

UNIVERSITY OF EDUCATION, WINNEBA

**TRAINING AND DEVELOPMENT OF NON-TEACHING SENIOR
MEMBERS AND PERCEIVED JOB PERFORMANCE IN UNIVERSITY
OF EDUCATION, WINNEBA**



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**TRAINING AND DEVELOPMENT OF NON-TEACHING SENIOR
MEMBERS AND PERCEIVED JOB PERFORMANCE IN UNIVERSITY
OF EDUCATION, WINNEBA**

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Management, Faculty of Educational Studies, Submitted to the
School of Graduate Studies in partial fulfilment
of the requirements for the award of the degree of
Master of Philosophy
(Educational Administration and Management)
In the University of Education, Winneba**

JULY, 2022

DECLARATION

STUDENT'S DECLARATION

I, Alfred Otabil declare that this Thesis, with the exception of quotations and references contained in published works which have all been identified and acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:

DATE:



SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this dissertation were supervised by me, in accordance with the guidelines on supervision of Thesis as laid down by the School of Graduate Studies, University of Education, Winneba.

Paul Kobina Effrim, Ph.D (Supervisor)

SIGNATURE:

DATE:

DEDICATION

To the Almighty God for His Grace, my wonderful children Dorcas Efua Eyram Otabil and Alfreda Adwoa Selase Otabil for their prayers and support throughout my period of study.



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First, I thank the Almighty God for making it possible for me to undertake this research work. Also, I express my special indebtedness and appreciation to, my supervisor, Paul Kobina Effrim, Ph.D for his interest and zeal, invaluable suggestions, constructive criticism, warmth, patience and hard work towards the success of this work. His support made it possible for this study to be successfully completed, by thoroughly reading through the manuscript and bringing the final work to an acceptable stage. God bless you and your family.

My wife Mrs. Regina Otabil and my children, Dorcas Efua Eyram Otabil and Alfreda Adwoa Selase Otabil who cannot be left out for offering their support, encouragement and prayers to see me throughout my study. Not forgetting the following for their encouragement, prayers and financial support; My Nephew Abraham Otabil, my boss Surv, John Kwaku Oppong Esq., University of Education, Winneba, Mr. George Kankam Jnr, Department of Marketing and Supply Chain, University of Education, Winneba, Mr. Kweku Esia Donkoh, Department of Basic Education, University of Education, Winneba, Dr. Alfred Koranchie, Department of Social Studies Education, University of Education, Winneba and Ms. Shirley Dankwa, Centre for African Studies, University of Education, Winneba

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ABSTRACT

This study was conducted with the aim of investigate how training and development programme affects non-teaching senior members of the University of Education, Winneba (UEW). This study was guided by the four research questions. The philosophical position adopted by this study is pragmatism. To achieve these, the sequential explanatory mixed method approach was adopted for the study. The study population was non-teaching senior members of UEW totalling 94. In all, 43 respondents were selected using stratified and purposive sampling techniques. A structured questionnaire and interview guide were used to collect data for the study. Test Analytics of Survey (TAFS) and Statistical product and Services (SPSS) were the analytical tool used was a descriptive statistic using percentages and frequencies distribution, whereas the Interviewees' views and responses to the semi-structured interview were analysed qualitatively and presented verbatim alongside the major findings on the data from the questionnaires. The study revealed among others that training and development programmes for non-teaching senior members in UEW is done annually. Further, training and development helps improve communication skills of staff, increase productivity and improve job performance. Again, non-teaching senior members were satisfied with the ability to perform assigned task within the limited period of time. Finally, training and development has positive significant effect on employee performance. Based upon the findings, it was recommended among others that management of UEW should improve upon all the necessary structures to make the training and development programmes a success, ensure that training is considered a priority as it is a major confidence booster for employees and directly improves their overall performance and provide adequate funding for all training and development programmes.

CHAPTER ONE

INTRODUCTION

1.0. Background to the Study

Training and development play an important role in the effectiveness of organisations and to the experiences of people in work. Training has implications for productivity, health and safety at work and personal development. All organisations employing people need to train and develop their staff. Most organisations are cognizant of this requirement and invest effort and other resources in training and development staff and take the form of employing specialist training and development staff and paying salaries to staff undergoing training and development. Investment in training and development entails obtaining and maintaining space and equipment. It also means that operational personnel, employed in the organisation's main business functions, such as production, maintenance, sales, marketing and management support, must also direct their attention and effort from time to time towards supporting training development and delivery. This means they are required to give less attention to activities that are obviously more productive in terms of the organisation's main business. However, investment in training and development is generally regarded as good management practice to maintain appropriate expertise now and in the future.

Employees are the most valuable assets of every organization, because a skillful work without human capital is not possible in achieving organizational goals. Every organization is investing a huge sum of capital in training and development. Khan (2011) on the ergonomics of the work environment, state of the art equipment as well as quality raw materials can make production possible, but it is the human resources that actually make production happen. Asare-Bediako (2008) confirmed that human

resources are 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. Training is therefore necessary to ensure an adequate supply of employees that are technically and socially competent for both departmental and management positions (Mullins, 2007). Heathfield (2012) affirms that the right employee training, development and education at the right time, provides big payoffs for the organization to increase productivity, knowledge, loyalty and contribution. Watson (2000) points out that human resource management is considered as a strategic partner of the other functional areas of business organization, namely; marketing, finance, production, purchasing, management information systems and administration.

Again, a study by Osei (2004) on the importance of training and development points out that through training and development, career advancement of their staff is developed on the basis of an individual's performance on his promotion and career plans are formulated. It can be used for transfer as it discloses various abilities of individuals, which can form the basis to identify as to, who are eligible for transfer in respect of different categories of jobs. Thus, human resource of any organization is that which is expected to bring about the competitive difference, since the success or failure of an organization is dependent on the quality of this resource as well as its orientation. This is based on the notion that human resource is the competitive advantage a business organization has. Thomas (2007) observes that while equipment, infrastructure, methods of production, packaging and distribution strategies could all be copied by other competitive organizations, the innate quality, innovativeness, knowledge, abilities and skills of the human resource or employees cannot easily be

copied.

Flynn (2009) contends that training is a very important part of the human resource development (HRD) activity. For employees to carry out their duties effectively and efficiently they must have the relevant skills, knowledge, values, attitudes and competencies as well as understand their organization's culture. Again, while on the job, employees need to be updated through training and development to acquire competencies they did not have at the time of appointment. This is why an organization might need training and development department, often referred to as Human Resource Development (HRD). When suitable job candidates have been selected and appointed, they must be given the appropriate orientation and in addition they must be trained and developed to meet the career needs of the organization. McKinsey (2006) observes that to develop the desired knowledge, skills and abilities of the employees, to perform well on the job, requires effective training programmes that may also affect employee motivation and commitment. In order to prepare their workers to do their job as desired, organizations provide training as to optimize their employee's potential.

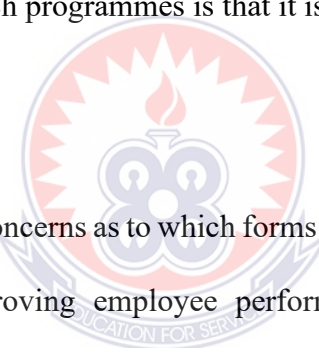
Web (2007) confirms that employees are the most valuable asset of every company as they can make or break a company's reputation and can adversely affect profitability. Employees often are responsible for the great bulk of necessary work to be done as well as customer satisfaction and the quality of products and events. Without proper training, employees both new and old would not receive the needed information and develop the skill sets necessary for accomplishing their tasks at their maximum potential.

1.1. Statement of the Problem

Progressively employee-oriented policies ensure the achievement of organisational goals because, investment in employees through training and development programmes help in the improvement of skills and competence of employees which eventually enhance morale and productivity (Devi & Shaik, 2012; Esia-Donkoh, Bampo-Addo & Afful, 2013; Hamid, 2011). This view is shared by Esia-Donkoh and Ofosu-Dwamena (2014) who argue that apart from programmes and materials, individuals who work in an organisation contribute meaningfully to ensure changes and improvements in the organisation. Hence, it may be difficult for organisations to achieve goals if those who implement policies are not provided with the needed training and development programmes to enhance the performance of their tasks.

However, some management of organisations are not committed to the training and development of their employees because they seem not to appreciate the relationship between productivity and human resource development (Amewudah, 2002; Esia-Donkoh, Bampo-Addo & Afful, 2013). The cost involved is another reason why some institutions and organization do not consider training and development as an option and not an investment (Sarvadi, 2005). Safo (2006) thus posits that any management of an organisation that does not put premium on training and development programmes for employees may oversee the eventual collapse of the organisation. It is thus intriguing that some management of organisations budget for purchases and maintenance of expensive equipment, vehicles, and renovation but not to train employees who oversee and make use of the equipment and other resources. Apart from employee training and development, researchers have observed that employee job performance is critical to the achievement of goals and the success of organisations. At the University of

Education, Winneba (UEW), policies on training and development of all categories of employees exist and this guides management in organising training and developing programmes for such with the view of enhancing their knowledge, skills and experiences, and job performance to help achieve the goals set. However, the researcher's interactions with some of the non-teaching senior members suggest that they seem to have different views about the training and development programmes organised for them. Some suggest that they make some mistakes while performing their duties, which tend to affect the quality of their work. While some are readily willing to participate in these programmes, others seem not to be enthused, and as a result, they are not willing to attend such programmes. One reason commonly assigned for their unwillingness to attend such programmes is that it is the same thing that is done all the time.

The logo of the University of Education, Winneba, is a circular emblem. It features a central lamp with a flame, set against a background of a sunburst. The lamp is flanked by two stylized figures. Below the lamp, the text 'UNIVERSITY OF EDUCATION FOR SERVICE' is visible. The entire emblem is surrounded by a decorative border.

There seems to be varied concerns as to which forms of training, development and skills acquisition assist in improving employee performance even though it is widely acknowledged that training and development play an essential role in achieving organisational goals (Abdulraheem, 2016). In view of this, the researcher wants to find out if training and development programmes organised for non-teaching senior members of UEW are done based on their needs, and the benefits to be derived from such programmes, nature of job performance, and how that is impacted on by the training and development programmes they participate in.

Previous studies (Berisie, 2017; Degraft-Otoo, 2012) indicated the need for training and development on Job performance for senior staff with educational institutions but not for senior members non-teaching. However, at UEW, there seems to be no study on how non-teaching senior members assess training and development programmes

organised for them, and the concerns they have about such programmes. These issues informed the conduct of this study to investigate the training and development of non-teaching senior members and their perceived job performance of this category of employees in UEW, Winneba and Ajumako Campuses of the University.

1.2. Purpose of the Study

This study therefore sought to investigate the training and development programmes for non-teaching Senior Members and their perceived job performance at the University of Education, Winneba, as against the nature of training and development programmes for non-teaching senior members, which is in line with perceived job performance and perceived benefits of training and development programmes to non-teaching senior members and concerns of non-teaching senior members of UEW towards training and development programmes.



1.3. Research Objectives

The objectives of this study were to:

1. find out the nature of training and development programmes non-teaching senior members of UEW participate in.
2. find out the perceived job performance of non-teaching senior members of UEW.
3. examine the perceived benefits of training and development programmes non-teaching senior members of UEW participate in.
4. find out the challenges of training and development programmes facing non-teaching senior members of UEW.

1.4. Research Questions

The following research questions guided this study:

1. What is the nature of training and development programmes non-teaching senior members of UEW participate in?
2. What is the perceived job performance of non-teaching senior members of UEW?
3. What are the perceived benefits of training and development programmes non-teaching senior members of UEW participate in.
4. What are the challenges facing non-teaching senior members of UEW due to lack of training and development programmes?

1.5. Significance of the Study

For significance of theory, the findings of this research will not only add to works that have been done in this area, but also throw more light on training and development of non-teaching senior members and its resultant effect on the achievement of the objectives of the University. Again, for significance of practice, thus academia, the findings of this research would provide empirical evidence and add new knowledge to the existing literature on the importance of training and development to employees. Thus, the results would also significantly serve as literature that will add to academic knowledge in the area of training and development on employee perceived job performance. It will benefit the University in its effort to train and develop its employees. Employees of the University will also be informed of the benefits of training and development programmes and the need to always participate.

Significance of policy, the findings of the study will help educational administration and management of various educational institutions to understand the importance of training and development to employees and will contribute immensely to policy formulation on training and development of employees in the University of Education, Winneba. Once the University understands the importance of training and development, management can design strategies with which to tackle the challenges facing the University in terms of training and development so that its staff can compete with other Universities.

1.6. Delimitation of the study

The study covered the Effutu District in the Central Region of Ghana, specifically the University of Education, Winneba. The study which took the form of a descriptive survey was delimited to cover the provision of in-service programmes for non-teaching senior members in the University of Education, Winneba due to limited resources available to the researcher. Instruments used to collect data were the questionnaire and interview guide, and data were analysed both quantitatively and qualitatively for meaningful interpretation.

1.7. Organisation of the Study

The study is organised into five chapters. Chapter one introduces the study by giving the background information on the research problem, statement of the problem, purpose of the study. The chapter further outlines the research questions, research objectives, significance of the study, scope, definitions of terms, limitations of the study, delimitation, assumption and as well as the organization of the study. Chapter two deals with the review of relevant literature on the research problems and concepts with

specific reference to how it applies to non-teaching senior members of University of Education, Winneba. Chapter three discusses the research methodology adopted for the study and relevant justifications. It outlines the methodology for carrying out the secondary and primary data collections and how results were analyzed. Chapter four presents the findings on the practices and impact of training and development apply non-teaching senior members of University of Education, Winneba. It also lay out the researcher's analysis on the organisation's responses to the impact and role of such training on its employees in terms of job performance. Chapter five gives the summary of the findings, conclusions drawn, and recommendations made. The next chapter focuses on the reviewed related literature employed for the study.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter is devoted to a review of the literature pertinent to the research. Its aim is to enable the researcher have a better understanding of the topic and identify where gaps exist in the research literature. The review focused on a few very pertinent and appropriate concepts that serve as the theoretical and conceptual framework of the study. Some related empirical studies were also reviewed in order to understand the current concept under study.

The review is organised under the following themes:

- i. Theoretical Framework
- ii. Concepts and Definitions of training
- iii. Organisation's Need for Training
- iv. Concepts of development
- v. Aims and Objectives of Training and Development
- vi. Benefits of Training and Development
- vii. Challenges facing Training and Development
- viii. Continuing Professional Development
- ix. Education Training, and Development
- x. Forms and Methods of Training
- xi. Job Satisfaction and Job Performance
- xii. Empirical literature review
- xiii. Conceptual Framework

2.1 Theoretical Framework

This study was guided by three theories, namely reinforcement theory, cognitive theory and Human Capital Theory.

Reinforcement Theory

In this theory, learning is said to have occurred when learners evidence the appropriate reinforcement of an association between a particular response and stimulus (Smith & Ragan, 2005). McKenna and Beech (2006) explained that, to improve trainees' performance there has to be reinforcement of what has been learnt. It affects the tendency to make specific responses again. This can be in the form of feedback where trainees are provided with responses about their progress and achievements during the training process. Nassazi (2013) supports this by explaining that, learning must be reinforced and that behavioral scientists have demonstrated that people learn best with immediate reinforcement of appropriate behavior. Banaji (2011) explains that positive reinforcement theory suggests that for trainees to acquire knowledge, change behavior, and modify skills, the trainer needs to identify what outcomes the learner finds most positive and negative, then link those outcomes to the training practices. This theory suggests that trainees are likely to adopt a desired behavior, through training, if the changed behavior will be of benefit to them. This theory therefore suggests that for training to lead to improved performance of employees and subsequently the organisation, appropriate feedback must be given to employees during the training process. This helps the employees acquire the appropriate knowledge to perform better on the job.

Cognitive Theory

In cognitive theory, learning is the acquisition or reorganization of the cognitive structures through which human beings process and store information. Mclead (2012) found out that this theory describes the way in which people learn to recognize and define problems and experiment to provide solutions. The emphasis here is on the importance of experience, meaning, problem solving and the development of insights. This theory developed the concept that individuals have different needs and concerns at different times, and that they have subjective interpretations in different contexts.

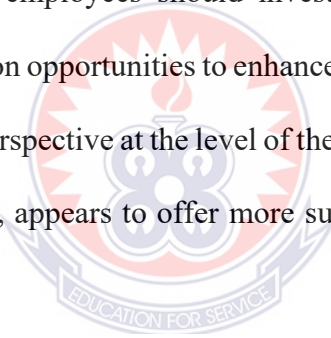
ASTD (2012) found out that cognitive theory is a learning theory that analyses how thoughts, feelings, and social interactions shape the learning process. It focuses on the cognitive process that employees engage in when they are learning. Learning from others is referred to as vicarious learning. Someone acquires behaviors or skills from someone else by watching their actions closely. The learner observes how the model acts and what the results of the model's actions are. Mclead (2012) found out that on-the-job training methods enables employees to develop a conceptual knowledge, skill and technique to be able to interpret information and solve problems. This theory is relevant to this study because it tells you what goes on in the minds of employees as they go through the learning process. This will help the organization to fashion out appropriate training regimes to improve the performance of employees and the organization.

Human Capital Theory

The Human Capital Theory developed by Smith (1776) and re-invigorated by Schultz (1961) proposes that training and education are a form of investment in human beings. The underlying belief then is that training creates assets in the form of knowledge and

skills, which in turn increases the productivity of the worker. Schultz (1961) argued that skilled human resource has been able to acquire these skills as a result of training and development programs or investment in the existing human resource through appropriate on-the job training both within and outside the organization for example seminars, workshops, conferences, and by creating conducive environment through appropriate welfare care like promotion.

