UNIVERSITY OF EDUCATION, WINNEBA

THE IMPACT OF TRAINING AND DEVELOPMENT ON JOB

PERFORMANCE: UNIVERSITY OF CAPE COAST (UCC) AS A CASE

STUDY

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THE IMPACT OF TRAINING AND DEVELOPMENT ON JOB

PERFORMANCE: UCC AS A CASE STUDY

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DECLARATION

I, VICTOR KWARTENG OWUSU, declare that this Dissertation, with the exception of quotations and references contained in published works which have all been identified and duly 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 work was supervised in accordance with guidelines for supervision of Dissertation as laid down by the University of Education, Winneba.

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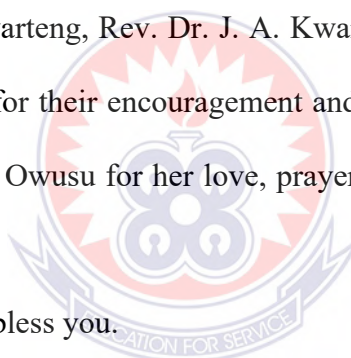
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ACKNOWLEDGEMENTS

DEDICATION

To the memory of my late mother, Alice Twumasi Kwartemaah.

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ABSTRACT

The purpose of the study was to assess the impact of training and development programmes on job performance with the University of Cape Coast as a case study. A survey was carried out at the University of Cape Coast .The researcher used questionnaires and interviews (about 100) respondents where necessary to collect the primary data for the study. The collected data was examined and checked for validity and consistency. The data was summarised, coded and tabulated the data collected was analysed using SPSS version 17 and Microsoft excel, 2010 version. Frequency distributions and graphs were adopted to analysed the primary data collected from the respondents. The study revealed that the university provide their employees with training and development programmes to improve the performance of their employees. According to the findings about (93%) of the employees of the university have been put through some sort of training and development programmes. However the study sides with the majority of the respondents (87%) that the practices of training and development programmes at the university is relevant to the needs of the employees .the study concludes that training and development programmes at UCC are very effective thus, the quality of training matches the needs of the employee. The most common training types are on-the-job, mentoring and off-the-job training. Training and development has positive impacts on employee job performance, employee comfortability of working in teams; employee skills and talents, employee satisfaction and morale. Therefore, the conclusion is that there is a positive and direct relationship between training and development and employee and organisational performance. The researcher recommend that managers should frequently their organisations training and development needs. The researcher also recommended that employees must be involved in the training and development programmes.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Training and development is the tonic employees need to enhance their performance and potentials that will, in turn, enhance an organisations effectiveness. Personal and awkward influences are affecting employee training efforts. Laisez-Faire approach to employee training is thus retrogressive. Indeed, a situation where organisations believe that training and development is an act of faith and that employees should find their way is fraught to dangerous consequences. For example some managers of organisations accept training programmes from friends and relatives which are not based on the needs of their organisations. Some employees also do not show seriousness when they are sent on a training programmes. They come late, in some cases, on five- day training program; others will show up on the Last day of the program only. Training should therefore be based on the needs of the organisation. It must benefit the employee in terms of performance and knowledge which will in turn affect the organisation. As it is, some of the micro and macro institutions designed to train and equip employees with the necessary skills and knowledge are not doing well in terms of the number of people they train (Obisi, 2011).

The training, development and education of employees at all levels within organisations are now considered a vital component in maintaining competitiveness in both national and international arenas. It is also of some significance within the human resource management (HRM) and human resource development (HRD) literature. If one accepts a competitive market perspective on HRM development then the central notion is that training and development strategies are key meanings by which the inefficiencies of the employment relationship can be reduced and closer

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approximation to competitive labour market outcome attained. Corporate commitment to training and development should be demonstrated not only in quantitative terms, but also more importantly, in terms of quality. Training help increase upward mobility within the organisation, adjust workers to technological changes being undertaking at the workplace, and also introduce place to the world of work at the entry level. The advantages of organisational training activities may extend throughout a person's entire career and may help develop the individual for future responsibilities. Training then involves the development of the person's knowledge, skills and attitude. It is a person's resource developmental activity that is closely related to increasing or maintaining the productivity of employees (Anane-Appiah, 2011). For this reason, the University of Cape Coast (U C C) Management is making all strenuous efforts to train and develop its human resource to ensure that all employees including the administrative staff acquire the requisite skills and knowledge.

Arnoff observes that training and development foster the initiative and creativity of employees and help to prevent manpower obsolescence, which may be due to the age, attitude or the inability of a person to adapt him or herself to technological changes.

According to Obisi, training is a process through which the skills, talent and knowledge of an employee is enhanced and increased. He argues that training should take place only when the needs and objectives for such training have been identified. Scott, Clothier and Spriegel agree that training is a corner stone of sound management, for it makes employees more effective and productive. They argue that training is actively and intimately connected with all personnel and managerial activities. It would be difficult for a new employee to grow on the job to become a manager without adequate training and development. According to Mamoria, training is a practical and vital necessity because; it enables employees to develop and rise

within the organisation, increase their market value, earn power and job security. Mamoria explains that training helps to mould employees' attitudes so as to contribute meaningfully to the growth of their organisations. The organisation benefits because of enhanced performance of employees. He further states that a well-trained which employee would make a better and economic use of materials and equipment which would go a long way to minimise wastages (Obisi, 2011)

Managing resources for results require certain managerial skills for effectiveness and efficiency in resource utilisation. In work organisation across the world, productivity, improved performance and competitive advantage has become issues of concern among stakeholders. It has been argued invariably that workers training tends to foster skill acquisition and utilisation towards propelling industrial peace and harmony. However, it cannot be ascertain whether workers training programmes have direct positive influence on job security, productivity and improved workers performance among others (Akintayo, 2012).

It is worthy to note that one significant function of human resource management to the effective use of human resources is training and development. Almost everyone now recognises the significance of training and development on the success and growth of organisation. Employees are however a very crucial and expensive resource to every organisation. There are significant changes today in terms of the value of the employee. Along with these changing value are the workplace trends that have significant impact on employees' skills and knowledge. Training is therefore necessary to enhance the knowledge, skills attitude of employees. It will also make it easier for employees to acquire further knowledge based on the foundation gained from the training and further effect changes in other co-workers.in order to sustain performance, there is the need for training to empower the workforce to be creative

and innovative. Training of employees will aid in the productivity, profitability or survival of business in the present competitive business environment. Training is therefore the key element in successful wealth creation (Appiah, 2010).

The ultimate aim of any training programme is to add value and once a training programme cannot add value, it should be reworked or cancelled altogether. Without training, it will be very difficult to acquire skills and without skills, organisation will not achieve its objectives. Some organisations see training as an expensive venture and may put embargo on it and utilise the money for other projects in the organization instead.

Organisations must encourage learning from other organisations through serious approach to serious training and development. Organisations should demonstrate in words and deeds its resolve to place high emphasis on training by having a training philosophy, identifying training needs, training objectives, training administration and also evaluating training needs. It is discovered that organisations show poor attitude to training administration by not preparing and equipping their trainees before, during and after a training programme (Obisi, 2011).

For employees to experience flexibility and effectiveness on the job they need to acquire and develop knowledge and skills and also see visible signs of management's commitment to their training and career needs. Training and development are therefore the tools of investing in people so that they are well equipped to perform. These tools are result of an overall human resource management approach that results in people being motivated to perform (Barron & hagerty, 2001). Indeed, it is apt to say that training and development of employees is an issue that has to be tackled by every organisation. However the quantum of quality and quantity of training carried out differ considerably from organisation according to (Cole, 2002). Factors

influencing the quantity and quality of training and development activities; include the degree of change in the external environment, degree of internal change, availability of suitable skills within the existing work-force and the extent to which management see training as a motivating factor in the work.

Unfortunately, training and development in many organisations are done in an unsystematic manner while others set about identifying their training needs and activities, design and implement them in a manner inimical to the overall success and objectives of the organisation. It is worthy to note that university of cape coast (U C C) has a huge workforce with varied skills this study therefore intends to investigate the impact of training and development on job performance of the administrative staff of the University of Cape Coast. In doing so attempt would be made to investigate performance of the staff.

1.2 Statement of the Problem

According to Cole (2002), training and development enhances skills, knowledge, abilities and competences (SKAC) and worker performance and productivity in organisations. It is for this purpose that several organisations in Ghana (public and private) engage in training and development. The University Of Cape Coast is on of such institutions that has been organising training and development programmes for their staff especially the administrative staff.

Training is one of the most important strategies for organisations to help employees gain proper knowledge and skills needed to meet the environmental challenges. Employee training represents a significant expenditure for most organisations. Training too often is viewed tactically rather than strategically. Organisational leaders are often not clear about what they from training and therefore fail to connect training

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with the organisational goals and strategy. To Daniels, training should not be regarded as a luxury to be undertaken when time and budget allow. Nor is it wise to think training as a remedial, as a matter of shoring up weak employees or fixing problems (cited Isiaka, 2011).

Unfortunately, it is apparent that training and development in university of cape coast over the years is unplanned. This has resulted in many staff especially the administrative staff being denied of any form of training. Besides, it appears there is no coordinated process of staff development programme in the institution. A brief interaction with some of the staff members of the university was clear that their destiny have been left in their hands to find ways of training, improving and upgrading themselves through scholarships and other incentives.

All jobs in organisations are done through people, yet over the years most organisations have failed to attach the necessary attention to employee training and development. Organisations particularly public institutions, in most cases, do not see the need to train and develop their employees. However, in an era where public institutions are required by governments and major stakeholders both internal and external to contribute favourably to national development just like private institutions, all public institutions have realised the importance of developing the capacities of their employees in order to meet the ever increasing demands and expectations of the government and the public (Yawson, 2009)

Consequently, in absence of systematic, planned and efficient training and development of the administrative staff by management of the university of cape coast majority of teachers seek scholarships, study leaves and some even study leave without pay to upgrade themselves. Thus, there exist problems some problems within the human resource development programmes of the administrative staff of the

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University of Cape Coast. This study is thus primarily aimed at evaluating the role of training and development on the human resource and how it affects the performance of the administrative staff of the University of Cape Coast.

1.3 Purpose of the Study

The main objective of the study was to investigate the impact of training and development on job performance at the University of Cape Coast (UCC).

1.4 Specific Objectives

The specific objectives of the study were to;

1. Examine the training and development programmes at the University.
2. Assess the effectiveness of the training and development programmes.
3. Evaluate the impact of the training and development programmes on job performance.
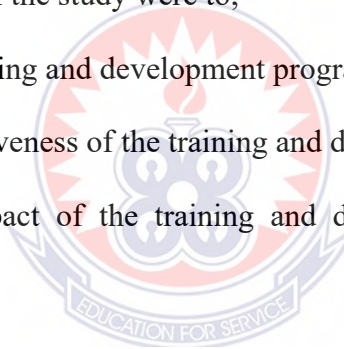
1.5 Research Questions

The primary research questions addressed in this study were as follows:

1. What training and development programmes are provided to employees of the University of Cape Coast?
2. How effective are the training and development programmes in the institution?
3. What is the impact of the training and development programmes on job performance?

