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**THE IMPACT OF EMPLOYEE TRAINING AND DEVELOPMENT ON ORGANIZATIONAL PRODUCTIVITY IN A DEVELOPING
COUNTRY: A CASE STUDY OF DECATHLON GHANA**

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ABSTRACT

Training has become essential in today's evolving and competitive economies, such as Ghana's. The human capital of a company sets it apart from a good one. Excellent human resource development and training benefits organizations both now and in the future. An overview of the literature on the effects of training and development on worker productivity is provided by this study. Employees often become absolutes as a result of organizational, technological, and social dynamics, thus it is crucial to adapt to ongoing skill and knowledge development. As a result, firms must effectively manage training and development programs if they want to maximize their return on investment. Training and development help to create human capital. Consequently, training and development are critical to a company's employee productivity.

KEYWORDS

Business, competitive economy, development, employee, human capital, investment, organization, productivity, training.

INTRODUCTION

In today's fast-paced, competitive economy, training has become a policy speech. A great organization differs from a good one in its human capital. Organizations that engage in excellent human resource training and development see immediate and long-term results. The importance of training and development on employee productivity is examined in this study. Because of the organizational, technical, and social dynamics, employees tend to become absolute, necessitating the need to adapt to continual learning and upgrading of skills and knowledge. As a result, efficiently managing training and development programs is critical for firms to get maximum returns on their investment. It is therefore imperative to understand the effectiveness of training and development of employees on organizational or employee productivity.

RESEARCH BACKGROUND

Training in the physical, social, intellectual, and mental domains is crucial for enhancing not just an organization's level of production but also its workforce's growth.

The ability, skill, understanding, and information that every person needs to have in order to function successfully and efficiently is known as knowledge, on the other hand.

Businesses must place a strong emphasis on human capital as they fight to thrive in an unpredictable, dynamic market in order to be competitive and financially sustainable.

However, there are other factors that affect how well an organization performs. For instance, it has to have productive (i.e., effective and efficient) workers.

In addition, organisations that set themselves apart based on their human capital—which includes immaterial traits like staff expertise, aptitude, and drive—are increasingly seeing it as a crucial distinction in order to remain competitive. Employers should thus look for candidates who can adjust to a fast-paced, dynamic workplace.

Businesses in the United States spend more than \$126 billion annually on worker training and development, according to Paradise (2007). In a situation when there is a lot of uncertainty, businesses with business and market information consistently outperform those without it (Jelena 2007).

Knowledge is becoming essential capital as a result, which spurs economic progress. Thus, the people who create and function inside an organisation are crucial to its efficacy and success. Employees must so get the relevant skills and information in order to carry out their jobs and meaningfully contribute to the fulfillment of the organization's goals. Organizations must have training and development programs in place for all employee levels in acknowledgment of this fact. At all levels of the company, training and development are crucial since skills degrade and become outdated over time and must be refreshed (Nishtha and Amit, 2010).

RESEARCH QUESTIONS

In the course of the research, the following questions were posed and answers were found to them:

1. What are employees' perspectives on training and development?
2. What effect does training and development have on employee productivity?
3. What steps have been taken to improve employee training and development?
4. How can employees be encouraged and motivated to constantly improve their knowledge and skills?

SIGNIFICANCE OF THE STUDY

The findings of the study will provide guidance to diverse firms on how to successfully use Training and Development to increase employee and organizational performance. The study will also include recommendations that will aid in the improvement of how individual organizations run their training programs.

METHODOLOGY

Employees of Decathlon Ghana were considered as the population for this research. To study the impact of training and development on employee productivity, a questionnaire was developed and filled out by a hundred people aged 25-45 years. There were sixteen (16) women and fourteen (14) men among them. Despite being very busy, all these people participated in the survey with great desire, answering the questions asked. The method of correspondence questionnaire was chosen for the study. The questionnaire includes an introductory part, which is aimed at encouraging the respondent to answer questions; it concerns perspectives on training and development in general.

