

# Enhancing Organizational Performance: The Role of Training and Development

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## Abstract

This study investigated the impact of training and development on employees' productivity and organizational performance in the Asante Akim South Municipal Assembly as a case study. The study applied structured questionnaires to a sample size of 75 drawn by a convenient sampling technique. The study also employed the purposive sampling technique to generate respondents to be interviewed. The data generated was analyzed using descriptive statistics. The findings of the study show that majority (77%) of the respondents agreed that training and development has enhanced their efficiency and job productivity. Secondly, majority (68%) of the respondents agreed that training and development enhanced organizational performance. The effectiveness and quality of the training programmes have also been found to be appreciable. The study recommends that departments within the district assembly should conduct more training programmes for their employees on a continuous basis. Organizers of the training programmes should also ensure the effective organization of these programmes.

**Keywords:** Training and development; Performance; Organizational goal; Efficiency.

## 1. Introduction

Training and development play an important role in the effectiveness of organizations and to the experiences of people at work. Training has implications for productivity, health and safety at work and personal development. All organizations employing people need to train and develop their staff. Most organizations are cognisant of this requirement and invest effort and other resources in training and development (Morrison, 1991). Training also has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce (Stone, 2002).

In recent decades, many organizations have been urged to adopt a variety of employee development and training on performance to improve their productivity and competitiveness (Huselid, 1995). Such recommendations are based on long held perceptions and assertions that professional training and development have a great influence on its organizational performance. Further, firms and public sector organizations are facing increasing pressure to provide training for their employees due to the changing institutional and technology environment.

The objective of training and development programmes for both management and employees is to improve employee capabilities and organizational capabilities. Also, investments in training and development of employees can make them more productive and effective on their jobs, which directly contribute to productivity (Burke and Day, 1986; Collins and Holton, 2004).

However, every training and development programme involves the use of both financial and material resources. The extent to which an organization benefits from such investment remains unclear. Especially in the public sector where measuring productivity and output remains difficult, understanding how training and development impacts overall performance is increasingly becoming a difficult task. Further, determining whether some development practices have stronger impacts than others and whether complementarities among different training and development modules or activities can further enhance organizational performance is very important for maximizing benefits from investments in employee training.

The effect of training and manpower development on employee's productivity and organization performance has attracted considerable interest in the analytical and empirical literature. On the whole, human resources management theory has paid considerable attention to this debate; however, the theoretical predictions are ambiguous. Depending on their underlying assumptions, some approaches predict that the performance of an organization is necessarily based on innovative labour force, technology, quality management, and customer satisfaction (Dhamodharan *et al.*, 2010); while others see training as a tool in the hands of human resources managers to activate and empower the productive base of an organization (Dhamodharan *et al.*, 2010).

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Employee training and manpower development is very vital to job productivity and organization performance since the formal educational system does not adequately provide specific job skills for a position in a particular organization. While, few individuals may have the requisite skills, knowledge, abilities and competencies needed to fit into a specific job function, some others may require extensive training to acquire the necessary skills to be able to fit in a specific job function and also make significant contribution to the organization's performance. If they are not motivated or adequately resourced to perform their jobs, the investment made in training employees may be wasted (Delaney and Huselid, 1996). Getting the most beneficial outcomes from training and development may therefore require undertaking other complimentary HRM practices such as various motivation and compensations systems, organization restructuring among others. Within the public sectors in Ghana, decisions on the type of HRM practice to be undertaken at the district level are sometimes determined by central government or funding agencies.

Extant research that focuses on the influence of Human Resource Management (HRM) practices on organizational performance has become popular in recent years (Burke and Day, 1986; Collins and Holton, 2004). Specifically, the literature includes studies that focus on the performance effects of specific HRM practices, such as training and development (Bartel, 1994; Knoke and Kalleberg, 1994). As mentioned earlier, many of these studies have reported positive associations between various HRM practices and objectives and perceptual measures of firm performance. These positive relationships have stimulated further studies within public sector organizations as well as motivated organizations to undertake various training and development practices to improve the knowledge and skills of their employees.

There is also increasing evidence that the effectiveness of trained skilled employees will be limited, however, the effect of training and manpower development on employee's productivity and organization performance has attracted considerable interest in the analytical and empirical literature.

### **1.1. Review of Empirical Literature**

In this section, some empirical studies done on the effects of training and development on productivity and organizational performance are presented.

Ugoji (1988), conducted a research on the effect of training and development on organizational performance. The study used secondary data. Four hypotheses were developed to see the impact of all the independent variables on the overall Organizational Performance. The results show that training and development, on the job training, training design and delivery style have positive significant effect on organizational performance. This study presented a report on the impact of training (and vocational education) investments on company productivity and other performance indicators using a meta analysis. The study yields a clear result that investment in training have a positive and significant impact on company performance indicators. This result confirms the key role attributed to the investment in skills in the European strategy for smart and sustainable growth, Europe 2020, and the initiative agenda for new skills and jobs (European Centre for the Development of Vocational Training, 2011). Provide advance understanding of the effects of training on organizational-level outcomes by reviewing the results of previous studies that have investigated the relationship between training and human resource, performance, and financial outcomes. The results of meta-analysis from 67 studies suggest that training is positively related to human resource outcomes and organizational performance but is only very weakly related to financial outcomes.