1.6 Significance of the Study

The study is being carried out with the hope to assist management of UCC in reviewing, planning and implementing training and development programs for its staff so as to reap the benefits of their maximized performances. Also, staff of the institution will also benefit from improved training and development programs from the institution to enable them gain more knowledge and skill to be able to perform better on their jobs and also for self-fulfilment. Other institutions in different industries can adopt this study to enable them get more from their employees through training and developing them. This study will also add to the existing literature on training and development for other researchers in their future researches.

1.7 Limitations of the Study

In the course of information gathering, the following problems were encountered. The first problem relates to the unresponsiveness of some staff members, which despite numerous extensions granted, did not result in the submission of completed questionnaires. Also, the sampling method used by researcher was limited as the respondents were selected conveniently instead of using a more regulated method such as simple random sampling. The analysis and discussion based on the perceptions of the sample respondents may vary if the sample was collected at a different time of year and from a different geographic region. Also, the researcher chose to use close-ended questions in the questionnaire for data collection because it facilitated data analysis.

1.8 Delimitations of the Study

The study was conducted using only the University of Cape Coast (UCC) instead of other institutions in the industry or other industries in other geographical locations in the country because of the ease to access of information.

1.9 Organization of the Study

This study consists of five chapters. The first chapter is the introduction. It talks about the background of the study, statement of the problem, purpose of the study, research questions, and significance of the study and limitations of the study. The review of related literature is discussed under chapter two. The third chapter covers the methodology adopted for the study, which describes the research design, the population for the study, the sample size and sampling techniques. It further addresses, research instruments, data collection procedure and analysis of data. The fourth chapter discusses the analysis of the data and findings. Chapter five summarizes the findings and also contains suggestions as well as recommendations by the researcher.

CHAPTER TWO

LITERATURE REVIEW

This chapter explains and reviews training and development literature in three thematic areas namely; human resource management, training and career development. It also discusses the relevance of training and development in organisations in general.

To begin with, it is significant to comprehend that training has traditionally been defined as the process by which individuals change their skills, knowledge, attitudes, or behaviour (Robbins & DeCenzo) (cited in Encyclopaedia of Busmess and Finance, 2001). In this context, training involves designing and supporting learning activities that result in a desired level of performance. In contrast, development refers to a long-term growth and learning, directing attention more on what an individual may need to know or do at some future time. According to Encyclopaedia of Business and Finance (2001), whereas training revolves more on current job duties or responsibilities, development points to future job responsibilities.

The incessant need to improve upon the quality of goods and services in order to allow an organisation to compete effectively and efficiently has made it mandatory for employers to strive to improve the knowledge, skills and attitudes of their employees, Management of organisations also: need to be developed to be on top of the work. The increasing diversity of the workforce therefore demands continuous training and development to help ensure that organisational members have the requisite knowledge, skills and attitudes needed. To perform their jobs effectively and efficiently, take on new responsibilities and more so, adapt to fast changing conditions. While training primarily focuses on coaching or assisting people on how

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to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers, development focuses on building knowledge and skills of people to enable them to be prepared to take on new responsibilities and challenges (Typepad, 2011).

2.1 Definition of Key Concepts

2.1.1 Concept of Training

An important upbringing area of every Human Resource Management role is training and development for a capable use of human resources. It is also known that an improved capabilities, knowledge and skills of the workforce proved to be a major source of competitive advantage in every organization. Training refers to bridging the gap between the current performance and standard desired performance. Training increases the knowledge and skill of an individual for doing a particular job. In the current condition pertaining to training is increasingly seen as a means of not only aiding the growth of the individual employee but as an incorporated part of organizational growth.

Chiaburu and Telkleab (2005), defined training as a planned intervention aim at enhancing the elements of individual job performance. Ngirwa (2009) defined training as a learning process in which employees acquire knowledge, skills, experience and attitudes that they need in order to perform their job better for the achievements of their organizational goals. It tides the gap between the job requirements and employee present specification. It simply means that changing what employee knows how they work, their attitudes towards their jobs and organization.

Training is a planned process of increasing the knowledge and skills of the employees for doing a specified job by providing a learning experience.

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Armstrong, (2008), defined training as the planned and systematic modification of behaviour through learning events, programs and instructions, which enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively.

Training is not only to develop employees but also help an organization to make best use of their human resources in favour of gaining competitive advantage. This means that training helps the employees or trainees acquire new skills, technical know-how and problem solving capabilities, thereby improving the performance of the employees. Training is also trying to amend skills and increase to the existing level of knowledge so that the employee is better fitted out to do is present job, or to equip him/her to be fit for a higher job involving higher responsibilities. This is to say that Employee training is the planned and systematic modification of behavior through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively (Gordon 1992).

Rowden (2002), suggest that training may also be an efficient tool for improving ones job satisfaction, as employee better performance leads to appreciation by the top management, hence employee feel more adjusted with his job. According to Rowden and Conine (2005), trained employees are more able to satisfy the customers and (Tsaielal; 2007) employees who learn as a result of training program shows a greater level of job satisfaction along with superior performance. Armstrong (1996) expressed an understanding of training by emphasizing that training should be developed and operated within an organization by appreciating learning theories and approaches if the training is to be well understood. Sherman et al (1996), added that, the success of a training program will depend more on the organization's ability to

identify their needs and 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 also indicated that training experts believe that if trainees do not learn, it is probably only because some important learning principle had been overlooked. This simply means that the progress or failure of a training program oftentimes related to the acknowledgment and practical application of some basic psychological principles of learning. In other words, it means that organizations might have done all the necessary planning to ensure a successful training program, where the wrong employee would have been selected for the training program.

According to Barrington and Stimpson (2002), training is needed so as to introduce a new process; improves the efficiency of the employees; provides training for unskilled workers to make them more valuable to the firm; decrease supervision needed; improves the opportunities for interval promotions as specific skills, communication and behaviour; decrease the chances of accidents. Training is an important tool for the organization to restore the performance of the employees for the organizational growth and stability. An employee will become effective and effective and efficient and more productive if he is well trained.

2.1.2 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 ltika (2002), 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.

2.2 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, behavior, 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.

2.3 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 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 important of training as a major influence on the success of every organization. Employees are very important human resource, but expensive resource. According to Cole (2002), the specific factors and benefits that can address problems related to performance in the organization as follows:-

2.4 Benefits of Training and Development to Organisation

Trautman (2012) indicated that Organisations offer training and development to their employees in order to stay competitive in the global marketplace. While the human resource department is responsible for training and development programmes, all managers throughout an organisation work with their employees to create individual training and development plans that address the needs of each employee. Management Study Guide (2012) stressed that training and development is a vital part of the human resource development. It is assuming an important role in the wake of the advancement of technology which has resulted in an ever increasing competition, rise in customer's expectation of quality service and a subsequent need to lower costs. It has also become more important globally in order to prepare workers for new jobs.

In the work of McNamara (cited in McClelland, 2002) it is argued that increased productivity is the most important reason for training. However, it is vital to note that it is only one of the benefits. Training is essential not only to increase productivity but also to motivate and inspire workers by making them know how important their jobs are and giving them all the information they need to perform those jobs. This leads to increased job satisfaction and morale, motivation, efficiency in processes resulting in financial gain, capacity to adopt new technologies and methods, innovation in strategies and products and finally reduced employee turnover (McClelland, 2002).

Quality is one of the key features required for survival of an organisation in long term. Total Quality Management and other quality management techniques require staff training as an important prerequisite for its successful implementation (Ansar, 2009). Empowerment will give managers the opportunity to move away from telling employees exactly how to solve a problem, and rather provide employees with guidance necessary for long-term growth and performance improvement. Managers

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will also learn how to expand the organisation's "human assets" by assigning projects that stretch the skills of employees and allow them to confront and overcome areas of weakness. The competitive strategy builds a sustainable competitive advantage over the organisation's rivals. This defines the fundamental decisions that guide the organisation's marketing, financial management and operating strategies (Manu, 2004).

Cedefop (2011) wrote that training being perceived as a gift, as something which triggers commitment to the organisation, seems more likely in a context in which much attention is paid to the 'human factor' in the firm and to the relationship of employees to their employer. This is corroborated by Ansar (2009) who submitted that training is one of the most important parts of an organisation's overall strategy. He expounded that before starting a particular venture or considering a potential acquisition, the first question that arises is, whether there are required skills present in the organisation or not? Typically, all key skills required for efficient management of a company must be available in it; however other non- core activities can be outsourced. The need for training arises due to the advancement in technology, need for improving performance or as part of professional development.

Kraiger and Aguinis (2009) stated that training-related changes should result in improved job performance and other positive changes, that is, acquisition of new skills ;(Hill & Lent), (Satterfield & Hughes) that serve as antecedents of job performance (Kraiger). Reassuringly, Arthur et al. conducted a meta-analysis of 1152 effect sizes from 165 sources and ascertained that in comparison with no-training or pre-training states, training had an overall positive effect on job-related behaviours or performance. However, although differences in terms of effect sizes were not large, the effectiveness of training varied depending on the training delivery method and the

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skill or task being trained. Ekot (2010) stated that when companies with business problems are given a fresh or an unbiased professional opinion or exploration, evaluation, or critique, job satisfaction, employee motivation and morale are increased, reducing employee turnover. He argues that processes also increase in efficiency resulting in financial gain. In much the same vein, innovation is enhanced which breaths new strength to strategies, products and the company's capacity to adopt new technologies and methods. Brum (2007) observed that, once a training programme is completed, worker productivity is expected to increase. The benefits will be to the company, due to an increase in worker output and productivity, and to the worker, as the increase in output would translate into higher wages and opportunities for career advancement.

Evidence can be traced in the work of Gustafsson (cited in Kárpáti, 2009) that the primary aim of teacher training is to develop educational skills that are compatible with education policies and to enable teachers to deliver these policies. It is a complex task to define teaching practices that have an impact on student performance since what counts as an effective teaching strategy varies by student age group, personality, learning ability and social background, and different strategies call for different teaching skills.

Training has a positive impact on productivity and wages. The marginal product of a trained worker is on average 23% higher than that of an untrained worker while wages only increase with 12% in response to training. The difference is statistically significant. This finding is consistent with recent theories that explain training by models with imperfect competition in the labour market and is robust against different kinds of specifications and estimation strategies among the different manufacturing

sectors, the largest productivity gains can be found in the Chemicals and Rubber & Plastic Industries (Konings & Vanormelingen, 2010).

Ekot (2010) stated that training is an organisational effort aimed at helping employees to acquire the basic skills required for the efficient execution of the functions for which they are hired. She emphasised that through training, workers are helped to focus, and priority is placed on empowering employees. Productivity is increased, positively affecting the bottom line. In addition, employee confidence is built, keeping and developing key performers, enabling team development and contributing to better team morale. Besides, employees are kept current on new job-related information thereby contributing significantly to better customer service. Employees are updated on new and enhanced skills, with a view to aligning them to business goals and objectives. After a downsizing, remaining workers are given the technical and management skills to handle increased workloads.

