Effect of Employee Training on the Perceived Organisational Performance: A Case Study of the Print-Media Industry in Ghana

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Abstract

In present scenarios, employee training is widely considered as the source of gaining competitive advantage. However, the effect of employee training on organisational performance in the print-media industry remains largely unexamined in the African context. This paper investigates the effect of employee training on organisational performance using Graphic Communication Group Limited as a case study. The results from the descriptive analysis indicated that, although some employees are not aware of and are not involved in the training programmes, majority of the employees reported that, they are aware of and are involved in various training programmes. The results also showed that, training programmes in the print-media industry is not frequent. Results from the correlation analysis suggested that, there is moderately strong relationship between employee training and organisational performance. Employee training has a huge effect on organisational performance. Testing the theory of resource-based view requires an extension of this study to other private firms in the print-media industry. It is recommended that current change in employees' skills sets requires constant and frequent employee training in the print-media industry in Ghana.

Keywords: Employee training, organisational performance, knowledge workers, print-media industry, Ghana

1. Introduction

Employee training refers to the planned attempt by an organisation to facilitate employee learning of job-related knowledge, skills and behaviours (Dennis and Griffin, 2005). The role of employee training as a way of gaining competitive advantage is given the needed attention in the extant literature. Empirical evidences demonstrate the effect of employee training on organisational performance (Peteraf 1993; Houger, 2006; Niazi, 2011; Gareth, 2003), where organisational performance connotes how effective and efficient managers uses organisational resources to satisfy customers and achieve organisational goals and objectives. Ideally, the more employees are trained and are satisfied with their work and environmental conditions, the more they can help enhance their organisations' performance. Employee training has its strategic positioning and it can directly contribute immensely towards the attainment of organisational goals and objectives. Although both theoretical and empirical researches in human resources management (HRM) reveal that hiring the right employees improves firms' performance (Schmidt et al. 1986; Terpstra and Rozell, 1993), employee training greatly increases and sustains organisational performances (Delery and Doty 1996; Becker and Huselid, 1998). Therefore, creating value and building capabilities for sustained organisational performance is the basis for every training programme which is the unique assumption of the resource-based view theory (Penrose, 1959, Barney, 1991).

Human resource management literature identifies and provides several newer approaches to training employees. Skills, knowledge and abilities can be imparted through the use of new technologies and adapting to innovative training methods including PI (programmed instructions), computer and simulated games, role playing and audio-visual tools are more effective and therefore same are being extensively used in current training curriculums. These newer techniques combined with the traditional methods such as mentoring, coaching, lectures, conferences, movie or films and case studies represent effective means of training in organisations (Irene, 2009; Armstrong, 2010). Thus, whichever training method an organisation may be using, there is still an impact of that method on organisation's performance. These methods are either off-the-job training or on-the-job training (DeCauza et al. 1996). Conventionally, training ends with evaluating employees reactions toward training, their learning abilities during and after the training, their behaviours during and after the training as well as the results of the training itself which comes either in the short-term or long-term (Kirkpatrick, 1987).

With the increasing globalisation and trade liberalisation surrounded by fierce competition, firms in the print-media industry are gradually renewing and re-focusing their attention on training and development. The print-media industry which is a unit of the media industry and a subset of the knowledge-intensive sector has understood the strategic importance of employee training, but with few limitations. As a result, most of these print-media firms have recognised employee training as a crucial determinant of sustained organisational performance. This growing concern for employee training in the print-media industry, in reality, remains largely unexamined. Against this background, this study sought to analyse the effect of employee training on the performance of print-media industry in Ghana.

1.1 Justification of the Study

Human Resource Management (HRM) in Ghana has been under-studied. Besides, as far as the above HRM issue is concerned, many studies have been conducted in different industry but not in the print-media industry in the country. Even more so, this knowledge intensive sector is now playing a more important role in the economy, particularly in the sociocultural, economic and political developments. For example, the print-media industry and the other forms of media have become the vehicle for democratic development. Recently, firms in the public print-media industry have been criticized for various employee training quagmires in Ghana. For example, some public print-media firms see employee training as an avenue for socialization, stress therapy, and money making for unknown reasons. Further, due to the inherent benefits of attending training programmes, these training programmes are characterised by discrimination, as highly educated and long serving employees are mostly trained. Several behavioural aberrations and poor work attitudes bourgeon for those who perceive these training malpractices especially in some public print-media firms in Ghana. Obviously, these training malpractices may lead to poor organisational performance. Even more, public perception of and experience with the quality and mode of delivery of the newspapers and magazine in the public print media industry have not often been very positive and satisfactory. Against this backdrop, Graphic Communication Group Limited (GCGL), one of the largest and the leading public print-media firm in Ghana was purposively chosen as the case study firm. However, given the above training perspectives in the print-media industry, it is worth answering these questions: How do employees perceive the training programmes organised for them in terms of the awareness, frequency, and forms of training they receive? And finally, is there any effect of employee training on the performance of the print-media industry? Furthermore, the study starts addressing the research gap by exploring the effect of employee training on the performance of the print-media industry in Ghana.