Furthermore, training appears to be more strongly related to organizational outcomes when it is matched with key contextual factors such as organization capital intensity and business strategy, in support of the contingency perspective. Further, training is related independently to organizational outcomes in support of the universalistic perspective of strategic human resource management rather than a configurationally perspective (Anao, 1993).

Amuno (1989) collected data from each of the 9439 permanent, salaried employees of a large high-technology manufacturing firm to assess the effects on employee turnover of the organization's investment in employee development via a tuition reimbursement programmes. Investment in training via tuition reimbursement decreased turnover while employees were still taking classes.

Richard and Johnson (2001), conducted a study to determine if productivity is a driving force for investment in training and management development in the Banking Industry in Nigeria. The study relied on both qualitative and quantitative analysis of data, using descriptive and inferential statistics. The entire staff of the 25 commercial banks as at 2007 in Nigeria was the population of the study and a total of 320 questionnaires were administered. The study found that productivity is really one of the driving forces for investment in training and management development.

Anyanwu (2000), studied the effects of training on employee productivity. The paper provides a review of the current evidence of such a relationship and offers suggestions for further investigation. They reviewed extensively the literature in terms of research findings from studies that had attempted measuring and understood the impact that training have on employee productivity across various sectors. The focal point of their review was on training practices and employee productivity and their relationship. The outcome of their findings varied. While some studies reported a positive association between training and employee productivity, some reported negative and some no association whatsoever.

Harbison (1973), identified some negative impacts of training on firm performance, and they outlined possible reasons for their findings. According to them, responses to the survey were given during a period of financial difficulty, as reflected in the tendency to reduce training budgets as a relatively easy way to cut expenses in the periods of slack demand. Where firms offer more training, they may be doing so in an inadequate manner, either because they train in the wrong areas or because they do not follow up on the training to ensure good results. They argued further that it is clear that the link between training and productivity is a complex one, and there may be many external variables which interplay to determine the nature of the impact that investment in training has on business performance. The missing link may be in linking training investment to other business performance

mechanisms, such as ensuring delivery of training that is matched to overall business objectives. They concluded that it may be that the training-productivity link is weak because it has not been understood in a broader context.

Vroom (1968), conducted a study on the effect of on-the-job training on Intercontinental Bank workers. The study revealed that training brings greater confidence on workers, enriches employee's knowledge and increased performance skill, creates greater efficiency and effectiveness, increases productivity and leads to higher profitability. The study further revealed that there exists a direct relationship between manpower training and productivity of bank workers.

Rastogi (2000), examined the role of training and development on workers' productivity in both public and private organizations in Nigeria. The study also pointed out the problems of human resource management and personnel manager. The study concluded that training and development is a long term and very sensitive function of an organization. Finally, the paper recommended that proper implementation of training enhances individual performance and productivity.

Thang (2009), conducted a study on human resource training, organizational strategy and firm performance in Vietnam. First, the study confirms that a positive relationship between training and firm performance exists, not only at the level of the individual employee, as demonstrated in previous studies, but also at company level. More specifically, training will improve the knowledge, skills, abilities and behaviour of employees leading to positive organizational performance. The major findings indicate that companies that implemented training in 2006 have increased sales, productivity of manufacturing companies by 0.18 percent. The manufacturing companies that implemented training programmes after 2005 found it lead to an increase of 0.32 percent in total sales and productivity per year between 2005 and 2006. They concluded that companies should pay more attention to human resource training policy if they wish to succeed

Dess and Picken (2000), conducted a study on impact of people management practices on business performance. The fundamental aim of the study was to aid managers in determining where to direct their efforts in order to have most impact upon the performance of their companies. They gathered data from an intensive ten year study of over a hundred small and medium-sized manufacturing enterprises in the United Kingdom. The results of the study demonstrated the relationship between employee attitudes and company performance. Overall, these results very clearly indicate the importance of people management practices in predicting company performance. The results suggest that, if managers wish to influence the performance of their companies, the most important area they should emphasize is the management of people.

Grant (1996), sought to determine the impact of training and development on public sector organizations using Ghana Ports and Harbours Authority (GPHA) as a case study. The study assessed the training and development process of GPHA and whether training has improved employee performance. He designed a structured questionnaire to collect primary data from employees of GPHA. Personal interviews were also held with some management staff of the organization. The results indicated that GPHA's employees were not well informed about training and development programmes in the organization. Most of the employees were of the view that training and development were effective tools for both personal and organizational success.

Sanusi (2002), carried out study on the impact of capacity building on employee productivity in commercial banks in Kenya. The study argued that 37 failed banks in Kenya in 1998 would have been averted if some of the problems like weak supervision and equipping employees with expertise, necessary skills and knowledge were addressed through employee training to improve performance of the banks. Their findings from the study reported a significant positive effect of training and development on employee productivity and organizational performance.