The questionnaire contains a preamble-instructional section, the importance of which should not be underestimated. In the conditions of correspondence communication with the respondent, the preamble is a necessary means of motivating the respondent to fill out the questionnaire, forming his attitude to the sincerity of the answers (Maurya, 2020). The central part presented various types of questions aimed at identifying the impact of employee training and development on employee productivity. The data was collected through face-to-face meetings, telephone, and online conversations at people's workplaces. Pie charts and bar graphs were used to analyze the data, which show the percentage of different answers to questions. According to the research program, the questionnaire is offered to be filled out by the participants of the group that corresponds to the sample. Each group member filled out the questionnaire individually and personally.

2.0 LITERATURE REVIEW

The main goal of this is to review existing relevant literature and to indicate where this study fits into debates on the subject. It includes a theoretical framework as well as an empirical review of the literature.

2.1 THEORETICAL FRAMEWORK

To explain the importance of training practices to organizational performance, the researcher reviewed three of the most widely referenced theories about training and the learning process. These theories are reinforcement theory, cognitive theory, and social learning theory.

2.1.1 REINFORCEMENT THEORY

Learning is deemed to have occurred in this theory when learners demonstrate appropriate reinforcement of an association between a certain response and a stimulus (Smith & Ragan, 2005). McKenna and Beech (2006) emphasized that reinforcement of what has been learned is necessary to increase trainee performance. It has an impact on the likelihood of repeating certain responses. This can take the form of feedback, in which learners are given responses to their progress and accomplishments during the training process. According to Banaji (2011), positive reinforcement theory proposes that for trainees to acquire knowledge, change behavior, and improve abilities, the trainer must first determine which outcomes the learner finds particularly good favorable, and unfavorable, and afterward link those outcomes to the training methods.

This theory believes that for training to increase employee performance and, as a response, to the organization's performance, relevant feedback must be given to employees during the training process. This will assist individuals in gaining the necessary knowledge to improve their performance on the job.

2.1.2 COGNITIVE THEORY

Cognitive theory, according to ASTD (2012), is a learning theory that examines how ideas, feelings, and social interactions influence the learning process. It focuses on the cognitive process that employees go through when learning something new. By intently observing someone else's actions, one can learn behaviors or talents. According to McLead (2012), on-the-job training approaches allow individuals to build conceptual understanding, skills, and techniques for interpreting data and solving problems. This theory is relevant to this research because it explains what happens in employees' minds as they learn. This will assist the company in developing relevant training programs to enable employees and the company perform better.

2.1.3 SOCIAL LEARNING THEORY

The value of monitoring others' behaviors, attitudes, and emotional reactions is

emphasized in this theory. It means that humans learn through observation (Bratton, 2007). Observation allows people to understand the effects of other people's actions, allowing them to get a sense of what might happen if they act in a certain way (Alkelabi, Jehanzaeb & Ahamad, 2012). The theory of social learning gives useful knowledge that is directly related to organizational training techniques. It stimulates training practices to adopt methods of training that enable trainees to apply the knowledge and skills learned during training to their daily work duties.

2.2 CONCEPTS AND DEFINITIONS

A company's success depends on well-trained employees. Employees who have undergone comprehensive training and development have been demonstrated to be the most successful and productive employees. Even when employees are carefully chosen, according to Dessler (2008), this does not guarantee that they will perform at a level that is absolutely acceptable. This is because, while a person's potential to perform is one thing, actually performing is another, and thus an employee with a high potential to perform may not be able to execute his job if he does not receive training and development.

2.2.1 EMPLOYEE TRAINING

Organizations adopt training and retraining techniques as a way to give development and improve the quality of new and existing employees in a systematic method.

According to Khawaja and Nadeem (2013), training is defined as a systematic method to learning and development that improves individual, group, and organizational performance. It must therefore be understood that it is the organization's series of activities that lead to the acquisition of information or skills for the aim of growth. As a result, human capital, organizations, and society as a whole benefit from it positively. According to Manju & Suresh (2011), training is used to increase the quality of an organization's goods and services in the face of fierce competition by improving employee technical skills.

