

CHRISTIAN SERVICE UNIVERSITY COLLEGE, KUMASI
SCHOOL OF BUSINESS
DEPARTMENT OF MANAGEMENT AND GENERAL STUDIES

**AN EVALUATION OF THE EFFECTS OF STAFF TRAINING ON THE
PERFORMANCE OF OPPORTUNITY INTERNATIONAL SAVINGS AND LOANS
GHANA.**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF BUSINESS, CHRISTIAN
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BUSINESS ADMINISTRATION.**

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DECLARATION

We hereby declare that this project work is the result of our own original work and that no part of it has been presented for another degree in this University or elsewhere:

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Supervisor Declaration

I hereby declare that the preparation and presentation of the dissertation/thesis was supervised in accordance with the guidelines on supervision of dissertation/thesis laid down by the Christian Service University College.

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DEDICATION

This Project Work is dedicated to our families especially our husbands and wives who supported us throughout the programme.

ACKNOWLEDGEMENT

We have been fortunate to have an outstanding supervisor, Dr. Joseph Kofi Nkuah who carefully went through our work and gave us all the necessary comments and encouragement. May God richly bless him for all the support he gave us.

We also thank all senior members of the Christian Service University College, School of Business for the enormous contribution they made beginning from the presentation of the proposal through to the finalization of the report. Their comments in the form of criticisms have positively influenced the final product of our project work.

Our thanks also goes to all my respondents at Opportunity International Savings and Loans, Adum for their patience to respond to the bulky questionnaire. Besides, our sincere thanks go to our field enumerators for their assistance in data collection and entering.

ABSTRACT

Although training plays a critical role in organisational performance, it is viewed differently in different organisations. It may be considered as unnecessary or underused. The study determined the effect of staff training on the performance of Opportunity International Savings and Loans. Structured questionnaire were used to gather information for the study. Perceptions of employees of Opportunity International Savings and Loans about their frequency of training and the organisational performance were measured by adopting the Five-point Likert Scale. Two Hundred (200) employees responded to the questionnaires representing a response rate of 55.6% of the size of the population. This was a descriptive study and the Analytical tools used were simple regression, chi-square and correlation matrix with the aid of SPSS. The performance of product quality and customer satisfaction were both rated 'high' by the employees while the other indicators of performance received 'average' rating. There is moderately strong relationship between the extent of training and organisational performance for some training and performance indicators. The study has established that the extent of staff training at Opportunity International Savings and Loans has positive effect on the performance of the organisation. Future studies should consider expanding the scope of the study to include other organisations.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Staff training is pivotal for the implementation of the strategic goals of every organisation. Strategic goals set are expected to be achieved by the staff of an organisation and when employees do not have the requisite skill to implement such goals, failure becomes eminent. In order to avoid this, organisations undertake periodic needs assessment of staff. The staff are then trained to be able to implement the strategic goals. Training is the processes of investing in people so that they are equipped with the requisite skills to perform. These processes are part of an overall human resource management approach that hopefully will result in people being motivated to perform (Barron & Hagerty, 2001). Most organisations have internal training units whereas some outsource their training needs and others combine both.

Staff training is a human resource function which will continue in the foreseeable future. This is against the background that training provides the workforce with up- to-date skills and knowledge which ensures that they are able to develop their career (Hargreaves & Jarvis, 2000). Well educated, efficient and forward thinking and creative staff help an organization to establish itself as a producer of excellence. Training is therefore an important mechanism to develop and retain a productive workforce. Performance is realised at all levels of the organization and in order to attain maximum performance, employees need to be motivated and trained to develop and acquire the needed skills, knowledge and abilities.

Staff training has become an important facet of job satisfaction because it builds workplace commitment on the part of employees which in turn influence labour productivity and increase performance of both organization and individuals. Given today's business climate and the exponential growth in technology with its effect on the economy and society at large, the need for training is more pronounced than ever.

1.2 Statement of the Problem

Although training and development plays a critical role in organizational performance, it is viewed differently in different organizations. It may be considered as unnecessary, underused and unrecognized function. (Redshaw, 2000). Some organizations find that training and development does not contribute to employees' commitment, and sometimes it is considered as a waste of money and time. Unfortunately, in many organizations, management does not believe in training as a strategy to contribute in improving the overall organizational performance.

Some studies have suggested that employee training directly enhances firm performance by raising the general level of skills. As employees become more highly motivated and more highly skilled, so their task performance improves and organizational effectiveness is directly enhanced (Bartel, 1994; d'Arcimoles, 1997). Employee training may, in this view, be seen as a discrete or stand-alone management practice, one that directly enhances the human capital of the firm and so directly leads to performance improvements.

Other scholars argue, however, that employee training has a mediated rather than a direct effect upon firm performance. These scholars argue that employee training is more effective when used

in conjunction with other management practices and that compatible set of practices are more effective in raising performance, than any individual practice. This argument suggests that training, whilst effective in raising general skills, is more effective when it develops firm specific skills and so supports the operation of the particular business process systems within the firm. Training, when used to support quality management practices, should contribute to the effectiveness of the quality management system. Training should enhance the integrity of these systems, rather than merely raise the general level of employee skills (Gee and Nystrom 1999, Jayaram, Droge and Vickery 1999).

Opportunity International Savings and Loans Limited, (Opportunity International) is a leading savings and loans institution in Ghana. Opportunity International is at the forefront of delivering transformational financial services to help transform the lives of clients. It was licensed by the Bank of Ghana in June 2004. Opportunity International Savings and Loans Limited is a subsidiary of Opportunity International – A global institution dedicated to helping clients transform out of poverty.

Since its inception, the institution has focused its key activities on the marginalized, the poor and those who are excluded from mainstream banking. It operates a business model that is not only transformational, but also profitable, sustainable and very fast growing. It places a premium on understanding the needs of its clients and their capacity through training and development.

Opportunity International provides sound financial education and support, using the individual approach to lending while promoting a savings culture by offering innovative deposit products. It assists micro, small and medium size businesses, which form the backbone of most developing economies.

As part of their drive to achieve OISL's mission of providing financial, business developmental and transformational services to our valued clients, management continue to explore innovative ways of delivering value added services through training programmes as follows:

- i. Delivery of basic professional business and livelihood training to our clients. This training is being delivered by the National Board of Small Scale Industries (NBSSI.) The National Board for Small Scale Industries (NBSSI), 30 October 2018
- ii. Opportunity International, UK Aid launch project to empower women, November 21, 2018
BMIGNewsMag
- iii. Opportunity International holds stakeholders workshop on economic empowerment of women November 20, 2019
- iv. 71st Annual New Year School and Conference Jan 14, 2020 - Bank of Ghana forum
Financial Sector Reforms

As of June 2019, the institution had about 543,657 clients of which 45,313 were loan clients. Loan portfolio was GHS 138.2 million and client deposit balances were GHS 167.8 million. With a total asset of GHS 235.1 million and shareholders net worth of GHS 40 million, this makes Opportunity International one of the largest savings and loans companies in the country.

It has won several awards including Best in Social Performance Management, Commitment to Professionalism in Microfinance Industry, Pillars of Microfinance, the Best Non-Bank Financial Institution for the year 2013 awarded by Chartered Institute of Marketing – Ghana, and Pan African Leadership Merit Award (PAMA) in 2015.

Considering the above discussion, the study seeks to investigate whether the consistent staff training has an effect on organizational performance with particular reference to the facts above.

1.3 Aim and Objectives of the study

The main aim of the study is to evaluate the effect of staff training on the performance of Opportunity International Savings and Loans.

To achieve the main aim of the study, the following specific objectives were outlined to be achieved:

- i. To determine the extent of staff training at Opportunity International Savings and Loans.
- ii. To measure the effect of staff training on the level of performance of Opportunity International Savings and Loans.
- iii. To assess the effect of staff training on some performance indicators of Opportunity International Savings and Loans.

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1.4 Research Questions

- i. What is the extent of staff training on the employees of Opportunity International Savings and Loans?
- ii. What is the effect of staff training on the level of performance of Opportunity International Savings and Loans?
- iii. Does staff training have an effect on the organizational performance indicators of Opportunity International Savings and Loans?

1.5 Significance of the study

At the end of this study, the findings will assist Opportunity International Savings and Loans and other like organizations to recognise the need to enhance human capital and improve output through training. The research will also add to existing knowledge on the effect of staff training

and serve as a guiding document for employers. Finally, the findings of the research will motivate organizations to allocate resources for staff training.

1.6 Scope and Organization of the study

The study was limited to Opportunity International Savings and Loans only. The study was organized into five chapters as outlined below.