1.2 Research questions

1. What is the perception of employees in terms of the training awareness, frequency of training, and forms of training they receive?
2. Does employee training have an effect on organisational performance? And if so, in what aspects?

1.3 HRM in Ghana and the Media Industry

The development of Human resource management in Ghana has been influenced by historical, political, sociocultural and economic journeys of the country. Historically, human resource management evolved from Ghana's historical association with the systems and structures implemented by the British colonial administration in the 18th Century (Budhwar and Debrah, 2001). These systems and structures were gradually localized in Ghana during the post-independence era, where HR functions went from mediatory through monitory to trade union involvements. Politically and legally, constitutional provisions especially from the fourth republic constitution (1992) influence the current HRM practices in Ghana. This is because the fourth republican constitution provides several laws and regulations which directly and indirectly touch on HRM practices or issues in the country (Heneman 1983; Abdulai, 2000). These laws touch specifically on key HRM issues such as recruitment and selection, women and equal employment opportunity, employee rights and welfare, human resource development policy, and compensation and benefits among others, although these HRM practices are flawed with lapses in both the public and private sectors, with the former being worse (Ofori et al. 2012). Socio-culturally, several HRM issues proliferate with increasing influence of sociocultural practices characterised by distinctive spiritual, material, intellectual, and emotional features that characterises the Ghanaian society (Akuoko, 2008). These social values, beliefs, norms have challenged the effectiveness of HRM practice in Ghana.

Economically, HRM practices in Ghana have been largely influenced by two main economic programmes: the Economic Recovery Programme (ERP) and the Structural Adjustment Programme (SAP). The ERP is a four year economic programme launched in 1983 by the government in collaboration with World Bank and the International Monetary Fund (IMF) with the aim of addressing economic imbalance and promoting economic growth and trade liberalisation. On the other hand, the Structural Adjustment Programme (SAP) which focused on organisational, administrative and physical reforms has a greater impact on HR functions by exposing the weaknesses in HRM systems in Ghanaian organisations. The above illustrate the key development in HRM practices. Importantly, HRM in Ghana is currently more of administrative and bureaucratic function that focus on basic issues such as staffing, training and development, performance appraisal, industrial relations and internal employee relations such as; transfer, and reward system etc. (Budhwar and Debrah, 2001). There is the need for best practices in managing the human resources in Ghanaian organisations especially in the public sector organisations. Further, key issues on HRM practices, particularly staff training and development proliferate in the media industry. Recently, the growth of the media industry especially the print-media industry and lack of training for increasing personnel is worrying as the need for training and re-training is infrequent. Also, the print-media industry suffers from attrition of media practitioners with expertise. Institutional capacity obviously depends on training; however, the role of the print-media industry is reduced due to weak institutional capacity. There is also the lack of training and orientation in

building a democratic culture and developing skills as well as instating mechanism for monitoring performance (National Media Report, 2000).

According to the National Media Report (2000) the performance shortfalls of the Ghanaian media industry can be attributed to inadequacy or outright lack of training of media personnel at all levels. This report also indicated the need to have performance monitoring mechanism for the industry. Therefore, Ghana's political economy provides an insightful picture as regards the role of the state in training media practitioners in filling these training gaps. The Ghana National Media Policy (2000) provides regulations or policy on training in the media industry, and more particularly in the print-media industry. These are general and specific policies or regulation on training and development of media practitioners. Generally, the policy framework indicates that the operations and development of the media industry reflect the competent and committed practitioners (6.1.10). The policy provides that the training and development of the human resources shall be linked to the total development of the country (6.1.10. i); therefore, training shall accordingly take into account a continuous need for media professionals of the highest calibre (6.1.10.ii). At the same time, training shall be developed and provided for community media practitioners (6.1.10 iii).

