

UNIVERSITY OF CAPE COAST

STAFF DEVELOPMENT POLICIES AND PROGRAMS OF THE
MINERALS COMMISSION, GHANA

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MINERALS COMMISSION, GHANA

BY

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DECLARATION

Candidate's Declaration

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

Candidate's Signature Date

Name: Grace Lartey

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature..... Date

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ABSTRACT

This study explored the influence Training and development (T&D) on employee performance within the Minerals Commission of Ghana by focusing on three regions. The specific objectives were to assess employee development policies of the Minerals Commission; to examine the forms of training with its perceived benefits at the commission; Examine the influence of T&D on the performance of employees and finally, to assess the challenges of training and development programmes at the Commission. The study was a descriptive cross-sectional quantitative study with 95 staffs surveyed. A self-administered questionnaire was the main research instrument. The results showed a very high level of awareness of the existence of staff development policies, staff perception about T&D policies showed that management have a policy that promotes the career development of all workers and that management conducts training and career development for all workers. The study revealed a strong positive relationship between all forms of training and employee performance. The results of the study also showed that the commonest form of challenges to T&D were; There is too much favouritisms within the Commission when it comes to training and career development and there is often lack of management support for employees' career development programme. T&D was seen to highly influence employee performance. The study recommends that management of the Ghana Minerals Commission clearly identify and communicate training and development opportunities to their staffs. Training needs must be identified to ensure that training skills to be acquired match with current performance level.

KEYWORDS

Human Capital

Human Resource

Knowledge

Minerals Commission

Performance

Psychological Contract

Skills

Training and Development

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I acknowledge the undying support of God, my supervisor Dr. N. Osei Owusu, my husband and children, my parents and all those who supported me in this journey.

DEDICATION

To my children, husband, my Mum and my Dad

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CHAPTER ONE

INTRODUCTION

Background to the Study

It is an indispensable fact that organisations write down vision and mission statements as a guide to achieve set goals, strategic planning and controlling is also key in business performance (Bryson, 2011). At the centrality of achieving businesses success lies an ingredient that cannot be overlooked, human resource, an organisation's staff and how they are equipped to carry out their functions contributes highly to ensuring success. Thus, human resource training and development is paramount to the growth and success of every business entity or setup. Human resource has been identified as the hub around which all other resources revolve in the world of work. In view of this, businesses which want to have cutting edge experience recruit the best ones from the job market, train and retrain them continually to meet the ever-changing challenges.

Equipping staff adequately requires that they should be trained and a system put in place to ensure that their skills are constantly being monitored and when problems arise, they should be addressed to ensure that the staff's ability to function competently and efficiently is not impaired. Attention also has to be paid to the personal development of the individual staff to ensure that they are developing in a way that will enhance their sense of fulfilment in themselves, which should enhance their ability to better perform their role in the realisation of the organisation's goals. Knowledge is turning to basic capital that triggers development.

The success of organizations is however dependent on its knowledgeable, skilled as well as experienced workforce. In order to maintain sustainability, organizations must see continuous employee training and development as invaluable.

Training and development is very essential at all employee levels, due to the reason that skills erode and become obsolete over a period of time and has to be replenished (Nishtha & Amit, 2010). Staff training and development are based on the premise that staff skills need to be improved for organisations to grow (Fiore & Rose, 1999). Training is a systematic development of knowledge, skills, and attitudes required by employees to perform adequately on a given task or job. New entrants into organisations have various skills, although not all are relevant to organisational needs. Training and development, in essence would remodel and coordinate individual employee skills and attributes towards attaining organisational goals (Lynton & Pareek, 2000).

Employee training has therefore become a key factor in improving levels of organizational productivity. This is so because it provides skills required now and, in the future, for the organization. In addition, to more valid staffing methods companies can seek competitive advantage through training and development of workers. Leading companies have come to view training as a key to organizational survival and success. In any organization or industry that offers services or products to the general public, a critical and key area of relevance is the performance of its employees. Performance is an extremely significant criterion that relates to organizational outcomes and success.

Campbell, McCloy, Oppler and Sager (1993) describes job performance as an individual level variable. That is, performance is something a single person does. This differentiates it from more encompassing constructs such as organizational performance or national performance which are higher level variables (Campbell et al, 1993).

It is therefore imperative that employers concentrate on their individual staff training and development so as to increase their job performance and ultimately productivity. It is imperative to note that the 1992 constitution which is the supreme law of the land has a „soft spot“ for human capital development under Article 25 clauses (a) – (e) and Article 38 clauses 1 – 3 respectively, where issues pertaining to access, functional literacy and the provision of educational facilities are highlighted. The Labour Act 2003, Act 651 Part V – employment of persons with disability section 53, talks about training. It enjoins companies or employers “to train or retrain a person with disability to overcome any aspect of his or her disability in order to cope with any aspect of the person’s employment”. It further states that “the employer may provide or arrange at the employer’s expense, the training or retraining for the person”.

The Minerals Commission (MC) is a government agency established under Article 269 of the 1992 Constitution and the Minerals Commission Act 1993, Act 450. The Minerals Commission as the main promotional and regulatory body for the minerals sector in Ghana is responsible for “the regulation and management of the utilization of the mineral resources of Ghana and the coordination and implementation of policies relating to mining. It also ensures compliance with Ghana's Mining and Mineral Laws and Regulation through effective monitoring. The Minerals Commission has to manage, train

and develop its scanty resources (including human resource) to achieve the set targets and also have comparative advantage over competitors.

Among the factors of production (Land, Capital and Labour), the Company has identified labour to be its most valuable asset. Thus, the human resource is the central component that promotes efficient and effective management of businesses to achieve goals. Labour may be explained to mean the number of man-hours an individual is ready, willing and prepared to contribute towards the production process. Following from this, it is evident that the only way that labour can be useful, contribute meaningfully and assume the central role of harnessing both natural and financial resources to enhance productivity is through the acquisition of skills, knowledge and improved competencies by way of formal education, training and on-the-job training.

Statement of the problem

With the new emerging organizational reality where change, competition, workforce demographic changes and business upheavals are eminent, training and development is becoming an important method that equips organisations with the flexibility, adaptability and durability required for survival. However, much of the existing literature on corporate training and development has lamented the failure of organisational efforts to significantly improve the knowledge, skills and attitudes of employees that affect business performance (Campbell, Dunnette, Lawler & Weick, 1970).

The National Minerals Commission has indicated its commitment to training and Development as indicated in its Review Of “Conditions of

Service” For Staff Comparative Review (MAY 2016). Clause 51 states that, ‘In pursuance of the Commission’s policy to maintain a well-trained and motivated human resource, it shall provide the environment and facilities that will afford staff the opportunity to improve their knowledge and skills, not only to enhance their efficiency in their current job, but also to prepare them for promotion and higher responsibilities as required by the Commission. Such training and development shall cover all employees. There are however, questions that remain unanswered. What have been the purposes for organising training and development programmes? Has the Commission shown much commitment to training and development programmes by examining the percentage of expenditure that goes into training and development programmes.

As emphasised by Holden and Livian (1992) and Bishop (1993). Can the Commission be truly justified for spending the amounts on training and development of its staff? Yadapadithaya and Stewart (2003) provided evidence on justification for spending on training and development programmes whilst DeCenzo and Robbins (2002) emphasised the effectiveness of training and development programmes. Is the Commission doing enough to ensure that the employees receive adequate training to keep them abreast with time? How effective have the training and development programmes been? Tannenbaum (1997) and Yadapadithaya and Stewart (2003) provided insights on the challenges of training and development programmes and raised the issue of key challenges in training and development activities. It is an attempt to find answers to these nagging questions that has necessitated this research.

Objectives of the Study

The central purpose of this study was to evaluate the training and development programmes at the National Mineral Commission. The specific research objectives were to:

1. assess employee development policies of the Minerals Commission
2. examine the forms of training with its perceived benefits at the commission
3. examine the influence of training and development on the performance of employees
4. assess the challenges of training and development programmes at the Commission.

Research Questions

1. What are the employee development policies of the commission?
2. What is the benefit of training at the Minerals Commission?
3. Does Training and Development have any influence on employee performance?
4. What factors limit the effective implementation of training strategies?

Significance of the Study

An organisation such as the National Minerals Commission should aim at evaluating its training and development programme in order to determine whether it has accomplished the training needs assessment or there are amendments to be made in designing the training programmes. The study will go a long way to bring out the commitment of National Minerals Commission to training and development of its staff. This will ensure their strength and

sustenance in the financial industry that has been competitive these days. The study will add up to the existing body of literature on the subject matter.

Organisation of the Study

The study is organised into five chapters. The first chapter which the introduction is covers the background to the study, problem statement, objectives of the study, research questions, scope, significance and organisation of the study. This is followed by chapter two which comprised related literature on the subject of discussion. Chapter three covers the methodology for the study and includes the population, sample and sampling technique, research design, sources of data and data collection instruments and method of data analysis. The data presentation and analysis are contained in chapter four. The last chapter, which is chapter five details the summary of major findings, conclusions, recommendations and suggestions for further research. This is followed by the references and appendices.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter concentrates on literature review with respect to the outline of objectives. The chapter explores and gives meaning to the theories underpinning this study. Other empirical studies on the relationship between training and development and employee performance have been reviewed and a conceptual framework developed. The Human Capital theory, Resource based theory and the concept of Psychological contract in relation to employee training and performance are discussed under the theoretical review. The concept of training and development, purpose of T&D, and some indicators of employee's performance were discussed. The chapter also includes a review of empirical literature related to this study. The chapter ends with a conceptual framework of the studied variables and a chapter summary.

Theoretical Framework

Theoretical models are body of knowledge that seeks to observe, understand and explain concepts. There are several theoretical approaches towards employee training, but this study will consider the human capital approach and the Resource based approach in addition to the concept of psychological contract.

Human Capital Theory

Human capital theory is concerned with how people in an organization contribute their knowledge, skills and abilities to enhancing organizational capability and the significance of that contribution (Armstrong & Taylor, 2014). According to Flamholtz & Lacey (1981), human capital theory proposes

that people's skills, experience, and knowledge are a form of capital and that returns are earned from investments made by the employer or employee to develop these attributes.

Human capital theory rests on the assumption that formal education is highly instrumental and necessary to improve the productive capacity of a population. In short, human capital theorists argue that an educated population is a productive population. Human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings. The provision of formal education is seen as an investment in human capital, which proponents of the theory have considered as equally or even more worthwhile than that of physical capital (Woodhall, 1997).

Human Capital Theory (HCT) concludes that investment in human capital will lead to greater economic outputs, however the validity of the theory is sometimes hard to prove and contradictory. In the past, economic strength was largely dependent on tangible physical assets such as land, factories and equipment. Labour was a necessary component but increases in the value of the business came from investment in capital equipment. Modern economists seem to concur that education and health care are the key to improving human capital and ultimately increasing the economic outputs of the nation (Becker 1993).

