

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

AN ASSESSMENT OF THE EFFECTS OF TRAINING ON ORGANISATIONAL
PERFORMANCE

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DECLARATION

We, Bismark Owusu Amoateng, Gabriel Obeng Frimpong, Bright Osei, Nina Boachie Yiadom and Gifty Lawrence Adjei do hereby declare that, this dissertation report is the result of our own original research, except for sections for which references have been duly made and to the best of our knowledge no part of it has been presented to this University College or any other institution for the award of degree.

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DEDICATION

We dedicate this project to Almighty God who had seen us through our education and to our loved ones and well-wishers for their support and prayers.

ACKNOWLEDGEMENT

First of all our heartfelt gratitude goes to the almighty God for giving us the strength, wisdom and resources in making our project a success. We are also grateful Dr. Kofi Nkuah for his scholarly instructions to us. We also sincerely thank our supervisor, Mr. Isaac Ampong for his guidance and encouragement in finishing this assignment. Last but not least, we would like to express our profound gratitude to staff of Forestry Commission for the support and willingness to spend some time with us to fill in the questionnaires in this abnormal time of this deadly virus, COVID-19. We really appreciate their efforts.

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ABSTRACT

Training is the engine that can propel people and organisations to achieve the best organisational performance. The main objective of the study was to determine the relationship between training and the performance of the Forestry Commission. The study employed a quantitative approach as a methodology for the study. The population of this study were 35 at the Ashanti region office of the Commission. A sample size of 10 was selected from using the simple random sampling technique. The instrument used for the study was questionnaires. The data were organised into frequency tables, with percentages and means. The main findings of the study were that the company organised training programmes for its staff using criteria including the mission of the business, and the availability of funds, the equipment and materials necessary to undertake the training. The study also revealed that the Commission faced such challenges to effective training such as the colossal amount of money, the fear of workers leaving the organisation after the training, the lack of specific goals and the lack of evaluation methods. Furthermore, it was shown that training helped the workers to improve their knowledge, skills and experiences and the business to accomplish its mission and vision, among others. The study concluded that training had a significant impact on the organisational performance of the Forestry Commission. It was recommended among others that the human resource managers and the training officers should consider the mission of the business , the availability of funds and the equipment and materials necessary to undertake the training in coming out with training schedules for workers. They should not let the fear of the colossal amount of money, and of workers leaving the organisation after the training scare them from organising training programmes for their staff and also develop effective training and evaluation methods for the training programmes they organise for workers.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

It is the employees that are called upon in matters of performance and therefore they should be seen as an important asset in every organisation. Higher performance can be achieved when the workers are able, motivated and given the appropriate resources to undertake their work. Thus, every establishment should not underrate the benefits of training as it helps to enhance the performance of any institution. The resurgence of technology makes it imperative for any business-like organisation to take the issue of training serious (Ghufli, 2012). The importance of training for boosting an organisation's performance calls for any corporate body to work at sharpening the skills and knowledge of its human resource. The labour force is the engine that puts the organisation to work. It is therefore proper to work at enhancing their capabilities. It is also right to engage workers who will be heading departments or sections in training regimens to equip them with managerial and leadership skills. They should be trained to acquire both technical and soft skills that are necessary to lead a firm to achieve greater success. Training helps to update the systems and procedures of an organisation (Wehrich & Koontz, 2005).

Whenever training programme are to be conducted, an assessment of training needs must be undertaken before anything else. Assessment of training needs should be done regularly and should be comprehensive because organisations need to understand what the training needs are before implementing training (Odusami, Oyediran & Oseni, 2007). Initially, to remain competitive within the organisation, employees often have to upgrade their skills. According to Emeti (2011), performance should be

measured since it helps to monitor employees and provide feedback information for management so that it can help them to recognise the gaps if any are present and address them appropriately.

The Forestry Commission is an important sector in the country because it is in charge of the country's forests, which are an important source of livelihood for people and a good source of income for the country. The Commission regulates the use of forest and wildlife resources; the conservation and management of these resources and the coordination of policies related to them and ensure activities that led to climate change are suppressed. The Commission embodies the various public bodies and agencies that were individually implementing the functions of protection, management, the regulation of forest and wildlife resources. The agencies presently under the Commission include the Forest Services, Wildlife, and Timber Industry Development Divisions, Forestry Commission Training and Resource Management Support Centres. They aim to be a corporate body of excellence in the sustainable development management and utilisation of Ghana's forest and wildlife resources to meet both national and global standards for forest and wildlife resource conservation and development and such an initiative, much thought must be given to the training of the labour force.

1.2 Statement of the Problem

Training helps the workforce to acquire new skills which they can use to transform their firms. However, employees of the Forestry Commission report of a lack of training programme in the areas of technology, especially using the Global Positioning Systems (GPS) in their operations on the fields. The workers in the human

resource department also report a lack of training on issues about staff welfare and benefits. The Commission lacks skilled technicians and artisans and this is having a toll on their productivity because of low efficiency, high waste and minimum returns on investment. The development of a well-structured training programme could help equip field and office personnel with the requisite skills, knowledge and technical know-how to undertake their duties and responsibilities efficiently. This research thus assesses the effect of training on the organisational performance of the Forestry Commission, Ashanti Region.

1.3 Research Objectives of the Study

The objectives of the study are to:

1. Examine the criteria for selecting employees for training
2. Find out the challenges to effective training for employees
3. Determine the relationship between training and the performance of the Forestry Commission.

1.4 Research Questions

1. What are the selection criteria for training in Forestry Commission?
2. What are the challenges to effective training in Forestry Commission?
3. What is the relationship between training and organisational performance in the Forestry Commission?

1.5 Procedure

This study seeks to find out the relationship between training and organisational performance. A research design that clarifies the sources of data, research instrument,

population, sample, sampling technique, data collection procedures, and data analysis was used for the study. The population for the study is the management and workers at the Ashanti Regional Office of the Forestry Commission. The simple random sampling technique was used to select the sample that was used for the study. Questionnaire schedules were administered to the participants in their office. The Statistical Package for the Social Sciences (SPSS) version 25.0 software was used for the quantitative analysis of the data collected through the questionnaire.

1.6 Significance of the Study

This study is considered beneficial to the human resource department by providing them with information on the issues of training and how it affects the performance of staff in their establishments. The findings may be important for the management of institutions to give the necessary support to make training programme stand the test of time. It would be helpful for policymakers in general to assess the performance of heads of institutions for organisational ability and good management skills. It would be used as a material for reference in future studies.

1.8 Limitation of the Research

Time and financial constraints were challenges the researchers had to contend with initially. However, for time constraints, the researcher came out with a schedule to enable them to meet the deadline for the presentation of the thesis to the department. Another constraint was that some of the participants were afraid to speak against their place of work.

1.9 Organisational Profile

The Forestry Commission Training Centre is at Akyawkrom-Ejisu, a most picturesque environment some 24 kilometres smooth drive from the heart of Ghana's timber industry, Kumasi, the capital of the Ashanti Region. FCTC's strategic central location at Akyawkrom-Ejisu makes it accessible to all timber processing companies and furniture firms in the Ashanti, Brong Ahafo, Eastern, Western, Central and Greater Accra Regions.

Mission

The prime concern of FCTC is the efficient and sustainable utilisation of timber resources. The commitment to this is manifested in the development and upgrading of the professional knowledge and skills of personnel in the wood-based industry, through high quality technical and managerial training courses, extension and consultancy services in a cost-effective manner.

