The Impact of Training on the Performance of Workers in Ghana

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ABSTRACT
The goal of every training program is for the learner to gain new skills, knowledge, and attitudes that will help them perform better. Several organizations have organized training courses for their staff to upgrade their knowledge and skills. As a result, the study sought to analyse the impact of training on the performance of workers in Ghana. The population comprisespersonnel of Community Water and Sanitation Agency (CWSA), Kumasi. The sample size of the study was 60. The study found that technology and time were the two key factors that influenced the transfer of information acquired through training. The study identified a significant relation between training and its effect on the performance of workers. The analysis of the findingsconfirmed that the workers atCWSAreceived quality and appropriate training as the respondents themselvestestified that the type of training given them made them efficient and effective in their various areas of operation. It is strongly recommended that the impact of training on employee performance be maximized by explaining the training's intent to them, emphasizing the benefits of the training, and providing the tools and opportunities for them to practice and apply the knowledge and skills they gain.

I.   INTRODUCTION

Training is a tool that must be managed appropriately if its value is to be realized(Shuibin, Benjamin and Naam, 2020). Training is the organized and structured use of instruction programs to facilitate learning, which includes the standardized method used to impart information and assist people in acquiring the skills they need to perform job well(Tetteh *et al.*, 2017).Therefore training makes employees more efficient since it aims at introducing a planned change in the individual so as to correct any deficiency in the employee(Ampofo, Nassè and Akouwerabou, 2020).There are various types of training such as on-the-job training, coaching, induction, in- service training and others which are all meant to bring about change in participants' performance through improved skills, increased knowledge, changed attitudes, and ultimate change in behaviour.While commitment of company to employee training has a significant impact on retention and contributes to beneficial outcomes, the commitment of organization to training must be closely linked to suitable successful training strategies and implementation processes in order to achieve positive results (Karim, Choudhury and Latif, 2019).

Several organizations have organized training courses for their staff to upgrade their knowledge and skills(Ayeleke *et al.*, 2019). With several employees benefiting from such training courses the question that arises is how effective the training courses have been in contributing to the performance of beneficiaries? In many instances, the evaluation of training courses organized by the organizations have been limited to participants simply indicating their reactions to the content, duration of the training, and the manner in which topics covered were presented(Efobi and Orkoh, 2018). While these evaluations are important in providing immediate feedback on the extent to which the objectives of the training have been met, they do not offer adequate insight into the extent to which training has been useful in the work environment(Khan, Haleem and Kanwal, 2017). Limiting the evaluation to participants does not offer adequate insight into the extent to which training has been useful in the work environment. As a result many organizations end up wasting resources and the new trainees do not actually give of their best.

Follow up studies are necessary to provide assessments that show the contribution of training to performance on the job(Yozi, 2018). It will also give feedback information from former trainees and their

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supervisors on (1) how they have put their newly acquired knowledge and skills into practice and (2) whether the necessary tools and logistics were made available to them by their organizations after their training(Halawi and Haydar, 2018). All these would help identify ways to improve current and future training courses.Another problem of ignoring evaluation is that the training loses its value. If the training staff fails to obtain the feedback on the activities of the trainees, there is no way they will know and rectify the situation if the training falls short of what is required(Sisyuk, 2018). Training is an investment of time and effort and it is important to ensure that it is productive in terms of improved performance(Asogire, 2020). The manager who releases an employee for training should always concern himself/herself with how the time is spent and to what extent the objectives are met. If the training falls short of what is required, the time to find out about it and take action is immediately after the event(Abugre and Anlesinya, 2020).This is the only way that training can be effective and worth pursuing.

Again, failure to do follow-up will result into a waste of valuable resources. It will also mean that the training is forgotten and ultimately proves abortive. The added penalty is the adverse effect on moral when enthusiastic employees find that theirnew skills are not being used(Segbenya and Berisie, 2020). Training is one of the leading measures to increase the skill level of the workforce and for that matter, follow-upis necessary, contrary to other school of thoughts who are not sure whetheror not training has made any difference or whether or not specific performance problems can be solved through training(Garaika, 2020). It is upon these conflicting views that the researcher chose CWSA to find out whether or not training actually transfer to skill. The study of training is important because of its effect on the performance of workers. The study will provide feedback information to training administrators, employers, policy-makers for the improvement of the programme and for evaluating training course at the organizational level.