The idea that education generates positive externalities is by no means new. Many of the classical economists argued strongly for government's active

support of education on the grounds of the positive externalities that society would gain from a more educated labour force and populace. Smith (1976) reflects such progressive contemporary thought when he wrote that by educating its people, a society derives no inconsiderable advantage from their instruction. The more they are instructed, the less liable they are to the delusions of enthusiasm and superstition, which, among ignorant nations, frequently occasion the most dreadful disorders. Instructed and intelligent people are always more decent and orderly than ignorant ones. Smith views the externalities to education as important to the proper functioning not only of the economy but of a democratic society (Almendarez, 2010).

Resource Based Theory

HRM delivers added value through the strategic development of the organization's rare, hard to imitate and hard to substitute human resources (Barney, 1991, 1995). The resource-based theory expressed as 'the resource-based view' states that competitive advantage is achieved if a firm's resources are valuable, rare and costly to imitate. It is claimed that HRM can play a major part in ensuring that the firm's human resources meet these criteria (Armstrong, 2014). Resource based theory is a model that sees certain types of resources as key to superior firm performance (Rothaermel, 2015). The Resource-Based theory contends that internal resources are more important for a firm than external factors in achieving and sustaining competitive advantage (David, 2011).

There are two critical assumptions in the resource-based theory. These assumptions are resource heterogeneity and resource immobility. Resource heterogeneity assumption in the resource-based view that a firm is a bundle of

resources and capabilities that differ across firms (Rothaermel, 2015). Resource immobility assumption in the resource-based view that a firm has resources that tend to be “sticky” and that do not move easily from firm to firm (Rothaermel, 2015).

Concept of Psychological Contract

The concept of psychological contract helps us understand employment relationship between employer and employee, especially in respect to training. Psychological contract concept was developed by Denise Rousseau in contemporary research. However, its origin could be traced to as far back as 1960. While there has not been one universally accepted definition of psychological contract, most authors tend to see it as an implicit understanding of mutual obligations between an employer and an employee. The most widely accepted definition of psychological contract is that of Rousseau in his book titled “Psychological Contracts in Organization” as: “The psychological contract is individual beliefs, shaped by the organization, regarding terms of an exchange arrangement between the individual and their organization” (Rousseau, 1995).

Rousseau’s earlier definition, refers psychological contract as an individual’s belief regarding the terms and conditions of a reciprocal exchange agreement between the focal person and another party (Rousseau, 1989). It is distinguishable from the formal written contract of employment which specifies the formal duties, responsibilities and obligations of employer and employee in an employment relationship. When used in terms of training, the psychological contract helps us understand that some employers invest in training as a sign of trust in their employees and also as a way of ‘buying’ their

commitment and loyalty (Okanya, 2008). It also shows that they are valued by the organization. It has been argued that organizations that recognize the importance of psychological contracts and have invested in lifelong learning characterized by long term, high trust, HRD strategies embracing education, training and career development have had positive responses from employees even in conditions of adversity.

Theoretical Models Linking Training to Organizational Performance

The knowledge and skills of workers acquired through training have become important in the face of the increasingly rapid changes in technology, products, and systems (Thang, Quang, & Buyens, 2010). Most organizations invest in training because they believe that higher performance will result (Alliger, Tannenbaum, Bennett, Traver, & Shotland, 1997; Kozlowski & Klein, 2000). Devanna, Formbrun and Tichy (1984) proposed the Michigan School model also known as the ‘soft’ Human Resource Management. This model’s emphasis is on treating employees as a means to achieving the organization’s strategy. Its assumption is that ‘what is good for the organization is equally good for the employee’. According to Devanna, Fombrun, and Tichy (1984), training and other HRM activities aim to increase individual performance, which is believed to lead to higher organizational performance.

Although the Michigan School model acknowledges the importance of motivating and rewarding people, it concentrates most on managing human assets to achieve strategic goals (Pinnington and Edwards, 2000). A second ‘soft’ HRM theoretical model to show how policies can affect employees and

organizational outcomes was developed by Guest. The central hypothesis of Guest's model is that if an integrated set of HRM practices is applied with a view to achieving the established goals, employees' performance will improve. It also assumes that this will translate to increase in organizational performance. The strength of Guest's model is that it is a useful analytical framework for studying the relationship between HRM policies and organizational performance. He thus opines that training policy play an important role in HRM and contributes to improved strategic integration, employee commitment, flexibility and quality. He further asserts that HRM outcomes can lead to high job performance, high problem-solving activity, high cost effectiveness, and low turnover, reduced absences and fewer grievances.

Similarly, Kozlowski and Klein (2000) offered an excellent analytical framework, which uses a multi-level approach to training. This model bridges the gap between theoretical models of training needs assessment, design, and evaluation, and the higher levels at which training must have an impact if it is to contribute to organizational effectiveness (Kozlowski & Salas, 1997). The model focuses on training transfer. There are two types of training transfer namely horizontal and vertical transfer. Horizontal transfer concentrates on traditional models of training effectiveness, while the vertical transfer examines the link between individual training outcomes and organizational outcomes. The vertical transfer processes are composition and compilation. Composition concentrates on individual contribution at the same content, while compilation focuses on individual contribution at the different or diverse content.

Thang, Quang and Buyens (2010) contend that similarities exist between the normative (hard and soft) models of HRM. According to these authors, training has been put on a set of HRM policies and it is considered as an important and vital policy for improving knowledge, skills, attitude and motivation of employees. This review of theoretical models linking training to organizational performance suggests that it explicitly recognized that no organization can attain its goals or organizational strategy without employees that have the right knowledge, skills, abilities, behaviour, and attitudes. Thus, training plays an important role in improving the quality of employees directly and affecting organizational performance through HR outcomes (Thang, Quang and Buyens, 2010).

The concept of Training and Development

Training has been defined differently by different authors. It is “a systematic acquisition and development of the knowledge, skills, and attitudes required by employees to adequately perform a task or job or to improve performance in the job environment” (Tharenou, Saks & Moore, 2007). Another concept opines that training primarily focuses on teaching organizational members on how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers (Jones, George & Hill, 2000).

Other scholars view training as, “a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in any activity or range of activities” (Beardwell & Holden, 2001). Its purpose is to develop the abilities of the individual and to satisfy the current and future needs of the organization. These definitions did not consider

the dynamic and changing nature of the environment in which organizations operate (Okanya, 2008). It also implies that training automatically translate to organizational performance. Skills needed by employees are continuously changing; besides, the ever-changing improvement on information and technology makes knowledge and skills obsolete in a short while (Holden, 2001). These divergent views notwithstanding, all the scholars seem to point to one fact that the training aims at improving organizational performance.

Training and development is focused on skills development and refers to the amount of formal training given to or consumed by employees (Lee et al., 2010). The training does not necessarily have to be technical in nature but could be related to ‘softer’ skills training such as diversity in the workplace training, communicating across generations or other such similar training. The objective of training and development is to facilitate and enhance knowledge, attitude and the overall skill set of employees to further facilitate the achievement of organisational goals and objectives (Edralin, 2011). Comprehensive training together with other HRM practices also further enhances employees’ abilities (Zhang & Li, 2009). The nature of training and development is essentially symbiotic in nature as the organisation has a duty to capacitate its human assets and the employees then own the responsibility of having to meaningfully contribute in terms of their role in the organisation.

Training can be executed in a number of different ways such as on-the-job training, classroom-type training, computer-based training, amongst others. For it to be successful though, training and development cannot be separated for the core business activities of the company (Nikandrou et al., 2008). Competitive forces dictate that organisations employ staff that is

competent, adaptable, progressive and generally flexible in their demeanour (Nikandrou et al., 2008). This need is further exacerbated by the integrated and global nature of trade as well as the information age (Edralin, 2011). These factors not only have an important role to play in the survival of organisations but also has an effect on whether organisations obtain competitive advantage or not (Edralin, 2011).

Purpose of Training

A number of authors recognize the purpose of training as being to develop capacities of employees and by extension represents an investment in human resources (Ulrich and Lake, 1990). The quality of employees and their development through training and education are major factors in determining long-term profitability of any business venture. Human Resource professionals also believe that an organization is only as good as its employees, and this understanding suggests that training should be more specifically responsive to employees' training needs (Cheng & Hampson 2008). Arguing in the same line, Bratton and Gold (2012) affirm that successful corporate leaders recognize that their competitive edge in today's market place is their people. They also acknowledge that few organization know how to manage human resources effectively, primarily because traditional management models are inappropriate in today's dynamic work environment.

To manage an organization both large and small requires staffing them with competent employees. As a result, many employees require extensive training on the job to acquire the necessary knowledge, abilities, skills and competencies needed to make substantive contribution towards the organization's growth. The effectiveness and success of an organization lies

on the people who form and work within the organization. It follows therefore that for the employees in an organization to be able to perform their duties and make meaningful contributions to the success of the organizational goals, they need to acquire the relevant skills and knowledge (Ospina & Watad, 1999). In the appreciation of this fact therefore, it becomes imperative for organizations to ascertain the training and development needs of its employees, through its training need analysis and align such needs to the organizational overall needs and objectives in order to actualize the organizational vision and mission.

Jurburg, Viles, Tanco and Mateo (2017) opines that training motivates employee and make them more productive and innovative. Smith asserts further that the reasons why training makes sense include, well trained employees are more capable and willing to assume more control over their jobs; they need less supervision, with free management for other tasks; employees are more capable to answer questions from customers which enhances customer loyalty. Furthermore, employees who understand their job, complain less, are more satisfied and more motivated and thus improve management-employee relationships. Heathfield arguing in the same direction opines that the opportunity to continue to grow and develop through training and development is one of the most important factors in employee motivation (Heathfield, n.d).

According to Cole (2002), training can achieve: High morale - employees who receive training have increased confidence and motivation. Lower cost of production training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste. Lower turnover training brings a sense of

security at the workplace which reduces labour turnover and absenteeism is avoided. Change management- training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations. Provide recognition, enhanced responsibility and the possibility of increased pay and promotion. Give a feeling of personal satisfaction and achievement and broaden opportunities for career progression; and Help to improve the availability and quality of staff.

Types of Training

The type of employee training which is best suited to a particular organization depends on a number of considerations. The skill gap to be filled, the job description, the employee present qualification and the challenges faced by the employee in performing his/her job. The approaches that can be used in implementing training fall broadly into two categories namely: on-the job and off-the job techniques, notwithstanding that some of the training techniques cut across (Kempton, 1995).

On-the-Job training

Jelil Ladebo, Jacob Olaoye, and Oyekale Adamu (2008) asserts that on-the-job training is designed to impart knowledge of job by working under an experienced worker. The trainer or the experienced worker teaches and advises the trainee on specific methods and techniques of doing the job. In some cases, the trainee is expected to learn by watching the master. The trainee is learning and at the same time working, although the trainee's output will not be much. The procedure is usually unsystematic and most times, it is by trial and error.

Baum and Devine (2007) opine that it is better for the organizations to give their employees on the job training because it is cost effective and time saving. Besides, it helps their employees learn in a practical way.