Other studies also explored if there is a relationship between skills and other organizational outcomes. Haskel and Hawkes (2003), found that higher skill (qualification) levels support innovation and more sophisticated production processes and were associated with the production of higher quality products. Green *et al.* (2003), has also found a strong relationship between different levels of UK workforce skills and the sophistication of products. Colombo and Stanca (2008) also found the connections between more training and higher labour productivity across a number of UK sectors; while Adeniji (2002) found that increasing investment in training reduces the chance of firm closure. Grip and Saverman (2010), found that training of agents had significant effects on the productivity of workers in the organization. In the same vein, Nwachukwu (1988) was of the opinion that labour productivity growth appears to be enhanced by the joint introduction of training and innovation.

Harel and Tzafrir (1999), attempted to find out whether staff training has any implication in job performance, behaviour, attitudes, skills, knowledge and achievement of the goals of a business organization in Nigeria. The sample size was determined on the basis of three categories of staff namely: general staff, senior staff and management staff. He used chi-square to test the postulated hypothesis. He showed that effective training leads to acquisition of skill and knowledge required for employee to perform effectively on the job. His result reveals that training has a high positive impact on employee and reduces the nature of hazards on the job in the accomplishment of corporate objectives.

## **2. Methodology**

### **2.1. Research Design**

This study will therefore adopt a mixed research methodology. Mixed research design employs both quantitative and qualitative instruments and techniques to data collection and analysis. This design will therefore avoid the weaknesses of either employing only quantitative or qualitative research designs. The study will be descriptive in nature as it seeks to assess the effect of training and development on organization performance.

## 2.2. Study Population and Sample Size

The population of the study comprises all staff of the Asante Akim South Municipal Assembly and its decentralized departments. The sample was therefore derived from the population. The sample size was determined by looking at an inventory of staff who had attended training and/or development within the past five years. Five years was considered because it was seen being a period long enough to observe changes in job related performance and not too long for the respondents to lose track of the training programme or the impacts. In all 75 workers of the assembly and other decentralized department responded to the survey.

Sampling is very strict regarding the number of observations (interviewees and respondents of questionnaires) needed from a given population to make reliable estimates on given characteristics of this population. Determining the sample size is a very important problem and it depends on many factors. In order to determine the sample size the researcher must know the variance of the characteristics to be examined in the population. [Psacharopoulos \(1999\)](#) recommends that 5 to 10% sample sizes are to be adequate for most surveys. Here, the important thing is that it is not the size of the sample and the randomness of the selection process, but more important is that it should be representative. This study employed a non-probability sampling techniques since the sample frame could not be established. The study therefore used a convenient sampling technique for the data collection. Despite the lack of randomness and the other accompanying defects of this sampling technique, the study tried to minimize these weaknesses by not self-selecting respondents in order to avoid biases. Sampling was therefore not systematic or random but also non-selective at department levels with the aim of obtaining the highest possible number of responses. Stratification of sampling between departments was also undertaken to achieve adequate coverage varied views and practices. To conduct the interviews, the study relied on the purposive sampling technique to select the respondents. The purposive sampling technique is used in occasion where certain caliber of people are needed to provide information and hence needed to be selected on purpose.

## 2.3. Data Collection and Instrumentation

Two main data collection techniques were employed for the purposes of data collection namely questionnaires and interviews. A questionnaire was designed to gain information on the effects of training and development on organisational performance in this study. The Survey questionnaire was chosen because it encourages high response rates, provides assistance to respondents and is suitable for complex questions. The main characteristic of this method will be that data are offered by the respondents, with limited interference on the part of researcher ([Argyrous, 1996](#)). In spite of the fact that they do not allow probing, prompting and clarification of questions, questionnaires was still the most appropriate research instrument for this study because they offered greater assurance of anonymity, less opportunity for bias and errors and a stable, consistent and uniform measure of variation. Besides, they also produced quick results. Questionnaires were designed in view of the research questions to solicit relevant information from the staff of the assembly. The questionnaire was administered to the whole sample population, that is, every staff in the inventory who had attended training within the past five years. The responses is gathered in a standardised way, so questions were more objective in nature. This method was selected with due consideration to the busy schedule of most of the respondents. The questionnaires were self-administered and with due consideration to the schedule and confidentiality of the respondents. A structured questionnaire (see Appendix 2) comprising of 18 questions was designed and administered to the staff. The questions were made short and clear in order to ensure that it takes the respondents not more than 15 minutes to complete. This encouraged participation from a majority of the participants. The supervisors of the respondents were interviewed as key informants, that is, either the Municipal Chief Executive or line directors of the relevant departments. Participants and key informants (supervisors) from the inventory were purposively selected to achieve maximum variation in views and opinion that are representative of the assembly. The interview method was adopted in order to gain a thorough understanding of the problem under study. This technique offered the respondents the opportunity to express themselves adequately. The technique also made it possible for questions to be explained very well to respondents for the right or appropriate responses to be elicited.

