

ECONS 472: LABOUR ECONOMICS II

RESEARCH PAPER

**ON THE JOB TRAINING AND SKILLS DEVELOPMENT IN  
GHANA**

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**This study is to explore related issues on-the-job training and skills development in Ghana in partial fulfillment of the requirement for the completion of LABOUR ECONOMICS II.**

## **ABSTRACT**

Training is one vital issue that every organization against all odds should face and seek to employ because of how valuable it is in ensuring that the human resource of the organization is well equipped with the requisite skills for the job. It is in this vein that the Ghana Labor ACT 2003, ACT 651 imposes responsibility on employers to train their employees and also charges employees to make themselves readily available for training. This study focused on on-the-job training and how it leads to skills development in Ghana. As such, the study specifically sought to find out the training policies and practices in Ghana, the effects of on-the-job training, the methods of on-the-job training, performance of companies that undertake on-the-job training, training needs and challenges limiting on-the-job training all in Ghana. To make the study more practical, a research was conducted at the Ghana Standard Authority (GSA) in order to estimate the impact of on-the-job training on skills development. An interview schedule was conducted in the said company to collect data. This served as my main instrument used to source for data from the respondents. The collected data was analyzed descriptively and quantitatively. Although I was unable reach my target population, the sample size was still quite large, and large enough to make the analysis reliable and accurate. It was revealed that the skills development of the employees have been developed over time through on-the-job training using a statistical approach. It was also revealed that training policies should be made highly accessible especially in the public sector and well enforced to ensure that top management and senior staff is committed to ensuring that trainees are well trained. It was recommended that on the job training should start from the inception of the employment of the worker. It was also recommended that there should be constant feedback from the trainees to the organizations to help the organizations improve on on the job training techniques.

## **CHAPTER 1**

### **1.0 INTRODUCTION**

In Sub Saharan Africa (SSA), youth unemployment is a very critical issue for governments mainly because the formal sectors in these countries are unable to generate employment and income opportunities, the loss of what Ronald Dore once referred to as real jobs (Dore, 1976). This prevailing problem has forced a great majority of all school leavers to enter the informal sectors in these economies. The growth of these informal economies has been quickened by the increased rate of rural-urban migration and enlarging labor force (Blunch, Canagarajah and Raju, 2001). This is evident in Ghana as well where about 80% of the workforce is employed in the informal sector for some of the above stated reasons and about 40% of the population was under 15years in 2003 ( UNDP, 2005), and each year about 300,000 youth exit lower secondary school, with a smaller proportion of them proceeding or climbing further, leaving a great number of these school leavers working in the informal sector for lack of quality education and skills development. It is important to note that failure to address these problems will have a far-reaching consequence for the economy and society. (Guarvello et al, 2005).

To fully understand what the concept of on the job training and skills development is and its related issues in Ghana, I first need to understand these basic terms. There are several definitions given in an attempt to explain in details the concept of on the job training. However, in a much broader sense, business dictionary defines on the job training as employee training at the place of work while he or she is doing the actual job. Usually, a professional trainer or in some cases an experienced employee serves as the course instructor using hands-on training often supported by

formal classroom training. On the other hand, skills development in simple terms means identifying your skill gaps and honing and developing these skills to ensure ones effectiveness in the job market.

This leads us to the relationship between on the job training and skills development. Irrefutably, two popularly known ways employees in the labor force can develop their skills are through education and training but the most practical way known is on the job training. This study will basically focus on the relationship between the two and the effect they have on the labor market in Ghana and the economy as a whole as well as other related issues and policies.

## **1.1 BACKGROUND OF STUDY**

A brief history on this study has shown that in the 1980s, the ILO highlighted the importance of training for the informal sector (cf. Fluitman, 1989; ILO, 1985; 1988; 1990). However, since 1990 and the World Conference on EFA, the attention of international development agencies has become increasingly focused on primary education, a focus that has become set in the time-bound targets of the MDGs. The focus on basic, and especially primary, education has contributed to the neglect of post-basic education and training (King and Palmer, 2006c; Palmer, 2005b; c; World Bank, 2004a). Interest in skills development has suffered as a result of the focus on other development goals (Fluitman, 2005).

Indeed, the international neglect of skills development in developing countries is underlined by its absence in the MDGs. Similarly, the neglect of skills development is seen in many poverty reduction strategy papers (PRSPs) where, as far as education and training are concerned, UPE is prioritized (Bennell, 1999; Caillods, 2003; ILO, 2003a).