Off-the-Job training

Off-the job training is a process of acquiring skill and knowledge at a location different from the employee office. It includes group discussion, individual tutorials, lectures, reading, training courses and workshops (Kempton, 1995). It permits individuals to leave their primary place of work for a different location. Its advantage includes, the trainee's ability to concentrate, analyse past behaviours and reflect on what has been successful and what has not (Okanya, 2008). Kempton (1995) opines that if training is conducted in an organized and systematic way it should be able to develop new attitudes and experiences that contribute to the success of the organization, improve employee morale which would translate to better performance and greater productivity and create a psychological climate which orients the activities of each employee towards achieving the goals of the organization.

Methods of Training

Laing (2009) in her study of Training and development policy at the Ghana ports and Harbour Authority identified the following training methods in public sector organisations; There are various types of training that an organization may adopt depending on the main objectives of training and these are outlined below;

Refresher Training

Here the employees are made to attend refresher courses at specific training institutions such as Ghana Institute of Management and Public Administration (GIMPA), Institute of Management Studies, Polytechnics and the like, sponsored by the employer. This exposes the employee to modern trends in his field of business and issues coming in the particular industry. That is, it involves updating skills to meet the job requirement of employees.

Orientation Training

This is mainly concerned with acquainting new employees with the organization. This training is aimed at getting all new entrants familiarize with the organization's goals, structure, culture, work standard and other conditions of employment.

Career or Development Training

This type of training aims at preparing employees for the future. This enables employees to take up higher responsibilities. As posited by Shahmohammadi (2013), Career Development Program and provides employees with the opportunity to enhance knowledge, skills, and abilities necessary to perform jobs beyond the minimum level. It also allows employees the opportunity to explore new areas of interest and specialization that will enhance abilities and skills in other specialized jobs. The opportunity to attend specialty courses of instruction offered by other organizations or institutions must be afforded to all employees. This can be easily incorporated into the organization's training policy.

Job Training

This involves teaching the employee how to perform the job for which he or she was hired or employed for. This is to help employees to acquire the necessary skills and experience for specific jobs.

Carrying out the Training

Training The effectiveness of training depends on the methods and techniques used. However, choice of any method by an organization will depend on cost, time available, number of employees to be trained, the depth of knowledge required and the trainee's background. (Jelil Ladebo et al, 2008). Everyone involved in the training should be informed well in advance of the training session(s). It is equally important that the person(s) delivering the training – whether on-job or off-job training – are well versed in what has to be achieved and the most suitable techniques to adopt. On the job training: this form of training according to DeCouza et al (1996), includes the following;

Orientation training: this is a means of providing new employees with basic information about the employer and this training programme is used to ensure that the new employee has the basic knowledge required to perform the job satisfactorily. Orientation programs not only improve the rate at which employees are able to perform their jobs but also help employees satisfy their personal desires to feel they are part of the organization's social fabric. The Human Resource department generally orients newcomers to broad organizational issues and fringe benefits and supervisors complete the orientation process by introducing new employees to co-workers and others involved in the job.

Apprentice training: according to Dessler (2009), apprenticeship is “a structured process by which people become skilled workers through a combination of classroom instruction and on-the-job training. This is usually under the tutelage of a master craftsman. This method of training is usually done in crafts, trades and in technical areas. It is the oldest and most commonly used method, if the training is relatively for a longer period. Here a major part of training is spent on the job productive work as each apprentice is given a program of assignments according to a pre-determined schedule, which provide for efficient training in trade skills. Most companies have adopted an apprenticeship approach to training which involves giving the employee the opportunity to understand and identify problems as well as providing efficient and effective solutions for the problems.

Coaching or understudy method: is the most common on-the-job training method. This is all about “having experienced worker trains the employee and the learns by observation or having the trainer showing the employee the basic procedures of what is done in the organization” (Dessler, 2009). In some organizations, each manager gets the opportunity to have a face to face or telephone coaching from a qualified life coach.

Mentoring: is having a more experienced staff member who provides help and support to a less experienced colleague to improve his or her job performance (Landale, 2002). Coaching and mentoring provides an internal answer to employee and individual training needs since it can be personalized and there is more validation if the coach or mentor is the employee’s immediate boss or superior. Also, Johnson et al (2005) states that coaching and mentoring is used to “support self-development and they are important skills for

individuals if their organization's strategies are changing and developing constantly".

Job rotation: is also a form of on-the-job training method which involves movement from one job to the other at planned intervals (Dessler, 2008). Job rotation helps the employee to develop, become multi-skilled and be able to take over any of the jobs in the work area (Rae, 2000). Therefore, Organizations must give employees the opportunity to multi-skilled and multi-tasked by rotating them within different department and areas normally for about seven to eight months. This helps a lot especially in situations where an employee is being promoted or sitting in for an absent or sick colleague. Job rotation builds team work and attitude because you know what goes on in other departments and the problems faced in that department and it makes it easier to get assistance from other colleagues.

Special assignment: This gives the employee first-hand experience and opportunity to work on actual problems, finding solutions to those problems. It also helps the individual to acquire the desired skill and knowledge. Special assignment is essential especially when specialists need to know the practices that go on in other department in order to manage "hand-offs" without any difficulty as well as when middle or staff managers need insight on how other departments operate. This is normally seen with lower level executives.

Distance and internet-based training: involves various forms of training which includes tele training, videoconferencing and internet-based classes. Landale, 2002 states that, with access to Web-based communication over company intranets or via the internet, training is now being made available to

staff at their own workstations. With this specific program are designed for the employee to shape up his or her expertise in a chosen career. The programs are designed in such a way that you can learn at their own pace and time and take control of their development. Employees are also given the opportunity to branch into professional qualifications as time goes on and they are able to develop their leadership capabilities.

Lectures and seminars: These are another way that most organizations train its staff and employees which lasts for one to three months. This is a simple and quick way to impact knowledge to a large group of employees (Dessler, 2005). It involves having an instructor or teacher who lectures a group of individuals in the same room and takes place in situations where there is the need for employees to learn more about a new product or service. The instructor can be from the organization or a third party from outside the organization.

Off-The – Job Training: According to DeCouza et al (1996), this form of training includes;

Vestibule training: this training method attempt to duplicate on-the-job situation in a company classroom. It is a classroom training that is often imported with the help of the equipment and machines, which are identical with those in use in the place of work. This type of training is efficient in training semi-skilled personnel, particularly when many employees have to be trained for the same kind of work at the same time. It is often used to train – underwriters, investigators, machine operators, typists etc. In this, training is generally given in the form of lectures, conferences, case studies, role-play etc.

Lecture: lecture is a verbal presentation of information by an instructor to a large audience. The lecture is presumed to possess a considerable depth of knowledge of the subject at hand. A virtue of this method is that it can be used for very large groups, and hence the cost per trainee is low. This method is mainly used in colleges and universities, though its application is restricted in training factory employees. Limitations of the lecture method account for its low popularity. The method violates the principle of learning by practice. It constitutes a one-way communication.

Demonstrations and example: with this type of training method, the trainer describes and displays something, as and when he teaches an employee, how to do something, as and when he teaches an employee, how to do something by actually performing the activity himself and going on explaining why and what he is doing. This method is very effective in teaching because it is much easier to show a person how to do a job than tell him or give him instruction about a particular job. This training is done by combination of lectures, pictures, text materials etc.

Case study: the case study is based upon the belief that managerial competence can best be attained through the study, contemplation and discussion of concrete cases. When the trainees are given cases to analyse, they are asked to identify the problem and recommend tentative solution for it. In case study method, the trainee is expected to master the facts, be acquainted with the content of the case, define the objective sought in dealing with the issues in the case, identify the problem, develop alternative courses of action, define the controls needed to make the action effective and role play the action to test its effectiveness and find conditions that may limit it.

Human resource management literature identifies and provides several newer approaches to training employees. Skills, knowledge and abilities can be imparted through the use of new technologies and adapting to innovative training methods including PI (programmed instructions), computer and simulated games, role playing and audio-visual tools are more effective and therefore some are being extensively used in current training curriculums. These newer techniques combined with the traditional methods such as mentoring, coaching, lectures, conferences, movie or films and case studies represent effective means of training in organisations (Laing, 2009; Armstrong, 2010).

Whichever training method an organisation may be using, there is still an impact of that method on organisation's performance. These methods are either off-the-job training or on-the-job training (DeCauza et al. 1996). Conventionally, training ends with evaluating employees' reactions toward training, their learning abilities during and after the training, their behaviours during and after the training as well as the results of the training itself which comes either in the short-term or long-term (Kirkpatrick, 1987 as cited in Alliger & Janak 1989).

Overview of the Effect of Employee Training on Organizational Performance

There has been a general resistance to investment in training in organizations until recently because of the presumption that employees hired under a merit system are qualified and trained for their jobs (Okotoni & Erero, 2005). It was further assumed that if that was not the case then it means that

initial selection of personnel was faulty (Stahl, 1956). This assumption no longer holds as the need for training became evident in all sectors (Okotoni & Erero, 2005). Training offers a way of “developing skills, enhancing productivity and quality of work, and building worker loyalty to the firm”.

Training has become the Holy Grail to some organizations, an evidence of how much the management truly cares about its workforce (Hamid, 2011). Hamid (2011) went further to say that the effectiveness with which organizations manage, develop, motivate, involve and engage the willing contribution of those who work in them is a key determinant of how well these organizations perform. The importance of training has become more obvious given the growing complexity of the work environment, the rapid change in organizations and technological advancement which further necessitates the need for training and development of employees to meet the challenges. Training helps to ensure that organizational members possess the knowledge and skills they need to perform their jobs effectively, take on new responsibilities, and adapt to changing conditions (Jones, George & Hill, 2000).

Similarly, training helps improve quality, customer satisfaction, productivity, morale, management succession, business development, profitability and organizational performance. Usually, before training programmes are organized efforts are made through individuals and organization’s appraisals to identify the training needs (Olaniyan & Ojo, 2008:327). After the training programmes, an evaluation is carried out to ascertain the effectiveness of the programme in line with the need, which had been identified (Olaniyan & Ojo, 2008). The essence of evaluation is to know

the extent to which the training has positively affected the employee's productivity. Organization's development follows the development of individual who form the organization. It therefore follows that no organization becomes effective and efficient until the employee has acquired and applied the required skills and knowledge.

Employee Performance Indicators

Performance means how an employee is able to effectively manage and present their tasks to reflect their quality and good service preferred by their organizations (Hassan, 2011). Tracking employee training and measuring training effectiveness is a key objective of any HR department. To ensure that there is adequate return on investment in training of new and current employees, the organization has to establish key performance indicators (KPI). Hakala (2011) explains that performance measurement uses the following indicators of performance.

Quantity: This indicator places emphasis on the number of units produced, processed or sold against the set standard i.e. the number of units to be produced, processed or sold.

Quality: The quality of work performed can be measured by several means. The percentage of work output that must be redone or is rejected is one such indicator. In a sales environment, the percentage of inquiries converted to sales is an indicator of salesmanship quality.

Timeliness: This indicator measures how fast work is performed or how fast services are provided. For example, in a service industry, the average

customer's downtime is a good indicator of timeliness, while in a manufacturing outfit, it might be the number of units produced per hour.