Again it will serve as a reference material for the other researchers on water related problems. The objectives of the study are; to determine if the type and quality of training is appropriate to trainees and their institutions, to determine if there is a change in trainee competence after training, to determine if training has led to improvement of employee performance in the organization, to identify any constraints and enabling factors to the use of knowledge and skill within the organizational context, to make necessary recommendations on how training can be used to improve the performance of employees.The outcome of the study would lead to better performance and make the training programme more effective as it is going to make the training very relevant.

II.   METHODOLOGY

The researcher used research design, which involved a descriptive survey, by asking questions through the use of questionnaire(Grace-martin, Gay, and Ph, 2014). As a result, the significance of studying variables in their natural context has been emphasized.In view of this; qualitative research paradigm will be used as a research design for this study. Qualitative research methods rely deeply on in-depth interviews and detailed observation, which yield results of non-numerical.Moreover, qualitative research is frequently performed in natural context, with no effort to influence the conditions or context within the research settings causing the word "naturalistic research" to be used to define this process. The descriptive survey provide the researcher with a large amount of data from a great number of people in a short timeand hence the researcher's intention to use it(Grace-martin, Gay, and Ph, 2014). The interpretation and analysis of data collected were descriptive and interpretative in nature which resulted in categorizing the data to identify the problems of the study. The challenges in this form of study comprise making sure the questions are straightforward and not vague, getting participants to reply questions honestly and thoughtfully, and having an adequate questionnaires returned and completed so that the data collected can be analyzed meaningfully. The researcher, on the other hand, took the necessary steps to mitigate the difficulties.

Research Population

In conducting the study, the researcher focused on personnel of Community Water and Sanitation Agency (CWSA), Kumasi, as the case study because the workers undergo a lot of training from time to time and the researcher wanted to find out if these trainings were being transferred on the job and its effect on performance. The study involved both junior and senior workers at CWSA. Sixty workers being the total workforce were sampled for the research.

Research Instrument

Among some of the instruments the researcher used in this very piece were questionnaires, interviews and observation(Asih, 2019). Respondents were able to provide the study with the information they needed,in view of the questionnaire administered. It comprised of 34 items, and was divided into three sections, with the first relating selected personal and school related characteristics, the second section was based on the type of training received and the final section was on the use of training at the workplace(Yukselturk & Altiok, 2017;Mohamed, 2019). For the purpose of this study, the researcher used the close-ended type of questionnaire

just to facilitate the work for the respondents. Covering notes were attached to assure respondents of confidentiality since the questionnaire was for the purpose of research work. The interview took the form of prolonged observation, probing questioning and sometimes participation and discussion on activities at the workplace. The main purpose was to find out about the value and effect of training which is always recommended as an antidote for stale workers.

Validity and Reliability

A number of data collection instruments were used as basis for testing to ensure that the data collecting instruments were-valid and reliable. The researchers examined the method by which the data was collected and tried to ascertain their credibility to avoid inconsistencies and inaccuracies. This they did by participating in social interactions and observations of the workers to find out whether the instrument could help achieve the intended objectives.The validation and reliability of the instrument were reinforced when the pre-test revealed a situation where the researchers' assessment involved looking at who was responsible for operatinga particular machine with much ease and enthusiasm. Through interactions, the person revealed that before the training, she could not handle the machine with confidence and was wasting a lot more time before getting a piece of work done. However, the situation changed when she attended a training course where she was taught how to handle the machine with ease and was happy the training had been a lot of benefit to her and her employer. If training needs isassessed, the result is always positive, as confirmed by this worker to ascertain the degree of the measure used in accurate for the researchers' specific purpose.

Data Collection Procedure

An introductory letter was obtained by the researcher from the School of Business and presented it to the Heads of the three utility institutions mentioned earlier in order to facilitate the researchers' study. The researcher gave the questionnaire to the respondents by hand after explaining to them that the study was solely for academic purposes and that their answers would be kept confidential.

Data Analysis Procedure

The researchers analyzed the data by using both descriptive and inferential statistics. Each questionnaire was coded to facilitate analyses. For research question 1, the researchers counted the number of respondents who were male and female. Each column of the coding sheet therefore represented a question with the answers to each question given specific codes e.g. 1 = Yes, 2 = No etc. All the responses were therefore manually entered on the coding sheets after the number of responses and the percentages were calculated. The Statistical Package for Social Sciences (SPSS) was used to facilitate the computation of data into frequencies and percentages for the analysis.