Vision

FCTC will be the leading institution within the ECOWAS sub-region offering high-quality technical training, consultancy, extension, and appropriate technology transfer services in all aspects of downstream wood processing.

Objectives of FCTC

The Forestry Commission Training Centre's Business Plan has put in place the following operational objectives. They seek to:

- i. improve the training capacity of FCTC.
- ii. establish and maintain regular extension and consultancy contracts with the wood industry and trade.
- iii. develop an effective institutional framework and structure for FCTC.
- iv. be at the forefront of new technology transfer in downstream wood processing.
- v. improve revenue generation at FCTC.
- vi. To build capacity in the micro and small-scale tertiary sub-sector of the wood industry to reduce poverty of operators.

1.10 Organisation of the Study

This study is organised into five chapters. Chapter one is the introduction. It looked at the background of the study, the statement of the problem, the research questions, objectives, procedure and significance of the study. It also looked at the scope and focus, limitations of the study, organisational profile of the institution under study and organisation of the study. Chapter two is the literature review. Literature was reviewed according to the research questions set out in this study. The theoretical and conceptual frameworks have also been outlined in this study. Chapter three is the methodology.

It explained the research design, research, population, sample size and sampling techniques used in the study.

It also explained the research instruments, the validity and reliability of the instruments, the data collection procedures, methods of data analysis and ethical considerations. Chapter four is the presentation of results and discussion. It presents the data and analyses and discusses the results of the study. Chapter five presents the summary, conclusion and recommendations for the study. It also gives suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter explores the criteria influencing the amount and type of training. It also provides literature on the challenges and relationship between training and organisational performance. It also gives a summary of the theory that form the theoretical framework of this research. It also highlights the conceptual framework of the study.

2.2 Criteria for Training

The implementation of a good employee training programme is paramount to the success of any institution or firm. Different companies use different criteria to undertake training for their workers or to roll out training programme for their workers (Powell & Yalcin, 2010). According to Tobey (2005), training provides skills and learning and development it workers and as such training needs assessment should be conducted first because training is hinged on the organisation's needs. Most human resource officers consider the aims of the organisation to find out whether these aims fit the training needs of the workers. Training must be linked with the mission and performance goals of the business (Barzegar & Shahroz, 2011). They must also analyse the training needs to find out the content, skills, and knowledge the people need to learn. They do this by assessing the degree of competence of job-holders to meet those requirements. According to Kai Ming Au, Altman and Roussel (2008), the knowledge and skills of the workers which is acquired through formal or informal means helps them to improve the output of the firm. They also specify the expected change in behaviour of the trainees after the training and based on these design

training strategies to meet training needs. Some of the training strategies include the use of courses or modules, methodologies, and key learning points.

The diagnostic stage of any training plan is the assessment of organisational training needs and as such the assessment should consider issues that relate to the performance of not only workers but also the organisation and the role of training in this direction (Mathis & Jackson, 2012). At the diagnostic stage, conscious efforts should be geared to identifying the gaps between current results and desired ones. The gaps must be arranged in order of priority so that the one that requires the most immediate attention is tackled first (Dessler, 2008). The person providing the training should have experience or expertise in the areas in which they are training the workers. In most cases, competent officers, supervisors or managers within the business can provide workplace training (Gauld & Miller, 2004). Accordingly, the type of work being carried out, the nature of the risks associated with the work, the control measures in place at the workplace, the qualifications and experience of the worker, the work environment, (e.g. hazards that exist in the workplace, the equipment and materials necessary to undertake the training; and the period before a refresher course will be needed must be assessed for any effective training to occur in the workplace (Monahan, 2018; Wright, 2018). Training should be in harmony with organisational goals. Any kind of training that is solely provided just to fill any gap in the amount of training required in the company or even for developing human resources, it is needless. As an initiative, training should be put in place with the ultimate purpose of boosting the performance of the company, thus the business need influencing the training need should be identified (Tang, 2005). Most training programme in

establishments in Ghana are carried out without any efficient needs analysis (Obeng, Adjalloo & Amrago, 2013).

2.3 Challenges to Training

Every training programme is bound to face challenges either with its implementation or the people involved in it. The colossal amount of money and the fear of workers leaving the organisation after the training make some firms to abandon the training of their workers (Liu, Cai, Li, Shi & Fang, 2013). A firm may lose a greater portion of its investments when its workers resign from their company after been trained by the company (Dube, Freeman & Reich, 2010). A significant number of training programme especially those in the developing nations do not meet their targets because they do not have specific goals (Nassazi, 2013). Most of the objectives for these institutions are very theoretical and too broad and are not directed towards the achievement of any specific objectives. Another thing is that some of the training programme are not responsive to the needs of the employees as their needs or weaknesses are not identified before the training programme are undertaken. This makes the organisations lose considerable financial resources, time and effort. Most of the training programme are likely to fail because the training programme are not based on identified needs. Also, there is a lack of a systematic training process, evaluation methods, effective training methods, and trainer-selection criteria (Akyeampong, 2010). One of the biggest training problems is providing employees with training that is inappropriate for their needs and skillsets. Without critically assessing the employee's capacities and deficiencies, the company might provide her with generic training that has little relevance to her position or training that focuses too little on the skills she needs to develop and too much on her strong skills. Then,

the employee is still deficient in certain skills, leaving both her and the company facing a skill gap.

The training programme fail when employees have a tight work schedule. The work, family life and a host of other demands compete for the energy of the worker. Thus, most employees may resist or resent training because of their busy schedules. Another challenge is that a geographically dispersed workforce, can make training quite hard and disputes are widespread. For a particular occupation, people with different social classes, knowledge, and beliefs can be found. There is an increase in remote work and a decentralised labour force and this may lead to challenges (Eraut & Hirsch, 2007).

It is also imperative to take a critical look at the learning habits of trainees. This is an arduous task because of the large numbers of trainees that are likely to be trained. For example, it would be difficult to give technical training to different workers who may have different exposure to issues of technology (Margolis, 2014). It is worth to note that trainers should be able to engage their trainees on all three levels of engagement namely cognitive, emotional and behavioural for efficient training sessions. There is bound to be poor retention of knowledge, passive learning and lack of commitment when these are absent. It is not possible for a change in behaviour when there is no learning engagement. Most trainees become mentally and emotionally disturbed when a training programme is not relevant to them or necessary to their needs. The major setback to training is cost. The cost for facilities, equipment, venue, and the employee's time makes it an expensive undertaking for training in several organisations. According to Patel (2010), training costs for firms in the United States, in particular, was around \$135 billion a year. When the amount of monies companies

pay for training is huge, it scares most of them, especially the smaller ones from conducting training programmes for them. In this wise, Bogoro (2015) and Emmanuel (2015) maintain among others that lack of enough funds may have a spin on the training of staff.

Consistency of training to achieve the same learning objectives from the same learning materials, especially in large corporate environments is a problem for workers and organisations. Most organisations may not have detailed practices or procedures that help them to determine their training needs. The gap may be due to the lack of relevant data, economic, political, and unstable environments. Most training needs are subject to the views, assessment and experiences of managers and supervisors. The workers who are the beneficiaries of the training programmes are mostly not consulted for their opinions. As a result of this, the objectives, design, approach, and content of the training programme may not be a true reflection of the kind of training that the employees need. The use of performance records for evaluating training needs may not reflect the actual situation on the ground. Training needs may be subjected to personal relationships resulting from family and ethnic tribes who do not have any idea about it.