Training and development is beneficial not just to the organisation itself but also to the individual employees. Furthermore, training and development leads to improved profitability and more positive attitudes towards profit orientation, improves the job knowledge and skills at all levels of the organisation, the morale of the workforce and helps the employees identify with organisational goals. Training and development again benefits individual employees by helping them make better decisions and effective problem- solving, assisting in encouraging and achieving self-development and self-confidence. It also helps an employee handle stress, tension, frustration, and conflict, increase job satisfaction and recognition and move the person towards personal goals while improving interaction skills evidenced in the works of Sims cited in (Feedj it, 2012).

Companies and employees benefit from career development and training programmes. Organisations are able to train their existing staff to handle additional responsibilities, while employees benefit from receiving additional training on a resume. If employees are able to show well-rounded skills and list additional training on their resumes, they have a better chance of landing new positions (Stringfellow, 2012). Pacific Oaks College (2012) wrote that it should come as no surprise if students better understand the subject material, and are taught in a more efficient way, they will flourish both in and out of the classroom, and even help to achieve better rankings for their school. Creating a setting that interests students makes them feel comfortable, and encourages them to participate in classroom activities and ask questions. This leads to a more effective lesson and greater overall learning.

2.5 Basic Steps in Training Process

Infande (2012) reasoned that there are four basic steps to training and these are discussed below:

According to him, training is one of the most profitable investments an organisation can make. No matter the business or industry in which one works, the steps for an effective training process are the same and may be adapted anywhere. Consequently, if one ever thought about developing a training programme within one's organisation the following four basic training steps should be considered. It would be interesting to discover that all the four of these steps are mutually necessary for any training programme to be effective and efficient.

STEP 1: **Establishing a Needs Analysis**

This step identifies activities to justify' an investment for training. The techniques necessary for the• data collection are; surveys, observations, interviews, and customer comment cards. Several examples of an analysis outlining specific training needs are customer dissatisfaction, low morale, low productivity and high turnover. The objective of establishing a needs analysis is to find answers to the following questions:

1. "Why" is training needed?

2. "What" type of training is needed?

3. "When" is the training needed?

4. "Where" is the training needed?

5. "Who" needs the training? And "Who" will conduct the training?

6. "How" will the training be performed?

By determining training needs, an organisation can decide what specific knowledge, skills, and attitudes are needed to improve the employee's performance in accordance with the company's standards. The needs analysis is the starting point for all training. The primary objective of all training is to improve individual and organisational performance. Thus, establishing a needs analysis is, and should always be the first step of the training process.

STEP 2: **Developing Training Programmes and Manuals.**

This step establishes the development of current job descriptions, standards and procedures. Job descriptions should be clear and concise and may serve as a major training tool for the identification of guidelines. Once the job description is

completed, a complete list of standards and procedures should be established from each responsibility outlined in the job description. This will standardize the necessary guidelines for any future training.

STEP 3: **Delivering the Training Programme.**

This step is responsible for the instruction and delivery of the training programme. Once you have designated your trainers, the training technique must be decided. One-on-one training, on-the-job training, group training, seminars, and workshops are the most popular methods. The trainer should have:

1. A working knowledge of the subject being taught.
2. An ability to motivate participants to "want" to learn.
3. A good sense of humor.
4. A dynamic appearance and good posture.
5. A strong passion for their topic.
6. A strong compassion towards their participants.
7. Appropriate audio or visual equipment to enhance the training session.

For a training programme to be successful, the trainer should be conscious of several essential elements, including a controlled environment, good planning and the use of various training methods as well as good communication skills and trainee participation.

STEP 4: **Evaluating the Training Programme.**

This step will determine how effective and profitable the training programme has been. Methods for evaluation are; pre-and post- surveys of customer comments cards,

the establishment of a cost and benefit analysis outlining the expenses and returns, and an increase in customer satisfaction and profits. The reason for an evaluation system is simple. The evaluation of training programmes is no doubt the most important step in the training process. It is this step that will indicate the effectiveness of both the training as well as the trainer.

There are several obvious benefits for evaluating a training programme. First, evaluations will provide feedback on the trainer's performance, allowing them to improve themselves for future programmes. Second, evaluations will indicate its cost-effectiveness. Third, evaluations are efficient ways to determine the overall effectiveness of the training programme for the employees as well as the organisation. The importance of the evaluation process after the training is critical. Without it, the trainer does not have a true indication of the effectiveness of the training. The need for training employees has never been greater. As business and industry continues to grow, more jobs will become created and available. Customer demands, employee morale, employee productivity, and employee turnover as well as the current economic realities of a highly competitive workforce are just some of the reasons for establishing and implementing training in an organisation. To be successful, all training programmes must receive support from the top management as well as from the middle and supervisory levels of management. It is a team effort and must be implemented by all members of the organisation in order to make it fully successful.

2.6 Training Cycle

According to Management Services Commission, training cycle involves identifying deficiencies, designing inputs and outputs as well as identifying learning strategies which should be evaluated to produce feedback that can be used to improve

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subsequent training. Systematic training cycle would include the following: identifying training needs, planning the training, carrying out the training and evaluating the training to know whether the training program is worthwhile (cited in Obisi, 2011).

The cycle of a planned training begins with the first step of identifying or conducting needs assessment of the whole training programme. This involves the identification and definition of organisational and individual needs to acquire new skills and knowledge or to improve existing competences. Step two is where the objectives of the training are defined to know exactly what the training seeks to achieve. Here, the learning objectives are set which defines not only what has to be learnt from the training but also what the trainees must be able to do after the training programme. In step three, preparations are made for the training. The training is planned to meet the needs and objectives by getting the right combination of training materials, techniques and facilities. The plan should be able to answer who, what, where and how to train. The step where the actual training is conducted or implemented is step four. Here, it is important that the most appropriate methods are used to enable trainees to acquire the skills, knowledge, levels of competence and attitudes they need. The last step of training is evaluation. Here, the effectiveness of the training is monitored during the programme and after the training, measured and evaluated to assess the impact to determine whether or not the trainees achieved the objectives of the training programme (Sarkodie, 2011).

2.7 How to Assess the Impact of Training on Staff Performance

Browne (2012) gave tips on how to assess the impact of training on staff performance. According to him, modem businesses have to be flexible and change along with rapidly evolving society. Given this reality, almost all businesses today need to conduct some kind of staff training on a regular basis. Most often, this training relates to employees acquiring new work-related skills, but sometimes legal or regulatory changes mandate the sessions. Training costs businesses a good bit of money, and companies want to know that they are getting their money's worth and that employees actually internalise these new skills.

1. Discuss training evaluation methods upfront with the training companies and consultants you are interviewing to conduct your training. Communicate your expectations for the training and insist that the training include both test-based initial evaluations of the training and follow-up assessment methods that will allow you to determine a return on investment from the training.

2. Perform some type of test-based evaluation of the training immediately after its completion. This test should cover the material presented during the training, focusing on applying the new knowledge to job processes. All employees must pass this test (or retake the training).

3. Establish a training assessment period during which you assess the effect of the new training. This period should be at least a few weeks and perhaps a few months, depending on the extensiveness of training and the specific business processes involved. You need a training assessment period so that the staff can have time to adjust and incorporate what they learned into their job activities. This bottom-line assessment of the training should measure an objective output before and after the training, that is, the number of widgets produced by

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the company a day or the number of new clients, or the amount of gross sales a month, and so forth.

2.8 Measurement of Criteria for Training and Development

Bernthal (2011) outlined that the following are some criteria to consider when identifying the measures of effectiveness for training and development curricula:

1. Ensure that the measurement systems are easy to understand by everyone involved.

2. Decide what you are going to do with the data you gather. For instance, are you going to distribute it? Is it going to be part of a presentation?

3. Manage your internal customers' expectations. Make sure that they are comfortable with the type of data you are collecting and that they will have confidence in the results.

4. Before deciding on which measurements to use, identify the business needs. What is the root problem that is driving the training?

5. Identify the objectives of the training curriculum for the short term and the long term. Where should you see immediate versus long-term effects?

6. Candidly discuss any barriers, drivers, or constraints to implementing the training and development curriculum.

7. Define the audience levels of employees who will benefit from the training. How will the training affect these breakouts? Link the business strategy and cultural strategy to the training and development curriculum. How does the training support the strategy?

8. Allow the measurement systems to be influenced by those making the decisions. If you do not involve your primary customers in the design of the measurements, they will be less likely to accept the results.

9. Decide whether your measures will be "one shot" or long term. Are you going to evaluate the programme once, using a single group of employees, or do you plan to collect data on a regular basis (that is monthly)?

10. Identify a minimum acceptable level of effectiveness for your training and development curriculum. What kinds of results do you expect? What will satisfy you and your internal customers?

11. Use any measurements of training and development activities that can be converted to dollars-the most effective way to measure Return on Investment (ROl).

Table 2.1 Criteria for Measuring Training and Development

Level of Measurement	Definition	Examples of Measurement
Level 1 Reactions and Planned Action	How did participants respond to the training?	• Post-session participant questionnaire • Verbal feedback • Observation of trainees
Level 2 Learning	To what extent did the participants experience changes in attitudes, skills or motivations as a result of the training?	Pre-test/Post-test change scores on measures of skill or knowledge. Retrospective assessment of skills after training.

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		Performance tests or simulations to gauge learning
Level 3 Behaviour (on-the job Application)	Can behaviour change be observed on the job as a result of the training (training transfer)?	Pre-test/Post-test measures of behaviour (assessments, 360^0 feedback, surveys, interviews, etc.) might involve a control group. • Retrospective assessment of skills before training versus skills after training (for example "How was I before and after"?).
Level 4 Results	How have organisational outcomes change as a result of the training programme?	Changes over time against baselines. • Estimates of bottom-line impact provided by managers or other observers.
Level 5 Return on Investment	Did the benefits of training outweigh the costs?	Cost of training and development versus ROI.

Adapted from Bernthal (2011)

2.9 Types of Training Methods

The success of any business organisation, whether in the private or public sectors, lies mainly in the quality of its human resources. Literature confirmed that training of manpower is a major prerequisite for any organisation that wishes to achieve maximum productivity through the efficient and effective performance of its employees. Employees can only perform better through the acquisition of skills, knowledge and ability from training programmes.

2.9.1 On-the-Job Training

On-the –job training is delivered to employees while they perform their regular jobs. In this way, they do not lose time while they are learning. After a plan is develop for what should be taught, employees should be informed of the details. A timetable should be established with periodic evaluations to inform employees about their progress. On-the-job techniques include orientations, job instruction training, apprenticeships, internships and assistantships, job rotation and coaching (Yawson, 2009). Taiwo (2007) stated that on- the- job-training is the method used to acquire specific skill while the individual is on the job. On- the- job training is required to improve the staff that had inadequate academic qualification for his job performance when he was employed specifically in a situation of acute manpower shortage. This is also regarded as training within industry or training within organisational policy. The definition also suggests that on -the- job method is a specific form of job instruction. It imparts only those skill needed by the worker to perform a particular job competently. This is why it is mostly done in plant. However, it can be done outside the plant too. This specific form of training can both be formal and informal. Formal

in the sense that, what is to be instructed is organised, manned or structured sequentially. These forms of training are:

On-the-job training (OJT); refers to a structured or non-structured system of training that occurs in the workplace. It may also be described as job instruction training in the study of Rothwell and Kazanaz (éited in Orser, 2001). Conjecture Corporation (2012) wrote that on-the-job-training is a type of skill development where a worker learns how to do the work through hands-on experience. This is in contrast to skill formation that is purely cognitive or perceptual. OJT generally gives the trainee the opportunity to work in the same place and with the same equipment that will be used regularly which can make it an efficient approach to learning new things. Taylor (2012) stated that on-the-job training often supplements other kinds of training, for example, classroom or off-site training; but on-the-job training is frequently the only form of training. It is usually informal, which means, unfortunately, that the trainer does not concentrate on the training as much as he should, and the trainer may not have a well-articulated picture of what the novice needs to learn. According to Business Dictionary (2012), on-the-training involves employee training at the place of work while doing the actual job. Usually a professional trainer (or sometimes an experienced employee) serves as the course instructor using hands-on training often supported by formal classroom training.

