

UNIVERSITY OF CAPE COAST

EMPLOYEES TRAINING AND DEVELOPMENT AND EMPLOYEE
PERFORMANCE AT APAM CATHOLIC HOSPITAL

BY

FREDERICK BAIDOO

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: Date:

Name: Frederick Baidoo

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation was supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature: Date:

Name: Dr. (Mrs.) Elizabeth Annan-Prah

ABSTRACT

The main objective of this research was to examine employee training and development (T/D) and employee performance at Apam Catholic Hospital (ACH) of the Central Region of Ghana. The study considered controlling effect of gender on staff view regarding T/D. The study employed descriptive survey design. The study population involved all 124 permanent workers of the hospital. Due to the relatively small number of permanent employees in ACH, census method was deemed proper for this research. Questionnaire was the instrument used to collect data. Statistical tools including frequency, percentage, mean, standard deviation, independent samples t-test, Pearson Product Moment correlation and linear multiple regression analysis were used to analyse the data. The study found that T/D interventions of ACH have significant influence on employees' performance. The study concludes that employees of ACH are aware of the T/D programmes available to them in the hospital. Also, ACH is not well-resourced in T/D delivery. It is recommended that the hospital invest in the essential T/D to ensure optimal employee performance and, as a result, contribute in the achievement of the hospital's fundamental mandate. Also, employees of ACH should develop and maintain positive attitude towards the hospital's T/D interventions and management as well.

KEY WORDS

Coaching

Employee Performance

Mentoring

Self-directed Learning

Training and Development

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DEDICATION

To Mr. Joseph Kwaku Denanyoh, my lovely wife, Rita Maame Adwoa
Beduwa Amoah, and son, Darian Kofi Denanyoh Baidoo.

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LIST OF ACRONYMS

ACH	Apam Catholic Hospital
GHS	Ghana Health Service
GNP	Gross National Products
HRD	Human Resource Department
HRMP	Human Resource Management Practice
MOFEP	Ministry of Finance and Economic Planning
MoH	Ministry of Health
NDPC	National Development Planning Commission
PASW	Predictive Analytic Software
POS	Perceived Organisational Support
SPSS	Statistical Package for the Social Sciences
TafS	Test Analytics for Surveys
T/D	Training and Development
UCC	University of Cape Coast
VIF	Variance Inflation Factor

CHAPTER ONE

INTRODUCTION

As health service providers, particularly the Apam Catholic Hospital (ACH), try to survive in this our turbulent and dynamic world, strong emphasis must be laid on employee training and development (T/D) so that the hospital will be competitive and effective. T/D of employees have become a “hot” issue as evidence builds that it has a vital role in determining an organization's well-being (Omoikhudu, 2017). According to the Ministry of Finance and Economic Planning (MOFEP, 2019), Ghana spends more than Gh¢17.5 million annually on the T/D of employees in the health sector, all, in the name of helping to deal with the current staff turnover and work performance uncertainties in the health sector. Therefore, health service providers in Ghana, including ACH cannot play with the necessity for continuous T/D of its employees; because the hospital's success is contingent on its well-informed, skilled as well as able labour force (Al-Mughairi, 2018). Over time, skills in the health industry deteriorate and become obsolete, and they must be renewed. Therefore, it is appropriate to give careful consideration to how T/D affects employee performance.

Background to the Study

In general, every organization's ultimate goal is to achieve comparative success by achieving organizational aspirations and goals. To get a competitive edge, organizations must adapt to the changing times in our ever-changing universe and advancement in technology (Amadi, 2014). Without a question, any organization that does not adapt to these developments will struggle to survive and thrive in today's society, especially those who are concern with

providing health services. Tahir, Yousafzai, Jan and Hashim (2014) believe that in order for organizations to grow and achieve their stated objectives, they must have learnable personnel that can adapt to an ever-changing world. This call for the need for organisations, including health service providers, to adopt continuous T/D interventions to keep employees on track of the current knowledge requirement of modern health service delivery and management.

