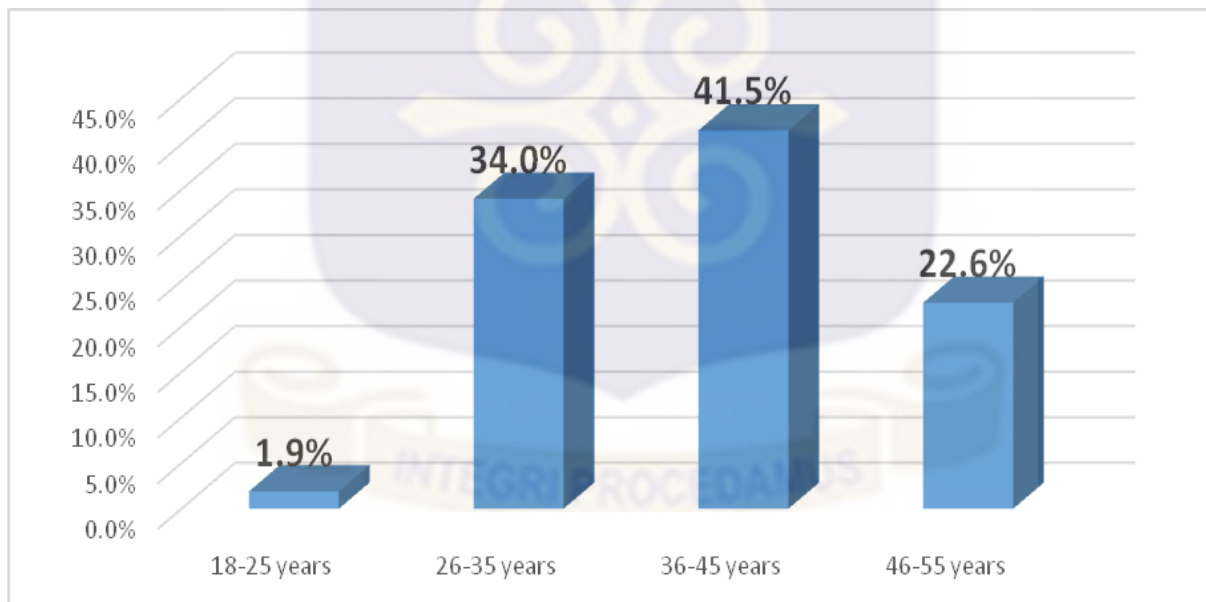
Out of the 67 questionnaires administered to respondents comprising of both management and non-management staffs, only 53 responded to the questionnaire and formed a response rate of 79.1%. Thus, approximately 14 of the respondents either failed to answer the questionnaires or answered but wrongfully filled it. The researcher had to discard all questionnaires that were not properly filled.

#### **4.2 Demographic characteristics of respondents**

This section presents the demographic characteristics of respondents. Specifically, it presented the demographic information like gender, age, education, number of years worked at PURC, number of years spent before moving to a new position and the number of years spent in current position.

About 64% of the employees sampled for the study were male while the remaining 35.8% were female. It could be deduced from the findings that more males participated in the study than females because more of the males present during the study shown keen interest in the subject of study.

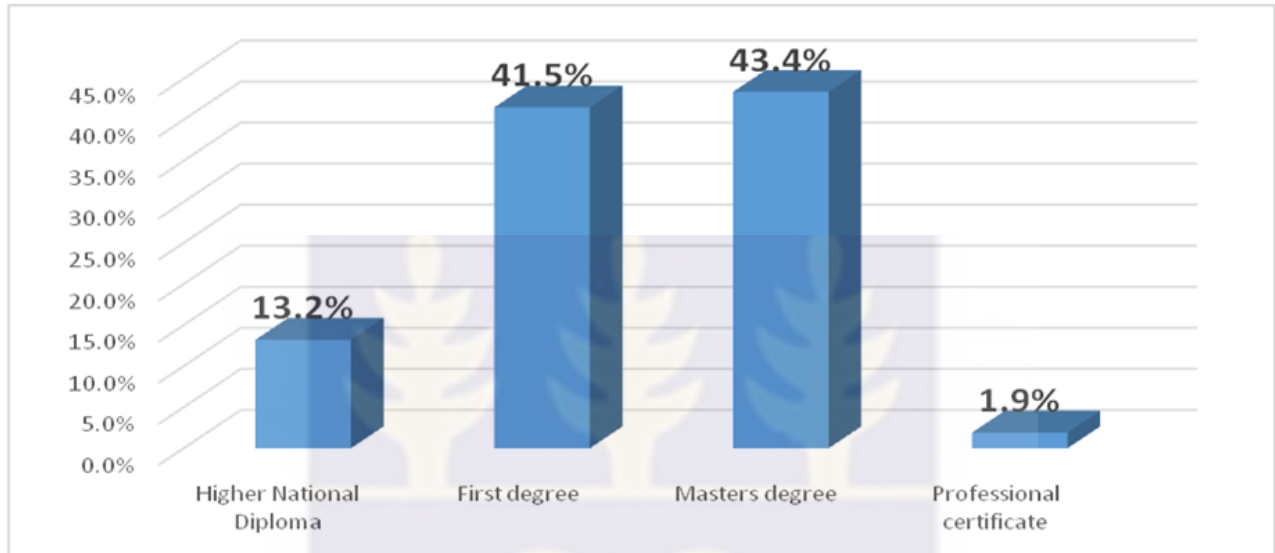
As shown in Figure 4.1 below, majority of the respondents representing 41.5% were between the age brackets of 36 – 45 years, 34% were between the ages of 26 – 35 years, and 22.6% were between the ages of 46 – 55 years. About 2% of the respondents were between the ages of 18 – 25 years. The result regarding the age distribution clearly shows that most of the respondents fall within the age bracket of 26 – 45 years. This age group is usually considered as the working force, implying that PURC has employees who are capable of working hard to improve on their productivities.



**Figure 4. 1: Age distribution of respondents**

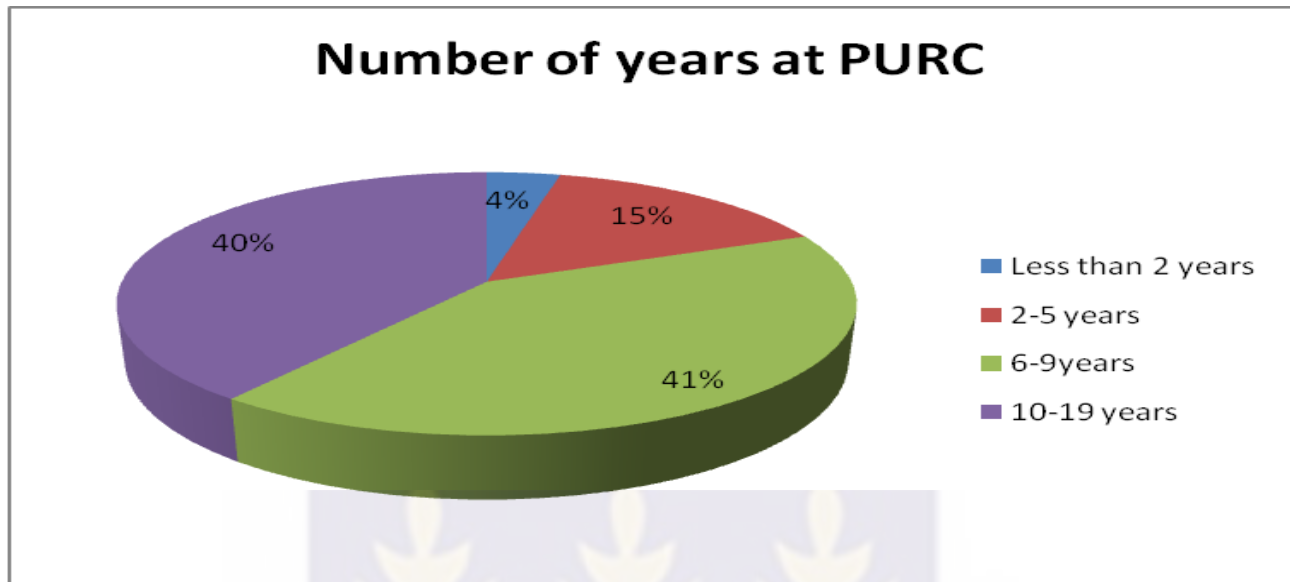
All the staffs sampled for the study had some form of formal education. Thus about 43% of the employees had Master’s Degree while 41.5% had First Degree, 13.2% had Higher National

Diploma certificates. Only 1.9% of the respondents had professional certificate. The result is shown in Figure 4.2 below. The result obtained implies that respondents can respond to the study effectively, since they are literate.



**Figure 4. 2: Educational background of respondents**

Respondents were asked to indicate the number of years they have worked at PURC and in response, about 41% of the respondents indicated that they have worked at PURC between a period of 6 – 9 years, 40% noted that they have worked at PURC for a period ranging between 10 – 19 years, 15% have worked for period of 2 – 5 years and 4% have worked for less than 2 years. The result is shown in Figure 4.3 below. The result clearly shows that most of the respondents have worked with PURC for a considerable number of years, hence can evaluate the training and development programs organized by PURC.



