

ASHESI UNIVERSITY COLLEGE

**ASSESSING THE IMPACT OF TRAINING ON EMPLOYEE
PERFORMANCE IN THE PUBLIC SECTOR:
A CASE STUDY OF VOLTA RIVER AUTHORITY (VRA)**

By

EDMUND OSEI AFRIYIE

Thesis submitted to the Department of Business Administration
Ashesi University College
In partial fulfilment of Bachelor of Science degree in Business Administration

APRIL 2014

Declaration

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

Candidate's Signature :

Candidate's Name : Edmund Osei Afriyie

Date :

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by Ashesi University College.

Supervisor's Signature :

Supervisor's Name : Dr. Esi E. Ansah

Date :

Acknowledgement

I would like to thank the Almighty God for His grace and mercies throughout my entire programme at Ashesi and more importantly, throughout the writing of this dissertation. I could not have made it without Him.

My profound gratitude also goes out to my supervisor, mentor, spiritual advisor and a friend, Dr. Esi Ansah, whose constructive criticisms and timely feedback guided me till the end to enrich the substance of the study.

To Mrs. Rebecca Awuah, Kwadwo Owusu-Adjei, Rita Osiakwan, Amda Wiredua Kwapong and Albert Bensusan who contributed significantly to the final outcome of this project, I say a very big thank you for taking time off your busy schedule to hear and help me out, God bless you!

Gratitude goes to my parents and siblings for their encouragement, support and inspiration. I would like to thank the Human Resource Manager and staff of Volta River Authority who took the time off to give me adequate information.

To my roommates (Delali and George), Gritam workforce and friends who contributed one way or the other to the completion of this project, from your genuine smiles in very distressing times to generous acts like sharing your print account with me.

I say a very big thank you!

Abstract

The employees of an organization are likened to the bloodstream of the firm. Thus, the quality of the human resource of an organization is essential to its success. This can be achieved through training. The importance of training can be appreciated with a clear understanding of its direct impact on employee performance and benefit to the firm. It is in this respect, the Volta River Authority (Ghana) was analyzed to establish a correlation between its training programmes and the performance of the employees.

Data was collected through printed open-ended questionnaires administered to trained junior staff and face-to-face interviews with the line managers in the chosen departments. The findings were analyzed using Donald Kirkpatrick's model of evaluating training and performance. The organization carries majority of its training on the VRA premises rather than train them outside the organization. Also, majority of the employees at VRA receive work-specific training that is training relevant to their job needs. The feedback from the line managers generally indicated that the impact of the training was positive. However, the opportunity to compare the responses of the employees to that of their actual performance on the basis of the balance scorecard as a measuring tool was not permitted.

Keywords relevant for the study: Ghana, Training, Performance, Employee Performance, Volta River Authority.

List of Acronyms

ASTD	-	American Society for Training & Development
GIMPA	-	Ghana Institute of Management and Public Administration
HR	-	Human Resource
MDPI	-	Management Development and Productivity Institute
NEDCo	-	Northern Electricity Distribution Company
OECD	-	Organization for Economic Co-operation and Development
SPSS	-	Statistical Product and Service Solutions
VRA	-	Volta River Authority

List of Figures

Fig 1: Donald Kirkpatrick's four level of evaluation.....	8
Fig 2: Cognitive map showing a relationship between some H.R practices.....	10
Fig 3: Cognitive map showing the relation between technical and non-technical training and how it can be measured.....	11
Fig 4: Organizational structure of the Volta River Authority.....	24
Fig 5: Who determines training needs of staff?.....	33
Fig 6: Is training mandatory or voluntary?.....	34
Fig 7: Have you undergone any training session since you joined VRA?.....	35
Fig 8: What was the outcome of the training session?.....	36

List of Tables

Table 1: Data showing the expected field work and actual data gathered.....	28
Table 2: Profile of respondents.....	32
Table 3: Are you aware of any training programmes in VRA?.....	34
Table 4: How would you rate yourself with regard to the knowledge and skills on the job assigned after the training programme.....	37
Table 5: What kind of training did you participate in?*What was the outcome of the training session.....	38
Table 6: Has the training session been helpful?.....	39
Table 7: What was the outcome of the training session? * Who determines the training needs of staff?.....	44
Table 8: How would you rate yourself with regard to knowledge and skills on the job assigned before training? * How would you rate yourself with regard to knowledge and skills on the job assigned after training? Crosstabulation.....	48

Table of Contents

Declaration.....	ii
Acknowledgement.....	iii
Abstract.....	iv
Chapter 1 - Introduction.....	1
1.0 Background	1
1.1 Problem Statement.....	3
1.2 Significance of the study	4
1.3 Objectives of study	5
1.4 Research question.....	5
1.5 Theoretical framework	5
1.6 Proposition	7
1.7 Scope of study	7
1.8 Cognitive map	8
1.9 Constraints	9
1.9.1 Outline of Dissertation	10
Chapter Two – Literature Review	12
2.0 Overview of training	12
2.1 Importance of training	13
2.2 Types of training	14
2.3 Best ways to determine training programmes.....	15
2.4 Training objectives and plans	16
2.5 Evaluating training programmes.....	18
2.6 Employee performance	18
2.7 Relationship between training and employee performance	19
Chapter 3 – Methodology	21
3.0 Operationalization.....	21
3.1 Research proposition.....	24
3.2 Research design	24
3.3 Study area and data source.....	24
3.4 Sampling method and size	25
3.5 Research instruments	26
3.6 Data analysis	28
3.7 Data analysis tools.....	28
Chapter 4 - Findings.....	30
4.0 Demographic data for respondents	30
4.1 Data on training needs assessments (who decides?)	31
4.2 Data on nature of training undergone	31
4.3 Data on training feedback from both employees and line managers.....	33
4.3.1 Interview from the line managers	37

4.4 Other interesting findings	39
<i>Nature of training courses and the kind of training</i>	40
<i>Age and current</i>	40
Chapter 5 - Analysis of Findings, Conclusion and Recommendations	41
5.0 Training needs assessments (who decides)	41
5.1 Feedback from both employees and managers	42
5.2 Evaluation of the employee's performance using Donald Kirkpatrick's model.....	43
5.2.1 Reaction of trainee- Level 1	43
5.2.2 Learning - Level 2	44
5.2.3 Behaviour–Level 3	45
5.2.4 Results-Level 4.....	46
5.3 Challenges.....	47
5.4 Conclusion.....	48
5.5 Recommendations.....	49
References.....	51
Appendices.....	54
Appendix A: Questionnaire.....	54
Appendix B: Interview	59

Chapter 1 - Introduction

1.0 Background

The public sector in any country contributes to a nation's development, both economically and socially. A nation can be successful through an effective use of the human resources available. Ghana as a nation cannot downplay the effective use of its human resources. In summary, training is needed by employees to enable them work more effectively in their job environments to produce positive results in order to compete successfully (Elnaga, 2013). Competition is a major driver of productivity and innovation in every country. Countries that have access to new technological developments including skilled and knowledgeable personnel increase their productivity levels. Thus, we can deduce that training programmes are indeed vital.

"Training is a systematic process to enhance an employee's skill, knowledge and competency, necessary to perform effectively on job" (Elnaga, 2013). The target group and content of training is also essential when providing training programmes. An effective training system is important for any firm to develop, retain high professional standards and performance of its staff. "Performance can be defined as the achievement of specified tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed" (Institute of Interdisciplinary Business Research, 2012).

Training in the public sector is as significant as that of the private sector. If training is not taken into serious consideration firms would not be able to carry out their tasks effectively and efficiently. Inadequate consideration will

then lead to unproductivity through poor quality service and downturn of the national economy (OECD, 1997). From basic research, lengthy and comprehensive training programmes are organized after recruitment to ensure that new employees are equipped with basic knowledge to equip them work in the public service (OECD, 1997). Organizations that usually do well tend to allocate sums of money to training.

Training in the Ghanaian context and elsewhere is aimed at adding value to the employees' skills and knowledge. Secondly, there is an expected improvement in the employee's attitude to work and how well and quickly he or she executes the task and finally leads to the overall performance of the employee and the firm. Motivation to get bonuses and promotion also triggers the employee to put to use what has been gained in the training programme. Some organizations may promote a worker not necessarily on how well he/she is trained but rather through familiarity with the individual or recommendation on tribalism, family relation or friendship. On the other hand, some institutions will look at the training one has undergone before application is accepted which serves as a stepping stone for promotion. This puts a trained man stands at an advantage. In certain parts of the world, like France, statutory training programmes are obligatory (OECD, 1997). For example, if one is made Deputy Minister of Education, that individual must undergo training specific to that position to help the individual work effectively and efficiently. Also, implementation of training is either centralized or decentralized. Training is an important case to be studied since it will enlighten people about its influence

on productivity if done properly and how it translates into organizational performance. Thus, the importance of training cannot be overemphasized.