## 2.4. Data Analysis

The qualitative data analysis process was conducted by implementing several steps. The first step was transcribing all the interviews. This was followed by deductive and inductive coding and then narrowing down the data by eliminating irrelevant information and highlighting relevant ones. The quantitative data collected from the field was edited to ensure coherence and consistency of the information gathered. The edited data was then coded and inputted into the computer using the SPSS version 21.0 (Statistical Package for Service Solutions). The data was later transferred onto another computer based statistical package called STATA version 13.1 for the analysis. Data was analyzed based on the objectives of the study and presented using frequency tables, pie charts and bar graphs. A descriptive statistics technique was employed in the study as the main analytical tool.

## 3. Discussion of Results

### 3.1. Demographic Analysis of Respondents

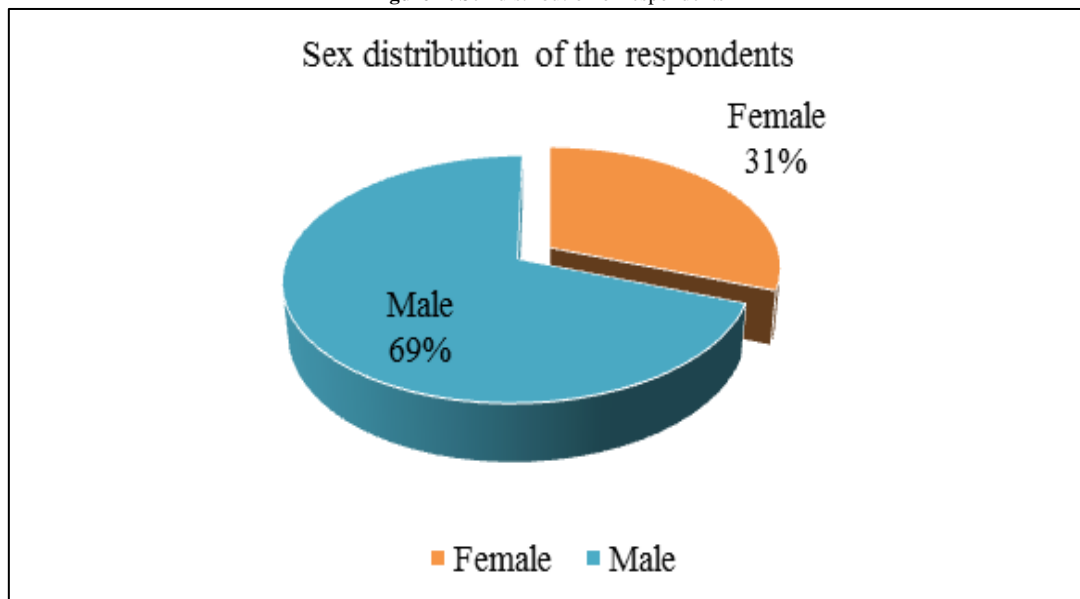
#### 3.1.1. Sex of the Respondents

The sex distributions of the respondents as shown in [Figure 1](#) reveals that majority 52 (53%) are males while 23 (47%) are females. This implies that there could slightly be high male composition of workers in the municipal assembly. Consistent with many studies ([Amuno, 1989](#); [Malaolu and Ogbuabor, 2013](#)), more males are employed in



organisations relative to females in many developing countries in Africa. This has implications that the public and civil sector recruitment process could be having a bias for male employees (Collison, 2002). If the reason for this bias is attributed to staff performance, then an affirmative action for training more female should be fronted as a policy in most of these organizations (Berryman and Vaughan, 1988).

Figure-1. Sex distribution of respondents



Source: Field Survey, 2018

### 3.1.2. Age Distribution of the Respondents

It is observed from Table 1 that the age of the respondents ranges from 18 to 60 years. While majority of the respondents (49.3%) are between the ages of 25 and 34 years, 29.3% are between the ages of 35 and 44 years, and only 4% are between the ages of 45 and 60 years. The implication of this is that most of the respondents are within the active labour force since they are not too old or too young as majority of the respondents falls between 18 and 44 years.

Table-1. Age distribution of respondents

Age groups	Frequency	Percent
	<i>F</i>	%
18-24	13	17.3
25-34	37	49.3
35-44	22	29.3
45-60	3	4.0
Total	75	100.0

Source: Field Survey, 2018

### 3.1.3. Educational Status of Respondents

Respondents were asked to state their highest level of educational attainment. It is therefore revealed in Table 2 that 32% of the respondents are holders of Higher National Diploma (HND), while 25% are holders of first degrees. About 18.7% of the respondents either have BECE or SSSCE/WASSCE. However, only 8% are masters (MSc/MBA) degree holders. By implication, majority of the respondents have attained at least the higher national degree (HND). This expected of a public institution with such an administrative stature.