**Figure 4. 3: Number of years at PURC**

The analysis on the number of years spent on current position showed that about 30.2% of the respondents indicated that they have spent at least 3 months but less than 12 months in the current position, 26.4% have spent more than ten years in their current position, 18.9% have spent at least 3 years, but less than 6 years in their current position, 11.3% have spent at least 6 years but less than 10 years in their current position and 13.2% have spent at least a year, but less than 3 years.

#### **4.3 The nature of T&D programmes in the PURC**

This section seeks to assess the nature of training and development programmes at PURC. To address this objective, the researcher examined the awareness of training policy/programme among employees of PURC, the mode of selecting employees for training programme, frequency of training and development programmes, and the type of training and development programmes organized by PURC.

Respondents were asked if they knew of a training policy and succession plan policy at PURC. Majority of respondents (representing 64.2%) answered affirmatively that they know about PURC training policy / programmes but not succession plan policy. On the contrary, around 36% of respondents said they did not know any PURC training policy / programme. The result clearly shows that the majority of respondents are aware of PURC's training policies/programmes. However, it is important to note that the number of employees who do not know the policy is quite significant.

An interview with four of the management members revealed that the PURC has a training policy in place but do not have succession plan policy for the Commission. However, the draft policy has not been approved by the board of directors. One management member however disclosed that she is not aware of any training policy at PURC

Here is an excerpt of what some management members said when asked about the training and development policy:

*“We have a training policy. The draft was started in 2011 however it has not been approved because it is still under draft.”*

*“I know there is a policy that has been developed, but I don't know the date it was approved”*

The executive secretary made this remarks:

*“We do have a strategic plan, so we look at where we want to get to and based on that we arrange training programs and for the succession plan policy we do not have it. Each*

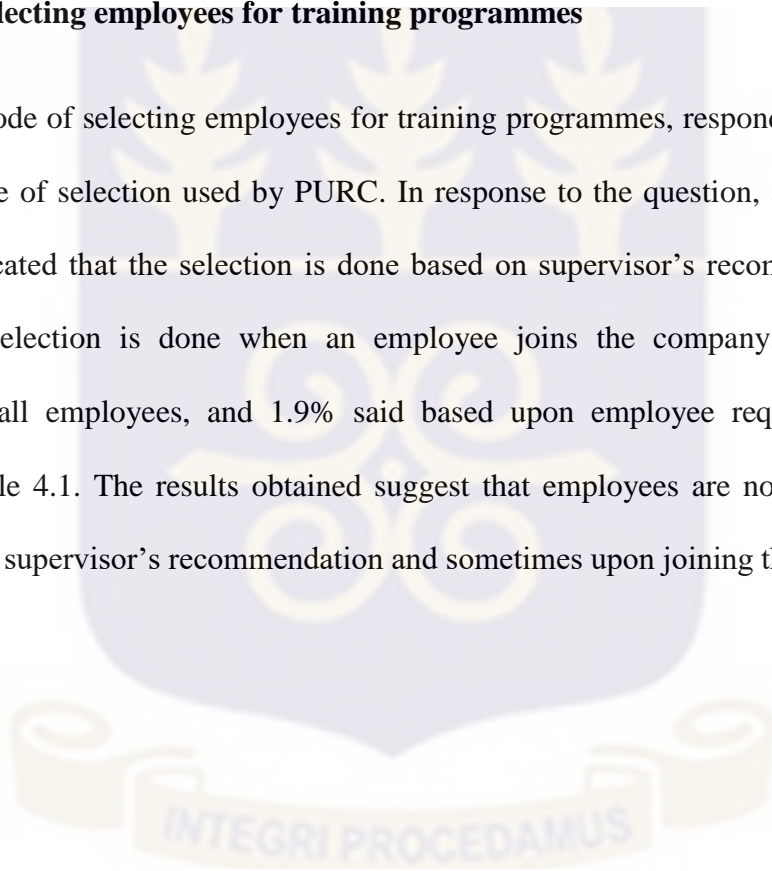
*directorate will then develop its own training needs and then when it is approved then it is implemented.”*

This is the comment from the legal director:

*“Actually, I am not aware of any training policy or succession plan policy for the Commission”*

#### **4.3.1 Mode of selecting employees for training programmes**

Regarding the mode of selecting employees for training programmes, respondents were asked to indicate the mode of selection used by PURC. In response to the question, about 58.5% of the respondents indicated that the selection is done based on supervisor’s recommendation, 20.8% noted that the selection is done when an employee joins the company, 18.9% said it is compulsory for all employees, and 1.9% said based upon employee request. The result is presented in Table 4.1. The results obtained suggest that employees are normally selected for training based on supervisor’s recommendation and sometimes upon joining the company.



**Table 4. 1: Mode of Selection for Training programme**

		Frequency	Percent
Valid	On joining the company	11	20.8
	Supervisors recommendation	31	58.5
	Compulsory for all employees	10	18.9
	Upon employee request	1	1.9
	Total	53	100.0

**Source: Field work, 2018**

The interview with the management staff revealed that when the training programmes is approved by the board of directors; a communiqué is sent to the various departments for departments' heads to select employees to attend the training. Selection is sometimes done through identification of potentials in the organization and proposals from employees to be trained. Below is an explanation provided by Assistant HR manager on how the selection is done for the training:

*“Training is for every staff of the commission and is done by the heads of directorate. They select the staff but is actually meant for everybody. After the programme had been approved, members of staff are informed as to when the training is coming on and the necessary arrangement for those participating in the programme. In the time past we*

*have challenges where selections are done on whom you know bases and favourite.  
Thank God it's been rectify now.”*

This is what the executive secretary had to say:

*“The commission sometimes identify the potential of an officer or staff and that person's talent. Also when an employee believe that he/she has a carrier path and it is in the same interest of the commission, he/she can propose or request that they would want to be developed in a particular area.*

#### **4.3.2 Frequency of T&D programmes**

This subsection examines the frequency of training programs organized by PURC for its employees. To address this question, respondents were asked if they had any form of training since joining the PURC and how many times they were given education within one year. Respondents were also asked how long the training lasts and finally, respondents were asked what was the last time T & D programme organized by PURC for them.

Majority of the respondents (representing 88.7%) indicated that they have had some form of training since joining PURC. On the contrary, about 11.3% indicated that they have not had any form of training or it is more than three years they had training. The result clearly shows that most of the respondents have undergone some form of training and development at PURC.

**Table 4. 2: Frequency of training within a year**

	Frequency	Percent
Only once	38	71.7
Twice	10	18.9
Several times	5	9.4
Total	53	100.0

*Source: Field work, 2018*

When respondents were asked about how many times they have had some form of training within a year, approximately 72% indicated that in one year, training and development were organized only once. Approximately 19% of the respondents also reported that training and development are organized twice a year, and finally 9.4% said that training had been organized for them several times. The responses provided are presented in Table 4.2. The answers provided indicate that training and development programs are usually organized once a year for employees.

Regarding the duration of training, about 77% of respondents said that the training organized by PURC takes less than a month. In addition, 18.9% noted that training lasts between 1 and 3 months, and 3.8% noted that training lasts between 7 and 9 months. Based on the majority view, it can be said that PURC training and development programs last less than a month.

An interview conducted emerged that PURC organizes training and development programmes for its employees annually. Even with the yearly organization it is mud with challenges. In terms of training management staff, senior staff, junior staff and contract staff, it emerged that management are trained annually and at worst three years before they are trained. Also, for senior staff it is sometimes organized annually or bi-annually and for the junior staff it is mostly done in house.

This is what the HR manager had to say:

*“In the past since I join the commission things were alright, except in pass four years when things weren’t done right. It was done on annual basis but only favourites are selected for the training. We are just coming out from that wound. This year we’ve not had any challenge on that.”*

*“Management do it annually, senior staff depending on the programme, some are annually some are bi-annually, junior staff mostly is the local training. When we say local training is when you don’t travel overseas. Contract staff are more participating in the in-house programmes as well as local training as well.”*

The Legal director also made the following statement:

*“I have to say that in the past systems were working reasonably well and the frequency of training was perhaps once a year or at least every two years. But I must say that in the last four years or so, the systems have not worked as they should have worked so things have become a little bit erratic but I think we are now on track.”*

From **Table 4.3**, majority of the respondents (representing 64.2%) indicated that for over a year now, they have not attended any training and development programme. Also 13.2% indicated that they have not attended any training programme for about 1 to 3 months now, 9.4% indicated that they have not attended any T&D programme for about 4 to 6 months and 7 to 9 months respectively. Only 3.8% indicated that they have not attended any training programme for about 10 to 12 months now. The training plan state that at least one to two year every staff must go through some form of training. This result confirms that the earlier results that PURC organizes training and development programmes for its employees once every year. For example, Salas, Tannenbaum, Kraiger, and Smith-Jentsch (2012) are of the view that recognition of the relevance of training in recent times is highly influenced by intensification of competition for well-trained manpower and the prominent success of institutions and business that investment in human capital development and this should be done frequently.