Furthermore, Human resource is an indispensable part of any functional organization. The constant changes I see in the world over time makes it necessary to ensure that human resource has the necessary skill to adapt to the ever changing needs of the work environment. In Ghana, the Ghana Labor Act 2003, Act 651 makes it a requirement for employers to train employees and

entreats employees to make themselves available for training. Human capital development in Ghana is estimated to be quite low, to the extent that only about one of every four persons in the working age population has a secondary education or better (Baah-Boateng and Ewusi, 2013). This generally results in lack of depth for organizations in terms of employing the best of human resource in terms of quality. Apart from skills being in short supply, already existing skills possessed by human resource in various organizations are quickly becoming obsolete relative to work demands. This study seeks to ascertain the skill development policy that operates in Ghana. Due to the existence of an act of parliament that makes this a requirement, policy effectiveness is a main theme that will be assessed in this paper. Skills development as part of on-the-job training requires state level or organizational level policy in order to be functionally efficient. The study also aims at finding out the effects of on-the-job training on employee skills in development. Due to the lack of depth in skills possessed by an overwhelming majority of working age Ghanaians, the paper will examine how impactful on-the-job training is in equipping human resource with hands-on expertise within the job market. The paper will also make recommendations on how the training practices in Ghana can be improved to bring positive change within organizations.

## **1.2 PROBLEM STATEMENT**

It is very essential to mention that on the job training and skills development of employees at all levels within the various sectors of the economy are considered as an indispensable requirement necessary to ensure effectiveness and high level of productivity in the labor market. Practical observations and findings show that on the job training is one mode of training that provides an opportunity for employees and their trainers to build a good working relationship and have adequate period of time and contact. This is very helpful and establishes a healthy working environment especially in cases where the trainer is not just a professional but a supervisor to the employee.

However, the level of productivity to be achieved in any organization largely depends on the type of training and skills development program pursued by the organization which also depends on the goals and policy directions of the organization. The underlying problem is that the absence of on the job training and skills development has led to low level of knowledge and skilled personnel, inefficiencies and its consequent low level of productivity. Also, lack of systematic and comprehensive training, the absence of transfer of learning into practice, lack of funds to finance training requirements to mention but a few are some of the challenges associated with the implementation of on the job training and skills development in Ghana. Ghana also lacks formal employment prospects, due to poor training and skills development with about nine-tenths of the population working in the informal enterprise; farm and non-farm. It is worth mentioning that the government is however, increasingly seeing training in school, in short duration programs and on-the-job as a critical area.

Possible and relevant questions' emanating from this includes; do organizations benefit from on the job training? What are the challenges organizations face in implementing on the job training and skill development and why will firms invest much into on the job training and skill development? It is in my quest to find answers to these questions that has resulted in this study.

### **1.3 OBJECTIVE OF THE STUDY**

General objective is to ascertain the effect of on-the-job training and skills development of the employee in Ghana.

#### **SPECIFIC OBJECTIVES**

- To ascertain the training and skill development policy and practices operating in Ghana.
- To investigate the training and development methods in Ghana.

- To find out the effect of the on-the-job training on the employee skills development and performance in Ghana.
- To make recommendations on how the training practices in Ghana can be improved to impact positively on skill development of the worker.
- To access the training needs of employees in Ghana.

#### **1.4 RESEARCH QUESTIONS**

- What are the training and skills development policy and practices in Ghana?
- What are the methods involved in training and skills development activities in the Ghanaian Labour market?
- What are the effects of on-the-job training practices on skill development and performance in the Ghanaian labour market?
- How can the on-the-job training and skills development be improved to impact positively in Ghana?
- What are the training needs of employees in Ghana?

#### **1.5 SIGNIFICANCE OF STUDY**

Job requirements keep increasing rapidly and most jobs now are seriously undergoing technological changes and becoming more sophisticated hence, the need for organizations to take on the job training and skills development at heart so that their workers if possible can match up the rapidly changing trends. In this vein, it is imperative on organizations to take their training and skills development programs seriously so that they can at least recoup whatever they have invested in their workers overtime.

This study is linked to the research on On-the-job training and skill development in Ghana and will go a long way to reveal the training and skill development policies operating in Ghana and the training and development practices in Ghana. The research will again establish the effect of the on-the-job training on the employee skills development and performance in Ghana. The study also provides recommendations on how the training practices in Ghana can be improved to impact positively on skill development of the worker.



## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

According to DeSario et. al. (1994), training refers “to learning experiences designed to enhance the short-term and long-term job performance of individual employees”. In this vain training can be said to be a developmental process to improve the skills of employees to enable them to build upon on their capabilities. Training that is being offered can either be on the job training or off the job training. On- the Job Training can be referred to as adapting and learning skills and gaining experience in a particular field of study at a time period through apprenticeship, mentorship and education amongst others whilst being employed in an organization. On-the-job training, can also be defined as, teaching skills, knowledge, and competencies that are needed for employees to perform a specific job within the workplace and work environment. Employees learn in an environment in which they will need to practice the knowledge and skills taught in the on-the-job training.

On-the-job training uses the regular or existing workplace tools, machines, documents, equipment, knowledge, and skills necessary for an employee to learn to effectively perform his or her job. Off-the Job training on the other hand means acquiring additional skills, knowledge and experience in a particular field of work for a period of time to broaden one’s scope and bring increase productivity in a field of work. It has been observed that many workers increase their productivity by learning new skills and enhancing already acquired skills while on the job.

#### **2.1 THEORIES OF ON- THE JOB TRAINING**

In 1964, Gary Becker stated the essence of on-the job training in human capital. Researchers have recognized that on-the job training is an important example of an ‘investment’ in human

capital. Investments however are associated with cost and so on-the job training being an investment is no different. For on- the job training these costs includes: the time devoted by the worker and co-workers to learning skills that increase productivity plus the costs of any equipment and material required to teach these skills. Likewise returns on-the job training as an investment is futuristic. The returns here is measured using the increased productivity of the worker as the employee continues working.

## **2.2 TYPES OF ON- THE JOB TRAINING**

Basically, there are two types of on-the job training. It consists of general and specific on-the job training. The general on-the job training is mainly characterized by the fact that skills acquired here is not geared towards a particular field of study or work whereas the specific or specialized deals with the acquisition of skills in a particular field of study or work.

### **2.2.1 GENERALIZED ON-THE JOB TRAINING**

General training is training that provides the worker with skill development not only applicable in his or her current occupation, but also at other firms throughout the labour market. This implies that skills acquired under general on-the job training can be applied in other fields either than the one where it acquired these skills and knowledge. Some examples of general training programs are apprenticeship training, general computer training, mentorship and learning surgical techniques that could be used in other hospitals amongst others. Educational reimbursement is also an example of general training, as the skills acquired can be of use to many different employers (Kaufman and Hotchkiss, 2006). Gary Becker's model suggests that because general training provides skill development that can be used at other companies, the employer will not invest in it. This can result in labour turnover.

The underlying premise is that within a competitive labour market, employees are typically paid for their level of production. With that, a company that provides general training will have to pay the employee a wage that coincides with their newly learned skills and their higher level of production. Companies that continue paying employees the pre-training rate of pay, risk losing the employee to a firm that will provide the higher wage. As a result, turnover would increase. By paying the higher wage, as well as paying for the general training, the current employer would be unable to recoup its overall investment. As a result, companies have no incentive to pay for general training and it is the workers themselves that will need to bear this cost (Frazis and Spletzer, 2005).

### **2.2.2 SPECIALIZED ON-THE JOB TRAINING**

Special on-the job training is a type of training that provides the employee with and knowledge that befits his current occupation and position in order to increase the workers productivity to the company. That is the training is specific to that particular company only. Some examples of special on-the job training are plumbing, learning to operate a machinery that is company specific. Here, the company is the one who bears the cost of training because it is assumed that it is the company that benefits the most from this type of on-the job training. Another, thought is that because training is specific to the individual company and non-transferable, the productivity of the worker increases for that particular company however, it would remain the same for any other company within the labour market. For specific training it is most unlikely for that there would be labour turnover. Gary Becker's argument essentially states that the more specific the training the less likely turnover will occur. In turn, employees typically receive less pay during the specific training period in anticipation of future wage increases. By contrasting Becker's model with a commitment approach one can see that the employee's investment of time and the anticipation of higher wages as potentially leading to an increase in commitment.

## **CHAPTER 3**

In this chapter, my study seeks to address certain topics related to on the job training that my research questions also seek to answer.

### **3.0 Policies and Practices of training and skill development operating in Ghana**

Policies are strategies employed or administered to achieve a particular target. Also, policies are seen as strategic moves by a government or group of people to stimulate the smooth running of a program. A practice can be seen as activities that are part of an individual or a corporation. Even though policies undertaken may seem accurate, they are silent on the elements of budgetary provision and top management support for training. According to Michael Armstrong in his book *A Handbook for Personnel Management Practice* (1996), training policies are expressions of the training philosophy of the organization. He also affirms the Kenny et al (1992) position, but furthered it that training policy shows the proportion of turnover that should be allocated to training.