Table-2. Education status of the respondents

Highest Educational attainment	Frequency	Percent
	<i>f</i>	%
BECE	5	6.7
SSSCE/WASSCE	9	12.0
DIPLOMA	12	16.0
HND	24	32.0
First Degree (BSc, BA etc.)	19	25.3
Master's Degree (MBA, MA, MSc etc.)	6	8.0
Total	75	100.0

Source: Field Survey, 2018

### 3.1.4. Number of Years Respondents have worked with their Respective Departments

The distribution on numbers of years the respondents have worked with their respective departments shows that a greater proportion (42.7%) have worked for a period of years ranging from 6 to 10. Similarly, 38.7% have worked between the period of 1 to 5 years, and 18.6% have worked for over a period of 10 years (see Table 3). This indicates that a good number of the respondents have an appreciable level working experience and could be in a good position to state the effect on training and development on their job performance and the overall performance of their organization.

**Table-3.** Number of year's respondents have worked with their respective departments

Years of working in the organization	Frequency	Percent
	<i>F</i>	%
1-5 years	29	38.7
6-10 years	32	42.7
Above 10years	14	18.6
Total	75	100.0

Source: Field Survey, 2018

### 3.2. Frequency of Training Programme Employee Selection Criteria and Methods of Facilitation at the Training

All the respondents have stated that they have participated in some form of training and programme organized by their respective departments. To this effect, this study explored the frequency of training and development programmes at the Asante Akim South Municipal Assembly and its decentralized agencies. From Table 4, it can be seen that most of the training programmes have no specified schedule as 37.3% of the respondent reported there is no specific schedule for training programmes. Again, 28.0% of the respondents reported that the training programmes are organized annually. 6.7%, 8.0% and 20.0% of the respondents also said that the training programmes are organized quarterly, biennially, and biannually respectively. This therefore suggests that, most training programmes that are organized for employees have no specified schedule, they seem to be organized as and when necessary and as and when resources are available.

**Table-4.** Frequency at which training programmes are organized for employees

Frequency of Training Programmes	Frequency	Percent
	<i>F</i>	%
Quarterly	5	6.7
Biannual (twice-a-year)	15	20.0
Annually (Once a year)	21	28.0
Biennial(Once in two years )	6	8.0
No specific schedule	28	37.3
Total	75	100.0

Source: Field Survey, 2018

From Table 5, it can be observed that, 32.0% of the respondents reported that employees are selected into training programmes upon joining the department. 26.7% of the respondents also said that they were selected into the training programme when they are compulsory for all employees. Whereas 17.3% of the respondents said that they were selected based on their supervisors' recommendation, 12.0% of the respondents were selected after a performance appraisal was conducted. 5.3% and 6.7% were also selected or participated in training and development programme because they paid to attend and upon their request respectively. This therefore means, several factors accounts for the selection into a training programme at the municipal but the most likely factors being on joining the department and when the training are compulsory for all employees.

**Table-5.** Criteria for the selection of employees into training programmes

Selection into Training Programmes	Frequency	Percent
	<i>F</i>	%
On joining the department	24	32.0
Supervisors recommendation	13	17.3
Compulsory for all employees	20	26.7
Performance appraisal	9	12.0
You paid to attend on your own	4	5.3
Upon your request	5	6.7
Total	75	100.0

Source: Field survey, 2018

Majority of the training programmes organized for employees at the Asante Akim South Municipal assembly and its decentralized departments are facilitated through lectures (44%) and demonstrations (22.7%). 18.7% and 14.6% of the respondents also reported that training programmes are facilitated through discussions and seminars respectively. This implies training and development programmes are facilitated through lectures and demonstrations.

Table-6. Training programmes Facilitation methods

Training Programmes Facilitation methods	Frequency	Percent
	<i>f</i>	%
Lectures	33	44.0
Demonstrations	17	22.7
Discussions	14	18.7
Seminars	11	14.6
Total	75	100.0