According to Flamholtz and Lacey (1981), human capital theory proposes that people's skills, experience, and knowledge are a form of capital and that returns are earned from investments made by the employer or employee to develop these attributes. The Human capital theory holds that employees should invest in specific training and further initiation of more promotion opportunities to enhance employees' career path prospects. Thus, the human capital perspective at the level of the organizations, due to its emphasis on skills and performance, appears to offer more support for generalized investments in the human resources.

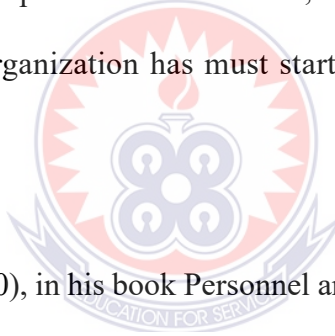


2.2 Concept and Definitions of training

Thomas (2007) indicated that well trained employees are key to a business' success. It has been shown that the most successful and productive employees are those who have received extensive training and development (Watson, 2000). These groups of employees can be described as the "cream of the crop" that often has the strongest stake in an organization's future. When employees are carefully selected, it does not still guarantee totally acceptable performance from the employees. This is because while the potential of an employee to perform is one thing, performing is another and therefore an employee with a high potential to perform may not still perform his

job if he does not go through training and development. This is why training of newly employed starts with organizational orientation (Dessler, 2008).

Cole (2004) postulates that human resources are the most dynamic of all the organization's resources and therefore they need considerable attention from the organization's management, if human resource are to realize their full potential in their workforce. Training and development activities just as most other activities in an organization depended on the policies and strategies of the organization. Thomas (2003) agrees that organizations with a well-organized training would refer to it as "systematic training" which is why job descriptions are inevitable during the recruitment and selection process. Furthermore, in establishing what training and development needs an organization has must start with a job description and later performance appraisal.

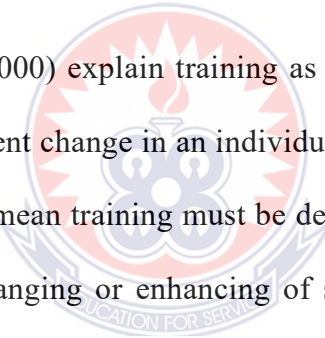


According Cole (2002:330), in his book Personnel and Human Resource Management, training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few. Training as an essential element to an employee for the development of the companies because some of the employees have lack of knowledge skills and competencies and failed to accomplish task on timely basis Abbas (2014). Armstrong (2001) defines training as the systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job". According Web (2007), the purpose of training in the work situation is to develop the abilities of the individual

and to satisfy the current and future of the organization. Most organizations have long recognized the importance of training to its development. As new technology progresses, making certain jobs and skills redundant, an increasing emphasis is being placed on the need for a skilled and highly trained workforce. Many of the jobs being replaced by machines have been of an unskilled and semi-skilled nature, and this emphasizes the need for higher education and skills for those wishing to gain employment in the future.

According to Armstrong (2006), expressing an understanding of training emphasizes that training should be developed and operated within an organization by appreciating learning theories and approaches if the training is to be well understood. This was also affirmed by Sherman et al (2006). They expressly indicated that the success of a training program depends more on the organization's ability to identify training needs and the care with which it prepares the program so that if the trainees do not learn what they are supposed to learn, the training has not been successful. They further indicated that training experts believe that if trainees do not learn, it is probably only because some important learning principle had been overlooked. What they are saying is that the success or failure of a training program is frequently related to the recognition and application of basic psychological principles of learning. This assertion is not necessarily right. If the trainees do not learn anything then of what benefit will they be for the organization. If trainees return empty, with nothing to contribute, it can also mean that even though the organization might have done all that is necessary to ensure a successful training program, the wrong candidate might have been selected for the training program. McGhee et al (1996) wrote on the nature of learning and said learning is a term used to describe the process by which behavioural changes results from

experience. They also said the fact that learning has occurred could only be inferred from a comparison of an individual's behaviour prior to the experiences of specific kinds of task. This is not to say that there has been no learning if there is no overt behavioural change. Since training generally is intended to provide learning experiences that will help people perform more effectively in their jobs, organizational training should follow the learning principle. Training therefore can be explained as a planned and systematic effort by management aimed at altering behaviour of employees, in a direction that will achieve organizational goals. A formal training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge (McGhee et al, 1996).



DeCenzo and Robbins (2000) explain training as a learning experience, in that, it seeks a relatively permanent change in an individual that will improve his ability to perform on the job. This mean training must be designed in such a way that, it will involve the either the changing or enhancing of skills, knowledge, attitudes, and social behaviour. This change or enhancement of skills, knowledge, attitudes, and social behaviour could involve what the employee knows, how he works, his relations and interactions with co-workers and supervisors. Training thus consists of planned programmes designed to improve performance at the individual, group or organizational levels (Cascio, 2002). With an improved performance on the part of the individual, group or organization means, there have been measurable changes or enhancements in the knowledge, skills attitude and social behaviours. Monappa and Saiyadain (2008) define training as the teaching or learning activities carried on for the primary purpose of helping members of an organization to acquire and apply the knowledge, skills, abilities and attitudes needed by that organization. It is the act of

increasing the knowledge and skill of an employee for doing a particular job. Training therefore needs to be seen by managements of every organization as a long term investment in its human resource.

Dessler (2008) sees training further, as the means of giving new or current employees the skills they need to perform at their various jobs. Continuing, he sees training as the hall mark of good management and thus when managers ignore training, they are doing so to the great disadvantage of the organizations they are managing. This is because having high potential employees do not still guarantee they will perform on the job. This is why every employee must know what management wants him to do and how he must do it. Training therefore has had a fairly impressive record of influencing organizational effectiveness. Again, Cole (2004) argued that, human resources are the most dynamic resource of the all the resources at the disposal of the organization and thus, the human resource needs to be given considerable attention from managements to enable this resource realize their full potential in their work. For this reason managements must address motivation, leadership, communication, work restructuring, payment systems and training and development. He further provided some definitions that are worth noting:

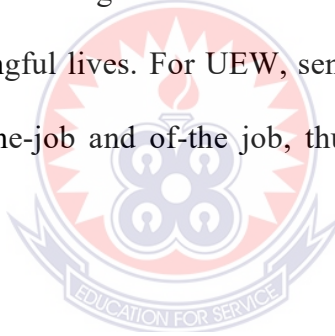
1. Education – usually intended to mean basic instruction in knowledge and skills designed to enable people to make the most of life in general; it is personal and broadly based.
2. Training – implies preparation for an occupation or specific skills. It therefore narrower in conception than either education or development; it is job oriented than personal.
3. Development – this usually suggests a much broader view of knowledge and

skill acquisition than training; it is less job –oriented than career –oriented; it is concerned more with employee potential than immediate skill; it sees employee as adaptable resource.

4. Learning – this process of acquiring knowledge, understanding, skills and values in order to be able to adapt to any environment; it underpins all of the above three terms.
5. Competence- this refers primarily to a person’s ability to demonstrate to others that they can perform a task, process or function to a predetermined standard; thus putting learning into practice.

Finally, Ivancevich (2010) says training is an attempt to improve current or future performance of an employee and it is important for both new and current employees. He quotes Clifton and Fink (2005) as follows: “training is a systematic process of altering the behaviour of employees in a direction that will achieve organization goals. Training is related to present job skills and abilities. It has a current orientation and helps employee’s master specific skills and abilities”. Thomas (2007) points out that human resource practitioner provide three types of learning activities to employees of their organizations namely, education, training and development. Training, education and development programs all aim at promoting learning. Thus, Clifton and Fink (2005) outline that learning is a relatively permanent change in behaviour as a result of some experience. If, let’s say a supervisor watches a film on employment counselling and as a result changes his counselling style, then learning is said to have occurred on the part of the supervisor. While it is difficult to precisely define learning, in this research it is “the complex process of acquiring knowledge, understanding, skill and values in order to be able to adapt to the environment in

which we live”. How learning is acquired depends on three factors: innate qualities of the learner, skills of the teacher and conditions in which the learning takes place. In the case of the university of Education, Winneba (UEW) learning is done by colleagues being forced to understudy seniors without any form of documentation given directions to the form of learning. Again, Thomas (2007) observed that education is a long-term learning activity aimed at preparing individuals for a variety of roles in society as citizens, workers and members of family groups. The focus of the “education” is primary on the individual and his or her needs and secondly on the community as a whole. To add to this, Asare-Bediako (2008) indicated that education aims at equipping individuals with skills and knowledge to enable them to respond meaningfully to challenges and issues they face in the environment and to help them pursue meaningful lives. For UEW, senior members are educated based on what they learn on-the-job and of-the job, thus education, in effect generally prepares people for life.



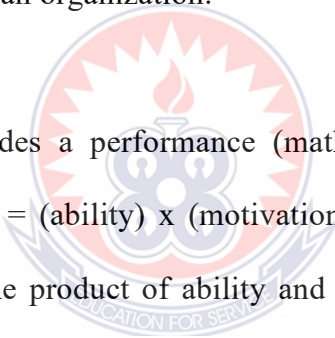
Ivanevich (2010) revealed that training basically is any learning activity which is directed towards the acquisitions of specific knowledge and skills for the purposes of an occupation or task. The focus of training is the job/task; the acquisition or learning of specific competencies. When a supervisor undergoes a course on how to handle employee grievance, this supervisor in effect has gone through “training” or “learning” program specifically designed to help her acquire competencies while for Performance seen by Thomas (2007) is revealed as employee effort meaning employee performance is measured in terms of input-output relationship. It is the measure of the efficiency with which inputs or resources are utilized to create outputs. Performance is employee productivity.

2.3 Organisation's Need for Training

Well trained and developed employees when fully utilized by the employing organization benefits it as well the employees themselves (Bryn, 2005). Therefore for an organization to grow and survive in today's globally competitive and fast changing environment especially in the area of technology, for a very long time, there would be the need for organizations to come up with systems and programmes that would bring out of their needed efforts, attention, creativity and general innovations as individual employees and as groups or teams of network (Asare-Bediako, 2008). For this reason organizations seek to adapt to new structures, new cultures and new effective methods of performance management and employee motivation to be able to cope with rapid change and competition in the business environment. Innovative changes or adjustments become successful when people acquire new perspective or understandings, values, knowledge and skills. For an example, the introduction of effective and up-to-date technique in performance management would require that the employees (supervisors and management) who administer this system must (i) understand the need for it and (ii) have the knowledge and skills to implement it.

Mullins (2007) outlines that understanding, knowledge and skills would come from organizing seminars or training programmes that will provide these implementers the relevant perspectives, skills and knowledge for successful implementation. The ultimate human resource management outcome therefore is performance and hence all other outcomes such as competencies, morale of employees, attitudes and motivation are determinants of performance. Heathfield (2012) affirms that performance of employees as said elsewhere is about employee output which is

twofold; first, the effective use of inputs or resources and second, the translation of efficiency into quality services in an organization like University of Education, Winneba. Asare-Bediako (2008) agrees that competencies needed by employees to perform at a totally acceptable levels fall into three main categories, namely; technical, managerial and personality competencies. Training and development interventions therefore must aim at providing employees with the required technical, managerial and personality competencies for them to achieve and sustain a high level of performance. Adoption of this position in an organization like the University of Education, Winneba would be the way for it to be very competitive in the globally scheme of this. This does not however mean that training is the solution to all performance problems in an organization.



Armstrong (2006) provides a performance (mathematical) model that must be considered: $\text{Performance} = (\text{ability}) \times (\text{motivation})$ from the above mathematical model, performance is the product of ability and motivation. While ability is the “can” factor in the equation, “motivation is the “want to” factor. Thus if the employee has the ability (can factor) and at the same is provided the needed motivation (wan to factor), then performance would be guaranteed from the combined effect of ability and motivation. It therefore follows that while the ability may exist in the employee, the absence of motivation e. g. ergonomics of the environment, rewards and leadership (just to mention a few) must bring about non-performance. In this instance, no amount of training would solve the problem.

However, training can have an impact on both of these variables (ability x motivation). It can heighten the skills and ability of the employees and their

motivation by increasing their sense of commitment and encouraging them to develop and use new skills. Training is thus a powerful tool that can have a major impact on both employees' productivity and morale if properly used. Thompson (2002) quotes from a survey carried out in the UK in 1996 which showed that the young employee of today values training and development opportunities over pay and perks. According to the survey, 73% of the respondents confirmed that they would prefer to stay with an organization that invested so much time and energy in their development rather than move to a rival organization that paid more money but less investment in helping them to progress. Furthermore since the mid-1980s, it has been widely recognized that the training and development of staff should be a major item on any organization's agenda. This means that every manager or supervisor must have responsibility for his own self development and then the development of the employees he manages. Cole (2004) proposes that management of organizations must make efforts to identify, define and assess the competitiveness of individual employee's skills and make way for these individuals to develop the skills required.

However, for a supervisor to be able to assess the competitiveness and the competencies of employees and thus set objectives for the necessary improvement of these competencies through training and development, he must first set up employee appraisal system. A manager has accountability for the performance of his employees and therefore a manager's success would be dependent on the abilities of the employees. A better or very well trained employee should increase efficiency and even productivity by reducing fatigue and wastage. Thompson (2002) goes on to state that each employee fell into one of three categories in relation to competence to perform current job. These are:

1. Competent to perform current job
2. Not yet competent to perform current job
3. Better than competent at perform current job

Boxall and Purcell (2001) contend that the opportunity to use training powerfully arises when organizations have invested more comprehensively in recruitment and has thus built a labour pool with greater long run potential and consequently greater aspirations. According to Robbins and Judge (2007), competent employees do not remain competent forever. Skills deteriorate and become obsolete and therefore new skills need to be learned. They cite a report from the USA where corporations with 100 or more employees spent more than \$51 billion dollar on formal training in one year. Most training is directed at upgrading and improving an employee's technical skills. This form of training has become increasingly important for two (2) reasons: due to new technology and new organization structure design and job change as a result of new technologies and improved methods.

Cole (2004) alleges that technical training has become increasingly important because of changes in organizational design. For example, as organizations flatten their structures, expand their use of teams and break down traditional barriers, employees need mastery of wider variety of tasks and increased knowledge (problem solving techniques, working in teams, quality circles) of how their organizations should operate. Training in general terms is designed to improve employees' job skills, be it technical, managerial or personality. Employees may be trained to run machines, taught new skills or acquainted with personal growth and development methods.

Moorhead and Griffin (2008) give the example of the situation where in multinationals, one training that is becoming increasingly important is the training of people to work in other countries. Another need for training arises when for instance an organization is implementing a management by objectives programme; training in establishing goals and renewing goal oriented performance system. The need for training of employees further comes from both demographic and economic trends which has which meant radical changes in the composition of the labour force. Further factors affecting the numbers, types and requirements of available jobs include automation, worker displacement due to mergers and acquisitions, downsizing and business paradigm shift and many more or others from manufacturing to service job (or vice versa); the increasing sophistication in technological systems that are imposing training and retraining requirements on existing workforce, the need to train underutilized employees and the training needs brought about by national and international competitions in the environment of many organizations.

Brody (2007) quotes a Motorola company spokesperson as saying “we’ve documented the savings from the statistical process control methods and problem solving methods we’ve trained our people in. We’re running a rate of return of about 30 times the dollars invested which is why we’ve gotten pretty good support from senior management” This is a clear indication that a systematic and well planned training and development policy that is well executed would surely bring returns to the organization in cost savings (reducing in waste and scrap for example, increased productivity and so on), employee effectiveness and efficiency and the list could go on and on. From the view point of Dessler (2008) training and development could

be placed in a strategic context. This occurs with the paradigm shift to the situation when trainers sit with management to identify strategic goals and objectives and the skills and knowledge that could be used to achieve these strategic goals and objectives. This then followed by the identification processes as to whether staff have the skills and knowledge when they do not then training needs discussions are evoked. Once again, this is why human resource management has become an increasing partner of the other functional areas of businesses.

This position is further strengthened by the fact that for every decision that is taken by senior management, there is an implication on the human resource of the organization (Asare-Bediako, 2008). Taylor (2008) points out that for a successful creation of organizational culture managements should make sure that employees have the appropriate outlook and the required set of attitudes. This further leads credence for the need for training and development of employees' right from new employees through orientation to current employees who from time to time need modification of attitude to remain in line with the culture of the organization.

2.4 The Concept of Development

According to Armstrong (2006), development is an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required. It takes the form of learning activities that reparse people to exercise wide or increased responsibilities. It does not concentrate on improving performance in the present job. Harrison (2000), defined development as a learning experience of any kind whereby individuals or groups acquire knowledge, skills, values and behaviours. It is more of career based than

job oriented and is concerned with the longer-term development and capable of the individual. Development does not cover only those activities, which improve job performance, but also those which bring about growth of the individual; assists personality in the development towards maturity and realization of their potential capabilities so that they become not only good employees but better women and men. It therefore refers to the future-oriented or driven training, and on personnel growth of the employee.

As the job and career development is concern, employees need new skills and capabilities. There is therefore, the need for employee development which helps the individual to improve ability to handle a different types of assignments; enhances performance at all levels in their current jobs; assists to maintain good performance of employees throughout their career exploring their full potential; answer accessibility of required numbers of personnel with the needed skills so as to achieve the current and anticipated future demands of the organization and also to provide the opportunities for the employees to achieve their career ambition, and to answer that the managerial resources of the organization are put to optimum use. According to Itika (2008), development sees the employees as being suitable resources with a variety of skills and places within the organization and it is also concerned with giving the individual the right mix of skills, experiences and contacts to enable them to achieve their full potential.