Specifically, policy framework on staff training indicate that the national budget shall support the recommendation and efforts to upgrade the present national training institutions; the establishment and operations of privately-owned media training institutions shall be encouraged through the provision of appropriate incentives; the curricula of all three national and future similar institutions shall be harmonised regularly to comprehensively address national development needs and industry requirements; curricula shall be provided for training in generalist and specialist areas; in addition, to their regular courses, training institutions shall run short-term courses for would-be and current practitioners for the various media and media services; individual media organisations or media services shall mount on-going in-service and of-the job training; a national accreditation scheme shall be developed to cover all media training (National Media Policy, 6.2.4.1. i-ix). The In-service Training (IST) Policy requires that every staff person have access to at least one in-service training every three years. These regulations are so to be implemented by the Ministry of Information and monitored by National Media Commission. However, despite these governmental efforts to training employees in the print-media industry, few of these regulations are effectively implemented.

2. Literature Review

Several theories provide theoretical basis for understanding the impact of employee training on organisational performance. These theories (for example, resource-based view, transaction costs, institutional theory etc.) explain the reasons behind, and the benefits of training employees in organisations. Specifically, this study is theoretically underpinned by the resource-based view. Resource-based view (RBV) of the firm as a theoretical basis was propounded by Penrose (1959) and developed into a more robust theory by Barney (1991).The basic assumption of this theory is that, organisations can gain competitive advantage by concentrating on their internal resources (abilities, skills, knowledge, capabilities, competencies etc.). While transaction cost theory argues from the cost side, RBV emphasises dynamic value and capabilities. The RBV suggests that firms should develop and maintain those resources that are core to the firm (Barney 2001). Besides, HRM activities, the human resources themselves constitute huge resources that can be fully developed in order to create the needed value and capabilities for achieving organisational performance. Barney (2001) argues that organisations must obtain sustained competitive advantage by implementing strategies that exploit their internal strengths, through responding to environmental opportunities, while neutralizing external threats and avoiding internal weaknesses. Similarly, it is strategically poor for organisations not to develop their human resources as a way of exploiting their internal strengths; the HR. The dynamic capabilities view is useful in making the resource-based view operational in any industry by identifying specific organisational processes that build valuable resources. However, training is that organisational process that helps builds capabilities for organizations; therefore, building HR value and capabilities appear to be the suitable rationale behind employee training and organisational performance analysis.

2.1 The Concept of Employee Training

The term employee training is often used in different ways. Each of the definitions suggests the types of training an organisation might organize. First, training refers to giving new or current employees the skills they need to perform their jobs (Dessler, 2006). It therefore involves showing employees what they have to do and how they have to do it. Second, it can also refer to the planned attempts by an organization to facilitate employee learning of job-related knowledge, skills and behaviours (Dennis and Griffin, 2005). Third, employee training can mean any effort initiated by an organisation to foster learning among its members (Snell and Bohlander, 2007). Fourth, Armstrong (2009) suggests that training can refer to the practice of equipping employees with skills, knowledge, and abilities, with the aim of building organisational capabilities and increasing increase organisational performance. Armstrong (1996) expressing his understanding of training emphasises that training should be organized within an organisation by appreciating learning theories and approaches if the training is to

impact performance. Fifth, training can refer to the act of increasing the knowledge and skills of employees whiles doing the job (Rao, 2011). Actually, training involves teaching and learning of specific job-related skills and behaviours. Sixth, Cole (2002) defines training as a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. Therefore, training is a planned and systematic modification of behaviours through learning events, activities and programmes which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively. This means for any organisation, training must be tailored towards enhancing performance and productivity.

2.2 Employee Perception of Training

Similarly, evaluating training effectiveness is useful, if not desirable. So, Kirkpatrick's (1987) training evaluation model suggests a proper assessment of employees' reactions toward training. Against this backdrop, this study sought to explore employees' reactions, that is, employees' perception of training organized in their organisations. Suggestively, further research into trainee reactions and potential consequences of such reactions is warranted. This is because only a few studies have investigated employee perceptions of training (Santos and Stuart, 2003). The question is "Why employees perception?" This is because employees' perception differs significantly from senior managers' (Gavino and Wayne, 2004). A few empirical findings on employees' perception of training are worth noting. Joireman et al. (2006) indicates that affective and emotive aspects of training is significant in predicting employees work attitudes and behaviours. That is, involving employees in training programmes might signal that they are valued or valuable. Employees who perceive that they are not being provided with enough training opportunities might develop higher turnover intentions (Pfeffer and Sutton, 2006). There is the tendency for employees who perceive that their employers provides sufficient and relevant training opportunities to be more reluctant to leave their employer, as they feel obliged to reciprocate the opportunity given (Benson et al. 2004). That is, they genuinely contribute to the performance of their organisation.