**Table 4. 3: History of T&D Participation**

		Frequency	Percent
Valid	1 -3 months	7	13.2
	4 - 6 months	5	9.4
	7 - 9 months	5	9.4
	10 -12 months	2	3.8
	Over one year	34	64.2
	Total	53	100.0

### 4.3.3 Type of Training from PURC

This aspect of the analysis identified the types of training and development programmes organized by PURC. It also assessed the methods of facilitation used by PURC during the training and development programme and finally how effective is the T&D programme organized.

**Table 4.4** presents the descriptive statistics on the training programme organized by PURC. (See Appendix three). Respondents were asked to indicate which of the training programmes are conducted in the PURC. The result is presented in mean and standard deviation. A mean score above the assumed mean of 3.5 suggest that respondents agree that a particular training programme is been conducted by PURC. As shown in Table 4.5, overseas training both short and long courses ( $M = 3.90$ ,  $SD = 1.049$ ), local training both short and long courses ( $M = 3.69$ ,  $SD = 1.067$ ) and orientation training ( $M = 3.88$ ,  $SD = 1.274$ ) obtained a mean score above the assumed mean of 3.5, suggesting that on the average respondents agree that these training programmes are conducted in the PURC. These collaborate with Gu *et al.* (2012) and Dessler (2008) who stated some of these training techniques as: *On-the-job*, *Off-the-job*, *In-Service*, *Job rotation*, *Lectures*, *Job instruction training* and *orientation* as well as Fawad (2012).

The interview conducted on the type of training and development programmes that management staff, senior staff, junior staff, contract staff category goes through revealed that management staff are usually trained by organizing workshops and seminars for them. Also senior staff both local and international programmes aimed at enhancing their position. This is an excerpt from the Assistant HR manager:

*“Management staff, they do more of workshops, seminars, the senior staff deals with carrier type of training, something that will enhance your position or your field. Junior staff also does the same. Contract is something related to what you were contracted for?”*

The executive secretary made this comment:

*“PURC adopt a mixture of various training programmes. We have the in-house training, local and external training and sending employees on attachment to other institutions.”*

**Table 4.4** presents the responses relating to the methods of facilitation during training and development programmes organized by PURC. As can be seen from the table below, most of the respondents (lecture, representing & seminars 54.7%) indicated that presentation, lecture and seminar are the main methods of facilitation. Also 11.3% of the respondents noted that discussions is another methods of facilitation used during training programmes at PURC. Demonstration was identified by 3.8% of the respondents as the methods of facilitation adopted. About 30.2% of the respondents did not answer this question. The result seems to suggest that facilitators use varied methods in training employees.

**Table 4. 4:Methods of Facilitation at Training and Development Programmes**

		Frequency	Percent
Valid	Lecture, Presentation & Seminars	29	54.7
	Demonstration	2	3.8
	Discussions	6	11.3
	Non-response	16	30.2
	Total	53	100.0

*Source: Field work, 2018*

The interview conducted showed that PURC uses a blend of training facilitations. The kind of facilitation used is dependent on the kind of training program organized by PURC. Below are excerpts from interviewees:

*“It is a blend of classroom training and partnering with other institutions, sending employees on attachments and workshops.”*

*“The facilitators use case study approach, site visits, class room learning and assignments.”*

In other to assess the training and development programmes adopted by PURC, respondents were asked if the programmes are planned and systematic. In response, about 26% strongly

disagreed that the T&D programmes are planned and systematic and 34% disagreed. On the contrary, about 17% and 11.3% of the respondents agreed and strongly agreed respectively that the T&D programmes are planned and systematic. Only 11.3% of the respondents were undecided. Based on the majority view, it could be said that training and development programmes are not really planned and not systematic in nature. If you put strongly disagree, disagree and undecided together you get about 71.3%, which means training and development are done any how and according to the dictate of the management without any lay down procedure.

Regarding the effectiveness of T&D programmes, 37.7% of the respondents indicated that the training is effective and 11.3% indicated that it is very effective. On the contrary, 3.8% and 22.6% of the respondents indicated that training and development programmes organized by PURC for its employees are not effective and somehow effective respectively. It is noted that about 24.5% of the respondents were not sure if the training programme is effective or not. The results suggest that respondents have mixed feelings about the effectiveness of the T&D programmes. But if you combine effective and very effective together you get about 49%, as well as somehow effective and effective combined it give you 61% which means that training and development has been effective. This result is consistent with a study on the relationship between learning and development activities and organizational and employee performance by Clarke (2004), which examined the impact of various training programmes on the business and financial results at 50 Canadian organizations. It was concluded that, in most instances, properly-planned training programmes can be linked to improvements in business outcomes, high staff performance and that return on investment in training programmes is favourably high. This can be seen from the Table 4.5 below.

**Table 4. 5: Effectiveness of T&D Programmes organized for PURC Staff**

		Frequency	Percent
Valid	Not effective	2	3.8
	Somehow effective	12	22.6
	Not sure	13	24.5
	Effective	20	37.7
	Very effective	6	11.3
	Total	53	100.0

*Source: Field work, 2018*

#### **4.4 Effect of T&D on individual and institutional performance of PURC**

This section examined the effect of T&D programmes on the individual and institutional performance of PURC. Mean and Standard deviation (SD) on the effect of T&D are presented (Table available in Appendix three). Eight of the effect variables obtained a mean score above the assumed mean of '3.5', suggesting that those variables are the main effect of T&D programmes. These variables are Increased Productivity (M = 3.79, SD = 0.863), improvement in employee morale (M = 3.98, SD = 1.009), availability of skilled workforce for future personnel needs of organization (M = 3.83, SD = 0.802), reduced supervision (M = 3.57, SD=0.888), personal growth (M = 3.77, SD=0.800), organizational stability (M = 3.72, SD=0.841), ability to adapt to change (M = 3.74, SD=0.812), increase in the confidence and

commitment of staff ( $M = 3.62$ ,  $SD=0.837$ ) and reduction in employee turnover and scrap and wastage ( $M = 3.55$ ,  $SD=1.084$ ).

The Relative Importance Index (RII) was also used to find the importance respondents placed on each of the effect variables. RII values above 0.5 suggest that respondents place a high importance on the variable. All the variables obtained an RII above the 0.5, suggesting that respondents considered all the variables as important variables. Based on the ranking, it emerged that the top five variables considered by respondents were improvement in employee morale (RII = 0.745), availability of skilled workforce for future personnel needs of organization (RII = 0.708), increased productivity (RII = 0.698), personal growth (RII = 0.693) and ability to adapt to change (RII = 0.684). Thus respondents believe that T&D programmes organized by PURC improves employee morale, makes available skilled workforce for future needs, increase the company's productivity, improve on employee's personal growth and makes employees adapt to change easily. This finding is consistent with the findings of Khan *et al.* (2011) whose study outcome indicated that there is a significant relationship between employee training and development and corporate performance. The finding was also consistent with the findings of Bhartiya, 2015 T & D programmes improves the effectiveness and efficiency of its employees, and also brings profitability and growth to the organization in the long term.

Figure 4.4 depict the results on the overall influence of T&D on the behaviour and performance of PURC. From the Figure below, about 43.4% of the respondents agreed that T&D programmes influence the behaviour and performance of PURC and 15.1% strongly agreed. On the contrary, 1.9% and 3.8% strongly disagreed and disagreed respectively that training and development programmes influence the behaviour and performance of PURC. About 36% of the respondents remained neutral on the question. If you put those who remained neutral, strongly disagree and

disagree together you get 41.7% we is very significant, meaning that almost half of the respondents have had any positive effect of the training and development offered them