Kenney et al (1992:3) makes a point that companies should have different policies for training depending on the class or level of employment or level of employees to be trained. They pointed out that training policies are necessary to provide guidance for those responsible for planning and implementing training, ensure that company's training resources are allocated to pre-determined requirement, provide equality of opportunity throughout the company and to inform employees of training and development opportunities available.

Every country issues policies in various aspects of the economy. An important area of the economy that needs to issue policies for its smooth running is the employment and the on-the job

training is under employment. Ghana as a country come up with policies to make this sector more productivity in terms of its contribution to GDP. To be discussed are some policies issued in respect of on-the job training.

Firstly, the new wage policy which was referred to as ‘the single spine salary structure’ was adopted to eliminate inequities in the public sector pay, improve pay administration and enhance productivity. This has increased expectations of employers for workers to bring their best game forward. As a result of this, more intensive training has been adopted by employers to equip them with the requisite skills to enable them increase the productivity of the company.

Secondly, in 2012 the GYEEDA (Ghana Youth Employment and Entrepreneurial Development Agency) program was initiated. This program was set out to equip the youth of the Ghanaian labour force with requisite skills that will help them earn a living and contribute their quota to the development of the economy. This system was put in place to give the youth the experience and knowledge in the fields of work they are interested in which various workers require of its employees. That way the on-the job training which would have been provided by the company or firm employing an individual is now catered for by the government. This helps to reduce the cost to both the company and the individual and saves time.

In addition, another policy known as Youth Enterprises and Skills Development Centre. This program was set up to give training to the youth and provide services to business. This centre helped to give the youth the necessary skills development that help them enhance their level of productivity in the firm. The YESDEC program undertaken by the government has enabled individuals to gain on- the job training before actually engaging in formal employment.

Finally, The Ghana ICT for ACCELERATED DEVELOPMENT (ICT4AD) policy was also introduced to enable or enhance on-the job training in the country. A policy statement for the realization of the vision to transform Ghana into an information-rich knowledge-based society and economy through the development, deployment and exploitation of ICTs within the

economy and society. This purpose of this program to give individuals knowledge about technology which help improve productivity in firms. That is few people have knowledge and skills on new available technology which essential for productivity.

In a nutshell, I can say that there has been certain policies taken by the government of Ghana to achieve skills development and on-the job training to enhance productivity and overall increase GDP (Gross Domestic Product) of the country. I would say that even though there has been policy setups by government, its effectiveness and efficiency has been questionable over the years. I also identified that not all firms or employers do on-the job training at the work place of the employer. Some individuals can attain on-the job training not necessarily from the company it desires to work with.

### **3.1 METHODS OF TRAINING AND SKILL DEVELOPMENT IN GHANA**

Many methods of training and skill development are available and each has certain advantages. These lessons or methods used to acclumate an employee to a new job or even to a new position within his current organization. Below is a list of the different methods of training and skill development.

#### **On-the-Job Training**

On-the-job training allows employees to learn by actually performing a specific job or task. The employee will perform the job and learn as he goes. On-the-job training can be structured by using hands-on application supported by classroom-type instruction. It can also be unstructured using only hands-on application. On the job training facilitates immediate feedback and sweet remediation if task is not performed to standard.

#### **Job Rotation**

Job rotation teaches current employees how to do various jobs over time. The employee will rotate around to different jobs within the organization, performing various different tasks unrelated to his original job. This reduces employee boredom, increases employees skills, Opens new opportunities to employees and hones in on employee interest.

#### **Job mentoring**

Job mentoring involves providing an employee with an experienced coach to oversee his or her learning experience. The mentor or coach provides advice and instruction, but is not performing the job with the employee as in on-the-job training. The trainee employee learns the job firsthand and may consult the mentor or coach at any time for assistance. With job mentoring one on -one training is often personalized; mentor is available to offer free advice and mentee experiences growth in the company.

### Succession training

Succession training is when a company identifies employees with managerial or executive skills and works with the employees to develop those skills. When a company creates a succession training program, there are always new managers being developed who someday will guide the company's future. It prevents the company from having to look outside the organization for management talent. The company can develop a program that sustains the corporate culture and makes sure the core values of the company are maintained when new managers take over.

### Off-Site Training

Off-site training is another method of training where training seminars or classes are offered outside the workplace or company. These seminars and classes are pertinent to staff development and can help employees hear ideas from an objective third party trainer. It helps to spur new ideas and aid the company to come up with creative solutions to ongoing issues as well as initiative for better ways to produce.