Cost-Effectiveness: The cost of work performed should be used as a measure of performance only if the employee has some degree of control over costs. **Creativity:** It can be difficult to quantify creativity as a performance indicator, but in many white-collar jobs, it is vitally important. Supervisors and employees should keep track of creative work examples and attempt to quantify them.

Adherence to Policy: This may seem to be the opposite of creativity, but it is merely a boundary on creativity. Deviations from policy indicate an employee whose performance goals are not well aligned with those of the company.

Personal Appearance/Grooming: Most people know how to dress for work, but in many organizations, there is at least one employee who needs to be told. Examples of inappropriate appearance and grooming should be spelled out, their effects upon the employee's performance and that of others explained, and corrective actions defined.

Challenges in implementing training methods

There are external and internal organizational challenges faced by organisations in T&D. Among them include;

Lack of management support, motivation and commitment to T&D programs. The fact is in order for T&D to succeed, there is a need for full support from the company's management. The top management should communicate to members of staff about training opportunities (transparency).

Also, the management should participate in training and as well devote resources to be expected in training. The extent to which personnel at various levels are committed to training and personal views of line managers and top management on training issues can pose as a challenge to training in an organization. Sambrook, (2002) suggests that a distinction can be made between a lack of motivation on the part of managers for supporting employees, training, and a lack of motivation for training or a sense of responsibility for their own development among employees. The limited involvement of managers and employees in training issues are linked to their lack of motivation for training

The culture and attitude. Harrison, (1992), also argues that where employees' attitudes are positive, the investment in training can be dramatic. However, where beliefs and attitudes towards training are not positive, training will be affected in an organization. It is also argued by Sambrook, (2002) that an absence of a learning culture is an inhibiting factor to training. It is difficult to develop a learning culture. It is very difficult to motivate employees to share knowledge or engage in learning process if they are not used to this or perhaps even reluctant to do so. However, if an organization has a culture open to learning, this makes easier to change Human Resource and Development practices, such as developing responsibility to managers and employees, and creating opportunities for learning within work activities.

Lack of monitoring, evaluation and feedback of training. Li and Rees, (2016) points out that monitoring is a major challenge facing organisations in their T&D programs. According to him, monitoring is not just watching the employee sit in the T&D program and do some exercise. Monitoring is an

actively engaging effort that is time-consuming, yet highly valuable. Monitoring is done by everyone involved: it involves the employee, the direct supervisor and the HR department. The work is hard in this arena and yet the payoff is highest. It needs to include pre, mid or post program testing and a 30-60-90-day post program implementation of the concepts taught in the T&D program.

Often HR departments create comprehensive programs that no one seems to ever complete and no feed backs. The value to the program creation and completion is to shorten the time that it takes for an employee with limited knowledge to evolve into a fully functional member of the team. Lack of evaluation of training which aims at discovering the value of training done is another challenge facing most organisations (Mndeme, 2011). A challenge to complacency cited in Mndeme (2011) found that although most managers expressed themselves satisfied with the training investment in the organization, most had no significant knowledge of exactly what training was being done, what were its results and benefits. Neither did personnel, take a lead in providing such information or appear to see any need to do so. Thus, the above circumstances could affect the training function in an organization.

Lack of expertise in T&D programs. A person responsible for training is supposed to be in constant interaction with others in an organization to get their views on training activities or needs. From the point of view of Bryson (2011) due to lack of expertise, program manager, line managers, stake-holders too often have a 'what then' approach to corporate training. All these stakeholders know that they need programs but have no foresight as to how to continue and elevate the programs that their staff attends. Once the staff have

taken the introduction programs, where do they go next to develop deeper and more meaningful skills in various areas. Ideally, all training programs should be completely aligned with the corporate objective. This alignment and high correlation provides the biggest return on corporate training, insuring that what is delivered has relevancy, value and effectiveness to both the employee as well as to the company.

Bryson (2011) further argues that by having an expert who can provide and develop programs that not only support the corporate objectives but continuing these programs by delving deeper skills with the company's staff, most companies and their employees will see a greater return on both the personal and corporate investments. Avoiding these issues can only make many programs better and more valuable. Thus, lack of experts in T&D in an organisation can jeopardize the whole program. In addition, an unskilled manager has little chance of improving the role of training in the organization, and may indeed find that, as a consequence of repeated failure to seize opportunities and to prove the value of training, the role of training in that organization becomes further reduced.

Lack of funds. Sufficient financial resources in the organization support training. However, lack of money in the form of investment in human resources development function and departmental budgets inhibit training in the organization, Sambrook, (2002). Many organizations regard training as a cost rather than an investment in human resources, as argued by Mndeme, (2011) that in many organizations today training is under attack and starved of resources.

Lack of time. Lack of time to attend training on the part of employees due to work pressure; cancellation/ postponement of training opportunities on the part of management to ensure the work load is completed; and lack of time to develop new human resource development initiatives are inhibiting factors Bryson (2011) Courses, learning paths and programs need to be highly coordinated, delivered in a meaningful way, and continued in a reasonable time frame. Too many courses cram too much information into a short period of time. Seeing staff subjected to nine-hour programs for multiple days is catastrophic. Learning levels drop off so quickly in the late period that they become useless. Repeated days of long learning hours make many programs non-effective for both the participants as well as the energy level of the instructor, Bryson (2011). Thus, sufficient human resource development resources such as time, can play a big role in supporting/ encouraging training to employees.

Empirical Review

This part of the chapter reviews some of the studies that have been done which are related to this study to see what they revealed about training and development and employee development. Studies have sought to isolate whether high skills are contributory factor behind successful and higher performing firms (Tamkin, 2005). These studies have identified a significant association between a highly skilled workforce and organizational performance, most commonly measured by the level of labour productivity. For example, Haskel and Hawkes (2003) have shown that the top performers in UK manufacturing are hired workers with, on average, an extra qualification level compared to the lower performers. These studies also found that higher

skill levels support innovation and more sophisticated production processes and were associated with the production of higher quality products (Penny, 2005).

Haskel, Hawkes and Pereira (2003) showed that more productive UK firms hired more skilled workers. Their finding showed that skills were positively related to total factor productivity (TFP) and the skill gap between the top- and bottom-performing firms explained some 8% of the productivity gap. Similarly, Lynch and Black (1995) found in the US, that an extra year of education raised productivity by between 4.9 and 8.5% in the manufacturing sector and between 5.9 and 12.7% in the services sector. Other research has suggested that a more highly skilled workforce can bring other benefits such as enhancing company survival. Ndibe and Campus (2014) opined that a more skilled UK workforce was related to a greater commercial orientation and strategic awareness and propensity to innovate and to retain competitive advantage.

Quartey (2012) argue that training increases employees' propensity to perform and subsequently contributes to the firms' performance. For example, keep (1989) was of the view that those companies (citing Jaguar Cars; Lucas Industries; IBM; Marks and Spencer; British steel; and Nissan) that integrate training and development practices into their business planning enhances their own performance. A study by Evans and Lindsay (1999) reveal that organisations that are committed to quality investment in training and development of its employees receive an exponential growth in customer delights, profitability and overall economic growth of those organisations. There is a huge return on hose training investment (ROI). Quartey, (2012)

supported Evans and Lindsay (1999) by adding that, those organisations that train employees reduce employees' turnover rate.

Black and Lynch (1996) citing Bishop (1994) indicates that employer-provided training and development raises subjective productivity and performance measure by almost 16%. Moreover, the above empirical findings suggest that organisations that train their employees consistently have better outcomes than those that do not. Huang (2001) agreeing to the finding of Bishop (1994) indicates that training can be a powerful driving force for firm expansion as well as building capabilities thus and subsequently firms' profitability and productivity.

In exploring the impact of training on enterprise growth, Jones (2005) confirms that increasing training efforts increases firms' growth in terms of sales volumes and revenues. In contrast, empirical findings on training and organisational performance are inconclusive. As some scholars bemoaned that, training does not necessary impact performance. One divergent view comes from Westhead and Storey (1997) who found that the relationship between employee training and organisational performance is not significant. Other researchers like Marshall et al. (1995) and Kitching (1998) also argue that there is a weak direct relationship between training and firm's performance. Tan (1996) also claims that, training activities fail to influence the firm's performance because the activities are not linked to the firm's strategic plans.

Several studies have highlighted the performance benefits associated with increasing training activity, the type of training provided and the depth. Dearden and Van Reenen (2000) analyzed the impact of training on

performance for a variety of measures including value added output, profits and wages for a group of British industries between 1983 and 1996. They found connections between more training and higher labour productivity across a number of sectors.

A study in France (d'Arcimoles, 1997) found that the more training given, the better the economic performance. Training was permanently and clearly associated with an increase in profitability and productivity. Raising the proportion of workers trained in an industry by 5% points (say, from the average of 10% to 15%) was associated with a 4% increase in value added per worker and a 1.6% increase in wages. They note that this level of increase has also been found by other researchers like Blundell *et al.*(1996) and Booth (1991). Collier *et al.* (2002) have found that increasing investment in training reduces the chance of firm closure. For small firms, it was the training of craft and manual workers that made the difference, for larger firms it was training of professional, clerical and secretarial employees. Others have found evidence on benefits from training in terms of motivation and attitude; Booth and Zoega (2000) suggested that training fosters a common firm culture and helps attract good quality workers; Green and Felstead *et al.* (2000) found that training had a downward impact on employee turnover.

Training has always been seen as a positive impact in every organization. Employee training increases employee motivation to perform which in-turn increases organizational performance. Looking back to the original experiment by Elton Mayo in Chicago from 1927 -1932, the mere fact that an organization has paid attention to people (employee) spurs them to better job performance. However, whether there is a strong or weak link

between these two concepts requires further contextual and empirical findings especially for the Ghanaian public sector.

Conceptual Framework

The objective of this conceptual framework is to support the literature reviewed in this study. It is proposing training and development as independent variables and employee performance as the dependent variable. Meaning that if, training is implemented then does it affect the employee performance.

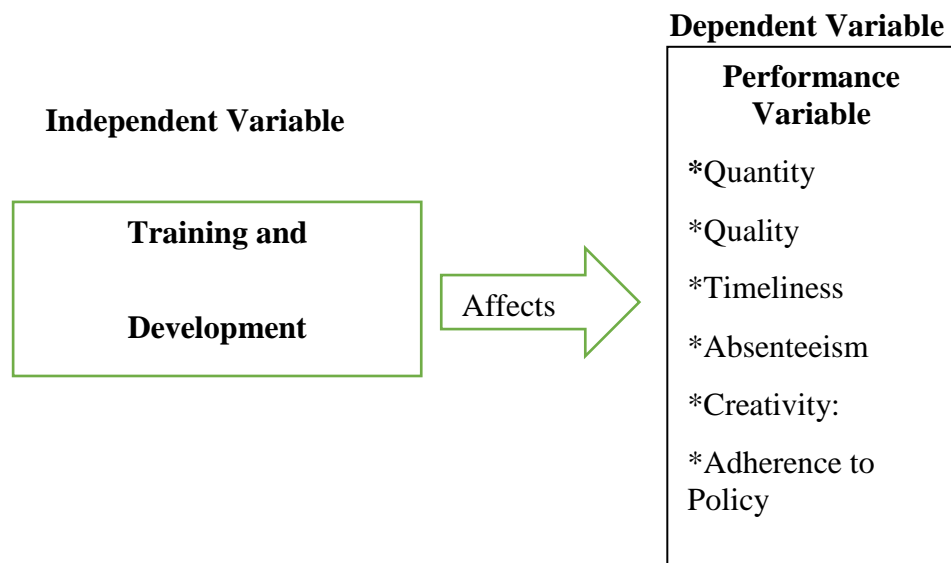


Figure 1: Conceptual framework: relationships between training and performance

Source: Author’s construct, Lartey (2017)

Training and development variables in various forms like coaching, mentoring, shadowing. The performance variables are quality, quantity, creativity, adherence to policy. The conceptual framework presents the idea that the implementation of training methods influences employee performance.