1.1 Problem Statement

Keying words like 'technical training' in the Ghanaian public sector from two sites such as Google Scholar and Jstor gave an average of about 359 studies done. However, readings from previous works indicated that more studies need to be done on evaluating the impact of both technical and non-technical training on employee performance in the Ghanaian context. Interestingly, a study has been conducted on training generically but for non-engineering staff using VRA as a case study. This study was: 'Managing the human resource at the Volta River Authority: an examination of training programmes of non-engineering staff' by Stella Mawushie Tsikata (2010). Therefore, there is a gap in literature that needs to be worked on with regard to the impact of both technical and non-technical on employee (i.e. engineering and non-engineering staff) performance. From research studies, an estimated \$2 trillion has been allocated for training and skills-building programmes by international donors to both developing and developed nations over the decade across the globe. Out of the \$2 trillion, an estimated \$250billion (i.e. 12.5% of \$2trillion) is allocated for developing countries (Nelson, 2006). These facts indicate that a small proportion (i.e. 12.5%) of the budget is shared amongst 141 developing nations according to the World Bank which further emphasizes the disparity between importance of training in developing world as against the developed world. On average, just over \$1.7 billion has been received by these developing countries. On the other hand, 87.5% of the \$2 trillion goes to

developed countries who appreciate the value of training such as the U.S.A. In addition, the U.S.A for example spent another \$156.2 billion on learning and development in 2011 due to its importance according to the American Society for Training & Development (ASTD, 2012) .This begs the question: 'has the money been used prudently for its cause since it is required that employees benefit from this donation and does it reflect in the nation's productivity/economic growth or has it been squandered?' Some may have the motives of enjoying the luxurious benefits such as the hotels they stay in and the food provided without taking into consideration the very essence of the training. Therefore, this is a problem as money is being squandered as employees focus on the leisure rather than the core business for the trip which is training. Hence, it is a problem that ought to be looked into.

1.2 Significance of the study

The reason for carrying out this research was to find out if technical and non-technical training really make an impact on employee performance and fill in the gap in literature in the Ghanaian context. Training and its effect has been looked at generally. This study is therefore significant because it serves as literature (i.e. technical and non-technical training) for HR professionals who design training programmes for employees. Lastly, it serves as the basis for better policies for improving and evaluating training and development programmes for both engineering and non-engineering staff.

1.3 Objectives of study

Generally across the globe, most firms' objective with regard to training is to support administrative reform and modernization (OECD, 1997). Kearns and Miller KPMT also "argue that clear objectives are an essential component of training evaluation model"(Zinovieff, 2008). The aim of doing this research is to identify if training does have an impact on employee performance. Below are the objectives for the research:

- To evaluate the effectiveness of the technical and non-technical training programmes provided.
- To determine if there has been an impact on employee performance.

The above objectives serve as major guidelines to the research questions as well as future contributions to indicate if training plays a role in employee performance.

1.4 Research question

The research question for this study was mainly born out of intellectual curiosity and the quest to know if training sessions offered by a firm influenced employee performance. Below is the research question:

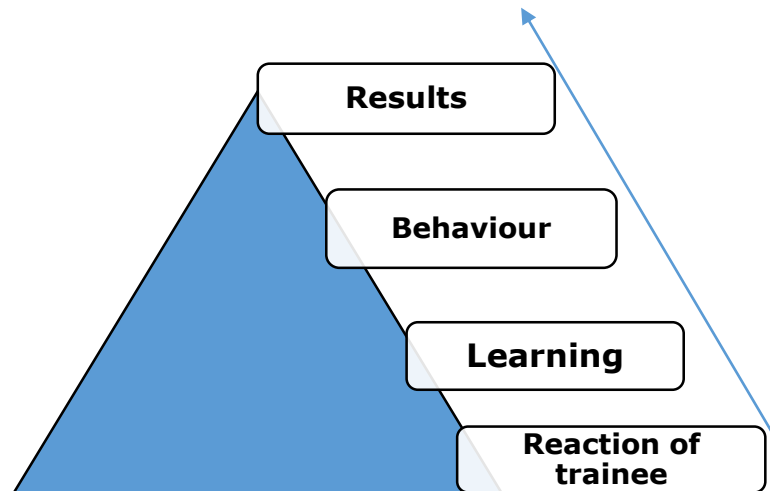
- What is the impact of training on employee performance in VRA?

1.5 Theoretical framework

There are different ways to assess and evaluate the impact of training on employee performance in an organization. Some theories include Bloom's

Taxonomy of learning domains and David Kolb's model. Donald Kirkpatrick's model was the ideal model to aid meet the objectives and get answers to the research questions.

Fig 1: Donald Kirkpatrick's four level of evaluation model



The pyramid above shows the sequence of Donald Kirkpatrick's four level evaluation model. The evaluation model begins from the reaction of a trainee immediately after he or she completes the training programme and ends with identifying the results expected.

Reaction of trainee- what the employees thought and felt about the training

This can be evaluated by administering an instrument to assess the trainees' satisfaction with the training, sometimes called a "happiness scale."

Learning - the resulting increase in knowledge or capability of the employees

This deals with simple knowledge tests to complex skill demonstration exercises

Behaviour - extent of behaviour and capability improvement and implementation/application

Results - the effects on the business or environment resulting from the trainee's performance.

This is the most difficult level of evaluation to conduct. This evaluation serves to determine if the training is affecting desired outcomes, such as organizational performance.

1.6 Proposition

There are several models developed on the evaluation of training. These models help in understanding how effective training has a positive correlation with employee performance. This goes a step further to translate into the general performance of the organization. "One school of thought argues that training leads to an increase in turnover while the other states that training is a tool that can lead to higher levels of employee retention" (Brum, 2007). The objective was to find out if indeed training truly reflected on employee performance at the end of the research.

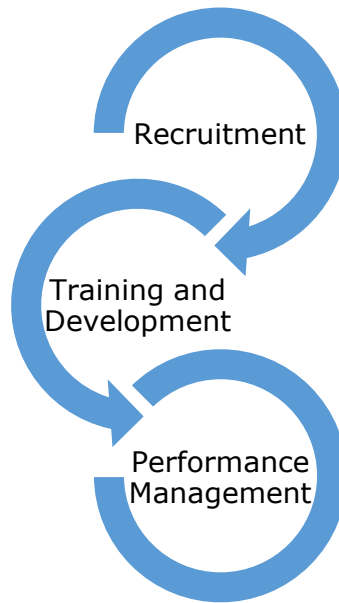
1.7 Scope of study

The scope of this study was in two folds: technical and non-technical training. Also, VRA has its core business and subsidiaries located in Accra, Akuse, Tema, Akosombo and Aboadze. Technical training was looked at under the engineering arm since the daily operations of machineries that generate power for the country are carried out there while non-technical fell under the service arm. The study was to be conducted at Akuse (because it has the training ground located there and the availability of engineers). Also, majority of the junior staff are located in Akuse and have similar training guides to those

situated in different locations. In this case, junior staff were the focus since they are offered with bulk training.

1.8 Cognitive map

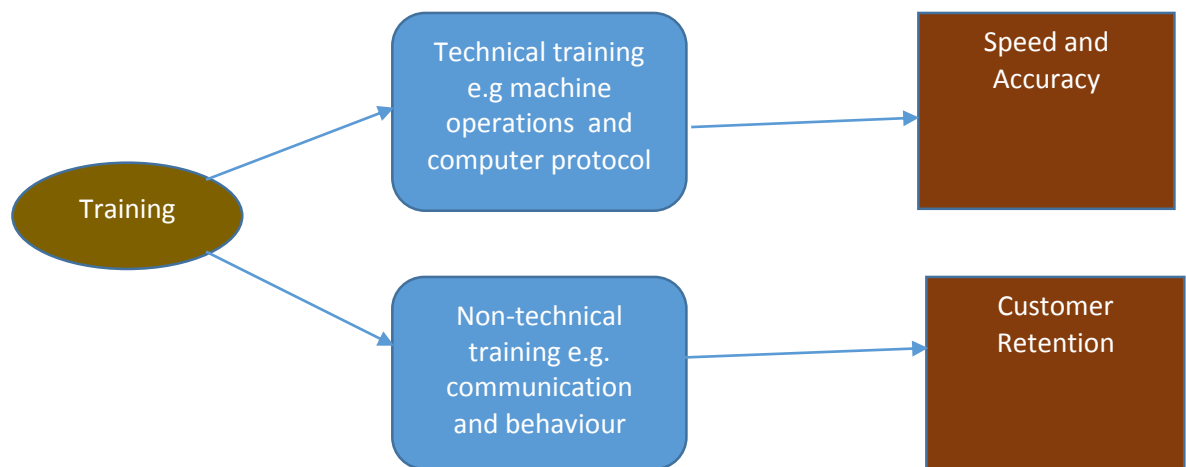
Fig 2: A cognitive map showing the relationship between some H.R practices



The above diagram shows examples of human resource practices with some relationship. An organization recruits people that it deems right for the job. With recruitment, the people selected ought to fit the values, culture of the organization and task to be executed. In this modern era, the working world is fast changing with the introduction of technology. Thus, a need for training and development for the recruited staff to be abreast with the changing environment and to be productive. Every training programme offered ought to be measured since there is a set objective and desired outcome afterwards. Performance management is a tool for measuring the impact of the training organized for the recruited staff. Thus, the above human resource

practices are related in achieving a set goal which is to improve the quality of work of the staff as well as the organization.

Fig 3: Cognitive map showing the relation between technical and non-technical training and how it can be measured.



The above diagram indicates the types of training (i.e. in a blue rectangle) and some examples under them. In addition to this, the diagram includes measurement tools (i.e. brown rectangle) for the measuring the type of training being offered. Technical training on the field was tied down to machine operations and architecture in Volta River Authority while non-technical training related to time management, communication etc.

1.9 Constraints

The population of VRA junior staff in all twenty-three (23) departments is 1765 which places both financial and time constraint in conducting the research for all.

1.9.1 Outline of Dissertation

Chapter One

This chapter introduces the reader to the study by providing the background, problem statement, objectives, research question, scope of the study and constraint to give an overview of the direction of the research.

Chapter Two

This presents a review of relevant literature in an attempt to position the study in an appropriate theoretical framework.