### Role Playing

Role playing allows employees to act out issues that could occur in the workplace. Key skills often touched upon are negotiating and teamwork.

A role play could take place between two people simulating an issue that could arise in the workplace. This could occur with a group of people split into pairs, or whereby two people role play in front of the classroom.

Role playing can be effective in connecting theory and practice, but may not be popular with people who don't feel comfortable performing in front of a group of people.

**Example:** Truck drivers could role play an issue such as a large line-up of trucks is found at the weighing station and one driver tells another that he might as well go ahead and skip the whole thing.

### Case Studies

Case studies provide trainees with a chance to analyze and discuss real workplace issues. They develop analytical and problem-solving skills, and provide practical illustrations of principle or theory. They can also build a strong sense of teamwork as teams struggle together to make sense of a case.

All types of issues could be covered - i.e. how to handle a new product launch.

**Example :** Truck drivers could use case studies to learn what issues have been faced in the trucking industry in the past and what they could do if a similar situation were to occur.

## **3.2 EFFECTS OF THE ON THE JOB TRAINING ON THE EMPLOYEE SKILLS DEVELOPMENT IN THE GHANAIAI LABOUR MARKET**

Informal sector is to a great extent the most patronized sector in Ghana as a nation and skills development in the informal economy for the most part alludes to 'on-the-job' traditional apprenticeship training, which ordinarily happens in informal manufacturing enterprises. Skills development for the informal economy alludes to skills programs that are exactly focused at: i) redesigning the abilities of those as of now in the informal economy and those outside the informal economy (for instance the World Bank's Professional Aptitudes and Casual Segment Bolster Extend); ii) pre-job preparing for those not yet in the informal economy in aptitudes that are figured pertinent for informal economy business – where the projects goals particularly foresee the graduates to wind up plainly independently employed in the informal economy (for



instance the government of Ghana's Integrated Community Centres for Employable Skills and Skills Training and Entrepreneurship programmes).

Also training is imperative for workers in the informal economy and contemplations amid a workshop of donors and researchers on a draft of *Skills Development in Sub-Saharan Africa* (cf. World Bank, 2004a) noticed a specific connection between skills training and poverty reduction, and contended that skills training is useful for development, efficiency and advancement. Skills development is regularly said to be favorable to informal sector workers in a number of ways.

Firstly, it is by and large expected that skills training in the informal economy expands efficiency, quality, diversity and enhances strength of workers, in this manner expanding wages and subsequently prompting decreases in destitution levels for these workers and their families.

Further, skills training in non-farm activities outcomes that effects expanded profitability may prompt positive knock-on impacts to agricultural enterprises, primarily through cross-financing. For skills training that occurs on-the-job in the informal economy it has been contended that it makes a difference to enhance social capital.

ICCES and the STEP schemes are the two current government-subsidized skills programs in Ghana that are fundamentally designed for making independently employed graduates in the informal economy. Results of both these projects have never been assessed. While there has been assessment of the procedure of the training, the government has never led any kind of tracer review on ICCES or STEP graduates to decide the outcomes. The Ministry of Manpower, Youth and Employment (MMYE) does not realize what happens to ICCES or STEP graduates; they can only guess. As far as it matters for them the government has a tendency to expect that the ICCES

and STEP goals are met: that the youth have effectively picked up attractive skills and are presently profitably employed.

Job creation is depicted by government as the significant result regarding the STEP programme. Nonetheless, the normal connection between skills training and self-employment creation has hitherto to appear as a general rule. The STEP programme won't lead consequently into job creation, without a steady transformative structure in the informal economy. The government has reported arrangements to release loans to STEP graduates and needs them to form cooperatives of four or five and to look for loans from the rural banks.

In West Africa, traditional apprenticeship training is particularly very much (World Bank, 2004a: 131). In Ghana, it is in charge of some 80-90 per cent of every single essential basic skill training in the nation when contrasted with 5-10 per cent from open public training institutions and 10-15 per cent from NGO for-profit and non-profit suppliers (Atchoarena and Delluc, 2001, p. 225; Haan and Serrière, 2002, p. 34; World Bank, 2004a, p. 129).

Frazer reconsidered the Ghanaian Manufacturing Enterprise Survey (GMES) that gave information on the general rates of understudies required in various activities, as indicated by their previous masters and around 38 per cent of the sample kept working for the firm in which they did their apprenticeship, while 29 per cent went into independent work, 15 per cent were working for an alternate firm, yet in a same industry.