Research suggests that high levels of perceived training opportunities may contribute to need fulfilment (Roca and Gagné, 2008). Similarly, Dysvik and Kuvaas (2008) strongly believe that high levels of perceived training opportunities and high intrinsic motivation enhance work performance and organisational citizenship behaviours. Employees perceive that, the more educated the worker is, the more formal training they will receive (Black and Lynch, 1998). Perhaps, employees with higher qualification are more likely to receive training as they may benefit from the training (Green, 1993). In addition, educated employees have the comparative advantage in jobs that require a large amount of knowledge and provide opportunity for training (Altonji and Spletzer, 1991). The above scenarios implies that there is a potential value to employees' perception of training progamme and the effectiveness of that training programme, and this should not be underestimated (Sun et al. 2007). These findings are consistent with the finding of Joireman et al. (2006) who found that employees who perceive high levels of training opportunities feel their organisations value them. Benson et al. (2004) also found that, employees who perceive high levels of training leads to increasing organisational performance and good organisational citizenship behaviours. Perhaps, employees who are frequently trained are well educated (Mincer, 1989; Black and Lynch, 1998; Oryschchenko, 2006) and are long serving employees (Harris, 1999).

2.3 The concept of organisational performance

The term performance has been defined in various ways. Performance refers to those behaviours that have been evaluated or measured as to their contribution to organisational goals (Cook and Hunsaker, 2001). Behaviour modification which according to Armstrong (2011) must be the outcome of training programme contribute to organisational performance. In the same light, Gareth (2003) defines organisational performance as a measure of how efficiently and effectively managers use resources to satisfy customers and achieve organisational goals. To buttress, Jones et al. (2003) also suggests that these two overriding issues of efficiency and effectiveness are employed in the measurement of performance in every organization, where efficiency measures how well resources are used to achieve goals, while effectiveness connote the measure of the appropriateness of the goals that managers have selected for the organisation to pursue, and of the degree to which the organisation achieve these goals. Therefore, employee efficiency and effectiveness simply link organisational performance. Aswathappa (2008) indicates that performance is essentially what an employee does or does not do. He adds that employee performance common to most jobs include the following elements (quality of output; quantity of output; timeliness of output; presence at work; and cooperativeness) results in organisational performance. Atogiyire (1997) also explain that, the quality and quantity of business resources may have an effect on its performance. He suggests by saying that the nature of the prevailing economic factors surrounding an organization may to a larger extent affect the performance of that organization in terms of productivity, marketing, profitability and innovation. But the threat of these economic factors can be moderated by highly trained workforce. Attention to these extant literatures shows the numerous links between training employees and organisational performance. According to the empirical findings from the above literature, the following performance indicators (sales, profit, market share, quality of products, customer satisfaction, employee retention, job

satisfaction, employee morale, waste reduction and the volume of production) were used in this study as the performance indicators for the print-media industry.

2.4 Employee training and organisational performance
A sizeable body of research has examined the effect of employee training on organisational performance. Huselid (1995) suggests the need for renewed attention to employee training due to its ability to cut cost and reduce performance shortfalls in organisations. It has been proven on countless occasions that, there is a strong link between various training and development practices and organisational performance (Delery and Doty, 1996; Becker and Huselid, 1998). Research has found training as tool for cost cutting and value creation in organisations (Cascio, 1991). Similarly, training facilitates the achievement of corporate strategy and improves organisational performance especially for learning organisations (Delery and Doty 1996). So training must be aligned to organisational strategy in order to result in high performance in those organisations. Further, a study focusing on the impact of training on organisational performance reveals that, only off-the-job training improves performance whereas on-the-job training does not (Lynch and Black, 1995). Additionally, Barrett and O'Connell (2001) argue that, general training has positive impact on firm performance whereas firm-specific training does not.