In the various sectors of the Ghanaian health industry, the various district general hospitals or clinics, including ACH, are the predominant form of health facility with most facilities and equipment at the district (See GHS, 2020). Also, these hospitals have large number of employees (See MoH, 2019); a situation that has exacerbated the urgent requirement for personnel to continue to be trained and developed in these hospitals for effective management and to ensure high performance. Hospitals provide a major contribution to Ghana's GDP and employment, health service delivery, and generating wealth (GHS, 2020). The main goals of these hospitals are to provide medical, surgical, and trauma care, as well as a specialized obstetrics and gynaecology service. The complex nature of these hospitals and their day today activities require that they designs and implements appropriate T/D programme that will ensure efficiency and high performance.

The Apam Catholic Hospital (ACH) is a minor hospital run by the Catholic Church in Ghana's Central Region. According to ACH (2019), it is one of the hospitals in the region providing consistent 24 hours health service. This calls for the need to constantly provide T/D interventions to employees of the hospital in order for the hospital to provide efficient health service delivery. Largely, T/D are a few of the primary determinants of employee performance

within the health sector (Licombe, 2018). This is so because, being equipped with current knowledge and skills help employees to work with ease and in a proactive manner which in the long run influence them to stay and be committed to the organisation. This assertion is in line with the comments of Aruna and Anitha (2015) who posit that the sort of training an employee receives from their employer has an impact on his or her work performance.

Employee training is a sort of education that focuses on acquiring specialized skills and knowledge for a certain profession or task. (Anthony, Perrewe & Kacmar, 2014). It is a crucial component in human resource development. Employee development, on the other hand, refers to the learning opportunities available to employees in order to help them advance (Fisher, Schoenfeldt & Shaw, 2014). Principally, development may not be concerned with skills acquisition. Rather, it offers generally, knowledge and attitudes, that will be supportive to employers in higher positions. Noe, Hollenbrck, Gergart and Wright (2017) posit that development is described as the learning of competences that allow people to be more productive in their jobs, whereas The development of new knowledge and abilities that enable people to move into future job demands is characterized as training. Training is concerned with maintaining and improving current job performance, whereas development is concerned with building skills for future roles (Engetou, 2017; Licombe, 2018; Salah, 2019).

There are several benefits that accrued to organisations for adopting appropriate T/D interventions. Omoikhudu (2017) asserts that the increase in work satisfaction is some of the advantages of health-care T/D. Furthermore, training improves inter-personal and collaboration in the workplace, which

boosts productivity (Shafiq & Hamza, 2017). Furthermore, for immediate as well as long-term profits, it is critical for an organization to make T/D a must for its human resources. Besides, organisations ought to make T/D programmes in such a way to improve the effectiveness of T/D programs so that they may obtain the best return on their money they invest in the organisation (Younas, Farooq, Khalil-Ur-Rehman and Zreen (2018). This demonstrates that in order to get the most out of their investments and grow intellectual capital, ACH should make employee T/D a regular practice.

According to Motlokoa, Sekantsi and Monyoloc (2018), quite apart from providing competitive pay and other benefits to employees, T/D is a key issue to consider by organisations in order to succeed in boosting the work performance of its employees. This means that T/D is critical to ACH's long-term development and serves as a constant process for developing the calibre and competency of the hospital's staff in order to ensure the hospital's current and future or later performance (Karim, Choudhury & Latif, 2019). Furthermore, the value of human resource T/D is so great that no discussion of ACH investment would seem complete without including a significant provision for staff T/D. In view of the continuously changing environment and the totality of work, ACH tries to safeguard its future through training and proper deployment following training in the health sector. Therefore, ACH undertakes T/D in order to ensure that the hospital complements and updates whatever prior knowledge, skills and attitudes its employees might have brought in.

Statement of the Problem

The National Development Planning Commission's (See NDPC, 2019) medium term expenditure framework for 2019-2022 emphasize the importance of human potential in total job creation, increased productivity, and poverty reduction in the health sector. Strong education and training programs are usually the source of this capability. However, Ghana's education and training system has failed to provide the necessary skills in the health industry. As a result, in the Ghanaian labour market, there is an increasing mismatch between essential skills and those provided by the educational system (Al-Mughairi, 2018; Licombe, 2018; Salah, 2019; Sendawula, Kimuli, Bananuka & Muganga, 2018). Therefore, there is little understanding within the health service providers in Ghana regarding the link between employee performance and T/D. Also, studies reviewed failed to consider the controlling effect of gender on employees' view regarding T/D (Chinomso, 2014; Sendawula et al., 2018).