2.4.1 Difference between Training and Development

The difference between training and development is that training is the learning activity targeted towards the acquisition of knowledge or specific skills for current tasks which enables the individuals, contribute to the organization in their present positions. In other for you to be successful, training should result in a change in attitude should result in a change in attitude, behaviour, such as the new skills and knowledge on the performance of the job. In the case of development, it is a continuous process which is general and dynamic increase of skills and knowledge base which provides the employee with these requirements that are intended to be used in the future. Therefore, the transfer of any learning in non-specific as it includes learning general skills rather than how to perform particular activities, and the setting in which the learning takes places is always different from the setting in which it is executed. In this respect the essence of career development is to prepare employees to meet future issues and needs, hereby making sure that the organization's survival. Training was really used to give employees the job - specific skills, experience, and knowledge they need to do their jobs or improve their job performance as indicated by (Mayiams, 2002).

Training in more subjected and limited in terms of range and the overall effect on and organization. This subjection matter of training programs can lose the importance early; it is typically a one-time event, but development in the broadest view of skills and knowledge acquisition, development is an ongoing and topical. Training is a short-term process; individual employees learn technical skills and knowledge for a definite purpose. Development is a long-term educational and theoretical knowledge acquisition for general purpose.

2.4.2 The Relationship between Employees Training and Performance

According to Olaniyan and Lukas (2008), performance simply means how employees are able to effectively manage and present their tasks to reveal their quality and good service preferred by their organizations. In this respect, there is direct relationship between employee training, development and employee performance. When employees would be more trained or more developed, then they would eventually be more satisfied with their job, more dedicated and committed with the job and the performance of employees would also be improved. When it happens that employee performance improves, it would also lead to the organization effectiveness. Notwithstanding, sometimes employees see that trainings do not provide them with the requisite and sufficient knowledge and skills needed. The inappropriate training can bring conflicts and misunderstanding between workers and their organizations and which eventually have effect on the organization performance and effectiveness. Employee performance could be related to many factors within the organization such as the knowledge base, management and job satisfaction that would eventually be obtained as a result of training they might go through. Training is one of the most important motivators which propels employees and can lead to both short-term and long-term benefits for the individuals and the organization as a whole. Few people these days would argue against the importance of training as a major influence on the success of every organization.

Training generates benefits for the employee knowledge, skills, ability, competencies and behaviour (Benedicta, 2010). It is obvious that training plays an important role in the development of organization, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that, there is a significant difference between the

organizations that train their employees and those organisations that do not (Becker et al, 2011). Therefore, organisations that are dedicated to generating profits for its owners (Shareholders) and providing quality service for its customers and beneficiaries usually invest in the training of its employees (Dowling et al, 2008). Most organisations have long recognized the importance of training to its development. As new technologies progress, making certain jobs and skills redundant, an increasing emphasis is being placed on the need for a skilled and highly trained workforce for good performance. Many of the jobs being replaced by machines have been of an unskilled nature, and this emphasizes the need for a higher education and skills for those wishing to gain employment in the future (Armstrong, 2001).

Employees that are trained by their organisations are more involved to the assigned tasks (Becker et al, 2011). The employees who are very committed to the job assignments are an essential part of their life. After their better performance, they feel satisfaction, this nature of job involvement deemed towards self-esteem (Bright, 2008). After being trained personnel become highly motivated for doing innovative tasks when they feel high involvement in their jobs (Chevalier, 2007). Training improves employee performance in the human resource as well as the organisation. If employees are whole heartedly involved in training issues which are directly related to their job, then they try to take initiatives to remove many problems (Safferstone, 2007). Involvement in the official tasks directly influences the employee performance. Effort is an intervening relationship of training and performance. Training is therefore a key element to city councils performance. It helps to reconcile the gap between what should happen and what is happening between desired targets or standards and actual levels of work performance (Armstrong, 2001). Training need is any shortfall in employee

performance, or potential performance which can be remediated by appropriate training. There are many way of overcoming deficiencies in human performance at work, and training is the only one of them.

2.5 Aims and Objectives of Training and Development

Braga (2005) contends that an organization's effectiveness is dependent on its ability to accomplish the following objectives:

1. To achieve goals
2. To maintain itself internationally
3. To adapt to its environment

Further to this contention, Bass (2009) identified two other factors which could necessitate training activity as:

1. To keep pace with advanced industrialization for the organization's survival
2. To train employees from the shop floor level to top executive level (development) because of expansion in numbers of employees and layers of hierarchical levels and variety of complex organization structures and control mechanisms. These two writers give a very clear indication of what human resource development (HRD) personnel aims and objectives of training and development by organizations ought to be; thus for training and development by organization not to be waste of resources by the organizations, it must seek to achieve the above stated five (5) objectives and probably some more depending on the environmental situation of the organization concerned.

For these very reasons University of Education, Winneba needs a systematic and planned training and development programmes at all levels (senior members –

academic and administrative, senior staff – academic and administrative and junior staff as well) that are managed by a well thought out and written training and development policy especially now that the University of Education, Winneba has made strides in becoming one of the leading institutions of higher learning in Africa.

2.6 Benefits of Training and Development

The purpose of training is mainly to improve knowledge and skills, and to change attitudes or behaviour. It is one of the most important potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques. According to Cole (2002) training can achieve:

1. High morale - employees who receive training have increased confidence and motivation;
2. Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
3. Lower turnover – training brings a sense of security at the workplace which reduces labour turnover and absenteeism is avoided;
4. Change management- training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;
5. Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;

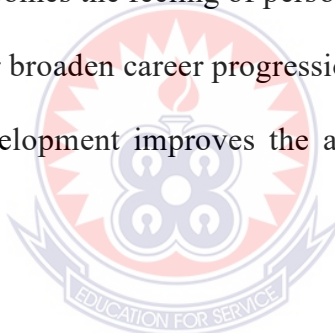
6. Give a feeling of personal satisfaction and achievement, and broaden opportunities for career progression; and
7. Help to improve the availability and quality of staff.

Derrick et al (2000:55) looked at the training environment and the structure of organizations, and emphasized on the effects of internal political and cultural factors on training and development. Sherman et al (2006) argue that many new employees can be equipped with most of the knowledge, skills and attitudes needed to start work, but others may require extensive training to ensure their effective contribution to the organization. A majority however, will require some type of training at one time or another to maintain an effective level of job performance. According to Krietner (2008), in his book *The Good Manager's Guide*, no matter how carefully job applicants are screened, typically a gap remains between what the employee does know and what they should know. An organization which desires to gain the competitive edge in its respective industry, needs among other things, extensive and effective training of its human resources. Training is therefore a key element for improved organizational performance; it increases the level of individual and organizational competences. It helps to reconcile the gap between what should happen and what is happening – between desired targets or standards and actual levels of work performance. Although many employers continue to have reservations about the cost and extent of tangible business returns from training, the development of skills has been identified as a key factor in sharpening competitiveness. Casio (2008) puts it this way “The economic and technological trends, the pace of innovation, change and development are growing faster year-by-year and as a result, provide clear signals that training and development

are so relevant that both organizations and individual stakeholders must give a serious attention to.

Mullins (2007) gives the purpose of training and development as to improve knowledge and skills and to change trainee's attitude. Thus training becomes one of the most important potential motivator and hence the following benefits do accrue from training and development programmes:

- i. increase in the confidence and commitment of staff
- ii. it provides the needed recognition and enhances responsibility which could lead to an increase in pay and promotion.
- iii. With confidence comes the feeling of personal satisfaction and achievement. This could further broaden career progression opportunities
- iv. Training and development improves the availability, quality and skills of staff.



According to Cole (2004), benefits to organizations from systematic training and development include:

- a. The provision of a pool of skilled personnel for the organization; (same as Mullins fourth point)
- b. Greater commitment of staff (first point of Mullins)
- c. Improved service to customers
- d. Improvement in job performance with its resulting increase in productivity overall.

From the discussions above, it becomes quite clear that training and development is a very key element in the improvement process of organization's performance and

increased level of individual performance and finally leading to organizational competence. Training therefore bridges the gap between what should happen and what is happening; that is the desired goals or standards and the actual level of performance. An organization which therefore facilitates learning, growth and development of individual employees must have training as an integral part of the organization's business strategy. This however seem to be lacking at the University of Education, Winneba. Other benefits that would accrue from training and development are: improvement in job satisfaction, reduction in employee turnover and scrap and wastage.

Noe and Wilk (1993) grouped employee training benefits into three categories: personal benefits, career benefits and job-related benefits. Personal benefits represent the extent to which employees believe that participation in training activities help them network, improve their job performance and make progress towards their personal development. Career benefits result from participation in training activities that lead to identifying career objectives, reaching career objectives and creating opportunity to pursue new career paths. Job-related benefits lead to better relationships between peers and managers, and provide a necessary break from the job. (Noe & Wilk, 1993). As long as an organization exists, training forms an integral part of the day to day running of that organization and both new and existing employees need training in order to function well. Many new employees can be equipped with most of the knowledge, skills and attitudes needed to start work, but others may require extensive training to ensure their effective contribution to the organization. Training does not only benefit the employee but the employer and the organization as a whole. Some of the benefits of training to

the individual, employee and organization as a whole according to (Cole, 2002), are indicated below;

1. Training helps in the individuals' development and growth as well as creating positive attitudes and
2. behaviours in them. Organisations instill in their employees the attitudes and behaviour expected from them which in the long run boost the company's image.
3. The training given to employees keep staff highly motivated as new skills and knowledge gained helps reduce boredom and keeps the employees right on their toes as they know they are valuable enough for the employer to invest in their training. When the employee is motivated, there is increased morale, job satisfaction and less employee turnover. Organisation also awards certificates to trainees for completion of the training program and also awards certificates to it trainers for carrying out the training effectively and efficiently.
4. Training of employees gives the company a competitive edge over its competitors and to stay ahead of the competition in this continuously changing world as there is increase in innovation which is exhibited in their strategies and products. Employees gain confidence and find direction which reflects in the way they work and relate to customers.
5. Training helps save the organization money as the training helps the employees to be more efficient and effective, working diligently to increase the company's productivity resulting in financial gain. It also helps to increase the capacity to adopt new technologies.
6. Training gives a feeling of personal satisfaction and achievement, and

broadens opportunities for career progression. Though the benefits discussed above are no exhaustive, they gave an indication to UEW about the need to take training and development very seriously.

2.7 Challenges facing Training and development

Cole (2002) recognize some issues that impacts the quantity and quality of training and development actions in the organizations, these comprises; the extent of change in the external environment, the amount of internal change, the accessibility of appropriate skills within the current work-force and the level to which management see training as an encouraging factor in work. Employees training and development is poorly performed in many organizations (Ngirwa, 2009). He indicated some areas, which are challenging as follows:-

Poor Data Bank

There has been deficiency of knowledge on the total number of employees in organizations, number of employees per job class and organizational units, age profile, qualification profiles, employee's position list organized regarding to job groupings, list of existing training programs. There are just a few of the key items of distinctive human resources data bank, many of which have assessment making inferences on the management of training programs.

Poor choice of trainers

The human resource department is expected to choose the trainers logically. Nevertheless with liberalization, many people have reputable training and Consultancy firms which may not have the skilled employees to carry out trainings.

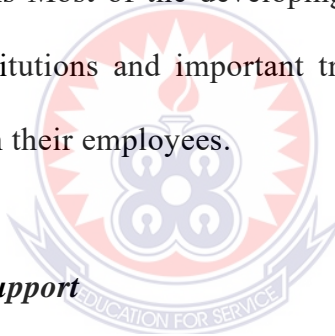
Such firms employ people and are even ready to induce so that they can win the training jobs. Bryan (1990) As a result the trained employees end up with no positive influence when they return to their organizations.

Shortage of fund

Training and development is not inexpensive. Organization has to pay to get their employees trained. Many organizations cannot train their employees because they do not have adequate fund to meet expenses of the programs.

Shortage of Training

Institutions and Programs Most of the developing countries have a deficiency of appropriate training institutions and important training programs. Therefore the organization fails to train their employees.



Poor top management support

The top management support is indispensable for the accomplishment of the programs. But there are some organizations, whose top managements do not follow and take training and development completely. As a result execution becomes poorly administered and its resources become divided to other industries.

Poor employee participation

Occasionally there are organizations which do not openly promote training prospects and programs. There are others who threaten permanent employees by telling them that they will be substituted and their position taken by other employees if they join training and development programs. In the end some employees decide

not to go for training for panic of losing their status and position.

Employee poor return to the Dramatization

There has been a trend for some employee to attend training not for the aims of getting back more knowledge to his/her organization but to achieve his/ her own interest of success grants and be away from the job. This has been unfavorable to employers when they see no transformation for the trained employees.

Poor evaluation of the training programmes

Regrettably, training efforts are inadequately assessed in many Ghanaian organizations notwithstanding that training result in the use of plenty of money. The effect of training programs and even the operation of the employee return are the very things that motivate the management to carefully spend in it.

Shortage of HRM Experts

There is a major deficiency of training specialists in many organizations in Ghana. This could be one of the main explanations why the employees training and development function is not efficiently accomplished.

2.8 Continuing Professional Development (CPD)

Throughout the last decade, there has been an increasing tendency for CPD to be used as an umbrella term for professional learning and development activities, and for this to be linked to either the licence to practise or to professional accreditation. The term CPD is usually used to mean a physical folder or portfolio documenting development as a professional. Some organisations use it to mean a training or development plan (Melanie, 2009). According to Kelly (2012), CPD means sustaining, improving and

broadening relevant knowledge and skills in a subject or vocational specialism, and in teaching and training methods, so that there is a positive effect on practice and learner experience. CPD also refers to learning activities that develop and maintain capabilities to enable professional accountants to perform competently within their professional environments and support people in the workplace to understand more about the environment in which they work, the job they do, and how to do it better. CPD can be part of an individual's personal desire to be a better practitioner, to enhance their career prospects or to simply feel more confident about their work and make it more personally fulfilling. It can be a step on the ladder to higher qualifications or enhanced job prospects or be required by professional bodies to sustain professional status. It can be part of meeting targets set by workforce performance management schemes or an opportunity for individuals to change their career paths. It is considered as a career-long process of developing and updating the skills, abilities and competencies of staff by regular in-service training and education, supported by external courses (Prytherch, 2005). In a more general professional context, it is the systematic maintenance, improvement and increase of knowledge and skills and the development of individual qualities essential for the execution of professional and technical duties throughout the practitioner's working life. In most developed countries, and widely in Europe, teachers are not required to hold accredited teaching qualifications either by statute, standard or convention. Academics are taught with insufficient professional development in the area of teaching and learning in higher education and without formal teaching qualifications (Parsons et al., 2010). Employee development must be viewed as a comprehensive and continuous process of personal growth and self-actualisation within the context of organisational growth and improvement (Shroyer, 1990). So the activities

designed to enhance the knowledge, skills and understanding of employee that lead to change in their thinking and workplace behaviour are called staff development.

2.9 Education, training and development

Education, training and development assume that some form of learning takes place within the individual. In other words, the individual is affected in one way or other as a result of the training process. Thus education implies change due to acquisition of new skills. It is important to first differentiate education from training. It is clear that education is mainly theory based. It teaches a person to think. It does not teach a person what to do in particular situations, but it gives the person tools to figure out what to do in any situation. Training on the other hand is more specific. It attempts to give a person skill needed to perform in a particular situation or complete certain tasks. Training according to Dessler (2008) is “the process of teaching or giving new employees the basic skills they need to perform their jobs”. This distinction makes it very important that training addresses the particular tasks that an employee must do. It must be closely tied into work situations and tasks. Asare-Bediako (2008) simplifies it thus “education aims at equipping individual with skills and knowledge to enable them to respond meaningfully to their environment and to pursue meaningful lives. Education, in effect generally prepares people for life

2.9.1 Differences between training, Education and Development

We can make a distinction among training, education and development. Such distinction enables us to acquire a better perspective about sustained meaning of the terms. Training from the perspective of the lay man, literally means to teach a particular skill or type of behaviour through sustained practice and instruction or to undertake a

course of exercise in order to reach or maintain peak physical fitness in preparation for a specific event. Training, as was stated earlier, refers to the process of imparting specific skills. Education, on the other hand, is confined to theoretical learning in classrooms. Though training and education differ in nature and orientation, they are complementary. An employee, for example, who undergoes training is presumed to have some formal education. Furthermore, no training programme is complete without an element of education.

In fact, the distinction between training and education is getting increasingly blurred nowadays. As more and more employees are called to exercise judgement and to choose alternative solutions to the job problems, training programmes seek to broaden and develop the individual education. For instance, employees in well paid jobs and/or employees in the service industry may be required to make independent decision regarding work and their relationship with clients. Hence, organization must consider elements of both education and training while planning their training programmes. To bring the distinction among training, education and development into sharp focus, it may be stated that “training is offered to operatives”, whereas “developmental programmes are meant for employees in higher positions”. Education however is common to all the employees no matter their grades notwithstanding.

Differences between Training and Education

Training

Application oriented

Trainee gains experience on the job

Specific tasks

Education

Theoretical oriented

Classroom learning

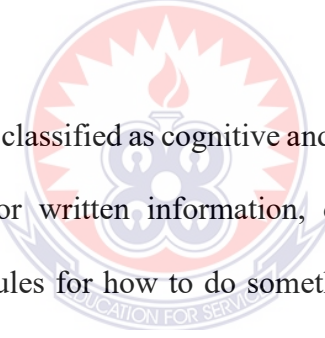
General concepts

Narrow perspective

Broad perspective

2.10 Forms and Methods of Training

Many training procedures are been created almost every year by the rapid development in technology. Deciding among methods usually depends on the type of training intended, the trainees selected, the objectives of the training program and the training method. Training is a situational process that is why no single method is right for every situation. While some objectives could be easily achieved through one method, other objectives could necessitate other methods. Many training programs have learning objective in more than one area. When they do, they need to combine several training methods into an integrated whole.



