

The Impact of Training and Development Programmes on Retention of Staff: A Case of Global Access Savings and Loans Company Limited, Accra

Muhammad Abdullahi¹, Umar Jarma²

¹Department of Public Administration, University of Maiduguri, Maiduguri, Nigeria

²Monitoring and Enforcement Department, Council for the Regulation of Freight Forwarding in Nigeria, Kano, Nigeria

Email address:

bb2them@gmail.com (Muhammad Abdullahi), jarmaumar@gmail.com (Umar Jarma)

To cite this article:

Muhammad Abdullahi, Umar Jarma. The Impact of Training and Development Programmes on Retention of Staff: A Case of Global Access Savings and Loans Company Limited, Accra. *Journal of Human Resource Management*. Vol. 11, No. 1, 2023, pp. 1-6.

doi: 10.11648/j.jhrm.20231101.11

Received: January 5, 2023; **Accepted:** January 27, 2023; **Published:** February 6, 2023

Abstract: Employee retention is considered immensely important for the long-term health and success of organisations and to represent a source of competitive advantage as a strategic issue. This is due to the global competition for experienced and dedicated employees among businesses. The Global Access Savings and Loans Company Limited adopted job training and development as a human resource management programme to motivate its employees to remain working with the Company. The study assessed the impact of training and development programmes on retention of staff at the GASL Company Limited, Head Office Branch, Accra, Ghana. The study adopted a survey method. A total of 49 persons out of 50 respondents that made up the total staff of the organisation were used as units of analysis. The one (1) person opted out of the research by not responding to the questionnaire given to him. The research instrument used for the study was structured questionnaire. Descriptive percentage method was used to analyse the data. The study reveals that the employees generally had positive perception about the training and development programmes. Thus, they perceived the programmes are responsive to meeting their operational deficiencies. However, quite significant proportions of the employees were reluctant to continue working with the Company. The study recommends that more human resource management programmes should be implemented to complement the training and development programme so as to motivate the majority of the employees to commit their working career to the Company.

Keywords: Employee, Retention, Training, Development, Satisfaction, Organisation

1. Introduction

Job training and development is one of the most important factors in retaining staff or employees in businesses and organisations [8, 13, 7]. In global context, employee retention is considered immensely important for the long-term health and success of business organisations and to represent a source of competitive advantage as a strategic issue. This is because organisations increasingly compete for the best employees in order to achieve their organisational goals [6, 12, 15]. Chew (2004) indicates that human capital has, therefore, been considered a key resource of all resources and indispensable to the survival of organisations [3, 14].

According to Cole (2002) training and development

focuses on the improvement of the knowledge, skills and abilities of employees [2, 4, 11]. Cole's expectation is that a firm's investments in both technical and non-technical training will have a positive impact on the extent to which the firm actually succeeds in developing the skills or knowledge of its employees. These eventually force an employee to stay in an organisation. Human Resource Managers, therefore, have an important task of knowing how to get the organisation's employees glued to their organisations. This is especially the case as the inflationary trends seen in the market economy are causing the job market to be more competitive.

Employee retention becomes one of the major challenges facing many business organisations today. Kane (2000) suggests that one key factor in employee retention is the opportunity for employees to continue to grow and develop their job and career enhancing skills [17]. The training and development opportunity creates devoted and growing employees who benefit both their business and themselves. However, Kaye and Jordan-Evans (2000) report that there are a couple of secrets about what employees want from training and development opportunities and are not just found in external training classes and seminars [5, 9, 10]. Porter (2001) argues that training and development programmes are not automatic licenses to retain employees in organisations. Rather, the programmes are means by which employers show their commitment to their employees. Porter, therefore, concludes that employee retention is a function of both internal and external attractions available at a time [1, 15, 16]. The study, therefore, assesses the extent to which training and development of employees has been successful in creating their retention at the GASL Company Limited, Head Office Branch, based on the above reasons. The research problem is then stated as “how training and development would enhance employee retention”.

2. Research Questions

The following research questions would need answers from the participants:

- 1) How do employees perceive the training and development programmes adopted by the GASL Company Limited?
- 2) What are the effects of training and development programmes on the retention of staff at the GASL Company Limited?
- 3) What challenges do staff face in undergoing training and development programmes at the GASL Company Limited?