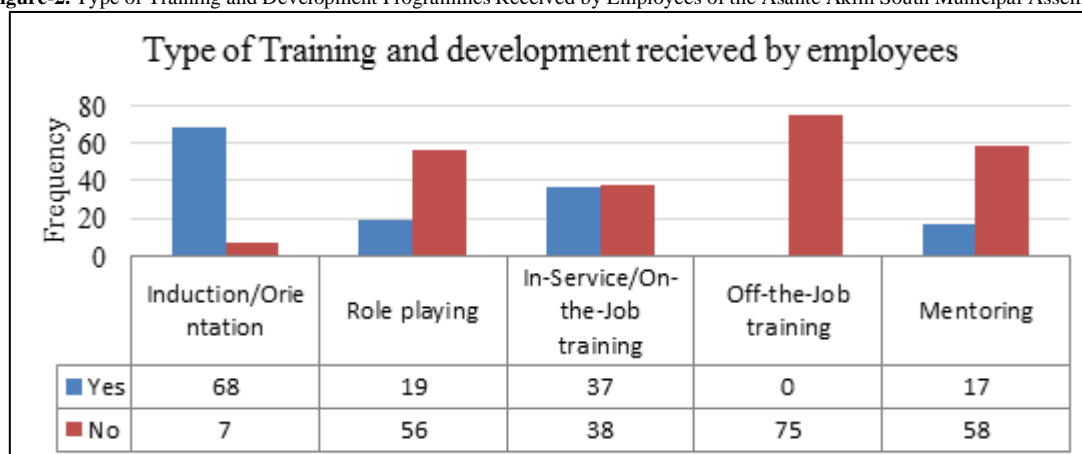
Source: Field Survey, 2018

### 3.3. Type of Training and Development Received by Employees of the Asante Akim South Municipal Assembly

The first objective of this study is to identify the types of training and development that the employees of the Asante Akim South Municipal assembly have participated in or have received. The analysis on types of training and development strategies that the assembly employs shows that the following training methodologies were organized namely, induction/orientation, role playing, mentoring and in-service/on-the-job training. From Figure 2, it can be observed that 68 respondents (90.7%) reported they have received some form of induction/orientation organized by the assembly. This can be seen to be encouraging as employees giving training to enhance their job performance when they are newly recruited into jobs positions. This training is highly essential for newly recruited staff to enable them gain self- confidence and perform more efficiently. This training method is also used to enable workers of the assembly acquire specific skills while they are on the job. To this effect, 37 respondents representing 49.3% of the sample also reported they have participated in in-service/on-the-job training programmes organized by the assembly. The motive behind this type of training is to update the skills of the employees of an organization at all levels. According to Anao (1993) since it is usually impossible to learn all essential techniques required during the pre-services or induction-training period, in-service training are required for employees.

Again, 25.3% (19) and 22.7% (17) of the respondents reported that they had participated in role playing and mentoring training programmes respectively organized by their respective departments of the assembly. Through mentoring, when trainees have questions or need help, they turn to their mentors, who are experienced workers or managers with strong communication skills. Mentoring also provide the opportunity for mentors to offer advise not only on how to perform specific tasks, but also on how to succeed in the company, how the company's corporate culture and politics work, and how to handle delicate or sensitive situations. Furthermore, mentors provide feedback and suggestions to assist trainees in improving inadequate work (Bernatek, 2010). Furthermore, according to Bernatek (2010), through role playing, participants receive immediate feedback from the facilitator and the scenario itself allows better understanding of their own behaviour. None of the respondents have cited off-the-job training programme as having participated in. Off-the-job training programmes are professional trainings given to individuals before they are appointed. The training is carried out on a full time basis usually in schools, colleges and even universities lasting through a specific period. It is usually more costly than other types of training, and this may explain why it is the form of training that is not utilized by any of the departments or agencies of the Asante Akim South Municipal Assembly. Based on this empirical findings, one can conclude that induction/orientation training programme is the most utilized among the departments within the Municipal.

Figure-2. Type of Training and Development Programmes Received by Employees of the Asante Akim South Municipal Assembly



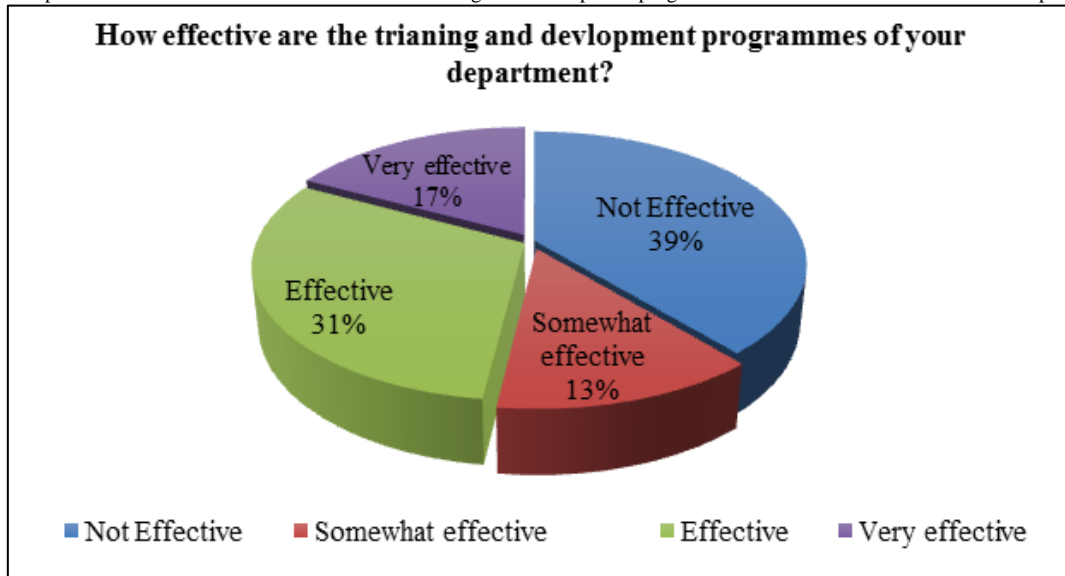
Source: Field Survey, 2018

### 3.4. The Effectiveness of Training and Development Programmes in the Asante Akim South Municipal Assembly

This study was also set out to evaluate the effectiveness of the training and development programmes carried out in the Asante Akim South Municipal Assembly. The results as shown in Figure 3 indicates 17% of the respondents confirmed that the training and manpower development programmes of their respective departments have been very effective; 31% believe that the programmes are effective; while 21% and 39% believe that the practices have been somewhat effective and not effective respectively. The fact that cumulatively majority (about 61%) of the

respondents agreed that the training programmes are effective and 39% of the respondents think that these training programmes are not effective suggests that some of the training are not effective.