2.4 Training and Organisational Performance

The performance of any organisation is a measurement of the results attained concerning the objectives of the organisation (Obijiofor, 2002). According to Karthik (2012), training helps to enhance the performance of workers on a current job. Goldstein and Ford (2002), training helps people to acquire skills, rules, concepts or attitudes to step up their performance in another setting. Training enables workers to sharpen their skills and knowledge to increase the output of a firm (Armstrong, 2012).

Chen, Chang and Yeh (2004) and Kaufman and Hotchkiss (2006), training is a prominent variable in the success of every establishment. Training increases the productivity of employees which translates into greater output for the company. Singh and Mohanty (2012) asserted that training enhances the performance of the organisation and ensures the continuous improvement of the quality of the work. For Appiah (2010), there is the superior organisational performance when the labour force increases their skills and knowledge and through training.

Training helps to achieve organisational objectives in a competitive manner (Tharenou, Alan & Celia, 2007). Training increases the service quality of firms and this translates into profits for the organisation (Aguinis & Kurt, 2009). According to AlDamoe, Yazam and Ahmed (2012), financial and non-financial measures such as sale, profit, and market share and non-financial factors measures are efficiency, quality of service, the productivity of an organisation, satisfaction of employees and commitment are used to evaluate the performance of the company. These measures can be achieved through training. Batool and Batool (2012) declared that employees work to achieve the organisational objectives and do not relent in their efforts to see the organisation do well in all fronts because of the training which helps to build their confidence, dignity, self-worth and well-being. A significant number of workers remain faithful to their firms after they have been sent out on further training programmes or studies. They appreciate the investments and the trust that have been reposed in them (Alexandros & Bouris, 2008).

The most influence on training in whatever form it takes is organisational performance. The quality and quantity of a company's output are reflected in the kind

of training it offers to its human resource. To Karthikeyan, Karthi and Graf (2010), training contributes to the overall effectiveness and organisational growth in the banking sector. Effective training programme impact the proficiencies of workers. This help to boost the whole performance of the firm through the kind of knowledge, skills and attitude that the workers receive in the course of the training of the workers necessary for the future job, thus contributing to superior organisational performance most especially in the information technology industry (Indradevi, 2010). According to Ali and Aroosiya (2010), the output of employees is crucial for the performance of the organisation and Barzegar and Shahroz (2011) says this kind of performance is achieved through training. Training is a vital tool to intensify the efficiency of workers which translates into great organisational performance and worth (Singh & Mohanty, 2012). According to Lear (2010), training led to better interpersonal and technical skills and organisational performance in public organisations, however, training on basic supervisory management leadership development was not found effective in improving organisational performance. Soltani and Liao (2010) also concurred that training was not a strong contributor to performance both at the individual and organisational levels. This view is challenged by Hassan (2004) that training may lead to greater skill achievement in workers. In another breadth, it has been established that when workers are worries and frustrated with their routine in the workplace, training will help to reduce their anxious state (Cheng & Ho, 2001).

2.5 Theoretical Framework

The theory behind this study is the resource-based view (RBV). In this theory, a firm can gain a competitive advantage by attracting and retaining competent human resources and as well as identify relevant training for them that will help them to

improve their capacity for optimal performance. The efficiency of training and learning depends on the pattern of the job-related knowledge, skills, capability, competencies, and behaviour that are essential for higher performance among employees which ultimately affects the performance of an organisation (Falola, Osibanjo & Ojo, 2014). According to Lopez-Cabrales, Valle and Herrero (2006), the human resource, knowledge and skills are the lifeblood of every business and helps it to withstand competition from opponents. The quality of staff with the right knowledge, skills and attitudes are needed to undertake the impressive strategic plan put in place by the executive. Thus, it is proper that training is given to the people to enable them to acquire the appropriate knowledge and skills which is essential for the attainment of organisational goals.

2.6 Conceptual Framework

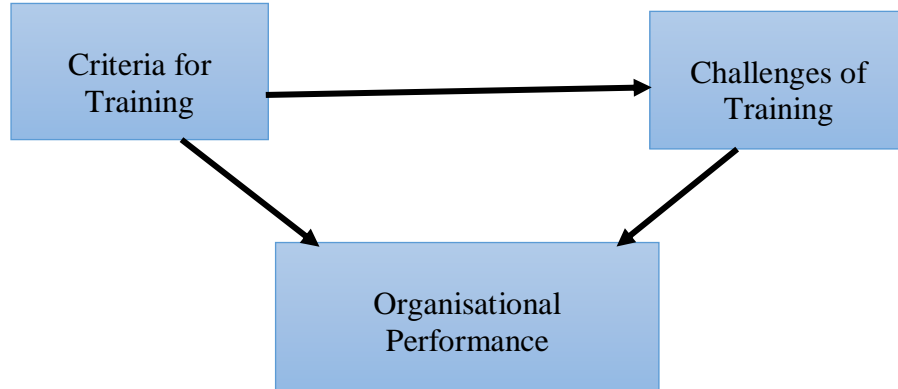


Figure 2. 2: Conceptual Framework of the Study

(Source: Researcher Field Study, 2019)

Figure 2.1 shows that for any good training programme, the criteria must be explicit to every stakeholder so that it would be accepted by all. In doing so, it can help the firm to identify challenges that are likely to inhibit the smooth implementation of the programme. These training programme undertaken by the firms help them to achieve greater organisational performance.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The chapter presents the methodology used for the study. The researcher explains the research design, the research population, the sample size and sampling technique, the research instruments, administration of research instruments, data analysis and ethical considerations.

3.2 Research Design

A quantitative, descriptive survey design was adopted to investigate to find out the criteria that organisations adopted in their training practices in Forestry Commission, the challenges to effective training and the relationship between training and the performance of organisations. The researcher used a questionnaire type of descriptive research method which helped the researcher to gather information from the respondents (Saunders, Lewis & Thornhill, 2012).

3.3 Research Population

The population consisted of 5 top managers and 55 junior staff working at the Kumasi Office of the Forestry Commission as at October 2019.

3.4 Sample Size and Sampling Technique

It was not possible to access information from all the target population considering some factors such as access to the population, finance and time. As such the simple random sampling technique used to select the sample size used for the study. The choice of simple random sampling was to afford every worker an equal opportunity

to be selected for the study. The sample size was 30 which included 5 top managers and 25 junior staff.

3.5 Research Instrument

In this study, data were collected from primary and secondary sources.

3.5.1 Primary Data

Data is collected specifically for the research being undertaken can be referred to as primary data (Saunders, Lewis, & Thornhill, 2012). The survey was used to collect information from the sample by using a structured questionnaire. A questionnaire comprising Likert scale questions were used to obtain views from the respondents.

3.5.2 Secondary Data

Secondary data is data that has been already collected by and readily available from other sources. It is more inexpensive and can be obtained in a quicker way (Churchill & Iacobucci, 2015). Data was collected from the company's policy documents, annual reports, books, and journal articles and other human resource internet websites.