2.2.2 EMPLOYEE DEVELOPMENT

The term "development" refers to activities that lead to the acquisition of new knowledge

or abilities in order to advance. Employee development programs are provided by companies to help employees improve their skills. In the current corporate environment, employee development is becoming a more vital and strategic necessity in firms (Sherilynne 2007). Hence, firms must engage in periodic and continuous employee development in order to preserve employees and achieve organizational success (Khawaja & Nadeem 2013).

2.2.3 EMPLOYEE PRODUCTIVITY

According to the Oxford lexicon (2007), productivity is the efficiency with which things are produced. Employee productivity, on the other hand, is a metric for calculating output per unit of input. It's the total number of employees divided by net revenue (Rohan & Madhumita 2012). Thus, the overall industrial productivity of employees might be determined.

2.2.4 EMPLOYEE TRAINING AND EMPLOYEE PRODUCTIVITY

Organizational productivity has benefitted immensely from employee training. Not only did it improve employees' resourcefulness, but it also allows them to virtually learn their tasks and perform more competently.

As a result, not only will employee productivity rise, but so will organizational productivity. Various studies show that training has a positive impact on staff productivity. Training is one of the most often used strategies for increasing individual productivity and communicating organizational goals to employees (Ekaterini & ConstantinosVasilios, 2009). According to Rohan and Madhumita (2012), investing in employee training in decision-making, teamwork, problem-solving, and interpersonal interactions has a significant impact on the firms' capacity to grow as well as employees' behavior and working skills are affected through training, which leads to improved performance and positive changes (Satterfield & Hughes, 2007). The most successful method of motivating and maintaining high-quality human resources inside an organization is through training (Kate Hutchings, Cherrie J.Zhu, Brain K, Cooper, Yiming Zhang & Sijun Shao, 2009). Training, according to Lowry, Simon, and Kimberley (2002), is a step towards increasing staff commitment and maximizing employee potential. Training, according to Konings &

Vanormelingen (2009), Colombo & Stanca (2008), and Sepulveda (2005), is a tool that has a significant impact on the achievement of an organization's goals and objectives. However, every organization's ultimate purpose is to maximize profit and create high revenue, and an efficient and effective workforce is a critical element in achieving this.

3.0 ANALYSIS OF DATA AND INTERPRETATION

Human Resources, as previously indicated, is a critical component of any organization; without it, all corporate investments would be wasted. Human Resource Management is an ever-present requirement that cannot be overstated. Organizations train and develop their existing staff on a regular basis to enable them to adapt to shifting trends over time.

Every organization, large or small, requires effective human resource training and development to assess employee perceptions on the relevance of training and development.

The study is based on the employees of Decathlon Ghana.

A sample size of thirty (30) employees drawn from Decathlon Ghana was used for this work

DURATION OF EMPLOYMENT TABLE 1

NUMBER OF YEARS SPENT AS AN EMPLOYEE

DURATION	NUMBER OF RESPONDENTS	PERCENTAGE (%)
0-5 years	5	16.7
6-10 years	11	36.7
11-15 years	4	13.3
16-20 years	7	23.3
Above 20 years	3	10
Total	30	100

Source: Field survey (2022)

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Table 1 shows the length of time the respondents have worked in the organization. Five (5) respondents have worked between 0 to 5 years with seven (11) working between 6-10 years, four (4) of them have worked between 11-15 years, and seven (7) of them between 16-20 years and 3 respondents working for more than 20 years representing 16.7%, 36.7%, 13.3% and 23.3% and 10% respectively.

Information on training and employee productivity

Table 2 shows whether respondents are aware of any training programmes organized by the organization. Thirty (30) of the respondents, that is, 100% of them said they are aware of training programmes organized by the organization.

Table 2

AWARENESS OF TRAINING PROGRAMMES BY YOUR ORGANIZATION

AWARENESS	NUMBER OF RESPONDENTS	PERCENTAGE
Yes	30	100
No	0	0
Total	30	100

Source: Field survey, (2022)

PARTICIPATION IN TRAINING

Table 3 Participation in training by your organization

PARTICIPATION	NUMBER OF RESPONDENTS	PERCENTAGE
Yes	30	100
No	0	0
Total	30	100

Source: Field survey (2022)

Data from table 3 above shows whether respondents have participated in any form of training since joining the organization. All thirty (30) respondents, representing 100% of respondents, said they have participated in trainings since they joined the organization.