The proof offered above, taken alone, may advance that there is some kind of self-loader impact of training on developmental outcomes but in any case, it ought to be noticed that issues of training quality are absolutely basic.

In reality, it is for the most part acknowledged that training alone is not adequate for skills development to happen. As the World Bank's *Skills Development in Sub-Saharan Africa* notes, "training requires an enabling environment... training alone is not an effective means to combat unemployment"

(World Bank, 2004a, p. 27). Training shapes some portion of a bundle to bolster the informal economy. It can likewise be noticed that, informal economy work in Ghana embodies by a long shot the biggest "portion" of the aggregate workforce, at around 86 per cent. The majority of those working in Ghana's informal economy don't work under "decent" conditions and many are attempting to move from subsistence to growth. Hence it is critical, in this manner, to inspect the sort of labour market condition, mainly concerning the informal economy, into which skills training programmes are graduating their on-the-job trainees.

### **3.3 PERFORMANCE OF COMPANIES WHO UNDERTAKE ON THE JOB TRAINING IN GHANA.**

According to the Organization for Economic Co-operation and Development (OECD) Employment Outlook 2004, policies aimed at enhancing workers' skills contribute to an improvement in employment performance ([www.oecd.org](http://www.oecd.org)).

.It was recognized that on-the-job training is not the most effective method in for instructing in theory. However, companies that undertake on-the-job have seen tangible improvement in their performance and increase their output.

Actually, in real world, organizational growth and development is affected by quite a number of factors of which on-the-job training is one of the major contributing factors. In line with the present research during the development of organizations, employee training has played a vital role in improving performances in companies as well as increasing productivity. This in turn has placed the companies in better positions to face competition and stay at the top. This therefore,

highlights the existence of a significant difference between the organizations that train their employees and those that do not.

The purpose of on-the-job training is to enable workers acquire and improve knowledge, skills, and attitudes towards work related tasks. For example, Gordon (1992), defines on-the-job training as the planned and systematic modification of behavior through learning events, activities and programs which result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively. The ability of trained staff to execute their tasks effectively has proven to have improved the average performance of firms that employ on-the-job training.

Today, companies and organizations that employ on-the job training have over the years incurred a lower cost of production. This is because training eliminates risk because trained personnel are able to make better and economic use of materials and equipment, thereby reducing waste. Cole (2001).

As a result of on-the-job training, firms face a lower turnover. Training brings about a sense of security at the workplace which reduces labor turnover and absenteeism. All round productivity is therefore assured.

Firms are also able to adapt to change through on-the- job training. Training helps to manage change by increasing the understanding and involvement of employees in the change process and provides the skills and abilities needed to adjust to new changes.

### **3.4 EMPLOYEE NEEDS**

Given the complicated nature of work needs as well as the costs of training, the incentive to partake should always be greater than the cost involved in partaking. Employees thus have needs that need to be met if on the job training is to be efficient.

Training needs may replicate or be similar from department to department. This means that departmental heads must be aware of making sure training is conducted in a way that does not misuse limited resources when resources can be pooled together and be more effective. As managers, regardless of the role one plays in the organization, passing information across

departments is key in ensuring scarce resources are used adequately to meet training needs.

Training needs are usually evident at the organizational or activity part of the organizational process. For example, new and improved technology means employees will need to accustom themselves with the new use and procedure. In the service industry, customer service or business approach may be changed as part of general business strategy to increase productivity. Such strategy requires employees to be up to date with company strategy.

Sometimes, training needs grow slowly and can go unnoticed. Effective monitoring allows companies to keep track of such needs so workers do not grow disconnected to the work process eventually

Although monitoring gives good insight into what the kind of challenges that require intervention, there is the risk of misunderstanding what the problem is given a particular circumstance . For instance, unusually rapid staff turnover in a small section may lead to a conclusion that unsocial hours worked there are the issue. However, probing into the issue may show that, unfavorable working conditions like cramped working hours or unsafe environment may be the reason for the turnover. These are not issues that training can resolve. Thus, monitoring alone may not provide all the answers and employees need to be engaged with on a day to day basis and through periodic assessments to ensure that the problems they face may need training or otherwise.

Sometimes, change is necessary within the whole organization and not only in particular employees. The psychology of the organization is key in determining what specifically is needed. For example, if the organization traditionally treats customers as a nuisance, it needs to change its overall approach. This change in approach will be very good in adjusting employees to better service delivery and that can be done through training.

### **3.5 CHALLENGES LIMITING ON-THE-JOB TRAINING AND SKILLS DEVELOPMENT IN GHANA.**

Poor Supervision on the part of management.