Chapter one constitutes the introduction which includes; the background to the study, the statement of the problem, the objectives of the study, significance of the study, research question, hypothesis, scope and organization of the study.

Chapter two discusses the literature review which highlights both the theoretical and empirical literatures of the study. It ends with the operational definition of certain technical terms and phrases used in the study.

Chapter three considers the methodology used in the study. This chapter includes the research design, sample size and sampling method used and the research instrument. The statistical instrument used in analyzing the data is also included in this chapter.

The fourth chapter deals with the presentation and discussion of the findings. This chapter presents the findings of the study via frequency table, bar chart and pie charts and discusses the results in relationship to the literature review.

Chapter five summarizes the major findings of the research, the conclusions reached and ends by making relevant recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a comprehensive review of relevant theoretical and empirical literature on the subject area. The theoretical literature looks at the concepts of training as a human resource management tool and performance. The empirical literature reviews relevant findings of similar studies in the area of study.

2.1 Theoretical Literature

2.1.1 The concept of Training

Cole (2002) defined training as a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. Apparently, the focus of training is the job or task for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few.

Gordon (1992) also defines training as the planned and systematic modification of behaviour through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively. This means for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity.

According to Beardwell *et al.*, (2004), technological advances, intense competition and organizational change have led to the realization that organizational success relies on the abilities and skills of employees. In view of this, there is the need for continuous training and development since it enables organizations to adapt to changes in the business environment. Dessler, (2006) wrote that training encompasses methods used to give new or present employees the skills needed to perform their jobs. This means that training is concerned with the acquisition of knowledge, skills and competences through teaching.

The Manpower Services Commission of the United Kingdom, which was set up by the 1973 Employment and Training Act defined training as a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. According to them, the purpose of training in the work situation is to develop the abilities of the individual and to satisfy the current and future of the organization. According to Armstrong (1996), expressing an understanding of training emphasizes that training should be developed and operated within an organization by appreciating learning theories and approaches if the training is to be well understood.

McGhee *et al.*, (1996) wrote on the nature of learning and said learning is a term used to describe the process by which behavioural changes results from experience. They also said the fact that learning has occurred could only be inferred from a comparison of an individual's behaviour prior to the experiences of specific kinds of task.

2.1.2 Human Resource Management

The existence of every organization depends on the availability of resources. It must have money, materials, supplies, equipment, ideas about the services or products to offer those who might use its outputs and finally people, which is the human resource, to run the enterprise. The effective management of people at work is Human Resource Management (Armstrong, 1996). Dessler (2006) also defined Human Resource Management (HRM) as the policies and practices involved in carrying out the people or human resource aspect of a management position including recruiting, screening, training, rewarding and appraisal. Technologies are used to ensure the creation and delivery of services and goods in modern economies. Whatever means are used, the role of individuals and groups as employees and the ability of management to effectively deploy such a resource is vital to the interest of both the employee and organization. Traditionally, Human Resource concerns itself with recruitment, selection, placement, training, compensation and industrial relations among others, (Armstrong, 1996).

Beer *et al.*, (1984) define Human Resource Management as the involvement of all management decisions and actions that affect the nature of the relationship between the organization and its employees-the human resources.

2.1.3 Human Resource Management and Training

Beardwell and Holden (1993) argued that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized. They added that technological developments and organizational change have gradually led some

employers to the realization that success relies on the skills and abilities of their employees, and this means considerable and continuous investment in training and development. It is the view of Beardwell and Holden (1993) that Human Resource Management concepts such as commitment to the company and the growth in the quality movement have led senior management teams to realize the increased importance of training, employee development and long-term education. Such training concepts require not only careful planning but a greater emphasis on employee development.

2.1.4 The Importance of Training

Experts in the field of organizational behaviour, industrial relations, human resource management, and psychology have acknowledged training as an important human resource practice that affects performance, develop employee job fit and build employees effective response not only to the job but also to the employer (Lawler and Porter, 1967; Blau, 1964; Wright and Hamilton, 1976; Lee and Bruvold, 2003)

Training of subordinates is basic to every organization (Carnevale and Stone, 1994). The value of human capital is enhanced by gaining higher performance potential such as new tasks, functions, and KSAPs (knowledge, skills, abilities, personal attributes) obtained and cultivated during trainings. This is where the importance of training recognized as a crucial issue for businesses, organizations and institutions. According to Hornsby and Kuratko (2005), training and development activities can help companies acquire a staff with the right combination of skills and motivations which a company needs to be competitive.

It is a well known fact that training enhances SKAC and ultimately worker performance and productivity in organizations (Cole, 2002). The practice of training safeguards and supports productivity by preparing employees for future jobs and insulating organization from skills shortages. Employees could be resourced internally, thus firms are independent of the labour market and does not risk appropriate recruits not being available.

The structure of training reflects a company's commitment to long term development of employees and within this paradigm, training is claimed to be a key determinant of competitive success. Redman and Wilkinson (2006) rightly observed that "training offers the hope of increased competitiveness through securing skills levels, productivity and value added"

Keep (1989) argues that training is a litmus test against which other management practices should be gauged. Situations where organizations compete on quality and adopt high commitment work practices like employee involvement or team working, developing employees are the key element in performance. It can increase the capacity of employees, enabling them participate meaningfully in systems where their contribution is encouraged.

Furthermore, training plays a pivotal role in the reinforcement of company culture by securing the corporate goals of commitment, flexibility and quality (Carey, 2000). Workers are equipped with skills to carry out tasks monitor quality and manage complex products and services.

The purpose of training is mainly to improve knowledge and skills, and to change attitudes or behaviour. It is one of the most important potential motivators which can lead to many possible

benefits for both individuals and the organization technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques. Training, in the most simplistic definition, is an activity that changes people's behaviour. Increased productivity is often said to be the most important reason for training. But it is only one of the benefits. Training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information they need to perform those jobs (Anonymous, 1998).

The global competition and swiftness of changes emphasize the importance of human capital within organizations, as well as the swiftness and ways of knowledge gaining of that capital. In the economy where uncertainty is the only certainty, knowledge is becoming a reliable source of sustained competitive advantage. Knowledge is becoming basic capital and the trigger of development. Previously built on foundations of possessing specific resources and low costs, present day competition is based on knowledge possessing and efficient knowledge management. Modern organizations therefore use their resources (money, time, energy, information, etc.) for permanent training and advancement of their employees. Organizations which are constantly creating new knowledge, extending it through the entire organization and implementing it quickly inside the new technologies, develop good products and excellent services. These activities determine the company as a learning organization with constant innovation being its sole business. These are organizations which realize that learning and new knowledge are becoming the key of success, and that education is crucial for abundance (Vemic, 2007).

According to Cole (2002) training can achieve:

- High morale - employees who receive training have increased confidence and motivation
- Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste.
- Lower turnover – training brings a sense of security at the workplace which reduces labour turnover and absenteeism is avoided.
- Change management- training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations.
- Provide recognition, enhanced responsibility and the possibility of increased pay and promotion.
- Give a feeling of personal satisfaction and achievement, and broaden opportunities for career progression and
- Help to improve the availability and quality of staff.

Derrick *et al.*, (2000) looked at the training environment and the structure of organizations, and emphasized on the effects of internal political and cultural factors on training and development. Sherman *et al.*, (1996) argues that many new employees can be equipped with most of the knowledge, skills and attitudes needed to start work, but others may require extensive training to ensure their effective contribution to the organization. A majority however, will require some type of training at one time or another to maintain an effective level of job performance.

According to Krietner (1995), no matter how carefully job applicants are screened, typically a gap remains between what the employee does know and what they should know. An organization which desires to gain the competitive edge in its respective industry, needs among other things, extensive and effective training of its human resources.

Training is therefore a key element for improved organizational performance; it increases the level of individual and organizational competences. It helps to reconcile the gap between what should happen and what is happening – between desired targets or standards and actual levels of work performance. Although many employers continue to have reservations about the cost and extent of tangible business returns from training, the development of skills has been identified as a key factor in sharpening competitiveness. Casio (1989) puts it this way “The economic and technological trends, the pace of innovation, change and development are growing faster year-by-year and as a result, provide clear signals that training and development are so relevant that both organizations and individual stakeholders must give a serious attention to.

The relevancy of training also plays a role in establishing employee commitment. Employees enter into training programs with specific expectations and needs. The result of training programs that do not meet the expectations and needs of participants may be lower commitment, negative attitude change, and an increase in turnover. One study found that training participants that received “realistic notices” and accurate training information prior to training reported better outcomes than those that did not receive any information regarding the training process. The participants that were provided with pre-training information viewed that training as more relevant and entered into the training with accurate expectations (Tannenbaum *et al.*, 1991). In addition, the employees that

viewed training as the “most relevant” to their current jobs were able to attain more positive commitment outcomes and had less of intent to quit (Burke, 1995).