NUMBER OF TRAININGS

Data in figure 1 illustrates the number of times respondents attended training programmes since joining the organisation. From the data, four (4) out of thirty (30) respondents have attended training once, eight (8) respondents have attended training twice whiles eighteen (18) of them have attended training several times since joining the organizations.

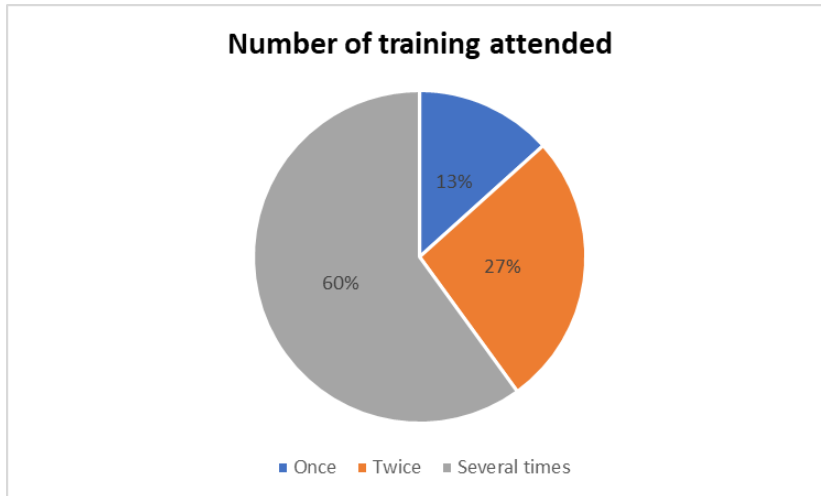


Figure 1: Number of times respondents attended trainings.

TRAINING OBJECTIVES

Figure 2 shows data on the objectives of trainings attended by respondents since joining the organizations. Out of the thirty (30) respondents, eleven (11) attended trainings to acquire new skills while nineteen (19) attended trainings geared towards improving their performance.

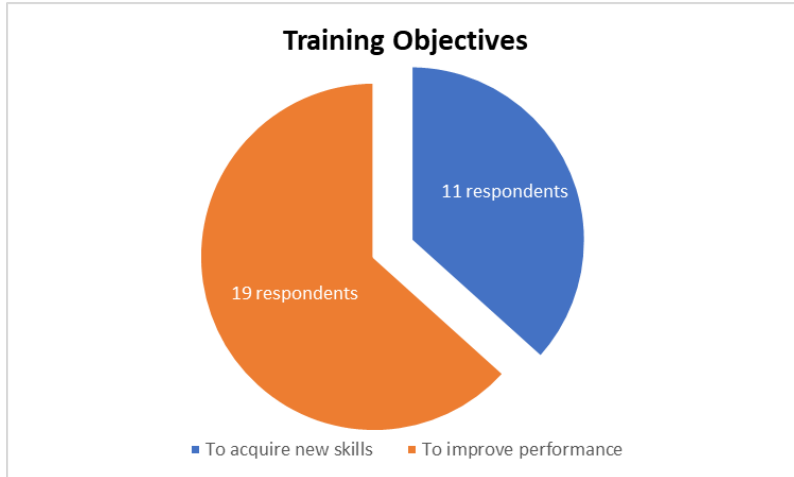


Figure 2: Training objectives.