Trainee supervision is very weak in some organizations in Ghana. This has a negative effect on the training, learning and skills development of the trainee, resulting in poor performance of trainees.

- Shortage of funds and inadequate facilities provided by most firms and organizations in Ghana hamper effective on-the-job training programmes.

Most top management and senior staffs in organizations in Ghana are not really committed to the on-the-job training and skills development of the trainees. This is so because they are either not interested or unwilling to make out time for the training and skills development purposes.

In most organizations, Managers are reluctant to allow senior and experienced staffs to provide on-the-job training for new employees for any extended period. This is so since the firms do not want to spare existing manpower because of the burden of managing the day-to-day activities in the firm and this sometimes also affect production in the firm.

Accessibility to on-the-job training policies are very low especially in the public sector but there is a high level of awareness on the existence of training policies in these public institutions. For instance, training practices at ECG was found to be haphazard even though management was getting the needed results in terms of skill development and increase in performance. (Kyeretwie, 2012).

In most firms on-the-job evaluation rarely occurs and also it rarely addresses the trainee needs and concerns. (Fullan,1991).

On-the-job training are not usually carried out in a well-structured form. ‘Unfortunately, most on-the-job training programs are not well planned and, thus do not work well. Although the well (highly) structured on-the-job training sometimes hinder the creativity of the trainee.

Another challenge to on-the-job training is how to administer the training to the trainee and evaluate the training effectively during production in a firm. For instance in the industry, it is

rarely possible to maximize training and production simultaneously. On-the-job training must play a second fiddle to production and production may limit on-the-job training in the following ways:

The full schedule of training tasks cannot be arranged without interfering with the on-going work

Some task as encountered on-the-job are too complex, fast-paced, or pressured to give effective demonstration or practice opportunity for the trainee.

If the instructor is a production worker, attention to production demands can interfere with the instructor's attention to training.

The firm may consider it as an economic loss if trainees are supposed to use new and expensive machines and equipment, hence finding it difficult to find opportunities for trainees to practice on the equipment. Hence they are assigned to work which do not interfere with the on-going production but fail to provide the planned training opportunities

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **INTRODUCTION**

It talks about the research design used, the target population, the sample size and sampling technique used, method used in the data collection and the analysis of the results. In this chapter, I deliberate on the methods designed and also the techniques that was used in ascertaining the data for the analysis. Also, it gives a brief but succinct information on how the research was carried out, how research population was identified, how the sample size was obtained and give reasons why that population was selected. They are various sub-sections in this chapter that would help us delve more into the methodology employed in this research. They include the following; research design, population, sample size and sample techniques, mode of data collection and method of data analysis of the study.

#### **RESEARCH DESIGN**

The study adopted a descriptive and quantitative research design. A descriptive research is a process of collecting data in order to answer questions on the current status of the subject in the study (Gay 1981). I employed the descriptive survey because it provided us with an accurate descriptive analysis of the characteristics of the sample which was used to make inferences about population and guaranteed breadth of observation. Quantitative research on the other hand, refers to the systematic empirical observation of observable phenomena via statistical, mathematical, computational and other techniques. I employed a quantitative research design because it provided a statistical analysis for my data and helped us to represent my data in percentages.

#### **TARGET POPULATION**

In my target population, I considered all employees who have undergone on-the job training in the company that is Ghana Standard Authority (GSA) from which the data was collected. There are a total of 229 male and female employees who had undertaken this training from various divisions as shown in the diagram below.

Target Population



Division	Number of Trained Employees
Metrology	29
Standards	17
Testing	73
Certification	17
Inspectorate	33
Administration	60
Total	229

### Sample Size

The sample size for the study was 200. This is as a results of the number of respondents to my interview conducted in my quest for gathering data.

### Data Collection Instruments

An interview schedule was done to collect data from the employees who undertook on- the job training from GSA. Additional information which I was unable to ascertain from the employees was taken from the Head of the Human Resource Department by a face- to- face conversation to make my data collection concrete and substantial.

### Data Processing and Analysis

An analysis of the data was done so as to be able to establish the relationship between on-the job training and skill development. The data collected was analyzed using the chi-square, so that I will be able to compare my expected frequencies with my observed (actual) frequencies. The test was done at a significant level of 0.5 and presented using tables. The chi-square model fitted the study to test the independent variable (employee motivation, task requirement, employee capacity and employee productivity) and how they affect the dependent variable (skills development) as computed below.

