

UNIVERSITY OF EDUCATION, WINNEBA

**THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE
PERFORMANCE: THE CASE OF THE JUDICIAL SERVICE, KUMASI
HIGH COURT.**

OHENE AGYEPONG

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OHENE AGYEPONG

**A project report in the Department of Management Studies Education, Faculty of
Business Education, submitted to the School of Graduate Studies, University of
Education, Winneba in partial fulfillment of the requirements for the award of the
degree of Master of Business Administration (Organizational Behaviour and Human
Resource Management)**

JULY, 2019

DECLARATION

STUDENT'S DECLARATION

I, OHENE AGYEPONG, hereby declare that this thesis, with the exception of quotations and references contained in published work, which have all been identified and acknowledged, is the result of my own original research and that no part of it has been presented for another degree in any university.

Signature.....

Date.....

SUPERVISOR'S CERTIFICATION

I hereby certify that the preparation and presentation of this thesis was supervised in accordance with the guidelines for supervision of project work as laid down by the University of Education.

NAME OF SUPERVISOR: PROFESSOR GEORGE OSSEI ASSIBEY-MENSAH

Signature.....

Date.....

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I cannot forget to extend my sincere appreciation also to my classmates. God richly bless them all for their valuable support.

May the Lord Almighty favour you all for being my cheerful leaders.

DEDICATION

This work is dedicated to my lovely wife Mrs. Elizabeth Ohene and my wonderful children: Lois Christiana Afoah Ohene, Godlove Asabeah Ohene, Afia Agyepomaah Ohene Born-Global (The Queen Mother), and Rita Darby.



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LIST OF ABBREVIATIONS

T&G	-	Training & Development
HRM	-	Human Resources Management
HRD	-	Human Resources Development
OB	-	Organizational Behaviour
HR	-	Human Resources
BSC	-	Balance Score Card
WASSCE/SSSCE – West African Senior Secondary School Certificate Examination		
HND	-	Higher National Diploma
JTI	-	Judicial Training Institute
SPSS	-	Statistical Package for Social Science

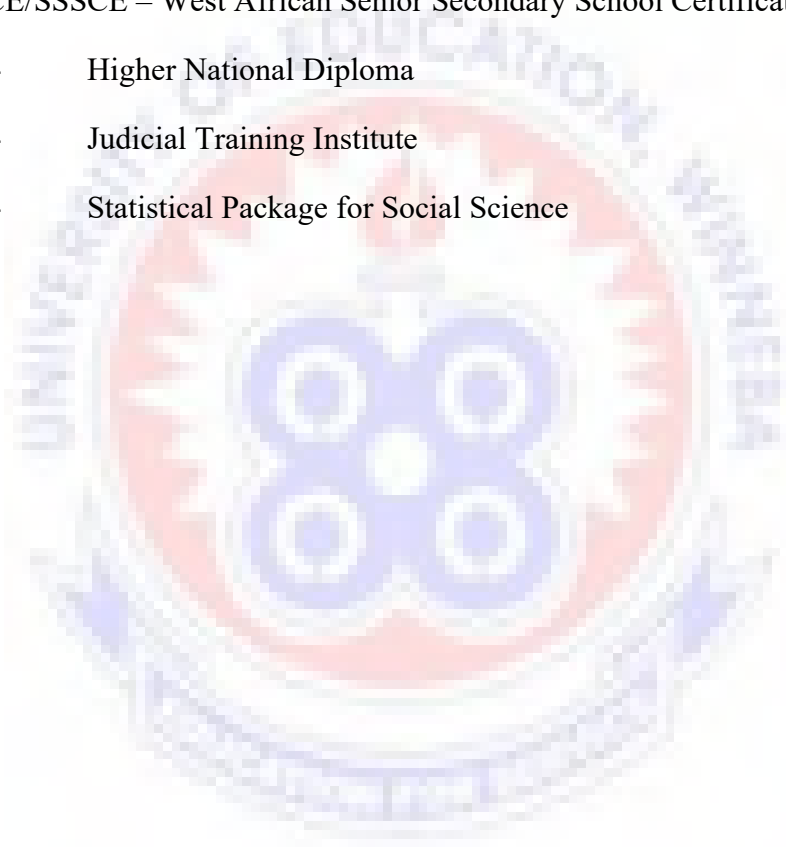


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ABSTRACT

The purpose of the study is to assess the impact of Training and Development (T & D) on the performance of employees in the Judicial Service. The study concentrates primarily on the employees of the Kumasi High Courts. The study was guided by three (3) objectives which were to find out if there are any T & D programmes for employees in the Judicial Service, Kumasi, to find out the relationship between T and D in the Judicial Service, Kumasi and finally to assess the impact of T and D on the performance of employees in the Judicial Service in Kumasi. The study was a descriptive survey with a sample of seventy (70) respondents from different sections in the High Court, Kumasi. The researcher collected data using a questionnaire that was self-generated from literature in the area of T & D. The researcher analysed the data by using descriptive statistics such as percentages and frequencies and also used regression and correlation analysis from the SPSS.

The results of the study showed that there was an existence of T & D programmes in the Judicial service, also there was a positive significant correlation between training and development and finally, the results showed that training and development were significantly related to performance. It was, therefore, recommended that: identification of training needs should be done more professionally and more often in conjunction with the line manager, as well as with the individuals involved; and also a well-structured training calendar be created for use at the Judicial Service at stated periods of time.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter contains the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study and, finally, the organization of the study.

1.1 Background to the Study

In recent times, organizations have faced not only the burden of production but also the burden of the retainment of the employees that make the productivity possible. Employee welfare has become a phenomenon that affects not only the employee himself or herself but the as employee and the organization essentially, in terms of the productivity of the organization and the continual existence of that organization (Kumpikaite and Sakalas, 2011). This has created a surge of talent attainment and retainment.

Human resources are a crucial but expensive resource and, therefore, in order to sustain economic and effective performance of this resource, it is important to optimize their contribution to the achievement of the aims and objectives of the organization through Training and Development (T and D). Training is, therefore, necessary to ensure an adequate supply of employees that are technically and socially competent for both departmental and management positions Mullins, L. J. (2007).

This prompts the need to constantly upgrade employee skills and knowledge, and to improve positive work-related attitudes Drummond, (2000). The method most commonly used to attain these goals is training and development.

The objective of (T & D), as asserted by them, is to develop the skills and competences of employees to improve their performance;

to help people grow within the organization in order for the organization to meet its future human resource needs (Shen, 2004). According to (Barzegar and Shahroz, (2011), training involves the use of formal and informal processes to impart knowledge and help people acquire the skills necessary for them to perform their jobs satisfactorily, while development prepares employees for other positions in the organization and increases their ability to move into jobs that may not yet exist. Development, therefore, is about preparing for change in the form of new jobs, new responsibilities, or new requirements.

In essence, training and development is a necessary effort of an organization to improve quality and to meet the challenges of global competition and social change. Providing T & D is one of the many roles of (HRM). This central role has been recognized by many research studies, For instance, (Shen, 2004) stressed that employees are a crucial and expensive resource and, in order to sustain effective performance, it is important to optimize their contribution to the aims and goals of the organizations. He also went on to say that one major area of the HRM function of particular relevance to the effective use of human resources is T & D.

As highlighted in the literature-review section, there is a relationship between training and developing employees and their job performance. The impact of other variables on efficiency, such as infrastructures and internal relationships, should also be recognized. Performance of employees can be measured in many ways, but the bottom line that is hard to dispute is that there is hardly any organization that can function without performing employees (Ellinger, Ellinger and Keller, 2003).

It should be noted that the end of the T & D of any employee is to aid in the productivity of the organization thus, aid in employee performance. Improvement of productivity is a central issue in present-day organizations. Productivity through job performance stands as a widely-researched domain in literature of organizational behavior (OB) and human resource (HR) development (Lawler, and Worley, 2006; Schiemann, 2009).

The term employee performance signifies individual's work achievement after exerting required effort on the job, which is associated through getting a meaningful work, engaged profile, and compassionate colleagues/employers around (Karakas, 2010). In order to utilize employees fully and augment organizational success, effective employee performance-management system is imperative for a business organization. The performance-driven objective is expected to be aligned with the organizational policies so that the entire process moves away from being event-driven to become more strategic and a people-centric perspective (Jena, and Pradhan, 2014).

1.2 Statement of the Problem

The concept of T and D is a very well-researched topic in many aspects of business and industry due to the fact that it plays a vital role in any organization today (Vickerstaff, 1992; Costen and Salazar, 2011; Aguinis & Kraiger, 2009). In line with this, the Judicial Service plays a huge role in the provision of jobs, as well the as the provision of legal services for the populace of Ghana. It also creates a sizeable number of jobs in the country because of its labor-intensive nature and the significant multiplier effect on employment in other related sectors (Kennedy, 2009).

It is hard to dispute that the environment of work has changed due to the existence of new dimensions and, in response to changing work practices, employees need to be provided with opportunities to enlarge their professional experiences or else face

obsolescence in skill. The concept of obsolescence in skill has been defined by Greenhaus, Callanan, and Godshalk (2000) to be the absence of sophisticated know-how and advanced expertise required to accomplish organizational tasks. Such a situation has led organizations, regardless of their size and scope of operations, to focus on competency-based hiring and set challenging job tasks. Competency-based hiring is not the only remedy as employees are also trained and developed to be proactive and leaders through precisely-designed T and D programs.

Furthermore, these programs, besides with offering basic-skill enhancement, also helps in gaining advanced job-related knowledge to avoid skill obsolescence. Frederick and Stephen (2010) suggest that it is an organization's management responsibility to facilitate the workforce through T and D to remain competent in their profession. Over the years, the Judicial Service of Ghana has been allocating huge sums of money in its budgetary allocation for training of Judicial staff to build the capacity of employees to perform their job functions effectively. In spite of that, the Judicial Services of Ghana is still confronted with challenges in the area of effective performance of Judicial staff in the provision of Judicial Services (Noe 2008).

According to Debra and Ofori (2001), despite the increasing effects on training of organizational employees, there is still limited literature on T and D issues in developing countries such as Ghana, especially in the Judicial Service. It seems that there is some existence of T and D in every organization, even in the Judicial Service, but the real concern is with the structure of the programmes done. There are, however, some issues of employees still not performing up to standard operating procedures in the work environment.

Some employees have not enhanced their skills and abilities to enable them to be effective and efficient on their job duties. Overtime, there have been complaints from management and some of clients about some employee's performance and attitude towards the job. This has been a problem. Despite training provided in the organization, there are still some employees whose performance have not improved. Therefore, this major problem of this study will be addressed on the performance of employees in the Judicial Service in Ghana.

1.3 Purpose of the Study

The purpose of the study is to assess the impact of T and D on the performance of employees in the Judicial Service. The study concentrates primarily on the employees of the Kumasi High Courts.

1.4 Objectives of the Study

The study is guided by the following objectives:

1. To find out if there are any T and D programmes for employees in the Judicial Service in Kumasi;
2. To assess the impact of training on the performance of employees in the Judicial Service in Kumasi, and
3. To assess the impact of development on the performance of employees in the Judicial Service in Kumasi.