Often in implicit findings, Rothwell et al. (1995) argue that training increases employees' propensity to perform and subsequently contributes to the firms' performance. For example, Keep (1989) was of the view that those companies (citing Jaguar Cars; Lucas Industries; IBM; Marks and Spencer; British steel; and Nissan) that integrate training and development practices into their business planning enhances their own performance. A study by Evans and Lindsay (1999) reveal that organisations that are committed to quality investment in training and development of its employees receive an exponential growth in customer delights, profitability and overall economic growth of those organisations. There is a huge return on those training investment (ROI). Collins et al. (2003) supported Evans and Lindsay (1999) by adding that, those organisations that train employees reduce employees' turnover rate. Black and Lynch (1996) citing Bishop (1994) indicates that employer-provided training and development raises subjective productivity and performance measure by almost 16%. Moreover, the above empirical findings suggest that organisations that train their employees consistently have better outcomes than those that do not. Huang (2001) agreeing to the finding of Bishop (1994) indicates that training can be a powerful driving force for firm expansion as well as building capabilities thus and subsequently firms' profitability and productivity. In exploring the impact of training on enterprise growth, Jones (2005) confirms that increasing training efforts increases firms' growth in terms of sales volumes and revenues. In contrast, empirical findings on training and organisational performance are inconclusive. As some scholars bemoaned that, training does not necessary impact performance. One divergent view comes from Westhead and Storey (1997) who found that the relationship between employee training and organisational performance is not significant. Other researchers like Marshall et al. (1995) and Kitching (1998) also argue that there is a weak direct relationship between training and firm's performance. Tan (1996) also claims that, training activities fail to influence the firm's performance because the activities are not linked to the firm's strategic plans. However, whether there is a strong or weak link between these two concepts requires further contextual and empirical findings especially for industries in Ghana.

3. Methodology
3.1 Research methods and company background information
Given the limited studies available on HRM, and on training in particular, in the Ghanaian context, it was observed that a case study approach was appropriate (Yin, 2003) to investigate organisational practices and employees' views. Graphic Communication Group Limited (GCGL) was purposively selected as the case study firm because it is the oldest, largest and leading print-media firm in Ghana, consisting of about 400 employees. It is a state-owned enterprise that plays a critical role in the sociocultural, economic and political development of the country, and yet its HRM practices have received little research attention. As such, findings of GCGL will have a strong implication for other firms in the print-media industry in Ghana.

This study deployed questionnaire survey as the main method for primary data collection. This was supplemented by limited observation during site visits for survey and by secondary data collected from government gazettes and company documents, such as annual reports on staff training. The questionnaire contained three sections: the first was designed to capture employees' awareness of training; the second section aimed to identify the forms and frequency of training as perceived by employees; the third section sought information about employee training and organisational performance. The questionnaire includes open-ended as well as close-ended questions. For the latter, the most items were measured on a five likert scale ranging from 1-5, with 5 indicating strongly agrees, and 1 indicating strongly disagrees. Of the 400 employees of GCGL, 200 were sampled randomly across the company and were given the questionnaires to fill in. Respondents

included managers, engineers, editors, journalists, computer operators and so forth. The response rate was 100 per cent. Quantitative data was processed and analysed using Statistical Package for Social Science (SPSS, Version 16). Descriptive statistics in the form of frequency and percentages were used to summarize and organize the data whiles inferential statistics, such as correlation analysis was also conducted to investigate the effect of employee training on organisational performance. Means and standard deviations were calculated for various dimensions of training and the performance indicators. Cronbach's Alpha was also calculated to get the internal consistency of the items on the questionnaire. The Cronbach's Alpha for employee training and organisational performance items was 0.901 and 0.821 respectively. This suggests that the internal consistency of the questionnaire was satisfactory.

The main business of the GCGL is to edit and print newspapers and sells them daily and weekly. Currently, the company publishes seven newspapers and advertising newspapers, including: the Daily Graphic, the Mirror, Graphic Sports, Showbiz, Junior graphic, Graphic Advertiser and Graphic Nsempa. They are all market leaders in the print-media industry, and the company aims to achieve leadership in disseminating high quality information and other products. GCGL was established in 1950 as the West Africa Graphic Limited by the Daily Mirror Group of newspapers in the United Kingdom. In 1962, the Government of Ghana acquired the company, which was subsequently incorporated in 1965 as a statutory corporation. It was converted into an autonomous limited liability company in 1999, with the state holding 100% shares. The name was subsequently changed to the Graphic Communications Group Limited. The company has since distinguished itself as a credible organization in quality news print to the extent that its flagship newspaper, the Daily Graphic, has become synonymous with the newspaper in Ghana. At the time of the survey, the firm employed approximately 400 employees throughout the country. Its major competitors of include: The Ghanaian Chronicle, The Independent, The Ghanaian Times, Daily Guide, and The Accra Daily Mail.