Chapter Three

This chapter outlines the methodology employed for data gathering. The outline for the methodology is as follows: the research proposition, research design, study area and data source, sampling method, and research instruments and data collection methods and data analysis tools are used in the study. It also provides information to show the validity and consistency of the study using relevant statistical tools.

Chapter Four

This section presents the findings from the survey, using the statistical tools and methods chosen for data analyses in the form of graphs and charts.

Chapter Five

Chapter 5 presents a thorough analysis of the data obtained from the study. It also discusses the findings of the research and draws conclusions based on them.

Chapter Two – Literature Review

Many scholarly articles have been written in relation to the impact of training on employee performance across the globe. Some of the research included specific case studies of countries, industries and companies. The general import indicates shows that training has a positive impact on employee performance if implemented and evaluated properly." A good training system is crucial for any organization to develop and retain high professional standards of conduct and performance for its staff" (OECD, 1997). This chapter will present a comprehensive review of relevant literature that is tied to the research being conducted.

2.0 Overview of training

Training can be defined as a "learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task" (Cole, 2002). Similarly, Livy also defined training as the "systematic development of the attitude, knowledge, skills and behaviour pattern required by an individual in order to perform adequately, a given task or job" (Livy, 1990). Training and development is one of the major functions of Human Resource Management. Training is being recognized as a catalyst to improve employee and organizational performance. Thus sums of money are allocated to train staff of the organization in-house or outside the firm. The value of employees is very significant as training is provided periodically in institutions to equip them with more knowledge, improved skills and shaping the attitude of the employees. Therefore, the organization expects some significant results which include increased financial performance, productivity (i.e. the speed at

which a task is executed accurately, quality and quantity) and to thrive in the industry in which it belongs to. Thus, training is an element to aid a firm in wealth creation due to the appropriate investment in its human resources.

2.1 Importance of training

Many employees have failed in organizations because of lack of basic training which was not identified and provided for as an indispensable part of management function (Nwachukwu, 1988). The inability of an organization to identify a required training need will cause financial losses due to unproductivity. Also, according to Drucker (1998), the one contribution a manager is uniquely expected to make is to give others vision and ability to perform. This is because an organization may have employees with the ability and determination, with the appropriate equipment and managerial support yet performance falls below expected standards. Other important functions of training include : improvement in skills, knowledge, understanding and attitude, increase productivity, improvement in the quality of life, enhance the use of tools and machine, reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs, eliminates obsolescence in skills, technologies, methods, products, capital management. In addition to these, training enables an employee to produce efficiently sooner, prepares him for a higher position (advancement), enhances his self-respect and increases his feeling of security and economic independence among others (Aina, 1992). Training must be done periodically for the staff in order to catch up with the speed at which the world is developing. "The economic and technological trends, the pace of innovation, change and development have been growing

faster year-by-year and as a result, these are clear signals that training and development are very important that organizations and individual stakeholders must consider as very serious" (Cascio, 1998). Lastly, Breadwell and Holden (1995) indicate further that training helps to develop human resources for both current and future needs of the organization.

2.2 Types of training

There are several training methods or approaches to training. These include:

Job Training

It helps employees develop the skills, knowledge, the right attitude and experiences needed on the job and involves teaching the employees how to work on the job hired for. There is the on-the-job or off-the-job training. On the-job training is ideal for training unskilled and semi-skilled employees. It gives the trainees ample opportunity for learning on the actual equipment and in the environment of the job. On the-job-training can be provided by managers, team leaders, colleagues or mentors (Breadwell & Holden, 1995). Akinpelu (2002) defined in-service training as an in-house programme for staff in many government and business enterprises.

In-Service Training

Akinpelu (2002) defined in-service training as an in-house programme for staff in many government and business enterprises. It is widely used for continuing education for teachers. Banks and large industrial enterprises use such training schemes for their staff.

Career Development Training

This is a type of training to employees at all levels in the organization to prepare them for future changes, new venture creations and responsibilities.

This involves an ongoing refinement of skills and knowledge. These refinements are in the areas of job mastery and professional development, combined with career planning activities. Professional development skills are the skills and knowledge that go beyond the scope of the employee's job description, although they may indirectly improve job performance. While job mastery skills are those that are necessary to successfully perform one's job.

Vestibule or Simulations Training

This trains the employee in an environment closely resembling the actual workplace, using identical equipment. Costly mistakes are avoided and transfer of training is enhanced as the trainee practices with identical equipment and tools.

Conferences, Seminars and Workshops

These are centered on the management team or any other personnel in an organization. Gutek (2007) defined conferences, seminars and workshops as a meeting on specialized subject area and often held in a day.

2.3 Best ways to determine training programmes

The best ways to develop training programmes include the following: identification of training need, training plans and implementation, evaluation or training feedback. Identifying a training need should be looked at from the organizational and employee perspective in accordance with a well-organized procedure. The training need can be measured by analyzing the efficiency of the individual employees against the required standards set by the organization through frequent performance appraisals. Also, feedback from shareholders and customers of the organization all can help identify training

needs. Finally, the identification of the training need aids to identify the gap that exists between the required and the actual competencies expected of organizations and employees so as to determine the kinds of training that can help bridge the gap (Asare-Bediako, 2002). The central trainer must design central training in collaboration with line managers to ensure that it provides what they and their staff need for effective performance of work (VRA, 1998).

Furthermore, Cascio (1995) identifies three levels of analysis for determining the needs:

- 1) Organization analysis focuses on identifying where within the organization training is needed.
- 2) Operations analysis attempts to identify the content of training-what an employee must do in order to perform competently.
- 3) Individual analysis determines how well each employee is performing the tasks that make up his or her job.

The view of Cascio on training needs analysis indicates that the exercise should be a comprehensive process beginning from the corporate or organizational level by relating the assessment of the needs to the achievement of organizational goals.

2.4 Training objectives and plans

It is very important to select the right people for the type of training program being organized. An organization may have the right content laid out

to train its employees. The workers after the training workshop may still be unproductive despite the efficient content of the programme. For example, it is not ideal to have a training workshop for secretary on how to work on turbines. Although, the training was useful, the secretary does not have his core responsibility on turbines as a result causing a financial loss to the organization. Therefore, training objectives and plans are properly done to avoid wasting the amount of money allocated for these programmes. In a nutshell, training programs will not be more effective unless the purpose for which it was administered are known.

One of the things to consider in designing a training program is what the program is to accomplish (i.e. objectives). In other words, a training program cannot be designed until what that program is to accomplish is known. It is imperative for organizations to realize that in designing a training program it is equally important to consider what the trainees should know or be able to do after the training is complete. Training objectives should however be attainable and measurable. A training program is successful if the objectives are achieved. Lastly, the training plan will serve as the guidelines for both the trainer and the trainee to follow in order to successfully implement the programme.

The training plan also comes with a budget or expenditure. According to Cole (2002) if an organization has to justify its training expenditure, it must surely do so on the basis of organizational need. Organizations adopting a systematic approach to training and development will usually set about

defining their need for training in accordance with a well-organized procedure. Such a procedure will entail looking at training needs from a number of different perspectives. These perspectives are; organizational, departmental or functional, job and employee.

2.5 Evaluating training programmes

It is essential to find out if the training programme organized has been useful to the trainee. One can examine if learning has effectively taken place by comparing individual's behaviour before on specific jobs and tasks to after experiences on jobs and task. It can, therefore be concluded that there is no learning if there is no evident behavioural change or increase in output. In a nutshell, evaluation should take place before, during and after the training programs. The evaluation should be done by the training officer and the trainees themselves.

2.6 Employee performance

Employee performance deals with how well employees perform on the job and assignments assigned them measured against the generally accepted measure of performance standards set by his firm. Thus, there are expectations by management on how well the employee executes a given task. Therefore an employee is seen to perform well if he or she meets or exceeds the standard provided them. Improved performance in turn implies that there have been measurable changes in knowledge, skills, attitudes and or social behaviour (Cascio, 1995).

2.7 Relationship between training and employee performance

According to Neo et al in their book Human Resource Management: Gaining Competitive Advantage (2000), "he stated that only 16% of United States employees have ever received any form of training from their employers" (Appiah, 2010). From the researcher's point of view, there is a possibility that in about five or more years to come, the rapid development in technology can increase unemployment rate because these forms of technology will replace the unskilled labour in the United States. Hence, training does play a significant role in the development of organizations, enhancing performance as well as increasing productivity, and ultimately putting companies in the best position to face competition and stay at the top. In addition to this, General Electric, Texas Instruments and Federal Express have already made the initiative and now invest between 3% and 5% of their payroll in training. Thirdly, Robert Simpson (i.e. director of Legna Construction Limited) said training of the company's human resource contributed to the company gaining substantial increase in revenue from 2005 – 2009 (40% increase from 2001 – 2004). Finally, Evans and Lindsay (1999) also stated that, Motorola & Texas Instruments provide at least 40 hours of training to every employee quarterly and this has significantly impacted on the employee performance. Ivancevich (1995) sees training as the acquisition of job related skills and abilities that will lead to an improvement in current and future performance.

The next chapter outlines the methodology employed to investigate if findings from literature review assesses the impact of training on employee performance.

Chapter 3 – Methodology

The purpose of this chapter describes the methodology employed in the study. The outline for the methodology is as follows: operationalization, the research proposition, research design, study area and data source, sampling method and size, research instruments and data analysis tools that were used in the study. In addition to this, the chapter provides reasons for the validity and reliability of the study using relevant statistical tools.