Chapter Summary

A review of theoretical and empirical literature relevant to the study has been discussed in this chapter. The theoretical review focused on the Human capital theory, Resource Based theory and the concept of psychological contract. These theories were adopted to give a broader literature support for training and development. This was followed by theoretical models linking training to organisational performance. The concept of training and development was discussed in addition to the purpose of training. Furthermore, the various type of training was discussed in the chapter, mainly On-the- Job and Off-the – Job training and the various methods of training.

The chapter also presented an overview of the effect of employee training on organisational performance and some indicators of employee performance. This was followed by some challenges that are faced in implementing training methods within organisations. The empirical review was done in line with the research questions of this study. The chapter concludes with a conceptual framework of the variables under study.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter describes the methodology that was used to carry out the study. It includes the research design, the study area, the population, the sample and its selection as well as the research instruments that were employed to collect data from the respondents. Data processing and analysis and the problems encountered were also considered.

Research design

The research design used for the study is descriptive survey which examined training and development practices at National Minerals Commission. This method permitted the researcher to obtain data to determine specific characteristics of the group. The descriptive survey consisted of direct observation, questionnaire and interviews which represented the most appropriate approach for conducting the investigation. This method as argued by Ary, Jacobs and Razavieth (1972) is apt because it deals with questions concerning what exists with respect to variables or conditions in a situation.

Descriptive survey according to Gay (1987) involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of study. The descriptive survey was chosen for the study because it is the most popular and the most widely used research method. To buttress the point further, Fraenkel & Wallen (2004), noted that a descriptive survey provides the opportunity to ask the same set of questions to a large number of individuals by mail, telephone or in person. It is also advantageous because it

has the potential to provide a lot of information from a large sample of individuals. This method also enables a researcher to make inferences and generalisations on findings from the sample to the population (Best & Kath, 1995).

Study area

The Minerals Commission (MC) is a government agency established under Article 269 of the 1992 Constitution and the Minerals Commission Act 1993, Act 450. The Minerals Commission as the main promotional and regulatory body for the minerals sector in Ghana is responsible for “the regulation and management of the utilization of the mineral resources of Ghana and the coordination and implementation of policies relating to mining. It also ensures compliance with Ghana's Mining and Mineral Laws and Regulation through effective monitoring.

Study Population

The population of a study is defined as the elements or people to be studied and from whom data is obtained (Keller & Warrack, 2003). In other words, population is the universal set of all the existing people, units, items, or events that contain characteristics of interest as well as all the set of possible data values for a subject under study (Castilo, 2009). The targeted population of this study was the staff of Minerals Commission, Ghana. The staff population used for the study was 526.

Sample and Sampling Procedure

Wiersa (1980) defines a sample as a subset of the population i.e. the population which the researcher intends to generalize the results. Sample or sampling is also defined as taking any portion of a population or universe, as representative of the population (Cohen and Marion, 1991). Therefore, sampling can be considered as a part or section of a population from which information is derived. Sampling was used for the study because the size of the population was large, whilst time available for the research was limited. For the purpose of this study, the sample size was chosen from three regions for the sake of proximity and the level of activities the commission was involved into the regions. The total size of staffs for the three region is 110 so the researcher used a census of the three regions for this study. Census method obtains data from every member of the population. Out of the 110 staffs, 95 returned the questionnaire.

Research instruments

Questionnaire was the main instrument used by the researcher for the study. The questionnaire is defined as an appraisal instrument in the written form comprising a number of items and administered to several people to collect data for a survey and guidance purpose (Hallonen et al, 1996). Although there are several other instruments such as interview and observation, the researcher chose the questionnaire because it is a more efficient and effective means of data collection. Secondly, it saves time and also used to collect data from a large number of people at the same time.

Notwithstanding the above strengths of the design, there are some weaknesses associated with it. These include: Ensuring that the questions to

be answered are clear and not misleading. Getting respondents to answer questions thoughtfully and honestly and getting a sufficient number of the questionnaire completed and returned so that meaningful analyses could be made (Fraenkel & Wallen, 2000). However, if much thought is put into its construction and design, it can be quite reliable. The questionnaire was structured according to the research questions. The questionnaire was in four parts. Part one explored the population demographics. Part two examined the development policies, the benefits and the various forms of training. Part three explored the relationship between training and development and employee performance. Lastly part four investigated the challenges in implementing training methods.

Data processing and analysis

The data collected were edited, coded and statistically analysed to make issues clear and to give quick visual impressions about the responses obtained. All computations were done using the statistical product and service solutions (SPSS). Tables were used to support the analysis. Descriptive statistics such as frequency, percentages, mean and standard deviation were used to describe the phenomena of interest. Inferential statistics such as standard multiple regression, correlation and others were as well computed. The multiple regression analysis was conducted to find out how much variance in the dependent variable is explained by the independent variables (Pallant, 2005). Pearson Product Moment Correlation was computed to establish the nature relationship between the dependent variable and independent variables.

Validity and Reliability

Validity in research simply means the extent to which instruments (questionnaires or structured interview schedules) measure what they intend to measure. In other words, validity means to what extent that the selected tool measures the intended research objectives (Bowling, 2009). Many items on the instruments were manipulated and reconstructed with minor language adjustments to enhance clarity, and to be assured that the instrument is entirely applicable. This was based on supervisors' advice.

Reliability

Reliability refers to the extent to which the application of a scale produces consistent results if repeated measures are taken. It can be achieved when keeping results at a consistent level despite changing of time and place (Bowling, 2009). Internal consistency: Internal consistency comprises testing the homogeneity that assesses the extent to which personal items are inter-correlated, and the extent to which they correlate with overall scale findings and this can be performed by using Cronbach 's alpha test (Polit & Beck 2008). In terms of observation, reliability of observation refers to the consistency of observation in which the observers reached to the same inferences or activities of intra-observation (one observation at different time) and inter-observation reliability (more than one observer).

The Cronbach's coefficient alpha (α) was used in this study to determine the reliability of items in the questionnaire. Cronbach's alpha is a coefficient of reliability that gives an unbiased estimate of data generalizability. The value of Cronbach's alpha ranged from 0 to 1. It is worthy to note that, the closer the value of α to 1, the better its reliability. An alpha

coefficient of 0.70 or higher indicated that the gathered data is reliable as it has a relatively high internal consistency and can be generalized to reflect opinions of all respondents in the target population (Zinbarg, et al. 2005).

Results of the Cronbach's alpha

As said earlier, in order to measure the reliability of the gathered data, Cronbach's alpha was used. Table 1 shows Cronbach's alpha of all indicators.

Table 1: Reliability of scales and Cronbach's alpha of study variables

Variable	Items Retained	Cronbach's Alpha
Employee Development	7	0.745
Training methods	4	0.821
Benefits of T&D	5	0.734
Challenges	7	0.801
Performance	5	0.870

Source: Field survey, Lartey (2017)

The Table 1 above provides the values of Cronbach's alpha for all the variables. It appears from the table that the values of Cronbach's alpha range between 0.734 and 0.87. These values are all equal or well above the minimum value of 0.70. Thus, it can be concluded that the measures have an acceptable level of reliability.

Ethical Consideration

A number of ethical consideration were taken account in this study in order to conform to ethical standards in research. The main purpose as well as the likely benefits for the conduct of the research was explained to the respondents after their consent have been sought. The respondents where then made aware that responses to the questions are not compulsory and that they

may withdraw from the study at any time. However, they were encouraged to fully participate in the survey. Thus confidentiality, self-determination and subject anonymity were strictly preserved at every level of the study. Moreover, the questionnaire was designed in such a way that respondents' privacy was respected.

Chapter Summary

This chapter was to describe the methods used in achieving the aim of this study. It has revealed the study area and the researchers reason for choosing that area, the population, sample for the study and the sampling techniques used. For analysis sake, the chapter touched on the methods for collecting the data and the instruments employed in collecting the data. The chapter has showed enough information about analysing the data and complying with ethical stance. Chapter four gives a presentation of the collected and analysed data.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter analyses data on the Staff training and development programmes at the National Mineral Commission. The data for these analyses were obtained through the administration of questionnaires. In line with the main research goal, this chapter reflects on the core research objectives as outlined in chapter One. The first section discusses the demographic background of respondents; however, the second section discusses the research objectives which include:

1. Assess employee development policies of the Minerals Commission
2. To examine the forms of training with its perceived benefits at the commission
3. Examine the influence of training and development on the performance of employees
4. To assess the challenges of training and development programmes at the Commission.

Response Rate

Data was collected from both the senior and junior staff in the three selected regions. The population size was 110 staffs and due to the small number of the population the same number was used for the sample size. This means that a total of one hundred and ten questionnaires were issued from which 95 were filled and returned which represents a response rate of 86%. This response rate was considered satisfactory on the basis of the assertion made by Mugenda and Mugenda (2008) that a response rate of 50% is satisfactory enough for analysis.

The success rate in this study could be attributed to the self-administration of the questionnaires applied by the researcher from which the intended respondents from the various regions were pre-notified on the actual date before the data collection. The response rate is represented in table 2 below.

Table 2: Response Rate

Questionnaire	Count	Percentage (%)
Returned	95	86
Non- Returned	15	14
Total	110	100

Source: Field survey, Lartey (2017)

Descriptive Results for Socio-Demographic Characteristics

In order to understand the socio-demographic characteristics of the respondents, the first section of the questionnaires was designed in such a way that the respondents could provide answers relating to their backgrounds. After analysing their answers, the information that was obtained had been summarized and shown in Table 3.

The demographic results that the majority of the respondents were men (60%) while the 30% were female. The nature of the work at the minerals commission could provide basis for its male domination. In respect to age, the results indicated that most of the employees' age was between 31-40 years with a percentage figure of 38.9%, followed by those between the ages of 21-30 years (29.5%) while 17.9% aged between 41-50. The least age group were those 51 and above with a percentage figure of 13.7. It could be inferred from the demographic results that there is high level diversity of age groups among the respondents at the Minerals Commission.