3. Methodology

The study is a survey research that adopted a descriptive design. Data for this study were generated from primary and secondary sources. The primary data was generated through the administration of structured questionnaire to the 50 staff of the GASL Company Limited, Head Office Branch. The population for the study was made up of all staff of the company's head branch. The Branch has a total of 50 who were used for the study. The secondary data however were the data generate through secondary sources as books, academic journals and other online materials to complement the primary data. The questionnaire used was a 5-rating scale with the options of Strongly Agree, Agree, Disagree, Strongly Disagree, and Neutral. Descriptive percentage method was used to analyse the data obtained through the use of questionnaire.

4. Data Interpretation

Table 1. Questionnaires distributed responses.

Variables	Responses	Percentage (%)
No. of questionnaires returned	49	76%
No. of questionnaires not returned	01	24%
Total	50	100%

From table 1 above, 50 questionnaires were distributed representing 100% and 49 questionnaires representing 98% were returned and 01 questionnaire representing 02% were not returned. Therefore, this analysis will be based on 49 questionnaires returned.

Table 2. Gender of the respondents.

Sex	Frequency	Percentage
Male	28	57%
Female	21	43%
Total	49	100%

Table 2 above represents data on sex of respondents. The table shows that the male respondents formed majority of the target population with a total of 28 respondents representing 57% while 21 respondents representing 43% were females.

Table 3. Age distribution of the respondents.

Age	Frequency	Percentage
18-27	33	67%
28 – 37	16	33%
38 and above	-	-
Total	49	100%

Table 3 above shows that 33 respondents representing 67% formed the majority of the population which falls within the age range of 18 – 27 years and 16 respondents with 33% are between the age range of 28 – 37 years. None of the respondents were 38 years or above.

Table 4. Educational background of respondents.

Educational Background	Frequency	Percentage
Basic	1	04%
Senior High School	11	22%
Tertiary	36	74%
Total	49	100%

From the table 4 above, respondents representing 4% possess Basic Education, 11 respondents representing 22% possess Senior High School and 36 respondents representing 74% possess Tertiary qualification. This indicate that most of the respondents possessed tertiary education qualification.

Table 5. Job rank of the respondents.

Job rank (position)	Frequency	Percentage
Junior staff	26	53%
Middle staff	18	37%
Management staff	5	10%
Total	49	100%

According to table 5, junior staff formed the majority with 26 respondents representing 53%, middle staffs with 18

respondents representing 37% and 5 respondents from the management staff representing 10%. This indicate that the majority of the staff of the organisation are junior staff.

Table 6. Years of service in the organization.

Years of service	Frequency	Percentage
0-2	16	33%
3-5	33	67%
6 and above	-	-
Total	49	100%

Table 6 indicates that 33 respondents representing 67% have been with the organization between 3-5 years and 16 respondents with 33% have been with the organization between 0-2 years. This indicate that majority of the respondents have been with the organisation for a reasonable period of time and therefore fit to respond to the happenings of the firm.

Table 7. There is fairness in the selection process for training programmes.

Response	Frequency	Percentage
Strongly Agree	20	41%
Agree	16	33%
Neutral	10	20%
Disagree	03	06%
Strongly Disagree	-	-
Total	49	100%

Table 7 above shows that 41% of the respondents strongly agree that there is fairness in the selection process for training programmes in GASL, 33% agree, 20% neither agree nor disagree and another 06% disagree. The result reveal that there is fairness in selection process of the firm based on the responses.

Table 8. Training programmes are important for building one's career with GASL.

Response	Frequency	Percentage
Strongly Agree	23	47%
Agree	18	37%
Neutral	4	8%
Disagree	4	8%
Strongly Disagree	-	-
Total	49	100%

Table 8 above shows that 47% and 37% strongly agree and agree respectively that training programmes are important for building one's career with GASL, 8% neither agree nor disagree and another 8% disagree. This indicate that majority of the respondents believed in the power of training in building career with GASL.

Table 9. Training programmes help to improve one's performance.

Response	Frequency	Percentage
Strongly Agree	18	37%
Agree	26	53%
Neutral	2	4%
Disagree	3	6%
Strongly Disagree	-	-
Total	49	100%

Table 9 above indicates that 37% of the respondents strongly agree, 53% agree, 5% neither agree nor disagree and another 5% disagree that the training programmes helps to improve one's performance. The result ascertain the fact that training programmes helps to improve performance in an organisation.