3.0 Operationalization

Training: This refers to activities that provide the employees at VRA with the necessary skills and knowledge to improve their present working capacity.

Performance: This refers to executing the assigned task with speed, understanding and accuracy. This was based on the fact that one is said to have improved if he or she does things better and faster than previously. Lastly, the person's ability to understand and apply what has been taught is essential to his or her performance.

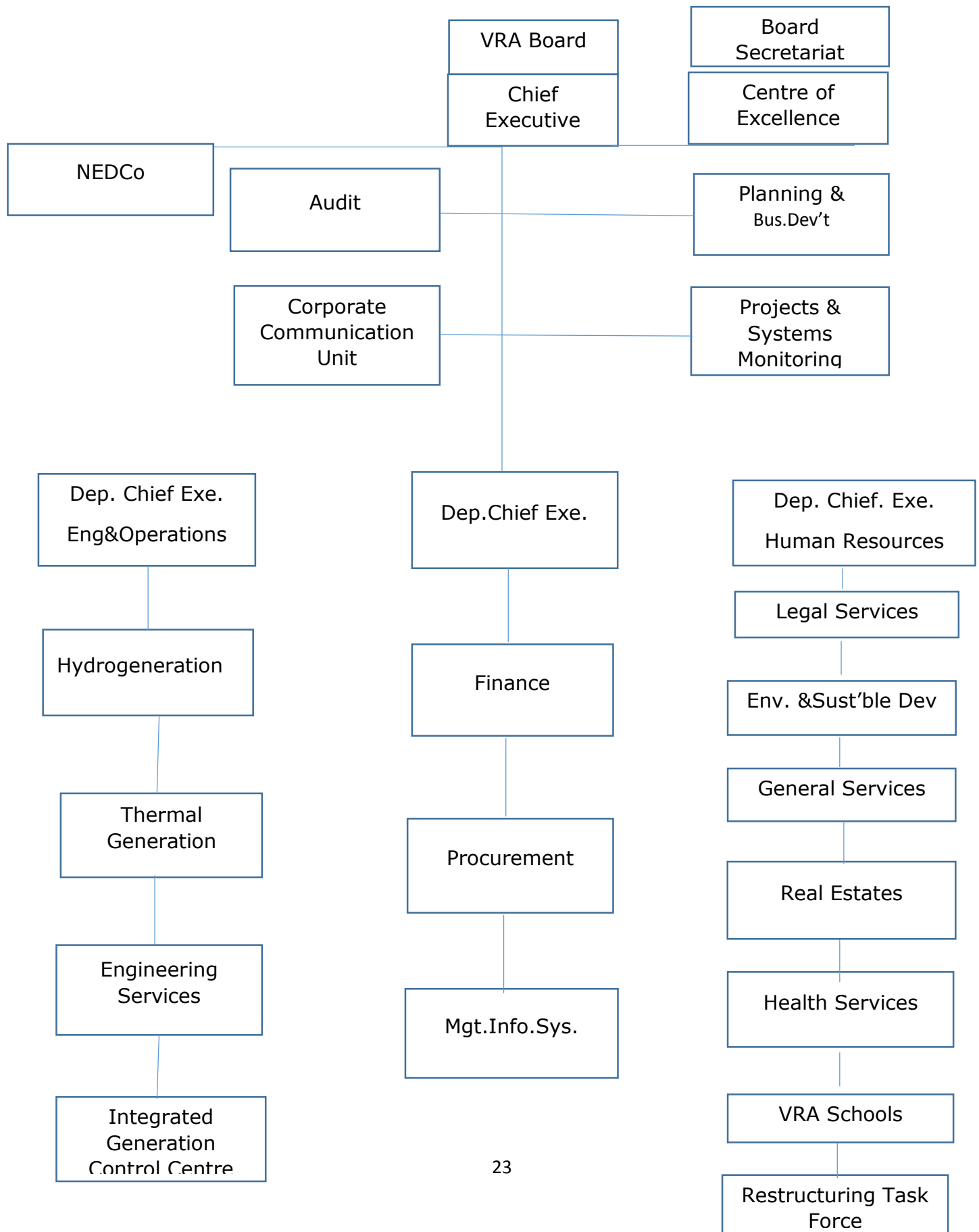
Technical training: In this research, it deals with the day-to-day running of machineries for power generation and distribution.

Non-technical training: This is based on the communication skills and behavioural attitude at the work place by people in the human resource and real estate department as they relate to their clients.

Profile of Volta River Authority (VRA)

The Volta River Authority (VRA) was established in 1961 by an Act of Parliament. VRA is a major power generation company owned by the Government of Ghana. The Act mandates VRA to operate as a power generation, transmission and distribution entity. The VRA is made up of twenty three departments grouped under three main divisions namely Deputy Chief Executive Engineering and Operation, Deputy Chief Executive Finance and Deputy Chief Executive Services as depicted in the organizational chart. VRA extends services to its customers and neighbouring countries like La Cote D'Ivoire, Togo, Benin and Burkina Faso. The Authority has established the following subsidiaries as by-products of VRA's core operations: Kpong Farms Limited, Akosombo Hotels Limited, Volta Lake Transport Company and Volta Telecommunication Limited. The Authority implements environmental management programmes to mitigate the adverse impacts of its operation. It has ten generation facilities. VRA, hydroelectric power generation plants, the Akosombo Hydroelectric Power Plant and Kpong Hydroelectric Power Plant are situated in the Eastern region. The thermal plants are situated mainly in Tema and Takoradi. VRA, hydroelectric power generation plants, the Akosombo Hydroelectric Power Plant and Kpong Hydroelectric Power Plant are situated in the Eastern region. The thermal plants are situated mainly in Tema and Takoradi.

Fig 4: Organizational structure of the Volta River Authority



3.1 Research proposition

The study conducted is evaluative since it sought to assess the impact or significance of training on the employee's performance in the chosen organization. Evaluation research helped to understand if the independent variable (training) had an impact on the dependent variable (employee performance). The data collected was used to inform and advise prospective employers of the effect training has on the firm's employee's performance.

3.2 Research design

Qualitative data was primarily used as respondents/employees answered to questions through printed questionnaires. Also, face-to-face interviews were used in collecting data from the line managers responsible for the chosen departments since they have access to the employees' performance portfolio and the training content. The line managers' testimonies were compared to those of the recipients' to evaluate the relationship or impact.

3.3 Study area and data source

The population under study included employees who received technical training and non-technical training. The research was conducted only in Akuse due to the population size (i.e. availability of more than half the population size in the desired 4 departments). Also Akuse has VRA's training school located there. Furthermore, all other locations of VRA undergo similar training programmes which can be generalized. However, some data such as the population size of junior staff in VRA and the chosen department were collected from the human resource department at Ridge in Accra.

3.4 Sampling method and size

Purposive sampling method was ideal since the aim was to assess only employees who have undergone training. Staff in the engineering division are found in both Akuse and Akosombo. However, the selected departments in the engineering arm (i.e. staff to participate in research under technical training) had more junior staff located in Akuse. The study under technical training included two departments which were hydrogeneration and engineering services. These departments are acquainted with the technical activities and see to the day-to-day operations. Human Resource and Real Estate Departments were two other departments under study with regard to non-technical training. The Human Resource department had 55.56% of its the junior staff present (5 out of 9 employees).

Considering the nature of the Human Resource department, employees were more likely to be acquainted with soft skills training and as a result presented a great opportunity to assess/evaluate the impact of soft skills training. The Real Estate Department was also essential in this study since it is important to have good communication skills in marketing properties which can retain customers and expand the number of clients. The Real Estate department also consisted of security guards who run shifts.

Employees who had undergone training under the engineering and service divisions were sampled for the study based on convenience sampling.

Below is a table that indicated the total sample size of junior staff in Volta River Authority and what each chosen department constituted of.

NB: The sample size is selected based on the assumption that the total population have undergone training since the information requested from the human resource department in Accra was incomplete.

Table 1: Data showing the expected field work and actual data gathered

Department	Total Number of Junior staff	Expected Field work(Akuse)	Actual data gathered
Real Estate	90	45	5
Human Resource	9	9	5
Engineering	36	18	10
Hydrogeneration	38	19	4
Total	173	91	24

Source: VRA, 2014

Out of the expected four interviews to be conducted only two were available: one line manager from the engineering department (i.e.hydrogeneration) and the other from service division (i.e. real estate).The junior staff was the targeted group because majority of the training sessions are organized for them. A total number of about 40 questionnaires were administered to both engineering and service staff.

3.5 Research instruments

The primary research tools included interviews (i.e. with two line managers out of the four chosen departments) and the distribution of questionnaires to trained junior staff. Open-ended questionnaires were administered to the selected departments through the assistance of the correspondent in Akuse. The plan was to get the study at Akuse done by 5

working days but it took over 10 days due to some internal delays. The open ended questionnaire encouraged a full, meaningful answer using the subject's own knowledge and/or feelings. The interview with the available line managers (i.e. hydrogeneration and real estate) made it easier for the respondent to either clarify answers and also gave the researcher the opportunity to observe nonverbal behaviour. Although the preference was to interview the HR manager, this was not possible, and so his feedback was to be recorded through a questionnaire.

Data collected from the respondents via questionnaires were quantified and analyzed to make meaningful findings. Qualitative data was used through the use of questionnaires for this study because it is an appropriate tool to collect the kind of information needed (feelings, learning, behaviour and results). It also allowed for comparison, easy to administer, straight forward to analyze and easily generated quantitative data.