Some writers have argued that, training is not always the answer to performance problems. Brandt Sakakeeny, training industry analyst for Solomon Smith Barney believes that training can be a great investment and training can be a waste of money (Rosner, 1999). Training is indeed a waste of money when the desired behavior does not occur.

Gupta (1999) also acknowledges that not all performance problems can be addressed by training. In many cases, non-training interventions are necessary. Without the right training, employees can be the organization’s biggest liability. Trained effectively, however, they can become the organization’s biggest asset (Bartram and Gibson, 2000). Rosner (1999) adds another ingredient for success – support after training. He states, “The most effective programs train workers in new behaviors and then train managers to support employees as they apply learning daily (Rosner, 1999, p.43). Support and endorsement from management can greatly enhance training results. One can conclude that training is not always the answer, and when it is the answer, it has to be the right training.

2.1.5 The Training Process

Cuming, (1968), Italsey (1949), Dole (1985) indicate that traditionally, training in an organization involves systematic approach which generally follows a sequence of activities involving the establishment of a training policy, followed by training needs identification, training plans and programs design and implementation, evaluation and training feedback for further action.

2.1.5.1 Training Policy

Kenney et al., (1992) wrote that companies should have different policies for training depending on the level of employment or level of employees to be trained. They wrote that training policies are essential because of the following reasons:

- To provide guidelines for those responsible for planning and implementing training.
- To ensure that a company's training resources are allocated to pre-determined requirements.
- To provide for equality of opportunity for training throughout the company; and
- To inform employees of training and development opportunities.

2.1.5.2 Determination of Training Needs

The first step in managing training is to determine training needs and set objectives for these needs. Cole (2002) wrote that if an organization has to justify its training expenditure, it must do so on the basis of organizational need. Organizations adopting a systematic approach to training will usually define their need for training in accordance with a well organized procedure. The procedure will focus on looking at training needs from a number of different perspectives. These perspectives are; organizational, departmental or functional, job and employee.

Organizational need: The organizational analysis happens in a situation where effectiveness of the organization and its success in meeting its goals are analyzed to determine where deviation or differences exist. This makes it easy to know what programme to be implemented.

Functional need: At this level, training managers analyze the specific ability needs determined by job descriptions and job specifications of the jobs in the work area or work unit. The need can also be determined by observing the job performance of work groups and survey job holders, supervisors, and training committees. Any lapses in their efficiency and effectiveness help determine the training need.

Individual need: Kaufman wrote that employees training needs could be measured by the individual performances of the employees. He stated that the effectiveness and efficiency is measured against the required standards through interviews, observations, attitude surveys, or objective records of their performance.

Training need is any shortfall in employee performance, or potential performance which can be remedied by appropriate training. There are many ways of overcoming deficiencies in human performance at work, and training is only one of them. It is important to recognize this fact since sometimes training staff are asked to meet needs which ought to be dealt with in some other way, such as improving pay, replacing machinery or simplifying procedures. Armstrong (1996) however, argues that training needs analysis should cover problems to be solved, as well as future demands based on whether the organization must acquire new skills or knowledge or must improve existing competencies.

2.1.5.3 Determining Training Objectives and Training Plan

After the training needs analyses have been done, it is easier for the training objectives to be established and also to know what the learners must be able to do after the training program. McKenna and Beech (2002) in their book “Human Resource Management-A Concise Analysis”,

wrote that “It is important that a sound basis is established for other associated elements of Human Resource Management practice such as performance management (appraisal), reward Management (motivation) combined with training and development”. What this means is that training and development itself cannot help in total employee development without the complement of employee appraisal and motivation.

One of the things to consider in designing a training program is what the program is to accomplish, that is the 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. Zaccarelli (1997) outlines the process of planning training as;

i) Develop a Training Plan

Once attainable and measurable training objectives have been considered, a training plan can be developed. This planning tool provides a step-by-step written document for others to follow. A training plan can be either a complete training program or just one task. The training plan details the course content, resources required, and the method of training, who should do the training and who should be trained.

ii) *Design a Training Programme*

Once a training plan outlining general program requirements has been developed, the organization will need to concentrate on specific segments of that plan. This is done with the use of a training lesson. Generally, there is one training lesson for each training session. This means if ten sessions are planned, ten training lessons must be developed. A training lesson serves the following purpose;

- a) It provides a content outline for the lesson
- b) It suggests activities/specific instructions which will help to make training easier
- c) It defines suggested time to be spent on each segment within the segment

iii) *Select the Trainer(s)*

Who is going to train? Who is a good communicator and has the necessary knowledge or skill to train? What should the trainer do to get the trainees ready for the training? These are the questions to be addressed when selecting a trainer.

iv) *Prepare the Trainer (s)*

Training is one of the most important things any organization does. As a result, the personnel responsible for training must be given adequate training themselves, as well as equip them with the necessary logistics. Remotely linked to this, trainees must also be concerned and prepared for the learning experience.

v) Presenting the Training

a) Kinds of Training

There are various types of training that an organization may adopt depending on the main objectives of training. Irene (2009) outlined some kinds of training as follows;

Refresher Training: Here the employees are made to attend refresher courses at specific training institution sponsored by the employer. This exposes the employee to modern trends in his field of business. That is, it involves updating skills to meet the job requirement of employees.

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

Career or Development Training: This type of training aims at preparing employees for the future. This enables employees to take up higher responsibilities.

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

b) Methods of Training

The selection of method for training need to be based on identified training needs, training objectives, an understanding on the part of the trainees, the resources available and an awareness of learning principles. DeCauza et al., (1996) explained that the most popular training and

development method used by organizations can be classified as either on-the-job or off-the-job. According to DeCauza et al, there are a variety of training approaches that managers can use and these include:

1) On-the-job Training:

This is the most widely used training method, as in comparison, on-the-job method of training is simple and less costly to operate. Observing this method critically, the training places the employee in actual work situations and makes them appear to be immediately productive. Here, there is a close collaboration between trainer and learner. There are three common methods that are used in on-the-job training and these are; learning by doing, mentoring and shadowing and job rotation.

(a) Learning by doing: This is a very popular method of teaching new skills and methods to employees. Here the new employee observes a senior experienced worker and learns what to do. The advantage here is that this method is tried and tested and fit the requirements of the organization. The disadvantages are that the senior worker is not usually trained in the skills and methods of training therefore it can be a process that may be time consuming as a new comer struggles to cope with the senior worker's explanations. Far more successful is to use a senior or experienced worker who has been trained in instruction or training method and whose teaching skills are coordinated with a developed program linked to off-the-job courses

(b) Mentoring: This is another version of the system whereby a senior or experienced employee takes charge of the training and development of a new employee. This suggests a much closer association than master/apprentice and elements of a father/son relationship can exist whereby the mentor acts as an advisor and protector to the trained

(c) Shadowing and job rotation: This usually aims to give trainee managers a feel for the organization by giving them the experience of working in different departments. Trainees must be encouraged to feel it is not time wasting and people in the various departments in which they are temporarily working must feel a commitment and involvement in the training if it is to work. Unfortunately, trainees are not usually welcomed and are seen by supervisors and workers in the department as obstacles to the daily routines. If well structured and planned with the cooperation of all departmental supervisors, this method can be a worthwhile learning experience.

(d) Job rotation: This is another version of training that became popular in the 1970s to help relieve boredom and thereby raise the productivity of shop floor workers. It is a management technique used to rotate incumbents from job to job or from department to department or from one plant to another in different geographical areas. The rotation is done on co-ordinate basis with a view to exposing the executives and trainees to new challenges and problems. It is also aimed at giving executives broad outlook and diversified skills.

If appropriately implemented this can be an excellent learning experience for workers and suitably fits with Human Resource Management concepts of team-work and empowerment whereby people are encouraged to greater responsibility for their work and that of the team. On the negative side, there have been criticisms that not enough structured training is given to enable workers to do these jobs well. However, the researcher believes that on-the-job method of training has a setback. A critical review of the method reveals that, although employees learn doing the job, their productivity tends to be low because they do not have the skills and knowledge needed to be

effective and efficient. In an on-the-job training method, the emphasis is more on the acquisition of specific, local knowledge in a real situation.