1.5 Research Questions

The researcher sought to answer the following questions in the study:

1. Are there any T and D programmes for the employees in the Judicial Service in Kumasi?
2. What is the impact of training on the performance of employees in the Judicial Service in Kumasi?
3. What is the impact of development on the performance of employees in the Judicial Service in Kumasi?

1.6 Significance of the Study

The researcher contends that the findings of this study make concrete recommendations to the Judicial Service of Ghana to increase the performance of employees and ultimately increase the productivity of the organisation. It is hoped that this study also benefits other institutions or organizations in the country, apart from the Judicial Service, in employee performance as well as organizational performance.

To the management of the Judicial Service in the country, the findings will fundamentally assist in answering questions on the best way to design T and D programs that will promise employee performance and also contribute to answering the question of which T and D scheme can best help its employees. It is hoped that the study findings will help to formulate strategies and policies to enhance employee training and development.

For future research, the document will serve as secondary data on the topic of employee T & D. Thus, researchers looking to study in the field of employee T and D will benefit as they build on them. The findings and results of the research will also provide an in-depth understanding of the various factors influencing the T and D of employees. This

can, in turn, help shape future policy formulation of the Judicial Service in terms of its staff, facilitating the objectives of the Ghana Government in enhancing the reliability and efficiency of the Judicial Service.

1.7 Scope of the Study

This study focuses on the impact of T & D on the performance of employees in the Judicial Service. Specifically, the study concentrated in the High Court in Kumasi situated in the central business district of Adum, Kumasi. The impact of few employees in the Judicial Service facilitated in this study. In short, the findings of this study are useful in addressing the impact of training and development on the performance of employees in the Judicial Service in Ghana.

1.8 Limitations of the Study

Practical steps were taken to make the study void of any limitations and shortfalls. However, the study had a few limitations that could not be avoided. First of all, the study was limited in terms of its methodology. The study was a cross sectional survey, and this limits the study in terms of its general applicability. A disadvantage of cross-sectional surveys is that, data are collected at a particular time whilst a longitudinal study is spread across a period of about three to five years of tracking the effects of T and D in the research context. This limitation, can, however, provide the opportunity for subsequent researchers to use other mixed methods to study determinants of staff turnover.

In this study the researcher limited the study of the impact of T and D in the Judicial Service in Kumasi. Unfortunately, the lack of T and D may not be only factors that undermines effective performance of employees and, may, therefore, not be exhaustive. Thus more research may be needed to explore other factors in other contexts of the

study. Again, some of the respondents were hesitant to give the needed information sought to enhance the usefulness of the study.

1.9 Organization of the Study

The study is in five chapters. Chapter one introduces the study and contains the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, and the limitations of the study.

Chapter two reviews literature related to the effects of T and D on the performance of employees. The chapter further reviews empirical literature establishing the effects of T and D on the performance of employees. Chapter three of the study further addresses the methodology employed in the study. The areas captured by the chapter include the research design, the research population, sample and sampling method, data-collection instruments, method of data analysis, validity and reliability, and the importance of ethics in organization. Chapter four presents the data analyses and discussions of the result.

Finally, chapter five of the study discusses summary of the study findings, conclusions, and recommendations. As such, it symbolizes a most important portion of this work.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The purpose of the study is to assess the impact of training and development on the performance of employees in the Judicial Service, with particular emphasis on the employees of the Judicial Service in Kumasi. This chapter presents literature that is relevant to this study. The major concepts reviewed are: the concepts of training and development and related literature in that field, theoretical review where theories on training and development were reviewed, empirical review where past studies on the same subject are reviewed, industry review where the Judicial Service and High Court Kumasi are reviewed and the conceptual framework of the study was also presented.

2.1 Training and Development

Improved capabilities, knowledge and skills of the talented workforce proved to be a major source of competitive advantage in a global market (McKinsey, 2006). To develop the desired knowledge, skills and abilities of the employees, to perform well on the job, requires effective training programs that may also affect employee motivation and commitment. Training and development have been in use for quite a while and their importance cannot be underrated. Thus, there have been many mentions of them in literature and also many definitions by various authors (Salas & Cannon-Bowers 2001).

According to Kumpikaite & Sakalas, (2011) among other authors in the field, they showed that one of the key importance of training and development is its ability to enhance workforce capability.

Training and development have been seen by Nadler & Nadler (1991) as the components of the human- resources development (HRD) model. Khan, Khan, & Mahmood (2012) explain the system of HRD to be a system or an assortment of such activities that enable organizations to add to the worth of their workforce by bringing

behavioral reforms through training, development, and education within a specified time period. Thus, they point out that the concept of Training and Development helps in the building and strengthening the work-related attributes of the human resource (workers or employees) in any organization. Moreover, in training there is a specialist who delivers the understanding about the expertise required for enhancing the job proficiency keeping in view both present and future job-related skill requirements (Saleem et al., 2011). Hence, it is acceptable to say that training and Development is a more logical and organized way of improving the skills, knowledge, and attributes needed by the workers to better fulfil their job tasks.

There have been many authors that have put training and development together for simplicity or to help the purpose of their study, however the concepts have some distinguishing features. Some of these distinctions are the focus, use of work experiences, goal, and participation. In training the focus is current, use of work experiences is low, goal is to gain skills for the present job, and participation is mandatory if initiated while vice versa is applicable for development initiatives. Development is more self-directed and requires self-motivation to explore and find the ways for career and personal advancement (Noe, 2008).

Similarly, Armstrong (2009) has differentiated training from development by putting his concept into words that development is meant to acquire new knowledge and skills that help to progress into some future job requirements while training helps in gaining those competencies that enable the employees to better perform in their present jobs.

In the same way, we find training to be confined only on enhancement of skills pertaining to a particular job while development has its scope stretched across the growth and personal development of the employees (Obisi, 2011).

Moreover, Kiruja and Mukuru (2018) has given his views as training improves the skill level of technical staff during a short period of time for a specific objective while development allows the managers to learn and grow during a long-term learning period having wide-ranging objective. Hence, the two training and development may be used as one but there is a distinction based on the basis of broadness of scope, focus of the efforts, and time span as mentioned above.

2.2 Employee Performance

Literature has established in various ways that employees are the building blocks of an organization as one of the most important things in the organization (Coetzer & Rothmann, 2007). According to Hameed & Waheed (2011), employees are the most valuable, value adding assets available to any firm, business, or organisation. As important as the employees are to the organization, they are of no use to the organization if they are not performing. The performance on part of the workforce is the driving force behind the survival of any business firm. Further, they are of the view that if employees are to contribute to the efficiency and success of the organization then there is the need for them to perform. So, performance is crucial for the organizations in terms of making strategies to improve performance and also measuring it from time to time.

Employee performance is therefore defined as the set of employee behavior, results, and outcomes that come after completing the job tasks using certain competencies and that are measured through different metrics constitute (Anitha, 2014).

Two types or dimensions of performance are being given by Aguinis (2006) points out, and they are Tasks Dimension of Performance (includes all those work activities that

allow the completion of tasks in a job); Contextual Dimension of Performance (includes all those behaviors that make an employee act responsibly toward the organization).

It is stated that employees are more likely to turnover if they are not satisfied and hence demotivated to show good performance. Employee performance is higher in happy and satisfied workers and the management find it easy to motivate high performers to attain firm targets. (Kinicki and Kreitner, 2007). The employee could only be satisfied when they feel themselves competent to perform their jobs, which is achieved through better training programs. Recognizing the role of training practices, enable the top executives to create better working environment that ultimately improves the motivational level as well as the performance of the workforce.

According to Leonard-Barton, (1992), an organization that gives worth to knowledge as a source of gaining competitive edge than competitors, should build up system that ensure constant learning, and on the effective way of doing so is training. Pfeffer (1994) highlights that well-trained workforce is more capable of achieving performance targets and gaining competitive advantage in the market. Training is determined as the process of enabling employee to complete the task with greater efficiency, thus considered to be vital element of managing the human resource performance strategically (Lawler, 1993; Delaney and Huselid, 1996).

2.3 Conceptual Framework

The conceptual framework is said to be the display of the key concepts, constructs, variables and dimensions, and how they are related to each other in addressing the research problem (Rogge & Reichardt, 2016). In this study a conceptual framework was presented showing that training and development as independent variables will affect employee performance which was the dependent variable.

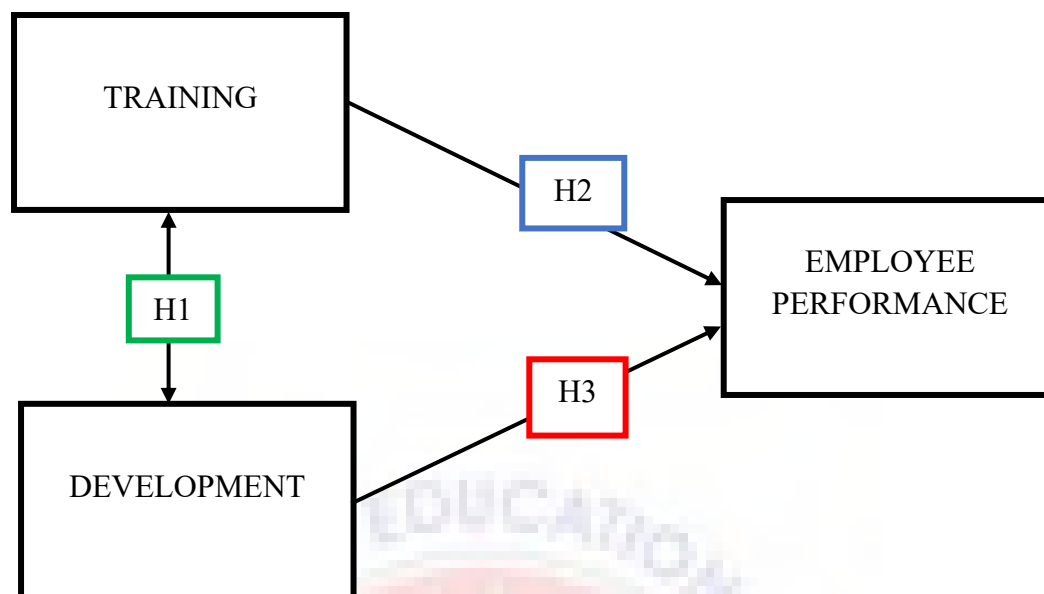


Figure 1: Conceptual Framework of the study (Researchers' Conceptualisation, 2019)

2.3.1 Relationship between Training and Development

There have shown different views on the concepts of training and development. There have been writers that have shown training and development to be the same (Cole, 2004) there have also been writers in the field that have seen training and development as very different concepts (Dochy et al., 2012).

However, it is safe to say that training and development seem to be different sides of the same coin. Although there are obvious differences such as training being more for a required practice and also for perfection in particular field whereas development is used mostly for professionals, is managerial in nature and career focused, there are also relationships that have been pointed out in literature.

A study by Chinelo (2011) pointed out that although training and development were seen as different prior to the study, both training and development result in creating a

change in an individual. Thus, there is a kind of similarity between training and development because both concepts are aimed at creating a favorable change in the individual. However, the frontiers of development extend further to measure how effectively the favorable change in behavior has improved job performance. He also showed from the results that training was the start of the process and that at some point development would be needed to supplement the effects of training.