2.9.2 Types of On —the- Job Training

Induction training

Induction training is important as it enables a new recruit to become productive as quickly as possible. It can avoid costly mistakes by recruits not knowing the procedures or techniques of their new jobs. The length of induction training varies

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from job to job and will depend on the complexity of the job, the size of the business and the level or position of the job within the business (Riley, 20 12).This is given to newly appointed staff immediately they are employed. This type of course is highly essential for newly recruited staff for the following reasons:

1. The new employee is protected from making costly mistakes.

2. It makes him understand the general objectives, scope, programmes, problems, policy and structure of the organisation.

I Induction courses are also very necessary for newly employed officers to enable them gain self-confidence and perform better to meet the desired expectation. The period may vary from few days to a few weeks depending on the situation (Taiwo, 2007)

- In- service Training

  This is the type of training which an officer or staff undertakes while he is still in the employment of an establishment or institution. It is intended to update the officer's activities at all levels (Taiwo, 2007). According to William, 0' Donnell, Garavan and Anao (cited in Taiwo, 2007), in- service training is necessary in such a dynamic field like modem agriculture in a developing country like Nigeria. He went further to say that it should be regarded as supplementary to rather than substitute for the formal study programmes. This is particularly so when the formal training given will be getting outdated. It is usually impossible to learn all essential techniques required during the pre-service or induction- training period. The programme could be an informal agricultural training lasting two or more years..

2.9.3 Off-the - Job- Training

This is the type of professional training given to individuals before they are appointed. It is usually carried out on full-time basis, in schools, colleges and even universities lasting through a specific period (Taiwo, 2007).This occurs when employees are taken away from their place of work to be trained (Riley, 2012). A wider range of skills or qualifications can be obtained or learnt from outside specialists or experts. Employees can thus be more confident when starting job using off—the-job training.

However, it is more expensive, for instance, transport and accommodation, loss of working time and potential output from employees. New employees may. Still need some induction training and employees who have new skills or qualifications may leave for better jobs (Riley, 2012). (Yawson, 2009) wrote that off-the-job techniques include lectures, special study, films, television conferences or discussions, case studies, role playing, simulation,

Programmed instruction and laboratory training. Most of these techniques can be used by small businesses although, some may be too costly.

2.10 Kinds of Training

The kinds of training selected by each organisation should depend on the objectives and the level of education and position of employees in the organisation. Some of these are the job training, orientation training and career development training (Appiah, 2010). Authors like Beltran, Ghosh, and Kadiyala (2009), Sarkodie (2011) and Appiah (2010) presented the various kinds of training which they are discussed below:

i. Word of Mouth (WOM)

This is presently the most common method of training. It is the kind of training where speech and human interaction is the major key. Whether the instructor is an outside contractor, inside IT professional, or a trained peer co-worker, what distinguishes this from computer based training is human interaction and feedback. The kinds of WOM training are:

- **Person-to-Person**

  This type of training involves an individual trainee paired with an individual instructor. The trainee's attention and concentration is mostly guaranteed to be in the task and in the training. The trainer can give personal attention to the trainee as well. This method can be expensive because of the individuality of it.

- **Group or Classroom**

  This type of training is cost-efficient since it takes advantage of one trainer for multiple trainees. The benefit of structured learning is another positive aspect of this method. A consequence of this method is that since everyone is different, some trainees may get lost in the process and pacing is different (Beltran, Ghosh & Kadiyala, 2009). Classroom training involves training through classroom instruction in which employees acquire knowledge in a classroom setting. It may take place within the organisation or in colleges, polytechnics and universities (Sarkodie, 201 1).

ii. Technology Aided Training

This kind of training is cost efficient. The method usually involves self-training, self-study, and self-guidance. Examples of this method are the tutorials,

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manuals, web tutorials, video tapes, and computer based training (CBT). CBT is growing rapidly in use because of its flexibility of integrating text, graphics, sound, animation and video (Scott & Violette, 1996). Most of the time, trainees can pace themselves according to their capabilities using these methods, but there is a lack of feedback and guidance. Trainees, if not knowledgeable and if lacking the proper educational background, may confuse themselves even more (Beltran; Ghosh & Kadiyala, 2009).

iii. Instructors

The kinds of instructors are also considered in the budget. There are contracted outside instructors that companies may hire. The advantage to this is that they are focused on training as their task, have experience in training, and therefore can be considered experts.

They may be expensive and there may be a chance that they do not know the company culture and therefore may not accurately customise their training to the needs of the company. The IT division of a company may have trainers as well. This is a more cost- efficient way, and they may know the company culture. There are times when IT specialists do not want to be bothered by training duties because they would rather be doing technical duties, or they may not be familiar with the training needs of the trainees (Beltran, Ghosh & Kadiyala, 2009).

Certain chosen employees can serve as instructors. A study by Fitzgerald and Cater-Steel considers these trainers. Having this kind of instructors' present lower costs, easier adaptation to the demands of the workplace, and rapport with the trainees. Since they are "one of them", trainees do not feel as intimidated. These trainers gain more responsibilities added to their present workload. Training others may be

burdensome and may take them away from their initial duties (Beltran, Ghosh & Kadiyala, 2009).

2.11 Types of Training Programmes

The kinds of training selected by each organisation should depend on the objectives and the level of education and position of employees in the organisation. Some of these are job training, orientation training and career development training (Appiah, 2010).

- **Job Training**

This helps employees develop the skills; knowledge, the right attitude and experiences needed on the job and involves teaching the employees how to work on the job hired for.

- **Orientation Training**

This is given to newly hired employees to induct them into the organisation and also train them on the job they will hold. The employees are thought the culture, values, mission and processes and activities followed in the organisation.

- **Career Development Training**

This is also given to employees at all levels in the organisation to prepare them for future changes, new venture creations and responsibilities (Appiah, 2010).
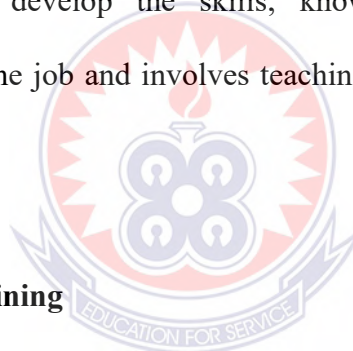
2.12 Some Typical Ways of Learning

According to McNamara, training methods are either on-the-job, implemented outside the organisation or a combination of both .The following is a brief overview of rather typical methods of development (in alphabetical order):

- Apprenticeships

For centuries, apprenticeships were the major approach to learning a craft. The apprentice worked with a recognized master craft person. Particularly during times of low unemployment, businesses are eager to get any kind of help they can find. Seeking an apprenticeship may be a very useful and effective way to eventually develop a new skill.

- **Career Counselling**

Learners have the opportunity to work with their supervisors to develop career plans which identify areas for improvement or advancement, and how those areas can be addressed and when.

- **Coaching**

Coaching is becoming a very popular means of development, and often includes working one - on - one with the learner to conduct a needs assessment, set major goals to accomplish, develop an action plan and support the learner to accomplish the plan. The learner drives these activities and the coach provides continuing feedback and support.

- **Continuous Learning**

Continuous learning is learning how to learn. This involves developing skills in reflection, which is the ability to continually inquire and think about experience to draw conclusions and insights. It also involves the ability to conceptualize the

learning process. Continuous learning is often associated with the concepts of system thinking and organisational learning.

- **Courses**

Universities, colleges and training centres often have a large number of courses in management, professional and personal development. If the learner is looking to build a skill, then he or she must actually apply new information from these courses - otherwise, the learner is collecting information rather than building skills.

- **Internships**

Internships are offered usually by organisations to university and polytechnic students who want to find work experience during long vacations. The internships offer precious, real- life job experience and the organisations often get skilled, highly dedicated service. More often than not, interns go on to be hired by the organisations, as well.

- **Job Assignments**

Job assignments are opportunities from which to learn. To cultivate learning, consider having employees to write short reports, including an overview of what they did, why they did it, what areas of knowledge and skills were used, how the job might have been done better, and what areas of knowledge and skills would be needed to improve the job.

- **Lectures**

Lectures, or focused presentations by experts on subject matter, are held in a wide variety of locations, not just in classrooms. Professional associations often bring in speakers. Guest lectures are often sponsored by local universities, colleges and training centres, and announced to the public.

- **Management Development Programmes**

Universities, colleges and training centres usually offer these programmes. They carefully review their programme content and design to ensure that training includes real-life learning activities during which learners can develop skills for the workplace.

Self-Directed Learning

Highly motivated learners can usually gain a great deal of knowledge and skills by identifying their own learning objectives, how to meet those objectives and how to verify that they have met the objectives, as well.
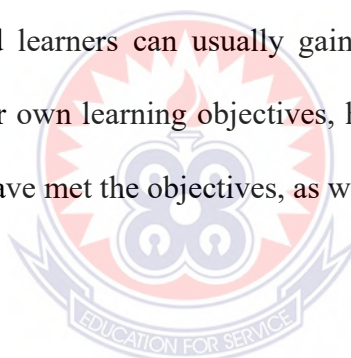
- **Online Training**

There are an increasing number of approaches to online learning. Sources of online training include learning from computer diskette, CD-ROM, the Internet or Web-based training.

- Tutorials

Tutorials include guidance to proceed through learning some technique or procedure, for example, a tutorial on using a computer software package.

- Training Courses and Workshops

Workshops, seminars, convention sessions are useful, in particular, for highly focused overviews of a particular subject or training about particular procedures.

- **On-line Learning**

On-line learning (or eLearning) is where a learner uses a variety of computer and networking technologies to access (often geographically remote) training materials and interact with learners. (Note that not all online learning or e-learning is distance learning, for example, a learner might use an interactive CD-ROM on his or her computer (Kennedy, 2009).

2.13 Types of Skills Needed at Different Levels of Workforce

Paul identified three types of skill needed at different levels of work force namely: Technical skills, human skills and conceptual skills.

Technical skills

This implies a mastery of specific kind of activity such as those involving methodology procedures or techniques and may be more important at lower levels of the organisation. It is more appropriate with the cadre of housekeepers or cleaners.

The human skills

This involves acting effectively a group member (or leader) and building cooperative effort.