3.2 Sample characteristics

The sample of respondents consisted of a majority of males (61%) with only 39% females. The age of respondents ranges between 20 and 60 years with a mean of 40. About 50% of the respondents were married; 45% of them are single. About 51% of the respondents have been employed in their current jobs for more than five years. A majority (35%) of the respondents were auxiliary staff (e.g. National service personnel, labourers, Cleaners etc.). A majority (48%) of the respondents were first degree holders.

4. Results and discussion

4.1 Employees' perception of the training programme

The first research question was: 'what is the perception of employees in terms of awareness, frequency and forms of training they receive'. Answering this question involved mapping out employees' knowledge of and involvement in the training programmes provided by the company. Findings showed that there was a relatively high level of awareness of the training activities provided by the company in that 82 per cent of the employees reported being aware of them (see Table 1). Nearly 80 per cent of the employees reported that they had received some form of training since they joined the company. In terms of the forms of training received, employees were asked to indicate their perception of the form of training they have received since they joined the company. The findings showed that employees in the company receive career-oriented and job-oriented training programmes (see Table 2). This finding is consistent with the training forms identified by Irene (2009) who indicated that, there is the need for organisations to provide career-oriented and job-oriented training programmes for employees, as these forms of training build employees competencies and eventually increase their performance.

Further, to statistically explain the above finding, the mean and standard deviations were calculated. The mean of each training form above showed that training in each of the areas is little; however in descending order of magnitude; training in refresher courses had the highest mean score, meaning the company trains employees in refresher courses (see Table 2). Moreover, employees were also asked to indicate their perception of the frequency of training programmes organised in the company. Descriptive statistic was used to analyse the frequency of training in the company. The findings showed that employee training at GCGL is not frequent (see Table 3). The above findings on employees perception of training programme is consistent with the findings of Roca and Gagné (2008); Dysvik and Kuvaas (2008); and Benson et al. (2004) who found that high levels of perceived training opportunities contribute to enhanced and increased work performance and positive organisational citizenship behaviours at the workplace.

4.2 Effect of employee training on organisational performance

The second research question was 'Does employee training have an effect on organisational performance', and if so, in what aspects? The effect of employee training on the performance of the print-media industry was determined using correlation

analysis at 5 per cent level of significance and the results are summarised in Table 4. This section of the result sought to answer whether training have an effect on organisational performance. The answer is yes, training has effect on the performance of the print-media industry (see Table 4). As Table 4 reveals, any type of training has an effect on organisational performance. That is, training employees has a positive but moderately strong effect on almost all the performance indicators (($0.20 \leq r \leq 0.50$). Therefore, there is a direct correlation, and for that matter, an effect of training activities on employee productivity, firm profitability and shareholder value in both the short and long term (Russell et al. 1985), which represent the aspects training has an effect on. This findings are also consistent with the findings of Huselid, (1995); Delery and Doty, (1996); Becker and Huselid, (1998); Conti, (2005); Dearden, Lorraine, Reed and Reenen, (2006); Ballot, Gerard, Fakhfakh, and Taymaz, (2006); Collins et al. (2003); Evans and Lindsay (1999); and Jones (2005) who found considerable effect of employee training on organisational performance.

5. Conclusion and suggestions

Employee training in the print-media industry as exemplified by GCGL has been the focus of this study. The findings of this study showed that, although majority of the employees in the Ghanaian print-media industry are aware of and are involved in the training programmes, some employees think otherwise. It was clear that training programmes in the print-media industry focuses on employees' career and job. Most of the employees indicate that training programmes in the print-media industry are not frequent. Thus, for training programmes to strongly impact organisational performance, it must be frequently and strategically organized. Importantly, there is a considerable effect of employee training on organisational performance. Thus, the recent attention to employee training in the print-media industry in Ghana is strategic, as it impacts on the industry's performance. That is, a direct correlation was reported between increased training programmes and improvement in organisational performance indicators such as sales, profit, market share, quality of products, customer satisfaction, employee retention, job satisfaction, employee morale, waste reduction and the volume of production. Hence, it is possible to conclude that, employee training plays a critical role in organisational performance.