Open-ended questions were also used to collect data from the employees such as the strengths and weaknesses of the training session. The questionnaire designed for the respondents was easy to comprehend. Questionnaires were handed directly to some of the employees while others were given to an administrator to assist in distribution. Some of the questionnaires were to the managers in order to move to other departments for distribution. Some of the questionnaires were distributed in the morning and lunch time since the employees were more relaxed or active then. Little or no assistance was needed in the process of answering the questions within a time frame of at most 10 minutes. Employees were not required to write

their names so they could answer the questions with ease since they might be willing to let out private sentiments. However, an e-mail space was provided for the respondents who had an interest in receiving results from the study conducted. The data collected was kept under lock and key and it still is.

3.6 Data analysis

The data collected from the research instruments were quantified using SPSS 16.0. Frequency and percentage charts were generated to give a good visual representation of the data collected. Also, content analysis was applied in evaluating the content of the interview. Also, a step further was taken in running cross-tabulations to show a relationship amongst the variables.

3.7 Data analysis tools

SPSS: The Statistical Product and Service Solutions was used to reflect the diversity of the user base. This was an ideal data analysis tool for quantifying data from questionnaires. It helped in processing, manipulating and analyzing data from questionnaire. Frequency distribution and percentages were used for the quantitative data analysis in determining the proportion of respondents choosing the various responses. These responses are presented in form of tables, charts and graphs to ensure easy understanding of the analyses.

Reliability and Validity

Reliability: "The extent to which results are consistent over time and an accurate representation of the total population under study" (Joppe, 2000).

The test for reliability in this study was done by rephrasing or rewording the questions in order to determine the consistency of the feedback being given. For example: What was the outcome of the training session? Did you enjoy the training programme? In your opinion, was the training programme effective?

Validity: "It determines whether the research truly measures that which it was intended to measure or how truthful the research results are" (Joppe, 2000).

In order to make this study valid, the right theoretical framework (Donald Kirkpatrick's model) was applied to answer both the objective (i.e. to evaluate the effectiveness of training and measure its impact on employee performance) and research question (i.e. what is the impact of training on employee performance?). Thus, the questionnaires and interviews were designed to get answers to the objective and research question. For example: What skills did you acquire after the training programme and what is your current performance on the job on a scale of 1 to 5, with 5 being the highest after receiving training.

Chapter 4 - Findings

This chapter presents the findings from the survey, using the methods and statistical tool chosen for data analyses. The findings are as follows: demographic profile of respondents, data on training needs assessments (who decides), data on nature of training undergone, data on training feedback from both employees and line managers (level 1- reaction to trainings, level 2 – learning, level 3 - behaviour change, level 4 – results) and interesting findings.

4.0 Demographic data for respondents

The table below gives a breakdown of the background of the respondents involved in the study.

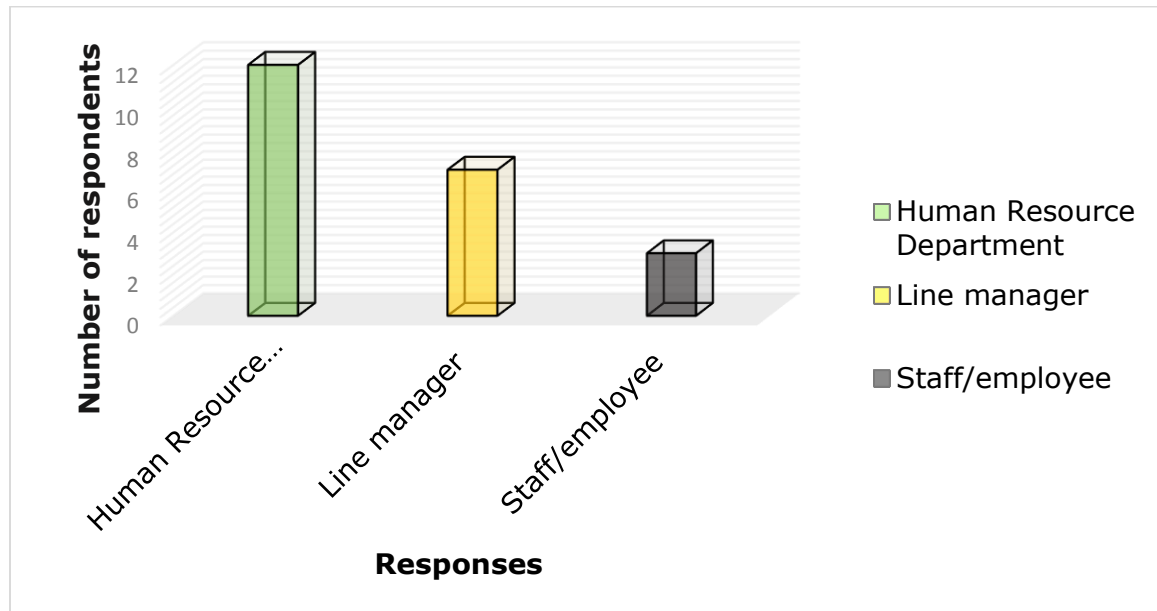
Table 2: Profile of respondents

Attribute	Category	Number of respondents	Percentage
Gender	Male	15	65%
	Female	8	35%
Age	18-25	1	4%
	26-35	4	17%
	36-45	12	50%
	46-55	5	21%
	56-59	2	8%
Educational background	Pre-tertiary	6	30%
	Diploma	6	30%
	Bachelor's Degree	7	35%
	Master's Degree	1	5%
Duration of employment	Between 1 and 3 years	5	21%
	Between 3 and 5 years	1	4%
	Between 5 and 9 years	4	17%
	9 years and more	14	58%

4.1 Data on training needs assessments (who decides?)

Below are the responses from the employees concerning who determines the training needs of staff and evaluation.

Fig 5: Who determines the training needs of staff?



According to the responses, training needs of staff are identified by the human resource department, line managers and staff.

4.2 Data on nature of training undergone

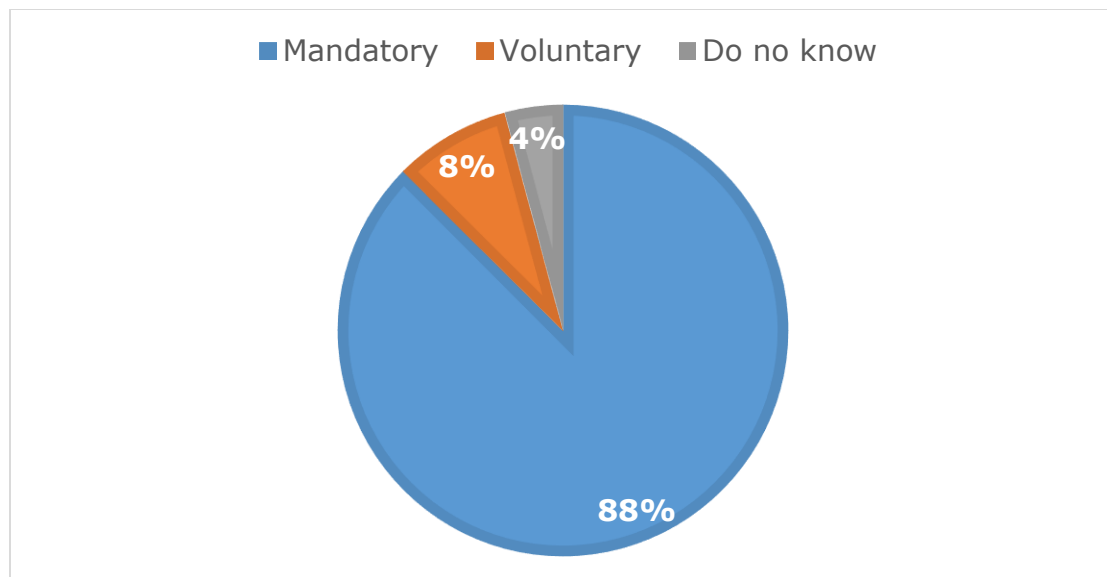
The training sessions undertaken by the employees include: seminar, work specific training and personal development. Furthermore, the employees acquired the following skills: leadership, work delivery and interpersonal as a result of the training sessions they participated in. In addition to this, the findings are based on the employees' most recent training undertaken. Below are multiple tables that indicate the nature of training undergone by the employees.

Table 3: Are you aware of any training programmes in VRA?

		Frequency	Percent
Valid	Yes	22	75.9
	No	2	6.9
	Total	24	82.8
Missing	System	5	17.2
Total		29	100

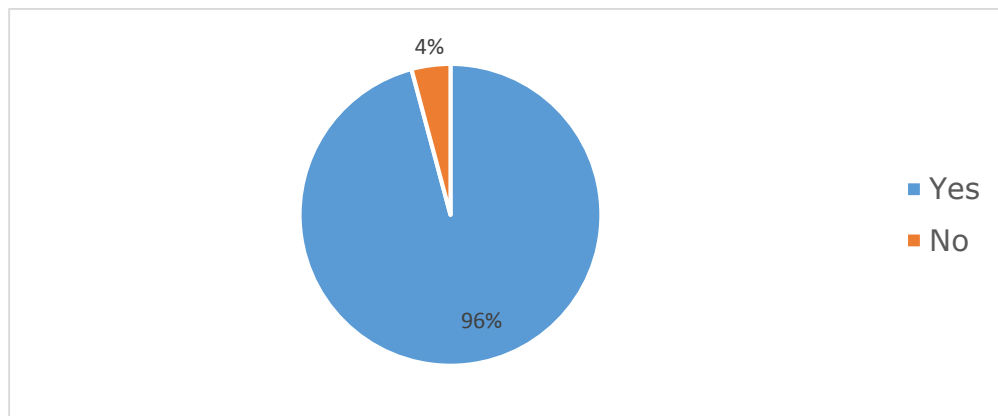
The above table shows that 22 people out the 24 were aware of training programmes organized by VRA. Therefore, there is high awareness of training activities in the organization. Hence this even triggers the staff's anxiety as they await this opportunity. However, 6.9 %(only 2 respondents) said they were not aware of any training programme. Thus, majority of the workers are aware of training programmes in VRA.