The diversity clears the notion that has always existed that the public sector is only full of aged people nearing pension. Those 51 years and above are only 13 among the 95 respondents, with the youth (21-30) counting as much as 28 respondents. This also mean that the older younger staffs will get the opportunity of been mentored by the older staffs.

Table 3: Demographic Features of the Respondents

Variable		Frequency	Percent
Sex	Male	57	60
	Female	38	40
Age	21-30	28	29.5
	31-40	37	38.9
	41-50	17	17.9
	51-above	13	13.7
Educational Levels	O/A level/ SSS	8	8.4
	Diploma	33	34.7
	1st Degree	35	36.5
	Post Graduate Degree	10	10.5
	Professional	9	9.5
Staff ranking	Junior staff	61	64.2
	Senior staff	34	35.8
Experience	1-5 year	15	15.8
	6-10 years	32	33.7
	11-15 years	23	24.2
	16 and above	25	26.3
Total		95	100

Source: Field survey, Lartey (2017)

It was also necessary for the study to determine the educational levels of the respondents as that could determine what kind of training may be most appropriate. It can be seen that respondents hold a range of educational qualifications from senior high school to Masters Level while others hold professional qualifications. Majority of the sample group were holding first degree which accounted for 35 respondents representing 36.5 percent of the total respondents. This is followed by Diploma holders, 34.7% and Post graduate degree holders, 10.5% and 9.5 % of the respondents holding professional qualifications. The results indicate that since majority of respondents are literate, they will need training and development to enhance career development.

Another finding on the demographic features was about the staff ranking. On this issue, it was found that majority of the respondents were junior staffs (64.2%) while the Senior staff were 35.8%. This indicates that there are few staffs at senior level and managerial positions and hence the need for employee development.

Finally, with respect to tenure/experience of work which reflects on the number of years worked, the finding shows that those who have worked between 6-10 years are the majority with 33.7% while those had worked 16 years and above are the second highest of 26.3%. This is followed by 24.2% of those who had worked for a period of only 11-15 years. Those with working experience of 1-5 years are the least represented, 15.8%. This suggests that most staffs have been in employment for a relatively long number of years, the freeze on public sector recruitments could account for the small number between 1-5 years.

Findings of the Main Objectives

Objective one: Assess employee development policies of the Minerals Commission

As part of the first objective, the study sought to determine the level of awareness of staffs about the Commissions' policy towards employee development. Staffs were asked to respond YES/NO to their knowledge of a staff development policy at the commission. In addition to this, staffs were presented with statements to indicate how effective employee development policies are at the Commission. On a scale of 1 to 5, one representing least level of agreement and 5 representing highest level of agreement. Figure presents the results on the first part of this objective.

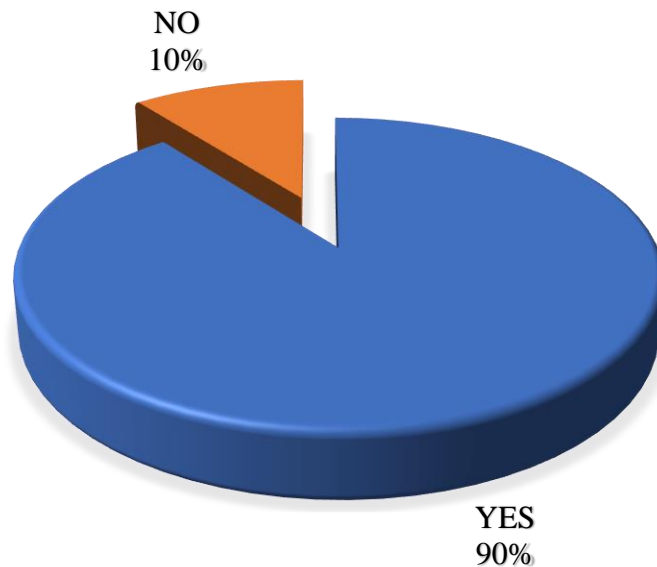


Figure 2: Awareness of employee development policy

Source: Field survey, Lartey (2017)

The results show a very high level of awareness of employee development policies at the minerals Commission. 85 respondents representing 90% of the respondents claim they are aware of the existence of an employee development

policy for their training and development. Only 10 respondents representing 10% claim that they were not aware of an employee development policy regulating their work. The training and development policy gives the general direction, provides guidelines and informs employees of training and development opportunities available. Employees certainly cannot take advantage of the opportunities offered by a policy whose existence they are not even aware of. What figure 2 indicates therefore is that employees at the minerals Commission are able to take advantage of training opportunities contained in the training policy.

Table 4: Staff perception of T&D policy

	N	M	S. D
Management have a policy that promotes the career development of all workers	95	3.77	0.91
My employer fully finances career development programmes of all workers	95	2.76	1.01
Changes in training and development policy are formally communicated to all workers	95	2.99	1.08
There is room for promotion after employees have gone through training and development programmes	95	2.72	0.94
Adequate time is allowed to workers for their career development agenda	95	3.03	0.78
Management conducts training and career development for all workers	95	3.71	0.67
There is clearly communicated succession plan in this organization	95	2.43	0.96

Source: Field survey, Lartey (2017)

It interested the researcher to find out further about the opinion of respondents on the state of the training and development policy at the minerals Commission. A 5-point Likert scale was used to measure the attitude of the respondents, where 1 connotes the least level of agreement and 5 represents the highest. The findings were descriptively summarised with mean(M) scores as well as the respective standard deviation (SD) to measure how dispersed the response were about the mean for all the individual indicators of the construct-development policy. The most important statement that indicates the attitude and perception of staffs towards employee development policy is; Management have a policy that promotes the career development of all workers, $M=3.77$, $SD=0.91$. This perception is not surprising looking at the overwhelming response initially giving about the level of awareness of an employee development policy at the commission.

The second most important statement is; Management conducts training and career development for all workers, $M=3.71$, $SD=0.67$, the statement indicates that there is a concerted effort to ensure that at least every employee goes through some form of training. Again, the third most important statement indicating employee's perception of the development policy is; Adequate time is allowed to workers for their career development agenda, $M=3.03$, $SD=0.78$. This indicates management support for employee development as indicated in the 2016 "Condition of service for employees", Clause 51 reads ; " In pursuance of the Commission's policy to maintain a well-trained and motivated human resource, it shall provide the environment and facilities that will afford staff the opportunity to improve their knowledge and skills, not only to enhance their efficiency in their current job, but also to prepare them for

promotion and higher responsibilities as required by the Commission. Such training and development shall cover all employees.”

Another statement that indicates employee perception of Training and Development policy is; Changes in training and development policy are formally communicated to all workers, $M= 2.99$, $SD=1.08$, indicating management’s effort to keep staffs up to date with changes in employee development policy. The statements that indicate a relatively low level of agreement include; My employer fully finance career development programmes of all workers, $M= 2.76$, $SD=1.01$, as opined by Fergusson (2009), most employees in the public sector self-finance their study. What may happen under such circumstances is that employees desirous of developing their career through further studies but do not want to lose their jobs will resort to a hide and seek game (absenteeism) to enroll and complete study programs.

This is followed by; There is room for promotion after employees have gone through training and development programmes, $M=2.72$, $SD=0.94$. and There is clearly communicated succession plan in this organization, $M=2.43$, $SD=0.96$, Mensah (2012) claims that to increase employee commitment in an organization, career progressions projection plans and training and development projections should be made available to each employee.

Objective 2: To examine the forms of training with its perceived benefits at the commission

The first part of this objective was to determine the perception of the staffs on the forms of training they go through in at the Commission. The forms of the training are based on the four forms outlined by Laing (2009).

Table 5: Forms of Training at the Minerals Commission

	N	Mean	Std. Deviation
Refresher training	95	3.86	.766
Career-oriented training	95	2.72	.895
Job-oriented training	95	3.72	.821
Orientation training	95	3.05	.830

Source: Field survey, Lartey (2017)

The results from table 5 indicate that refresher is the most perceived form of training at the Commission. The reason for this may be that at the time of initial appointment of employees, they are formally trained for their jobs. But with the passage of time, they may forget some of the methods which were taught to them and become outdated because of technological development and improved techniques of management of production. Hence, refresher training is arranged to existing employees in order to provide them an opportunity to revive and also to improve their knowledge. As held by Yoder and Staudohar (1970), refresher training programmes are designed to avoid “personnel obsolescence”. This was followed by ‘Job-Oriented training’, $M=3.72$, $SD=0.821$, this involves teaching the employee how to perform the job for which he or she was hired or employed for. This is to help employees to acquire the necessary skills and experience for specific jobs. The results indicate a high level of perception by the staffs that training given them are basically to improve their performance on their current job.

The third common form of training at the commission is Orientation, $M=3.05$, $SD=0.830$, orientation is a deliberate effort by management to make employees familiar with their new employment. Yoder and Staudohar, (1970) upholds this explanation insisting that induction programs are designed to

familiarize new employees with their jobs, to introduce new entrants to fellow workers, and to relate the work of the recruit to that of the total organization. The final training form is Career-Oriented training, $M=2.72$, $SD=0.766$. According to Sandra Kerka (1998), the purpose of Career Development is to; a) Enhance each employee's current job performance b) Enable individuals to take advantage of future job opportunities. This supports the findings of Quartey (2012), indicating that career development training is one of the least form of training offered to employees.

The second part of the analysis of the second objective was on the perception of staffs about the benefits of training and development at the Commission. Respondents were to indicate on a scale of 1 (low) to 5(high) their level of agreement with statements that sought to establish the perception that the employees have about the benefits of T&D programmes at Minerals Commission. Consequently, T&D was regarded as a crucial exercise with a lot of benefits as can be seen in Table 6 below.

Table 6: Benefits of Training and Development

	N	Mean	S. D
Training increases employee commitment and retention	95	3.09	.95
Training helps employees to meet organisational targets	95	3.24	1.22
motivates employee and make them more productive and innovative	95	2.91	.91
Gives a feeling of personal satisfaction and achievement, and broaden opportunities for career development	95	3.38	.67
Training enhances the mastery of the skills learned on the job	95	3.49	.86

Source: Field survey, Lartey (2017)

From Table 6, it can be said that one of the most important benefits of T&D considered by staffs of the commission was the improvement that training brings in terms of the enhancement of the mastery of the skills learned on the job and the improvement in personal development (Mean=3.49, SD=.86). This is in line with the findings of Burrow and Berardinelli (2003) and Redshaw (2000). According to these findings, training and development courses could significantly improve employees' performances, increasing sales and satisfying clients. The second most important benefits perceived by the employees was the idea that it gives a feeling of personal satisfaction and achievement and broaden opportunities for career development (Mean =3.38, SD=0.671). Other important benefits, in order of significance as considered by the employees include: Training helps employees to meet organisational targets (Mean= 3.24; SD= 1.218).

Training increases employee commitment and retention (Mean=3.09, SD=0.946); and finally motivates employee and make them more productive and innovative (Mean =2.91; SD=0.912). The finding that T&D leads to increase in productivity is in support of the study findings of McConnell (2004), who argued that companies having an investment perspective of human resource management must view training as an opportunity to increase long-term productivity, it is also corroborated by the findings of Nel *et al.* (2005) who stated that through training employees are motivated. In effect, training and development contributes to meeting organizational goals through the provision of better quality of services. Rothwell et al. (1995) argue that training increases employees' propensity to perform and subsequently contributes to the firms' performance.