Training methods could be classified as cognitive and behavioral approaches. Cognitive methods provide verbal or written information, demonstrate relationships among concepts, or provide the rules for how to do something. These types of methods can also be called as off the job training methods. On the other hand, behavioral methods allow trainee to practice behaviour in real or simulated fashion. They stimulate learning through behaviour which is best for skill development and attitude change. These methods can be called as on-the-job training methods. Thus; either behavioral or cognitive learning methods can effectively be used to change attitudes, though they do so through different means.

Cognitive methods are best for knowledge development and behavioral methods for skills (Blanchard & Thacker, 1998). The decision about what approach to take to training depends on several factors that include the amount of funding available for

training, specificity and complexity of the knowledge and skills needed, timeliness of training needed, and the capacity and motivation of the learner. To be effective, training method should; motivate the trainee to improve his or her performance, clearly demonstrate desired skills, provide an opportunity for active participation by the trainee, provide an opportunity to practice, provide timely feedback on the trainee's performance, provide some means for reinforcement while the trainee learns, be structured from simple to complex tasks, be adaptable to specific problems, encourage positive transfer from training to the job.

On-the Job Training –The purpose of the on-the-job training session is to provide employee with task-specific knowledge and skills in work area. The knowledge and skills presented during on-the-job are directly related to job requirements. Job instruction technique, job rotation, coaching and apprenticeship training are the common forms of on-the job training methods. Under these methods new or inexperienced employees learn through observing peers or managers performing the job and trying to imitate their behaviour. It is a training that is planned and structured that takes place mainly at the normal workstation of the trainee- although some instruction may be provided in a special training area on site – and where a manager, supervisor, trainer or peer colleague spends significant time with a trainee to teach a set of skills that have been specified in advance.” On the job training looks at methods that are applied in the workplace, while the employees are actually working. On-the-job training is the most common and popular training employees get when they first join an organization and in some cases that is the only training available. These methods do not cost much and are less disruptive as employees are always on the job, training is

given on the same machines and experience would be on already approved standards.

Some of the commonly used methods are:

a. **Orientation Training:** this is a means of providing new employees with basic information about the employer and this training programme is used to ensure that the new employee has the basic knowledge required to perform the job satisfactorily. Orientation programs not only improve the rate at which employees are able to perform their jobs but also help employees satisfy their personal desires to feel they are part of the organization's social fabric. The Human Resource department generally orients newcomers to broad organizational issues and fringe benefits and supervisors complete the orientation process by introducing new employees to co-workers and others involved in the job.

b. **Apprentice Training:** according to (Dessler, 2008), apprenticeship is “a structured process by which people become skilled workers through a combination of classroom instruction and on-the-job training. Apprenticeship is a system of training a new generation of practitioners of a skill. This method of training is in vogue in those trades, crafts and technical fields in which a long period is required for gaining proficiency. The trainees serve as apprentices to experts for long periods.

They have to work in direct association with and also under the direct supervision of their masters. The object of such training is to make the trainees all-round craftsmen. It is an expensive method of training. Also,

there is no guarantee that the trained worker will continue to work in the same organisation after securing training. It is the oldest and most commonly used method, if the training is relatively for a longer period. Here a major part of training is spent on the job productive work as each apprentice is given a program of assignments according to a pre-determined schedule, which provide for efficient training in trade skills. Most companies have adopted an apprenticeship approach to training which involves giving the employee the opportunity to understanding and identify problems as well as providing efficient and effective solutions for the problems.

- c. **Coaching or Understudy Method:** Coaching is a one-to-one training. It helps in quickly identifying the weak areas and tries to focus on them. It also offers the benefit of transferring theory learning to practice. It is the most common on-the-job training method. This is all about “having experienced worker trains the employee and they learn by observation or having the trainer showing the employee the basic procedures of what is done in the organization” (Dessler, 2005). The biggest problem is that it perpetrates the existing practices and styles.
- d. **Mentoring:** The focus in this training is on the development of attitude. It is used for managerial employees. Mentoring is always done by a senior inside person. It is having a more experienced staff member who provides help and support to a less experienced colleague to improve his or her job performance (Landale, 2000). Coaching and mentoring provides an internal

answer to employee and individual training needs since it can be personalized and there is more validation if the coach or mentor is the employee's immediate boss or superior (Laird, Naquin & Holton, 2003). Also, Whittington, Johnson and Scholes (2005) state that coaching and mentoring is used to "support self-development and they are important skills for individuals if their organization's strategies are changing and developing constantly".

- e. **Job Rotation:** is also a form of on-the-job training method which involves movement from one job to the other at planned intervals (Dessler, 2008). Job rotation helps the employee to develop, become multi-skilled and be able to take over any of the jobs in the work area (Rae, 2000). Therefore, Organizations must give employees the opportunity to multi-skilled and multi-tasked by rotating them within different department and areas. This helps a lot especially in situations where an employee is being promoted or sitting in for an absent or sick colleague. Job rotation builds team work and attitude because you know what goes on in other departments and the problems faced in that department and it makes it easier to get assistance from other colleagues. Job rotation makes individuals more self-motivated, flexible, adaptable, innovative, eager to learn and able to communicate effectively.
- f. **Special Assignment:** this gives the employee first-hand experience and opportunity to work on actual problems, finding solutions to those problems. It also helps the individual to acquire the desired skill and knowledge.

Special assignment is essential especially when specialists need to know the practices that go on in other department in order to manage “hand-offs” without any difficulty as well as when middle or staff managers need insight on how other departments operate (Laird et al, 2003). This is normally seen with lower level executives. In some of the multinational organizations, employees are given the opportunity to work on an actual problem by moving them from one region to the other for a period of time normally five or six months and this enables the employee to exhibit his or her talent and skill and serves as a source of motivation to them since they believe their employers know they are able to execute any assignment given to them.

- g. **Job Instruction Training:** is a structured approach to training, which requires trainees to proceed through a series of steps in sequential pattern. The technique uses behavioral strategy with a focus on skill development, but there are usually some factual and procedural knowledge objectives as well. This type of training is good for task oriented duties such as operating equipment. The instructor or supervisor prepares a job breakdown on the job, while watching an experienced worker perform each step of the job. Job instruction technique consists of four steps, preparation, present, try out and follow up.
- h. **Understudy:** In this method, a superior gives training to a subordinate as his understudy like an assistant to a manager or director (in a firm). The subordinate learns through experience and observation by participating in

handling day to day problems. Basic purpose is to prepare subordinate for assuming the full responsibilities and duties.

Off-The – Job Training: this is a form of employee training at site away from the actual work environment, study material is supplied, there is full concentration on learning rather than performing, and there is freedom of expression. According to DeCouza and Robbins (1996), this form of training includes;

- a. **Vestibule Training:** this training method attempt to duplicate on-the-job situation in a company classroom. It is a classroom training that is often imported with the help of the equipment and machines, which are identical with those in use in the place of work. This type of training is efficient in training semi-skilled personnel, particularly when many employees have to be trained for the same kind of work at the same time. It is often used to train – underwriters, investigators, machine operators, typists etc. In this, training is generally given in the form of lectures, conferences, case studies, role-play etc.
- b. **Lecture:** lecture is a verbal presentation of information by an instructor to a large audience. The lecture is presumed to possess a considerable depth of knowledge of the subject at hand. A virtue of this method is that it can be used for very large groups, and hence the cost per trainee is low. This method is mainly used in colleges and universities, though its application is restricted in training factory employees. Limitations of the lecture method

account for its low popularity. The method violates the principle of learning by practice. It constitutes a one-way communication.

- c. **Demonstrations and Example:** with this type of training method, the trainer describes and displays something, as and when he teaches an employee, how to do something, by actually performing the activity himself and going on explaining why and what he is doing. This method is very effective in teaching because it is much easier to show a person how to do a job than tell him or give him instruction about a particular job. This training is done by combination of lectures, pictures, text materials etc.
- d. **Case Study:** the case study is based upon the belief that managerial competence can best be attained through the study, contemplation and discussion of concrete cases. When the trainees are given cases to analyse, they are asked to identify the problem and recommend tentative solution for it. In case study method, the trainee is expected to master the facts, be acquainted with the content of the case, define the objective sought in dealing with the issues in the case, identify the problem, develop alternative courses of action, define the controls needed to make the action effective and role play the action to test its effectiveness and find conditions that may limit it.

In relations to all above literatures by the writers stated earlier and other reviews, I would mention that, training is an important need one cannot do away with whether on-the-job or off-the-job. In my opinion, people of all level of education, in the person's

life one will still need some form of training. This is to mention that one cannot do away with training.

Training Evaluation

The final step in the training and development process is the evaluation of the whole training programme. According to Kirkpatrick and Kirkpatrick, (2006) behaviour change brought about by the training function can be change of skill, change of knowledge and change of attitude. Therefore; evaluation is the way of measuring the effectiveness of a training program. The first stage of evaluation is done during and at the end of the training. The purpose of evaluation is to ensure the training achieves its objective. It identifies what effect training has on the individual. According to Beardwell and Holden, (1993), training evaluation can be done in several ways. This is aimed at longer term and wider impact of the training. It gives the answer of how much of the training has been retained and use by the trainee at the work place after a period of time. The period of time could be a few weeks, some months or even longer. Some of the ways stated by Beardwell and Holden, (1993) are as follows;

1. Interviewing: after the completion of a training program, the trainees can be interviewed. If the training event was an external event, the departmental manager can conduct the interview.

The interview could be either structured or unstructured. In a structured interview, the manager should have a list of prepared questions that he may ask to the staff that were part of the training program.

2. Observation: the departmental manager may observe the member of staff whether there is a change in his or her performance. For example, a member has attended a time management training program, the manager may observe the way he or she priorities the work, to see if there is a change.

3. Questionnaires: comprehensive questionnaires could be used to obtain opinion reactions, views of trainees.
4. Tests: Standard tests could be used to find out whether trainees have learnt anything during and after the training.
5. Calculating the effect: this is done in significant areas like employees' turnover, absenteeism and performance can be examined to see if there has been any improvement after training.
6. The cost benefit analysis: should be carried out at two separate times. During the development of training program, the cost and benefits of the training should be estimated and actual cost and benefits are analysed at the end of the course.

2.11 Job Satisfaction and Job Performance

Job satisfaction is defined as a positive feeling about one's job resulting from an evaluation of its characteristics. Robbins and Judge (2008) defined job satisfaction as a "pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Robbins and Timothy (2011) defined job satisfaction as a positive feeling about a job resulting from an evaluation of its characteristics. Jobs require interacting with co-workers and bosses following organizational rules and policies, living with less than ideal conditions and the like. Feldman and Arnold (1983), in their view, defined job satisfaction as the amount of overall positive affect (or feelings) that individual have towards their job when we say that an individual has high job satisfaction, we mean that the individual generally likes and values the job highly and feels positively towards it.

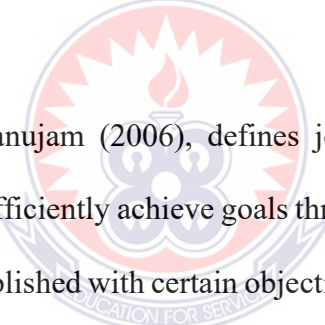
Walker (2011) expressed that those who say they have job satisfaction are expressing an attitude towards their job as a result of evaluating the characteristics of their job

against their expectations of the job. Low job satisfaction is the way of saying that they are dissatisfied with their job. Job satisfaction is now regarded as a multidimensional phenomenon. It comprises a complex set of variables which operates to determine a worker's attitude towards his job. Thus while workers can be very satisfied with some aspects of their work, for instance, their relations with their immediate supervisor, they may be indifferent to the physical surroundings of their work place and may be very dissatisfied with their wages and salaries (Bame, 1991: 16). Kaliski (2007) confirmed that job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productive as well as personal well-being.

Job satisfaction implies doing a job one enjoys doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads recognition, income, promotion and the achievements of other goals that lead to a feeling of fulfilment. On aspects of job satisfaction Johns (1998) cited in Mankoe (2007) differentiated two aspects, which are Facet satisfaction and Overall Satisfaction. From Johns point of view, Facet satisfaction is the tendency for an employee to be more or less satisfied with various facets of the job; for example, a worker may be dissatisfied with his pay but very happy about the conditions in the work place; or may dislike his boss but love the people he works with (his colleagues). This explains clearly that, the worker is not totally pleased with his/her job. Overall Satisfaction is the overall or summary indicator of job that cuts across the various facets.

The most popular measure of job satisfaction is the job descriptive index. This index includes factors such as workers chance to work alone on his job, competence of the

workers supervisor in making decisions, the extent to which the worker enjoys steady employment and the remuneration in relation to the amount of work done. Robbins and Timothy (2011) affirmed that job satisfaction is not just about job conditions. Personality also plays a role. Research has shown that people who have positive core self-evaluation – who believe in their inner worth and basic competence are more satisfied with their jobs than those with negative core self-evaluation. Not only do they see their work as more fulfilling and challenging, they are more likely to gravitate toward challenging jobs in the first place. Those with negative core self-evaluations set less ambitious goals and are more likely to give up when confronting difficulties. Thus they are more likely to be stuck in boring, repetitive jobs than those with positive core self-evaluations.



On the other hand, Ramanujam (2006), defines job performance as a sign of the capacity of a company to efficiently achieve goals through employee's hard work. Most organization has been established with certain objectives to achieve. The objectives that have been established can be achieved by utilizing the resources like men, machines, materials and money. Manpower plays an important role in performing tasks for accomplishing the goals. Organization needs highly skilled and dedicated manpower to perform well. The business environment is constantly changing due to some internal and external factors. Organizations get the advantage over other competitors through their talented and dedicated manpower that can take the lead in the market. The contribution of employees on job is the most important factor for development and excellence in business. Factors such as acquired skills, training, motivation, dedication, welfare, management policies, fringe benefits, salary and packages, promotion, communication are responsible to encourage the employee to work sincerely and give

their best output. Management must put in sincere efforts to improving employee performance in the organization as this will have great impact on the total production, sales, profit, progress and market position of the company in the market.

2.11.1 Effective Training for Quality Job Performance

Implementation of formal training and development programmes offers several potential advantages to quality job performance in business organizations. For example, training helps companies create pools of qualified replacements for employees who may leave or be promoted to positions of greater responsibility. It also helps ensure that companies will have the human resources needed to support business growth and expansion. Furthermore, training can enable a small business to make use of advanced technology and to adapt to a rapidly changing competitive environment. Finally, training can improve employees' efficiency and motivation, leading to gains in both productivity and job satisfaction. All of these benefits are likely to contribute directly to a business's fundamental financial health and vitality. (Ambler, 2006) Effective training and development begins with the overall strategy and objectives of the small business. The entire training process should be planned in advance with specific company goals in mind. In developing a training strategy, it may be helpful to assess the company's customers and competitors, strengths and weaknesses, and any relevant industry or societal trends. The next step is to use this information to identify where training is needed by the organization as a whole or by individual employees. It may also be helpful to conduct an internal audit to find general areas that might benefit from training, or to complete a skills inventory to determine the types of skills employees possess and the types they may need in the future. Each different job within the company should be broken down on a task-by-task basis in order to help determine the

content of the training program. (Schwartz 2000) In measuring the effectiveness of training, researchers have typically relied upon the subjective reactions of participants (Baker & Titus, 1982; Heppner & Reeder, 1984; Pfaff, 1981; Pritchett, Clay, & Nichols, 1984; Twale & Muse, 1996; Upcraft & Pilato, 1982). Other measures that have been used previously include the performance of task activities within the context of training programmes (Baker & Titus, 1982; Forney, 1986) and follow-up questionnaires designed to assess trainees' subsequent emotional states (Winston & Buckner, 1984) or their ability to apply programme content to hypothetical situations similar to those encountered on the job (Schuh, Stage, & Westfall, 1991). With the exception of one study by Upcraft and Pilato (1982), in which ratings of job performance were used as a criterion, there appears to have been little or no published research dealing with the effects of training on actual job performance.

2.11.2 Importance of Training and Development on Job Performance

Training is one element many corporations consider when looking to advance people and offer promotions. Although many employees recognize the high value those in management place on training and development, some employees are still reluctant to be trained. Training and development offers more than just increased knowledge. It offers the added advantage of networking and drawing from others' experiences therefore it is not uncommon to hear excuses regarding why someone has not received training (Choo 2007), Training in an organization can be mainly of two types; Internal and External training sessions. Internal training occurs when training is organized in-house by the Human resources department or training department using either a senior staff or any talented staff in the particular department as a resource person (Bowley, 2007) On the other hand, external training is normally arranged outside the firm and is

mostly organized by training institutes or consultants. Whichever training, it is very essential for all staff and helps in building career positioning and preparing staff for greater challenges. (DeCenzo, 1998). While the applications of training and development are as various as the functions and skills required by an organization, several common training applications can be distinguished, including technical training, sales training, clerical training, computer training, communications training, organizational development, career development, supervisory development and management development. (Mondy, et al 1990). Adeniyi (1995) is of the opinion that for every employee to perform well, there is the need for constant training and development. The right employee training, development and education provide big payoffs for the employer in increased productivity, knowledge, loyalty, and contribution to general growth of the firm. The reasons behind employee training and development cannot be overemphasized. One can easily deduce some reasons behind firms engaging in training and developing their staff. Some of the reasons thus are;

- When needs arise as a result of findings from the outcome of performance appraisal
- As part of professional development plan.
- As part of succession planning to help an employee be eligible for a planned change in role in the organization.
- To imbibe and inculcate a new technology in the system.
- Because of the dynamic nature of the business world and changing technologies

2.11.3 Factors Affecting Employee Performance

Anderson (2003) stated that the following are the factors affecting employee performance in an organization, they include: Experience, Balancing home and work and Manager Interaction

- i.) Experience: Hiring employees who do not have the proper background for the job is one of the things that start a performance downward spiral (Anderson, 2003). Company training should be used to enhance the employee's background. If an employee has undergone extensive training but is still experiencing performance issues, then the problem could be that the employee does not possess the necessary experience to do the job.
- ii.) Balancing Home and Work: Managers need to be sensitive to employees' personal problems, and be prepared to discuss the issues with employees when necessary. If an employee requires time off to deal with a personal problem, then granting that time off will help to show all employees that the company values them (Anderson, 2003). As much as an employer may not want to be affected by the personal life of his employees, personal problems can sometimes affect employee performance.
- iii.) Manager interaction: If an employee does not get feedback from the manager as regards performance on the job, the employee has no idea how to rate their performance. Managers should be trained to give positive and negative employee performance feedback. In negative situations, the manager should work with the employee to create a programme that will help address the performance shortcomings. It is easier for employees to improve their performance when they know what they are doing right and what they are doing wrong.