Fig 6: Is training mandatory or voluntary?



Out of 24 responses, 88% of staff know training is mandatory while 4% of the respondents did not know. However, 8% of the respondents said it was voluntary.

Fig 7: Have you undergone any training session since you joined VRA?



Out of 24 respondents, 23 had undergoing training. Therefore rendering only one response (i.e. the respondent who has not undergone training) irrelevant for the study. Thus, all employees who partook of the study are people who have undergone training.

4.3 Data on training feedback from both employees and line managers

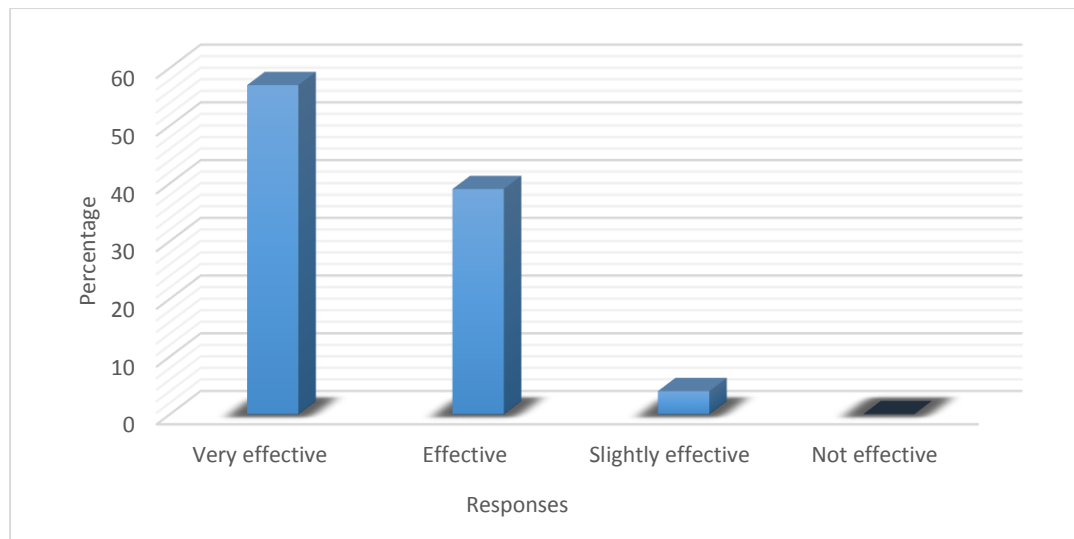
Reaction of the trainee –Level 1(i.e. what the employee thought and felt about the training)

It is essential for an employee to undergo training but the instructor carrying out must be rated to check his or her delivery of the subject content. Feedback from the employees indicated that the instructors were generally effective. One respondent rated the instructor as ineffective, six said effective,

eleven said very effective and five extremely effective. The employees also felt the environment was also conducive to comprehend the subject matter being taught which tallied with the effectiveness of the instructors' rating. According to Sheard (1997) the effect of training best improves the business performance due to the performance of the people working within.

With regard to this, the table below summarizes the outcome of the training programme as coordinated by the instructor.

Fig 8: What was the outcome of the training session?



Out of the 23 qualified respondents, one employee had rated the training programme as slightly effective while the rest appraised it as effective and very effective while none responded to it as ineffective. The outcome of the training session was based on each individual's most recent training programme (seminar, personal development and work specific training).

Has the training session been helpful?			
		Frequency	Percent
	Yes	22	75.9
Valid	No	1	3.4
	Total	23	79.3
Missing	System	6	20.7
Total		29	100

Out of a total of 23, 95.7% rated the training session as helpful which also reflected in the outcome of the programme stated earlier. Few employees felt the duration allocated for the training was a weakness thus, must be extended in the next training session. Some employees also felt that they had short notice to prepare for the training session.

The interview from the line managers indicated that the purpose of the training was for the employees to acquire new skills, self-development and to engage them in a refresher course to refresh their memory of what had been taught earlier.

Learning – Level 2(i.e. the resulting increase in knowledge of the employee which may not necessarily be applied on the job)

Table 5: What kind of training did you participate in? * What was the outcome of the training session? Crosstabulation					
Count					
		What was the outcome of the training session?			
		Very effective	Effective	Slightly effective	Total
What kind of training did you participate in?	Seminar	2	2	0	4
	Job training	6	10	0	16
	Personal development	1	1	1	3
Total		9	13	1	23

The table above indicates that the respondents participated in a particular training to acquire the needed knowledge which was essential based on the outcome of the session.

Behaviour – Level 3(i.e. extent of behaviour and capability improved and implementation)

The employees acquired skills that were necessary for their job description (i.e. work delivery skill), personal development (i.e. leadership skills) and seminar (i.e. interpersonal skills). These are evidence of change in *behaviour*.

Table 6: How would you rate yourself with regard to knowledge and skills on the job assigned after the training programme?

		Frequency	Percent
Valid	Quite effective	3	10.3
	Very effective	11	37.9
	Effective	9	31
	Total	23	79.3
Missing	System	6	20.7
Total		29	100

Majority agree that their skills and knowledge have improved after the training session. Minority (i.e. 3) are of the opinion that, they have being slightly effective since training received has improved the skills and knowledge. Lastly, 9 also agree training did influence and increase their knowledge and skills on the job after.

4.3.1 Interview with the line managers

Training structure

Training in VRA is done according to a fixed structure. The structured training programme includes scheme of service (i.e. a training programme an employee should undergo based on his or her job functions). For example, there are several skills and knowledge a secretary ought to acquire within a time frame of 10 years. Each year has a designed programme to equip his or her skills and knowledge. Therefore, the scheme of service is a guideline to be followed in order to meet the demanded qualities expected of a secretary. In addition to this, training is structured to meet or address training gaps (i.e. skill or knowledge deficiency) identified in a worker.

Measurement of performance

Performance is measured on both the before and after going for the training session performance (i.e. the person's ability to execute a task). Performance according to the line manager dealt with the improvement in task execution with regard to time, speed and accuracy or cost reductions (i.e. spending shorter time on operating a machine due to the expertise in operation). After training, the worker is expected to execute task effectively to reduce cost.

In addition to this, the balance scorecard is a tool used to measure performance against target. There are four main indicators in the balance scorecard. They include: financial indicators and targets, customer/stakeholder satisfaction, internal business process and organizational capacity. The line manager sets the target for the employee to meet. For example, a customer service personnel in the real estate department mess is required to increase customer retention by 10% as a set target by the line manager after undergoing the needed training course. The balance scorecard indicates the effectiveness of each target met. For example, anything below 10% which is the set target is poor performance, exactly 10% is rated good, between 10%-15% is very good and 15%-20% indicates excellence. Thus there is an increase in the employee's performance after training when he meets or exceeds 10% customer retention set target.

Training evaluation

In VRA, the following are trainers: supervisors, managers, trainers from the training department and external facilitators. Finally, management

evaluates the training programme using the training effectiveness assessment in balance scorecard. The training is assessed using these indicators (i.e. training effectiveness assessment): current and past performance, cost reduction, level of production whether higher/lower sales, quality of performance after training and time spent on training after performance.

Results – Level 4(i.e. the effects of the business from the trainees performance)

According to the line managers', improved performance by the staff has boosted the general performance of the department and the firm which indicates that the training needs identified for the staff were effective. The feedback from the employees also indicated that their departments do meet the set objective as a result of the efforts put into the assigned task.

4.4 Other interesting findings

Educational background and the number of years in the firm

The research constituted of six junior staff who have been working with VRA for nine years. Those with diploma had four workers who have been with the firm between one and three years while two had been there for over nine years. Seven people constituted of those with bachelor's degree spread across one and over nine years in the institution. Lastly, one person with a master's degree was found to have been with the organization for nine years and more. It can therefore be inferred that junior staff in VRA possess diverse qualifications. This also forms a basis to enable both human resource department and line managers obtain insight into the required attributes and skills needed for the employees to work effectively in the future.

Nature of training courses and the kind of training

Fifteen employees had their training enrolment in-house from seminar, personal development and work specific training. Six had local training outside VRA from seminar, work specific and personal development training. Lastly, two staff had their work specific training in local institution such as GIMPA.

Age and current department

Interestingly all four respondents from the Hydrogeneration department consisted of the first year groups(18-25,26-35,36-45,46-55). Thus a uniform distribution of all age category. The Engineering services constituted of seven people who fell between the age group(36-45years) while Real Estate and Human Resource had one and two respectively. In summary, one person was in the age range of 18 and 25, four employees within 26 and 35, 12(which is the majority) within 36 and 45, five were in the category of 46 and 55 while two were between 56 and 59.

Chapter 5 - Analysis of Findings, Conclusion and Recommendations

This chapter entails a detailed analysis of results, conclusions and recommendations for the study to meet the objective and answer the research question.