III. RESULT AND DISCUSSION

Characteristics of respondents

The sex, age, highest level of education, and the number of years that the respondents have worked in their organization are in Tables 4.1 and 4.2 as well as Figure 4.1. The male respondents outnumbered the female. Most of the respondents were in the age group of 41-50 and the least in 51-60 (Table 4.1).

Table 4.1: Sex and age distribution of respondents

Sex of Respondents	Frequency	Percentage
Male	35	58.3
Female	25	41.7
Total	**60**	**100**
Age Group (Years)	**Frequency**	**Percentage**
18-30	11	18.3
31-40	13	21.7
41-50	27	45.0
51-60	9	15.0
Total	**60**	**100**

Source: Researcher's Field Work

The caliber of human resource that was used for the study is high with the majority having attended university (Table 4.2). Majority of the respondents had worked at CWSA for 16 years and above which gives the indication that they are very much committed to the organization.

Table 4.2: Highest level of Education and the Number of Years that Respondentshave worked at Community Water and Sanitation Agency (CWSA)

Highest Level of Education ----------------	Frequency	Percentage
University	50	83.3
Polytechnic	5	8.3
*GCE O/A Level, SSCE	5	8.3
Total	60	100
Number of Years at Work (Years)	**Frequency**	**Percentage**
1-5	3	5.0
6-10	5	8.3
11-15	7	11.7
16 and Above	45	75.0
Total	**60**	**100**

*GCE - General Certificate of Education, Ordinary (O), Advanced (A) Level, SSSCE - Senior Secondary School Certificate Examination.
Source: Researcher's Field Work

4.2: Training of Respondents: Selection for Training, Type, Level and Duration of Training

All the respondents were given some form of orientation when they were employed in a form of formal orientation where a group of people took turns to brief them on the organization for a number of days (Table 4.3). All were trained at their workplace with a few being given training at international centres in addition to the local training. Studies supported this assertion that training is an important efforts of companies to enhance quality, meet the global competition demands, use emerging technology in manufacturing services and goods, and capitalize on diverse workforce strength(Khan, Haleem and Kanwal, 2017). Majority of the respondents said the training met their expectations and therefore could handle their tasks professionally while the minority indicated that the training was either too elementary or difficult for them. All the respondents were given one form of training or another as studies revealed that the purpose of training is for workers to learn the behaviors, skills, and knowledge highlighted in training programs and employ them to the activities of the company(Efobi and Orkoh, 2018).

Successful companies understand that workers are their most important asset, hence the need to invest in their training(Abugre and Anlesinya, 2020). Approximately 92 percent of participants said they were chosen for different training through Analysis of Training Needs, while 8 percent said it was a prerequisite that they should be educated, so no analysis of training needs was needed. A similar result was reported in the literature which argued that training needs analysis is very important as the effectiveness of the whole programme hinges on the needs identified which would further clarify or determine the type of training, the level of training required and the duration for the training programme(Yozi, 2018). Studies concluded that the dominant intent of training is to ensure that trainees achieve the competencies specified in the programme because it would be carried out only when it is needed (Garaika, 2020).

Table 4.3: The Type of Training Given to Respondents

Type of Training*	Frequency	Percentage
Workplace	60	100
International	8	13.3
Total	**60**	**113.3**
Did Training Meet Expectations?	**Frequency**	**Percentage**
Yes	51	85
Too Difficult	7	11.7
Too Elementary	2	3.3
Total	**60**	**100**

*The percentage total is more than 100 because of multiple answers (i.e. some respondents had both types of training).
Source: Researcher's Field Work

The greater proportion of the respondents described the level of training received as being just right with the rest describing it either too difficult or too elementary (Table 4.4). The response to the duration of training varied from too short to too long.

Table 4.4: The Level and Duration of Training Attended

Level of Training*	Frequency	Percentage
Too Elementary	2	3.3
Too Difficult	7	11.6
Just Right	51	85
Total	**60**	**100**
Duration of training	**Frequency**	**Percentage**
Too Short	5	8.3
Just Right	53	86.7
Too Long	3	5
Total	**60**	**100**

Source: Researcher's Field Work

About 92 percent of the respondents went back to their previous jobs as they were meant specifically for their assigned task. The minority (8.3%) who did not go back to their previous job indicated that they were either promoted or given different schedules or were re-assigned to other duties.