- iv.) Setting goals: Employers need to set goals that employees are required to achieve. Performing to the minimum standards means the employee is doing his job, and that can help an employee understand what is expected of him at a minimum. It would also be helpful to create incentives that will give employees motivation to go beyond the set goals.

2.11.4 Employee Performance Management

The main objective of human resources management is to utilize the human resources in a most optimal manner so that targets can be achieved very effectively and efficiently. It is a way of establishing a shared workforce understanding about what is to be achieved at an organisational level. It is also a system for identifying, differentiating, and rewarding performance of an employee. Organisational objectives are aligned with the employees agreed measures, skills, competency requirements, development plans and the delivery of results. Organisations use performance management to drive behaviours from the employees to get specific outcomes. According to Noe (2003), performance management is used to ensure that employees' activities and outcomes are coinciding exactly with the organisation's objectives and entails specifying those activities and outcomes that will result in the firm successfully implementing the strategy. Performance management is the continuous process of setting objectives, assessing progress and providing on-going coaching and feedback to ensure that employees are meeting their objectives and career goals. Performance management is the process of creating a work environment or setting in which people are enabled to perform to the best of their abilities. Performance management is a communication process by which managers and employees work together to plan,

monitor and review an employee's work objectives and overall contribution to the organization.

Armstrong (2008) explains that, performance management involves enabling people to perform their work to the best of their ability, meeting and perhaps exceeding targets and standards. For successful performance management, a culture of collective and individual responsibility for the continuing improvement of business processes needs to be established, and individual skills and contributions need to be encouraged and nurtured. Where organizations are concerned, performance management is usually known as company performance and is monitored through business appraisal. Performance management is the development of individuals with competence and commitment, working towards the achievement of shared meaningful objectives within an organization which supports and encourages their achievement.

2.11.5 Relationship between training and employee performance

The information thus far reveals a seeming consensus in the belief that there is a positive relationship between training and employee performance. Thus training impacts positively on employee's performance by generating benefits to both the employees and the organization they work for through the development of skills, knowledge, abilities, competencies and behavior.

Training plays a significant role in the development of organizations, enhancing performance as well as increasing productivity, and ultimately putting companies in the best position to face competition and stay at the top. This means that, there is a significant relationship between organizations that train their employees and

organizations that do not. According to Neo et al (2000) in his book Human Resource Management: Gaining Competitive Advantage, “he stated that only 16% of United States employees have ever received any form of training from their employers”. From the researcher’s point of view, there is a possibility that in about five or more years to come the rapid development in technology can cause high unemployment rate because these forms of technology will replace the unskilled labour in the United States. There is therefore the need for United States to put strategies and policies in place to ensure that its human resource is trained in order to meet the standards of the growing technology. In realization of this, General Electric, Texas Instruments and Federal Express have already made the initiative and now invest between 3% and 5% of their payroll in training.

Every organization that is committed to generating profits for its owners (shareholders) and providing quality service for its customers and beneficiaries invest in the training of its employees. (Evans & Lindsay 1999). According to Robert Simpson Managing director of Legna Construction Limited , a construction company located in the central region of Ghana which contributes substantially to the development of the country through its roads construction and employment of the country’s human resource, training of the company’s human resource contributed to the company gaining substantial increase in revenue from 2005 – 2009. (40% increase from 2001 – 2004). He attributed this to the skills and knowledge the employees gained through the training that helped them be more efficient thus reduced cost on the job thereby gaining more revenue. Evans and Lindsay (1999) also stated that, Motorola and Texas Instruments provide at least 40 hours of training to every employee quarterly and this has significantly impacted on the employee performance.

Companies committed to investment in their human resource generate long term and sustainable profitability for the company. In a study in America on the impact of human capital investments such as employer-provided training and development, Black and Lynch (1996) citing Bartel (1989) stated that “returns on training and development investments increase productivity by 16%”. This further reinforces the role of training on employees. Based on the attributes that are developed the employees implement them on their tasks and thus the company is able to improve thus generate the profits for the firm. Also because the attributes are imparted and developed through the systematic and planned training program, it becomes a part of the employees thus they are able to implement them on every task thus the increased profit leading to sustainable profitability. It has revealed that training programmes are important in organisations.

2.12 Empirical Literature Review

Training and development in the private sector organisation has been accepted by various scholars as a very imperative role in refining work performance of the employees and ultimately to the organisation as a whole. A study conducted in Scotland, UK, on 150 organisations to examine the main concerns of the present Human Resource performance, showed that 89% of the organisations surveyed placed employee training and development as the most significant in the performance management (Soltan, et al., 2004). The study recommends that, the human resource personnel generally considered the process of the performance appraisal as one of the main mechanisms for ascertaining training and development needs at the individual level.

Research conducted by Fey et al., (2000), on the effect of training and development on the employee performance, submitted that, there is a solid positive correlation between both management development and employee training and development program, and organization performance in Russian team-based affiliates of Western corporations. This suggests that, both management and employee development were meaningfully interrelated with organization performance. He added that, an emphasis on employee development, with employments safety, is possible to be common by employees in terms of high level of organizational obligation. Committing funds into employee training and development may also be essential for Western organization struggling to attain a competitive advantage through high value products and services, particular features that were not paid much attention to during previous planned economy. Other research conducted by the Kapsalis countries, Canada, the united States, Switzerland, the Netherlands, Poland, Germany and Sweden, in showing the lessons which can be learned from the combined capabilities of different countries, discovered that about 66% of Canadian and United States employees who received job-related training from their employer stated in the research that they were using their attained skill at work to a great level and therefore enhance employee work performance and the organisation as a whole.

Higher institutions of learning the world over have recognise that their staff is fundamental to its success, the University of Cambridge Staff Development Policy, (2006) for example argues that staff development should facilitate personal and professional development for individuals and groups, to enable them to achieve their potential and contribute to the provision of excellence in teaching and research in the university while the University of York has incorporated in its staff Development

Policy, a strategic professional approach to staff development, to help the university attract and retain high calibre of staff skills and competence necessary to deliver its objectives (University of York State Development Policy, 2009). Furthermore, the University of Queensland also places high value on its staff because of its belief that they (staff) are central to the university's endeavours. It therefore aims to assist in the development of each member of staff and thereby enhance the university's performance and its status as a quality employer (University of Queensland Staff Development Policy, 2009).

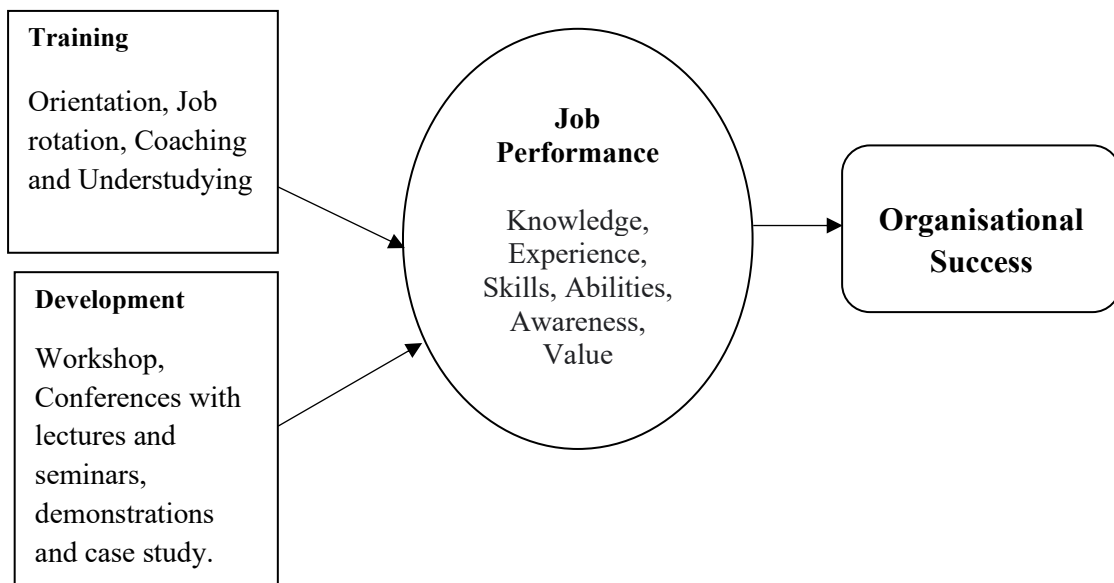
In addition to this, Luthans (2005) is of the view that, Human Resource Developers are to carefully assess their reward structures, clearly define objectives and the performance necessary to achieve them. Employees' performance should be attached to reward because when an employee works harder to produce more than the other employee and it is not rewarded he or she may slow down productivity. Human resource developers should also ensure that rewards are of value to the employee. They should get to know the employees as individuals and develop good human relations as a people developer. Finally, Human Resource Developers have to ensure that employees believe what they do and say they will do. A study conducted by Sharma and Upneja (2005) to examine the issues persuading financial performance in the small hotels at Arusha in Tanzania. The outcomes of this research submitted that insufficient employee training and development programmes was among the factors accountable for low profitability in the hotels thus providing indication to human resource professionals on the importance of this constituent in the business sector. Notwithstanding the accessible mixed bag of strategies, an association must be careful when selecting preparing systems for its

utilization. A cautious utilization of preparing routines might be an exceptionally practical financing.

Despite the fact that a standout amongst the most vital stages in the preparation process, assessment and observing is regularly the most disregarded or slightest sufficiently completed part. Despite the fact that there exists different positive written works and even minded studies on representative preparing and improvement, yet the majority of these are for the private division and organizations which are profit oriented. Therefore, the researcher can indicate that more study is needed for better appreciative on how employee training and development program can influence performance of employee and increase organizational efficiency for the benefits of the private sector organizations. Hence, this research efforts to address the gaps in the literature by discovering the employee training and development of the private sector which is AGA and also effort to focus some of the concerns which influence its worth to both employees and the organization.

2.13 Conceptual Framework

The conceptual frame work was developed out of a critical review of existing literature. According to the literature, organizational success (independent variable) while training and development (dependent variable) is partly influencing employee performance. These constructs reflect the independent variables for this project. In the light of the above, the conceptual framework is expressed as in Figure 1

Figure 1: Conceptual Framework

Author's construct based on literature

The current study proposes a conceptual framework to explain the phenomenon of interrelationship between the variables. The proposed framework indicates that Training (Orientation, Job rotation, Coaching and Understudy) and Development (Workshop, Conferences with lectures and seminars, demonstrations and case study) has an influence on Job Performance (Knowledge, Experience, Skills, Abilities, Awareness and Values). There are different conclusions that are normal from training and development process. These are execution levels, dominance or appreciative abilities, better staff resolve and inspiration, vocation development and ascent. These effects in inspirational demeanour towards work obligations. Prepared representatives are prone to give better yield that the individuals who have not been trained. Employee training minimizes wastage and supports assorted qualities. The accompanying diagram schematically explains and restores the effect of training and development of employees' job performance.

Summary of Reviewed Literature

This chapter has reviewed a number of broad concepts related to the training and development of senior members and job performance in the University of Education, Winneba. The review began with the concept and definitions, concept of training, forms of training, organisation's need for training and development, aims and objectives of training and development and concept of Continuing Professional Development (CPD). Further section of the review also examined the benefits of training, benefits of development, concept of Job performance, forms of measuring job performance and benefits of job performance. The next chapter focuses on the methodology employed for the study.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the methods and procedures used in conducting the research. Yins (2005) describe research methodology as a systematic, focused and orderly collection of data for the purpose of obtaining information to solve or answer a particular research problem or question. They are rules or systems which show how the researcher obtained his/her findings thereby enabling others to examine and evaluate it. It provides the general direction for the research and a logical conclusion or solution to a research problem. The chapter focuses particularly on the research philosophical underpinning the study, research design, population, sample and sampling procedures as well as data sources. It also describes the pre-testing and refinement of the instruments, data collection and data analysis procedures.

3.1. Philosophical Stand

The philosophical position adopted by this study is pragmatism. Creswell (2009) has posited that the pragmatic approach provides the use of both qualitative and quantitative research methodologies in collecting data and making inquiry into complex phenomenon of social and natural contexts. Thus, the pragmatic research philosophy leads to the use of mixed methods as the data collection method which opens the opportunity to be objective and subjective in analysing the points of view of the respondents (Saunders et al., 2009).

They further contend that pragmatism provides a basis for practical research by integrating different perspectives which help to explain the data interpretation process

in research. Hence, the justification for choosing pragmatic stance is that it provides a balanced point between the quantitative and qualitative perspectives of thinking which offers practical answers for merging different paradigms.

3.2. Research Approach

Researchers have many ways of examining and relating their study. The research approaches are mainly quantitative, qualitative and mixed method which are differentiated by the question, “How is the researcher explaining his or her findings?” If the researcher uses numbers, they are using quantitative measure; and if responses are reported by verbatim statement from participant, then it is qualitative measure; and if they are both numbers and descriptive it is a mixed method. But for this study, the mixed method approach was adopted. Mixed methods research is the combination and integration of qualitative and quantitative methods in the same study for the broad purposes of breadth and depth of understanding and corroboration (Cresswell, 2012). The mixed or combined approach was adopted as an approach for the study. This is because the study was quite sensitive so to get in-depth and accurate information both questionnaire and interview were used as data collection tools for the study. The reason for the choice of the questionnaire for data collection was because the research involves the collection of data about a situation with the view to generalizing it and also about behaviour and information about perceptions. The questionnaire was therefore, used to gather information about respondents in a detached manner. Furthermore, it was observed that using a hands-off research approach for data collection like the use of questionnaire only might not delve deep into some of the issues. There was the need for the researcher to be in contact with the respondents or context of the study and this was

done through the use of the interview schedule as some of the issues are nested in context.

A design might be considered mixed if it employs qualitative and quantitative approaches at any stage, including research questions development, sampling strategies, data collection approaches, data analysis methods, or conclusions (Cresswell & Garrett, 2008). According to Mason (2006), mixing methods offers enormous potential for generating new ways of understanding the complexities and contexts of social experience, and for enhancing our capacities for social explanation and generalization.

3.3. Research Design

A research design is the blueprint for conducting the study that maximises control over factors that could affect the validity of the findings. Designing a study helps the researcher to plan and implement the study in a way that will help the researcher to obtain intended results, thus increasing the chances of obtaining information that could be associated with the real situation (Burns & Grove 2001). Also, Creswell (2009) has stated that research design is the process that involves the assumptions of the research to the method of data collection and analysis.

The study employed a sequential explanatory research design. The sequential explanatory research design is suitable for mixed research designs where the quantitative phase of data collection and analysis follows the qualitative phase of data collection and analysis (Fetters, Curry, & Creswell, 2013). It involves the collection and analysis of quantitative and qualitative data concurrently within a study. Such issues include prioritizing the methods equally, and keeping the strands independent

during analysis and then mixing the results during the overall interpretation. In many cases the same individuals provide both qualitative and quantitative data so that the data can be more easily compared (Creswell & Clark, 2007). This design ensured that both questionnaires and interviews elicited views expressed by respondents on training and development programmes at UEW leading to improved staff performance. The mixed concurrent method of data collection was used to validate the quantitative data with the qualitative data and to transform the data for comparison (Creswell & Clark, 2007). In many cases the same individuals provide both quantitative and qualitative data so that the data can be more easily compared and to reduce such influence it was necessary to place the researcher into the study situation where responses and methodological approaches could be validated, if necessary, for their true-value. This calls for closer association with respondents and context and the use of more open-ended research approaches.

Yet, another consideration for the use of the combined approach stemmed from the lack of adequate research into training and development within the university' context. The decision to adopt a combined research approach therefore, was the need for a research strategy that would not only fill the gap between policy and the practice of training and development in Ghanaian universities, but also in response to call for more qualitative approaches to research into educational problems particularly, in developing countries to further their understanding of how educational institutions operate (Fuller & Heyneman 2019; Agyeman, 2011; Akyeampong & Murphy 2014; Bryman, 2015). In justifying the use of the mixed or combined approach in research Nau (2015), also states that using different sources and methods in a research process helps the researcher to build on the strengths of each type of data collection and minimize the weakness of any single approach and therefore, maximises the strength of the methods used. This is not

to suggest that a mixed methodology is the only suitable research design for the study or the topic. Rather, it was considered appropriate and desirable based on the objectives and the overall needs of the study.

3.4. Population

Creswell (2014) viewed population as a complete group of entities with specific characteristics and features. The study's population consisted of all non-teaching Senior Members of the University of Education, Winneba totalling 84 (Planning Unit, 2019). The University of Education, Winneba currently has two main campuses namely, Winneba and Ajumako so the study focused on both Winneba and Ajumako campuses. This was because, the study wanted representation from both campuses since they both have senior members working there. More specifically, both campuses have senior members with a lot of experience and capacity to address what the study sought to find. The Registrar, Finance Officer and the Internal Auditor were excluded from the study due to the fact that they form part of the University's Management, decision making and implementers body of the training and development policies in the university.