3.6 Validity and Reliability of Instruments

Validity is defined as the extent to which the data collection instrument measures as the truth or accuracy or the appropriateness of the measures (Saunders, Lewis & Thornhill, 2012). The researcher gave the questionnaires to the supervisor who was knowledgeable in the area of study to assess critically each item in terms of relevance to the objectives of the study. Reliability is defined as the consistency of either measurement or design to give the same conclusions if used different times by

different scholars. The reliability of the instruments was also computed using the Cronbach's Alpha coefficient. A Cronbach's Alpha of .736 on 32 items was obtained. This indicated that the questionnaire items were reliable.

3.7 Data Collection Procedure

The questionnaire was delivered personally to the respondents at their workplace. Two weeks interval was given for the questionnaires to be completed by the respondents. After the second week, a follow up was made by the researchers for the collection of the questionnaire. The questions were developed using the data collected through the review of the literature. Self-administered questionnaires with closed-ended questions were used to collect data from the respondents. They restricted the respondents' answers to the survey. The question asked them to look at a statement and then "rank" this statement according to the degree to which they agree (strongly agree; agree; neutral; disagree, and strongly disagree) with those statements. Questionnaires were preferred because they were convenient as respondents filled them during their free time and had a chance to consult for views and information on anything they did not understand clearly. The instrument comprised different sections which addressed the different subject matter. Section A of the instrument asked about the biodata of the respondents. Section B addressed issues of criteria for training, Section C addressed the challenges of training, and Section D addressed the effect of training on organisational performance. In each section, the respondents were given clear instructions on how to complete the items.

3.8 Data Analysis

According to Marshall and Rossman (2011), data analysis is the process of bringing order, structure, and meaning to the mass of collected data. The data were analysed using the Statistical Package for the Social Sciences (SPSS) v. 25.0. Data were analysed and interpreted using descriptive statistics. The data were presented according to the various sections of the questionnaires and organised into frequency tables with percentages and means. These helped the researcher to interpret the data.

3.9 Ethical considerations

According to Saunders, Lewis and Thornhill (2012), ethical issues in research, concerning the relevance of the behaviour of the researcher with the rights of the respondents. It determines the level of credibility that given research will be accorded, based on the research findings. To this end, the respondents were informed of the purpose of the study and their consent to be included in the study was sought first. They were firmly assured of their right to privacy and in that regard, they were told not to write their names, telephone numbers or any specific information that will reveal their identity. The research procedure to be followed in answering the questions was stress-free. The researchers created and maintained a climate of comfort for the respondents. They were not harmed or abused, both physically and psychologically, during the conduct of the research. They were informed of the time it would take them to complete the questionnaire and were impressed upon to answer the question objectively and honestly. They were also informed that it was not compulsory to undertake the study and so they could opt out of the study at any time they so desire. The researcher ensured that all works and materials that were consulted were cited to avoid plagiarism.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION

Introduction

This chapter presents the results of study and also discusses it.

4.1 Response Rate

Thirty questionnaires were given to the respondents at their workplace. However, only ten were retrieved from them. This was because Kumasi was put on lockdown as a result of the outbreak of the Coronavirus scientifically referred to as COVID-19 (Quakyi, 2020). This made it challenging for the researchers to go out to collect the questionnaire physically.

4.2 Results from Questionnaire Schedules

The results of the study gathered from the questionnaire schedule are presented in the following sections:

Table 4. 1: Gender of Respondents

Gender	n	%
Female	4	40
Male	6	60
Total	10	100

Source: Field Survey (2020)

From Table 4.1, it was seen that 4 respondents representing 40% were females while 6 respondents representing 60% were males. It can be seen that the most frequently observed category of gender was males.

Table 4. 2: Age of Respondents

Age	n	%
25-29	2	20
30-34	6	60
40-44	1	10
45 years and above	1	10
Total	10	100

Source: Field Survey (2020)

Table 4.2 shows that 2 respondents representing 20% were between 25 and 29 years while 6 respondents representing 60% were between the ages of 30 and 34. One respondent representing 10% were between the ages of 40 and 45 years while 1 respondent representing 10% were 45 years and above. The data showed that the most frequently observed category of age were those between 30 and 34 years.

Table 4. 3: Marital Status of Respondents

Marital Status	n	%
Single	3	30
Married	7	70
Total	10	100

Source: Field Survey (2020)

From Table 4.3, it can be seen that 3 respondents representing 30 % were single while 7 respondents representing 70% were married. This analysis showed that those who had married were in the majority.

Table 4. 4: Academic Qualifications of Respondents

Variable	n	%
Master’s degree	4	40
Bachelor’s degree	6	60
Total	10	100

Source: Field Survey (2020)

Table 4.4 shows that 4 respondents representing 40% held the Master’s degree while 6 respondents representing 60% held the Bachelor’s degree. This analysis showed that most of the respondents held a Bachelor’s degree.

Table 4. 5: Length of Years Spent at Forestry Commission

Variable	n	%
1-5 years	4	40
6-10 years	4	40
11-15 years	2	20
Total	10	100

Source: Field Survey (2020)

From Table 4.5, it was seen that 4 respondents representing 40% had been with the Forestry Commission for between 1 and 5 years. Four respondents representing 40% had worked with the Forestry Commission for between 6 and 10 years. Two respondents representing 20% had worked with the Forestry Commission for between 11 and 15 years. This result showed that those who had worked for between 1-5 years and 6 and 10 years were mostly represented than the others.

Table 4. 6: Department at Forestry Commission

Variable	n	%
Accounts	2	20
Administration	4	40
Operations	4	40
Total	10	100

Source: Field Survey (2020)

Table 4.6, it was shown that 2 respondents representing 20% were in the Accounts Department. An equal number of 4 respondents representing 40 were workers of the Administration and Operations Department. The analysis showed that those were in the Administration and Accounts Department were in the majority.

4.3 Criteria for Training

This objective was to find out the criteria for training at the Forestry Service Commission. The data were analysed using frequency, percentage and means. The scale values ranged from 1 (strongly disagree) to 5 (strongly agree). The higher a mean score, the higher level of agreement with that particular aspect and vice versa. The results of the analysis are shown in Table 4.7.

Table 4. 7: Criteria for Training

Variables	SA		A		N		D		SD		Mean (\bar{x})
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
The mission of the business	4	40.0	5	50.0	1	10.0					4.30
The performance of the workers	3	30.0	5	50.0	2	20.0					4.10
Employee’s career development goals	2	20.0	4	40.0	3	30.0			1	10.0	3.60
The degree of employees’ knowledge, skills and experience The experience or expertise of the trainer	3	30.0	5	50.0	2	20.0					4.10

	1	10.0	4	40.0	1	10.0	4	40.0			3.20
The type of work/workload	3	30.0	3	30.0	3	30.0	1	10.0	3	30.0	2.60
The nature of risk associated with the work											
Availability of funds											
Equipment and materials necessary to undertake training	1	10.0	6	60.0	2	20.0	1	10.0	1	10.0	3.30
			5	50.0	2	20.0					4.40
Prior training opportunities	1	10.0									
Benefits of the training	4	40.0									
			2	20.0	1	10.0	6	60.0	1	10.0	3.40
			5	50.0	1	10.0	3	30.0			3.30
			5	50.0	1	10.0					4.30

Source: Field Survey (2020)

From Table 4.7, the respondents were requested to indicate their perceptions about the criteria used for training at the Forestry Commission.