4.3 Contribution of Training to Change in Knowledge, Confidence and Attitudes
All the participantsspecified that their confidence level increased after the training. The relative contribution of training to change in the knowledge and attitudes of respondents are in Table 4.5. It has also been confirmed when a manager was interview to describe the confidence and attitudes level of the trainees after their training. The manager commented that the workers exhibited confidence in the discharge of their duty with fewer mistakes and that delegated assignments/tasks were also carried out diligently. However, a smaller percentage of participants said that training had no impact on their attitudes and knowledge. In every situation, the majority of respondents said that training had a significant impact on their attitudes and knowledge (Table 4.5).

Table 4.5: The Contribution of Training to Change in Knowledge and Attitude

Contribution	Frequency	Attitude (%)	Knowledge (%)
Little	2	3.4	3.4
Much	8	13.3	13.3
Great	50	83.3	83.3
Total	60	100	100

Source: Researcher's Field Work

4.4**: Method of Monitoring and Evaluating of Training**
The respondents indicated that the observations, interviews, and questionnaires were the three main instruments used to evaluate and monitor the training (Table 4.6). From the responses, there was no striking preference for any of the methods for evaluating the training offered the respondents. However, in interview, few of the respondents indicated that in addition to the three methods mentioned, on-the-job assessment, reports and appraisals were also used to monitor and evaluate the training.

Table 4.6: Monitoring and Evaluation of the Training

Method of Monitoring	Frequency	Percentage
Questionnaires	19	31.7
Interview	20	33.3
Observation	21	35.0
Total	**60**	**100**

Source: Researcher's Field Work

4.5: Sharing of Knowledge Gained
Only one respondent indicated that he did not train anybody after training while others trained either their subordinates or colleagues. Forty per cent said they trained their colleagues and 60% indicated that they

trained both their colleagues and subordinates. However, 5% showed that they shared their experience with their superiors. Nearly 82 percent of the respondents strongly agreed that their resultimproved after undertaking training. This finding was corroborated when a manager, during interview described the output of the trainees' as better quality work/service, less supervision or sometimes without supervision, whilearound 18 percent said they slightly agreed. The two main factors that affected the transfer of knowledge gained from training were time and technology (Table 4.7). Minority of the respondents said a combination of technology, time, logistics and finance were the factors that affected their ability to transfer the knowledge they gained from training to other people. In an interview with the HR manager to comment on any enabling factors that were noticed to be helping in the effective application of the training, the answer was financial motivation in the training programme like money for transport and travelling and study allowance; encouragement from management to put their newly acquired knowledge into practice, prospect of promotion and higher placement in the organization after the training as well as increased salary. It is noted fora fact that one is happy to repeat certain action if the person is given the chance to believe in his or her own capabilities to organize and perform the courses of action needed to achieve a given attainments(Ampofo, Nassè and Akouwerabou, 2020).

Table 4.7: Factors Affecting Transfer of Knowledge Gained from Training

Method of Monitoring	Frequency	Percentage
Technology	40	66.7
Time	11	18.3
Logistics and Finance	9	15.0
Total	**60**	**100**

Source: Researcher's Field Work

4.6: Contribution of Training to Change in Knowledge, Confidence and Attitudes

The study showed that the confidence level of all the respondents was increased after training. Past studies testified to the assertion that when employees are trained their sense of belongingness is increased and they are likely to be committed as exhibited by CWSA workers(Ayeleke *et al.*, 2019). An interview also confirmed Ayeleke *et al.* assertion as a manager revealed that the trainees' now felt part and parcel of the organization as there were opportunities available for them for promotion. Fewer respondents however, said that training had no impact on their attitudes and knowledge. In every situation, the majority of participants said that training had a significant impact on their attitudes and knowledge. Training is a planned practice on the part of the company aimed at enhancing work, knowledge and skills or modifying employee attitudes and behaviors in ways that are compatible with the organization's objectives and job requirements(Sisyuk, 2018). Sisyuk'srecognition of training as the tool for equipping employees with right skills and attitudes is in tandem with CWSA as the respondents confirmed that the level of their knowledge, attitude and confidence increased after receiving training.