Conceptual skills

It involves the ability to see the enterprise as a whole and assume greater importance at top management level. The experiences acquired on the job and introduction of some electrical gadget, call for special skills at the various levels of the organisation. It was observed that the technical trained personnel are promoted into supervisory position, making the chain of work force longer The supervisors tend to push the bulk of work they are trained for to the junior workers who probably do not possess the technical knowledge of carrying out the work effectively (cited in Akinfolarin & Alimi, 2011).

2.14 How to make Training Effective

According to Encyclopaedia of Business and Finance (2001), following a well-structured plan for designing, implementing, and evaluating training and development programmes is helpful in ensuring the effectiveness of the programme and achieving a return on investment. To be effective, training should reflect the following guidelines:

It should be tied to the organisation's culture and goals. The current mission and goals should guide the development of all training and development activities. Each potential training activity should be reviewed by asking: How will this help achieve the organisation's mission or goals?

It should be perceived as important by trainee. Training should be viewed as important and relevant for achieving personal success and high performance levels.

It should be relevant to the needs of the trainees. Some form of assessing the needs of the trainees should be completed prior to training to ensure that the programme and learning activities are relevant to what the trainees need to learn or do.

It should be linked to the workplace. Once training is completed, a plan should be completed by all trainees, outlining how they will integrate the training results into their job. Some type of action plan defining what activities will be completed, how they will be done, and when they will be implemented should be used.

It should be applied but based on sound learning principles. Current learning and training theories and principles should be used as the foundation for developing and delivering training programmes, but the learning activities should stress how these theories and principles can be used in daily job duties.

It should be supported and reinforced. If training is to be implemented effectively, support should be given by the trainees' supervisor and others who have an impact on the performance of trainees. In addition, policies and performance reward systems should be adopted help support the training efforts and recognise when performance has improved as a result of training.

2.15 Approaches to Training and Development

Niazi (2011) gave out tips to approach training and development as follows;

Reactive Approach

The traditional approaches to training can be generally termed as reactionary, driven by tactical delivery of technical skills in bricks and mortar and classroom training where training is seen as an event oriented activity.

Proactive Approach

In the learning organisation, this approach aligns all learning activities with the corporate business strategy, and its focus is on developing competencies.

Active Learning Approach

In this approach, trainees play a leading role in learning by exploring issues and situational problems under the guidance of their facilitator. The trainees learn by asking thought provoking questions, searching for answers, and interpreting various observations made during the process The active learning approach has a lasting impact on learning since it helps in long-term retention and finding better solutions in. the challenging situations. In today's fast paced world, continuous learning is very essential to success. Individuals need to learn to succeed in life and at work: Companies need to ensure their employees continue to learn so they can keep up with increased job demands and so the company can gain or maintain competitive advantage.

2.16 Barriers to Training and Development

Sussman (2002) identified three types of barriers towards training which include the following; Situational, Institutional and Dispositional or Psychological.

Situational barriers arise from one's situation in life at a given time- for example, being too busy at work, financial constraints, family responsibilities or lack of child care, and language or health problems. Institutional barriers consist of established practices and procedures that exclude or discourage participation, such as high tuition fees, entrance requirement, limited course offerings, or courses offered at inconvenient times or locations. Dispositional barriers involve attitudes and opinions towards learning, as well as perceptions of oneself as a learner.

Effective learning is directly related to and dependent on the social and emotional wellbeing of the learner. It is important to recognise that particular conditions may arise within the social, economic and political environment in which the learner's life

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impacts negatively on the learner's social and emotional well-being, thus placing the learner at risk of learning breakdown. Such factors either impact directly on the learner's family or community. Jennings (2010) gave five common barriers that Learning and Development (L&D) managers should think about when starting out to transform their learning operations to deliver greater value. They are;

1. Efficiency-No machine can work at 100% efficiency without breaking the first and second laws of thermodynamics. Efficiency can be improved in almost every case by changing focus from 'learning' to 'performance'.

2. Focusing on outputs rather than inputs. This sounds simple enough, but requires many L&D professionals to adopt a new mind set and new approaches to the way they do their jobs.

3. Inertia-L&D departments generally adapt to change slowly. However, L&D is not buffered from the rest of the world where change is increasing in speed and complexity and other professional groups need to find ways to respond faster, more flexibly, and more innovatively than they have in the past. If L&D as a function is to survive and thrive then it needs to get on the front-foot and embrace change in the way it approaches performance challenges. This may need transforming L&D structure and organisation, re-skilling L&D professionals, re-engaging with stakeholders and so on. But change is essential if L&D departments are to increase the value they add to their organisation (Jennings, 2010).

   Convenience - There is a significant challenge for L&D to evolve from this type of fulfilment service to trusted advisor. A fulfilment service develops and delivers goods. In the case of traditional L&D fulfilment, these goods are almost exclusively in the form of modules, courses, programmes and

curricula. L&D needs to morph into a strategic change agent and valuable consultant working with leaders and managers to solve pressing and emerging business problems where employee and supply chain performance are involved (Jennings, 2010).

4. Training Mind set- The fourth barrier is the prevalence of 'training' mind sets Training is an input Performance is an output focusing on inputs has some, but limited, value Focus on outputs provides much more value.

5. Manager Engagement- One of the main challenges is to get human resource professionals thinking like their stakeholders — thinking 'businesses rather than 'FIR'. Another challenge is to get business stakeholders to understand their role in HR activities.

Neither HR nor L&D can do their jobs effectively themselves. They need their stakeholders to be totally aligned and engaged in their activities. This is often a huge challenge. Many senior business leaders simply want to pass the baton to L&D and expect L&D to do their 'magic' and return fully-formed, competent and capable team members to them. Unfortunately life doesn't work that way. (Jennings, 2010). Hallur (2012) stated lack of direction a major factor. Trainers cannot deliver effective training if they do not understand the needs of their trainees. Trainers and managers require knowledge about the skills and weaknesses of staff. With the correct research, training can be customised to the needs of trainees. This involves information from team members, perhaps in the form of questionnaires or surveys. More generally, managers who do not interact with their team members on a regular basis may find it difficult to evaluate the need for training.

Lack of team spirit and poor communication can undermine learning and development because most forms of learning occur through communication between

managers and employees. Training is therefore ineffective if staff is not motivated about participating openly in group activities. It is the manager's responsibility to encourage employees to develop so that they feel they will benefit from training (Hallur, 2012). Curtain et al. (2000) wrote that older workers are commonly characterised as more difficult, and hence more costly to train. Such stylised views are not without foundation, and are consistent with predictions from psychological models of cognitive behaviour. According to this body of theory, motor and cognitive skills, which are assumed to be crucial determinants of training performance, decline with age for at least three reasons. These are:

1. a general slowing in information-processing abilities

2. a general reduction in attentional resources (such as the ability to divide attention among several tasks); and

3. Declining work memory capacity.

2.17 Evaluation of Staff Development and Training

Evaluation is the process of finding out how the development and training process has affected the individual, team and the organisation (Hemus & Moores, 2008). In the work of Bernthal (cited in (Mohd, Noor & Dola, 2011), many organisations have realised the importance of measuring the impact of training on their employees in order to determine the effectiveness of the training programmes. These authors developed the following four critical stages of evaluating training and development programmes;

1. **Reaction:** At this stage, evaluation provides information on the attitudes and opinions of participants to the learning they have undertaken typically via

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evaluation forms or comment sheets. It provides useful information to managers to modify the training programmes.

2. **Learning attained**: Evaluation at this stage looks at the extent to which learning objectives have been achieved. Evaluation of learning can take place during the activity using interactive sessions, tests and practical application and after the activity by re-testing knowledge and skills and comparing them with pre-training results, observing the learner's new knowledge and skills in context.

3. **Performance:** Evaluation at this stage looks at the impact of a learning experience on individual or team performance at work. Key to this level of evaluation is the need to have agreed clear learning objectives prior to the learning experience so that when evaluation takes place there are measures to use.

4. **Organisational Impact:** At this level evaluation assesses the impact of learning on organisational effectiveness, and whether or not it is cost effective in organisational terms. How has this development activity affected the organisation, faculty, central department or unit in terms of improved performance — for example, better results, enhanced quality or standards, financial stability, fewer complaints, increased morale, professional image?

2.18 Management Implication for Training Needs Analysis

A training need according to Cole is any shortfall in terms of employee knowledge, understanding, skill and attitudes against what is required by the job, or the demands of organisational change. There are many ways of carrying out performance analysis. These could be manager-centred method such as observation,

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tests and sample and analysis of records or staff approaches like questionnaires and interviews. Through a training needs analysis, it is possible to identify' the unique development of personnel at various levels in an organisation to ensure that their training needs are appropriately met. David stated that training is an enormously complex area and what follows highlights some of the key areas that need to be considered by any team leader, supervisor, manager, or an individual who aspire to this level of responsibility. A good training and development programme according to Paul, should address the following five steps; i) assessment, ii) setting objectives, iii) selecting methods, iv) implementation and v) evaluation of the programmes Core suggested that a good training development programme should have the following: 1) planning and organizing activities; ii) determining and managing activities; iii) direct training activities and iv consulting advisory activities.

It could be observed that one major reason why very little impact is made through training and staff development programmes is that not much effort goes into the assessment of the needs of both the individual and the organisation. The following classic training cycle model was suggested by Stewart,

1. Identify performance shortfalls (current and potential);

2. Identify ways in which training might rectify this;

3. Implement appropriate training;

4. Evaluate result; then

5. Repeat the process continuously.

There are many ways of carrying out performance analysis. These could be manager- centred method such as observation, tests and sample and analysis of records or staff centered approaches like questionnaires and interviews. Through a training needs analysis, it is possible to identify' the unique developmental

requirement of personnel at various levels in an organisation to ensure that their training needs are appropriately met. Staff of the Universities in Nigeria have been categorized into junior staff, senior staff, and management or senior members. The requirement and training needs of these categories of staff are different. Paul identified three types of skill needed at different levels of work force namely: i) technical skills, ii) human skills and iii) conceptual skills (cited in Akinfolarin & Alimi, 2011).

2.19 The Effects of Training on Employee Performance

Nickels (2009) emphasised that along with supporting the organisation, employees might recognise that most types of employee development provide them benefits. Employee development programmes that range from certifications to education reimbursement, to even basic job skills training have a certain cost to the organisation that can easily be considered a benefit to the employee. Such awareness on the part of the employee can also lead to greater loyalty to the organisation as well as enhanced job satisfaction. Training and education that can be added to the employees resume are big ticket items in terms of compensation plans, and should be treated as such.

Shaw (2012) stated that investment in. training can improve a company's financial standing. Poor performance often results when employees don't know exactly what they're supposed to do, how to do their jobs or why they need to work a certain way. Training can help solve these performance problems by explaining the details of the job. This should reduce duplication of effort in the workplace; the time spent correcting mistakes and the problem solving necessary to correct bad performances. Improved performance from employee training can reduce staff turnover, lower maintenance costs by reducing equipment breakdowns and result in fewer customer

complaints. Better performance from employees typically creates less need for supervision and brings increased worker output.