The Likert scaled responses to the prompt, “the mission of the business was a criterion for training,” revealed that 40% of the respondents strongly agreed that the mission of the business was a criterion for training and 50% agreed. However, 10% indicated that they were on the fence. Aggregating the “agree” results together for the prompt showed that 90% were in agreement with the prompt. On average, a mean of 4.30 was obtained indicating that the mission of the business was a major criterion for training.

The Likert scaled responses to the prompt, “the performance of the workers was a criterion for training,” revealed that 30% of the respondents strongly agreed that the performance of the workers was a criterion for training and 50% agreed. 20% were not on either side. Aggregating the “agree” results together for the prompt showed that 80% were in agreement with the prompt. On average, a mean of 4.10 was obtained indicating that the performance of workers was a criterion for training.

The Likert scaled responses to the prompt, “employee's career development needs was a criterion for training,” revealed that 20% of the respondents strongly agreed that the employee’s career development needs was a criterion and 40% agreed. Conversely, 10% strongly disagreed that employee’s career development needs was not a criterion for training. 30% did not opt for any side. Aggregating the “agree” results together for the prompt showed that 60% were in agreement with the prompt. On average, a mean of 3.60 was obtained indicating that an employee’s career development needs was a criterion for training.

The Likert scaled responses to the prompt, “the degree of employee's knowledge, skills, and experience was a criterion for training,” revealed that 30% of the respondents strongly agreed that the degree of employee's knowledge, skills, and

experience was a criterion for training was a criterion and 50% agreed. However, 20% did not go for either side. Aggregating the “agree” results together for the prompt showed that 80% were in agreement with the prompt. On average, a mean of 4.10 was obtained indicating that the degree of employee's knowledge, skills, and experience was a criterion for training.

The Likert scaled responses to the prompt, “the experience or expertise of the trainer(s) was a criterion for training,” revealed that 10% of the respondents strongly agreed that the experience or expertise of the trainer was a criterion for training and 40% agreed. On the other hand, 40% strongly disagreed that the experience or expertise of the trainer was a criterion for training. 10% stayed neutral. Aggregating the “agree” results together for the prompt showed that 50% were in agreement with the prompt. On average, a mean of 3.20 was obtained indicating that the experience or expertise of the trainer was a criterion for training.

The Likert scaled responses to the prompt, “the type of work/workload was a criterion for training,” revealed that 30% of the respondents agreed that the type of work/workload was a criterion for training. In opposition, 30% strongly disagreed that the type of work/workload was not a criterion for training and 10% disagreed. 30% were on the fence; they did not make any choice as to whether the type of work/workload was a criterion for training or not. Aggregating the “disagree” results together for the prompt showed that 40% were in disagreement with the prompt. On average, a mean of 2.60 was obtained indicating that the type of work/workload was not a criterion for training.

The Likert scaled responses to the prompt, “the nature of the risks associated with the work is a criterion for training,” revealed that 60% of the respondents agreed that the nature of the risks associated with the work is a criterion for training. On the other

hand, 10% strongly disagreed that the nature of the risks associated with the work is a criterion for training and 10% disagreed. 20% did not take any sides. From the data, it can be seen that 60% of respondents were in agreement with the prompt. On average, a mean of 3.30 was obtained indicating that the nature of the risks associated with the work is a criterion for training.

The Likert scaled responses to the prompt, “availability of funds is a criterion for training,” revealed that 30% of the respondents strongly agreed that availability of funds is a criterion and 50% agreed. 20% did not take any sides. Aggregating the “agree” results together for the prompt showed that 80% were in agreement with the prompt. On average, a mean of 4.40 was obtained indicating that availability of funds is a criterion for training.

The Likert scaled responses to the prompt, “equipment and materials necessary to undertake the training was a criterion for training,” revealed that 10% of the respondents strongly agreed that equipment and materials necessary to undertake the training was a criterion and 10% agreed. On the other hand, 10% disagreed that equipment and materials necessary to undertake the training was a criterion for training. 60% did not take any sides. Aggregating the “agree” results together for the prompt showed that 30% were in agreement with the prompt. On average, a mean of 3.40 was obtained indicating that equipment and materials necessary to undertake the training was a criterion for training.

The Likert scaled responses to the prompt, “prior training opportunities afforded to employees is a criterion for training,” revealed that 10% of the respondents strongly agreed that prior training opportunities afforded to employees is a criterion for training and 40% agreed. On the other hand, 30% strongly disagreed that prior training

opportunities afforded to employees is a criterion for training. 20% did not take any sides. Aggregating the “agree” results together for the prompt showed that 50% were in agreement with the prompt. On average, a mean of 3.30 was obtained indicating that prior training opportunities afforded to employees is a criterion for training.

The Likert scaled responses to the prompt, “benefits of the training is a criterion for training,” revealed that 40% of the respondents strongly agreed that benefits of the training is a criterion for training and 50% agreed. On the other hand, 10% did not take any sides. Aggregating the “agree” results together for the prompt showed that 90% were in agreement with the prompt. On average, a mean of 4.30 was obtained indicating that the benefits of the training is a criterion for training.

4.4 Challenges to Training

This objective was to find out the challenges of training at the Forestry Services Commission. The data were analysed using frequency, percentages and means. The scale values ranged from 1 (strongly disagree) to 5 (strongly agree). The higher a mean score, the higher level of agreement with that particular aspect and vice versa. The results of the analysis are shown in Table 4.8.

Table 4. 8: Challenges to Training

Variables	SA		A		N		D		SD		Mean (\bar{x})
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
Colossal amount needed for	6	60.0	4	40.0							4.60

the training Fear of workers leaving the organisation after the training			1	10.0	1	10.0	4	40.0	4	40.0	1.90
Lack of specific goals	1	10.0	5	50.0	2	20.0	1	10.0	1	10.0	3.40
Lack of relevant data Training programme are not responsive to the needs of employees											
My financial status Lack of a			4	40.0	2	20.0	3	30.0	1	10.0	2.90

systematic training process											
Lack of evaluation methods	1	10.0	3	30.0	3	30.0	2	20.0	1	10.0	3.10
Lack of effective training methods	1	10.0	1	10.0	2	20.0	5	50.0	1	10.0	2.60
Problem of selection of trainer			1	10.0	2	20.0	5	50.0	2	20.0	2.20
Tight schedules of workers	1	10.0	1	20.0	4	40.0	3	30.0	1	10.0	2.80

Source: Field Survey (2020)

From Table 4.8, the respondents were requested to indicate their perceptions about the challenges to effective training at the Forestry Commission.

The Likert scaled responses to the prompt, “the colossal amount of money was a challenge to effective training,” revealed that 60% of the respondents strongly agreed that the colossal amount of money was a challenge to effective training and 40% agreed. Aggregating the “agree” results together for the prompt showed that 100% were in agreement with the prompt. On average, a mean of 4.60 was obtained indicating that the colossal amount of money was a challenge to effective training.

The Likert scaled responses to the prompt, “the fear of workers leaving the organisation after the training was a challenge,” revealed that 10% of the respondents

agreed that the fear of workers leaving the organisation after the training was a challenge. On the contrary, 40% strongly disagreed that the fear of workers leaving the organisation after the training was a challenge and 40% disagreed. 10% commented that they were not aligned to any side. Aggregating the “disagree” results together for the prompt showed that 80% were in disagreement with the prompt. On average, a mean of 1.90 was obtained indicating that the fear of workers leaving the organisation after the training was not a challenge.