4.7: Method of Monitoring and Evaluating of Training
4.7.1 Reasons for Training Evaluation

Organisations have made significant investments in training and education, and they see training as a successful strategy. They expect measurable training results and training programs to help them achieve a competitive edge over their competitors. These are some of the reasons why preparation must be measured:
(a) To assess the program's advantages and disadvantages.
(b) To determine whether the program's material, structure, and administration aid in learning and the application of training content on the job.
(c) To assess which trainees benefited the most and which trainees benefited the least from the program.
(d) To measure the programs' financial benefits and expenses,
(e) To compare the benefits and costs of training to investments of non-training.
In this study, the respondents showed that their trainings were evaluated indicating that CWSA took the training programmes for their staff seriously. It was suggested that the assessment phase is very useful for reporting back to the company any obstacles that might be preventing workers from putting what they've learned on the program into practice(Halawi and Haydar, 2018). His concern was that a company that had invested in employee preparation but still set unrealistic deadlines would need to make further adjustments. He went on to say that companies would expect the training provider to solve all of their issues by providing new skills that workers can use and highlighting new ways of working; however, the company must take responsibility for transforming a stressful atmosphere.

4.8: Problems in the workplace that inhibit training from being transferred:
The following were identified as barriers to training transfer
(i)   Where the trainee's working conditions make it impossible for him or her to put their skill, and new knowledge acquired to use
(ii)   Time constraints
(iii) Inadequate facilities
(iv)   Few ways to put skills to use
(v)   Insufficient budget
(vi)   Inadequate manager and peer support
(vii) Discouragement of using new skills and knowledge on the job
(viii) When training is viewed as a waste of time and money.
(ix)   Do not consider training-related ideas or suggestions.
(x)   Do not talk about educational opportunities.
(xi)   Disapprove of the application of skills acquired through preparation
(xii) Let people know that preparation is a waste of time
(xiii) Reluctant to provide trainees with input and reinforcement in order for them to use training material.
(xiv) A lack of management support undermines preparation and limits opportunities to apply new behavior, abilities, and knowledge.

Forty per cent of the respondents in this study said they trained their colleagues and 60% indicated that they trained both their colleagues and subordinates. This is an indication that in CWSA, many of the obstacles that inhibit the transfer of knowledge after training were absent. This goes to confirm how much importance CWSA placed on the result of training.

IV.   CONCLUSION AND RECOMMENDATION

Training is a tool that must be managed appropriately if its value is to be realized. Several organizations have organized training courses for their staff to upgrade their knowledge and skills. Company commitment to training for its employees positively affects retention and leads to desirable outputs, to have positive results, organizational commitment to training must tie closely to appropriate effective training methods and training delivery mechanisms. Meanwhile, studies on training and performance of workers in Ghana are limited. To bridge the gap in literature, the study sought to analyze the impact of training on the performance of workers in Ghana. In conducting the study, the researcher focused on personnel of Community Water and Sanitation Agency (CWSA), Kumasi as the case study because the workers undergo a lot of training most of the time and the researchers wanted to find out if training was being transferred on the job and its effect on performance. The study involved both junior and senior workers at CWSA. Sixty workers being the total workforce were sampled for the research. The study identified a significant relation between training and its effect on the performance of workers. The analysis of the findingsconfirmed that the workers atCWSAreceived quality and appropriate training as the respondents themselvestestified that the type of training given them made them efficient and effective in their various areas of operation.

The second objective of the study has also been determined to be right as the respondents justified that there was a change in their competence after training. Training indeed made the workers at CWSA effective and efficient in the discharge of their duties.

Recommendation
The following recommendations are made by the researcher:

It is strongly recommended that employees' readiness for training could be maximized by communicating the purpose of the training to them, highlighting the benefit of the training to them, providing the necessary resources and information about the training as well as showing the link between employees' skills and training content, and providing opportunities for practicing and applying skills.Training Needs Analysis must be used, as it reveals performance gap and identifies exactly the dimensions of the problem and whether or not the problem can be solved by training. Therefore, for effective training to take place, it is important to determine whether training is necessary.Top Management must show interest and support employees' willingness to participate in the training and assume responsibility for outcomes or good result.

In the same vain, the work environment must be conducive enough to facilitate learning as it plays an important role in ensuring that transfer of training occurs as employees have the right to be provided with feedback and showing the training success of their peers.It is also imperative to identify qualified trainers and determine their occupational and educational background in terms of who teaches what, how, when, where and at what expense as well as assessing the infrastructure, learning and teaching facilities such as tools, equipment, type of materials needed and their cost. The training providers could also conduct a follow up evaluation of

trainees by going to the work places to find out if they are applying what they were taught. This will go a long way to instill confidence in the managers that the training providers also have the interest of the organizations at heart and not just to make money out of them.Ghana believes that its human resource is the engine for growth; a weak, unskilled and untrained labour force cannot be a good engine. It is therefore expected that a further research into how the various types of training tools could be used to sharpen the skills of the nation's workforce would go a long way to empower and enhance productivity.

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