2) Off-the-job

Off-the-job method emphasizes developing an understanding of general principles providing background knowledge and generating an awareness of comparative ideas and practices. This kind of training does not take place in the actual work environment. It takes place outside the actual work environment. The various methods of off-the-job training are as follows:

(a) Vestibule Training: This method of training is where the worker is trained to use machine or perform a task similar to the ones in the real work situation. Under this method of training, the training program is conducted out of the job in an area separate from the work place under the supervision of a skilled instructor. After going through the vestibule training for a specified time period, the trainees are expected to apply their newly acquired skills when they are assigned to their real job (Ivancevicit, 1992).

(b) Behaviour Modelling: Here, some of the methods used in the assessment centers include business games, in-basket, simulation, problem-centered cases, and many others, to enable the trainee learn the behaviours appropriate for the job through role-playing. The use of behaviour modelling is based on social theory, and it is in particular an effective method for interpersonal or social skills training. This method of training incorporates the use of videos to clearly demonstrate the way things ought to be done, what behaviours are to be avoided.

Behaviour modelling is often based on the demonstration of the right and effective way to behave and as a result, trainees are provided with facilities to practice this. Bryn (1990) puts it this way, that behaviour modelling is where target behaviours are selected and videos on each of the

behaviours produced, showing competent persons achieving success by following specific guidelines. Key points are displayed on screen and are backed by trainer-led discussions. Learning here is trainer enforced through role play.

(c) Understudy Training: An understudy is a person who is training to assume a position at a future date, the duties and responsibilities of the position currently occupied by the person he or she is understudying. An individual or group is assigned to assist a superior officer in the performance of his duties related to the position and at times left to grapple with the day-to-day problems which confront the superior in the performance of duty. They are allowed to solve them with or without the help of the superior. When the understudy shows promise of talent, he takes over when the superior is transferred, retired or is promoted to a higher position, Decauza *et al.* (1996).

(d) Case Study: Here, trainees are given case studies of real or imagined events in an organization to study, analyze and give an opinion. After analyzing several cases under the guidance of instructors, the trainees are exposed to certain concepts, problems, techniques and experiences, which they will later face on the job. The object of this method is to help the trainees think logically and develop the ability to analyze alternative courses of action systematically and objectively.

(e) Business Exercise: In this type of training exercise, the work situation is stimulated and the trainees are presented with reports, correspondence and memoranda, as in a real work situation, to handle. Business exercise training helps employees to develop decision-making, time management, planning and communication skills. It also helps them to develop a “feel” for the work situation before they apart the real job.

(f) Group Training: Group training method includes group discussions, seminar and sensitivity training. Here, trainees having different or similar backgrounds and experiences meet to share ideas on specific topics decided by the trainer. If organized properly, it offers trainees from different backgrounds an opportunity to share valuable information and learn from each others experience. An example is the T-group which is an approach to human relations; the original emphasis is that it is a form of group therapy. The seminars have the benefit of encouraging participants whiles providing opportunities for trainees to learn from each other. The T-group is however, leaderless, unstructured groups designed to encourage learning room experience and group dynamics, and also provide a forum for the giving and receiving of personal feedback.

2.1.5.4 Evaluation of Training

Upon checking the effectiveness of training, Kenney *et al.*, (1992) stated that the training programme is reviewed during and after its completion by the training officer, the line manager, and if necessary, by the trainees themselves. Evaluation differs from validation in that it attempts to measure the overall cost benefit of the training program and not just the achievement of its laid down objectives. Hamlin (1974) advocated that until control measures are taken to correct any deficiencies after the training, evaluation has not been completed and thereby ineffective. Evaluation is an integral feature of training, but it could be difficult because it is often hard to set measurable objectives.

2.1.5.5 Methods of Evaluation

There are several methods for evaluating training. Beardwell and Holden (1993) have cited some of these methods as follows;

1. Questionnaires (feedback forms): this is a common way of eliciting trainee responses to courses and programs.
2. Tests or examinations: these are common on formal courses, especially those that result in certification for instance a diploma in word processing skills. End-of-course tests can also be employed after non-certificate short courses to check the progress of trainees.
3. Projects are initially seen as learning methods but they can also provide valuable information to instructor about the participants' understanding of subject matter.
4. Structured exercises and case studies also provide opportunities to apply learned skills and techniques under the observation of tutors and evaluators.
5. Interviews of trainees after the course or instruction period are another technique for gathering information directly from the learners. These can be formal or informal, individual or group, face-to-face or by telephone.

2.1.6 Organisational Performance

Performance can be defined as behaviour that has been evaluated or measured as to its contribution to organizational goals (Cook & Hunsaker, 2001). Gareth *et al.*, (2003) also defined organizational performance as a measure of how efficiently and effectively managers use resources to satisfy customers and achieve organizational goals. It is obvious from the definition that there is a relationship between efficiency and effectiveness. This means that as managers improve upon efficiency and effectiveness, performance increases in direct proportion.

Aswathappa (2008) wrote that performance is essentially what an employee does or does not do. He added that employee performance common to most jobs include the following elements:

- Quality of output

- Quantity of output
- Timeliness of output
- Presence at work
- Cooperativeness

2.1.6.1 Performance Appraisal

Performance is seen as the result of a number of influencing variables (selection, training, feedback, resources, management support, incentives, and task interference) all of these must be analyzed before appropriate, cost-effective interventions are selected and deployed (Stolovitch & Keeps, 1992). An organization's goals can be achieved only when people put their best efforts. The question therefore is how do you ascertain whether an employee has shown his or her best performance on the job? The answer is performance appraisal.

Performance appraisal is an objective assessment of an individual's performance against well defined benchmarks. It may be understood as the assessment of an individual's performance in a systematic way, the performance being measured against such factors as job knowledge, quality and quantity of output, initiative, leadership, abilities, supervision, dependability, co-operation, judgment, versatility, health and the like. Performance should not be confined to past performance alone; potentials of the employee for future performance must also be assessed.

The measurement of performance must be a core issue in every organization. Managers must therefore be alert to how the business is doing. They must also endeavor and study performance in order to check the progress of the business. It is necessary to compare performance with the goals

set by the firm and the relevant indicators of success. Only where the performance is carefully measured will managers know whether corrective action should be taken.

Fred *et al.*, (1998) wrote that two overriding issues, that is, efficiency and effectiveness are employed in the measurement of performance.

Efficiency: It is a measure of how well or productively resources are used to achieve goals. Jones *et al.*, (2003) explained that, an organization is efficient, when the amount of input resources (such as labour, raw materials and time) needed for the production of a good or service is reduced by managers.

Effectiveness: This is a measure of the appropriateness of the goals that managers have selected for the organization to pursue, and of the degree to which the organization achieve those goals. Organizations can only be said to be effective if appropriate goals are chosen and then achieved by managers. Essentially, managers who are effective are those who choose the right organizational goals to pursue and have the skills to utilize resources efficiently.

2.1.6.2 Performance Management

Significantly, training today plays a key role in the performance management process. This is the integrated process employers use to make sure employees are working toward organizational goals (Dessler, 2005). This means taking an integrated, goal-oriented approach to assigning, training, assessing, and rewarding employees' performance. Taking performance approach to training therefore means that the training effort must make sense in terms of what the company wants each employee to contribute to achieving the company's goals.

Atogiyire (1997) explained that, the quality and quantity of business resources may have an effect on its performance. This means that, a business with sophisticated equipment, adequate cash to meet operational expenses and workers with the right skills may out-perform the one that lack these resources. Management must therefore ensure their right application for performance enhancement. Thus, the nature of the prevailing economic factors surrounding an organization may to a larger extent affect the performance of that organization in terms of productivity, marketing, profitability and innovation. Performance may be very appalling where these factors are unfavourable, and vice versa. Managers must therefore take note of these factors and how they affect performance in their organization.

Theoretical Framework of Employee Training

There are two main theoretical approaches towards employee training, namely, the human capital approach and the technology-based approach. According to Luo (2000), the human capital approach regards training as investment in human capital. Thus, training is provided only when the benefit from productivity gains is greater than the cost of training. On the other hand, the technology-based approach regards training as a skill formation process. According to this approach, the expanded training in the contemporary period is driven by the rapidly changing technologies and work reorganization. Thus, training is provided because it satisfies the functional needs of an organization and equally contributes to human capital accumulation or skill formation. These approaches however, to a large extent overlooked the content of employee training, which could be a resultant effect of training design and training delivery style.

Luo (2000) opined that the confusion about employee training comes in the following four ways. First, it is not inherently or immediately related to the technical aspects of specific job tasks.