The Likert scaled responses to the prompt, “lack of specific goals was a challenge,” revealed that 10% of the respondents agreed that lack of specific goals was a challenge. Conversely, 30% strongly disagreed that the lack of specific goals was a challenge and 50% disagreed. 10% did not make any choice. They remained neutral. Aggregating the “disagree” results together for the prompt showed that 80% were in disagreement with the prompt. On average, a mean of 2.00 was obtained indicating that the lack of specific goals was not a challenge.

The Likert scaled responses to the prompt, “lack of relevant data was a challenge,” revealed that 10% of the respondents agreed that lack of relevant data was a challenge. On the other hand, 20% strongly disagreed that the lack of relevant data was a challenge and 30% disagreed. 40% stayed on the fence. Aggregating the “disagree” results together for the prompt showed that 50% were in disagreement with the prompt. On average, a mean of 2.40 was obtained indicating that the lack of relevant data was not a challenge.

The Likert scaled responses to the prompt, “training programme are not responsive to the needs of the employees is a challenge,” revealed that 10% of the respondents strongly agreed that training programme are not responsive to the needs of the employees is a challenge and 50% agreed. Nonetheless, 10 % strongly disagreed that

training programme are not responsive to the needs of the employees is a challenge and 10% disagreed. 20% stayed neutral. Aggregating the “agree” results together for the prompt showed that 60% were in agreement with the prompt. On average, a mean of 3.40 was obtained indicating that training programme are not responsive to the needs of the employees is a challenge.

The Likert scaled responses to the prompt, “lack of a systematic training process is a challenge,” revealed that 40% of the respondents agreed that lack of a systematic training process is a challenge. Despite this, 10% strongly disagreed that lack of a systematic training process is a challenge and 30% disagreed. 20% were on the fence; they did not make any choice as to whether the lack of a systematic training process is a challenge or not. Aggregating the “agree” and “disagree” results together for the prompt showed that an equal number of 40% were either in agreement or disagreement with the prompt. On average, a mean of 2.90 was obtained indicating that the lack of a systematic training process may or may not be a challenge.

The Likert scaled responses to the prompt, “lack of evaluation methods, is a challenge” revealed that 10% of the respondents strongly agreed that lack of evaluation methods, is a challenge and 30% agreed. On the other hand, 10% strongly disagreed that lack of evaluation methods, is a challenge and 20% disagreed. 30% did not take any sides. Aggregating the “agree” results together for the prompt showed that 40% were in agreement with the prompt. On average, a mean of 3.10 was obtained indicating that lack of evaluation methods, is a challenge.

The Likert scaled responses to the prompt, “lack of effective training methods is a challenge,” revealed that 10% of the respondents strongly agreed that lack of effective training methods is a challenge and 10% agreed. On the other hand, 10% strongly disagreed that the lack of effective training methods is a challenge and 50% disagreed.

20% did not take any sides. Aggregating the “disagree” results together for the prompt showed that 60% were in disagreement with the prompt. On average, a mean of 2.60 was obtained indicating that a lack of effective training methods was not a challenge. The Likert scaled responses to the prompt, “problem of selection of trainer is a challenge,” revealed that 10% of the respondents agreed that the problem of selection of trainer is a challenge. On the other hand, 20% strongly disagreed that the problem of selection of trainer is a challenge and 50% disagreed. 20% did not take any sides. Aggregating the “disagree” results together for the prompt showed that 70% were in disagreement with the prompt. On average, a mean of 2.20 was obtained indicating that problem of selection of trainer was not a challenge.

The Likert scaled responses to the prompt, “tight work schedule of workers is a challenge,” revealed that 10% of the respondents strongly agreed that tight work schedule of workers is a challenge and 10% agreed. On the other hand, 10% strongly disagreed that the tight work schedule of workers is a challenge and 30% disagreed. 6% did not take any sides. Aggregating the “disagree” results together for the prompt showed that 40% were in disagreement with the prompt. On average, a mean of 2.80 was obtained indicating that the tight work schedule of workers was not a challenge.

4.5 Training and Organisational Performance

This objective was to find out the effect of training on the organisational performance of the Forestry Commission. The data were analysed using frequency, percentages and means. The scale values ranged from 1 (strongly disagree) to 5 (strongly agree). The higher a mean score, the higher level of agreement with that particular aspect and vice versa. The results of the analysis are shown in Table 4.9.

Table 4. 9: Training and Organisational Performance

Variables	SA		A		N		D		SD		Mean (\bar{x})
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
Training helps to enhance the performance of workers on their jobs	6	60.0	4	40.0							4.60
Training enables workers to sharpen their skills and knowledge	6	60.0	4	40.0							3.16
Training helps businesses to achieve their vision and mission	2	20.0	7	70.0	1	10.0					4.10
Training helps employees reduce their			3	30.0	4	40.0	3	30.0			3.00

anxiety and frustrations			5	50.0	5	50.0						3.50
Training bring workers satisfaction in their jobs												
Training makes workers loyal to their jobs and organisations			1	10.0	3	30.0	2	20.0	4	40.0		2.10

Source: Field Survey (2020)

From Table 4.9, the respondents were requested to indicate their perceptions about the relationship between training and organisational performance at the Forestry Commission.

The Likert scaled responses to the prompt, “training helps to enhance the performance of workers on their current jobs,” revealed that 60% of the respondents strongly agreed that t training helps to enhance the performance of workers on their current jobs and 40% agreed. Aggregating the “agree” results together for the prompt showed that 100% were in agreement with the prompt. On average, a mean of 4.60 was obtained indicating that training helps to enhance the performance of workers on their current jobs.

The Likert scaled responses to the prompt, “training enables workers to sharpen their skills and knowledge,” revealed that 60% of the respondents strongly agreed that training enables workers to sharpen their skills and knowledge and 40% agreed. Aggregating the “agree” results together for the prompt showed that 100% were in agreement with the prompt. On average, a mean of 4.60 was obtained indicating that training enables workers to sharpen their skills and knowledge.

The Likert scaled responses to the prompt, “training help businesses to achieve their vision and mission,” revealed that 20% of the respondents strongly agreed that training helps businesses to achieve their vision and mission and 70% agreed. 10% did not make any choice. They remained neutral. Aggregating the “agree” results together for the prompt showed that 90% were in agreement with the prompt. On average, a mean of 4.10 was obtained indicating training helps businesses to achieve their vision and mission.

The Likert scaled responses to the prompt, “training helps employees reduce their anxiety or frustration,” revealed that 20% of the respondents strongly agreed that training helps employees reduce their anxiety or frustration and 30% agreed. On the other hand, 30% disagreed training helps employees reduce their anxiety or frustration. 10% stayed on the fence. Aggregating the “agree” results together for the prompt showed that 50% were in agreement with the prompt. On average, a mean of 3.20 was obtained indicating that training helps employees reduce their anxiety or frustration.

The Likert scaled responses to the prompt, “training brings workers satisfaction in their jobs,” revealed that 50% of the respondents strongly agreed that training brings workers satisfaction in their jobs and 50% agreed. Aggregating the “agree” results together for the prompt showed that 100% were in agreement with the prompt. On

average, a mean of 3.50 was obtained indicating that training brings workers satisfaction in their jobs.