Table 10. Training programmes are signs of commitment of management towards employee development.

Response	Frequency	Percentage
Strongly Agree	10	21%
Agree	23	47%
Neutral	3	16%
Disagree	3	16%
Strongly Disagree	-	-
Total	49	100%

Table 10 shows that 21% and 47% strongly agree and agree respectively that training programmes are signs of commitment of management towards staff development, 16% neither agree nor disagree and another 16% disagree. The result indicate that majority of the respondents agree with the notion that training programmes are signs of commitment of management towards staff development.

Table 11. Training programmes are directed at building one's working deficiencies towards improved performance.

Response	Frequency	Percentage
Strongly Agree	13	26%
Agree	23	47%
Neutral	10	21%
Disagree	-	-
Strongly Disagree	3	6%
Total	49	100%

Table 11 above shows that 26% strongly agree that training programmes are directed as building one's working deficiencies towards improved performance, 47% agree, 21% neither agree nor disagree and 6% strongly disagree.

Table 12. Increased commitment to remain working with GASL.

Response	Frequency	Percentage
Strongly Agree	10	21%
Agree	22	45%
Neutral	16	32%
Disagree	1	2%
Strongly Disagree	-	-
Total	19	100%

Table 12 above indicates that 21% strongly agree, 45% agree, 32% neither agree nor disagree and 2% disagree that training and development increase commitment to remain working with GASL.

Table 13. Increased competence to assume high responsibilities after training programmes.

Response	Frequency	Percentage
Strongly Agree	8	16%
Agree	31	63%
Neutral	2	5%
Disagree	8	16%
Strongly Disagree	-	-
Total	49	100%

Table 13 above shows that 16% and 63% strongly agree and agree that employees' shows competence to assume high responsibility after training programmes, only 2 (5%) neither agree nor disagree and 16% disagree.

Table 14. Increased opportunities to advance career with GASL.

Response	Frequency	Percentage
Strongly Agree	16	32%
Agree	14	30%
Neutral	16	32%
Disagree	3	6%
Strongly disagree	-	-
Total	49	100%

Table 14 above shows that 32% and 30% of the respondents strongly agree and agree respectively that training and development increased opportunities to advance carrier wit GASL, another 32% neither agree nor disagree and 6% disagree.

Table 15. Obtained promotion with high remuneration after training programmes.

Response	Frequency	Percentage
Strongly	1	3%
Agree	10	21%
Neutral	21	42%
Disagree	13	26%
Strongly disagree	4	8%
Total	49	100%

Table 15 above indicates that 3% and 21% strongly agree and agree respectively that employees of GASL obtain promotion with high remuneration after training programmes, 42% neither agree nor disagree, 26% disagree and 8% strongly disagree. This indicate that there is no certainty that getting training opportunities with get you a promotion with high remuneration in the organisation.

Table 16. Have better understanding on job portfolio to increase my effectiveness.

Response	Frequency	Percentage
Strongly Agree	13	26%
Agree	26	53%
Neutral	8	16%
Disagree	2	5%
Strongly Disagree	-	-
Total	49	100%

Table 16 above shows that 26% and 53% of the respondents have a better understanding on job portfolio to increase effectiveness, while 16% neither agree nor disagree and 5% disagreed.

Table 17. Willing are you to work with GASL.

Responses	Frequency	Percentage
Strongly Agree	18	37%
Agree	28	58%
Neutral	3	6%
Disagree	-	-
Strongly Disagree	-	-
Total	49	100%

Table 17 above shows that 18 respondents representing 37% of the population are very willing (strongly agreed) to work with GASL, 28 respondents representing 58% of the populations are willing (agree) to work with GASL and only 3 respondents representing 6% were neutral.

Table 18. Stress in undergoing training programmes.

Response	Frequency	Percentage
Strongly agree	2	4%
Agree	2	4%
Neutral	21	43%
Disagree	16	33%
Strongly disagree	8	16%
Total	49	100%

The table 18 above shows that 2 respondents representing 4% of the population strongly agree that there is stress in undergoing training programmes and another 2 respondents representing 4% of the population agreed that there is stress. While 21 respondents representing 43% of the population neither agree nor disagree that there is stress in undergoing training programmes, and 16 respondents representing 33% disagree and 8 respondents representing 16% strongly disagree.