Mazin (2012) wrote that training touches the lives of employees from the first day of a new job through retirement. Knowledge is transferred in settings that range from a formal classroom to trial by fire in the workplace, using organised lesson plans, survival of the fittest or an orderly transition to a well-prepared replacement. The type of training must be matched to the participant and task in order to achieve maximum results. Employees are more likely to enjoy their work and produce desired results when they know what is expected of them and have the tools and knowledge to perform the task. Job satisfaction is enhanced by pride in results that meet and exceed expectations.

Shaw (2012) once again, submitted that keeping well-trained employees pays off significantly for companies because the cost of employee turnover can be high. Costs include separation costs, such as exit interviews, administrative functions related to termination, severance pay and unemployment compensation. Replacement costs consist of attracting applicants, entrance interviews, testing, travel and moving expenses, pre-employment administrative expenses, medical exams and employment information. A study by the University of Wisconsin found that 75 percent of the demand for new employees was related to replacing workers who left the company.

Appiah (2010) expressed that employees are motivated to work better on the job if they are made to feel their employers think of their well-being Training is one strategy that employers can however adapt to make employees feel this way. When employers put in place training programs for their employees, they become aware of the desire of their employers to see them improve, thus will be motivated to work better.

Thus, training impacts positively on employee's performance by generating benefits to both the employees and the organisation they work for through the development of skills, knowledge, abilities, competencies and behaviour. Training plays a significant role in the development of organisations, 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 organisations that train their employees and those that do not (Appiah, 2010).

Implementation of formal training and development programmes offers several potential advantages to quality job performance in business organisations. 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 (Kennedy, 2009).

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The main objective of the study was to investigate the impact of training and development on job performance at the University of Cape Coast (UCC). This chapter sets out various stages and phases that were followed in completing the study. It involves a blueprint used for the collection, measurement and analysis of data. Specifically the following subsections of research methodology were included; research design, population and sampling techniques, data collection instruments and procedures and finally data analysis.

3.2 Research Design

Sekaran and Bougie (2010) defines research design as a systematic arrangement of the measures, factors and the tools applied in the collection and analysis of data in order to achieve the objectives of a study in the most efficient and effective way. The study used descriptive method of research. A cross sectional survey was employed and this facilitated the quantitative approach used in gathering the data. The used of the structured questionnaire, for example, aided the quantitative analyses of the data gathered. The questionnaires composed of the biographic data of the respondents, practice of training development programmes of the administrative staff of the University of Cape Coast (U C C) and the impact of these programmes on the staff. Descriptive types of research design are those that describe and explain the conditions of the factors involved in the study. They compare and test these factors through questionnaires and surveys. According to Creswell (2003), quantitative research is all

about quantifying the relationships between variables - the independent or predictor variable (s) and the dependent or outcome variable (s). Quantitative research refers to the attempt to explain a phenomena by collecting numerical data that are analysed using mathematically based methods. For the purpose of this study, a survey will be used to gather information from a sample of individuals.

3.3 Population and Sampling Techniques

A research population is the total of all the individuals who have certain characteristics and are of interest to a researcher. The population of this study refers to employees of the University of Cape Coast.

According to Jankowicz (2000) sampling can be defined as the deliberate choice of a number of people, the sample, who are to provide with data from which the researcher will draw conclusion about some larger group, and the population, whom these people represent. A sample size of about 100 respondents was selected for this study. The researcher used convenience sampling method to select members to be included in the sample frame. Convenience sampling a statistical method of drawing representative data by selecting people because of the ease of their volunteering or selecting units because of their availability or easy access.

3.4 Data Collection instruments

The study was conducted by employing primary and secondary data. The primary data centred on a careful prepared set of questionnaires of about (100) a representation of about 40% of the administrative staff to elicit responses from the respondents. In addition, structured interviews were also conducted for those who could not get time to fill out the questionnaires. The administered questionnaires

consisted of both open and closed questions. Appropriate permission was sought from the university commencement of work. The administered questionnaires were giving to the staff at various departments within the faculties. Most of the staff completed their questionnaires and delivered on the same day same day. The secondary data includes the review of related literature, journals concerning training and development reports on training and development (T&D) about the university.

3.5 Data Analysis

The data gathered were analysed with a Microsoft excel (version 2010) the data that was analysed was obtained from the primary data sources which include the questionnaires and interviews. The data was grouped and arranged according to their categories to pave way for effective analysis. The obtained data were coded, and tested for its validity and consistency. For example, all the data concerning the age aspect was categorised under one section throughout the process separated from others like educational status. The final results were presented in tabular forms and percentages. This made analysis of the data easier for presentation. Descriptive statistics was employed in the process to organise the data into meaningful information.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

The main objective of the study was to investigate the impact of training and development on job performance at the University of Cape Coast (UCC). This chapter was used to analyse the data collected from the field. The data was collected within the objectives of the study. It contains respondents' demographic profiles, training and developments programmes at the university, effectiveness of the training and development programmes and the impact of the training and developments programmes on job performance.

4.1   Demographic Profile of Respondents

The demographic profile of the respondents of the study describes the various relevant features the researcher collected about the respondents and are categorised as; gender, age, education and length of service. These categories are detail described in the Table 1.
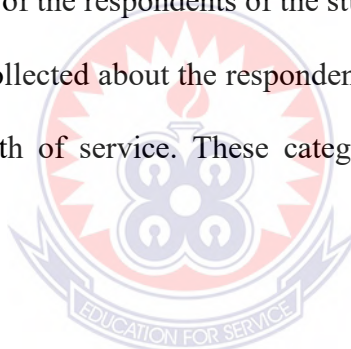
Table 1: Demographic profile of respondents

Variables	Category	Frequency	Percentage (%)
Gender	Male	40	40.0
	Female	60	60.0
Age	Below 20 years	0	0.0
	20-30 years	27	27.0
	31-40 years	53	53.0
	Above 40 years	20	20.0
Education	'O' Level	0	0.0
	'A' Level	0	0.0
	Diploma/ HND	7	7.0
	First Degree	86	86.0
	Master's Degree	7	7.0
	PHD	0	0.0
Length of years	Below 5 years	40	40.0
	5-10 years	33	33.0
	11-15 years	20	20.0

Variables	Category	Frequency	Percentage (%)
	16-20 years	7	7.0
	Above 20 years	0	0.0

Source: Author's Field work, 2017

From table 1, 40% of the respondents are males whiles the remaining 60% are females. Table 1, also indicates that, 27% of the respondents fall within the ages of 20-30 years whiles a significant respondents representing 53% fall within 31-40 years. Again, it was revealed that, 20% of the respondents are more than 40 years old. However, none of the respondents are below 20 years.

On the respondents' higher level of education, Table1 also revealed that 7% of the respondents' higher level of education is Diploma/HND and another 7% have obtained Masters' Degree as their higher education. However, the majority 86% of the respondents declared that they have obtained 1st Degree education as their higher education. That notwithstanding, none of the respondents indicated that they have 'A' Level or 'O' Level or PHD as their higher education. Finally, the length of time the respondents have been working with University of Cape Coast, 40% and 33% of the respondents respectively revealed that they have been working with the university for less than 5 years and within 10 years. Table 1, also revealed that 20% of the respondents have been working as employees of the university for 11-15 years whiles the remaining 7% have been with the university for 16-20 years. However, none of the respondents indicated that they have been working with UCC for more than 20 years.

4.2   Training and Development at the University of Cape Coast (UCC)

The respondents' level of knowledge on the practices of training and development at the University of Cape Coast were assessed. This section shows the employees responses on their awareness and participations of training and development programmes, how often they undergo training, the type of training and methods facilitation and the relevance of the training and development programmes at the university. The respondents' views are presented in table 2 and 3 and figure 1 and 2.

4.2.1   Employee awareness of Training and Development at UCC

Table 2 presents the respondents' opinions on whether or not they are aware of and participated in the training and development programmes organise for employees of the university.

Table 2: Employee awareness of Training and Development at UCC

Variables	YES		NO	
	Frequency	**Percentage (%)**	**Frequency**	**Percentage (%)**
Are you aware of any training and development programmes employees	93	93.0	7	7.0
Have you had any form of training since you became a part of this organization?	93	93.0	7	7.0

Source: Author's Field work, 2017

The table 2, revealed that a significant percentage (93%) of the respondents are aware that the UCC organise training and development programmes for their employees. The same number of respondents indicated that the university have put them through some form of training.

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4.2.2 How Often Employees undergo Training at UCC

This section discusses the views of respondents when they were asked about the rate at which employees of UCC undergo training and development. Figure 1 presents the respondents response on how often employees of University of Cape Coast go through training.
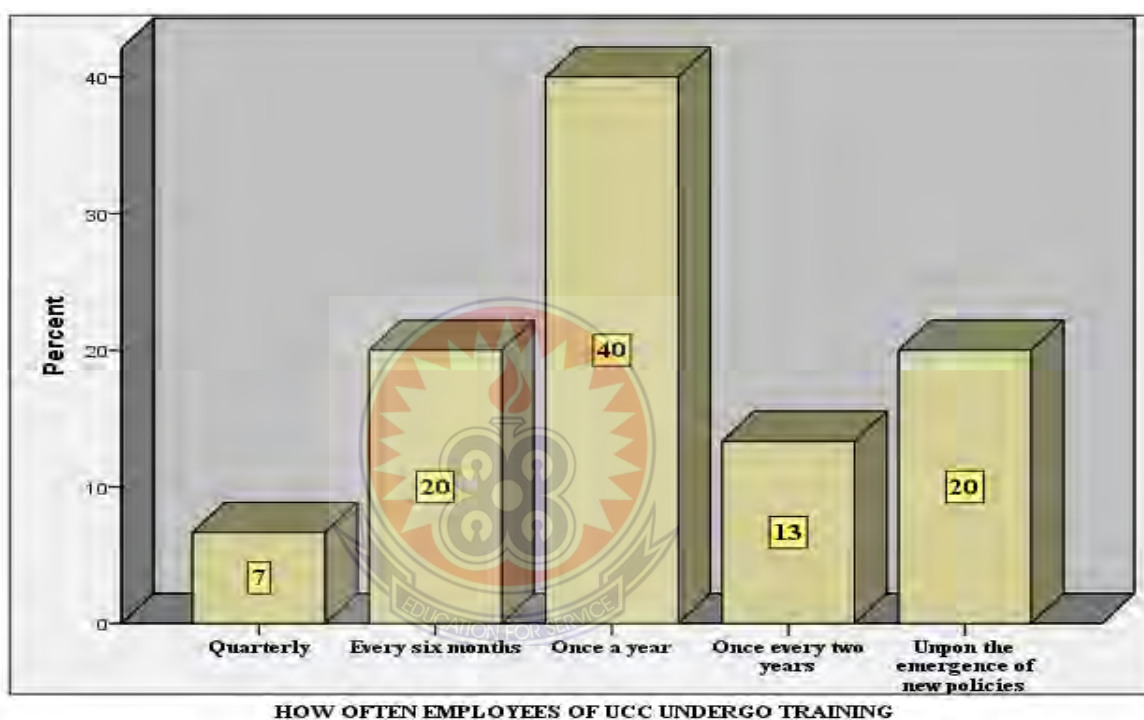
Source: Author's Field work, 2017

Fig. 1: How Often Employees undergo Training at UCC

From the Fig. 1, 20% of the total respondents said that upon the emergence of new policies they are put through training. Also, 7% and 20% of the respondents respectively revealed that the university train them quarterly and every six months. The fig. 1 further revealed 13% of respondents said they are trained once every two years. However, the majority of the respondents representing 40% of the total employees sampled for the study indicated that the university train them once every year. This means that within every twelve months the University of Cape Coast

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organize training and development programmes for its employees to make them more competitive and confidence in their jobs.