Table 1:
Non-Teaching Senior Members of the University of Education, Winneba

Campus	Male	Female	Total
Winneba	62	26	88
Ajumako	6	0	6
Total	68	26	94

SOURCE: (Planning Unit, UEW, 2019)

3.5. Sample and Sampling Techniques

According to Kothari (2004), sample size is the number of items, participants, respondents to be selected from the universe to constitute a sample. It is the proportion of the population of a study from which data are collected for analysis. Kothari (2004), further puts forward that data from the entire population would not necessarily provide more useful result than collecting data from a sample which represents the entire population. This means that data from a sample provides a valid alternative to data from entire population, especially so, when it is impracticable to reach every case in the population due to its huge size, or limited resources.

Following from the above reasons, the actual sample size formula:

$na = (n \times 100) / re\%$, where **na** is the actual sample size; '**n**' adjusted sample size; and '**re%**' the estimated response rate (Sunders, 2006) was used to calculate the sample size that was needed for data collection and analyses. With an adjusted sample size of 43 and estimated response rate of 100%, the actual sample size of 43 was obtained as the sample size needed for data collection and analyses; that is, $(43 \times 100) / 100 = 43$.

Sampling refers to choosing a portion of the population for research rather than studying the entire population. The primary advantages of sampling are feasibility and convenience (Creswell, 2006). For this study, purposive sampling was used to select all non-teaching senior members while stratified sampling was used to select non-teaching senior members based on section or department they work. Thus, a sample of non-teaching senior members from the Winneba and Ajumako campuses was the sample size used for the study. The researcher used 1/5 as his fraction to select 43 respondents for the study. This means that each stratum has the same sampling fraction.

On the qualitative phase of the study, 10 out of the 43 respondents for the interview were those who were chosen to be interviewed provided some very essential responses on some critical questions. Those responses indicated that they could provide further and better data/information about the interview questions

3.5 Research Instrument

The instrument used for the study is questionnaire for the quantitative data collection. This was administered to all the 43 respondents. Aside the questionnaire, a semi-structured interview schedule was used for the qualitative data collection using only 10 participants from the training section.

Questionnaire

According to Hair (2003) the questionnaire is the most common type of instruments used in collecting raw data. Again, the questionnaire, on its part is effective when considering a large number of respondents and guarantees respondents' anonymity (Anderson, 2006). The use of questionnaire in this survey was much less expensive than conducting face-to-face interviews because they do not need to travel to reach participants or rent interview space. Questionnaires reduce bias that may occur in face-to-face interviews. When the participants were completing the questionnaires, there were no verbal or visual clues from the surface of the paper that could influence the responses. Again, in using questionnaires responses were gathered in a standardized manner, so they were more objective than interview results. In the mist of all these benefits of using questionnaires for the survey, Dornyei (2010), maintains, pertaining to questionnaires, that the validity of such instruments has been questioned by many. Dornyei (2010) provides a summary of the threats to validity, one main issue relates to

the assertion that people do not always provide true answers about themselves. Dornyei (2010) also holds that some respondents may provide ‘a good guess’ about what the desirable, acceptable or expected answer is, and some of them will provide this response even if it is not true. Pallant (2005) also argues that the problem with questionnaires is that, having developed the categories and questions before collecting data, one may predetermine, to a large extent, what we actually find. These disadvantage of questionnaire notwithstanding; it was deemed the most appropriate instrument to collect the quantitative data. The study overcame this weakness by using interview schedules to collect data to validate the finding obtained from the questionnaire responses.

Construction of Instrument

The questionnaire for the study consisted of 20 items comprising various statements on a three -point Likert scale with options (Agree = 1, Disagree = 2, Not sure = 3) was adapted from Obeng (2018), which focused on the Effect of Employee Training and Development on Performance of Senior Staff. The questionnaire was in sections with each section under theme (Section A was on demographics, section B was on Nature of Training and development, section C was on level of job performance, section D was on benefits of training and development while section E was on concerns of Non-Teaching Senior Members. The demographic information of the participants was the first on the questionnaire. The survey requested participants to provide 6 demographic data related to their sex, age, educational level, section, current rank and number of working years with the University.

Semi-structured interview

Semi-structured interview approach was also used to collect data about the types of training, importance of training leading to development of senior members and job performance. Semi-structured interview is a qualitative method of inquiry that combines a predetermined set of open questions (questions that prompt discussion) with the opportunity for the interviewer to explore particular themes or responses further. A semi-structured interview does not limit respondents to a set of pre-determined answers (unlike a structured questionnaire). Semi-structured interviews are used to understand how interventions work and how they could be improved. It also allows respondents to discuss and raise issues that you may not have considered. Furthermore, the semi-structured interviews are a bit more relaxed than structured interviews. The semi-structured interview helped the study to explore participants' responses by asking for clarification or additional information. Interviews in general help in getting deeper understanding of responses. The limitation of this instrument is the fact that it is time consuming during data collection and analysis but this did not affect the study because enough time was allowed for the data collection and analysis period.

Pre-testing the instrument

The instrument was piloted on 20 non-teaching senior members of the University of Cape Coast. The senior members were selected for the pre-test because they had similar demographic characteristics and the same study setting as the University. This was done to ensure consistency or dependability. Their feedback helped to improve the quality of the survey in terms of content coverage and content validity of the factors.

Validity and Reliability of Instrument

Construct validity is an issue of measurement between constructs. The concern on the construct validity is that instrument items selected for a given construct are a reasonable operationalisation of the construct. However, the individual questions in the questionnaire were examined further by the researcher's supervisor to ensure that the items suited the Ghanaian context. Reliability of the instrument was ascertained using the Cronbach's coefficient alpha (Cronbach's alpha (α)) test. This tested for the internal consistency of the scales used to measure the variables (Cronbach, 1946; Malcolm, 2007). Table 2 displays the reliability indices/coefficients for all constructs used in the study.

Table 2: Cronbach's reliability coefficients for constructs

Variable	(α)	Number of item
Demographic data	.718	6
Nature of training	.738	8
Job performance	.812	11
Benefits of training	.712	12
Total	.897	37

Source: Primary Data (2021)

With reference to Table 2, the Alpha reliabilities (α) for all variables were above 0.70, ranging from 0.712 to 0.812; the demographic items also indicate that the Cronbach's alpha reliability is more than .70, which is also acceptable. Thus, the scales were reliable which is in line with the constructs.

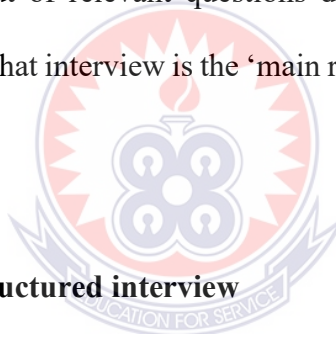
Questionnaire Administration and Collection

A cover letter explaining the purpose of the study and providing assurance of confidentiality to the respondents was attached to the questionnaire. Aside that, a formal letter of introduction obtained from the Head of Department of Educational Administration, UEW was attached to the survey to show the authenticity of the study. In order to ensure solidify confidentiality, participants were not required to provide their names or any identifying information as a part of the survey. They were also assured that the study was anonymous. Participants' involvement in the study was voluntary per the sampling technique employed and no incentive was given to any participant prior to the study. To enhance the response rate, 100% (43) of the questionnaire was self-administered to the samples. The self-administration technique helped in clarifying concerns of respondents about the questionnaire and encouraged participants to respond to the questionnaire. However, opportunity was given to respondents who were not able to respond to the questionnaire. The contact number of those who took the questionnaires home were taken and contacted occasionally to remind them of the deadline.

The administering of data and collection exercise started on 10th December, 2020 and ended on 7th January, 2021. There was a three week break during the data administration; this was due to the need to allow respondents to take time and fill the questionnaire. This brought the actual duration for the data administration to four weeks but in a succession. Four weeks were used for collecting data through the questionnaires while the interview schedule took 2 weeks.

Semi-structured interviews

Semi-structured interviews were administered on 10 non-teaching senior members, the aim of the interview was to elicit qualitative data using the semi-structured interview schedule. The purpose for conducting the interviews was to obtain clearer and deeper understanding of what was really going on, and find out the forms of training, levels of training, benefits of training. The interview data also played the role of validity check of the responses given by the respondents through the questionnaire (Schuman, 1970; Yiadana, 2007). The data from the interviews also helped in redesigning more suitable questionnaire for future studies in the area of training and development. The interview schedules helped the interviewer to be focussed when asking the questions and prevent the interviewer to run out of relevant questions due to forgetfulness. Stake (1995; Alexander, 2009) asserts that interview is the 'main road' to discovering and portraying the multiple views.



Conducting the semi-structured interview

The interview was organised a week after the questionnaires were collected. All the 10 respondents were present on their scheduled dates. The interview lasted two weeks but not in succession. Each session with an interviewee lasted 15 minutes. During the interview, English language was used as general medium to communicate. Interviewing non-teaching senior members is sometimes problematic because it is difficult to maintain formality with them. Moreover, Creswell (2005) holds that too much or too little rapport in interviews would be undesirable. In this research, in order that the interviewee takes the interview seriously, the interviewer remained detached and professional, yet appeared relaxed, open, friendly and trustworthy. The interview started with a preamble that reminded the interviewee of what she/he had agreed to do

and what the interview was about. Each interview was recorded on a separate Media Player 4 recorder which was positioned so as to ensure a high-quality recording.

Authenticity and Trustworthiness of the Interview Responses

As soon as the interview ended the details of the interviewee were written on the recorder for easy identification. In relation to sorting and transcribing data, the interview recordings were partially transcribed by using only the words and phrases used by the interviewee. A “third person” was asked to check for any subjective distortions by reading a copy of the summary while listening to the recording; finally, the interviewee was given the opportunity to read the transcribed data to confirm or comment on the content of the summary.

Data Analysis

The data collected from the questionnaires were edited, coded and analysed based on the procedures within the statistical analysis software tool known as the Statistical Package for Social Science Software (SPSS) Version 26. The data elicited from the respondents were first grouped for editing. After the editing, they were coded using numerical values for the variable view of the SPSS Version 26. Test Analytics for Surveys (TAFS), a tool of PASW, was used for coding the data and analysing verbatim responses to close and open-ended items in the questionnaires. After this, the data were inputted into the data view to complete the keying process. After these were done with, the data were cleaned and transformed into tables and extracted for the presentation and discussion in the subsequent chapter of this study. The tables were used for illustrations in order to clarify meaning and enhance understanding. Descriptive statistics were used to analyse the data. Specifically, cross tabulation was used to analyse the background

characteristics of respondent while frequency and percentage distributions were used to analyse all the four research questions.

The interview responses on the other hand were transcribed, read intensively, categorised and finally grouped in line with the objectives of the study. Interviewees' views and responses to the semi-structured interview were presented alongside the major findings on the data from the questionnaires. Participants' responses were quoted in instances where they support the responses from the questionnaire items or otherwise.

Ethical Consideration

Reduction of Research Deception was enhanced by making direct quotations from participants' information in order to reduce subjectivity in the case of the responses from the interview. Protection of Participants was assured by obtaining informed consent, protecting privacy and ensuring confidentiality. In doing this, description of the study, the purpose and the possible benefits were mentioned to participants. It was mentioned to participants that they were free to withdraw or leave at any time if they deemed it fit. After providing these details, participants were entreated to sign a statement of consent as evidence of their willingness to participate in the study. As a way of preventing plagiarism, all ideas, writings, drawings and other documents or intellectual property of other people were referenced indicating the authors, title of publications, year and publishers. In the case of unpublished document, permission was sought from the owners. Additionally, as Cohen (2006) has indicated respondents non-teaching senior members were made aware of the fact that the research report would be accessed by many people.

The next chapter, the data collected is presented, analysed and discussed in relation to relevant literature.



CHAPTER FOUR

ANALYSIS AND DISCUSSION OF RESULTS

4.0 Introduction

The purpose of the current study was to investigate the extent to which training and development programmes are organised for non-teaching senior members of the University of Education, Winneba and their relationship on job performance. This chapter is therefore devoted to the results and discussion of findings for this study. It has been structured to include respondents' demographic profiles and how the research questions were answered.

4.1 Demographic Profile of Respondents

The demographic profile of the respondents of the study is made up sex, age, level of education, department participants have been assigned, positions held and years of service in the University. These categories are described in Tables 3, 4, 5, 6, 7 and 8.

Table 3: Distribution of Respondents by Sex

Variable	Frequency	Percentage
Male	33	76.7
Female	10	23.3
Total	43	100.0

Source: Field work (2021)

Data from Table 3 indicate that out of the 43 participants sampled for the study, 33 (76.7%) are male whilst 10 (23.3%) were females. It could be gathered that UEW non-teaching senior members are male dominant. This finding comes to emphasis on the notion that, men are directly engaged in the labour force at significantly higher rate than

women, which conversely means that women engage more in non-labour market activity (ILO, 2005). This also attests to the fact made in the Ghanaian occupational structure that the employment-to-population ratio is relatively higher in males than females (Ghana Statistical Service, 2014).

Table 4: Distribution of Respondents by Age

Variable	Frequency	Percentage
26 – 35 years	6	14.0
36 – 45 years	21	48.8
46 years and above	16	37.2
Total	43	100.0

Source: Field work (2021)

Results from Table 4, indicate that 21 (48.8%) of the participants for this current study are aged from 36-45 years, 16 (37.2%) were at least 46 years old whilst 6 (14%) fall in the 26-35 years category. This finding suggests that the participants are mature enough to give the needed information required for this study. It also means that most of the respondents are in the middle age category.

Table 5: Highest Level of Education of Respondents

Variable	Frequency	Percentage
Master's degree	41	95.12
Ph.D/ED.d	2	4.7
Total	43	100.0

Source: Field work (2021)

Information from Table 5, have it that 41 (95.12%) of the respondents hold master's degree as the highest educational qualification, 2 (4.7%) have doctoral degree. The

responses indicates that majority of the respondents sampled for the study are holders of masters' degree. The level of education of participants may help in determining the sort of training they may need on the job.

Table 6: Distribution of Respondents by Department

Variable	Frequency	Percentage
Registry	17	39.5
Health Services	2	4.7
ICT Directorate	3	7.0
Academic Affairs	4	9.3
IDeL	2	4.7
Hall Residence	2	4.7
Finance Section	4	9.3
Student Affairs	1	2.3
Audit Section	1	2.3
Printing Press	1	2.3
Estate Section	1	2.3
Procurement Unit	1	2.3
Legal Services	1	2.3
Human Resource	3	7.0
Total	43	100.0

Source: Field work (2021)

It is clear from Table 6, that there is a relatively high percentage of staff in the Registry. Moreover, 17 (39.5%) followed by Division of Academic Affairs with 4 (9.3%) and 4 (9.3%) for Finance Section. Again, ICT had 3 (7.0%), Human Resource also had 3 (7.0%), Health Services had 2 (4.7%), Halls of Residence 2 (4.7%), the Student Affairs,

Audit Section, Printing Press, Estate Section, Procurement Unit and Legal Services had 1(2.3%).

Table 7: Distribution of Respondents by Current Position

Variable	Frequency	Percentage
Senior Assistant Registrar	17	39.5
Assistant Registrar	13	30.2
Medical Officer	2	4.7
Senior Pharmacist	1	2.3
Senior Assistant Internal Auditor	1	2.3
Estate Officer	1	2.3
Accountant	3	7.0
Junior Assistant Registrar	1	2.3
Deputy Registrar	4	9.3
Total	43	100.0

Source: Field work (2021)

Information from Table 7 indicates that, 17 (39.5%) of the participants selected for the study are of the rank of Senior Assistant Registrar, 13(30.2%) are of the rank of Assistant Registrar, 2 (4.7%) are Medical Officers, 3 (7.0%) are Accountants, while 4 (9.3%) are Deputy Registrars. The table further reveals that the following positions; Senior Pharmacist, Senior Assistant Internal Auditor, Estate Officer and Junior Assistant Registrar, all had 1 (2.3 %) each. This finding suggests that the participants are mature enough to give the needed information required for this study. It also means that most of the respondent's current position are in the middle level manager category.

Table 8: Distribution of Respondents by Working Experience

Variable	Frequency	Percentage
1 – 5 years	5	11.6
6 – 10 years	10	23.3
11 – 15 years	14	32.6
16 – 20 years	12	27.9
21 years and above	2	4.7
Total	43	100.0

Source: Field work (2021)

Data from Table 8 indicate that, 5 (11.6%) of the respondents have 1-5 years working experience, 10 (23.3%) have worked between 6-10 years work experience, 14 (32.6%) have worked between 11-15 years, 12 (27.9%) of the respondents have worked between 16-20 years while the remaining 2 (4.7%) of the respondents have worked in the University for over 21 years. The findings suggest that 14 (32.6%) of the respondents selected for this study have worked between 11 and 15 years and are in the majority.

Answering Research Questions

4.2 Research Question 1: What is the nature of training and development programmes undertaken by non-teaching Senior Members of UEW?

Training and development packages provided by the institutions are of importance to the staff. Institutions that identify the packages that are of more importance to staff will yield increase in performance. The more training and development packages provided to employees the more empowered they will be, and more profitable the institution will be. On the other hand, an institution that provides packages that are of no relevance to its administrative staff, will achieve negative results. This section seeks to explore the nature of training and development packages that non-teaching Senior Members of

UEW go through in. To find out the nature of the training and development programme the following areas were covered: awareness of training and development policy, forms of training and development, methods of facilitation, training scheduled and the objectives of the training. The results presented in Table 9 to 16.