5.0 Training needs assessments (who decides)

It is important to know who identifies the training needs of the department and those of the employees' since the outcome will be beneficial to both the organization and the employee. The line manager and the human resource department are responsible for identifying training needs. The primary relevance of this is to bring positive change in the current and future performance of the staff and the organization. Thus, training need must be at all three levels (i.e. organization, operation and individual) according to Cascio (1995). In the study, the individual level is the main focus. The individual analysis according to Cascio determines how well each employee is performing the tasks that make up his or her job. This indicates that the training sessions organized for the employees is based on the need to improve the employee's performance. Thus the structure is designed to cater for that need. According to Asare-Bediako(2002),the purpose of a training needs is to identify the gap that exist between the required and the actual competencies expected of organizations and employees so as to determine the kinds of training that can help bridge the gap (Asare-Bediako, 2002). The findings of the study indicated that training needs of staff were identified before nominations for training.

Table 7: What was the outcome of the training session? * Who determines the training needs of staff? Crosstabulation						
Count						
		Who determines the training needs of staff?				Total
		Human Resource Department	Line manager	Staff/employee	5	
What was the outcome of the training session?	Very effective	5	2	1	1	9
	Effective	6	5	2	0	13
	Slightly effective	1	0	0	0	1
Total		12	7	3	1	23

In the above crosstab, both the human resource department and line manager's identification of the need or gap influenced the outcome of the training session as effective. Thus, the training was based on an identified need or gap.

5.1 Feedback from both employees and managers

Below were the responses from the employees and their line managers:

Both parties said training is mandatory for all staff in VRA. According to the line managers training at VRA is done on annual basis. The employees and line managers stated that human resource department and line managers determine the training needs of staff. In addition to this, training is evaluated

by both the line managers and top management depending on level of training need (i.e. organizational, departmental or individual need).

Perceptions of both parties were also relevant to the study. The employees rated themselves as being effective after receiving training which corresponded with the line managers' general opinion about those who have received training recently (i.e. a period of two years) although, the line managers' feedback were not based on each individual's assessment.

Their opinions differed with regard to if VRA exercised a fixed training programme. Fifteen employees said training was done in a fixed schedule while five people disagreed. On the other hand three people had no idea. Thus, their opinions conflicted with that of the line managers. This may be due to internal miscommunication or did not clearly understand the question.

5.2 Evaluation of the employee's performance using Donald Kirkpatrick's model

This section evaluates the effectiveness of the training programme and how it translates into employee's performance using .Below are the Donald Kirkpatrick's four levels model its relevance in the study:

5.2.1 Reaction of trainee- Level 1

This level deals with what the employees thought and felt about the training. Responses from the data showed that the training session organized by the firm was enjoyed by twenty two staff which also corresponds with feedback from the outcome and the helpfulness of training. These three questions are reliable because they were framed in different ways but meant the same thing. Ninety-five percent gave positive feedback in all three

questions. Thus, they felt training was effective since everyone left question 12(i.e. if you did not enjoy the training session, what was the reason?) completely blank. This could be as a result of the need the training provided. Although the participants enrolled in different training programmes to meeting different needs all responses were positive.

Communication by the instructor was also deemed effective based on the different periods and training sessions attended by the employees'. The findings showed that 96% of the respondents rated the instructor as effective, very effective and extremely effective from the three training sessions (i.e. personal development, seminar and work specific) attended. This could be as a result of the relevance of the topics or subject contents covered, audible voice of the instructor which did not call for any ear straining, focus on subject matter without deviating and the mode of presentation could have been easy to relate based on the different educational background of the employees.

5.2.2 Learning - Level 2

This level deals with the resulting increase in knowledge or capability of the employees. In this level knowledge is acquired but may not necessarily reflect in their output. The responses from the employees showed that knowledge was gained from the personal development, seminar and work specific training organized by the line managers and human resource department. It is the prime objective line managers to see their subordinates learn from the training organized for them. According to Hall (1984) the identification of training need is to promote active management employee

learning for their long- range future benefit in relation to explicit corporate and business strategies.

5.2.3 Behaviour–Level 3

This level deals with the extent of behaviour and capability improvement and implementation.

Performance of employee before and after leaving

Six people responded to being effective on their jobs before leaving for their recent training session. However, twenty people strongly agree that the training has been effective. Thus majority rate their skills and knowledge to have improved. The positive change in skills and knowledge ties to Cascio's statement which is: 'Improved performance in turn implies that there have been measurable changes in knowledge, skills, attitudes and or social behaviour' (Cascio, 1995).

Table 8: How would you rate yourself with regard to knowledge and skills on the job assigned before training? * How would you rate yourself with regard to knowledge and skills on the job assigned after training? Crosstabulation					
Count					
		How would you rate yourself with regard to knowledge and skills on the job assigned after training?			
		Not effective	Effective	Very effective	Total
How would you rate yourself	Least effective	0	0	1	1
with regard to knowledge and	Effective	0	2	0	2
skills on the job assigned	Very effective	2	8	4	14
before training?	Extremely effective	1	1	4	6
Total		3	11	9	23

The number of people (i.e. sixteen) that had acquired skills in their job delivery was the same as those who had received work specific training. The trend with respect to number the success of the training programme offered and the outcome received (i.e. skills).In addition to this, many strongly agreed to the fact that their performance had improved from the training received. The strengths of the programme acquired included impressive job delivery.

5.2.4 Results-Level 4

Breadwell and Holden (1995) indicates that training helps to develop human resources for both current and future needs of the organization. The interview with the line managers showed that the employees in the chosen department after their recent training (i.e. in the last two years) have improved

in at the workplace and played vital roles in meeting departmental goals. In addition this, performance was measured on speed and accuracy at which work was done. The employees based on self-report stated that performance after training had changed due to the measurable change in knowledge, skills and behaviour.

5.3 Challenges

Just like any research problems are encountered during the collection of field data. Out of the desired 91 respondents needed, only 24(i.e.26%) were involved. This changed the initial plan of using systematic sampling from a list which was not granted due to internal miscommunication. Thus applying to convenience sampling. The questionnaire to the available trained junior staff in the various departments. In addition to this, only those who could read and write could participate.

Some few employees (i.e. about 8) complained about filling questionnaires and others thought it was a waste of time. Out of the 24 respondents only 23 were trained. In addition to this, some employees kept tossing and prolonging the filling of the questionnaire. Five (5) people had driven to town leaving behind the questionnaires for some errands. Other potential respondents refused to even accept any questionnaire. A few who had also been trained refused to answer since their educational background was low and did not want to be interviewed due to their lack of mastery in the English language. Distance and the cost of coordinating and making the trips was also a major challenge in conducting this study. Time constraint (i.e.

permission to conduct the research came in late) was one major factor after several phone calls and visits. Furthermore, self-report was one of the greatest constraints in conducting this research. This was because the opportunity to compare the responses of the employees to that of their actual performance on the basis of the balance scorecard was not permitted. Thus, unable to verify the information provided from any of the respondents. This made it difficult to evaluate or compare performance from the analysis of the questionnaire and actual work.

5.4 Conclusion

The main objective of all organizations is to thrive and develop. In order to succeed, the organization must continue to provide the kinds of goods and services demanded by its customers and clients, bearing in mind that such demands change. Thus training the employees is one major tool to empower them and in order to succeed in a fast changing world makes it mandatory.

Organizations require competent personnel in order to have their goals, aims and objectives fulfilled. Such is the aim of VRA. The central trainer must design central training in collaboration with line managers to ensure that it provides what they and their staff need for effective performance of work (VRA, 1998). Majority of training is based on 'on-the-job training' held at VRA training school from the findings. Training needs are based on skill deficiency, objectives of the department and VRA. Job performance had improved generally with regards to the responses from both the employees and their line managers' feedback.

5.5 Recommendations

Recommendations to VRA

Staff should attend all programmes they have been nominated for and hammer on issues they deem relevant during and after the training sessions. Training sessions without the resources to be used should in the firm or country be avoided in order to reduce cost. This is because cost increases if employees are sent on training overseas to use resources which are not yet available in the country or to the firm. Thus, the skills and knowledge acquired cannot be utilized. An improvement in training facilities is also necessary since these were some flaws the employees identified. The scheme of service should be monitored and evaluated carefully since it is a regulation on paper but inactive in practice. VRA should continue with its periodic analysis of in-house training to determine the effectiveness of the programmes that cater for the needs of the staff.

Recommendations for this type of study

This type of research should be evaluated from two perspectives (i.e. self-report from the employees and actual performance of the individual from the line managers). This is relevant because self-report are generally positive which cannot determine an objective performance of the individual. Hence his the employee's appraisal should be compared to the line manager's using a well-organized measuring tool of the department.

Recommendations for future research

Intellectually, there are literature gaps to be filled with regard to evaluating the impact of technical and non-technical training on employee performance in the public sector. Hence other state owned companies can be used as case studies to add on to literature. In addition to this, one may want to find answers to the impact of training on organizational performance rather than the employee's. Furthermore, the impact of training on training on employee performance can be worked on using both a private and public firm in the same industry.