Second, prior need analysis is rarely conducted for such training, despite suggestions to do so in many training handbooks. Third, organizations and trainers seldom conduct evaluations of behaviour or outcome changes brought out by such training. Evaluation, when there is one, is often about how one feels about the training or what one has learned. The evaluation questionnaire is often called a "smile sheet," as trainees often respond happily to the questions. But the impact of the training remains uncertain. Fourth, the rapid expansion of personal development training has taken place in the absence of scientific evidence of any link between such training and improvement in organizational bottom lines.

2.2 Empirical Literature

There is a widespread consensus among commentators and politicians alike that training should be encouraged, since it has a desirable effect on productivity and improve national economic performance. Much of this evidence comes from research conducted by the National Institute for Economic and Social Research, and is widely quoted in the press and in policy making circles. (Ashton & Felstead, 1995)

Studies have sought to isolate whether high skills are contributory factor behind successful and higher performing firms (Tamkin, 2005). These studies have identified a significant association between a highly skilled workforce and organizational performance, most commonly measured by the level of labour productivity. For example, Haskel and Hawkes (2003) have shown that the top performers in UK manufacturing are hired workers with, on average, an extra qualification level compared to the lower performers. These studies also found that higher skill levels support

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

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

Reid (2000) opined that a more skilled UK workforce was related to a greater commercial orientation and strategic awareness and propensity to innovate and to retain competitive advantage. Drummond (2000) revealed that training provides adequate criteria to an individual to perform better in a given task and subsequently contributes to the firm performance (Rothwell, Sullivan & McLean, 1995). However, Drucker (1999) commented that training is an expensive way of attempting to enhance human productivity.

Fedex Corporation is another company which takes training and development seriously. It spends \$155 million on training each year. The company allocates 1523 man-hours every year on training and development. Each employee spends 4 to 6 weeks a year in compulsory training. There is also voluntary course of 15 days in classrooms and every employee is entitled to an additional \$2500 as tuition refund. This encourages many employees to pursue short- term course to acquire multi-skills. In addition, the company has a tie up with Skills off, an e-mail learning portal which offers nearly 800 short-term online courses to the employees. Fedex has a clear strategy with respect to

training and development. It believes that training in-house personnel is much more effective and economical than internal hiring (Aswathappa, 2008).

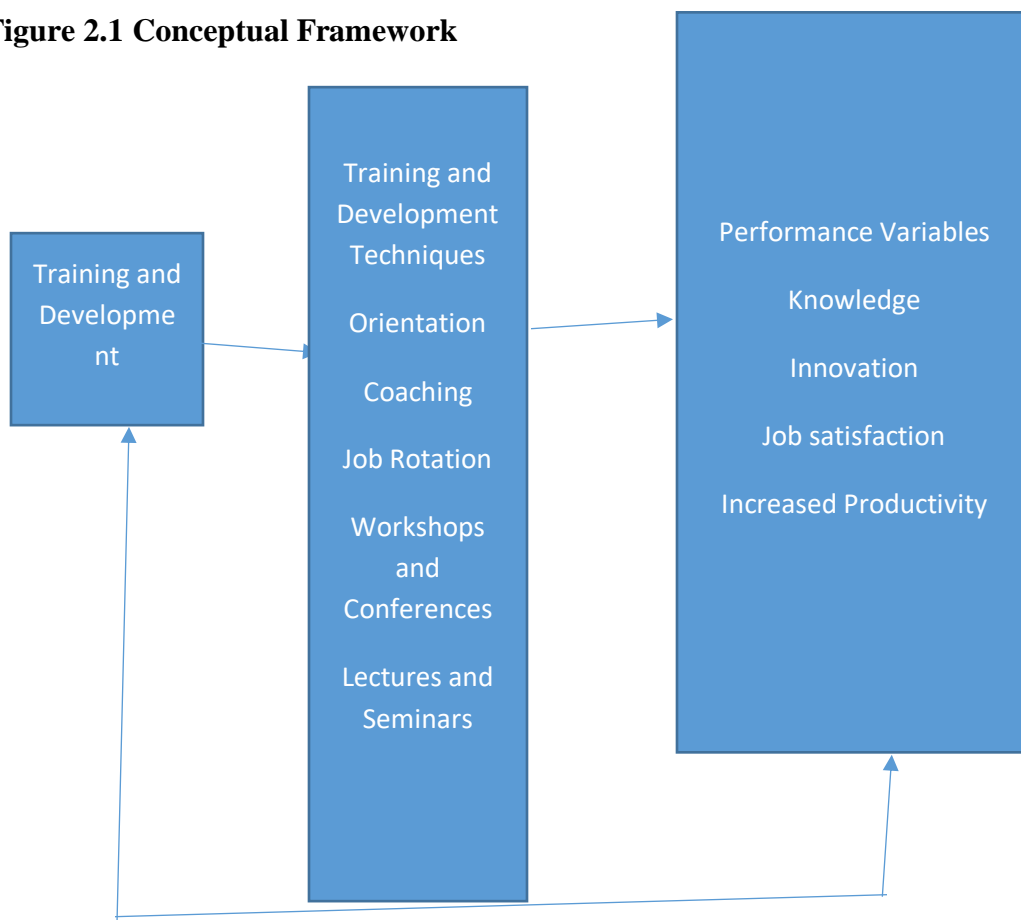
The training industry as a whole has shown significant growth through the years. Statistics indicate that investment in training is continuing to grow as more and more companies realize its importance. In 1995, \$7.7 billion was spent on the wages and salaries of in-house company trainers and \$2.8 billion was spent on tuition reimbursement (Frazis *et al.*, 1998). The American Society for Training and Development found that in 2004, the average annual training expenditure per employee was \$955, which is an increase of \$135 per employee from the previous year. The number of formal learning hours per employee also rose from 26 hours in 2003, to 32 hours in 2004. As the investment in various training programs continue to rise, it becomes even more imperative for employers to understand the impact that training has on their organization.

Barrett and O'Connell (2001) clearly portrayed the idea of reciprocity in their empirical research of organizations in Ireland. The researchers found that because of the transferability of skills that general training offers, employees devoted greater effort and energy to general training. Barrett and O'Connell found that the outcome of training depends on the effort that the participants put into it. The greater the sense of debt incurred with the training program, the more of a return on the investment that organizations will secure from the employee. From an employee perspective general training was found to be more valuable to employees than specific. Since a great deal of research indicates that general and specific training are many times enmeshed and intertwined in each other, it may best serve organizations to promote and encourage participation in general training programs.

Ojo and Olaniyan (2008) examined the impact of training and development programs on the performance of home economics teachers in Nigeria. The findings of the study revealed that

training and development has a positive impact on the performance of home economic teachers. In addition to this, Huang (2001) also agreed that training can be a powerful driving force to aid a firm to expand and develop its capability, thus enhancing profitability. Jones (2005) who examined the influences of training towards enterprise growth confirmed that, firms that increase training efforts managed to increase its growth in terms of sales and revenues. Collins et al. (2003) also found out that those firms that provide training to its employees managed to reduce its employees' turnover rate.

Figure 2.1 Conceptual Framework



Source: Author's Construct, 2020

Fusing together the three concepts of training, development and performance, it is possible to develop a basic concept for the study that summarizes the nature of training, the training and

development process, training and development techniques and their subsequent influence on performance. This conceptual framework is shown in the figure 2.1.

It captures the training technique as orientation and coaching. Development techniques are captured as job rotation, workshop and conferences with lectures and seminars.

In this framework performance variables are classified as Knowledge, innovation, job satisfaction career orientation and goal orientation. The training and development process that determines the methods and techniques adopted are classified as establishment of training and development policy, determining training and development needs, developing training and development objectives and plan and the development of training and development methods through the impact of these methods, training and development then influences performance. This conceptual framework thus produces a basis for focusing a specific training, development and performance variables for this study

2.2.1 Profile of Opportunity International Savings and Loans

Opportunity International Savings and Loans Limited, (Opportunity International) is a leading savings and loans institution in Ghana. Opportunity International is at the forefront of delivering transformational financial services to help transform the lives of clients. It was licensed by the Bank of Ghana in June 2004. Opportunity International Savings and Loans Limited is a subsidiary of Opportunity International – A global institution dedicated to helping clients transform out of poverty.

Since its inception, the institution has focused its key activities on the marginalized, the poor and those who are excluded from mainstream banking. It operates a business model that is not only

transformational, but also profitable, sustainable and very fast growing. It places a premium on understanding the needs of its clients and their capacity.

Opportunity International provides sound financial education and support, using the individual approach to lending while promoting a savings culture by offering innovative deposit products. It assists micro, small and medium size businesses, which form the backbone of most developing economies.