Objective 3: Examine the influence of training and development on the performance of employees

In line with the third objective, the relationship between the four forms of training, as used in this study, and performance of employees within the commission was tested. The relationship between the variables was tested using Pearson product moment correlation. Performance was measured by the composite agreement of staffs to performance indicators such as; Work efficiency, reduction of waste in work, accuracy and precision, punctuality and quality of employee services. The results of the correlation presented below.

The results of the Pearson product-moment correlation coefficient, shows that there was a positive relationship between Refresher training and Performance [$r = .208$ $n=95$, $p=.043$], two-tailed, not only that but also between Career-Oriented training and Performance [$r = .810$ $n=95$, $p=.000$], Orientation Training and Employee Performance [$r = .340$ $n=95$, $p=.001$] and finally Job-oriented training [$r = .702$ $n=95$, $p=.000$]. Cohen (1988) suggests the following guidelines for the interpretation of the magnitude of correlation coefficient; $r=.10$ to $.29$ or $r=-.10$ to $-.29$ small, $r=.30$ to $.49$ or $r=-.30$ to $-.49$ medium, $r=.50$ to 1.0 or $r=-.50$ to -1.0 large. The results indicate a significant positive relationship between Employee performance and all forms of training. Career-Oriented training has the strongest relationship with employee performance, this means that training that are meant to equip employees with skill and groom them for future positions or employability somewhere else tends to positively affect their performance. Stressing on the importance of career development, Evans and Lindsay (1999) reported that the massive career development program embarked upon at the Coors Brewing Company in Golden, Colorado,

resulted in improved employee passion for the job and pride in their jobs, which translated into measurable improvements in productivity, a remarkably low turnover rate, and the delivery of quality product and service. Tazebachew (2011) also holds that, when training programs are offered as a method to progress in one's career, they also have an effect on how an employee performs. Employees who know they have a future with the organization are more likely to be high performers.

The next strongest relationship exists between Job-oriented training and Employee performance [$r = .702$ $n=95$, $p=.000$], On the job training helps employees to get the knowledge of their job in a better way, Khan, Khan and Khan (2011) found a significant relationship between job-oriented training and employee performance. However, it contradicts the findings of Lynch and Black, 1995 job-oriented training does not influence employee performance. The method that had the weakest positive relationship with performance is Refresher training, usually in the form of workshops and seminars attended by staffs.

Table 7: Correlation between forms of T&D and Employee performance.

		Refresher training	Career-oriented training	Orientation training	Job-oriented training	Performance
Refresher training	Pearson Correlation	1	.175	.011	.060	.208*
	Sig. (2-tailed)		.089	.912	.563	.043
	N	95	95	95	95	95
Career-oriented training	Pearson Correlation	.175	1	-.051	.192	.810**
	Sig. (2-tailed)	.089		.622	.063	.000
	N	95	95	95	95	95
Orientation training	Pearson Correlation	.011	-.051	1	.060	.340**
	Sig. (2-tailed)	.912	.622		.563	.001
	N	95	95	95	95	95
Job-oriented training	Pearson Correlation	.060	.192	.060	1	.702**
	Sig. (2-tailed)	.563	.063	.563		.000
	N	95	95	95	95	95

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field survey, Lartey (2017)

Since relationship may not necessarily mean causality, a regression analysis was performed between Training and Development and employee performance. This sought to determine how Training and Development as a composite Independent variable influence Employee performance (dependent Variable). Table 8 shows the results on the summary of the regression model. The figure of concern here is the R Square, the coefficient of determination, it is the proportion of variation in the dependent (Employee Performance) variable explained by the regression model. An R Square value of .656 indicates that about 65.6% of the variation in the Performance of staffs at the Minerals Commission is accounted for by Training and Development, the other 34.4% variation in performance may be due to other factors not captured in this study. The R value represents the Pearson Correlation coefficient, and it indicates a very strong relationship between T&D and employee performance.

Table 8: Model Summary of T&D on performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.810 ^a	.656	.652	.28405

a. Predictors: (Constant), Training and Development

Source: Field survey, Lartey (2017)

Table 9 presents results to assess the statistical significance of the results presented in the model summary.

Table 9: ANOVA^a of T&D on performance

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	14.310	1	14.310	177.359	.000 ^b
Residual	7.503	93	.081		
Total	21.813	94			

a. Dependent Variable: Performance

b. Predictors: (Constant), Training and Development

Source: Field survey, Lartey (2017)

The results of the ANOVA indicate a statistically significant figure of $p=.000$, as held up by Tabachnick and Fidell (2013), a significant level of less than or equal to $.05$ is necessary for social science research. If such a condition is met, then the independent variable does a good job explaining the variation in the dependent variable. In this analysis, the p -value is well below $.05$ ($p = .000$). Therefore, it can be concluded that the R and R^2 between T&D and employee performance is significant and therefore T&D can significantly influence employee performance. The table in the SPSS output labelled coefficients (table 10) provides information that is useful for understanding the regression equation. Under the column marked unstandardized coefficient and sub-column B, the numerical value for the first row, labelled (constant), is the value for the intercept (a) in the regression equation.

Table 10: Coefficients^a of T&D on performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.626	.197		3.183	.002
T&D	.804	.060	.810	13.318	.000

a. Dependent Variable: Performance

Source: Field survey, Lartey (2017)

Taking the values for the slope and the intercept in the resulting regression equation, the researcher can make the following statements: According to the intercept, when T&D is zero, employee performance is at a level of 0.626 and according to the slope, for any improvement made Training and Development practices will lead to an increase in employee performance by $.804$. therefore, T&D has a significant effect on employee's performance.

This supports a study in France (d’Arcimoles, 1997) which found that the more training given, the better the performance. Training was permanently and clearly associated with an increase in profitability and productivity. Training has always been seen as a positive impact in every organization. Employee training increases employee motivation to perform which in-turn increases organizational performance.

Looking back to the original experiment by Elton Mayo in Chicago from 1927-1932, the mere fact that an organization has paid attention to people (employee) spurs them to better job performance. On the contrary, this study contradicts the findings of Marshall et al. (1995) and Kitching (1998) who argue that there is a weak direct relationship between training and firm’s performance. Tan (1996) also claims that, training activities fail to influence the firm’s performance because the activities are not linked to the firm’s strategic plans. In line with this study, conclusion can be drawn that Training and development increase the overall performance of the organization (Shepard, Jon et al.,2003). Although it is costly to give training to the employees but in the long run it gives back more than it took. Every organization should develop its employees according to the need of that time so that they could compete with their competitors.

Objective 4: To assess the challenges of training and development programmes at the Commission.

In line with the final objective, the study examined the challenges associated with T&D at the Minerals Commission. In achieving this the employees were given a series of challenges found in the literature that were associated with the provision of T&D. They were then asked to indicate the

extent to their level of agreement on a scale of 1 to 5, with five representing the highest level of agreement.

Table 11: Challenges facing the Commission in T&D

	N	Mean	SD
There is too much favouritisms within the Commission when it comes to training and career development	95	3.20	.68
There is often lack of resources provided for training and development programmes	95	3.03	.74
There is lack of clear succession planning and career path	95	2.60	1.10
There is lack of enthusiasm on the part of employees	95	2.51	.97
There is often lack of management support for employees' career development programme	95	3.07	.87
There is lack of competent local trainers	95	2.54	1.49
There is lack of incentive (e.g. promotion) for following development programmes	95	2.66	1.17

Source: Field survey, Lartey (2017)

The most important statement that indicate the perceived challenge of training and development at the minerals commission is; There is too much favouritisms within the Commission when it comes to training and career development, $M= 3.20$, $SD=0.68$. This is followed by “There is often lack of management support for employees’ career development programme “ $M=3.07$, $SD=0.87$ and There is often lack of resources provided for training and development programmes, $M=3.03$, $SD=0.74$. The fourth most common perceived challenge of T&D in minerals Commission is the idea that there is lack of incentive (e.g. promotion) for following development programmes, $M=2.66$, $SD= 1.17$. Other challenges worth noting in order of importance are; There is lack of clear succession planning and career path, $M=2.6$, $SD= 1.10$,

There is lack of competent local trainers, $M=2.54$, $SD= 1.49$ and finally ‘there is lack of enthusiasm on the part of employees’ $M= 2.51$, $SD=0.97$. The results above indicate the perceived challenges of T&D staffs perceive at the Minerals Commission.

As opined by Kataila (2005), when a member of staff attends or completes a course that has little direct application to the day-to-day work of the organisation, the knowledge gained is not applied and tends to be lost. Tobin (1997) also points out that *“unless employees can return to their jobs and immediately start applying the content of the training to make a noticeable and positive difference in solving business problems and meeting competitive challenges head-on, then a training programme is indeed a luxury that few organisations can afford”*. Employees who find their learning experience of value are anxious to apply their new knowledge and skills. For state owned enterprises such as the Minerals Commission to stay competitive, they must utilise the skills of its workers to the maximum to prevent wastage of time, money and resources. The harmonisation of the Commission’s needs and of staff training needs should be the aim.

The study of Omoro, (2001) supports this finding, in the study it was found that lack of funds was one factor that limits employees’ participation in staff development programs. Many department within the firm do not set aside enough funds to cater for the employees’ participation in staff development programs. There is a clear indication from the results that the perception about the various challenges with respect to T&D within the minerals commission, it is the duty of management to ensure that T&D opportunities are meted out to those who deserve void of nepotism.

Summary of the chapter

The discussion of this chapter has focused on Staff training and development policies at the Ghana Minerals Commission. The chapter has analysed the main research objective which is to investigate the influence of T&D on employee performance. Accordingly, this chapter has provided the findings and discussions which reflect on the core study objectives. The first section discussed the demographic features of those respondents which centred on sex, education, age, staff ranking and experience. However, the second section addressed the specific research objectives relating to the topic namely: Assess employee development policies of the Minerals Commission, to examine the forms of training with its perceived benefits at the commission, examine the influence of training and development on the performance of employees and finally to assess the challenges of training and development programmes at the Commission. The next chapter presents a summary and conclusion of the whole work

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the main findings, conclusions drawn from the findings and recommendations for policy consideration and further research.

Summary of the Study

The main objective of this study was to determine the influence Training and development on employee performance within the Minerals Commission of Ghana. In order to achieve the main objective, the following research questions were asked to guide the study:

1. Assess employee development policies of the Minerals Commission
2. To examine the forms of training with its perceived benefits at the commission
3. Examine the influence of training and development on the performance of employees
4. To assess the challenges of training and development programmes at the Commission.

The quantitative research method and the survey design were employed in the study. The study was a descriptive cross-sectional quantitative study with 95 staffs surveyed. A self-administered questionnaire was the main research instrument. The primary data from the questionnaire were put on an interval scale and analysed using descriptive and inferential statistics such as frequencies, percentages, mean, correlation and regression.