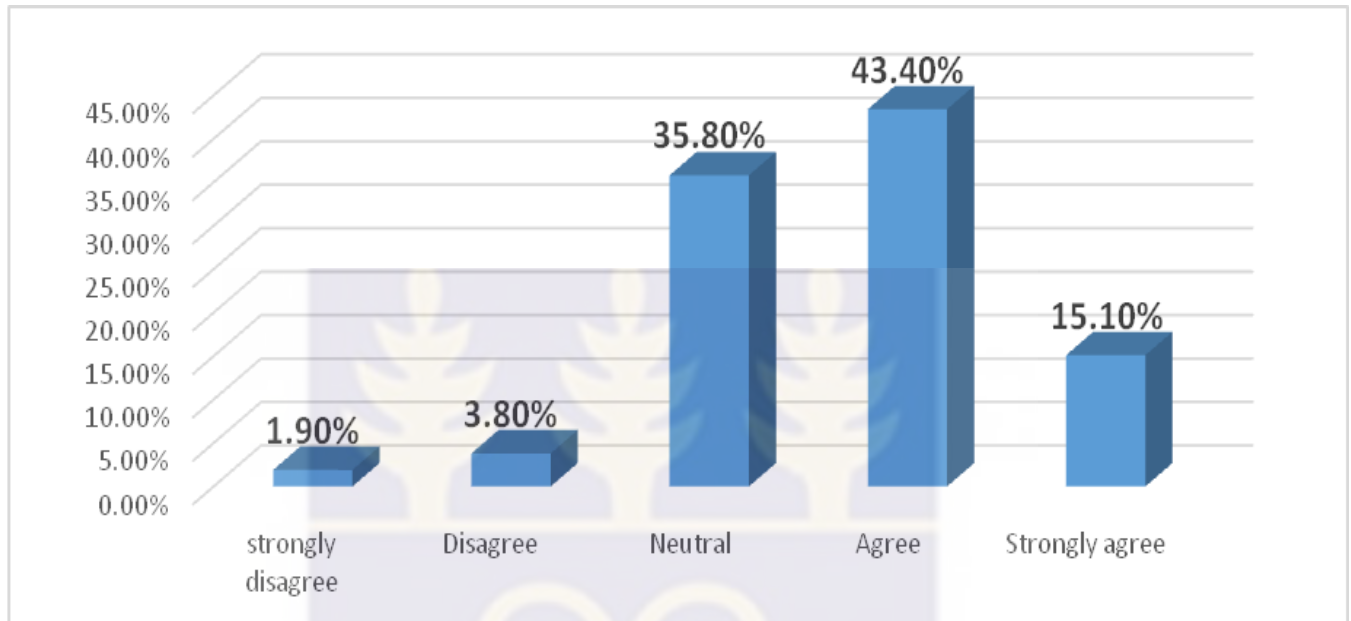
The interview conducted revealed that indeed training and development programmes have effect on the individual and institutional performance of PURC. It emerged that training influences the work attitudes of employees and expose them to what is happening in other institutions. It has also boosted the confidence of employees and enlightened them on the issues relating to the commission. Training has enabled employees to perform cross functional task in the organization. The findings tally with Benabou (1996) and Clarke (2004) study which indicated that although training and development programs brings about an additional cost to the organization, and directly benefits the employee, it indirectly benefits the organization, by improving the effectiveness and efficiency of its employees, and also brings profitability and growth to the organization in the long term.

The following are excerpts from management members:

*“Training and development has improved the effectiveness of employees. It has also improved efficiency and judicious use of PURC resources thereby enhancing productivity. It has improved the confidence of employees.”*

*“Training has improved efficiency. As employees get more training they are able to do things with little inputs. Also their skills are sharpened as a result of the training programmes.”*

*“Training has had a positive effect on staff behaviour and attitude to work. This is because it enabled people to see themselves in a cross functional capacity so people who work here are not restricted to just the profession to which they came.”*



**Figure 4. 4: T&D programme influence on behaviour and performance of PURC**

#### **4.5 Challenges in conducting T&D in PURC**

This section seeks to identify the challenges PURC faces when conducting training for its employees. From Table 4.9 (See Appendix three), it could be observed that lack of systematic and comprehensive training and needs analysis ( $M = 3.75$ ,  $SD = 0.689$ ), absence of transfer of learning ( $M = 3.68$ ,  $SD = 0.956$ ), lack of clear written policy on training and development ( $M = 3.62$ ,  $SD = 0.656$ ), failure to evaluate the effectiveness of training and development programmes more rigorously ( $M = 3.60$ ,  $SD = 0.906$ ) and timing of training programme ( $M = 3.55$ ,  $SD = 0.932$ ) obtained a mean score above 3.5, suggesting that these variables are the main challenges PURC faces when conducting training and development programmes.

Also, the RII identified lack of systematic and comprehensive training and needs analysis (RII = 0.689), absence of transfer of learning (RII = 0.670), lack of clear written policy on training and development (RII = 0.656), failure to evaluate the effectiveness of training and development programmes more rigorously (RII = 0.651) and timing of training programme (RII = 0.637) as the important challenges that impede on the training and development programmes organized by PURC.

In the interview conducted, a number of challenges were identified. The main challenge identified was the lack of funding. Others are favouritism in the selection process, delay in approving training program, lack of across board vision for PURC and lack of training needs assessment.

The HR manager made this comment:

*“Delay in approving the training programme is a challenge. Due to bureaucracy, sometimes after selecting the program which is meant to come off in say January, the programme may be approved in say March. This tends to delay the programme we have outlined.”*

The executive secretary also made this comment:

*“With any government agency you have issues with funding. We don’t have enough funds to enable us to undertake all kinds of training we have in mind and sometimes the money does not come on time.”*

The Legal director made this remarks:

*“The lack of across board vision is a challenge to PURC. I would say that we have not done well in having and across board vision that cut across the different department and so may be our training so far has been a bit limited to what each department does.”*

These findings are really in conformity with what the scholars have said in the literature review on the challenges to training and development as indicated by Kozlowski and Salas (2009) on how expensive to financing training and development, (Kozlowski and Bell, 2006) planning for the T&D, Salas and Cannon-Bowers (2001) training need assessment and Kozlowski and Salas (2009) on selecting favourite and people you think will pass the training.

#### **4.6 Enhancing T&D for Performance**

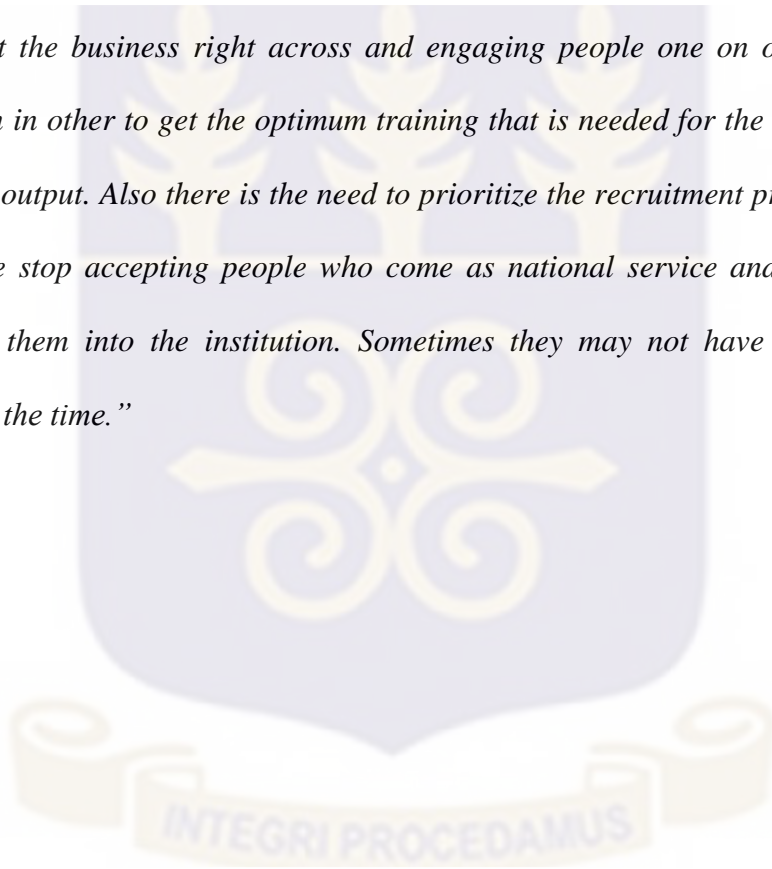
This section seeks to identify ways to enhance the training and development programmes organized by PURC. From the results (see Appendix three), all the eleven (11) variables obtained a mean score above the assumed mean of 3.5, suggesting that on the average respondents agree that these factors when implemented can enhance training and development at PURC.

The RII however, identified five main factors that can enhance training and development at PURC and they are: training should be a continuous process (RII =0.788), select high-quality instructors (RII = 0.783), encourage a learning culture (RII = 0.769), target the organization’s needs (RII = 0.760) and track or measure the results or T&D (RII = 0.755). Thus, to improve on the performance of PURC, management must continuously organize series of training for its employees. Also encouraging a learning culture is shown to be a factor that enhances training and development among employees.

The interview revealed a number of factors that could enhance the training and development programmes of PURC. Some of the factors identified are looking for additional source of finance, clearly identifying the training needs, learning from other organizations, participation in seminars to learn new things and the need to prioritize recruitment process.

The legal director made this remarks:

*“I think we should have a central training department within the HR function. That is looking at the business right across and engaging people one on one on their career aspiration in other to get the optimum training that is needed for the institution and also maximize output. Also there is the need to prioritize the recruitment process. We can also help if we stop accepting people who come as national service and then subsequently absorbed them into the institution. Sometimes they may not have the skills that are needed at the time.”*



## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

#### 5.1 Introduction

This final chapter summarizes the major findings of the empirical study undertaken on the effect of training and development on staff performance of the Public Utilities Regulatory Commission (PURC). The chapter is divided into three main sections, namely summary of findings, conclusions and recommendations.