IMPACT OF TRAINING ON PRODUCTIVITY

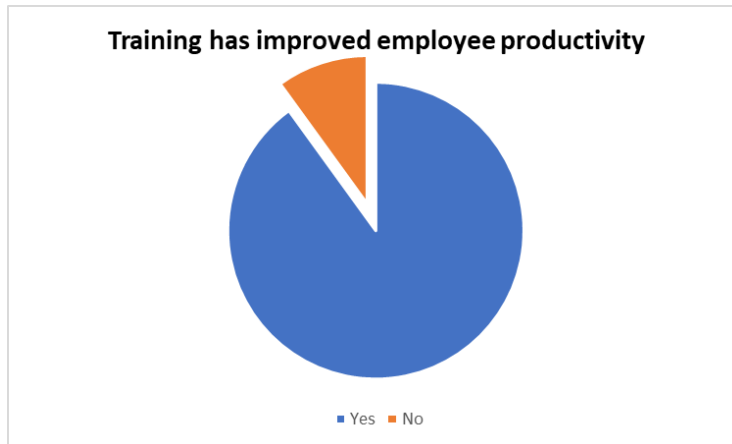


Figure 3: Training has improved employee's productivity

Figure 3 illustrates the assessment of whether training has improved the productivity of respondents since they joined the organization. Majority of respondents numbering twenty-seven (27) making up 90% believe that training has helped improve their productivity since they joined the organization. Three (3) making up 10% however do not believe that training has helped improve their performance since joining the organization.

TRAINING AND EMPLOYEE DEVELOPMENT

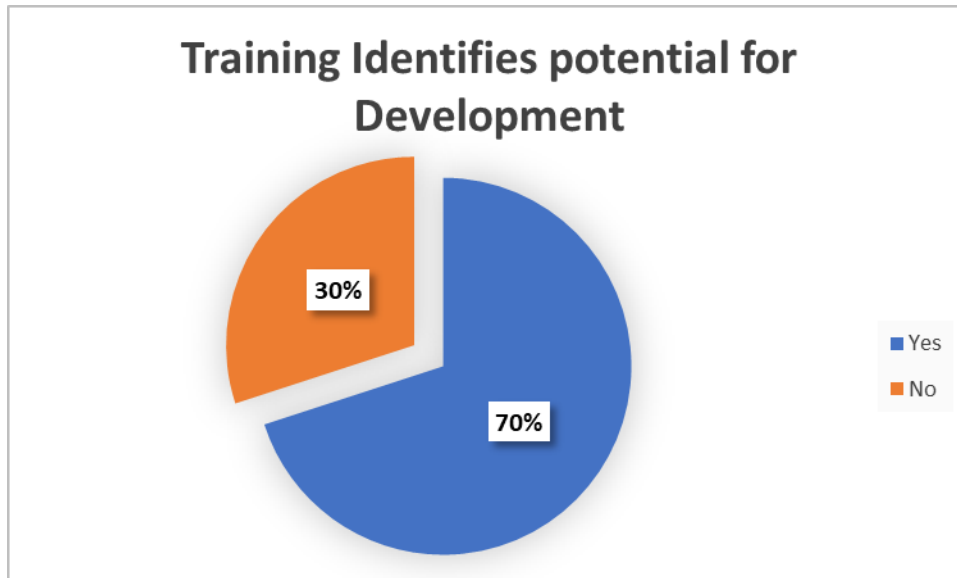


Figure 4: Training identified potential for further development

Figure 4 shows the response of respondents on whether trainings have offered them the opportunity to identify hidden potentials in them for further development. Seventy percent (70%) of the respondents agreed that the trainings have offered them the opportunity to identify some potentials in them which they intend to develop further. Thirty percent (30%) of them however said they have not identified any potential for further development as a result of the training they have had since joining the organisation.

TRAINING AND DEVELOPMENT AND INCREASE IN PRODUCTIVITY

The chart in figure 5 illustrates the extent to which training and development has led to an increase in productivity in the organization of the respondents. Twenty (20) out of the thirty (30) respondents believe that training and development, to a large extent, has increased productivity in the organization. Eight (8) of them believe it has led to an average increase in productivity while two (2) of them think there have only been a small increase in productivity as a result of training and development.