Other studies also point out that employees training and development complement each other in an organization's quest to evolve qualified manpower. This is the reason why most authors use the terms "training and development" as synonyms. It is common for people to use training and development interchangeably as if both are the same whereas; there is a distinction between the two. Though differ in concept but can be studied together because of their relatedness and mutual effect on the staff (Fabien, 2018; Jones, George & Hill, 2000). Thus, this informed the first hypothesis stated that

H1: Training and development have a positive relationship

2.3.2 Training and Employee Performance

The effects of training on employee performance have quite a presence in literature. There have however been views for and views against the notion of training affecting employee performance positively. Some authors point out that training is not necessary when performance monitoring is not possible (Holman, 2004).

However, studies have also shown that, Training programs not only develops employees but also help an organization to make best use of their humane resources in favour of gaining competitive advantage. Therefore, it seems mandatory by the firm to

plan for such training programs for its employees to enhance their abilities and competencies that are needed at the workplace, (Jie & Roger, 2005). Training not only develops the capabilities of the employee but sharpen their thinking ability and creativity in order to take better decision in time and in more productive manner (David, 2006). Moreover, it also enables employees to deal with the customer in an effective manner and respond to their complaints in timely manner (Derue & Guzzo, 2004). Training develops self-efficacy and results in superior performance on job (Svenja, 2007), by replacing the traditional weak practices by efficient and effective work-related practices (Kathiravan, Devadason & Zakkeer, 2006). Thus, with the background above that is

H2: Training affects employee performance positively.

2.3.3 Development and Employee Performance

According to Katcher and Snyder (2003) One of the larger aspects of developing employees' skills and abilities is the actual organizational focus on the employee to become better, either as a person or as a contributor to the organization. The attention given by an organization, coupled with increased expectations following the training opportunity can lead to a self-fulfilling prophecy of enhanced output by the employee. Employees that receive regular, scheduled feedback, including training, along with an increase in expectations, actually have a higher level of worker output.

Frost et al., (2000) in their study on the importance of development pointed out that, the hope is that employees who receive development in line with their individual or organizational goals will become more efficient in what they do. Organizations should look at the positive effects of training on employee performance, and consider employee development as a targeted investment in making the workers stronger. More

importantly, development plans that include “train-the-trainer” (training that trains employees to become trainers of a skill) can provide exponential benefits to the organization.

Besides supporting the organization, employees might recognize that most types of employee development initiatives provide them with benefits. Employee development programmes that range from certification to education reimbursement, even to basic job skills training, have a certain cost to the organization that can easily be considered a benefit to the employee. Such awareness on the part of the employee can also lead to greater loyalty to the organization as well as enhanced job satisfaction. Training and development that can be added to the employees’ résumés are big ticket items in terms of compensation plans (Taylor, 2000). Therefore, with this background it is safe to postulate the third hypothesis that is

H3: Development affects employee performance positively.

2.4 The Judicial Service of Ghana

According to the Judicial Service Annual Report (2016), the Judiciary of the country Ghana is the third arm of government empowered by the constitution and the laws of the Republic, this arm is entrusted with the Judicial Power of the nation and also autonomous in its dealings. The Judiciary is meant to interpret the Constitution and laws, administering justice and providing other related services that are in line with the laws of the country.

Under the Judiciary is the Judicial Service of Ghana and it is meant to act as a Public Service Institution that is responsible for the day to day administration of the Courts and Tribunals of the land. In fulfilment of this mandate, the Judiciary under the authority of the Chief Justice is supposed to; Uphold the independence of the Judiciary,

Show commitment to the true and proper interpretation of the Constitution and laws of Ghana, Ensure the speedy and unfettered administration of Justice brought to the door step of the people and the provision of other services for all manner of persons, groups and institutions without fear or favour and Maintain a high standard of efficiency in the delivery of justice.

The mission statement of the Judiciary and the Judicial Service is to resolve legal conflicts according to law, impartially and efficiently for all persons without fear or favour, affection, or ill-will through true and proper interpretation, application and implementation of the laws of Ghana. The Service is supposed to achieve this mission through the observation of the following core functions:

1. Promote the rule of law, transparency, accountability and anti-corruption.
2. Promote and uphold human rights, improvement to justice and protect the rights of the vulnerable in the society.
3. Ensure efficiency and the speedy delivery of justice.
4. Strengthen the capacity of its human resource and improve the conditions of service for all staff.
5. Change the public perception of the Judiciary and build public confidence in the Service.
6. Improve its infrastructural capacity to enhance its service delivery.

2.4.1 The High Courts

The courts in Ghana are categorized in two ways: the superior courts and the lower courts. The Superior Courts are also further categorized into three main categories that is the Supreme Court, the Court of Appeal, and the High Courts. Due to the scope of

the study and also its concentration, the researcher concentrated on the high court in this section.

The High Court is made up of High Court Judge or Justices of the High Court. The power of the court extends to the hearing of all civil or criminal matters. It has the constitutional right to hear appeals from the District Court as well as criminal appeals that may come from the Circuit Court. More so, based on the Fundamental Human Rights and Freedom spelt out in the 1992 Constitution of the country, the Court has the exclusive jurisdiction to enforce them. Thus, it plays a supervisory jurisdiction over all the lower courts and other inferior Judicial bodies that are based in the country.

Names of High Courts in Ghana: the high court has special jurisdiction and is also categorized under various specialisations to cater for various groups of populaces. The essence of these divisions is to help members of the public to determine where exactly to go based on their issues of concern. At the moment, there are many High Courts that operate in various locations in Ghana.

The names of these High Courts are listed below:

1. Fast Track Court
2. Commercial Court
3. Labour Court
4. Human Rights Court
5. Land Court
6. Economic and Financial Crimes Court
7. Family Court
8. Probate and Administration

2.5 Importance of Training and Development

Training and Development are very critical and important tools to the organization especially to spur the organizations performance to better levels than they previously did. The concept is not only beneficial to the organization as a whole but employees too due to its affective reaction. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development. Training and development has been said to increase productivity and also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information, they need to perform those jobs (Imran & Tanveer, 2015). Apart from the above there are many more importance of Training and Development such as:

- increased job satisfaction and morale
- increased motivation
- increased efficiencies in processes
- resulting in financial gain
- increased capacity to adopt new technologies and methods
- increased innovation in strategies and products
- reduced employee turnover.

Training and development is very important for an organization to compete with this challenging and changing world. Training and development is basically directly related to employee but its ultimate effect goes to organization because the end user is organization itself (Heres, 2006).

Training and development can be done on the job or as a separate activity. On the job training and development helps employees to get the knowledge of their job in a better way (Deming, 1982). People learn from their practical experience much better as compare to bookish knowledge. On the job training reduces cost and saves time

(Kaynak, 2003). It is better for the organizations to give their employees on the job training because it is cost effective and time saving (Taylor et al., 2004).

It is good for organization to give their employees on the job training so that their employees learn in a practical way (Baum et al., 2007). Delivery style is a very important part of Training and Development (Braga, 1995). Employees are very conscious about the delivery style (Armstrong, 2000). If someone is not delivering the training in an impressive style and he is not capturing the attention of the audience it means he is wasting the time (Griffin et al., 2000). It is very necessary for a trainer to engage its audience during the training session (Seamen et al., 2005).

2.5.1 Training and Development: Evaluation and Delivery

The success of any training and development programme is dependent not only on the organization or on the people being trained or developed but also the design and evaluation of the process (Michael - Armstrong, 2000). According to Tsauro and Lin (2004). It is important to design the training and development process according to the needs of the organization and the employees alike, this is guaranteed to produce good results. As was stated above a training and development process that is designed properly will help to reap very great rewards and also a training process that is not properly designed creates nothing but problems, the loss of time and money.

Another important activity in the training and development process is the delivery style. After the planning process there is also the need for a good delivery of the planned process if not delivered well the whole planning process would bring out very little results. It is very difficult for an employee to perform well at the job place without any pre-training. Trained employees perform well as compared to untrained employees (Tihanyi et al., 2000; Boudreau et al., 2001). It is very necessary for any organization

to give its employees training to get overall goals of the organization in a better way (Kaynak, 2003; Heras, 2006). Training and development increase the overall performance of the organization. Although it is costly to give training to the employees but in the long run it gives back more than it took. Every organization should develop its employees according to the need of that time so that they could compete with their competitors.

2.5.2 Training and Development Process

There have been different ideas on the systematic process for training and development of employees by different authors. The number of steps may vary but the basic approaches are basically the same. These steps are to manage training in a better way to have the best results out of the investments made. Training is a continuous process. Whatever the scheme may be presented by various scholars and trainers the following steps are inevitable for any well designed and precisely implemented Training and Development plan.

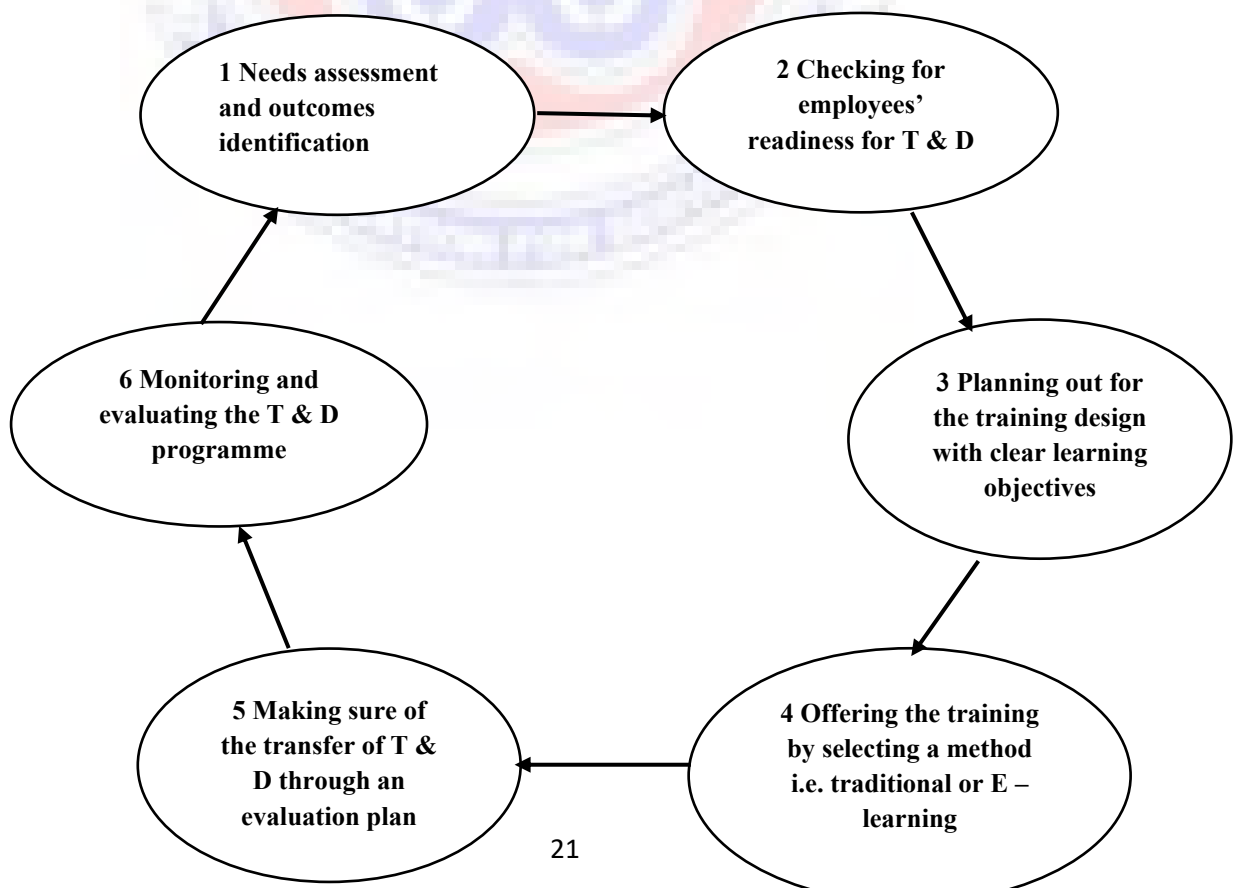


Figure 2: Training and Development Process (Garner, 2012)

It is possible for some companies to attempt skipping some processes in the process but this could bring forth some long-term problems.