References

- Adeniji, M. A. (2010), Training and Its Multiplier Effect on Productivity, *Pacific Northwest Library Association Quarterly Home*, Olabisi Onabanjo University, Library, Ago-Iwoye, Ogun State, Nigeria
- Aina S (1992), Personnel Management in Nigeria: A Work Centred Approach, Ikeja: F.
- American Society of Learning & Development. (2012). 2012 State of the Industry Report. *Training & Development*, (get the volume), 42-48.
- Asare-Bediako, K (2002). *Professional Skills in Human Resource Management* Kasbed Ltd., Accra, Ghana.
- Breadwell, I., & Holden, L. (1995). *Human resource management: A contemporary perspective*. London: Pitman Publishing.
- Boyne, G., Poole, M., & Jenkins, G. (2002, December). Public Management. *Human resource management in the public and private sectors: an empirical comparison*, 1-14. Retrieved November 30, 2013
- Brum, S. (2007). What impact does training have on employee commitment and employee turnover? , 1-13. Retrieved October 5, 2013, from <http://www.uri.edu/research/lrc/research/papers/Brum-Commitment.pdf>
- Cascio, W.F (1989). *Managing Human Resources* 2nd edition McGraw Hill Book Company., New York, USA. Chapman, A. (n.d.). Donald L Kirkpatrick's training evaluation model - the four levels of learning evaluation. In *kirkpatrick's learning and training evaluation theory*. Retrieved October 5, 2013, from <http://www.businessballs.com/kirkpatricklearningevaluationmodel.htm>
- Coates, D. E. (2006). What impact does training have on employee commitment and employee turnover? , 1-3. Retrieved October 6, 2013, from <http://www.praxisconsulting.org/PeopleSkills.pdf>
- Danziger, James, and Debora Dunkle. "Methods of Training in the Workplace." 1-26. Web. 30 Nov. 2013. <<http://www.crito.uci.edu/papers/2005/DanzigerDunkle.pdf>>
- Druker, P.F (1998), *The Practice of Management*, New York: Harper and Brothers

- Elnaga, A., & Imran, A. The Effect of Training on Employee Performance. , 5(4), 1-11. Retrieved October 5, 2013
- Evans, J. R. and Lindsay W. M., (1999), "The Management and Control of Quality", 4th edition, South-Western College Publishing, Cincinnati Ohio, USA
- Gutek, G. (2007). College and universities. *Microsoft® Encarta® Online Encyclopedia*. Redmond WA: Microsoft Corporation.
- International Monetary Fund. (2013, June). Ghana 2013 Article IV Consultation. In *IMF Country Report*. Retrieved October 5, 2013, from www.imf.org/external/pubs/ft/scr/2013/cr13187.pdf
- Ivancevich, J.M. (1995). *Human resource management*. Chicago: Irwin Inc.
- Livy, B. (1990). *Management in banking*. London: Chartered Institute of Bankers (CIB).
- Joppe, M. (2000). *The Research Process*. Retrieved February 25, 1998, from <http://www.ryerson.ca/~mjoppe/rp.htm>
- Kokemuller, N. (n.d.). Define Technical Training. Retrieved October 4, 2013, from http://www.ehow.com/facts_6904614_define-technical-training.html
- Laing, I. F. (2009). *The Impact of Training On Employee Performance and Productivity in the Public Sector Organizations: A Case Study of Ghana Ports and Harbours Authority* (Master's thesis). June Retrieved October 5, 2013, from <http://dspace.knust.edu.gh:8080/jspui/bitstream/123456789/628/1/Irene%20Ferguson%20Laing.pdf>
- Lalonde, R. J. (1995). The Journal of Economic Perspectives. *The Promise of Public Sector-Sponsored Training Programs*, 9(2), 149-168. Retrieved December 2, 2013
- McKenna, E. and Vic Beech (2002), *Human Resource Management-A Concise Analysis*, 1st ed. UK Gunderson, M. Earnings differentials between the public and private sectors. , 12(2), 228-242. Retrieved November 27, 2013
- Nelson, M. (2006, February 1). <http://documents.worldbank.org/curated/en/2006/02/7454155/training-work-re-examining-donor-sponsored-training-programs-developing-countries>. , 1(1), 1-6.

Neo Et Al (2000). *Human Resource Management: Gaining Competitive Advantage* 3rd edition McGraw-Hill., Boston, USA.

Sultana, A., Irum, S., Ahmed, K., & Mehmood, N. (2006, October). Impact of training on employee performance-A study of telecommunication sector in Pakistan. , 4(6), 1-16. Retrieved October 6, 2012, from <http://journal-archieves24.webs.com/646-661.pdf>

Volta River Authority (1998). *Training manual*. Accra: VRA Printing Unit.

Appendices

Appendix A: Questionnaire Ashesi University College

Questionnaires for Employees in VRA

This questionnaire has been designed to solicit information for purely academic purposes. This research is being conducted on the relevance of training. Thank you for participating in this study.

NB. All information given would be treated with utmost confidentiality and I will like to share results if you will leave your e-mail address.

E-mail:

.....

Please circle your answer.

1. What is your current department?

- a) Hydrogeneration
- b) Engineering Services
- c) Human Resource Department
- d) Real Estate Department
- e) Other, please specify.....

2. What is your current position in VRA?

- a) Machine Operator
- b) Secretary
- c) Office Clerk
- d) Driver
- e) Other, please specify.....

3. How long have you been working with VRA?

- a) Between 1 and 3 years
- b) Between 3 and 5 years
- c) Between 5 and 9 years
- d) 9 years and more

4. Are you aware of any training programmes in VRA?

- a) Yes
- b) No

5. Is training voluntary or mandatory?

- a) Voluntary
- b) Mandatory
- c) Don't know

6. Have you had any form of training since you joined VRA?

- a) Yes
- b) No

7. If you answered 'yes' to question 6, when did you last undergo any training sessions?

- a) Between 1 and 6 months ago
- b) Between 6 and 12 months ago
- c) Between 1 and 2 years ago
- d) 2 years and more ago

NB: The subsequent questions or the questions that follow should be based on your most recent training programme.

8. How often do you undergo training sessions?

- a) Quarterly
- b) Semi- annually
- c) Annually
- d) Every two years
- e) Other, please specify.....

9. How were you selected for the training session? Please state at least (two)

.....

.....

10. What kind of training did you participate in?

- a) Seminar
- b) Work specific training
- c) Personal development
- d) Simulations training
- e) Other, please specify.....

11. Did you enjoy the training programme?

- a) Yes
- b) No

12. If you answered 'no' in question 11, what were the reasons?

- a) Communication of the instructor
- b) The topics
- c) The presentation style
- d) The schedule/timing
- e) Other, please specify.....

13. In your opinion, do you think training at VRA is done according to a fixed training schedule?

- a) Yes
- b) No
- c) No idea

14. Has the training session been helpful?

- a) Yes
- b) No

15. What was the outcome of the training session?

- a) Very effective
- b) Effective
- c) Slightly effective
- d) Not effective

16. In your opinion, do you believe the training session offered was helpful?

- a) Strongly disagree
- b) Disagree
- c) Neither agree nor disagree
- d) Agree
- e) Strongly agree

17. On the scale of 1-5, with 5 being the most effective and 1 being the least effective, how would you rate the instructors who carried out the training session?

- a) 1
- b) 2
- c) 3
- d) 4
- e) 5

18. Which of the following skills were acquired in your 'training session'?

- a) Leadership skills (i.e. how to lead others)
- b) Interpersonal skills (i.e. how to engage with others)
- c) Work delivery (i.e. how actual work is carried out)
- d) Other, please specify.....

19. In your view, what were the three major strengths of the 'training session'?

.....

.....

20. In your view, what were the three major weaknesses of the 'training session'?

.....
.....

21. Who evaluates performance after the training session?

- a) Top management
- b) Line manager
- c) Peer appraisal
- d) Self-appraisal
- e) Subordinate

22. What is the nature of training/courses you have attended?

- a) In house training (VRA personnel)
- b) Local Training (Consultant outside VRA)
- c) Local Institutional (GIMPA, MDPI etc.)
- d) Overseas Attachment
- e) Other, please specify.....

23. Do you think nomination for training is based on identified training needs?

- a) Yes
- b) No
- c) Not sure

24. Who determines the training needs of staff?

- a) Human Resource Department
- b) Line Manager
- c) Staff/employee

25. On a scale of 1-5, with 5 being the most effective and 1 being the least effective, how would you rate yourself with regards to knowledge and skills on the job assigned before training?

- a) 1
- b) 2
- c) 3
- d) 4
- e) 5

26. Presently, would you rate yourself to have been improved, with regard to knowledge and skills gained on the job assigned after training?

- a) Slightly effective
- b) Not effective
- c) Neither effective nor ineffective
- d) Effective
- e) Very effective

27. Other comments that might not have been captured in the questionnaire.

.....

.....

DEMOGRAPHIC SECTION

28. Gender

- a) Male
- b) Female

29. Age

- a) 18 – 25
- b) 26 – 35
- c) 36 – 45
- d) 46 – 55
- e) 56 – 59

30. Educational Background

- a) Pre-Tertiary (Senior or Junior High School Certificate)
- b) Diploma
- c) Bachelor's Degree
- d) Master's Degree
- e) Other (please specify).....

Appendix B: Interview

Interview for the line managers of the selected department in VRA (Ghana)

This questionnaire has been designed to solicit information for purely academic purposes. This research is being conducted on the relevance of training. Thank you for participating in this study.

NB: All information given would be treated with utmost confidentiality and I will like to share results if you will leave your e-mail address

1. Does the VRA have any structured training programmes for employees?

a) Yes

b) No

If yes, please explain which

.....
.....

2. How do you determine the subject content of the training session?

.....
.....

3. Is training voluntary or compulsory?

.....

4. How is performance measured?

.....
.....

5. Where do you see training in VRA in the next 5 years?

.....
.....

6. How long have you been holding your current position?

.....

7. What training policy does management have for your staff?

.....

.....

8. What subjects are taught during training and development programmes for staff?

.....

.....

9. What category of personnel are trainers?

- a. Supervisors (VRA)
- b. Manager (VRA)
- c. Trainers form the training department (VRA)
- d. External facilitators
- e. Any others, please specify.....

10. How does management evaluate training programmes?

.....

.....