#### 5.2 Summary of findings

This study investigated the training and development and staff performance of the Public Utilities Regulatory Commission. The research questions included; (a) what is the nature of T&D in the PURC, (b) what is the effect of T&D programmes on individual and performance of PURC employees, (c) how has T&D been in enhancing individual and institutional performance of PURC and (d) what challenges does PURC faces in conducting T&D?

The study revealed that about 64% of the respondents were aware of the existence of training policy at PURC. However, the interview conducted revealed that though such policy exists, it is a draft and has not been approved by board of directors, unfortunately it was revealed that the Commission for not have succession plan policy. Also the study revealed that selection of employees for training are based on the recommendation of supervisors. This was confirmed from the interview conducted. The interview conducted also revealed that the management

sometimes select potential employees and train them and some employees send their proposal to management to request to be trained.

It also emerged that the training of employees at PURC is not that frequent. Training is conducted annually for employees or at least every two years. Management staff and senior staff are normally trained once in every year and junior staff are trained at least twice in every year. The interview conducted revealed that due to some challenges in the past years, it was difficult for management to organize training for its employees.

Regarding the type of training used by PURC, it was revealed that PURC uses overseas training both short and long courses, local training both short and long courses and orientation training. It shown from the interview that management staff receives both local and foreign training and the training is usually based on leadership and policy issues. Also, senior staff receives both local and foreign training and the training is based on technical and managerial issues. Junior staffs are trained locally and the training is based on skill acquisition.

The study further revealed that the methods of facilitation vary. Thus facilitators make use of different methods depending on the kind of training given to employees. Respondents however indicate that presentation is the main methods of facilitation.

The findings from the study revealed that T&D programmes have effect on the behaviour of employees and the performance of PURC as a whole. The result showed that T&D programmes have made employees responsive and have gained confidence in executing their functions at PURC. Respondents noted that before joining the commission they knew nothing about the commission activities, but as a result of training programmes organized they are able to perform cross functional duties. The quantitative result revealed that T&D programmes have improved

employee's morale and personal growth. Employees are able now to adapt to change easily due to the training organized for them. T&D programmes have also improved PURC productivity and has made available skilled workforce for future needs. This effect on PURC and its employees is the confirmation of what Reynolds (2004) said, "He is of the view that training is designed to alter employee attitudes to promote efficiency at the workplace and increase performance. Organizations must see employees as organizational assets that need to be invested in by way of training. Through provision of training employee skills are developed, attitudes to work are changed and sense of identity to the organization is promoted (Reynolds, 2004)".

Regarding the challenges PURC faces in conducting T&D programmes, the RII revealed that lack of systematic and comprehensive training and needs analysis, absence of transfer of learning, lack of clear written policy on training and development, failure to evaluate the effectiveness of training and development programmes more rigorously and timing of training programme are the important challenges that hinder the training and development programmes organized by PURC. Other hindrances identified through the conduct of interview are lack and availability of funding, favouritism in the selection process, delay in approving training programs, lack of across board vision for PURC and lack of training needs assessment.

The study identified five key measures that need to be implemented in other to enhance the training and development of PURC. These measures are (1) considering training to as a continuous process, (2) selecting high-quality instructors, (3) encouraging a learning culture, targeting the organization's needs, (4) tracking or measuring the results of T&D. The interview conducted also revealed some other ways of enhancing training and development at PURC. Some of the measures identified are looking for additional source of finance, clearly identifying

the training needs, learning from other organizations, participating in seminars to learn new things and the need to prioritize recruitment process.

### **5.3 Conclusion**

The nature of work is constantly changing all over the world. New technologies also mean that new job skills are constantly needed. Training and development have undoubtedly been part of the organizations and cannot be dissociated from a successful organizational life.

Based on the findings, the study concludes that even though yet to be approved, PURC has developed training and development policy which guides them in training their employees on annual basis though the board of directors has not approved it yet. Also training for employees are organized once in every year or at least once in every two years. This implies that employees training and development are not frequent and this could affect their skills.

The study also concludes that training and development programmes affect the behaviour and institutional performance of PURC. In other words, T&D programmes improve employee's morale and personal growth thereby enhancing productivity. In relation to the challenges confronting PURC during training and development programmes, the study concludes that lack of systematic and comprehensive training and needs analysis and lack of funding affect the prospects of T&D in PURC and must therefore be addressed. This should be done by investing more funds into T&D programmes.

#### **5.4 Recommendation**

Based on the above conclusions, the following recommendations are made towards improving training and development programmes in PURC.

The human resource department must urgently present the drafted training policy for approval by the board. This is due to the fact that well-written policies and procedures allow employees to understand their roles and responsibilities in the field of training and development within the prescribed limits. Basically, the policies and processes of training and development allow the management to guide the work without the constant intervention of the administration.

Since training and development have been recognized as a key facilitator of human resources to achieve the objectives of the organization, the PURC must take realistic measures to pressure the government to increase its budgetary funds in the training of its personnel. This means that a significant allocation of funds must be provided to ensure the smooth implementation of training and development programs. Management should also consider seeking funds to support T & D programs.

The administration of PURC must create a Human Resources Unit to be solely responsible for the training and development needs of employees. This is because education and development contribute to optimizing the use of human resources that help the employee achieve objectives of the organization and individual objectives.

The development of the employee must be tailored to each employee and cover all aspects of their work. Training should focus on the development of current and future skill sets as they are

applied to the person's basic work requirements. Education should also allow the expansion of skills to include multifunctional training.

Finally, the management of PURC should deal with favouritism and whom you know attitude in the selection of who to be trained especially foreign training. Management should make it a policy and demand from all employees been trained outside the country to produce a comprehensive report on their training immediately after returning home to office. This will curb instances where employees are using foreign training to enrich themselves at the expense of the Commission.



## REFERENCES

- Ahiadeke, C. (2008). *Research methodology: theory and practice in the Social Sciences. Sundel Services Accra.*
- Akinyele, T. S. (2007). The Impact of Nigeria Training Programme on Employee Performance. *Research Journal of Business Management*, 1(1), p. 11-19.
- Akyeampong, O. (2011). Pro-poor tourism: residents' expectations, experiences and perceptions in the Kakum National Park Area of Ghana. *Journal of Sustainable Tourism*. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/09669582.2010.509508>
- Amaratunga, D., Baldry, D., Sarshar, M., & Newton, R. (2002). Quantitative and qualitative research in the built environment: application of "mixed" research approach. *Work study*, 51(1), 17-31.
- Anaman, K. A. (2014). *Research Methods in Economics and Other Social Sciences 2nd Edition*. LAP Lambert academic publishing.
- Appaw-Agbola, E., & Afenyo-Dehlor, S. (2011). Human resource issues in the development of tourism in Ghana: A survey of small/medium hotels in the Volta region. *World Review of Business*. Retrieved from <http://www.wbiaus.org/10.Esther-FINAL.pdf>
- Armstrong, M (2000). *Understanding Training', Human Resource Management Practice*. 8th Edition. Kogan page limited, London. 543p

Asare-Bediako, K. 2008. *Professional Skills in Human Resource Management*. 2nd (ed). Asare-Bediako 7 Associate Limited, 277 Windy Hills.

Azmi, I. A. G. (2010). Competency-based human resource practices in Malaysian public sector organizations. *African Journal of Business Management*, 4(2), 235–241.

Babbie, E. (2005). *The basics of social research*. sl: Belmont: Thompson Wadsworth.

Bhartiya, C. (2015). Impact of training and development on employee performance in selected public sector organizations. *International Journal of Enhanced Research in Management & Computer Applications ISSN*, 4(8), 2319–7471. Retrieved from [http://www.erpublications.com/uploaded\\_files/download/download\\_15\\_08\\_2015\\_12\\_22\\_46.pdf](http://www.erpublications.com/uploaded_files/download/download_15_08_2015_12_22_46.pdf)

Boardman, J., & Barbato, C. (2008). Review of socially responsible HR and labour relations practice in international hotel chains. *ILO*. Retrieved from [http://natlex.ilo.ch/wcmsp5/groups/public/---ed\\_dialogue/---sector/documents/publication/wcms\\_162286.pdf](http://natlex.ilo.ch/wcmsp5/groups/public/---ed_dialogue/---sector/documents/publication/wcms_162286.pdf)

Bryman, A. (2016). *Social Research Methods* United Kingdom: Oxford University Press.

Bryman, A. (2008). Of methods and methodology. *Qualitative Research in Organizations and Management: An International Journal*, 3(2), 159-168.

Bryman, A., & Bell, E. (2003). Breaking down the quantitative/qualitative divide. *Business Research Methods*, 465-478.