The organization could complete the process even without going through each of the items in the process but it is important to note such an organization is likely not to reap the actual fruits of training that have somewhat long-term impacts on the employee performance as well as the overall organizational productivity and growth. The intention behind presenting such models and process cycles in different studies is to show organizations a direction where they can input their strategies and investments to reach their final destination such as a sustainable market leadership with an unconquerable competitive strength (Michalak & Yager, 2001).

2.5.3 The Rationale for Training and Development

There have been many changes in the practices of businesses and also broadened organizational scope. This has, however, caused organizations to stress the importance of Training and Development in transforming the human resource into human capital (Gusdorf, 2009) for incorporating a culture of team work, innovation, and continuous learning (Paton, Peters, & Quintas, 2005) at the work place. Human capital is normally associated with investment in terms of training and development of the employees to give a boost up to the organization's human capital (Paton et al., 2005).

Apart from the statement above, training and development allows the organization to maintain a collection of employees for promotion and replacement purposes. This confidence to replace and promote employees come due to the advancement and change

management attributes rightly imparted into the workers by virtue of T & D. According to Qayyum et al., (2012) in the same way advocate T & D practices by putting light on the benefits gained in terms of improved competencies engrossed into the employees thus changing their work behavior as well.

Training and development are very strategic as well because they aid an organization in their mission and vision statement and are strategic part of organizations' mission and vision statements. Hung (2010) suggests that training and development are without any doubt meant to give a boost up to performance at work. This is the reason many renowned companies make considerable investments in training and developing the workforce.

According to the contemporary practices, any organization's productivity is measured using a balanced score card (BSC) across the four perspectives that are: the organization's financial standing; services and satisfaction provided to its customers; the trends of growth and learning opportunities for both the organization itself and its employees; the internal and external business processes of the organization (Glaveli & Karassavidou, 2011). So, providing the training and development opportunities is one of the metrics that quantify an organization's growth and success.

2.5.4 Determinants of Employee Performance

The competencies or factors that are used or concentrated on in the measurement of the effectiveness of an employee's performance in an organization are said to be the determinants of employee performance. They are normally used to describe workforce performance in the organization. Literature has pointed out quite a few of these indicators one of the authors in this field is Aguinis (2006). He pointed out that the determinants are procedural knowledge, declarative knowledge, and motivation. He

points out that, these are the constituents of performance and their product is equal to performing well thus the product of these constituents is equal to the employee performing well.

(Motivation×Declaration×knowledge×Procedural

knowledge=Performance). Motivation as used in the determinants by Aguinis (2006) refers to the degree of hard work inserted into the job and the level of contribution toward achieving the goals; declarative knowledge is inclusive of the knowledge about different guiding principles, procedures, particulars and the job responsibilities and procedural knowledge is to know the way of doing the job properly and the skills required to perform the job e.g. technical, functional, and cognitive skills. If the results of any of these determinants equals zero then performance is also zero. The value zero does not mean there is absolutely no work done but shows rather limited contribution to performance.

Another study by Hailesilassie (2009), in his study about determinants of public sector employees' performance, has declared motivation and awareness about job roles as the determinants of employee performance. Glaveli & Karassavidou (2011) also posit that providing training and learning opportunities, innovation, and cost reductions stimulate performance. Together with these the competencies gained during training and development has a substantial impact on job performance if transferred properly. Khan et al., (2011) also declared training to be greatly impacting employee performance.

However, the biggest issue that has been observed in failure of training programs in organizations and particularly in banks is the inability of the employees to apply at the workplace what they learned during training sessions. The same authors pointed out that with respects to the banks, loyalty of the employees to their branch of the bank they

are working and the quality of services provided to the branch customers as the indicators of performance. Finally, Noe (2008) points out that given the unavailability of appreciation and positive feedback from co-workers, managers, and the organization itself in terms of not providing the required resources and working conditions are a hindrance to the performance of employees.

2.6 Empirical Review

In this section the researcher reviews specific past studies or research work done by other researchers that are relevant to the research topic. A brief review of past studies related to some past research reports related to the objectives of your study was done. This section was divided into various themes.

2.6.1 Role of Training and Development in Organizations

A study by Vemic (2007) shows that Training and development also makes way for employees to take an active part in the decision-making process, the study also proposed that, continuous training caters for bringing employees' motivation, confidence, their general behavior, and self-esteem up. Training and development is also said to increase employees' satisfaction towards their job, improves their work efficiency, and gives return on investment (ROI) in terms of making the employees more knowledgeable, skilled, and productive. It also makes them more loyal, committed, and contributing to the organization.

Batool & Batool (2012) also supports this view that job satisfaction, confidence on self, and sense of self-worth is given a boost up among the employees through training. In the same way, Oguntimehin (2001) has put forward the benefits of Training and Development as improvement in human, theoretical, & managerial competencies, enhanced skills, work efficiency, knowledge, mind-set & punctuality (including be on

time and less absenteeism), expertise in operating technology and handling machines with reduced wastage, and also decreased level of skill obsolescence.

In the words of Glaveli & Karassavidou (2011), it is the human resource that acts as a multiplicative factor for putting the organization on the track of victory. Although each of the HR practices is vital at its place in supporting the advancement of its workforce but training plays the most vital role of all in developing an organization's leveraging factor for progress i.e. its human asset. The positive outlook of the job gained through training and development generates feelings of loyalty in the employees who then perform well in terms of serving the customers better. Hence, training promotes loyalty that in turn stimulates to perform up to the mark. Better performance of employees is significant as according to Khan et al., (2011), employee performance drives performance of the organization.

2.6.2 The relationship between Training and Development and Employees Performance

Most of the previous studies provides the evidence that there is a strong positive relationship between training and development and employee performance (Purcell et al., 2003). According to Guest (1997) mentioned in his study that training and development programs, as one of the vital human resource management practice, positively affects the quality of the workers knowledge, skills and capability and thus results in higher employee performance on job. This relation ultimately contributes to supreme organizational performance. The result of Farooq and Aslam (2011) study depicts the positive correlation between training and employee performance as $r=.233$. Thus, we can predict from this finding that it is not possible for the firm to gain higher returns without best utilization of its human resource, and it can only happen when firm

is able to meet its employees' job-related needs in timely fashion. Training is the only ways of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals.

Moreover, the result of the study of Sultana et.al. (2012), conducted in telecom sector of Pakistan, states the R^2 as .501 which means that 50.1% of variation in employee performance is brought by training programs. Further, the T-value was 8.58 that explains training is good predictor of employee performance.

As depicted by the work of Harrison (2000), learning through training influence the organizational performance by greater employee performance, and is said to be a key factor in the achievement of corporate goals.

According to Swart et al., (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing employee performance. He further elaborates the concept by stating that training facilitate organization to recognize that its workers are not performing well and thus their knowledge, skills and attitudes needs to be molded according to the firm needs. There might be various reasons for poor performance of the employees such as workers may not feel motivated anymore to use their competencies, or may not be confident enough on their capabilities, or they may be facing work- life conflict. All the above aspects must be considered by the firm while selecting most appropriate training intervention that helps organization to solve all problems and enhance employee motivational level to participate and meet firm expectations by showing desired performance.

According to Wright and Geroy (2001), employee competencies changes through effective training programs. It not only improves the overall performance of the

employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

Through training the employee competencies are developed and enable them to implement the job-related work efficiently, and achieve firm objectives in a competitive manner. However, employee performance is also affected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal systems, power and politics prevailing in the firm and the group dynamics.

In addition, Ahmad and Bakar (2003), concluded that high level of employee commitment

is achieved if training achieve learning outcomes and improves the performance, both on individual and organizational level. These findings are also consistent with the results of Kim (2006) research work. Generally, it can be debated that the effect of training program on employee outcomes such as motivation, job satisfaction and organizational commitment, did not received much attention so far.

Rare work was done to test whether firms can affect their workers attitude, through proper training interventions. According to Lang (1992) training should be planned in such a way that it results in organizational commitment. On the other hand, Gaertner and Nollen (1989) proposed that employees' commitment is a result of some human resource practices, that is, succession planning and promotions, career development and training opportunities. All these practices, when achieved will results in greater employee performance.

2.6.3 Measuring Employee Performance

Employee performance is normally determined based on the preferences of the organization and thus, there are several measurements used in the assessment of employee performance.. Dessler & Varkkey (2010) have discussed the various methods for measuring the performance of employees. Some of the measurement standards are:

- Alternate ranking: ranks employees from best to the worst performer.
- Graphic rating: rank employees based on the score won in the list of traits included on the rating graph.
- Paired comparisons: making pairs of employees by deciding on certain traits then measuring the individuals' standing on each trait and declaring who is better.
- Forced distribution: employees are to be ranked on pre decided criteria.
- Critical incidents: manager notes down the incidents of critical importance both good & bad and then evaluate the employee.
- Behaviorally anchored rating scale: It uses a combination of rating methods and critical incidents.

These methods are selected by supervisors based on the evaluation policies of the organization. Also, the selection of measure method could be based on the approach preferred by the performance management system in practice in any organization. Heras (2006) identified three basic approaches to performance measurement: One approach is to evaluate performance during the year which deals with measuring the individual characteristics indicating the performance, another approach is the evaluation of the way employees carries out their work on daily basis and the final one

is evaluation at the end of the year which deals with evaluating the employees based on achievement of targets.

2.7 Theoretical Review

In this section the researcher reviews some theories related to training and development. For the purpose of this study, the theory of reinforcement as well as the social learning theory was reviewed.

2.7.1 Theory of Reinforcement

This theory was propounded by an economist of behaviorist school of thought Skinner (1953), he pointed out that by designing an environment properly individuals are forced to study and learn. This theory emphasizes on the learning behavior of a person and the basis of the theory is that, the learner will repeat that behavior which is attached with a positive outcome, result or product.

Skinner proposed the theory of reinforcement and suggested that the training and development programs should be aligned with the organizational objectives and a positive outcome should be expected with such training and development programs. Further elaborating this concept suggested in reinforcement theory, it can be argued that there are several techniques available in human resource practices which can be associated with the training and development programs and the required suggestion by this theory can be fulfilled. Different types of rewards in the form of bonuses, salary raises, promotion and awarding of certificate after the training program can be associated with the training and development activities and these rewards will definitely generate a positive outcome. If this is done by an organization then according to Skinner's theory of reinforcement the trainer which is the employee will show more

interest in the training and development programs held by the organization (Malik, 2010).