As of June 2019, the institution had about 543,657 clients of which 45,313 were loan clients. Loan portfolio was GHS 138.2 million and client deposit balances were GHS 167.8 million. With a total asset of GHS 235.1 million and shareholders net worth of GHS 40 million, this makes Opportunity International one of the largest savings and loans companies in the country.

It has won several awards including Best in Social Performance Management, Commitment to Professionalism in Microfinance Industry, Pillars of Microfinance, the Best Non-Bank Financial Institution for the year 2013 awarded by Chartered Institute of Marketing – Ghana, and Pan African Leadership Merit Award (PAMA) in 2015.

In 2018, the institution scooped 7 prestigious awards including Savings and Loans Company of the Year, the Best CEO of Savings and Loans Companies, Technology Advanced Savings and Loans Company, Customer Service Award, Best Company in projects promoting Agriculture and Agribusiness among others from 4 different awarding bodies.

The company attributes its achievements to its embedded values coupled with the highly trained, committed and skilled employees. It makes significant investment in the training and professional development of its staff. Further, it provides a friendly and an enabling environment for its staff to thrive and achieve both personal and institutional goals. Opportunity International derives its sustainable competitive advantage through its quality staff.

Opportunity International values the commitment to serve the economically disadvantaged while exhibiting humility, respect, and integrity to one another and to our customers and good stewardship of our resources. The bottom line is that lives are transformed for the better.

By leveraging on technology, Opportunity International has been able to maximize operational efficiencies. This has been done in conjunction with an expansive national branch network comprising 43 brick and mortar outlets, 4 mobile Vans, 19 Automated Teller Machines (ATMs) and several Point of sale (POS) devices located across the length and breadth of Ghana. E-zwich and MTN Mobile Money, Money Gram, Western Union, Top connect, Transfast, Ria, World Remit, Small World and Unity Link Money Transfer are also part of the remittance services which assists our clients and stakeholders in transferring money from one location to the other. Recently it added Opportunity Mobile, a cell phone banking solution. This allows clients to access the institution from their cell phones. They are able to undertake the following transactions; Funds Transfer, Balance Enquiry, Air Time Top-up, Internal/local Remittances and payments for services.

Our value-based transformational banking, good customer service and unique product line sets us apart from our competitors. Client satisfaction is at the centre of what we do.

Opportunity International wishes to acknowledge the support of its clients and assure them of its continued commitment; not only towards the growth of their businesses, but also their personal development in the area of financial literacy. We aim to continue to design innovative products to meet the financial needs of our clients. Opportunity remains true to its commitment to building a strong savings culture in the communities with financial literacy training. Opportunity is a member of Ghana Microfinance Institutions Network (GHAMFIN) and Ghana Association of Savings and Loans Companies (GHASALC).

2.3 Operational Definition of Terms and Construct

For the purpose of this study;

Staff: Means all the employees in an organisation.

Training: Involves a planned and systematic modification of behaviour through learning events programmes and instruction which enable individuals to achieve the level of knowledge, skills and competence to carry out their job effectively.

Performance: Has to do with output level of an employee after the necessary training has been given. According to Cook and Hunsaker (2001), performance means behaviour that has been evaluated or measured as to its contribution to organisational goals.

Human Resource Management (HRM): Involves policies and practices used in carrying out the people or human resource aspect of a management position including recruiting, screening, training, rewarding and appraisal (Mary, 2009).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter includes the design of the study, the population of the study and the sample size used. It includes the sampling techniques that were employed in the study. It also contains the research instruments that were used as well as the sources of data for the study and how the data obtained were processed and analysed.

3.1 Research Design

This is a descriptive study which sought to establish the relationship between staff training and performance of Opportunity International Savings and Loans. Descriptive study is concerned with relationships and practices that exist, beliefs and processes that are ongoing, effects that are being felt, or trends that are developing (Best, 1970). This study also took a cross-sectional dimension because of limited time. According to Saunders *et al.*, (2003) cross-sectional studies often employ the survey strategy and seek to describe the incidence of a phenomenon or to compare factors in different organizations. Therefore, this study used both descriptive and cross-sectional approaches. To achieve the purpose of the study, questionnaire was used as the main research instrument to gather data from employees of Opportunity International Savings and Loans.

3.2 Population and Sampling Technique

3.2.1 Target Population

According to Busha and Harter (1980) the concept of population is fundamental to survey research. A population is any set of persons or an object that possesses common characteristics. The study

specifically targeted employees of Opportunity International Savings and Loans which comprised management, office clerks, account clerks, computer operators, secretaries, drivers, and security officers constituted the population of the study.

3.2.2 Sample Size

Saunders *et al.*, (1997) indicated that the size of the sample and the way in which it is selected will definitely have implication for the confidence you can have in your data and the extent to which you can generalize. Overall, a sample size of two hundred (200) employees was selected from a population of 360 employees. This represented a response rate of 55.6% of the size of the population.

3.2.3 Sampling Technique

Sekaran (1991) wrote that sampling is the process of selecting a sufficient number of elements from a population so that by studying the sample and understanding the properties or characteristics of the sample, researchers would be able to generalize the properties of the sample to the population. A non-probability sampling techniques was used in this study. Specifically purposive or judgmental sampling technique was used. That is, only individuals who could read and write and were willing to volunteer information were included in the study.

3.3 Study Instruments

3.3.1 Primary Source of data Collection

The study used structured questionnaire to collect information for the study. Majority of the items on the questionnaire were closed whiles few of them were open-ended (un-coded). Saunders *et al.*,

(2003) state that the validity and the reliability of the data you collect, as well as the response rate you achieve, depend, to a large extent, on the design and the structure of your questionnaire. In this study, the questionnaire design was approached in two ways:

- By first, adopting questions used in other questionnaires, Irene, (2009).
- Secondly, by adding new set of questions to suit the study area.

The questionnaire was put into three sections. The first section looked at the demographic profile (gender, age, marital status, educational level, tenure of job and position held). The section looked the nature and frequency of training given to the employees and last section sought information on the performance dimensions of the organisation.

The researchers adopted a 5-points Likert Scale (Likert, 1932) in sections B and section C. Items on those sections were answered by circling 1 to 5 with five (5) indicating the highest level of agreement and one (1) the lowest. The importance of the study was explained to the respondents and clear instructions given to them. The rationale behind providing clear instructions and assuring confidentiality of information is based on the fact that this significantly reduces the likelihood of obtaining biased responses (Sekaran, 2003).

3.3.2 Secondary sources of data Collection

Secondary sources of information were obtained. The study relied on both unpublished and published data such as Opportunity International Savings and Loans corporate plan, its Human Resource Management policy, industry magazines, bulletins, and in-house newsletters, annual reports on training, books and journals on Human Resource Management, and training and development.

3.4 Data Analysis

The Statistical Package for Social Scientists (SPSS) software was used for data entry, cleaning, transformation and analyses. Responses were coded and entered in to the SPSS spread sheet. Descriptive statistics were the main techniques employed in the data analyses. The results were presented in the form of tables, graphs and charts where appropriate.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

This chapter deals with the analysis of data for the study. The chapter presents the information obtained via tables. The chapter starts by looking at the demographic profile of the respondents. It also gives the results of the extent of staff training and analyses the performance level of the Opportunity International Savings and Loans. The mean and standard deviation values have been calculated and used to interpret the results. Inter-correlation matrixes have been done to see how the various training and performance dimensions are related to each other. The chapter also presents the results of the relationship between staff training and the performance of Opportunity International Savings and Loans.. The chapter also discusses the findings of the study.

4.1.1 Demographic Profile of Respondents

Table 1 below represents the demographic characteristics of the respondents at the Opportunity International Savings and Loans. included in the study.

Table 2: Demographic Profile of Respondents

	Category	Frequency	Percentage %
Gender	Male	122	61
	Female	78	39
	Total	200	100
Age(years)	Less than 20 yrs	10	5
	20-34 yrs	90	45
	35-49yrs	70	35
	50yrs and above	30	15
	Total	200	100

Marital Status	Married	100	50
	Never Married	90	45
	Divorced	8	4
	Widow/Widower	2	1
	Total	200	100
Educational background	SHS/O-Level/A-Level	16	8
	High National Diploma	60	30
	First Degree	96	48
	Masters/PHS	28	14
	Total	200	100
Job Position held	Management	12	6
	Production	52	26
	Journalist/Editor	66	33
	Auxiliary Staff	70	35
	Total	200	100
Job Tenure	Less than 6yrs	102	51
	6-10 yrs	32	16
	11-15yrs	32	16
	16 and above	34	17
	Total	200	100

Source: Field data, 2020

Opportunity International Savings and Loans. can be said to be male dominated organization with 61% (122 out of 200) of the respondents being males while the remaining 31% (78 out of 200) representing females. Concerning the age distribution of the employees of Opportunity International Savings and Loans, majority, 45% (90 out of 200), of the respondents were within the younger age group of 20-34 years. This is followed closely with those within the age bracket 35-49years. This group constitute 35% (70 out of 200) of the respondents. While 15% (30 out of 200) of the respondents were 50 years and above, 5% (10 out of 200) of the total respondents were below 20 years of age.