4.2.3 The Type of Training Employees Received and Methods of Facilitation of Training and Development at UCC

The respondents were tested on the type of training UCC employees receive and training methods used to train them and Table 3 shows their responses.

Table 3: Type of Training Employees Received and Methods of Facilitation of Training and Development at UCC

Variables	Category	Frequency	Percentage (%)
Types of Training	Orientation	15	15.0
	Mentoring	18	18.0
	Refresher	15	15.0
	On-the-job Training	48	48.0
	Off-the-job Training	4.	4.0
Training Method	Lectures	18	18.0
	Demonstration	13	13.0
	Discussion	30	30.0
	Presentation	22	22.0
	Seminar	17	17.0

Source: Author's Field work, 2017

From table 3, 15% and 18% of the respondents respectively said the type of training the received are orientation and mentoring. Again, 4% and 15% of the respondents indicated that they respectively received off-the-job training and refresher training. However, a majority 48% of the respondents said the type of training they received is on-the-training.

On the method of training, 18% and 17% of the respondents respectively said that the instructional method of their training were lecture method and seminar. 13% were train through demonstration, also, 13% and 22% of the respondents revealed that the

instructional methods of the training they received were demonstration and presentation respectively? Notwithstanding, majority of the respondents (30%) who have been put to training before said the method of facilitation of the training they received is discussion.

4.2.3 The Relevance of the Training and Development Employees Receive at UCC

This section of the study presents the respondents' opinions on the relevance of the training and development they have received at the university. The fig, 2 presents the findings on the relevance of the training and development employees receive at UCC.
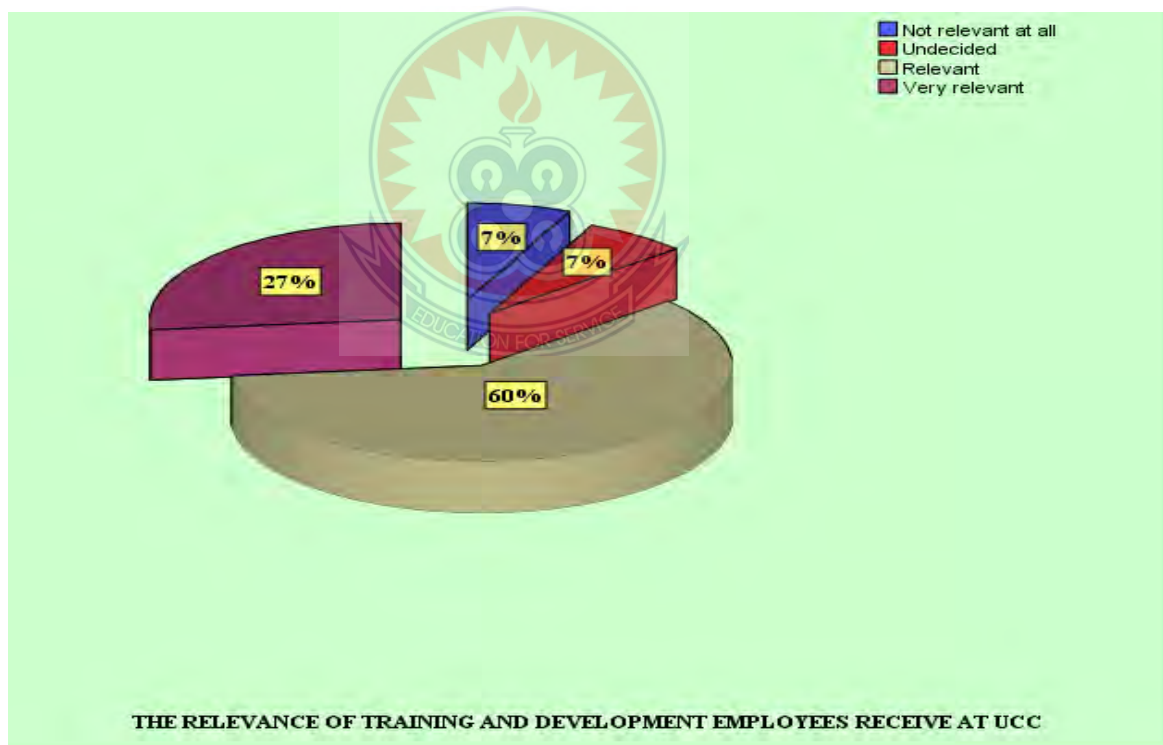
Source: Author's Field work, 2017

Fig. 2: The Relevance of the Training and Development Employees Receive at UCC

Fig. 2 revealed that 27% and 60% of the respondents respectively said the training they receive at the university is relevant and very relevant. On the contrary, 7% of the

respondents indicated that the training they receive at the university is not relevant at all. Since the percentage of respondents who said training and development are relevant and very relevant respectively i.e. 27% and 60%   means that the training and development of the University of Cape Coast is significant and important to the employees.

4.3   Effectiveness of the Training and Development Programmes

The respondents were also asked about their level of agreement or disagreement to the effectiveness of the training and development programmes at the University of Cape Coast. Table 4 and Fig. 3 shows the respondents' assessment on the effectiveness of the training and development programmes at UCC.

Table 4: Effectiveness of the Training and Development Programmes

Statement	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)	Total
The training and development programme in this institution is planned and systematic	0.0	0.0	13.0	87.0	0.0	**100**
The objective of the training programme was achieved	0.0	0.0	20.0	73.0	7.0	**100**

Source: Authors' Field Work, 2017

From table 4, 87% of the respondents agreed that the training and development programmes at the university is planned and systematic but 13% of them were undecided. The table 4 also revealed that 73% and 7% of the respondents respectively agreed and strongly agreed that the objective of the training program they took part was achieved. This shows that the training and development programmes at the

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University of Cape Coast is effective since the objectives of the training the respondents ever participated is achieved. This means that the employees are performing better after the training.

4.3.2 The Quality of the Training and Development Programmes at UCC

In order to assess the effectiveness of the training and development programmes at the university the respondents were asked to rate the quality of training and development they receive at the university. The Fig. 3 shows the respondents' opinions on the quality of training and development programmes at UCC.
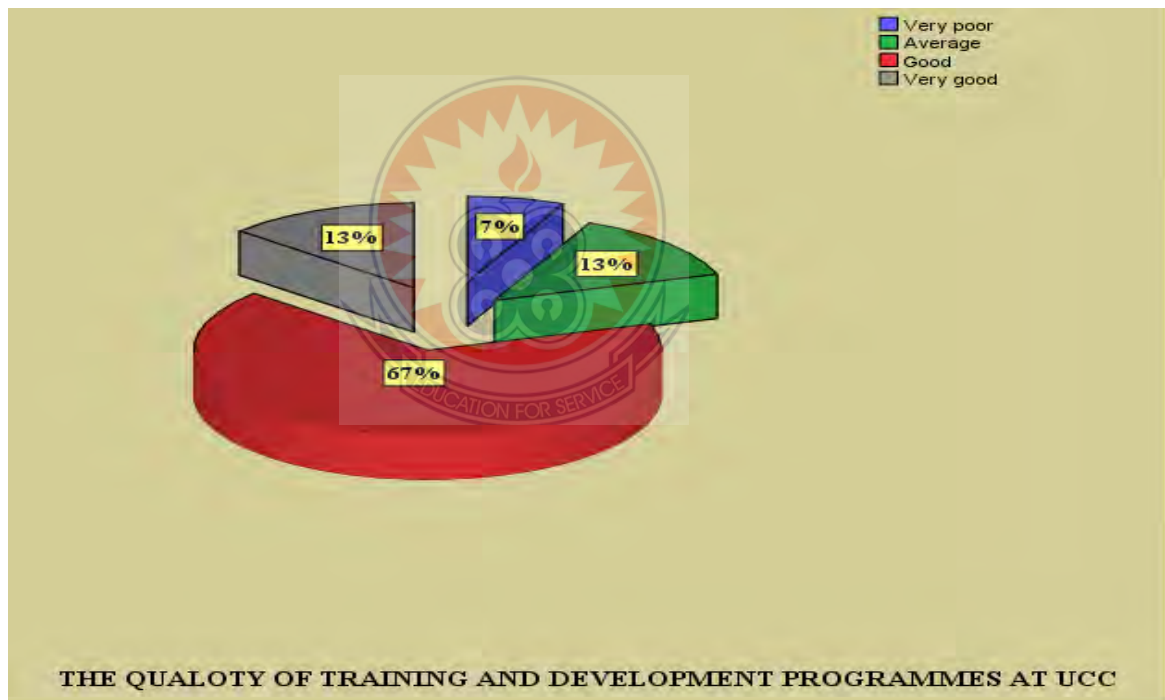
Source: Authors' Field Work, 2017

Fig. 3: The Quality of the Training and Development Programmes at UCC

The Fig. 3 revealed that majority 67% of the total respondents indicated that the training and development programmes at the university is good. Also, 13% of them said the training and development programmes at the university is very good. This

implies that the training and development programmes at the University of Cape Coast is effective. However, 7% and 13% of the respondents respectively indicated that the training and development programmes at the university is very poor and average.

4.4   Impact of the Training and Developments Programmes on Job Performance

The survey also gathers data on the respondents' level of agreement or disagreement to the impact of training and development programmes on job performance. The findings are presented in the Table 5.

Table 5: Impact of the Training and Developments Programmes on Job Performance

Impact of the Training and Developments Programmes on Job Performance	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total
By training I know what is expected of me at work	0.0	0.0	13.0	74.0	13.0	**100**
By training I know that the work I do has appropriate task variety	6.0	0.0	7.0	80.0	7.0	**100**
I have undergone training that enables me to perform job that matches my skills.	0.0	0.0	0.0	87.0	13.0	**100**
Training has enable me to feel comfortable working with my team members	0.0	0.0	0.0	93.0	7.0	**100**
A variety of training and development programs are offered to improve my skills	7.0	0.0	13.0	73.0	7.0	**100**
Training and Development together aim to strengthen the workforce and enhance performance	0.0	0.0	0.0	87.0	13.0	**100**
Training and Development	0.0	0.0	13.0	60.0	27.0	**100**

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Impact of the Training and Developments Programmes on Job Performance	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total
programme in my institution has helped me to perform job better than before.						
Summary (Average)	1.9	0.0	6.6	79.1	12.4	100

Source: Authors' Field Work, 2017

Table 5 shows that 74% and 80% of the respondents respectively agreed that by training and development employees know the work they do has appropriate task variety and know what is expected of them at work; 87% and 93% respectively agreed that training has enable them to perform job that matches their skills and enable them to feel comfortable working with their team members. The table 5 further revealed that 73% and 87% respectively agreed that the variety of training and development programs they have received have improve their skills and strengthen the workforce and enhance their performance. Finally, 60% of the respondents agreed that training and development programme has helped them to perform job better than before. These findings show that training and development programmes have positive impact of employee job performance. Also, on the average 79% of the respondents agreed that the training and development programmes of the university has impacted their job performance positively.