2.7.2 Theory of Social Learning

The theory of Social Learning brings out a new view of learning which is associated with the society. This theory was propounded by Albert Bandura and he points out that there are certain flaws with the reinforcement theory in that, direct reinforcement cannot address all types of learning. Here by direct enforcement means the training and development programmes that are organized to enhance the skills (Bandura, 1965).

According to this theory such programs may not address all learning types as there are some social elements which cannot be taught. Those elements are learned by the learner from his/her surroundings. Such type of learning is called observational learning and this learning is associated with the understanding of different human behaviors. The first type of learning defined in this theory is through observation. In an organization the environment and the surroundings play a very important role.

Furthermore, the environment should be very professional and the surroundings should be in such a way that the people (employees) learn from them. This theory also suggests that it is not necessary that the behavior is changed after learning something. It is expected that a person's behavior changes after learning something, but it is not in all cases. The theory also explains the mental states which play a vital role in learning process. If the mental status of the person is negative regarding any learning activity then he will not take part in that learning process and even if he is forced to do so, he will not gain any positivity from that process.

In organizational training programs the mental state can be made positive regarding the training and development programs by associating the rewards and benefits with such programs which will motivate the employees and help to build a positive mental state. The case company also follow this theory as it allows the employees to learn from the surrounding and provides an environment where they can learn from their supervisors or managers and co-workers.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The purpose of the study is to assess the impact of T and D on the performance of employees in the Judicial Service. In this section of the study, the methods used in the collection and presentation of results were presented, as well as the reasons that these methods were used. The chapter has sections on the research design, population of the study, sample technique and sample size, method of data collection, and method of data analysis.

3.1 Research Design

According to Orodho (2003), research design refers to the overall strategy that is chosen to integrate the different components of the study in a coherent and logical way, thereby ensuring that the research problem is effectively addressed. It constitutes the blueprint for the collection, measurement, and analysis of data. Research design is normally written to make sure that the evidence obtained enables the study to effectively address the research problems logically and unambiguously as possible.

A survey design was adopted because it was deemed as the most appropriate to assess the impact of T and D. De Vaus (2002) pointed out that a survey is not a particular technique of collecting information; questionnaires are widely used but other techniques such as structured and in-depth interview, observation, content analyses and so forth can also be used in survey research.

A descriptive research design was also used in the study to describe the characteristics of the population or phenomenon being studied.

A descriptive research design is said to help provide answers to questions of who, what, when, where and how associated with a particular research problem although a descriptive study cannot conclusively ascertain answers to why, according to Shuttleworth (2008). Thus, this study is also a descriptive research due to the fact that it sought to investigate the determinants of staff turnover intention.

The study was also a cross sectional study and not a longitudinal one. A cross sectional study is a study that has its information collected at a particular time, for instance, a particular day or a particular period in time but must be one off. A longitudinal study on the other hand, is one that is collected at different times before a conclusion is finally made.

3.2 Population of the Study

The population of the study consisted of all employees of the High Court, in the Central Business District of Kumasi, the second largest city in Ghana and the largest city in the Ashanti Region. The researcher considered the population based on the fact that the employees consisted of people found all around the central business district of Kumasi.

The researcher also considered various age distributions, thus the views shared by the respondents could be a representation of Ghana high court workers.

3.3 Sample Size and Sampling Technique

The total number of employees in the courts to be used as platforms for information were estimated to be ninety-eight (98) employees. However, for the sake of convenience and time constraints, the sample size of seventy (70) were chosen from the court.

In determining the sampling size, the researcher used the simple random sampling technique. Simple random sampling is the basic sampling technique where a researcher selects a group of subjects (a sample) for a study, from a larger group (a population) (Cochran, 2007).

Each individual is chosen by chance and each member of the population has an equal chance of being included. Here, the researcher wrote “yes” or “no” on pieces of paper that were folded, put in a container and mixed up together. One paper was picked at random. Respondents who picked a “yes” paper were included in the study whereas those who picked a “no” paper were not included. The sampling process was done without replacement. The papers were reshuffled after each draw. The researcher used the simple random sampling because he intended to select a representative without bias from the population (Saunders, Lewis and Thornhill, 2012).

The disadvantages of this technique were not forgotten, most importantly the tendency of it being more prone to researcher bias. The researcher thus selected the respondents in a way that would be most representative in terms of their age categories and the geographical area of stay.

3.4 Sources of Data

Data for this study was collected from two different sources, namely, primary data and secondary data. Both are deemed appropriate for such a study.

3.4.1 Primary Data

Primary data is described as data that is collected by a researcher from first-hand sources, using methods like surveys, interviews, or experiments. It is collected with the research project in mind, directly from primary sources (Walliman, 2017). This information was collected through the use of questionnaires and analysed in a quantitative manner. This primary data was collected from the employees in the High Courts through questionnaires.

3.4.2 Secondary Data

According to Walliman (2017), Secondary data is data gathered from studies, surveys, or experiments that have been run by other people or for other research. Under normal circumstances a study should begin with the assessment and analyzing of secondary data. This allows time to formulate questions and gain an understanding of the issues being dealt with before the costlier and time-consuming operation of collecting primary data.

Secondary data for this study was collected through the use of journals and books. This data was easily accessible due to the fact that it was made available on public platforms and was in the qualitative form.

3.5 Data-Collection Instrument

Data was collected for the study through a self-administered, structured questionnaire. The question items on the research instrument were based on previous studies and

modified to suite the research context. The questionnaire was pre-tested to a sample of ten (10) employees for refinement in order to get a more effective instrument. It was finally administered to the target population through personal contact by the researcher for two weeks. The responses to the questionnaire items were a five-point Likert scale ranging from strongly disagree to strongly agree, coded 1 to 5 respectively (Strongly Disagree - 1, Disagree - 2, Neutral – 3, Agree – 4, Strongly Agree – 5), as recommended in previous work for predictive studies as is in this study (example, Danaher and Haddrell, 1996).

Moreover, one section of the questionnaire contained personal profile of the respondents (gender, age, academic qualification and range of monthly income). The other section had items relating to the determinants of staff turnover and how they affect staff turnover. Thus, section B, C and D are dedicated to questions or collecting data on the determinants of staff turnover.

3.6 Data Collection Procedure

The researcher obtained an introductory letter from University of Education Winneba and permission to collect data was also sought from the High Court directorate. The researcher also attached informed consent information to the questionnaire to help the respondents understand more.

Appointment with respondents were sought to find out when they would be available for the study. This was important as it was a voluntary exercise. The respondents were given a maximum of one week after which the questionnaires were collected. The method of collection was found appropriate, considering the dispersion of the employees and the length of the questionnaire.

3.7 Testing Validity and Reliability of the Instrument

The validity of the research instrument was ensured by assessing the questionnaire items during their construction. Questions were discussed with the supervisor for verification. This was to clear any lack of clarity and ambiguity. Instrument reliability is a way of ensuring that any instrument used for measuring experimental variables gives the same results every time (Golafshani, 2003).

Prior to data analysis the researcher first had to read through all the questions within the questionnaire in order to identify any errors. The researcher then had to organize the information into relevant headings. Questions, response format and instructions were then designed to facilitate the administration of the survey. The questionnaire was pretested to a sample ten (10) employees in the courts. This pilot administration was guided by the work of Saunders, Lewis and Thornhill (2007).

The researcher conducted a measure of reliability using the Cronbach's alpha reliability measure. Reliability measures that are above 0.70 are said to be good measures. Thus, it can be seen from Table 1 that the composite measure of reliability as well as the various measures of reliability of the items are all above the required 0.70 meaning that the items have a high level of reliability with respects to the Cronbachs Alpha.

Table 1: Construction of the number of items and their respective reliability levels.

Description	Number of Items	Cronbach's Alpha
Composite	18	0.832
Existence of training and development	5	0.730

Relationship between T and D	7	0.778
Impact of T and D on employees performance	6	0.765

3.8 Method of Data Analysis

The data collected were first edited to ensure consistency. Descriptive statistics (simple percentage table) and inferential statistics (regression analysis) were carried out to establish the relationship and the effect of T and D on the performance of employees with the aid of Statistical Package for Social Science (SPSS 16.0). Regression analysis was seen as the best for the study in question because it is a statistical method that allows for the examination of relationships between two or more variables of interest (Draper & Smith, 2014).

3.9 Ethical Consideration

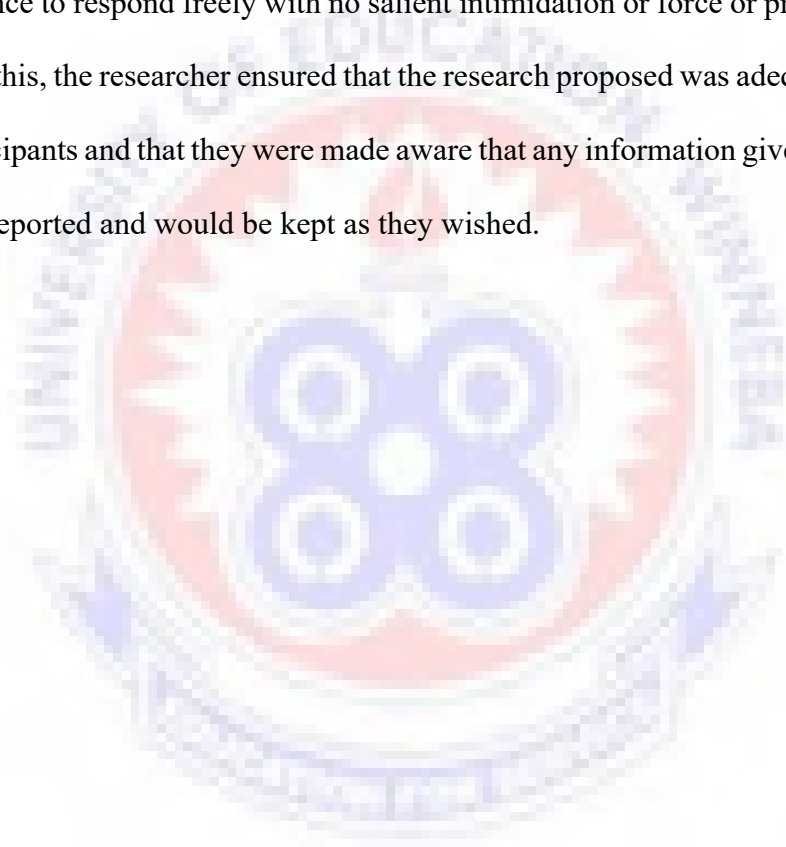
Ethical principle, comprises the consideration for voluntary participation, anonymity, and confidentiality (Marczyk, DeMatteo & Festinger, 2005).

The major ethical problems experienced in this study were infringement on the privacy and confidentiality of the respondents.