Furthermore, as this study establishes that employee training impact organisational performance, firms' in the print-media industry should formulate and implement strategic training and development policy and develop strong training culture. This policy and training culture should help develop human capital by training all and sundry without discrimination and politicking. Besides, for training to be effective, it must be frequent. As the recent changes in employee skills set due to increasing globalization with its resultant competition require newer skills set through constant training. Additionally, skills acquisition training typology was identified to be strongly related to employee performance; therefore, the print-media industry can cut cost by training employees to update and upgrade their skills. The findings also showed that, training impact total quality management, therefore, specifically GCGL, and more generally, the print-media industry should aim at training its employees to support total quality management practices. They must also constantly train employees if they want to compete effectively to gain competitive advantage by being performance conscious. Moreover, future research could provide a solid ground for theory building in the field of training and development, by extending the study to other private print-media firms by increasing the sample size. Clearly, a longitudinal research approach would have placed the study in a better position to draw causal conclusions.

This study may have important implications for practice. The findings may point to negative reactions toward training opportunities being insufficient, and infrequent in terms of obtaining high levels of organisational outcomes. Therefore, the findings would help management to address this low level of perceived training opportunities for employees which may lead to higher levels of organisational outcomes in the print-media industry in future. This may also imply the government becomes so concerned about training and developing media practitioners regularly and sufficiently due to their strategic national role toward political, sociocultural, economic and political developments. Arguably, this may mean the government increasing training and development budgetary allocations for media practitioners due to their immense contributions to societal and national developments. The findings may point to the importance of training and development efforts as an integral part of higher organisational performances. This may motivate training and development opportunities in the print-media industry as well as the media industry as a whole and any other industry in general. Consequently, the findings from this study might guide public sector HR practitioners in improving their training and development efforts by permeating them more fully with theoretical knowledge and empirical findings by focusing on the relationships between such training and development investments and organisational outcomes. Also, this study has implication for filling a theoretical and literature gaps in extant literature in the print-media industry. Limitations: single case study of a leading and state-owned firm, smaller and privately owned firms may reveal a different picture. Therefore, generalizability of the findings may need a larger sample size from the same industry.

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Table 1. Staff awareness of training programmes

Staff awareness	Response	Frequency	Percentage
Awareness of training	Yes	164	82
	No	36	18
	Total	**200**	**100**
Whether or not employees have some form of training	Yes	158	79
	No	42	21
	Total	**200**	**100**

Field data, 2011

Table 2. Employees' perception of forms of training programmes

	Responses							
Forms of Training	None	Very Little	Little	Much	Very Much	Total (%)	Mean	Std.
Refresher training	12	12	14	53	9	100	3.80	0.75
Orientation training	9	6	13	55	17	100	3.66	0.88
Career-oriented training	3	7	22	57	11	100	3.65	1.11
Job-oriented training	1	3	25	57	14	100	3.35	1.18

Field data, 2011

Table 3: Frequency of training

Response	Frequency	Percentage (%)
Not frequent	68	34
Less frequent	50	25
Frequent	64	32
More frequent	12	6
Most frequent	6	3
Total	**200**	**100**

Field data, 2011

Table 4: Relationship between employee training and organisational performance

Performance/Training	Refresher training	Orientation training	Career-oriented training	Job-oriented training
Sales (1)	0.14	0.18	0.24**	0.46**
Profit (2)	0.15	0.20**	0.21**	0.39**
Market Share (3)	0.18	0.27**	0.35**	0.38**
Quality of Products (4)	0.13	0.17	0.28**	0.40**
Customer Satisfaction (5)	0.09	0.15	0.29**	0.42**
Employee retention (6)	-0.003	0.11	0.09	0.32**
Job Satisfaction (7)	0.08	0.11	0.31**	0.40**
Employees' Morale (8)	0.17	0.21**	0.32**	0.38**
Reduction in Waste (9)	0.20**	0.10	0.32**	0.28**
Volume of Production (10)	0.15	0.17	0.17	0.22**

Field data, 2011   **moderately strong relationship ($0.20 \leq r \leq 0.50$)

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