The results were presented in chapter four but the main findings are summarized below: There was a very high level of awareness of employee development policies at the minerals Commission. 85 respondents representing 90% of the respondents claim they are aware of the existence of an employee development policy for their training and development. Only 10 respondents representing 10% claim that they were not aware of an employee development policy regulating their work. In addition to this, staffs indicated their perception of how effective employee development policies are at the Commission.

The most important statement that indicates the attitude and perception of staffs towards employee development policy was the statement; Management have a policy that promotes the career development of all workers, $M=3.77$, $SD=0.91$. Followed by; Management conducts training and career development for all workers, $M=3.71$, $SD=0.67$ and; Adequate time is allowed to workers for their career development agenda, $M= 3.03$, $SD= 0.78$. The indicates management support for employee development, in conformance to employee development policies enshrined in its condition of service for employees. The statements also indicate management's concerted effort to ensure that at least every employee goes through some form of training and development activities.

In line with the second objective, there was a high level of agreement that refresher is the most perceived form of training at the Commission. This was followed by 'Job-Oriented training', $M=3.72$, $SD=0.821$, it involves teaching the employee how to perform the job for which he or she was hired or employed for the third common form of training at the commission is Orientation, $M=3.05$, $SD=0.830$, orientation is a deliberate effort by

management to make employees familiar with their new employment and Career-Oriented training, $M=2.72$, $SD=0.766$. The respondents indicated their perception of the benefits of training and development.

The most perceived benefit was the improvement that training brings in terms of the enhancement of the mastery of the skills learned on the job and the improvement in personal development (Mean=3.49, $SD=.86$) followed by the idea that it gives a feeling of personal satisfaction and achievement, and broaden opportunities for career development (Mean =3.38, $SD=0.671$) and Training helps employees to meet organisational targets (Mean= 3.24; $SD=1.218$), this was followed by Training increases employee commitment and retention (Mean=3.09, $SD=0.946$); and finally motivates employee and make them more productive and innovative (Mean =2.91; $SD=0.912$).

A correlation analysis was conducted to determine the relationship between the forms of T&D and employee performance. The results of the Pearson product-moment correlation coefficient, showed that there was a positive relationship between Refresher training and Performance [$r = .208$ $n=95$, $p=.043$], two-tailed, not only that but also between Career-Oriented training and Performance [$r = .810$ $n=95$, $p=.000$], Orientation Training and Employee Performance [$r = .340$ $n=95$, $p=.001$] and finally Job-oriented training [$r = .702$ $n=95$, $p=.000$]. The study identified how Training and Development as a composite Independent variable influence Employee performance (dependent Variable). The R Square value of .656 indicates that about 65.6% of the variation in the Performance of staffs at the Minerals Commission is accounted for by Training and Development, the other 34.4% variation in performance may be due to other factors not captured in this study.

The final objective of the study examined the challenges associated with T&D at the Minerals Commission. The most important statement that indicate the perceived challenge of training and development at the minerals commission is; There is too much favouritisms within the Commission when it comes to training and career development, $M= 3.20$, $SD=0.68$. This is followed by “There is often lack of management support for employees’ career development programme “ $M=3.07$, $SD=0.87$ and There is often lack of resources provided for training and development programmes, $M=3.03$, $SD=0.74$ and the least being finally ‘there is lack of enthusiasm on the part of employees’ $M= 2.51$, $SD=0.97$.

Conclusions

This study has provided an overview and relevant discussion on the Staff Development Policies of the Ghana Minerals Commission, highlighting on Training and Development activities. The study can conclude that most staffs at the minerals Commission are aware of a staff training and development policy, it is revealed in this study that most of the staffs perceive that Management have the development policy and conducts training and development for the career development of all the workers.

Generally, the staffs had a low perception on the fact there was a clearly communicated succession plan at the commission and the fact there is room for promotion after employees have gone through training and development programmes. This underscores the fact that staffs the T&D policy does not clearly define issues pertaining to deployment and placing after training. When it is perceived that going through training and development activities will not

reflect in promotions and pay rise, the literature indicates that this situation negatively affects employee performance.

The results of this study have revealed that although the Refresher form of training is most practiced in the minerals commission, it had the least significant relationship with employee performance. Managements' effort to train employees to avoid personal obsolescence, this goal though may be achieved, in the long run does little to improve the performance of individual employees. This study has further supported the view that the most common benefit of training is to enhance the mastery of skills among employees and training also gives a feeling of personal satisfaction and achievement and broaden opportunities for career development. So, the staffs basically perceive that every form of training and development activity should equip them with skills and prepare them for career development.

Besides the study indicating a positive significant relationship between all the training forms and employee performance, it also indicates that T&D as a composite interpret 65 percent of the variation in employee performance. The study has revealed a very strong predictive relationship between T&D and the performance of employees at the Minerals Commission of Ghana. The study is supporting previous studies that employee training and Development influences the performance of employees. The most significant results of this study indicate that Career oriented training and Job Oriented training have strong positive relationship with employee performance. The challenge here is that most sponsored themselves to acquire new skills, knowledge and abilities through higher formal education programs. Deployment after training becomes a challenge since the process has its own bureaucracies.

Recommendations

This study has clearly showed the importance role of training and development programs as it increases the organization's staffs' performance, skills and productivity. In order to reap the full benefits of a training initiative, the following recommendations are made for the Minerals Commission;

The management of the Ghana Minerals Commission clearly identify and communicate training and development opportunities to their staffs. Training needs must be identified to ensure that training skills to be acquired match with current performance level. The management of the Ghana Minerals Commission have to implement deployment policies and clearly defined the promotion application process for staffs who have through training and development. In line with this, they must provide opportunities for Organizational career planning, this involves matching an individual's career aspirations with the opportunities available in the organization.

In line with this study, it is further recommended that management encourage employee embarking on career development training since this mainly improves employee performance. In general, to provide effective training and to improve employee performance the Minerals Commission should develop clear performance measurement system before and after training, properly followed the training process, design and accordingly followed the policy and give a chance for employees to involve in decision making regarding training and other related issues.

Areas for further studies

This study directly focuses on the impact of training and development on worker performance. Future research could also investigate factors that may mediate the relationship between training and employee performance. Since the study only assessed staff development policies of the Minerals Commission, other studies could include other State-Owned Institutions, Ministries and Agencies.

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LIST OF APPENDICES

APPENDIX A

Introductory Letter

UNIVERSITY OF CAPE COAST

SCHOOL OF BUSINESS

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

Telephone 03321 32440/32444 Ext. 219/220 **UNIVERSITY POST OFFICE**
Direct 03321 37870 **CAPE COAST, GHANA**
Telegrams: University, Cape Coast
Telex: 2552, UCC, GH.



Dear Sir/Madam,

INTRODUCTORY LETTER

The bearer of this letter, Grace Lartey, is a (Human Resource Management) student of the School of Business. She is writing her dissertation on “**Staff Development Policies and Programs of the Minerals Commission, Ghana**”

We would be grateful if you could assist her with the filling of the questionnaires and any other information that she may need to complete his work.

We appreciate your co-operation.

Yours faithfully,

Signed

Dr. Felix Opoku

HEAD

APPENDIX B

QUESTIONNAIRE

UNIVERSITY OF CAPE COAST

COLLEGE OF HUMANITIES AND LEGAL STUDIES

SCHOOL OF BUSINESS

DEPARTMENT OF HUMAN RESOURCE

INTRODUCTION

This survey is being conducted by Grace Lartey, a student of University of Cape Coast, to assess **Staff Development Policies and Programs of the Minerals Commission, Ghana**. Kindly respond to all questions in this questionnaire as objectively as you can. Your responds will be solely used for academic purpose. THANK YOU

Section A: Demographic information of respondents

1. Sex distribution of respondents
 - a. Male []
 - b. Female []
2. Age distribution of respondents
 - a. 21-30 years []
 - b. 31-40 years []
 - c. 41-50 years []
 - d. 51 and above []
3. Current job position of respondents
 - a. Senior staff []
 - b. Junior staff []
4. Working experience (measured in number of years) at the Commission
 - a. Less than a year []
 - b. 1-5 years []
 - c. 6-10 years []
 - d. 11-15 years []
 - e. 16 and above []

5. What is your current level of education?
 - a. O/A level/ SSS []
 - b. Diploma []
 - c. First Degree []
 - d. Post graduate Degree []
 - e. Professional []

Section B: Training and Development Policies at the Commission

6. Does the Minerals Commission provide opportunity for development of staffs ?
 - a. Yes []
 - b. No []
7. To what extent do you agree with the following statement?

Where: 1 indicates the least level of agreement and 5 denotes highest level of agreement

No	Employee Development	1	2	3	4	5
i.	Management have a policy that promotes the career development of all workers					
ii.	My employer fully finance career development programmes of all workers					
iii.	Changes in training and development policy are formally communicated to all workers					
iv.	There is room for promotion after employees have gone through training and development programmes					
v.	Adequate time is allowed to workers for their career development agenda					
vi.	Management conducts training and career development for all workers					
vii.	There is clearly communicated succession plan in this organization					

8. Indicate your level of agreement with the following forms of training used by the Commission

Where: 1 indicates the least level of agreement and 5 denotes highest level of agreement

No		1	2	3	4	5
i.	Refresher training					
ii.	Career-oriented training					
iii.	Job-oriented training					
iv.	Orientation training					

Section C: Perceived benefits of training and development

9. To what extent do you agree with the following statements as the benefits of training and development at the commission?

Where: 1 indicates the least level of agreement and 5 denotes highest level of agreement

No	Benefits of training and development	1	2	3	4	5
i.	Training increases employee commitment and retention					
ii.	Training helps employees to meet organisational targets					
iii.	motivates employee and make them more productive and innovative					
iv.	Gives a feeling of personal satisfaction and achievement, and broaden opportunities for career development					
v.	Training enhances the mastery of the skills learned on the job					

10. To what extent do you agree that the Minerals Commission is confronted with the following challenges?

Where: 1 indicates the least level of agreement and 5 denotes highest level of agreement

No		1	2	3	4	5
i.	There is too much favoritisms within the Commission when it comes to training and career development					
ii.	There is often lack of resources provided for training and development programmes					
iii.	There is lack of clear succession planning and career path					
iv.	There is lack of enthusiasm on the part of employees					
v.	There is often lack of management support for employees' career development programme					
vi.	There is lack of incentive (e.g. promotion) for following development programmes					
vii.	There is lack of competent local trainers					

Section D: Employee performance measures

11. To what extent do you agree with the following statements on the impact of training and development on performance?

Where: 1 indicates the least level of agreement and 5 denotes highest level of agreement

No	Performance	1	2	3	4	5
i.	The training provided by the Commission helped me to perform my work quickly and efficiently.					
ii.	Because of the knowledge, skills and attitude that I received from the training I can accomplish activities without waste.					
iii.	I feel that training enable me to perform my work with greater accuracy and precisely.					
iv.	Because of the good training practices of the Commission, I am punctual to work					
v.	Training increases the quality of employees' services					

Thank you for your time