**Figure-3.** Respondents evaluation of the effectiveness of training and development programmes in the Asante Akim South Municipal Assembly



Source: Field Survey, 2018

Another dimension that was used to evaluate the effectiveness of the training programs was to ask respondents to rate the quality of the training programmes for which they have participated in. The study therefore revealed that, cumulatively, 38.7% (29 respondents) said the quality of programmes have been poor while 61.3% (46 respondents) said the quality of the programmes have been good (see Figure 4). This still suggests training programmes are not well organized in the municipal.

**Figure-4.** Respondents ratings of the quality of training programmes



Source: Field Survey, 2018

### 3.5. The Influence of Training and Development Programmes on Employees' Performance and Overall Performance of the Assembly

This section of the analysis is focused on assessing the effects of training and development on the performance of employees and also on the overall performance of the Asante Akim South Municipal Assembly

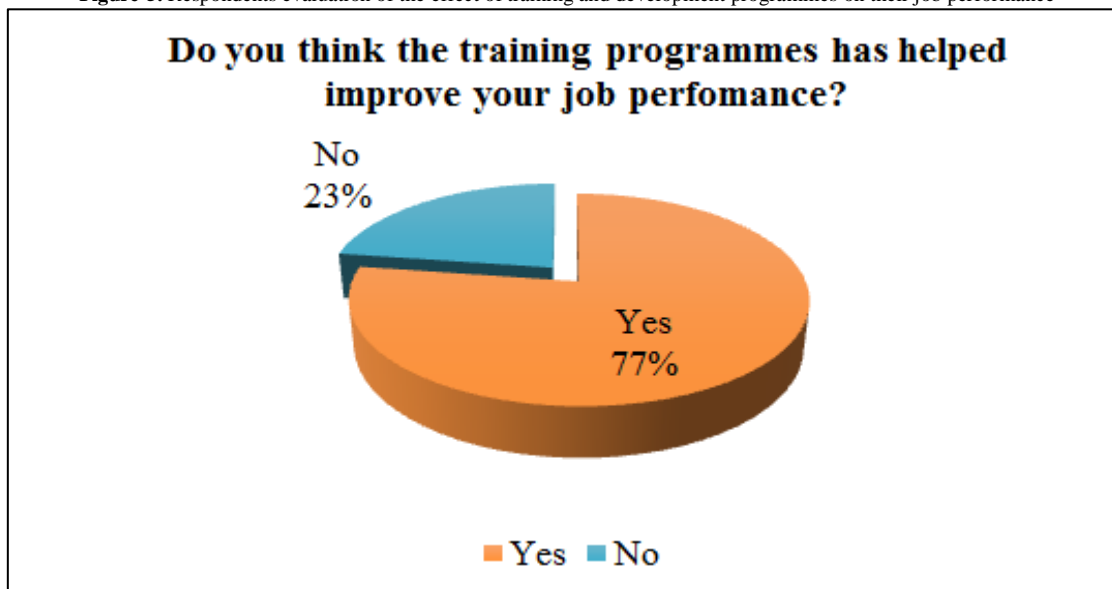
### 3.6. Effects of Training and Development on Employees' Job Performance

The results from the data collected revealed that majority (77%) of the respondents held the view that training and development has enhanced their job productivity. Incidentally, 30% of the respondents disagreed with this view and stated that training and development has not enhanced their job productivity. This finding is in line with the evidence of Harbison (2001) which identify some negative impacts of training on firm performance. However, it is indicative from the overall results that training plays a significant role in improving employee's productivity. The implication of this finding is that organizations should rely on trainings to engender employees' skills, knowledge and initiatives to identify and resolve their problems. This finding corroborates the evidence of Sanusi (2002) who



carried out study on the impact of capacity building on employee productivity in commercial banks in Kenya. The findings from the study indicated a significant positive effect of training and development on employee productivity. This findings is also consistent with the evidence of Malaolu and Ogbuabor (2013) on their study on the effects of training and manpower development on employees' productivity and organizational performance in Nigeria, using First Bank of Nigeria Plc as a case study. The findings of the study show that majority of the respondents agreed that training and manpower development has enhanced their efficiency and job productivity.