Half, 50% (100 out of 200) of the respondents were found to be married followed by those had not tasted marital life. This group forms 45% (90 out of 200) of the respondents. While 4% (8 out of 200) of the respondents were found to have jilted their spouse (divorce or separated), only 1% (2 out of 200) was found to have a deceased partner. About half 48% (96 out of 200) of the respondents with a First Degree qualification were found to constitute the majority of the respondents. This is followed by about a third 30% (60 out of 200) of respondents who were found to have High National Diploma certificates. While 14% (28 out of 200) of the respondents held Masters/ PhD Certificates, minority of the respondents 8% (16 out of 200) held SHS/O-Level/A-Level Certificates.

Surprisingly, a little over a third 35% (70 out of 200) of the respondents, who constitute the majority, was found to be auxiliary staff (Secretary, Security and drivers). This is followed by 33% (66 out of 200) of the respondents who indicated that they were journalists. While 26% (52 out of 200) of the respondents were production staffs, minority of the respondents, 6% (12 out of 200)

were in management positions. Majority, 51% (102 out of 200) of the respondents had less than 6 years working experience with the establishment, followed by those with 16 years or more working experience constituting 17% (34 out of 200) of the respondents. Those with 6-10 years and 11-15 years working experience with the Opportunity International Savings and Loans. each constitute 16% (32 out of 200) of the respondents. This shows that employees of the organization are relatively new.

4.1.2 Gender and Training

Table 2: Gender and Training

Gender		Response		Total
		Yes	No	
Male	N	100	22	122
	%	82.0%	18.0%	100.0%
Female	N	58	20	78
	%	74.4%	25.6%	100.0%
Total	N	158	42	200
	%	79.0%	21.0%	100.0%

Source: Field, 2020

The proportions of gender categories and as to whether or not they have received any form of training is shown in table above. The results indicate that proportion of males who were found to have received training is 82.2% (100 out of 122) while the proportion of female who have received training is 74.4% (58 out of 78). This implies the proportion of males who undertook the training programmes was not larger than proportion of females who received the same form of training.

4.1.3 Job Tenure and Training

Table 3: Job Tenure and Training

Job Tenure		Response		Total
		Yes	No	
< 6years	N	64	38	102
	%	62.7%	37.3%	100.0%
6-10 years	N	30	2	32
	%	93.8%	6.2%	100.0%
11-15years	N	32	0	32
	%	100.0%	0%	100.0%
16 years +	N	32	2	34
	%	94.1%	5.9%	100.0%
Total	N	158	42	200
	%	79.0%	21.0%	100.0%

Source: Field data, 2020

Table 3 gives the results the analysis of employees' job tenure and job training at the OISL. The results show that the proportion of employees who received training increases with employees who worked longer in the organisation.

4.1.4 Staff Knowledge of Training

Table 4: Staff Knowledge of Training

Staff Knowledge	Response	Frequency	Percentage
Awareness of training	Yes	164	82
	No	36	18
	Total	200	100
Whether or not respondent have some form of training	Yes	158	79
	No	42	21
	Total	200	100

Source: Field data, 2020

Table 4 above indicates whether or not staff of Opportunity International Savings and Loans. were aware of any form of training in the organization. Overwhelming majority 82% (164 out of 200) of the respondents indicated that they were aware of training programs in the organization while only a few 18% (36 out of 200) stated that they were not aware of any training program in the organization. Similarly, it was revealed that majority of the respondents 79% (158 out of 200) had some form of training, while the remaining 21% (42 out of 200) indicated that they had not received any form of training. It is clear from the results that staff training is part of the organisation's objectives of Opportunity International Savings and Loans.

4.1.5 Frequency of training

Table 5: Frequency of training

Response	Frequency	Percentage (%)
Not frequent	68	34
Less frequent	50	25
Frequent	64	32
More frequent	12	6
Most frequent	6	3
Total	200	100

Source: Field data, 2020

Table 5 above shows the distribution of frequency employees of Opportunity International Savings and Loans. undergo training. Majority (34%) of the respondents indicated that staff training at Opportunity International Savings and Loans. is not frequent followed by 32% of the respondents who noted that staff training in the organization is frequent. A quarter of the respondents (25%) also noted that staff training in the organization is less frequent. While 6% indicated that staff training is more frequent, 3% responded that staff training is most frequent. This shows that the overall frequency of staff training at Opportunity International Savings and Loans.

4.1.6 Type of Training for Workers of Opportunity International Savings and Loans.

Table 6: Type of Training for Workers of Opportunity International Savings and Loans.

Training Type	Responses					Total (%)	Mean	Std.
		Very			Very			
	None	Little	Little	Much	Much			
Skills Acquisition	12	12	14	53	9	100	3.80	0.75
Performance orientated	9	6	13	55	17	100	3.66	0.88
Problem Solving approach	3	7	22	57	11	100	3.65	1.11
Efficiency and Effectiveness	1	3	25	57	14	100	3.35	1.18

Source: Field data, 2020

In all the training areas, a little over half of the respondents indicated that they had much training. Table 6 above shows the distribution of training types employees of Opportunity International Savings and Loans. Received during training programmes. These training types were found to fall under both on- the- job and of- the- job training. With training on new skills acquisition, 53% (106 out of 200) of the respondents indicated that they had much training, 14% (28 out of 200) had little training and 12% (24 out of 200) had very little training. While 9% (18 out of 200) had very much training on new skills 12% had no training at all.

Regarding performance-oriented training, 55% (110 out of 200) of the respondents stated that they much training in the area, 17% indicated that they had very much training in the area and 13% (26 out of 200) of the respondents showing that they had little training in the area. Whereas 6% (12 out of 200) of the respondents had very little training in performance-orientation, 9% (18 out of 200) said they had no training at all.

Concerning training in problem solving, majority 57% (114 out of 200) indicated that they much training in the area, 22% (24 out of 200) stated that they had little training in the area and 11% (22 out of 200) thought they had received very much training knowledge in that area. Although 7% (14 out of 200) had very little training in problem solving, 3% (6 out of 200) were of the view that they had no training in this area.

About job efficiency and effectiveness training, majority of the respondents constituting 57% (114 out of 200) had much training in that area followed by 25% (50 out of 200) of the respondents who claimed they had little training and 14% (28 out of 200) indicating that they received very much training in that area. While 3% (6 out of 200) had very little training 1% (2 out of 200) stated that they had no training all.

4.1.8 Organizational Performance

Table 8: Results of performance measurement of Opportunity International Savings and Loans

Performance indicators	Frequency	Yes	No
Improved Quality of Products	200	180	20
Improved Customer Satisfaction	200	160	40
Improved Profit	200	170	30
Improved volume of Production	200	165	35
Improved Sales	200	165	35
Enhanced Market Share	200	160	40
Improved Employees' Morale	200	190	10

Improved Job Satisfaction	200	150	50
Reduction in Waste	200	145	55
Improved Employee retention	200	145	55

Source: Field data, 2020

The performance ratings of the indicators are shown in descending order in table 8 above. The results of this study indicates that, the performance of both product quality, Improved Profit, Employees Morale and customer satisfaction were rated high by the employees.

4.2 Discussions of Results

Employees of Opportunity International Savings and Loans with higher level of education were found to be frequently trained. Majority of researchers have found that the more educated the worker is, the more formal training they will receive (Mincer, 1989; Black and Lynch, 1998; Oryschchenko, 2006). Green (1993) also finds that workers with higher qualification are more likely to receive training as they may benefit from the training. In addition, educated workers have the comparative advantage in jobs that require a large amount of knowledge and provide opportunity for training (Altonji and Spletzer, 1991).

The study found that employees with longer years of working experience with the organisation were frequently trained. Empirical findings have found mixed results regarding job tenure and the probability of receiving training. Harris (1999) found that job tenure has a significant positive relationship to the probability of job training whereas Bishop (1997) found a significant negative relationship. This means that the proportion of employees who received training increases with employees who worked longer in the organisation. Therefore, there is an association between job tenure and job training.