Table 9: Awareness of training and development policy in UEW

Variable	Frequency	Percentage
Yes	31	72.1
No	4	9.3
Not sure	8	18.7
Total	43	100.1

Source: Field work (2021)

Results from Table 9 indicate that 31 (72.1%) of the respondents indicated that they are aware of any training and development policy in the University. Four 4 (9.3%) said they are “not aware” of any existence training and development policy whilst 8 (18.7%) indicated “not sure” of any existence of training and development policy. The data implies that employees have knowledge about training and development policy in the university. This was supported by the interview result when all the respondents indicated that they were aware of the policy for training and development.

"... I am aware that, there is a policy on training and development in the University". (NTSM 1)

Another respondent indicated that.

"... I was informed that, during the orientation that, there is a policy on training and development in the University for all categories of staff". (NTSM 9)

Table 10: Means of awareness about the Policy

Variable	Frequency	Percentage
During staff orientation	6	14.0
Official communication to me	5	11.6
Information from colleagues	24	55.8
Through University of Education, Winneba website	6	14.0
Not Applicable	2	4.7
Total	43	100.1

Source: Field work (2021)

Results from Table 10 indicate that 6 (14.0%) got to know about the training and development policy in UEW during staff orientation, whilst 5 (11.6%) indicated that, it is through official communication. Again, 24 (55.8%) got to know of the policy through information from colleagues, and 6 (14.0%) had it through UEW website, with 2 (4.7%) unable to disclose their source of awareness. On whether participants know the existence of policy for training and development in the University. Generally, about 90% of the participants selected for the interview demonstrated that they were aware of the existence of the policy. The respondents claimed that:

" ... I am aware of the policy for training and development in the University and my source of that information was during orientation for recruited University staff". (NTSM 3)

Other respondents revealed that;

" ... I got to know of the policy for training development through official information or notices sent to the various offices of the University". (NTSM 5)

" ... Through my interaction with colleague staff, I got to know of the policy on training and development in the University". (NTSM 6)

" ... I browse and visit the University website to read notices and explore for all the needed update. It was through such expedition that I got to know of the policy on training and development for University of Education, Winneba staff". (NTSM 10)

Table 11: Respondent's participation in training

Variable	Frequency	Percentage
Yes	43	100.0
No	0	0
Total	43	100.0

Source: Field work (2021)

From Table 11, all the 43 (100.0%) respondents have undergone one form of training or the other since joining the University of Education, Winneba. This suggest that the university is poised to have good human resource in its administrative services.

Table 12: Forms of Training and Development for Non-Teaching Senior Members

Form of Training and Development	Frequency	Percentage
On-the job training	14	32.6
Off-the job training	8	18.6
Both On and Off-the job training	21	48.8
Total	43	100.0

Source: Field work, (2021)

Data from Table 12 show that participants selected for the current study have trained in one form or the other. It is observed that 21 (48.8%) have been given both on-the job and off-the job training, 14 (25.6%) have on-the job training while 8 (18.6%) have off-the job training. The result indicates that the University strongly emphasises on training of the human resource perhaps with the aim of enhancing job performance and better productivity. That is why more participants is recorded on both on-the- job and off-the job training.

Table 13: Methods of Facilitation at the Training

Variable	Frequency	Percentage
Lecture	4	9.3
Discussions	1	2.3
Presentation	36	83.7
Lecture, Discussion & Presentation	2	4.7
Total	43	100.0

Source: Field work (2021)

A number of methods of facilitation that are commonly employed during training are presented in Table 13. These are important in understanding the different ways trainees receive training under the methods of facilitation at the training. The most common methods of facilitation identified by the respondents as prevailing during their trainings are presentations 36 (83.7%), lecture had 4 (9.3%), and a combination of lecture, discussion and presentation also had 2 (4.73%), whilst discussions had 1 (2.3%). On how the training and development programme were facilitated, respondents gave the methods as lecture, discussion, presentation or a combination of these methods. Some of their responses have been quoted in the ensuing statements

" ... most of the training I have had in the University as a way of sharpening my skills had been a combination of discussion and presentation which added more information to what I already knew! "
(NTSM 1)

Another, respondents revealed that;

" ... I was fortunate to participate in the training and development programme and the method adopted was lecture because we had few chances to ask questions for clarification. I did not have that chance. "
(NTSM 3)

Another, respondents confirmed that;

" ... the method adopted to facilitate the training and development programme during our time was presentation by facilitators and the "

participants as well. This gave me that confidence to do future presentations anywhere". (NTSM 5)

" ... I had the chance of participating in the training and development organised by the University and presentation method was a combination of lecture and discussion which made everyone bring onboard hidden knowledge". (NTSM 8).

Table 14: Training Schedule

Variable	Frequency	Percentage
Every three months	1	2.3
Every six months	5	11.6
Once a year	37	86.1
Total	43	100.0

Source: Field work (2021)

Data from Table 14 shows that training schedule of employee in the University indicates that majority of the respondents 37 (86.1%) confirmed that training was done once a year. This means that there is particular training schedule whereby they are required to participate in training anytime as planned by the Division of Human Resource of the University. Again, 5 (11.6%) respondents indicated that they undergo training programmes every six months, while 1 (2.3%) said they do that every three months. When respondents were asked to indicate how often training programmes were organised during the interview they had the following to say:

" ... so far as I am concerned, the training programme for University staff is organised once every six month and if they have changed the duration, I am not aware of that". (NTSM 7)

Other respondents indicated that;

" ... the training and development workshops were organised once every three months during out time but I think they have changed the currency of the programme which I do not know". (NTSM 9)

"... I know that most of the training and development programmes organised by University of Education, Winneba are done once every year and it has not changed". (NTSM 10)

The result above confirms the view of Wright (2001) that in one way or another, training schedule influences employee performance which leads to general organizational performance. In relation to the above, Geroy (2001) notes that employee competencies change through effective training schedule. It therefore, improves the overall performance of the employees to effectively perform their current jobs and also enhances the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

Again, Appiah (2010) observed that training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behaviour.

Table 15: Objectives to be met at the end of the training programme

Variable	Frequency	Percentage
Yes	32	74.4
No	6	14.0
Not applicable	5	11.6
Total	43	100.0

Source: Field work (2021)

Table 15 reveals that, 32 (74.4%) of the respondents indicate “Yes” that, objectives were given or set to meet at the end of the training programme, whilst 6 (14.0%) said “No” and the remaining 5 (11.6%) indicated “Not Applicable”. This result indicates that the majority of the respondents were able to meet the set objectives at the end of

the training programme. This is in line with Clifton and Fink's (2005) assertion that training is a systematic process of altering the behaviour of employees in a direction that will achieve organization goals. Training is related to present job skills and abilities, and also has a current orientation to help employee's master specific skills and abilities. The results as found in research question one confirms the view of Wright (2001) that in one way or another, training schedule influences employee performance which leads to general organisational performance. In relation to that, Geroy (2001) notes that employee competencies change through effective training schedule. It therefore, not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills and attitudes of the workers necessary for the future job, thus contributing to superior organisational performance. The findings are also in line with Appiah (2010) who observed that training has been proved to generate performance improvement related benefits for the employee as well as for the organisation by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behaviour.

Table 16: Training programme received meet any objective or standard you set for yourself before the training

Variable	Frequency	Percentage
Very much	29	67.4
Not much	13	30.2
Not at all	1	2.3
Total	43	100.0

Source: Field work (2021)

From Table 16, 29 (67.4%) indicated "very much" that the objective or standard set for the training were met, 13 (32.2%) said "not much", 1 (2.3%) said "not at all"

4.3 Research Question 2: How do non-teaching Senior Members of UEW perceive their job performance?

To address the research question two, these two areas were covered: the relevance of the programme and the benefits. The data presented under this research question sought to provide answers to research question two. This research question two was aimed at finding out how do non-teaching Senior Members of UEW perceive their job performance. Data collected from the questionnaire and semi structured interview guide were used to answer research question two. Trend of responses as found in the statements or comments of the participants were in some cases quoted verbatim in the ensuing analysis. The responses from the respondents sampled for the survey are presented in Table 17. The interview responses were however quoted verbatim.

Table 17: Relevance of training content to achieving personal needs, goals and self-development

Variable	Frequency	Percentage
Total relevant	5	11.6
Very relevant	32	74.4
Not relevant	1	2.3
Cannot tell	5	11.6
Total	43	100.0

Source: Field work (2021)

Results from Table 17, show the relevance of the trainings received by the respondents to their work with the aim of the University achieving its mission and vision. 32 (74.4%) indicated that the training content is “Very Relevant” to their personal needs, goals and self-development. Again, from table 17, 5 (11.6%) of the respondents confirmed that training was “Totally Relevant” while 5 (11.6%) “Cannot Tell” and 1 (2.3%) confirmed that training is “not relevant at all”. The results above confirm the statement by Cole

(2004) that the main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. There are so many benefits associated with training.

Table 18: Job Performance

Job performance	Agree (%)	Disagree (%)	Not Sure (%)
The University offers training and development that helps me to grow in my job	24(55.8%)	4(9.3%)	15(34.9%)
There is the opportunity to be innovative in performing task	27(62.8%)	4(9.3%)	12(27.9%)
The job gives me opportunity to use my skills and abilities	21(48.8%)	5(11.6%)	5(37.2%)
I am motivated to perform to my best of ability	28(65.1%)	2(2.3%)	13(30.2%)

Source: Field work (2021)

Data from Table 18 shows that 24 (55.8%) respondents agreed that the University offers training and development that they need to grow on the job, 15 (34.9%) were not sure, while 4 (9.3%) disagreed. Again, 27 (62.8%) of the respondents agreed that they are satisfied with their chances for promotion; 12 (27.9%) were not sure, while 4 (9.3%) disagreed. Twenty-eight (65.1%) of respondents agreed that they were satisfied with the benefits that they receive at the University, 13 (30.2%) indicate they were not sure, whereas the remaining 1 (2.3%) disagreed. Generally, it appears that, about 28 (65%) of the participants selected for the interview demonstrated that they are satisfied with the level of their job satisfaction. The respondents claimed that:

" ... But I can say that the training I received over the years makes me use less time to perform my tasks and that gives me some satisfaction. That has increased my job satisfaction and I can confidently say my job commitment has improved. I believe frequent training should be encouraged because it increases new way of

doing things and also builds the confidence level of employees since they will be abreast with new technology” (NTSM 2)

Another, respondents indicated that;

“ ... shared her view “Training has helped me to be very confident in performing tasks without any supervision from my bosses and that is the confidence I am talking about. No I am also happy when I am working because I am assured that nobody will come later and have problems with hat I have done. I have also become more committed to my job and the company itself, because I appreciate the knowledge and skills training has given me. I come to work early, and don't absent myself because I want the institute to succeed. (NTSM 4)

Other respondents confirmed that;

“ ... I am satisfied with my chances for promotion to higher level in the University “. (NTSM 6)

“ ... Personally, training and development that offers by the university as actually have made grow my job performance which am satisfied”. (NTSM 9)

These findings are in line with Sugahara's (2018) assertion that performance is also related to job satisfaction which has an impact on employee commitment, absenteeism, intentions to quit, and actual turnover. The influence of training and development on job satisfaction, and commitment as reported by respondents in this study are also consistent with the findings by Jehanzeb and Bashir, (2013) who argued that training and development enhances job satisfaction and commitment. The findings of this study also supports MSG (2016) which indicates that employees remain happy and give of their best when their level of job satisfaction is utmost. Satisfied employees are the ones who extremely wok towards their organization and stick to it even in worst scenarios. They do not work out of any compulsion because they dream of taking their organization to a new level.

4.4 Research Question 3: What are the perceived benefits of training and development programmes of non-teaching Senior Members in UEW?

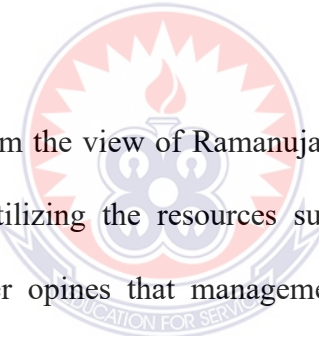
To address the research question three, these two areas were covered: the benefits of training and effect of training. The research question three aimed at finding out the perceived benefits of training and development of non-teaching Senior Members of UEW. The responses are shown in Table 19 followed by verbatim interview responses. Trend of responses as found in the statements or comments of the participants were in some cases quoted verbatim in the ensuing analysis. The responses from the respondents sampled for the survey are shown in Table 19 with the interview responses quoted verbatim.

Table 19: Benefits of Training and Development for non-teaching Senior Members performance

Statements	Agree (%)	Disagree (%)	Not Sure (%)
The actual performance of employees has improved due to the formal training and development programme	16(37.3%)	6(13.9%)	21(48.8%)
Training and development at UEW contributes to achieving effectiveness and efficiency of UEW goals and objectives	41(95.3%)	0.0	2(4.7%)
Your promotion (if any) is as a result of introduction of training programme in UEW	11(25.6%)	15(34.9%)	17(39.5%)
Training and development has been used to ensure that employees are abreast with their current job description (requirement)	24(55.8%)	4(9.3%)	15(34.9%)
Current training and development strategies have influenced the achievement of UEW goals and objectives	28(65.2%)	1(2.3%)	14(32.5%)

Source: Field work (2021)

Data in Table 19 shows that 41 (95.3%) of the respondents agreed that training and development at UEW would contribute to achieving effectiveness and efficiency of UEW goals and objectives, while 2 (4.7%) were not sure. Again, 28 (65.2%) agreed that current training and development strategies have influenced the achievement of UEW goals and objectives, 1 (2.3%) disagreed, while 14 (32.5%) were not sure. Regarding “training and development has been used to ensure that employees are abreast with their current job description (requirement)”, 24 (55.8%) of the respondents agreed, 4 (9.3%) disagreed, while 15 (34.9%) indicated that they were not sure. The findings indicate that training and development programmes really affect personnel’s performance which in the long run results in the achievement of set goals and objectives of the university (UEW).



These results above confirm the view of Ramanujam (2006) that job performance as efficiently achieved by utilizing the resources such as training and development. Ramanujam (2006) further opines that management must put in sincere effort to improve performance in the organization. This indicates that the training and development programmes provide to senior members (non-teaching staff) in the University of Education, Winneba has a way of influencing work performance positively. The results also indicate that the University of Education, Winneba must strongly emphasise training of the human resource perhaps with the aim of enhancing job performance and better productivity. Results from the interview revealed information on the effect of training on work performance. Trends of responses as found in the statements or comments of the respondents were in some cases quoted verbatim in the ensuing analysis. Generally, the respondents selected for the interview

demonstrated that the training and development programmes has affected their work performance very well. The respondents said:

" ... It has made me more efficient at work, once I become efficient am effective. I make result is achieve at the end of the day at the lesser cost of my office". (NTSM 1)

" ... training has a very positive effect on my work performance, like I said if you do a proper needs analysis and identify the gaps and you train people towards that you empower them, you give them new skills, new competencies that he/she might not have them earlier and that in a way will also effect the kind of work they do. I will say the training I have gone through so far has really effected my job performance". (NTSM 4)

" ... In terms of decision making, policy implementations, as an Assistant Registrar, our main job is to advice and implement policies so the knowledge we get through training effect our job performance in other to apply them on our diary work activities". (NTSM 8)

These findings of the study are consistent with previous studies by Noe (2003) and Armstrong (2008). They both emphasise the relationship between training and development leading to employee performance. They have established that generally there are positive and direct relationship between training and development and employee job performance. The findings of this study also support Anane-Appiah's (2011) views which suggest that training may also be an efficient tool for improving ones job satisfaction, as employee's better performance leads to appreciation by the top management, hence employee feels belong to the organization. It is also clear that employee training and development play a vital role in improving performance as well as productivity. Thus, through effective training programmes, employees' competency increases, which does not only improve the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills and

attitude of workers necessary for the future job, thus contributing to higher organisational performance.

Table 20: Rating of effectiveness of Training on work performance

Variable	Frequency	Percentage
Excellently	8	18.6
Very well	22	51.2
Quite well	12	27.9
No change at all	1	2.3
Total	43	100.0

Source: Field work (2021)

Table 21, shows that the majority of the respondents, 22 (51.2%) are of the view that the training methods used during training have affected their work performance very well. However, 12 (27.9%) indicate otherwise by saying training and development have “quite well” effect on their performance, with 8 (18.6) indicating “excellently” effect on their performance. One (2.3%) is of the view that training has “No change at all” on their work performance.

4.5 Research Question 4: What are the challenges facing non-teaching Senior Members towards training and development programmes.

To address the research question four, these five areas were covered: The training and development Policy, Training and development needs, Training schedule/Duration, finances/funding and Facilitation. The data presented under this research question seek to provide answers to research question four. This research question four was aimed at finding out the challenges of non-teaching senior members on training and development

programmes. Data collected from the questionnaire was used to answer research question four.

Challenges of non-teaching Senior Members on the training and development programme?