- Burgard, C. & Gorlitz, K. (July 2011). Continue Training, Job Satisfaction and Gender: An Empirical Analysis using German Panel Data. SOEP — The German Socio-Economic Panel Study at DIW Berlin. Available online at <http://www.diw.de/soeppapers> (Accessed 12/10/2017).
- Chand, M. (2010). The impact of HRM practices on service quality, customer satisfaction and performance in the Indian hotel industry. *The International Journal of Human Resource*. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/09585191003612059>
- Cole, G. A. (2004). *Management Theory and Practice* 6th ed. Thomson Learning
- Collis, J., & Hussey, R. (2013). *Business research: A practical guide for undergraduate and postgraduate students*. Palgrave macmillan.
- Collis, J., Hussey, R., Crowther, D., Lancaster, G., Saunders, M., Lewis, P., ... & Johnson, P. (2003). Business research methods. *Chongqing, China: University Press*. Cosier, RA and Harvey, M.(1998), *The hidden strengths in family business: functional conflict*, *Family Business Review*, 11(1), 75-79.
- Creswell, J. W., Plano Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed methods research designs. *Handbook of mixed methods in social and behavioral research*, 209, 240.
- Creswell, J. W. (1994). *Research design: Qualitative & quantitative approaches*. Sage Publications, Inc.
- De Vaus, D., & de Vaus, D. (2013). *Surveys in social research*. Routledge.

Dessler, G. (2008). *Human Resource Management*. 11<sup>th</sup> ed. Pearson International Edition

Dewah, P., & Mutula, S. M. (2016). Knowledge retention strategies in public sector organizations: Current status in sub-Saharan Africa. *Information Development*, 32(3), 362–376. <http://doi.org/10.1177/0266666914551070>

Evans, P., Pucik V. & Barsoux J-L 2002. *The Global Challenge: Framework for International Human Resource Management*. Boston: McGraw-Hill.

Fawad, L. K. (2012). An integrated model of training effectiveness and satisfaction with employee development interventions. *Industrial and Commercial Training*, 44(4), 211–222. <http://doi.org/10.1108/00197851211231487>

Gu, H., Ryan, C., & Yu, L. (2012). The changing structure of the Chinese hotel industry: 1980–2012. *Tourism Management Perspectives*. Retrieved from <http://www.sciencedirect.com/science/article/pii/S2211973612000244>

Hatala, J & Fleming, P. R. (March 2007). Making Transfer Climate Visible: Utilizing Social Network Analysis to Facilitate the Transfer of Training: Human Resource Development Review. Available online at <http://www.socialnetworkaudit.com/articles/Making%20Transfer%20Climate%20Visible.pdf> (Accessed 10/10/2017).

Hoque, K. (2013). *Human resource management in the hotel industry: Strategy, innovation and performance*. Retrieved from <https://books.google.com/books?hl=en&lr=&id=HUgrBgAAQBAJ&oi=fnd&pg=PP1&dq=human+resource+training+and+development+impact+on+hotel+performance&ots=PLkc->

N\_Bq6&sig=4vWPV3p7sl0hf0ty8AdzM7Nme6k

Husain, A. (2011). Steps for Conducting a Needs Assessment. Available online at <http://www.articlesbase.com/career-management-articles/steps-for-conducting-a-needs-assessment-3994693.html> (Accessed 11/10/2017).

Huquea , S. A. & Vyasb, L. (January 2008). Expectations and Performance: Assessment of Public Service Training in Hong Kong. *The International Journal of Human Resource Management*, 19(1), p.188–204.

Khan, R. A. G., Khan, F. A., & Khan, M. A. (2011). Impact of Training and Development on Organizational Performance. *Global Journal of Management and Business Research*, 11(7), 63–69. <http://doi.org/10.1017/CBO9781107415324.004>

Kozlowski, S. W., & Salas, E. (Eds.). (2009). *Learning, training, and development in organizations*. Taylor & Francis.

Kozlowski, S. W., & Bell, B. S. (2006). Disentangling achievement orientation and goal setting: Effects on self-regulatory processes. *Journal of Applied Psychology*, 91(4), 900.

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, 30(3), 607-610.

Kumpikaitė, V & Čiarnienė, K. (2008). New Training Technologies and their use in Training and Development Activities: Survey Evidence from Lithuania, *Journal of Business Economics and Management*, 9(2), p. 155–159.

Leedy, P. D., & Ormrod, J. E. (2012). Practical research: Planning and design [Kindle eBook version].

Malhotra, N. K., & Birks, D. F. (2007). Marketing research. Harlow: Dentice Hall. *Pearson Education*.

Mathis R.L and Jackson J.H (2008), Training Human Resource: Human Resource Management, Twelve Edition, Printed in USA

Martin, H. J. (2010). Improving Training Impact through Effective Follow-Up: Techniques and their Application, *Journal of Management Development*, 29(6), p. 520 – 534.

Matilda, G. (2009). Business Performance and Skill. Positional Paper: City & Guild Centre for Skills Development. Available online at [http://www.skillsdevelopment.org/knowledge\\_portal/position\\_papers.aspx](http://www.skillsdevelopment.org/knowledge_portal/position_papers.aspx) (Accessed 12/10/2017).

Mayiams C. (2012). Effective Management: A mulit-media approach. DPS Associates. Quebecor World.

Mensah, I., & Blankson, E. (2013). Determinants of hotels' environmental performance: Evidence from the hotel industry in Accra, Ghana. *Journal of Sustainable Tourism*. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/09669582.2013.776058>

Neuman, W. L. (2006). Social Research Methods: Qualitative and Quantitative Approaches. Boston, Massachusetts: Pearson Education.

- Molina, J. A. & Ortega, R. (2003). Effects of Employee Training on the Performance of North-American Firms. *Applied Economic Letter*, 10, p.549-552. (Online) Available online at <http://www.andf.co.uk/journal> (Accessed 10/10/2017).
- Mondello, M., & Maxcy, J. (2009). *The impact of salary dispersion and performance bonuses in NFL organisations. Management Decision*, 47(1), 110-123.
- Monette, D. R., Sullivan, T. J., & DeJong, C. R. (2013). *Applied social research: A tool for the human services*. Cengage Learning.
- Mutula, S. M. (2016). Knowledge retention strategies in public sector organizations. *Information Development*, 32(3), 362–376.
- Nassazi, A., (2013). Effects of Training on Employee Performance. Evidence from Uganda. Vaasan Ammattikorkeakoulu, University of Applied Sciences. Master's Degree in International Business.
- Noe, R. (2010). *Employee training and development*. Retrieved from <http://202.74.245.22:8080/xmlui/handle/123456789/435>
- Obi-Anike, H. O., & Ekwe, M. C. (2014). Impact of Training and Development on Organizational Effectiveness: Evidence from Selected Public Sector Organizations in Nigeria. *European Journal of Business and Management Online*, 6(29), 2222–2839.
- Obisi, C. (December, 2011). Employee Training and Development in Nigerian Organisations: Some Observations and Agenda for Research, *Australian Journal of Business and Management Research*, 1(9), p. 82-91.

Panagiotakopoulos, A. (2011). Workplace Learning and Its Organizational Benefits for Small Enterprises: Evidence from Greek Industrial Firms. *The Learning Organization*, 18(5), pp. 350 – 360.

Palmer, R. (2009). Skills development, employment and sustained growth in Ghana: sustainability challenges. *International Journal of Educational Development*. Retrieved from <http://www.sciencedirect.com/science/article/pii/S0738059308000989>

Paynes E. J. (2008). *Human Resource Management for Public and Non-profit Organizations*, 3rd edition.

Pee, L. G., & Kankanhalli, A. (2016). Interactions among factors influencing knowledge management in public-sector organizations: A resource-based view. *Government Information Quarterly*, 33(1), 188–199. <http://doi.org/10.1016/j.giq.2015.06.002>

Phillips, P. P. (2003). Training evaluation in the public sector. *ProQuest Dissertations and Theses*, 215-215 . Retrieved from [http://search.proquest.com.ezproxy.library.wisc.edu/docview/288297931?accountid=465%5Cnhttp://sfx.wisconsin.edu/wisc?url\\_ver=Z39.88-2004&rft\\_val\\_fmt=info:ofi/fmt:kev:mtx:dissertation&genre=dissertations+&+theses&sid=ProQuest+Dissertations+&+Theses+Full](http://search.proquest.com.ezproxy.library.wisc.edu/docview/288297931?accountid=465%5Cnhttp://sfx.wisconsin.edu/wisc?url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:dissertation&genre=dissertations+&+theses&sid=ProQuest+Dissertations+&+Theses+Full)

Reynolds M. (2016). *The Importance of Training and Development in the Hospitality Industry*. Sage Publishing Inc.