The Likert scaled responses to the prompt, “training makes workers loyal to their job and organisation,” revealed that 10% of the respondents agreed that training makes workers loyal to their job and organisation. Despite this, 40% strongly disagreed that training makes workers loyal to their job and organisation and 20% disagreed. 30% were on the fence; they did not make any choice as to whether training makes workers loyal to their job and organisation or not. Aggregating the “disagree” results together for the prompt showed that 60% were in disagreement with the prompt. On average, a mean of 2.10 was obtained indicating that training did not make workers loyal to their job and organisation.

4.6 Discussion of Findings

The findings of the study are presented here:

On the data on the criteria for training at the Forestry Commission, the study came out with the following revelations:

The study revealed that the mission of the business was a major criterion for training. This finding is consistent with the findings by Barzegar and Shahroz (2011) that training must consider the mission of a firm before embarking in any form of training for staff. This is true so that the organisations do not undertake ventures that are not in tune with their objectives. Furthermore, the study found out that the performance of workers was a criterion for training and this is consistent with the findings of Barzegar and Shahroz (2011). They opined that the performance of the business, either good or bad will call for the kind of training to be organised for the staff. Tang (2005) also confirms this findings. It was found out the most of the respondents believed that employee’s career development needs was a criterion for training. This is validated

by Mathis & Jackson (2012) who claimed that employee's career development needs was a criterion for training. It was brought to the fore that the degree of employee's knowledge, skills, and experience was assessed before training programme was organised for them. Kai Ming Au, Altman and Roussel (2008) gives credence to this findings because it would help to know the kind of input to be made in the new training scheme.

In another breadth, Gauld and Miller (2004).confirms the finding that the experience or expertise of the trainer was a criterion for training. It is believed that an incompetent trainer may not able to teach the trainees the right knowledge and skills which can help them in their work schedules. Thus, it becomes more worrisome when the trainer lacks the experience, knowledge and expertise to teach others. In a different perspective, the study found out that the type of work/workload was not a criterion for training. This is however disputed by Monahan (2018) and Wright (2018) who claim that it is necessary to consider the type of work being carried out by the workers so that a better training regime can be implemented for them. This will help them in their work.

Furthermore, the study revealed that the nature of the risks associated with the work was a criterion for training. This finding is given support by Monahan (2018) and Wright (2018) that it is imperative to consider the type of inherent risk in the job when training programmes are being designed. This will help trainers to take the necessary plans to organise effective training sessions for their trainees. Moreover, it was seen that the availability of funds was a criterion for training. Bogoro (2015) and Emmanuel (2015) relishes that the bane of infrequent organisation of training programmes for employees have a lack of funds. They argue that when funds are available, it offers the institutions the strength and willpower to boldly undertake

training sessions for their employees and or agents. Another finding made in the study was that the equipment and materials necessary to undertake the training was the criteria for training. This is true as intimated by Monahan (2018) and Wright (2018) that the instructors or organisers of the training programmes should put assemble equipment and materials that are functional and needed before the actual training occurs.

The study revealed that the prior training opportunities afforded to employees was a criterion for training. Mathis and Jackson (2012) and Dessler (2008) contend that it is vital to scrutinise the kind of training prospects that have been offered to employees earlier. This can help the trainers to identify any gaps and address them accordingly in the new training period. Lastly, the study found out that the benefits of the training was the criteria for training. This findings is validated by Homklin, Takahashi & Techakanont (2014) that the benefits of the training will reflect the success or otherwise of previous training that workers have been taken through.

In considering the challenges to effective training at the Forestry Commission, there were several revelations:

The colossal amount of money was a challenge to effective training. Liu, Cai, Li, Shi and Fang (2013) and Patel (2010) have said that training cannot be carried out without financial commitments. Firms need to spend huge amounts of monies in organising training for their employees. This makes it a disincentive for some businesses to engage their staff in training programmes. Another finding that came out of the study is the fear of workers leaving the organisation after the training was not a challenge. This is however challenged by Liu, Cai, Li, Shi and Fang (2013) and Dube, Freeman and Reich (2010) that a significant number of businesses fear to invest in the training

of their employees because they believe that they may leave them after they have been trained.

In another instance, it was revealed that the lack of specific goals was not a challenge. This is not the case as Nassazi (2013) argued that a greater number of training programmes fail as a result of the absence of aims and objectives to guide them. Furthermore, it was brought to the fore that the lack of relevant data was not a challenge. This is highly contradicted by Mozael (2015) who opined that no training programme can be carried out successfully in the absence of data on a past training programme. Data is vital to the success or failure of any training programme and therefore it will be suicidal to organise one when there is no such data. The study also revealed that the lack of a systematic training process may or may not be a challenge. The negative side is given much impetus by Akyeampong (2010) who asserts that a significant number of training programmes fail to meet the expected targets because there are no efficient training practices. It was brought to the fore that the lack of evaluation methods was a challenge. According to Akyeampong (2010), it is abnormal for a company to ignore judging the worth of a programme. When a programme is evaluated, it would help them to know whether the training has achieved its purpose or goals for which it was organised. Closely related to this, the study has also shown that the lack of effective training methods was not a challenge. This is largely the opposite as Obijiofor (2002) maintained that effective training methods will help to identify the strengths and weaknesses of the methods that were used in the exercise. The business or officers in charge of training schedules should keep a diary or records to enable them to keep track of the constituents who were selected for the training. It would help the organisations to receive feedback on the kinds of methods and delivery

of training programme. When the training is judged objectively, it would help to know whether the workers acquired new experiences. This will guide them in decision making about the future programme.

The study found out the problem of selection of trainer was not a challenge. They can readily contract trainers for their training sessions. Effective trainers have good knowledge of their learners. They can determine the relevant previous knowledge and the levels of performance of their apprentices. They inculcate the necessary change in the workers under their tutelage. A point worthy of note is that most trainers are not able to establish further connections with employees to monitor their performance.

In another development, the study also found that the tight work schedule of workers was not a challenge. According to Eraut & Hirsch (2007), the existence of a tight schedule for workers may make it difficult for workers to join such programmes. The workers have several commitments in their daily lives and this should be considered in designing training schedules.

Concerning the relationship between training and organisational performance, the study revealed the following:

Training helps to enhance the performance of workers on their current jobs. This finding is confirmed by Karthik (2012) that without training, the work output of workers may be affected negatively. Moreover, training enables workers to sharpen their skills and knowledge. This is true as Goldstein and Ford (2002) and Armstrong (2012) argue that the skills, knowledge are acquired as a result of the training regimes that are being organised for them. Training helps businesses to achieve their vision and mission. Training helps to achieve organisational objectives in a competitive manner (Tharenou, Alan & Celia, 2007). Training increases the service quality of

firms and this translates into profits for the organisation (Aguinis & Kurt, 2009). The study also brought to the fore that training helps employees reduce their anxiety or frustration. This exposure is confirmed by Cheng and Ho (2001). They contend that when workers are engaged in stress-free training environments, it boosts their morale and makes them confident. It is better to engage employees in open climates and consider their inputs during training sessions. Last but not least, it was shown that training brings workers satisfaction in their jobs. It has been in literature by AlDamoe, Yazam and Ahmed (2012) that training makes workers satisfied and to some extent committed to the issues affecting the company to which they belong. When employees are not well trained, they become dissatisfied and produce low levels of output. It even gets to the point where some of them leave because they are underrated by their employers. Finally, it was brought to light training did not make workers loyal to their job and organisation. This finding is given credence by Alexandros & Bouris (2008) who allege that when workers are well trained, they tend to exhibit signs of higher output and commitment. It is better to create an opportunity for employees to be engaged in more training programmes that can help them.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the research process and findings, draws conclusions and makes recommendations for the study. It also gives suggestions for further research.