Chi-square

$$\chi^2 = \sum \left( \frac{O - E}{E} \right)^2$$

Where;

$$\chi^2 = \text{employees skills development}$$

0= observed frequencies

01= employee motivation

02= task requirement

03= employee capacity

04= employees productivity

E= expected frequencies

## Findings, Presentation and Discussions

Interview response

The data response from the 200 respondents is shown in the table below.

Division	Total number of trainees	Response	Percentage (%)
Metrology	29	25	86.21
Standards	17	14	82.35
Testing	73	62	84.93
Certification	17	12	70.59
Inspectorate	33	30	90.90
Administration	60	57	95.0
Total	229	200	84.99

## Demographic Characteristics of Respondents

Here, I discussed the demographic characteristics of the respondents based on their gender, age and work experience. The age, gender and work experience of respondents was sought since its findings would ..... the standing categorize respondents based on their gender, age and working experience and in turn find out the effect of the on-the job training and the results in the tables below on skills development in GSA.

Table 4.1 Respondents Age

Response	Frequency	percentage
21-30	40	20
31-40	75	37.5
41-50	50	25
51-60	35	17.5
Total	200	100.0

The findings show that majority of the respondents were aged between 31-40 years with 37.5%. The ratio is based on the age composition of the target population which is formerly represented

Table 4.2 Gender Distribution of Respondents

Gender of staff	Frequency	Percentage
Male	126	63.0
Female	74	37.0
Total	200	100.0

Table 4.3 Work Experience of Respondents

Working Experience	Frequency	Percentage
1-5 years	30	15.0
6-10 years	82	41.0
11-20 years	88	44.0
Total	200	100.0

The table shows a majority of my respondents had worked between 11-20 years (44.0%). This shows that many respondents had worked for more years in Ghana Standard Authority (GSA) and thus were able to give accurate response on the study on-the job training and skills development in the company.

#### Chi-square Analysis

The chi-square model was used to analysed the relationship between on-the job training and skills development in GSA, Accra- Ghana. I used this method because of its ability to forecast dependent variable from a set of predictors that may be discrete (Fabowales 1995). Each variable was analysed individually at a significant level of 0.5.

Table 4.4 Relationship Between On-the Job Training and Skills Development

Variable	Skills development		
	Observed frequency	Expected frequency	Chi-square value
Employee motivation	51	50	0.02
Task requirement	52	50	0.08
Employee capacity	48	50	0.08
Employee productivity	49	50	0.02
Total	200	200	0.200

$$X^2_{.05, 3} = 7.815$$

From the table above, the calculated chi-square for employee motivation for the on-the job training was 0.02, task requirement for on-the job training was 0.08, employee capacity for on-the job training was 0.08 and employee productivity after the on-the job training was 0.02. The overall chi-square value for on-the job training and skills development was 0.2 which is less than the critical chi-square table value of 7.185 at a significance level of 0.05 and degree of freedom 3. The low value for chi-square means that there is high correlation between two (2) sets of data. Therefore, the results shows that on-the job training programmes are more likely to enhance skills development since there was no significant differences between observed and expected frequencies.

## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

From the study conducted on on-the job training, it has been proven that on the job training has significant relationship with skills development in Ghana in the sense that effective on the job training leads to skills development. The study also revealed that there are two types of training which are General training, where skills acquired is not geared towards a particular field of work and Specific training, where skills acquired is geared towards a particular field of work. The focus of the study, however, was mainly on Specific training although not clearly stated. Despite the numerous advantages of on the job training and how it has positively affected the performance of most organizations, it was discovered from the study that training supervision is still very weak in some organizations in Ghana resulting in poor performance of trainees in this organizations. Also, most top management and senior staff in organizations in Ghana especially the public sector are not really committed to on the job training and skills development of the trainees. Therefore training policies initiated by the Government should be made highly accessible in the public sector and should be well enforced to ensure that the trainees are well trained. Conclusively, I can say that many avenues exist to train employees. The key is to match the training method to the situation. Assess each training method implemented in the organization and get feedback from trainees to see if they learned anything. Then take the results from the most popular and most effective methods to design a specific training program.

### **RECOMMENDATION**

- On-the Job Training and skill should start from the inception of the employment of the worker. This implies that when an individual is employed, before the employee starts work measures should be put in place to enable them give off their best right from the start not after a period of time.
- Companies should have a specific period of time set aside for employees to undergo on-the job training so as to help them upgrade their knowledge on every sector of the company. On- the job training should not be a one-time thing but something that should be done periodically.

- There should be constant (frequent) feedback from the trainee to the company (employees) to help the company (employer) to improve upon the on-the job training techniques.

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