4.5 Discussion and Analysis of the Findings

This section portrays full review and discussions of the result generated from the various questions that have been previewed in the section previously reported. The discussion of results and finding are done according to the research questions.

4.5.1 Research question one

What kind training and developments programmes are provided to employees of the university?

The study revealed that University of Cape Coast provide their employee with training and development programmes to improve the performance of the employees. According to the findings of the study a significant 93% of the employees of the university are aware of the training and development programmes and have put through training and development activities before. The study also revealed that at least every three months the university organize training programmes for their employees and at most within every twelve months the University of Cape Coast organize training and development programmes for its employees to make them more competitive and confidence on their jobs. The majority of the respondents representing 40% of the total employees sampled for the study indicated that the university train them once every year. It was also revealed that on-the-job training is the type training the university mostly use to train their employees followed by mentoring, off-the-job training and orientation. It was further revealed that the most training method use to facilitate these training programmes is discussion method followed by presentation and lecture methods and seminar. Shostak (2003), explained that the discussion method allows open dialogue or interactions between students and students or students and teachers. According to Khanka (2007), lectures are the most universally used direct technique of training. This method includes both practical and

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hypothetical teaching procedure, which could be done within or outside an organization. However, the study sides with the majority of the respondents (87%) that the practices of training and development programmes at the University of Cape Coast is relevant to the needs of the employees.

4.5.2   Research question two

How effective are the training and development programmes in the institution?

Findings on the effectiveness of the training and development programmes in the university revealed that the trainings programmes at the UCC are very effective. This is because 87% of the respondents agreed that the training and development programmes at the university are systematically planned and organized based on the needs of the employees. Also, 73% and 7% of the respondents respectively agreed and strongly agreed that the objective of the training program they took part was achieved. These show that the training and development programmes at the University of Cape Coast is effective since the objectives of the training the respondents ever participated is achieved. 67% and 13% of the respondents further revealed that the quality of the training and development programmes at the university is good and very good respectively. This implies that the training and development programmes at the University of Cape Coast is effective.

4.5.3   Research question three

What is the impact of training and developments programmes on job performance?

Findings on the impacts of training and development programmes on employees' job performance also revealed that there is a positive relationship between training and development and employees' standard of performance. From the table 5, 74% and

80% of the respondents respectively agreed that by training and development employees know the work they do has appropriate task variety and know what is expected of them at work; 87% and 93% respectively agreed that training has enable them to perform job that matches their skills and enable them to feel comfortable working with their team members. The table 5 further revealed that 73% and 87% respectively agreed that the variety of training and development programs they have received have improve their skills and strengthen the workforce and enhance their performance. Finally, 60% of the respondents agreed that training and development programme has helped them to perform job better than before. These findings show that training and development programmes have positive impact of employee job performance. Also, on the average 79% of the respondents agreed that the training and development programmes of the university has impacted their job performance positively.

These findings of the study are consistent with previous studies that have established that generally there are positive and direct relationship between training and development and employee job performance. A research conducted by (Niazi,2011), 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. A study conducted in Scotland, UK, on 150 organizations to examine the main concerns of the present Human Resource performance, shown that 89% of the organizations surveyed placed employee training and development as the most significant in the performance management (HuYana, 2011).

(Anane-Appiah,2011) suggest that training may also be an efficient tool for improving ones job satisfaction, as employee better performance leads to appreciation by the top management, hence employee feel more adjusted with his job. According to (Akintayo,2012), trained employees are more able to satisfy the customers and (Boohene&Asuinura,2011) employees who learn as a result of training program shows a greater level of job satisfaction along with superior performance. Sherman et al (1996) also argues 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.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The main objective of the study was to investigate the impact of training and development on job performance at the University of Cape Coast (UCC). The chapter five of the study consist of the summary, conclusion, recommendations and suggestions for further studies.

5.1 Summary Findings

The following were the summary of findings of the study. The findings of the study are discussed under the four main specific objectives of the study. The study revealed that University of Cape Coast provides their employee with training and development programmes to improve the performance of the employees. According to the findings of the study a significant 93% of the employees of the university have been put through some sort of training and development programmes. The study also revealed that at least every three months the university organise training programmes for their employees and at most within every twelve months the University of Cape Coast organize training and development programmes for its employees to make them more competitive and confidence on their jobs. It was further revealed that on-the-job training is the type training the university mostly use to train their employees followed by mentoring, off-the-job training and orientation. It was further revealed that the most training method use to facilitate these training programmes is discussion method followed by presentation and lecture methods and seminar. However, the study sides with the majority of the respondents (87%) that the practices of training and development programmes at the University of Cape Coast is relevant to the needs of the employees.

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The study revealed that the trainings and development programmes at the UCC are very effective. This is because 87% of the respondents agreed that the training and development programmes at the university are systematically planned and organized based on the needs of the employees. Also, 73% and 7% of the respondents respectively agreed and strongly agreed that the objective of the training program they took part was achieved. These show that the training and development programmes at the University of Cape Coast is effective since the objectives of the training the respondents ever participated is achieved. 67% and 13% of the respondents further revealed that the quality of the training and development programmes at the university is good and very good respectively. This implies that the training and development programmes at the University of Cape Coast is effective.

The study identified that some of the key impacts of training and development have made on the job performance of the employees of UCC are by training and development employees know the work they do has appropriate task variety and know what is expected of them at work; it has improved performance; training has enabled them to feel comfortable working with their team members; training and development have improve their skills and strengthen the workforce and enhance their performance; training and development have helped them to perform job better than before. These findings show that training and development programmes have positive impact of employee job performance.

5.2 Conclusions

The study concludes that the trainings and development programmes at the UCC are very effective. Also, the quality of training and development programmes at the University of Cape Coast is good and matches the needs of the employees. Secondly,

it is concluded that most common types of training on-the-job training, mentoring and off-the-job training. The study concludes that training and development has positive impacts on employee job performance, employee comfortability of working in teams; employee skills and talents; employee satisfaction and morale. Therefore, there is a positive and direct relationship between training and development and employee and organisational performance.

5.3 Recommendations

Based on the results of the discussion of the findings, the following recommendations were made;

- Training and development assists employees to perform at their very best. Therefore, the researcher advised that management of businesses should frequently assess the training and development needs of the organisation and come out with a powerful training and development program to avert its.

- In order for management to yield the intended benefits of manpower training and development employees must be involved in the administration and management of the manpower training and development program.

- Although the findings of the study revealed that on-the-job training is the most type of training used in UCC but since it can also slow down production processes, the university should consider complementing it with effective time planning and time management.

5.4 Suggestion for Further Studies

This study was restricted to only the employees of the University of Cape Coast and however, it is therefore suggested that future studies should be extended to cover all

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public universities in Ghana. Again, only 100 employees of the University of Cape Coast were sampled for the study. However, future study should cover large sample size.

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APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

QUESTIONNAIRE

This questionnaire has been designed to collect information about the impact of training and development on job performance at the University of Cape Coast (UCC). Please read the questions carefully and answer them as honestly as possible by ticking [√] against choices provided, filling in the blank spaces and where applicable for 'others, please specify'. The information you provide will be treated with all the confidentiality that it deserves. Thank you.

SECTION A

Demographic Background of Respondents

1. Please indicate your Gender

    Male [   ]   Female [   ]

2. Please indicate the age bracket you fall within

    Below 20 years   [   ]   20-30 years   [   ]

    31-40 years   [   ]   40 years & above   [   ]

3. What is your highest level of education?

    'O' Level   [   ]   'A' Level   [   ]

    Diploma/ HND   [   ]   First Degree   [   ]

    Master's degree [   ]   PHD   [   ]

    Others (Please specify)

    ....

    ....

    ....

    ………………………….

4. How long have you been in this institution?

    Below 5 years   [   ]   5-10 years   [   ]

    11-15 years   [   ]   16-20 years   [   ]

    Above 20 years   [   ]

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SECTION B

Training and Development Related Questions

5. Are you aware of any training and development programmes employees?

        Yes [   ]   No [   ]

6. Have you had any form of training since you became a part of this organization?

        Yes [   ]   No [   ]

7. How often do you undergo training?

Quarterly	[ ]
Every six months	[ ]
Once a year	[ ]
Once every two years	[ ]
Upon the emergence of new policies	[ ]
Others (please specify)……………………	

8. How will you rate the quality of the training and development programme(s) for which you have participated?

Very poor	[ ]
Poor	[ ]
Average	[ ]
Good	[ ]
Very good	[ ]

9. Do you agree that the training and development programme in this institution is planned and systematic?

Strongly Disagree	[ ]
Disagree	[ ]
Undecided	[ ]
Agree	[ ]
Strongly Agree	[ ]

10. What type of training have you received from your outfit?

        Orientation

        Mentoring

        Refresher

        On-the-job Training

        Off-the-job Training

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Others (please specify)……………………………..

11. Do you agree that the objective of the training programme was achieved?

    Strongly Disagree   [   ]

    Disagree   [   ]

    Undecided   [   ]

    Agree   [   ]

    Strongly Agree   [   ]

12. What were the methods of facilitation at the training and development programme you have attended?

    Lecture   [   ]

    Demonstration   [   ]

    Discussions   [   ]

    Presentation   [   ]

    Seminar   [   ]

    Others (please specify)…………………………

13. How relevant were the training you received to your work?
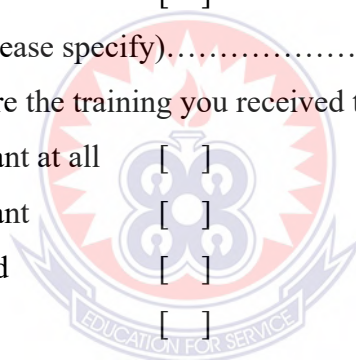
    Not relevant at all   [   ]

    Not relevant   [   ]

    Undecided   [   ]

    Relevant   [   ]

    Very relevant   [   ]

SECTION C

Impact of Training on Performance

Rate on a scale of 1-5 to indicate your option,

1 = Strongly Disagree,   2= Disagree, 3 = Neutral, 4= Agree and   5 =Strongly Agree

	1	2	3	4	5
14. By training I know what is expected of me at work					
15. By training I know that the work I do has appropriate task variety					
16. I have undergone training that enables me to perform job that matches my skills.					
17. Training has enable me to feel comfortable working with my team members					
18. A variety of training and development programs are offered to improve my skills					
19. Training and Development together aim to strengthen the workforce and enhance performance					

20. To what extend do you agree that Training and Development programme in your institution has helped you to perform job better than before.

      Strongly Disagree   [   ]

      Disagree   [   ]

      Undecided   [   ]

      Agree   [   ]

      Strongly Agree   [   ]

21. Do you think you need to go through further training and development programme to improve upon your current performance?

      Strongly Disagree   [   ]

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Disagree [ ]

Undecided [ ]

Agree [ ]

22. When do you think training programmes should be organized for you?

Monthly [ ]

Quarterly [ ]

Every six months [ ]

Once a year [ ]

Others (please specify) ………………………………………….