- Rowold, R. (2008). Multiple effects of Human Resource Development Interventions. *Journal of European Industrial Training Outcomes*, 32(1), pp. 32-44, *Human Resource Management Journal*, 20 (2), p. 138–156.
- Salas, E., & Cannon-Bowers, J. A. (2001). The science of training: A decade of progress. *Annual review of psychology*, 52(1), 471-499.
- Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The Science of Training and Development in Organizations: What Matters in Practice. *Psychological Science in the Public Interest, Supplement*, 13(2), 74–101.  
<http://doi.org/10.1177/1529100612436661>
- Sarwar, S., Azhar, A. S. & Akhtar, N. (April 2011). Impact of Training Patterns upon the Social Relations of Employees (A Meta-Analysis), *Journal of Management Research*, 3(2), p. 1-20.
- Saunders, M.; Lewis, P. & Thornhill, A. (2010). *Research Methods for Business Students*. Fourth Edition, Prentice Hall.
- Seidle, B., Fernandez, S., & Perry, J. L. (2016). Do Leadership Training and Development Make a Difference in the Public Sector? A Panel Study. *Public Administration Review*, 76(4), 603–613. <http://doi.org/10.1111/puar.12531>
- Shore L. (2012). Employee Training and Development: Similarities and Differences. *Interdisciplinary Journal of Contemporary Research*. 7 (3) 231-256.
- Tsaur, S., & Lin, Y. (2004). Promoting service quality in tourist hotels: the role of HRM

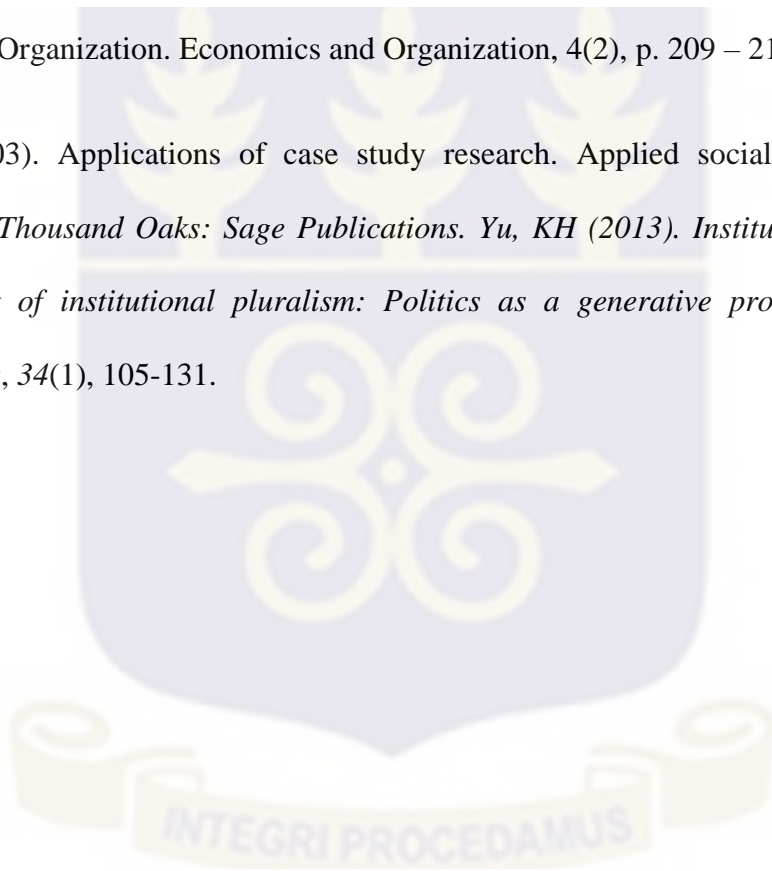
practices and service behavior. *Tourism Management*. Retrieved from

<http://www.sciencedirect.com/science/article/pii/S0261517703001171>

Verbeeten, F. H. M. (2008). Performance management practices in public sector organizations Impact on performance. *Accounting, Auditing & Accountability Journal*, 21(3), 427–454.  
<http://doi.org/DOI 10.1108/09513570810863996>

Vemic, J. (September 2007). Employee Training and Development and the Learning Organization. *Economics and Organization*, 4(2), p. 209 – 216.

Yin, R. K. (2003). Applications of case study research. Applied social research methods series. *Thousand Oaks: Sage Publications*. Yu, KH (2013). Institutionalization in the context of institutional pluralism: Politics as a generative process, *Organization Studies*, 34(1), 105-131.



## APPENDIX ONE

### Survey Questionnaire

This questionnaire has been designed to solicit information for purely academic purposes. This is to enable the researcher, a final year student of the University of Ghana Business School complete his thesis on the topic; EFFECT OF EMPLOYEE TRAINING AND DEVELOPMENT ON STAFF PERFORMANCE OF THE PUBLIC UTILITIES REGULATORY COMMISSION, in pursuance of MASTER IN PUBLIC ADMINISTRATION. Please kindly answer the questions as sincere as possible.

NB: All information given would be treated with utmost confidentiality.

**Please tick where appropriate**

### SECTION A: BASIC DEMOGRAPHIC DATA

1. Gender:      a. Male [  ]              b. Female [  ]
  
2. How old are you? (Years)  
  
    a. 18 – 25 [  ]              b. 26 – 35 [  ]              c. 36 – 45 [  ]  
  
    d. 46 – 55 [  ]              e. 56 and above [  ]
  
3. Educational Background:

- a. Senior High School [ ]
- b. Higher National Diploma [ ]
- c. First Degree [ ]
- d. Master's Degree [ ]
- e. PhD [ ]
- f. Professional Certified certificate [ ]
- g. Other (please specify)  
.....

4. How many years have you been with PURC?

- a. Less than 2 years [ ]
- b. 2-5 years [ ]
- c. 6-9 years [ ]
- d. 10-19 years [ ]
- e. 20 years and above [ ]

5. What was your first job position in PURC?

.....

6. How many years did you spent on your previous position before movement?

- (a) Ten years or more. [ ]
- (b) At least 6 years, but less than 10 years. [ ]
- (c) At least 3 years, but less than 6 years. [ ]
- (d) At least 1 year, but less than 3 years. [ ]
- (e) Others (please specify).....

7. What is your current job position?

.....

8. How long have you worked in your current position?

- (a) Ten years or more. [ ] (b) At least 6 years, but less than 10 years. [ ] (c) At least 3 years, but less than 6 years. [ ] (d) At least 1 year, but less than 3 years. [ ] (e) At least 3 months, but less than 12 month [ ]

(g) Others (please specify).....

**SECTION B: Nature of T&D Programmes in PURC**

1. Are you aware of any training policy /programme in PURC?

- i. Yes [ ]                      ii. No [ ]. Please can you state what you know about T&D in PURC.....

.....

A. Have you had any form of training since you joined PURC?

- i. Yes [ ]                      ii. No [ ]

B. How were you selected for the Training programme?

- (a) On joining the company [ ] (b) Supervisors recommendation [ ] (c) Compulsory for all employees [ ] (d) Upon employee request [ ] (e) Performance appraisal [ ] (f) Others please specify.....

.....

C. If yes to question 1a, how many times have you had any form of training within a year?

- a. Only once [ ]                      b. Twice [ ]                      c. Several times [ ]

D. If you answered yes to question 1a, how long does the training take place?

- a. Less than one month [ ]                      b. 1 – 3 months [ ]                      c. 4 – 6 months [ ]  
d. 7 – 9 months [ ]                      e. Above one year [ ]

E. What type of Training have you received from your organization?

- (a) Employee orientation [ ] (b) Mentoring [ ] (c) Refresher [ ] (d) On-the-job Training [ ]  
(e) Off-the-job Training [ ] (f) Others specify.....

F. Do you agree that the training and development program in this institution is planned and systematic?

- (a) Strongly Disagree [ ] (b) Disagree [ ] (c) Undecided [ ] (d) Agree [ ] (e) Strongly Agree [ ]

G. How long ago have you attended any training and development programme organized by PURC?

- (a) 1 – 3 months [ ] (b) 4 – 6 months [ ] (c) 7 – 9 months [ ] (d) 10 – 12 months [ ]  
(e) Over one year [ ]

H. What were the methods of facilitation at the training and development programme you have attended?

- (a) Lecture [ ] (b) Demonstration [ ] (c) Discussions [ ] (d) Presentation [ ] (e) Seminar [ ] (f) Others please specify.....

I. Please indicate the extent to which you agree or disagree that the following training programmes are conducted in the PURC. Please tick (✓) only one answer in each case from the rating of 1 to 5, where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

<b>Training program</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Refresher training					
Orientation training					
Career or development training					
In-House Training					
On the Job training					
Local Training – Both short and long courses					
Professional Qualifying training					
Overseas training – both short and long courses					
Workshops and Seminars					
Mentoring / Coaching					

J. How often do you undergo training?

- (a) Quarterly [ ] (b) Every six months [ ] (c) Once a year [ ] (d) Every two years [ ]  
(e) Others please specify.....

2. How will you rate the quality of the training and development programme/s for which you have participated?

- (a) Very poor [ ] (b) Poor [ ] (c) Average [ ] (d) Good [ ] (e) Very good [ ] (f) Very effective [ ]

3. What were the objectives of the training?

- (a) To help improve performance [ ] (b) To acquire more skills [ ] (c) Other please specify.....