These principles were strictly observed in the course of this study. A letter of permission was sent to the management of the high court Kumasi to use their employees for the study. Thorough explanation regarding the study was offered to participants before

fully engaging them in the study. Consent forms were attached to the questionnaires. All information obtained from participants was kept securely in a password protected computer only accessible by the researcher. Also, completed questionnaires were assigned codes so as to ensure anonymity and confidentiality. The respondents had the right to be treated fairly and the right to privacy, throughout the study.

The study did not in any way use force to gather the data. The respondents were given the chance to respond freely with no salient intimidation or force or promise of reward. To end this, the researcher ensured that the research proposed was adequately explained to participants and that they were made aware that any information given out that should not be reported and would be kept as they wished.



CHAPTER FOUR

RESULTS OF THE STUDY

4.0 Introduction

The purpose of the study is to assess the impact of T and D on the performance of employees in the Judicial Service with primary concentration on the employees of the Kumasi High Courts. This chapter of the study presents the results of the study in terms of the questionnaire in tables and charts. The chapter was divided into two sections namely the presentation of results and the discussion of results. The questionnaire was divided into four parts; demographic data for the first section and then the rest of the sections were used for collecting data on the three objectives of the study and therefore the chapter was divided based on the sections of the questionnaire.

4.1 Presentation of Results

In this section of the study the researcher presented the findings of the study. The findings were presented under the demographic data of the study and the various objectives of the study.

4.1.1 Demographic Data of the Study

The background data concentrates on certain subjects such as the gender of the respondents, age range of respondents, educational level of the respondents, academic qualification, monthly income, length of years in the judicial service and the sections the employee works in. Table 2 shows the results of the data collected.

Table 2: Demographic Data of the Study

Gender	Response	Frequency	Percentage (%)
	Male	43	61.4
	Female	27	38.6
Age group	Response	Frequency	Percentage (%)
	below 25 years	3	4.3
	25 to 35 years	14	20.0
	36 to 45 years	27	38.6
	46 to 55 years	18	25.7
	56 years and over	8	11.4
Academic Qualification	Response	Frequency	Percentage (%)
	WASSCE/SSSCE	5	7.1
	Tech/ Vocational Certificate	19	27.1
	Diploma/ HND	23	32.9
	Bachelor's Degree	19	27.1
	Master's degree	4	5.7
Monthly Income	Response	Frequency	Percentage (%)
	GhC501 to GhC1000	7	10.0
	GhC1001 to GhC1500	29	41.4
	GhC1501 and above	34	48.6
Length of Service	Response	Frequency	Percentage (%)
	1 to 3 years	2.9	2.9
	4 to 7 years	20.0	20.0
	7 to 10 years	41.4	41.4

Sections	Response	Frequency	Percentage (%)
	10 years and more	35.7	35.7
	Bailiffs Section	14	20.0
	Docket Section	14	20.0
	Cashiers Section	14	20.0
	Processing Section	14	20.0
	Clerks Section	14	20.0

Source: Researchers fieldwork (2019)

The study revealed that 61.4% (n=43) of the respondent are male and the remaining 38.6% (n=27) are females. Data on the ages of the respondents revealed that, 4.3% (n=3) of the respondent were below 25 years, 20% (n=14) were between the age bracket of 25 to 35 years, 38.6% (n=27) were between the age bracket of 36 to 45 years, 25.7% (n=18) were between the age bracket of 46 to 55 years and the remaining 11.4% (n=8) are between the age of 56 and above. On the educational level of the respondent, 7.1% (n=5) were WASSCE/SSSCE certificate holders, 27.1% (n=19) were Technical/Vocational Certificate holders and Bachelor's degree holders respectively, 32.9% (n=23) were Diploma/HND holders and 5.7% (n=4) were master's degree holders. The monthly income structure of the respondent shows that 10% (n=7) receive salary between GhC 501 to GhC 1000, 41.4% (n=29) receive salary between GhC 1001 to GhC 1500 and 48.6% (n=34) receive salary between GhC 1501 and above. The duration of service of the respondent shows that 2.9% (n=2) have served between 1 to 3 years, 20% (n=14) have served between 4 to 7 years, 41.4% (n=29) have served between 7 to 10 years and 35.7% (n=25) have served between 10 years and more. The researcher made sure that sections that were concentrated on were equally represented thus the Bailiff's, Dockets, cashiers and Clerks sections were all 20% (n=14) each.

4.2 Presentation of Results on Research Questions

In this section of the study the researcher presents the various results of the study with respects to the research questions of the study. The study was guided by three research questions; are there any T and D programmes for the employees in the Judicial Service in Kumasi, is there a relationship between T and D in the Judicial Service in Kumasi, what is the impact of T and D on the performance of employees in the Judicial Service in Kumasi? Each section below points out the results of one of the research questions, thus, this section further divided into three more sections.

4.2.1 Research Question One (Are there any T and D programmes for the employees in the Judicial Service in Kumasi?)

In this section of the study the researcher sought to find out if there were any training and development programmes in the Judicial Service and how often they were conducted. Figures 2 to 6 are presented below to show the results of this section of the study.

On the awareness of training and development policies in the Judicial Service, 91.4% (n=64) respondent indicated “yes”, 7.1% (n=5) indicated “not sure” and 1.4% (n=1) indicated “no” respectively.

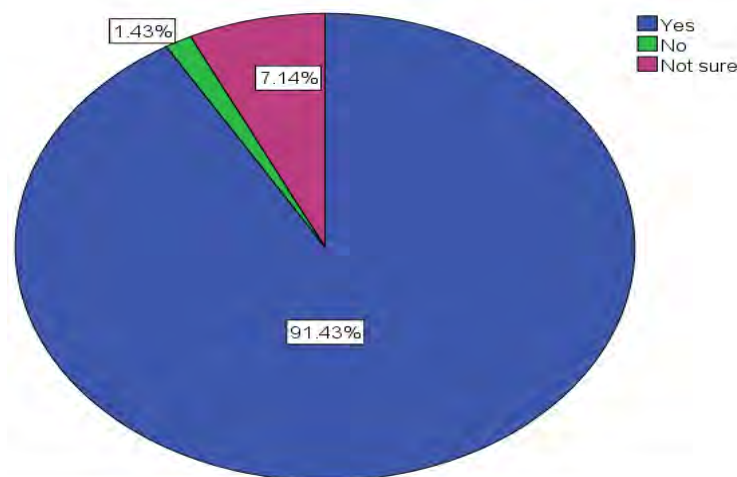


Figure 2: Awareness of training and development policies

Researchers fieldwork (2019)

On survey to identify training and development needs of the employees, 5.7% (n=4) of respondent indicated “never”, 14.3% (n=10) indicated “rarely”, 74.3% (n=52) indicated “sometimes” and 5.7% (n=4) indicated “mostly” respectively.

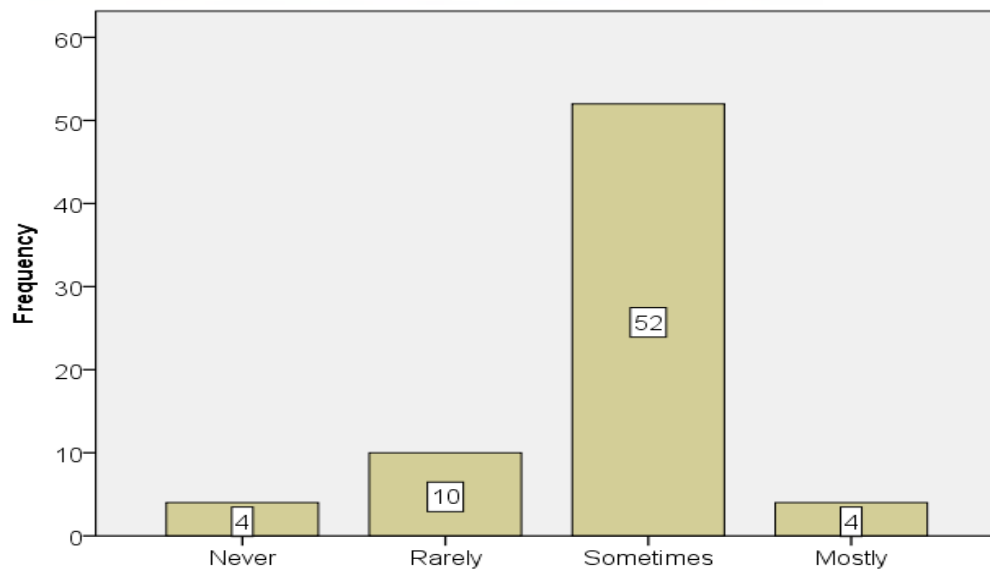


Figure 3: Identification of training and development needs of the employees

Researcher's fieldwork (2019)

The respondent on the form of training or development program received since joining the judicial service, 91.4% (n=64) indicated “yes” and the remaining 8.6% (n=6) indicated “no” respectively

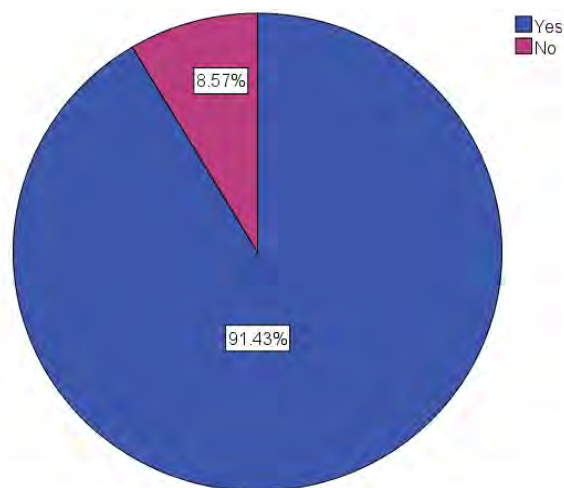


Figure 4: Training and development program since joining the Judicial Service Researchers fieldwork (2019)

On the type of training or development program received by the respondent who affirmed “yes”, 57.8% (n=37) indicated orientation training, 1.56% (n=1) indicated onboarding training, 14.06% (n=9) indicated soft skills development training and service training respectively, and 12.5% (n=8) indicated mandatory training

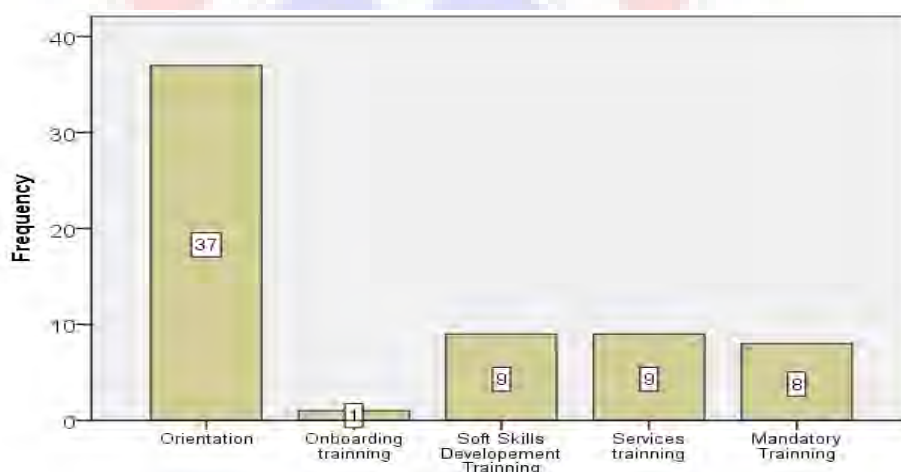


Figure 10: Type of training and development program received by respondent (64 respondent)