All the performance indicators of Opportunity International Savings and Loans were rated either high or average by the respondents. Training of subordinates is basic to every organization (Carnevale and Stone, 1994). The value of human capital is enhanced by gaining higher performance potential such as new tasks, functions, and KSAPs (knowledge, skills, abilities, personal attributes) obtained and cultivated during trainings. Drummond (2000) revealed that training provides adequate criteria to an individual to perform better in a given task and subsequently contributes to the firm performance (Rothwell et al., 1995). However, Drucker (1999) commented that training is an expensive way of attempting to enhance human productivity. Majority of the respondents 79% had some form of training. Russell et al., (1985) noted that the percentage of trained employees has been found to affect performance. It means the performance of GCGL will be affected positively since a greater proportion of the staff have had some form of training.

Concerning the relationship between staff training and organizational performance, a direct correlation has been reported between increased training activities and improvement in employee productivity, firm profitability and shareholder value in both the short and long term (Russell *et al.*, 1985). Cole (2002) also noted that training can achieve high morale; employees who receive training have increased confidence and motivation and lower turnover, that is training brings a sense of security at the workplace which reduces labour turnover and absenteeism is avoided.

The results of this study further showed that employees' training at OISL impacted positively and highly on the quality of products of the organization. Training, when used to support quality management practices, should contribute to the effectiveness of the quality management system.

Training should enhance the integrity of these systems, rather than merely raise the general level of employee skills (Gee and Nystrom, 1999, Jayaram, Droge and Vickery, 1999). Furthermore, Carey (2000) noted that training plays a pivotal role in the reinforcement of company culture by securing the corporate goals of commitment, flexibility and quality. Workers are equipped with skills to carry out tasks, monitor quality, and manage complex products and services.

Employees' satisfaction was found to be tremendous. This means that as employees become highly motivated and highly skilled, so their task performance improves and organizational effectiveness is directly enhanced (Bartel, 1994, d'Arcimoles, 1997). Collins *et al.*, (2003) also found out that those organizations that provide training to its employees managed to reduce its employees' turnover rate. It can be deduced that job satisfaction to some extent reduce employees' turnover rate.

The profit margin of the organisation was found to have improved considerably .In Chart's (2000) Exploratory Benchmark Survey, 70% of respondents said training had a positive impact on their company's ability to improve occupancy and overall profitability. It is important to mention however that, some researchers seem to have divergent views on the impact of training on performance. Westhead and Storey, (1997) found out that the relationship between the two variables is not significant. Other researchers like Marshall et al., (1995), and Kitching (1998) also argued the direct relationship of training and firm's performance as they gathered that there is a very weak relationship between the two. Tan (1996) also claims that, training activities fail to influence the firm's performance because the activities are not linked to the firm's strategic plans. The study has established that the extent of staff training at OISL has a positive effect on the performance of the organisation as found by Chart, (2000). Finding further strengthens the previous studies done by Jone (2005) and Huang (2000).

CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS AND RECOMMENDATIONS

This chapter summarizes the major findings of the research, the conclusions reached, limitations of the study, relevant recommendations and lastly proposes further areas of study.

5.1 Summary of Major Findings

Males dominated the organization with 61% while females were the minority group in the company. Majority, 45% of the respondents were within the age group of 20-34 years. Half, 50% of the respondents were found to be married, the remaining were either unmarried, divorced or widows/widowers. Majority of the respondents, 48% were found to hold First Degree qualification. Respondents were managers, production staff, journalists and auxiliary staffs.

In relation to the research question about the extent of training, overwhelming majority, 82% of the employees were aware of training programs in the organization and 79% had some form of training. Majority (66%) of the respondents indicated that staff training at Opportunity International Savings and Loans is somewhat frequent. Also employees of Opportunity International Savings and Loans with higher level of education were frequently trained while employees who worked longer in the organisation were frequently trained.

Concerning the relationship between staff training and organizational performance, a direct correlation was reported between increased training activities and improvement in employee productivity, firm profitability and shareholder value. The results of this study further showed that

employees' training at Opportunity International Savings and Loans impacted positively and highly on the quality of products of the organization. Employees' satisfaction was found to be high. This means that as employees become highly motivated and highly skilled, so their task performance improves and organizational effectiveness is directly enhanced. This answers research question two which sought to find the effect of staff training on the level of performance at Opportunity International Savings and Loans.

The study, regardless of its limitations, has established that the extent of staff training at Opportunity International Savings and Loans has positive effect on the performance of the organisation. This is in support of the hypotheses and an answer to the research question three. All the performance indicators of Opportunity International Savings and Loans were either high or average. The performance of both product quality and customer satisfaction were both rated 'high' by the employees, while the other dimensions of performance of the organisation received positive results.

5.2 Recommendations

The study has established that the extent of staff training at Opportunity International Savings and Loans has a positive effect on the performance of the organisation. In the light of this, Opportunity International Savings and Loans and other like organizations should recognise the need to enhance human capital and improve output through training.

Training an employee to acquire new skills was found to be strongly related to training the employee to be performance-oriented. To reduce cost of training, organisations focussing on employee training can choose to train the employee to acquire new skills rather than in both.

Training, when used to support quality management practices, should contribute to the effectiveness of the quality management system, therefore Opportunity International Savings and Loans should aim at training its employees to support quality management practices.

Also, training activities should cover all level of employee to ensure the success of the firm without excluding the management team. Since the training could incur a huge amount of money, it must be planned carefully so that it would not affect the organisation's financial stability.

Moreover, by conducting Training Needs Analysis (TNA), the organization can identify the training aspects that should be focused and given priority to the critical areas of expertise required.

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APPENDIX

QUESTIONNAIRE

CHRISTIAN SERVICE UNIVERSITY COLLEGE

DEPARTMENT OF MANAGEMENT STUDIES

AN EVALUATION OF THE EFFECTS OF STAFF TRAINING ON THE PERFORMANCE OF OPPORTUNITY INTERNATIONAL SAVINGS AND LOANS GHANA.

WE ARE STUDENTS OF CSUC RESEARCHING INTO THE ABOVE TOPIC AND OUR AIM IS TO DISCOVER THE EFFECTS OF STAFF TRAINING ON THE PERFORMANCE OF OPPORTUNITY INTERNATIONAL SAVINGS AND LOANS GHANA.

Please note that this questionnaire is strictly for academic purposes. Thus any information given would be treated with utmost confidentiality.

SECTION A

Please tick the appropriate box where applicable.

1. Gender

a) Male ☐ b) Female ☐

2. Age

a) Less than 20yrs ☐ b) 20 – 34yrs ☐ c) 35 – 49yrs ☐ d) 50yrs and above ☐

3. Marital Status

a) Married ☐ b) Never Married ☐ c) Divorced ☐

d) Widow ☐ e) Widower ☐

4. Educational Background

a) Senior High School/Ordinary Level/Advance Level ☐ b) Higher National Diploma ☐

c) First Degree ☐ f) Masters Degree ☐ g) PHD & above ☐

5. What is your position in OISL?

a) Management ☐ b) Production ☐ c) Journalist/Editors ☐ d) Auxiliary staff

6. How many years have you worked with this company?

a) Less than 6 ☐ b) 6 – 10 ☐ c) 11- 15 ☐ d) 16 and above ☐

SECTION B

INFORMATION ON TRAINING AND EMPLOYEE PERFORMANCE

Please tick the appropriate box where applicable.

7. Are you aware of any training programme in OISL?

a) Yes ☐ b) No ☐

8. Have you had any form of training since you joined OISL?

a) Yes ☐ b) No ☐

9. If yes to question (5) what kind of training did you participate in? Please specify

.....

10. How frequent do you undergo training?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

Not frequent Less Frequent Frequent More Frequent Most Frequent

11. Did you acquire new skills after the training programme?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

None Very Little Little Much Very Much

12. To what extent does the training have an effect on your performance?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
None Very Little Little Much Very Much

13. To what extent do trained employees understand problems and get solutions quickly?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
None Very Little Little Much Very Much

14. Are trained employees more efficient and effective as compare to untrained?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Not Efficient Less Efficient Efficient More Efficient Most Efficient

SECTION C

STAFF TRAINING ON PERFORMANCE INDICATORS

Please tick the appropriate box.

1 – Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, 5 – Strongly Agree

15. Training has a positive impact on:

	1	2	3	4	5
SALES					
PROFIT					
MARKET SHARE					
QUALITY PRODUCT					
CUSTOMER SATISFACTION					
EMPLOYEE TURNOVER					
JOB SATISFACTION					

EMPLOYEE MORALE					
REDUCTION OF WASTE					
PRODUCTIVITY					