4. Do you agree that the objective of the training programme was achieved?

- (a) Strongly Disagree [ ] (b) Disagree [ ] (c) Undecided [ ] (d) Agree [ ] (e) Strongly Agree [ ]

5. How relevant were the training you received to your work?

- (a) Not relevant at all [ ] (b) Not relevant [ ] (c) Undecided [ ] (d) Relevant [ ]  
(e) Very relevant [ ]

**SECTION C: Effect of T&D on the behaviour and performance of PURC employees**

6. How effective is the training and development programmes organized for employees at PURC?

- a. Not effective [ ]                      b. Somehow effective [ ]                      c. Not sure [ ]  
 d. Effective [ ]                      e. Very effective [ ]

7. Would you agree or disagree that the T&D programmes has influenced the behavior and performance of PURC employees?

- a. Strongly disagree [ ]    b. Disagree [ ]                      c. Neutral [ ]  
 d. Agree [ ]                      e. Strongly agree [ ]

8. Please indicate the extent to which you agree or disagree with the following which seeks to elicit information regarding the effect of training and development on the behavior and performance of PURC employees. Please tick (✓) only one answer in each case from the rating of 1 to 5, where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

<b>Effect of training and development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Increased productivity					
2. Improvement in employee morale					
3. Availability of skilled workforce for future personnel needs of organization					
4. Acquisition of new skills to cope with changes in the internal and external work environment					

5. Improvement in health and safety					
6. Reduced supervision					
7. Personal growth					
8. Organizational stability					
9. Ability to adapt to change					
10. Increase in the confidence and commitment of staff					
11. It provides the needed recognition and enhances responsibility which could lead to an increase in pay and promotion					
12. Team spirit					
13. Reduction in learning time					
14. Increase Job Security					
15. Increased consistency					
16. Reduction in employee turnover and scrap and wastage					



5. Weak interaction between the industries or services seeking and the institutions providing training					
6.Resources constraints					
7.Timing of training programme					
8.Discrimination and favouritism					
9. Poor training content					
10. Inconsistent Training					
11.Lack of In-house Expertise					
<b>Please indicate other challenges PURC faces in conducting T&amp;D and rate them.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**SECTION E. Enhancing T&D for Performance**

11. Please indicate the extent to which you agree or disagree with the following which seeks to elicit information regarding the enhancement of training and development on performance of PURC and its employees. Please tick (√) only one answer in each case from the rating of 1 to 5, where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

<b>Enhancement of T&amp;D</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Track or Measure the Results of T&D					
Emphasize T&D as an investment					
Target the organization's needs					
Encourage a Learning Culture					
Include Management					
Select high-quality instructors					
Pick a good location					
As a continuous process					
Align T&D to Organizations Operating Goals					

Managers passion to coach their subordinates					
Perform T&D need assessments					

**Thank You**



**Scheduled interview questions for Management of PURC.**

This interview questions have been designed to solicit information for purely academic purposes. This is to enable the researcher, a final year student of the University of Ghana Business School complete his thesis on the topic; EFFECT OF EMPLOYEE TRAINING AND DEVELOPMENT ON STAFF PERFORMANCE OF THE PUBLIC UTILITIES REGULATORY COMMISSION, in pursuance of MASTER IN PUBLIC ADMINISTRATION. Please kindly answer the questions as sincere as possible.

NB: All information given would be treated with utmost confidentiality.

**Background Information;**

**Gender.....Age.....When Joined PURC.....**

**Position..... Period in Position.....**

**Department ..... Main Task.....**

**Section A: Nature of Training and Development**

1. kindly explain training and development programme for PURC employees?

- a. Please do you have T&D Policy? b. Please do you have policy on secession planning and how it is being implemented c. When were they drafted and approved?

2. Please explain the procedures /mechanism for training and development program in PURC.

3. Please kindly explain how employees are selected for the Training programme? Does Favoritism and whom you know or lobbying play a role in selection?.

4. Please how often do you conduct training needs assessment?

4. How often do employees of these categories undergo training and development?

a. Management Staff

b. Senior Staff

c. Junior Staff

d. Contract / Temporary Staff

5. What type of Training and development programme do these categories of employees go through?

a. Management Staff

b. Senior Staff

c. Junior Staff

d. Contract / Temporary Staff

**Section B: Training and Development and Performance of PURC Employees**

6. What are the objectives of the training and development programme of this institution?

7. Are the objectives of the training and development of employees achieved?

8. What were the methods of facilitation at the training and development programme organized by this institution?

9. To what extent have training and development offered to employees affected their behaviour and attitude to work?

10. Please state four contributions of training and Development programme in this institution to the improvement of employee's performance? Please give reasons on the above.

11. Please state three (3) benefits of training and development programme organized for employees? Give reasons?

### **Section C: Challenges of Training and Development**

12. Please kindly state four (4) hindrances to training and development program in your institution? Please give reasons?

### **Section D: Enhancing Training and Development**

13. What do you think should be done by this institution to increase the impact of training and development programme on performance of employees?

14. Please kindly state five (5) ways of improving training and development in PURC.

15. Any other comments

## APPENDIX TWO

## Krejcie and Morgan (1970) Sample Size Calculator

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.  
*S* is sample size.



**APPENDIX THREE****Descriptive Statistics Tables****Descriptive Statistics on training program**

	N	Mean	Std. Deviation
Refresher training	53	2.85	1.116
Orientation training	53	3.88	1.274
Career or development training	53	3.15	1.307
In-House Training	53	3.17	1.221
On the Job training	53	3.42	1.064
Local Training - Both short and long courses	53	3.69	1.067
Professional qualifying training	53	3.34	1.255
Overseas training - Both short and long courses	53	3.90	1.049
Workshops and Seminars	53	3.23	1.339
Mentoring/Coaching	53	3.09	1.229

*Source: Field work, 2018*

**Training and development program is planned and systematic**

		Frequency	Percent
Valid	Strongly disagree	14	26.4
	Disagree	18	34.0
	Undecided	6	11.3
	Agree	9	17.0
	Strongly agree	6	11.3
	Total	53	100.0

*Source: Field work, 2018*

**Descriptive Statistics on the effect of T&D programmes**

	N	Mean	Std. Deviation	RII	Rank
Increased Productivity	53	3.79	.863	0.698	3
Improvement in employee morale	53	3.98	1.009	0.745	1
Availability of skilled workforce for future personnel needs of organization	53	3.83	.802	0.708	2

Acquisition of new skills to cope with changes in the internal and external work environment	53	3.40	.862	0.599	11
Improvement in health and safety	53	3.34	.939	0.585	14
Reduced supervision	53	3.57	.888	0.642	8
Personal growth	53	3.77	.800	0.693	4
Organizational stability	53	3.72	.841	0.679	6
Ability to adapt to change	53	3.74	.812	0.684	5
Increase in the confidence and commitment of staff	53	3.62	.837	0.656	7
It provides the needed recognition and enhances responsibility which could lead to an increase in pay and promotion	53	3.51	.973	0.627	10
Team spirit	53	3.28	.863	0.571	15
Reduction in learning time	53	3.36	.710	0.590	13
Increase job security	53	3.28	.744	0.571	15
Increased consistency	53	3.43	1.010	0.599	11
Reduction in employee turnover and scrap and wastage	53	3.55	1.084	0.637	9

Training and development improves the availability, quality and skills of staff	52	3.29	1.391	0.571	15
---	----	------	-------	-------	----

*Source: Field work, 2018*



**Challenges in conducting T&D programmes at PURC**

	N	Mean	Std. Deviation	RII	Rank
Lack of systematic and comprehensive training and needs analysis	53	3.75	.959	0.689	1
Lack of clear written policy on training and development	53	3.62	.965	0.656	3
Failure to evaluate the effectiveness of training and development programmes more rigorously	53	3.60	.906	0.651	4
Poor training content	53	3.19	1.144	0.547	10
Absence of transfer of learning	53	3.68	.956	0.670	2
Inconsistent Training	53	3.42	1.082	0.604	8
Resources constraints	53	3.45	.952	0.613	7
Lack of In-house Expertise	53	3.49	1.154	0.623	6
Timing of training programme	53	3.55	.932	0.637	5

Weak interaction between the industries or services seeking and the institutions providing training	53	3.11	.974	0.528	11
Discrimination and favouritism	53	3.25	.979	0.561	9

*Source: Field work, 2018*



**Descriptive Statistics on enhancing T&D in PURC**

	N	Mean	Std. Deviation	RII	Rank
Track or measure the results or T&D	53	4.02	.930	0.755	5
Emphasize T&D as an investment	53	3.94	.989	0.736	7
Target the organizations needs	53	4.04	.999	0.760	4
Encourage a Learning culture	53	4.08	1.016	0.769	3
Include management	53	3.96	.876	0.741	6
Select high-quality instructors	53	4.13	.833	0.783	2
Pick a good location	53	3.98	1.118	0.736	7
As a continuous process	53	4.15	.969	0.788	1
Align T&D to organizations operating goals	53	3.94	1.045	0.736	7
Managers passion to coach their subordinates	53	3.85	1.045	0.712	8
Perform T&D need assessments	53	3.85	1.063	0.712	8

*Source: Field work, 2018*