Researchers fieldwork (2019)

The frequency of training and development program in the judicial service, 1.4% (n=1) of the respondent indicated “quarterly”, 2.9% (n=2) indicated “once a year”, 22.9%

(n=16) indicated “once in two years” and 72.9% (n=51) indicated “no specific schedule”

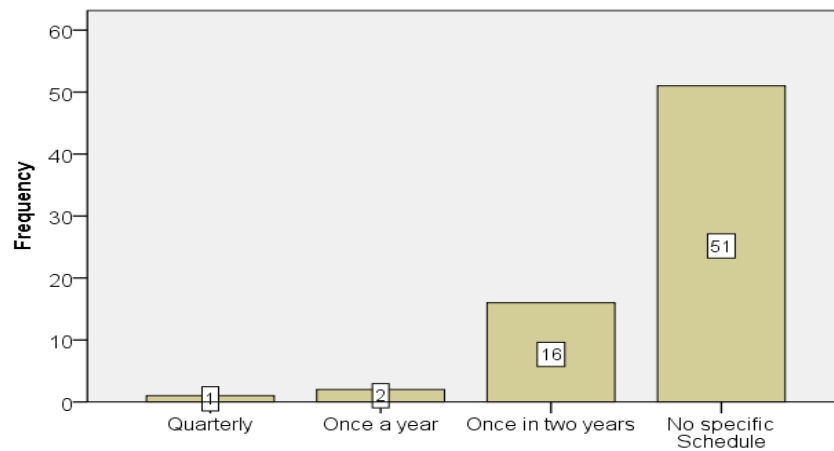


Figure 11: Frequency of training and development program in the Judicial Service Researchers fieldwork (2019)

4.2.2 Research Question Two (Is there a relationship between T and D in the Judicial Service in Kumasi?)

In this section the researcher sought to establish if there is any correlation between training and development in the Judicial Service. A correlation table was presented to show the results below (Table 3).

Table 3: Relationship between training and development in the Judicial Service

		Training	Development
Training	Pearson Correlation	1.00	.690
	Sig. (2-tailed)		.000
	N	70	70
Development	Pearson Correlation	.690	1.00
	Sig. (2-tailed)	.000	
	N	70	70

Correlation is significant at the 0.01 level (2-tailed)

Source: Researchers fieldwork (2019)

There is a positive significant correlation between training and development as shown in Table 3, suggesting that training of employees will lead to development in the judicial service. Given the magnitude of the correlation coefficients, this relationship is moderate to strong.

4.2.3 Research Question Three (What is the impact of T and D on the performance of employees in the Judicial Service in Kumasi?)

In this part of the study the results on the impact of T and D on the performance of employees was presented. Tables 4, 5 and 6 were presented to show the data on this part of the study.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.999 ^a	.998	.997	.00000

a. Predictors: (Constant), Training, Development

From the model summary, the total measure of fit (R^2) is 0.998 which indicate that about 99.8% of the total variation in the response can be explained by training and development factors. Also, the adjusted R square is 0.997 which indicate that about 99.7% of the total variation in the response can be explained by other factors not considered.

Table 5: ANOVA^a

Model	Sum of Square	df	Mean Square	F	Sig

1Regression	10.731	2	5.366	.000	.000 ^b
Residual	.000	67	.000		
Total	10.731	69			

a. Dependent Variable: Performance

b. Predictors: (Constant), Training, Development

The analysis of variance (ANOVA) is used to check the validity of the regression model. It is evident from the ANOVA table that the model is significant since the p-value of 0.000 is less than the α -value of 0.05.

Table 6: Coefficients^a

Model	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	-2.191E-	.000		.000	.000
Training	.015	.000	.542		
Development	.500	.000	.546	.000	.000
	.500			.000	.000

a. Dependent Variable: Performance

From the Coefficients table, it can be seen that training and development is significantly related to performance ($b = 0.500$, $p = 0.000$). This suggests that an increment in

training and development program in the Judicial Service is associated on the average to a 0.500-point increment in performance. Therefore, performance of employees in the Judicial Service is solely related to training and development program.

4.3 Discussion of Results

In this section of the study, discussions of the results of the study were done by putting them against results of previous studies. This section was divided according to the various research questions shown above.

4.3.1 The Existence of T and D programmes for the employees in the Judicial Service in Kumasi

To collect data on this research question, a few questions were asked of the respondents on the existence of T and D programmes in the Judicial Service in Kumasi. The results of the study showed that, on the awareness of training and development policies in the Judicial Service most of the respondents (91.4%) indicated that such policies existed, On survey to identify training and development needs of the employees, most of the respondents (74.3%) indicated that it was rarely done, when respondents were asked whether they had received any form of training most of them (91.4%) indicated that they ah received some form of training and finally, on the frequency of T and D programmes in the Judicial Service, most of the respondents (72.9%) indicated that it was done once in every two years. The results, therefore, showed that, there is an existence of T and D programmes in the Judicial Service however, the programmes don't seem to be done frequently and also analysis of the actual needs of the respondents are not taken into consideration.

In terms of studies that relate to the impact T and D on employee performance, there have been quite a few studies that have been done in this area but narrowing it down to

the Judicial Service, there are very limited studies in the field. A study done by Kennedy (2009) showed that the existence of T and D in the judicial service was very negligible and poor, he also stated that this situation needed improvement due to the importance of T and D to the employee performance. This study aside, there are however some studies that show the existence of training and development programmes in the Judicial Service.

It has been shown in literature, the existence of the Judicial Training Institute (JTI) that has been responsible for the organization and development of T and D programmes for new and current members of the judicial service. There has been an acknowledgement of societal norms, information and communications technology in Ghana as evolving concepts that affect every institution, including the judicial service. This places an onerous responsibility on the Judicial Service. Therefore, supplementary education and training programmes are required for staff to function efficiently and effectively in the delivery of criminal justice. Programmes have been subsequently structured to meet both the professional needs and capacity-building requirements of staff in the Judicial Service.

The JTI programmes include professional development programmes that focus on emerging issues and social contexts, and career training for Court and administrative personnel (Bassanini, 2004).

Bartram & Gibson (2000), stated that mission statements in the judicial service have to be attained thus as part of its budgetary allocation T and D programmes have been earmarked solely for training of Judges, Magistrates and Judicial Staff to enhance their capacity to perform their duties effectively and efficiently so as to achieve the vision and mission statements of the Service.

4.3.2 Relationship between Training and Development in the Judicial Service

The aim here was to find out if there existed a relationship between T and D and the Judicial Service in Kumasi. The results of the study showed a positive significant correlation between training and development as shown in Table 3, suggesting that the training of employees in the Judicial Service is related to the Development of the employees as well. Given the magnitude of the correlation coefficients, the relationship is seen to be moderate to strong.

There have been differences shown between T and D. Studies have shown that Training is a program organized by the organization to develop knowledge and skills in the employees as per the requirement of the job. Conversely, Development is an organized activity in which the manpower of the organization learns and grows; it is a self-assessment act (Migally, 2015). A study by Ngugi (2014) also shows that, obvious differences such as training being more for a required practice and also for perfection in particular field whereas development being used mostly for professionals, is managerial in nature and career focused.

Relationships between T and D have however been shown in literature. A study by Chinelo (2011) pointed out that although training and development were seen as different prior to the study, both training and development result in creating a change in an individual. Thus, there is a kind of similarity between training and development because both concepts are aimed at creating a favorable change in the individual. Thus, as training seeks to introduce the employee into the job environment and promote dexterity, development will further improve that employee's ability by ushering him or her into a more professional conduct. Fabien (2018), showed that although T and D could be looked at as different in concept but can be seen as related due to their

relatedness and mutual effect on the employees. He showed that both T and D were geared towards the success of the employee and the organization as a whole.

4.3.3 Impact of T and D on the performance of employees in the Judicial Service in Kumasi

In this section of the study the researcher sought to find the impact of T and D on the performance of the employees in the Judicial Service in Kumasi. By referring to Table 6, the results showed that training and development is significantly related to performance ($b = 0.500$, $p = 0.000$). This suggests that an increment in training and development program in the judicial service is associated on the average to a 0.500-point increment in performance. Therefore, performance of employees in the judicial service is solely related to training and development programs.

Employee performance has been shown to increase through training and development which enhances job satisfaction and productivity of the organization (Saleem, Shahid & Naseem, 2011).

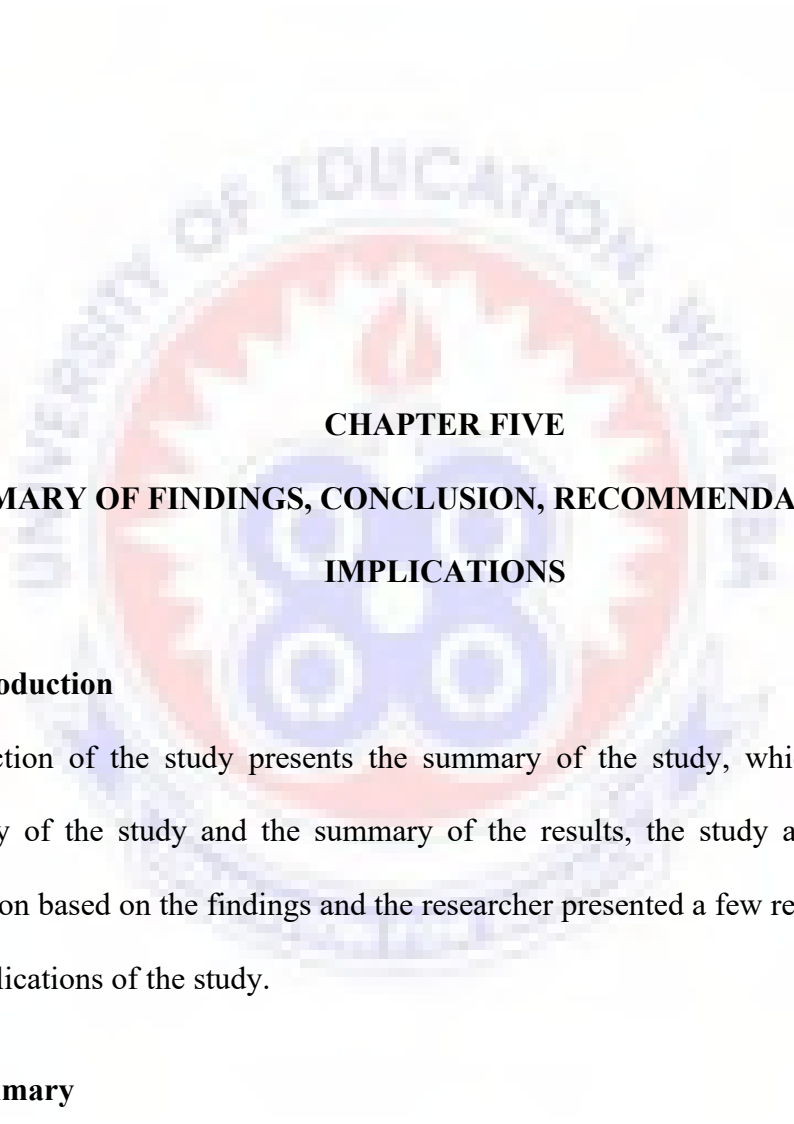
Employee performance is affected by performance management in certain organizations but not in all (Azmi, Ahmad and Zainuddin, 2009). Quality development through training is a major factor determining long term profitability and optimum performance of the organization (Cohen, 2017).