Table 19. Lack of technological support to implement lessons learnt from training programmes.

Response	Frequency	Percentage
Strongly Agree	5	11%
Agree	8	16%
Neutral	18	37%
Disagree	13	26%
Strongly Disagree	5	11%
Total	49	100%

Table 19 above indicate that 5 respondents representing 11% of the population strongly agree that there is lack of technological support to implement lessons learnt from training programmes and 8 respondents representing 16% also agree that there is lack of technological support to implement lessons learnt from training programmes. However, 18 respondents representing 37% neither agree nor disagree, 13 respondents representing 26% disagree and 5 respondents representing 11% strongly disagree.

Table 20. Poor remuneration and refreshment during training programmes.

Response	Frequency	Percentage
Strongly Agree	2	5%
Agree	17	32%
Neutral	2	5%
Disagree	10	21%
Strongly Disagree	18	37%
Total	49	100%

Table 20 above shows that 2 respondents representing 5% strongly agree that there is poor remuneration and refreshment during training programmes and 17 respondents representing 32% agree. However, 2 respondents representing 5% neither agree nor disagree that there is poor remuneration and refreshment during

training programmes, 10 respondents representing 21% disagreed and 18 respondent representing 37% strongly disagree.

Table 21. *Inadequate teaching and learning materials for training programmes.*

Response	Frequency	Percentage
Strongly agree	5	11%
Agree	2	5%
Neutral	5	11%
Disagree	16	32%
Strongly disagree	21	42%
Total	49	100%

Table 21 above indicates that 5 respondents representing 11% of the population strongly agree that there is inadequate teaching and learning materials for training programmes, 2 respondents representing 5% agree, 5 respondents representing 11% neither agree nor disagree that there are inadequate teaching and learning materials for training, 16 respondents representing 32% of the populations that disagreed, and 21 respondents representing 42% strongly disagree.

5. Findings

The major findings of this study are organised under the perceptions of staff on training and development programmes, effects of training and development programmes on the retention of staff and challenges staff face in undergoing training and development programmes at GASL Company Limited.

The study revealed that there is fairness in the selection process for staff training and development programmes at GASL Company Limited. This is likely to enhance the confidence and commitment of staff towards the training and development programmes. The study found that training and development programmes are important for building staff career around the Company. This shows that training programmes has helped staff in one way or the other to build their career. The training and development programmes were directed at building employees' deficiencies towards improved performance. The implication is that the training and development programmes were responsive to meeting the operational deficiencies of the majority of the respondents. This is likely to empower the majority of the respondents and motivates them to remain working with the Company.

The training and development programmes have motivated more than half of the respondents to increase their commitment to remain working with the GASL Company Limited. The implication is that the Company either needs more training and development programmes or other human resource management programmes to retain the majority of the employees. The study found that quite significant proportion (40%) of the respondents was not willing to continue working with the Company.

From the study, the staff of the organisation experience

stress in undergoing the training and development programmes. This is likely to affect the effectiveness of their learning as well as morale in undergoing more training and development programmes to increase their capacity for higher order responsibilities. Significant staff proportion experienced the problem of poor remuneration and refreshment during training and development programmes. The implication is that such respondents were not satisfied with their level of remuneration and the kind of refreshment provided for them during the training and development programmes.

6. Conclusion

The Global Access Savings and Loans Company Limited adopted job training and development as a human resource management programme to motivate its employees to remain working with the Company. The study found that the employees generally had positive perception about the training and development programmes. Thus, they perceived the programmes responsive to meeting their operational deficiencies. However, the study found that quite significant proportion of the employees was reluctant to continue working with the company. This was partly due to the fact that the company does not have more avenues to absorb more employees into management positions. The study, therefore, concludes that more human resource management programmes should be implemented to complement the training and development programme so as to motivate the majority of the employees to commit their working career to the company.

There is documented evidence that training and career development activities have positive impact on employee retention. The right employee training, development and education, at the right time, provides big payoffs for the employer in terms of increased organisational performance (productivity), knowledge, loyalty, contribution to the organisation and most importantly a reduction in turnover and employee-related problems. Internal and external training programmes can be implemented by organisations for their employees. However, a successful implementation of training and career programmes for employee retention depends on how employees perceive such programmes.