Training and Development policy:

Training and development policy in any organisation plays a vital role in implementation of training programmes of employee. Eleven respondents raised challenges, which included there should be well developed strategy training and development policy that takes into consideration the vision and mission of the university and the exigencies of times add global situations. Below are some of the concerns raised:

“... there should be a clear-cut policy on training and development of non-teaching senior members. I think currently, all the focus seems to be on only the senior members (teaching)”. (NTSM 3)

“... UEW should be able to identify employees training needs and initiate strategic on training and development policy”. (NTSM 6)

“... most senior members (non-teaching) are very busy on their work schedules and are unable to avail themselves for training. There should be a policy that requires them to undertake training each year”. (NTSM 7)

“... Management should ensure that, the policy of senior members non-teaching staff regarding training and development work in the university”. (NTSM 9)

“... I have of the view that the training and development

policy if any should be made available to the entire university employees to abreast with it". (NTSM 10)

The above concerns raised confirms (Brody (2007) quotes a Motorola company spokesperson as saying “we’ve documented the savings from the statistical process control methods and problem solving methods we’ve trained our people in. We’re running a rate of return of about 30 times the dollars invested which is why we’ve gotten pretty good support from senior management” This is a clear indication that a systematic and well planned training and development policy that is well executed would surely bring returns to the organization in cost savings (reducing in waste and scrap for example, increased productivity and so on), employee effectiveness and efficiency and the list could go on and on. From the view point of Dessler (2008) training and development could be placed in a strategic context. This occurs with the paradigm shift to the situation when trainers sit with management to identify strategic goals and objectives and the skills and knowledge that could be used to achieve these strategic goals and objectives. This then followed by the identification processes as to whether staff have the skills and knowledge when they do not then training needs discussions are evoked. Once again, this is why human resource management has become an increasing partner of the other functional areas of businesses.

Training Development Needs:

To execute training programme to meet the expectations of the trainees/employees, the training needs of the employees are needed to be identified. Twelve respondents are of the view that if training needs are identified, this will go a long way to improve training and development programmes in the university. Some of their concerns have been quoted in the following statements:

“... critical employee training needs should be identified and addressed to improve efficiency and effectiveness of the employees performance”. (NTSM 1)

“... to improve training and development in UEW, training needs of staff should be identified and training programmes to address training needs should be organised for staff”. (NTSM 3)

“... staff needs to also make use of the training opportunities that are provided. They are also to assist management in identifying the training gaps in the system for effective training programmes”. (NTSM 5)

“... training should be tailored around career development aspiration (s) of non-teaching senior members”. (NTSM 6)

“... training programme shouldn't be based apart from the Registrar's Annual Retreat, but there should be a specific training that will be given to all non-teaching senior members that will cover every department within the registry because of transfers/job rotation issues”. (NTSM 7)

“... the needs and competencies analysis, it is very necessary, management need to ascertain the strength of the staff what each and everyone can do, what are the gaps, what are the needs to lean then base on that there should be a training to equip them in that area”. (NTSM 8)

“... heads of departments should conduct regular performance appraisals of their staff and identified training needs should be met with targeted training and development programmes”. (NTSM 9)

“... training and development department under Division of Human Resource must have a yearly plan sub-divided into quarterly plan to train staff. The department ought to conduct needs assessment as well as performance gap to enable them design the appropriate training and development programme”. (NTSM 10)

The concerns above confirms the views of Armstrong (2006), that understanding of training emphasizes that training should be developed and operated within an organization by appreciating learning theories and approaches if the training is to be

well understood. This is also affirmed by Sherman et al (2006). They expressly indicate that the success of a training program depends more on the organization's ability to identify training needs and the care with which it prepares the program so that if the trainees do not learn what they are supposed to learn, the training have not been successful. They further indicate that training experts believe that if trainees do not learn, it is probably only because some important learning principle had been overlooked. What they are saying is that the success or failure of a training program is frequently related to the recognition and application of basic psychological principles of learning. This assertion is not necessarily right. If the trainees do not learn anything then of what benefit will they be for the organization.

Training Schedule/Duration:

Training schedule/duration is considered as important in implementation training and development programmes etc. Concerns raised by 7 respondents on the training schedule have been quoted in the ensuing statements:

"...the training for non-teaching senior members should be done every six months rather than on annual basis". (NTSM 1)

"... training and development department under Division of Human Resource must have a yearly plan sub-divided into quarterly plan to train staff". (NTSM 2)

" ... I know that most of the training and development programmes organised by University of Education, Winneba are done once every year and it has not changed". (NTSM 4)

" ... there should be quarterly off the job training for non-teaching senior members to sharpen their respective professional skills". (NTSM 7)

" ... there should be more frequent training for staff in other for them meet the job standards". (NTSM 8)

"... training and development for senior members should be done at least twice a year". (NTSM 10)

The concern raised above confirms the view of Wright (2001) that in one way or another, training schedule influences employee performance which leads to general organizational performance. In relation to the above, Geroy (2001) notes that employee competencies change through effective training schedule. It therefore, improves the overall performance of the employees to effectively perform their current jobs and also enhances the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

Facilitation/Methods of Training:

Facilitation/methods of training play an important role in conducting training and development programme. Concerns raised by 3 respondents on the facilitation of training have been quoted in the ensuing statements:

".. certain times the facilitators, some of them are not really at the top of their topic they are training you in. Sometimes you the trainee somehow more or less realize that the facilitators at the top of it and again the time are to give the training is limited because of that you don't have sufficient time to digest whatever you have been taught".
(NTSM 1)

"... there should be an increase in financial allocation for training of non-teaching senior members on regular training programmes".
(NTSM 4)

"... staff should be allowed to do more group work and share ideas other than the conventional lectures during training sessions".
(NTSM 7)

Finances/Funds:

Investing in training and development enhance employee skills, competences, morale and productivity. Two respondents are of the view that there should not be budget constrains when it comes to training and development programme for employees. The following are their concerns:

“... one major problem maybe financial because under no Circumstances every quarter a department or a faculty is supposed to organise a training workshop/seminar but there may be a budget constrains”. (NTSM 3)

“... there should be adequate funds to cater for majority of staff who desire to develop themselves”. (NTSM 6)

In relation to the above concerns raised they confirm the researchers views that, companies committed to investment in their human resource generate long term and sustainable profitability for the company. In a study in America on the impact of human capital investments such as employer-provided training and development, Black and Lynch (1996) citing Bartel (1989) state that “returns on training and development investments increase productivity by 16%”. This further reinforces the role of training on employees. Based on the attributes that are developed the employees implement them on their tasks and thus the company is able to improve thus thereby generating the profits for the firm. Also because the attributes are imparted and developed through the systematic and planned training program, it becomes part of the employees thus they are able to implement them on every task thus leading to organisations achieving sustainable profitability. It has revealed that training programmes are important in organisations.

The next chapter focuses on the summary, conclusions and recommendations of the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter provides a summary of the study, conclusions, limitations and makes recommendations based on the findings. Generally, the study was purposed to find out the impact of training and development on the job performance of non-teaching senior members of the University of Education, Winneba. The mixed methods concurrent design was used for the study. The following research questions were formulated to guide the study:

1. What is the nature of training and development programmes non-teaching senior members of UEW participate in?
2. What is the perceived job performance of non-teaching senior members of UEW?
3. What are the perceived benefits of training and development programmes non-teaching senior members of UEW participate in.
4. What are the challenges facing non-teaching senior members of UEW due to lack of training and development programmes?

5.1 Summary of key findings

The findings of the study are organised in line with the research questions. These are presented as follows:

The study has shown that non-teaching senior members in UEW always participate in training and development programmes. The majority of non-teaching senior members have knowledge about training and development policy and that they got such

knowledge from their colleagues. Further, non-teaching senior members have their training on-the job and off-the job in the form of presentation and such programmes are organised once a year.

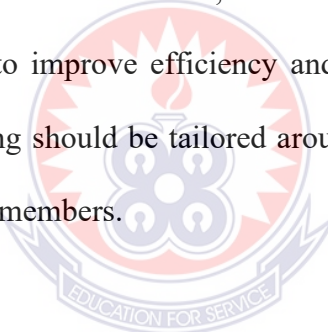
The findings regarding research question two indicated that training and development programmes has unique contents which will be of relevance and important to employees of UEW in achieving their personal needs, goals and self-development as far as employee perceived job performance is concerned. Furthermore, the findings shows that training and development programmes have some benefits. The first benefit is that training and development programmes helps workers to improve upon their communication skills. Secondly, these training and development programmes make non-teaching senior members more efficient on their job. Also, non-teaching senior members of UEW were able to increase productivity and also improve upon their job performance as a result of training and development programmes organised for them.

The study has shown that non-teaching senior members in UEW have high level of satisfaction from the training and development programmes organised by the institution. They indicated their satisfaction of the chances of being promoted and the benefits received from the university. The other satisfactions elaborated on by non-teaching senior members of UEW are their ability to perform assigned task within limited period of time and also perform those tasks with little or no supervision.

The findings revealed the rating effectiveness of training and development programmes on job performance of non-teaching senior members of UEW. It was found that training and development has positive significant effect on employee performance. Only a few

participants agreed that employees gain new knowledge after training, although the majority of respondents agree that training increases employee confidence while performing his/her task after training. Further, training improves employee morale, and also motivates employees to enhance their performance, as well as helping them to adapt to new developments.

The findings regarding research question four revealed that the training and development policy should be strategically developed by taking into consideration the vision and mission of the university and the exigencies of times add global situations and again, there should be a clear-cut policy on training and development of non-teaching senior members. It was found that, critical employee training needs should be identified and addressed to improve efficiency and effectiveness of the employee's performance, while training should be tailored around career development aspiration (s) of non-teaching senior members.



Furthermore, the study's findings reveal that the training and development department under Division of Human Resource have a yearly plan sub-divided into quarterly plan to train staff and that will enable them learn more to improve their respective professional skills and to impact on their job performance and also meet the job standards. Again, they indicated that adequate funding if provided will effectively affect training and development programme positively and that adequate funding plays a key role in the organisation of training and development programmes. The study also revealed that the facilitators who facilitate the training programmes are very important and so in order to have effective training programmes there is the need to have a facilitator who will be on top his/her topic on delivery.

5.2 Conclusion

The study can conclude that from the findings of objective one and two, it became clear from the result that training and development was an ad hoc approach and is haphazardly carried out activity at University of Education, Winneba (UEW). Although the respondents are aware of the various aspects of training and development, there is no strategic framework in place as the basis for an operational plan for the training and development strategy even though all respondents indicated that training and development is part of the University strategic plan.

Furthermore, it can be concluded that vibrant human resource management in general, and training and development in particular at the University of Education, Winneba, should be more closely linked to the needs and strategies of the University with the aim of achieving the goals and mission of the University. As this occurs, training and development at the University of Education, Winneba will be properly planned to cover all other activities and integrates them with other continues professional development programmes.

Pertaining to the study objective two, it is concluded that the perceived job performance of the non-teaching senior members improves whenever training is provided for them. This is because through effective training programmes non-teaching senior members competency increases, which does not only improve the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills and attitude of workers necessary for the future job. This eventually contributes to higher organisational performance.

Based on the finding, it is concluded that investing in employee training and development enhances employee skills, competences, morale and productivity, while meeting their training needs, and training schedule influences employee performance which leads to general organizational performance.

5.3 Limitations of the study

The study can be said to have encountered various limitations during the research process. Limited time frame within which the study was conducted as well as participant's unwillingness to participate in the study did not allow the researcher to conduct an indebt study of various categories of staff in the University. Moreover, this study is limited to non-teaching senior members of the University of Education, Winneba as against the objectives of the study. The responses obtained for this study were based on personal opinion of non-teaching senior members of UEW at the time of data collection. Hence, there could be a concern with truthfulness of the responses given by the respondents. Again, the findings may differ from later replicated studies. As such, generalisation of findings of this study may be within its time and scope.

5.4 Recommendations

Based on the findings drawn from the study, the following recommendations were made:

Based on the finding that UEW conducts training and development programmes for its members annually, it is recommended that the unit responsible for training and development in UEW ensures that training and development programmes are extracted from an up-to-date job description and well-defined goals and must be frequently. Performance of every employee in an organization contributes to higher productivity

and growth. It is therefore important that Management of UEW improves upon all the necessary structures to make the training and development programmes a success.

Based on the finding that majority of non-teaching senior members at UEW have knowledge about training and development policy which knowledge they had their colleagues, it is recommended that the training policy is made easily accessible to every member within the University.

Based on the finding that respondents are satisfied with their job performance because of the training and development programmes received, it is recommended that Human Resource Managers and supervisors make room for some input from employees regarding their training needs so that the training and development programmes received are reflective of these needs.

It came out from the study that most of the respondents indicated that the training and development programmes help them to improve upon their communication skills resulting in improved performance and productivity. This will lead to development strategy and system that grows the technical, core leadership competence that accelerate UEW non-teaching senior members performance leading to some benefits. It is therefore recommended that management ensures that training is considered a priority as it is a major confidence booster for employees and directly improves their overall performance which will ensure good communication skills and be more efficient on their job leading to increase productivity and also improve upon their job performance and lastly provision of adequate funding to cater for more training and development programmes.

5.4 Suggestions for Further Research

It is suggested that:

- i. The study is expected to cover other category of staff in the University of Education, Winneba to assess training and development and job performance. With such a bigger sample size a clearer understanding of training and its impact on skills can be assessed.
- ii. Again, future research can delve into the various forms of training; on-the-job and off-the-job training and its impact on skill acquisition. Such research will bring to bear the known and hidden merits and demerits of the various forms of training to the individual and organization at large.



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APPENDIX I

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF EDUCATIONAL MANAGEMENT AND
ADMINISTRATION

QUESTIONNAIRE FOR SENIOR MEMBERS-NON TEACHING

Dear Sir/Madam,

This questionnaire is meant to collect data for a study being conducted by **Alfred Otabil**, a student from the above named university in connection with a Master of Philosophy thesis titled **Training and Development of Senior Members and Perceived Job Performance in University of Education, Winneba**. The information you provide will help researchers, management and other stakeholders to understand the extent to which training and development of staff go a long way in helping achieve desired performance on the job, identify any hitches and provide data for enhancing professional development. You are assured that information you provide will be given the utmost confidentiality in addition to non-disclosure of your identity should the data be published. Taking part in this study is however voluntary.

Thank You

SECTION A: Demographic Data

Please tick [] the appropriate box or write responses in the space provided.

1. What is your sex?

- Male
 Female

2. In which of the following category does your age fall?

- below 25 years
 26-35 years
 36-45years
 46years and above

3. What is your highest Academic Qualifications you have attained?

- Bachelor's Degree
 Masters Degree
 Ph.D/Ed.D
 Others (Specify)

4. Which Department/Section/Unit are you in?

Please state

5. What is your current rank/position?

State

6. How long have you been working with University of Education, Winneba?

- 1-5 years
- 6-10 years
- 11-15 years
- 16-20
- 21 years and above

SECTION B: Nature of Training and Development

7. Are you aware of any training and development policy in the University of Education, Winneba?

- Yes
- No
- Not Sure

8. If yes, how did you know about it?

- During staff orientation
- Official communication to me
- Information from colleagues
- Through University of Education, Winneba Website

9. Have you ever received any form of training since joining University of Education, Winneba?

- Yes
- No

If your answer to question 9 is Yes, please answer questions 10 to 15. If No, please proceed to question 16.

10. Which form(s) of training programme did you attend?

- on- the job training (internal)
- off-the job training (external)
- on- the job training (internal) and off-the job training (external)

11. What were the methods of facilitation at the training programme you have attended?

- Lecture
- Demonstrations
- Discussions
- Presentation
- Group Work

12. How often do you undergo training programmes?

- Every three months
- Every six months
- Once a year
- Every two years

e. Other (specify).....

13. Were you given any objectives to meet at the end of the training programme?

- Yes

- No
 Not applicable

14. If yes, did the training programme you received meet any objective or standard you set for yourself before the training?

- Very much
 Not much
 Not at all

15. Was the training content relevant to achieving your personal needs, goals and future self-development?

- Totally relevant
 Very relevant
 Not relevant
 Cannot tell

SECTION C: Level of Job Performance

16. What is your Level of Job performance

Statement	Agree	Disagree	Not Sure
The University offers training and development that helps me to grow in my job			
There is the opportunity to be innovative in performing task			
The job gives me opportunity to use my skills and abilities			
The job gives me opportunity to use my skills and abilities			

SECTION D: Benefits of Training and Development

17. What is the benefits of Training and Development on the Job Performance

Statement	Agree	Disagree	Not Sure
The actual performance of employees has improved due to the formal training and development programme			
Training and development at UEW contributes to achieving effectiveness and efficiency of UEW goals and objectives			
Your promotion (if any) is as a result of introduction of training programme in UEW			
Training and development has been used to ensure that employees are abreast with their current job description (requirement)			
Current training and development strategies have influenced the achievement of UEW goals and objectives			

18. What is the rating effectiveness of training programme on work performance?

- Excellently
- Very well
- Quite well
- No change at all



19. Are you aware of any service policy that details job progressions for non-teaching senior member with relevant training at University of Education, Winneba?

- Yes
- No

Indicate the degree to which you agree to the following statements

SECTION E: Challenges of training and development to Non-Teaching Senior Members

21. What are your challenges in relation to training and development for non-teaching senior members in UEW?

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APPENDIX II

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT

INTERVIEW SCHEDULE FOR RESPONDENTS

1. What is your current rank or position in the University of Education, Winneba?
2. Which Department/Section/Unit are you assigned to?
3. How long have you been working in the University of Education, Winneba?
4. Have you come across training policy of University of Education, Winneba? Probe for documentation of the policy and procedures involved.
5. Have you been trained since you joined the University? Probe for frequency of the training.
6. What principles of training apply at the workplace? Are training needs of the employees assessed prior to the training and development programmes?
7. What goes into the training and development process?
8. How is the implementation of the training policy monitored as it is being practiced? Probe into the mechanism used for monitoring.
9. How does the training affect your performance? Consider also, projections, orientation and induction for new employees. Probe
10. What are some of the problems associated with the training and development in the University of Education, Winneba?
11. How have current training and development strategies influenced the achievement of the University of Education, Winneba's goals and objectives?
12. How has training and development in University of Education, Winneba benefitted you? Probe
13. What will you suggest to be put in place for improvement of training and development of non-teaching senior members in the University of Education, Winneba?