T and D have been seen to be very important in the enhancement of the performances of many employees in various organisations. According to Raja, Furqan and Muhammad (2011), training and development have become the most important factor in the business world today, because training increases the efficiency and the effectiveness of both employees and the organization. Training is a systematic

restructuring of behaviour, attitude and skills through learning, education, instruction and planned experience. They also point out that T and D are designed to change or improve the behaviour of employees in the work place so as to stimulate efficiency. Thus, the importance of T and D programmes cannot be understated.

The result is also corroborated by a study by Imran and Tanveer (2015), they explained the importance of T and D to the modern organization and performance of employees by establishing that most of the companies have added T & D into their philosophy to help in the realization of their mission and vision statements. We saw in the literature review that there is a clear link between T & D and capability enhancement of the employees. This capability is increased in terms of improving various existing skills and introducing new skills that aid in the job tasks. They established a positive relationship between employee performance and the improved skills and also established positive relationships between employee performance, motivation to work better and loyalty to the organization.

Tahir, Yousafzai, Jan, & Hashim (2014), also point out the importance of T and D not only to the performance of employees but to the organization as a whole by stating that, T and D processes are implemented as this generates benefits not just to the organization but also to the individuals. They point out that, with respects to the organization, T and D leads to improve profitability while cultivating more positive attitudes toward profit orientation. For the individuals, T and D improves job knowledge while also helping in identifying with the goals of the organization.



CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATIONS AND
IMPLICATIONS

5.0 Introduction

This section of the study presents the summary of the study, which includes the summary of the study and the summary of the results, the study also presented a conclusion based on the findings and the researcher presented a few recommendations and implications of the study.

5.1 Summary

In this part of the study the researcher presented the summary of the introductory chapter of the study, the literature review as well as the methodology sections of the study and this makes up the summary of the study. Further, the summary of the findings is also provided in this section.

5.1.1 Summary of the Study

The purpose of the study is to assess the impact of T and D on the performance of employees in the Judicial Service in Kumasi. The study was guided by the following objectives; to find out if there are any T and D programmes for employees in the Judicial Service, Kumasi, to find out the relationship between T and D in the Judicial Service, Kumasi and to assess the impact of T and D on the performance of employees in the Judicial Service in Kumasi.

The study was quantitative in nature and was a descriptive survey. Data was collected from the employees of the Kumasi High Courts in Kumasi through the use of a stratified random sampling technique was used to select seventy (70) respondents for the purpose of the study. The researcher evenly selected fourteen (14) respondents from the sections of the courts. The statistics were generated using Statistical Package for Social Sciences (SPSS). The information was later presented using tables for easy understanding and analysis.

5.1.2 Summary of Results

The results of the study were divided based on the research questions of the study. Below are the results of the study.

- With respects to the first research question, the results of the study showed that, on the awareness of training and development policies in the judicial service most of the respondents (91.4%) indicated that such policies existed, On survey to identify training and development needs of the employees, most of the respondents (74.3%) indicated that it was rarely done, when respondents were asked whether they had received any form of training most

of them (91.4%) indicated that they ah received some form of training and finally, on the frequency of T and D programmes in the judicial service, most of the respondents (72.9%) indicated that it was done once in every two years. The results, therefore, showed that, there is an existence of T and D programmes in the Judicial service however, the programmes don't seem to be done frequently and also analysis of the actual needs of the respondents are not taken into consideration.

- With respects to the relationship between T and D, the results of the study showed a positive significant correlation between training and development as shown in Table 3, suggesting that the training of employees in the Judicial Service is related to the Development of the employees as well. Given the magnitude of the correlation coefficients, the relationship was seen to be moderate to strong.
- Finally, on the impact of T and D on the performance of employees, the results showed that training and development were significantly related to performance ($b = 0.500$, $p = 0.000$). This suggests that an increment in training and development program in the judicial service is associated on the average to a 0.500-point increment in performance. Therefore, performance of employees in the judicial service is solely related to training and development programs.

5.2 Conclusions of the Study

The findings of the study showed that there is an existence of T and D programmes in the Judicial Service however, the programmes don't seem to be done frequently and also analysis of the actual needs of the respondents are not taken into consideration.

The results also showed that the training of employees in the Judicial Service is related to the Development of the employees as well and finally it was also found that, performance of employees in the judicial service is solely related to training and development programs. The study thus concludes that, T and D impacts the performance of employees in the Judicial service of Kumasi positively.

5.3 Recommendations of the Study

A few recommendations were pointed out as follows

- T and D was found to impact the performance of the employees positively but the study also showed that T and D needs of the judicial service were not identified regularly and with the employees. Thus, it is recommended that, identification of training needs should be done more professionally and more often in conjunction with the line manager as well as the individuals involved together with the HR/Training segment. There should be an agreement between the parties involved as to what exactly the trainees are lacking.
- The findings of the study showed that T and D of the employees in the Judicial Service were done quite irregularly. The respondents did not seem sure as to the exact time they received T and D. Therefore, it is recommended that, a well-structured training calendar be created which can be used at the Judicial Service at stated periods of time. This will aid the information or preparation of the employees ahead about T and D programmes that are likely to be significant for the period. The T and D calendar will also help the T and D manager to keep proper track of the T and D package.
- T and D was shown to be vital to the performance of the employees in the Judicial Service. Because of this it is recommended that an evaluation of the T and D programmes be done in order to assess its effectiveness in producing

the learning outcomes specified when the T and D intervention is planned, and to indicate where improvements or changes are required to make the training even more effective. The basis upon which each category of T and D is to be evaluated should be determined at the planning stage while considering how the information required to evaluate learning events would be obtained and analyzed.

- The results of the study have already proved the importance of T and D to the Judicial service, showing that T and D aids the employees to work more effectively and efficiently in the attainment of organizational goals. Although understanding of the said issues is critical, yet it is not enough alone. It is recommended that, management must facilitate the transfer of learning, be available to give support before and after employee T and D and provide continuous effective feedback during and after T and D sessions.
- Finally, it is recommended that the T and D programmes in the Judicial service be provided by well-trained individuals who can successfully carry out the needs of the programmes. The employer should provide sufficient resources for training so as to improve the training programmes provided.

5.4 Suggestions for Further Studies

Since the study was done within Judicial Service employees in Kumasi concentrating on the impact of T and D on the performance of employees, further studies could perhaps be conducted on other industries apart from the Judicial Service that tend to have heavy reliance on employee performance such as the oil and gas or banking industries would be recommended. Future researchers could also explore a study focus

on gender to provide different results and one can conduct a study on different types training and development programs. Finally, a comparative study could be done by researchers in the field using organizations in different industries or in different geographic areas.

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APPENDIX

QUESTIONNAIRE

I am an MBA student at University of Education, Winneba – Kumasi Campus. This questionnaire is designed to collect information on your perception on the impact of training and development on employee performance. This research is for academic purposes only, and the data you provide will help to establish the determinants that influence staff-turnover intentions in the Judicial Service of Ghana. It will take about 10 to 15 minutes to fill this questionnaire.

Your participation in this survey is voluntary, highly appreciated, and responses will be kept confidential. Your identity and responses will not be disclosed.

Thank you for your assistance.

In this study, “Training” refers to programmes or activities that enables employees to strengthen those skills that they need to improve, and “Development” refers programmes that enable all employees to reach a higher level so they all have similar skills and knowledge

Please tick [√] the appropriate box for your responses to the questions

SECTION A: DEMOGRAPHIC DATA

1. Please indicate your gender: Male [] Female []
2. Please indicate your age group: Below 25 yrs [] 25 – 35 yrs []
36 – 45yrs [] 46 – 55yrs [] 56 + []

3. What is your highest academic qualification? WASSCE/ SSSCE []
Technical/Vocational Certificate [] Diploma/HND []
Bachelor's degree [] Master's degree [] Doctorate (PhD / Dr.) []
4. Please indicate the range of your monthly income: Less than GhC100 []
GhC100 - 500 [] GhC501 – GhC1000 [] GhC1001-1500 []
GhC1501 and above []
5. How long have you worked in the organization?
Less than a year [] 1 to 3 years [] 4 to 7 years [] 7 to 10 years []
10 years or more []
6. Please indicate your work section:
Bailiffs section [] Docket section [] Cashiers section []
Processing section [] Clerks section []

SECTION B: THE EXISTENCE OF TRAINING AND DEVELOPMENT PROGRAMMES IN THE JUDICIAL SERVICE

1. Are you aware of training and development policies at the Judicial service?
Yes [] No [] Not sure []
2. Does your organization perform surveys to identify training and development needs of the employees?
Never [] Rarely [] Sometimes [] Always []
3. Have you ever received any form of training or development since joining the judicial service?
Yes [] No []
4. If yes, which type of training or development programme did you go through?
Orientation [] Onboarding Training [] Technical-Skills Development Training []
Soft skills development training [] Services training [] Mandatory training []
5. How often do you go through training or development programmes in the judicial service?
Once a month [] Quarterly [] Every six months [] Once a year []
Once in two years [] No specific schedule []

Use this scale: 1 – Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, 5 – Strongly Agree

SECTION C: IMPACT OF TRAINING ON EMPLOYEE PERFORMANCE

In your opinion, how does training affect the performance of employees in the judicial service?

Items on the impact of training on employee performances		Tick only one for each				
1.	Training increase my motivation towards the job I do, thus increasing my level of performance	1	2	3	4	5
2.	Training improves my skills, knowledge, contributes to positive attitude change and gives me new capability	1	2	3	4	5
3.	In my opinion, training helps me in the reduction of errors	1	2	3	4	5
4.	The training I received helped me to provide enhanced high-quality services	1	2	3	4	5
5.	In my opinion, training helps me to enhance the use of tools provided in the organisation, thus improving my performance	1	2	3	4	5
6.	The job knowledge gained during training and development has increased my performance at work.	1	2	3	4	5
7.	In my opinion, training helps me to reduce frequency of supervision.	1	2	3	4	5

SECTION D: IMPACT OF DEVELOPMENT ON EMPLOYEE PERFORMANCE

In your opinion, how does development affect the performance of employees in the judicial service?

Items on the impact of development on employee performance		Tick only one for each				
1	In my opinion, development helps me to decrease wastage in the organisation, thus increasing my performance	1	2	3	4	5
2	I feel the development programmes organised by the judicial service have helped me to improve my relations with co-workers and clients.	1	2	3	4	5
3	Development programmes in the judicial service have helped me to improve my motivation to work.	1	2	3	4	5
4	After the development programmes, I feel the probability of accidents or mistakes on the job have reduced.	1	2	3	4	5

5	After going through the development programmes, I feel much more attached and professionally obligated towards the organisation, thus improving my performance	1	2	3	4	5
6	Through the provision of development programmes, I now find my job quite interesting and meaningful.	1	2	3	4	5