7. Recommendations

The study made the following recommendations to the management of GASL Company Limited:

- 1) Ensure fairness in the selection of employees for the training and development programmes. This could be done by setting clear criteria for the qualification of each type of training and development programme. This would help to motivate more employees to commit their working career with the company.
- 2) Implement other human resource management practices to complement the training and development

programmes so as to motivate more employees to remain working with the company. This could be done by improving the job environment through the provision of the necessary job associated technology, increasing staff remuneration through the payment of bonuses, allowances and health benefits, as well as ensuring good supervisor-subordinate relationship. These would further help to motivate employees to remain working with the Company.

- 3) Establish clear and proper promotional system to enable employees rise through the job ranks. This would help to motivate more employees to remain working with the company. This could be done by opening more departments and branches to absorb more employees into leadership positions.
- 4) Relieve employees of their job duties during the training and development programmes. This would enable them to concentrate fully on the training programmes as well as reduce the stress in attending such programmes. This would help to improve the efficacy of the training and development programmes on increasing staff capacity to guarantee their retention.

References

- [1] Abdullahi, M. (2021). Human relations principle as strategy for non-governmental organisations (NGOs) productivity, growth and sustainability. Proceedings of the 3rd International Conference on Recent Advances in Management and Technology. Invertis University, Bareilly, India, 8-8th January, 2021.
- [2] Abdulrahman, N. A. (2018). The influence of performance training and development on organizational performance: A case study of private banks in Kurdistan. *International Journal of Advanced Engineering, Management and Science*, 4 (4).
- [3] Chew, J. C. L. (2004). The influence of human resource management practices on the retention of core employees of Australian organisations: An empirical study. [Doctorate thesis, Murdoch University.
- [4] Cole, G. A. (2002). *Personnel and human resource management*. York Publishers.
- [5] Das, B. L., & Baruah, M. (2013). Employee Retention: A Review of Literature. *Journal of Business and Management*, 14 (2), 8-16.
- [6] Gorde, S. U. (2019). A study of employee retention. *Journal of Emerging Technologies and Innovative Research*, 6 (6), 331-337.
- [7] Guest, D. (2002). Human resource management (HRM), corporate performance and employee wellbeing: Building the worker into HRM. *Journal of Industrial Relations*, 44 (3), 335-358.
- [8] Guest, D. E., Michie, J., Conway, N. & Sheenan, M. (2003). Human resource management and corporate performance in the United Kingdom. *British Journal of Industrial Relations*, 41 (2), 291-314.
- [9] Kaye, B. & Jordan-Evans, S. (2000). Retention: Tag, you're it! Training and development.
- [10] Khan, A. H., & Aleem, M. (2014). Impact of Job Satisfaction on Employee Turnover: An Empirical Study of Autonomous Medical Institutions of Pakistan. *Journal of International Studies*, 7 (1), 122-132.
- [11] Khan, R. A., Khan, F. A. and Khan, M. A. (2011). Impact of training and development on organizational performance. *Global Journal of Management and Business Research*, 11 (7) 63-70.
- [12] Majeed, A. & Shakeel, S. (2017). Importance of training and development in the workplace. *International Journal of Scientific & Engineering Research*, 8 (4), 498 - 504.
- [13] Maryville University (2022). Importance of training and development for employees. <https://online.maryville.edu/blog/importance-of-training-and-development/#:~:text=Training%20and%20development%20programs%20provide%20a%20host%20of%20benefits,a%20career%20in%20human%20resources>.
- [14] Pangemanan, S. S. & Vivian F. D. (2014). Analyzing the influence of training and development on organizational performance at PT. Bank Tabungan Negara (Persero) Tbk Manado. *Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi*, 2 (4).
- [15] Porter, M. V. (2001). The bottom line in employee compensation. *Association Management*, 53 (4), 44-50.
- [16] Samuel, M. O., & Chipunza, C. (2019). Employee Retention and Turnover: Using Motivational Variables as a Panacea. *African Journal of Business Management*, 3 (8), 410-415.
- [17] Silva, M. R. A., Carvalho, A. C. & Dias, A. L. (2019). Determinants of Employee Retention: A Study of Reality in Brazil. IGI Global.