5.2 Summary of Findings

On the subject matter of the criteria that were considered before the organisation of any training programme at the Forestry Commission, a number of factors were exposed:

The mission of the business, the performance of workers as well as the employee's career development needs were some of the criteria for training. Also, the degree of employee's knowledge, skills, and experience, the experience or expertise of the trainer, and the nature of the risks associated with the work were looked at.

Further, the availability of funds, the equipment and materials necessary to undertake the training, the prior training opportunities afforded to employees and the benefits of the training were also among the criteria for training.

The study, however, reported that the type of work/workload was not a criterion for training.

Considering the challenges that were encountered concerning effective training practices at the Forestry Commission, the following findings were revealed:

The colossal amount of money, together with the fear of workers leaving the organisation after the training, the lack of specific goals and the lack of evaluation

methods were seen as some of the challenges. Besides, it was seen that the lack of relevant data, the lack of effective training methods, the problem of selection of trainer and tight work schedule of workers were not some of the challenges to effective training. It also reported that the lack of a systematic training process may or may not be a challenge.

In looking at the effect of training on the organisational performance at the Forestry Commission, the following findings were brought to light:

The training they received enhanced the performance of workers on their current jobs, enabled them to sharpen their skills and knowledge, reduce their anxiety or frustration, made them satisfied in their jobs and made them loyal to their jobs and organisations. It also helped the businesses to achieve their vision and mission.

5.3 Conclusion

Training in whatever it takes has the power to bring change to employees and the organisations they belong to. There are several considerations to be made for any training programme to be efficient. However, thought must be given to some challenges that can make training lose its significance. In this study, from the findings, the study can conclude that training has a positive impact on the organisational performance of the Forestry Commission.

5.4 Recommendations

Following the findings and conclusion, the study makes these recommendations:

1. The human resource managers and the training officers should consider the mission of the business when drawing a training programme.

2. They should also look at the performance of workers and their needs in organising training sessions.
3. The degree of employee's knowledge, skills, and experience, and similarly the experience or expertise of the trainer should be central in the development of training programmes.
4. The availability of funds and the equipment and materials necessary to undertake the training should be considered in coming out with training schedules for workers.
5. The prior training opportunities afforded to employees and the benefits of the training accruing to the business and the staff should be well-thought-out when training programmes are been developed.
6. The human resource management and the training officers should not let the fear of the colossal amount of money, and of workers leaving the organisation after the training scare them from organising training programmes for their staff.
7. They should develop effective training and evaluation methods for the training programmes they organise for workers.
8. The work schedule of workers should be considered so that they can participate fully in training programmes.

5.5 Suggestions for Further Research

It is recommended that future research should be conducted on the topic using a large sample size over a long time so that results can be generalised to the larger population of workers.

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APPENDIXES

**QUESTIONNAIRE FOR THE STAFF OF THE ASHANTI REGIONAL
OFFICE OF THE FORESTRY COMMISSION
CHRISTIAN SERVICE UNIVERSITY
SCHOOL OF BUSINESS
AN ASSESSMENT OF THE EFFECTS OF TRAINING ON
ORGANISATIONAL PERFORMANCE**

Dear Sir/Madam

We, Bismark Owusu Amoateng, Gabriel Obeng Frimpong, Bright Osei, Nina Boachie Yiadom are students of the Christian Service University offering the Bachelor of Business Administration Degree in Human Resource Management. We are undertaking a study on the topic: “An Assessment of the Effects of Training on Organisational Performance.” The study aims to assess the effect of training on the organisational performance the Forestry Commission, Ashanti Region. This questionnaire instrument is used to collect data on the topic. Your genuine response is paramount for the success of the study. Please be frank and truthful in your responses. The data is strictly for academic purposes and confidentiality of your responses is guaranteed. Anonymity is also assured.

Thank you in advance.

Instruction: Please tick (√) where applicable and supply details where required

SECTION A: DEMOGRAPHIC DATA OF RESPONDENTS

1. Gender: Male [] Female []
2. Age: 20-24 years [] 25-29 years [] 30-34 years [] 35-39 years []
40-44 years [] 45 years and above []
3. Marital status: Single [] Married [] Divorced [] Widowed [] Separated []
4. Academic Qualifications: Master's degree [] Bachelor's degree []
Diploma [] SSSCE/WASSCE [] Others please specify
5. For how long have you worked with the Forestry Commission?
6 months and below [] 1 – 5 years [] 6 – 10 years []
11 – 15 years [] 16 – 20 years [] 21 years and above []
6. Department:.....
7. Your schedule of work:
.....

Research Question One: What are the selection criteria for training in Forestry Commission?

The following are a number of items that describe the selection criteria organisations use in organising training for their workers. Please, based on your knowledge and experience, use the scale to the right of each item to indicate the extent to which you agree or disagree with each item.

1=Strongly Disagree (SD), 2=Disagree (D), 3=Neutral (N), 3=Agree (A), 4=Strongly Agree (SA)

S/No.	Statement	SD	D	N	A	SA
1.	The mission of the business					
2.	The performance of the workers					
3.	Employee's career development needs					
4.	The degree of employee's knowledge, skills, and experience					
5.	The experience or expertise of the trainer(s).					
6.	The type of work/workload					
7.	The nature of the risks associated with the work.					
8.	Availability of funds					
9.	Equipment and materials necessary to undertake the training					
10.	Prior training opportunities afforded to employees.					
11.	Benefits of the training					

Research Question Two: What are the challenges to effective training in Forestry Commission?

The following are a number of items that describe the challenges to effective training in organisations. Please, based on your knowledge and experience, use the scale to the right of each item to indicate the extent to which you agree or disagree with each item. 1=Strongly Disagree (SD), 2=Disagree (D), 3=Neutral (N), 3=Agree (A), 4=Strongly Agree (SA)

S/No.	Statement	SD	D	N	A	SA
1.	The colossal amount of money					
2.	The fear of workers leaving the organisation after the training					
3.	The business do not have specific goals					
4.	Lack of relevant data					
5.	Training programme are not responsive to the needs of the employees					
6.	Lack of a systematic training process					
7.	Lack of evaluation methods					
8.	Lack of effective training methods					
9.	Problem of selection of trainer					
10.	Tight work schedule of workers					

Research Question Three: What is the relationship between training and organisational performance in Forestry Commission?

The following are a number of items that describe the relationship between training and organisational performance. Please, based on your knowledge and experience, use the scale to the right of each item to indicate the extent to which you agree or disagree with each item.

1=Strongly Disagree (SD), 2=Disagree (D), 3=Neutral (N), 3=Agree (A), 4=Strongly Agree (SA)

S/No.	Statement	SD	D	N	A	SA
1.	Training helps to enhance the performance of workers on their current jobs.					
2.	Training enables workers to sharpen their skills and knowledge.					
3.	Training helps businesses to achieve their vision and mission.					
4.	Training helps employees reduce their anxiety or frustration.					
5.	Training brings workers satisfaction in their jobs.					
6.	Training makes workers loyal to their job and organisation.					