**Figure-5.** Respondents evaluation of the effect of training and development programmes on their job performance



Source: Field Survey, 2018

### 3.7. The Perception of Employees on Further Training and Job Performance

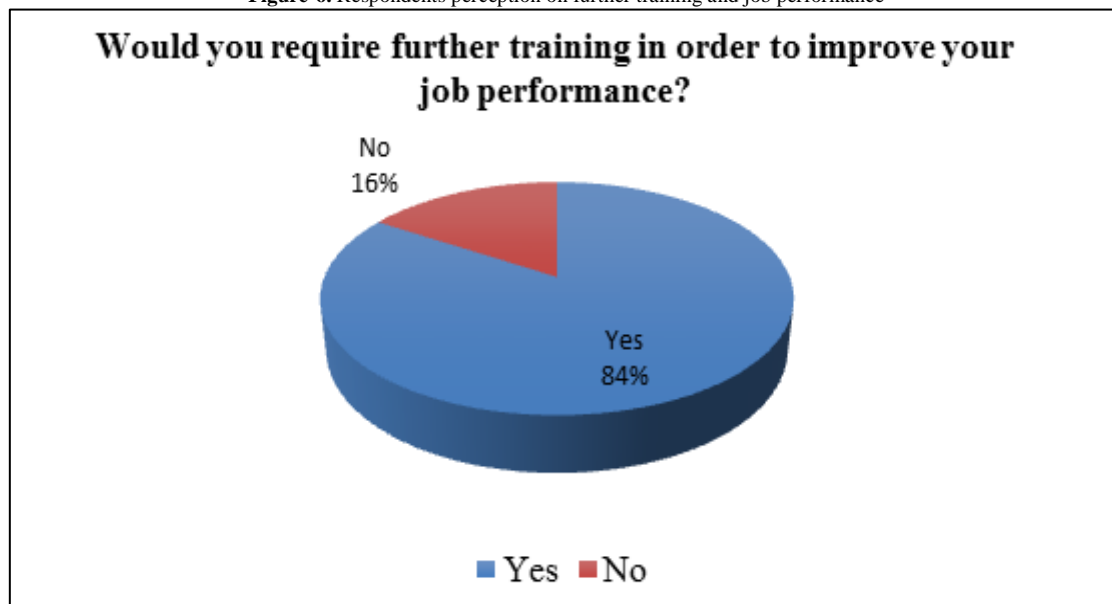
The respondents were also asked whether they would require further training in order to improve their performance. To this, an overwhelming majority (84%) of the respondents said that they need further training to enhance their job and only 16% of the respondents said that they wouldn't need further training to enhance their job performance. This implies training and development programmes are still to be organized for employees of the Municipal and its centralized department as this study has revealed that there is the need for further training. The need for further training could also emanate from the fact that, the training programmes are said not to be effectively organized and again a good number of the respondents said the quality of the training programmes was not good. A respondent was however of the view that further training is needed. In the words of this respondents he said;

*"We are in a computerized era and further training is required at least once every year to improve upon our performance for effective delivery"*

The need for more training was also reiterated by a development officer of the municipal assembly. He said;

*"I need more training because as a municipal development officer, I need such training to help build my capacity in order to help develop my communities"*

**Figure-6.** Respondents perception on further training and job performance



Source: Field Survey, 2018



- The study has revealed that while majority (77%) of the respondents held the view that training and development has enhanced their job productivity, 30% of the respondents disagreed with this view and stated that training and development has not enhanced their job productivity. Again, whereas an overwhelming majority (84%) of the respondents said that they need further training to enhance their job and only 16% of the respondents said that they wouldn't need further training to enhance their job performance.
- The findings in the study also show that whereas majority of the respondents (68%) supported the fact that training and development they have participated in has enhanced their organizational performance, 32% of the respondents were of the opinion that training and manpower development does not enhance organizational performance.

## 5. Conclusion

The following conclusions were obtained from the research findings.

- Most workers in the municipal are trained through induction/orientation training programmes.
- The analysis conducted above revealed that training and development plays a significant role in the general performance of staff of Asante Akim South Municipal Assembly. This is so because trained employees will be able to translate their improved human capital to the improvement of organizational performance.
- Even though there are no schedules most training programmes in the Municipal, they are mostly effectively organized.
- Further training is needed for employees of the Asante Akim South Municipal assembly.

## Recommendations

Per the findings and conclusions, the following recommendations are outlined;

- This study recommends that all organization and department within the Asante Akim South Municipal Assembly should organize continuous training and development programmes for their employees.
- The frequency of training provided by the Assembly should be improved to ensure that more employees have access to Training and Development.
- Since training is found to be related to employees and organization performance, the training content and delivery approaches of training programmes should be relevant to the job functions of employees.
- There is the need to conduct training needs assessment to ensure that the right training is given to employees. This will enhance the competitiveness of staff as they will be equipped with the necessary competencies and current trends within their organizations.
- The effectiveness and quality of training and development programmes should be enhanced.
- Training programmes of the assembly should be on a continuous basis and not based on survival, that is, conducting training only when the assembly is confronted with particular problems.

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