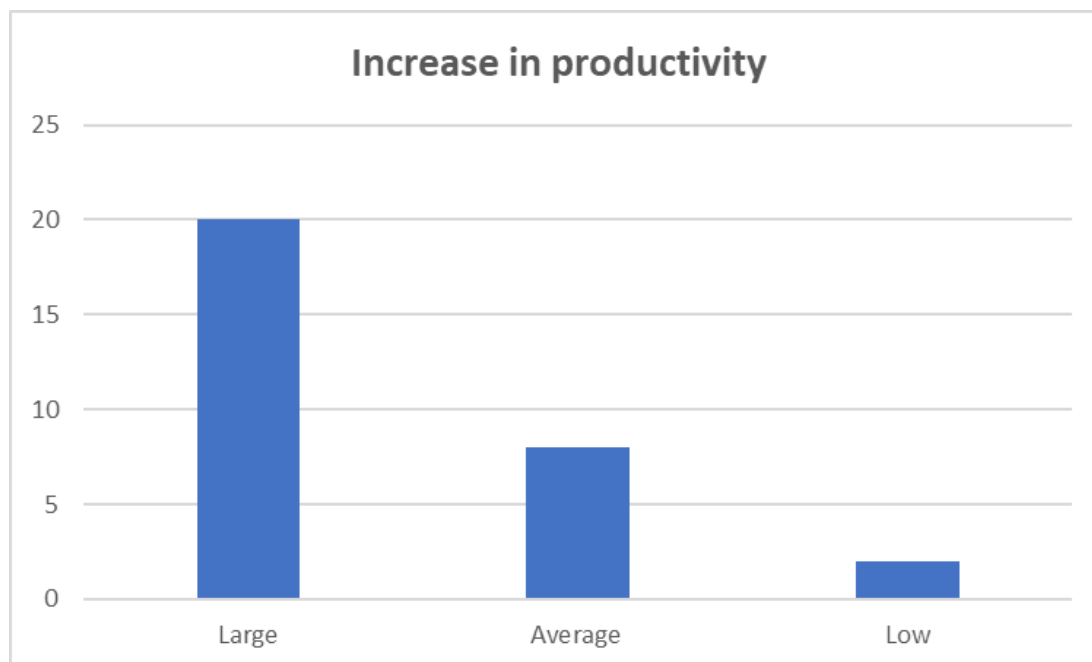


Figure 5: Increase in productivity

4.0 CONCLUSIONS

According to the findings, the influence of training and development in Ghanaian firms was mostly focused on providing learning and development opportunities for employees as well as improving knowledge and skills at all levels of the organization.

In addition, the research shows that proper training and development of employees can lead to efficient execution of job duties; nevertheless, improper training and development of personnel can equally lead to underperformance of job functions.

Summarily, employees' productivity, as well as the organization's, is eventually improved through training and development. Employee development is the key to long-term organizational success. Employees that can quickly adjust to a constantly changing global market are essential for organizations. In order to retain employees and be successful, businesses must spend in continuous employee training and development. Those organizations who can learn and adapt to changes faster than their competitors will thrive in this century. Training improves employees' initiative and job quality,

allowing them to be more devoted to the organization's aims and objectives and, as a result, increasing their effectiveness.

RECOMMENDATION

It is recommended that organizations prioritize employee training and development in order to get the most out of their personnel while also increasing productivity. These trainings could be in the form of seminars, workshops and conferences. When companies adopt this learning culture, they provide a wide range of training opportunities for all employees and set performance goals that instill in all employees the importance of continuous training and growth.

Employee training should be conducted systematically, where everyone involved is able to identify exactly what they lack as trainees, what skill is required, attitude towards work performance and productivity. If this is identified, a systematic training could be developed and geared towards achieving these results.

Training should also be such that it creates more opportunities for trainees through career planning and development. Organizational training should be planned such that it matches an individual's career aspirations with the opportunities available within the organization.

Finally, organizations should establish a policy for incentives associated with training when implementing proper training and development programs. Allowances, fringe benefits, recognition, admiration, opportunity for promotion, professional development, and consultation on critical problems are all examples of motivation. All these contribute to employee productivity by indirectly reducing absenteeism, accidents, employee turnover and even grievances because motivation brings morale and morale leads to job satisfaction subsequently leading to development.

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