Furthermore, most of the studies on T/D were conducted in developed countries (Amadi, 2014; Gandhimathi, Karthick, Sundari, Kumar & Kalaivani, 2020; Karim et al., 2019; Nwokeiwu, 2013; Omoikhudu, 2017; Salah, 2019), which call for the need to look at the problem within the context of a developing country such as Ghana. The cited gaps in studies done as indicated, T/D problems, and employees' perceived non-performance at ACH motivated the researcher to as a case study, evaluate staff T/D and employee performance at ACH in Ghana's Central Region.

Purpose of the Study

The purpose of the study was to investigate employee T/D and employee performance at ACH of the Central Region of Ghana, taking into

consideration the controlling effect of gender.

Objectives of the Study

Based on the purpose, the following objectives were formulated:

1. Examine the views of employees on the hospital's T/D interventions.
2. Assess employee's perception on the delivery of T/D programmes organised for them by ACH.
3. Assess the influence of T/D on employees' performance at ACH.

Research Questions

The following research questions were established to guide the study's direction based on the study's stated specific objectives:

1. What are the views of staff on the hospital's T/D interventions?
2. What is the perception of employees regarding the delivery of T/D programmes organised for them by ACH?
3. What is the influence of T/D on employees' performance at ACH?

Research Hypothesis

In accordance with the study's third specific objective, the following null hypothesis was formulated to direct the argument of the study:

Ho¹: T/D interventions of the hospital have no statistically significant relationship with employees' performance.

Significance of the Study

The study will help in analysing the strengths and problems of employee T/D and their work performance, at ACH and other healthcare providers around the country. This information could be used by both public and commercial organizations in the country and beyond to become more competitive by enhancing the performance of their employees through T/D. Also, it is the

researcher's expectation that the study will inform the management of ACH, and other healthcare facilities to better appreciate and appreciate the influence of frequent staff training and growth on staff productivity. It would also enable management to structure T/D programs and implement new schemes in order to face future change issues.

The findings of this study may help ACH develop effective training strategies for improving employee performance. The findings can help in planning and implementing effective T/D programs for the hospital and other health-care organizations. In addition, human resource experts are expected to benefit from this research in developing feasible strategies for enhancing hospital management practices. Again, the outcomes of this study could add to the capabilities that human resource professionals need to identify, as well as the skills, knowledge, and experiences of subordinates, so as to improve and retain the hospital's human capital. The study is also intended to give crucial information to hospital administration that will aid in evaluating the work performance of their employees. Finally, the research will add to the body of knowledge, especially in the subject of human resource management.

Delimitation

A single study, such as one on human resource development, cannot address the complete scope of the issue. As a result, focusing on one component of the problem is wise. This is why the influence of ACH employee T/D on their performance was chosen as the topic of the study. It is assumed that the study will conduct an in-depth and objective analysis of the topic within the stated realm or scope, free of prejudices and/or biases. Because the ACH represents a subset of healthcare professionals in Ghana's Central Region, the conclusions

gained from this research may not apply to all healthcare practitioners in the region or the country as a whole. Despite the fact that human resource management encompasses a wide range of topics, this study focused on employee T/D as well as performance.

The study was limited to five dimensions of T/D interventions in terms of variables (coaching, training, mentoring, shadowing, and self-directed learning), a control variable (gender), and employees' performance. Employees' performance scale was made up of facets such as problem solving, job knowledge/skills, use of resources, time management, initiative, and work self-efficacy. In relation to respondents, the study collected data from only permanent employees of ACH.

Limitations

The study's narrow scope, combined with the sampling approach, may have an impact on the study's conclusions being applied to all hospital staff in the region, as well as Ghana as a whole. Since only those in ACH were considered. Also, the study was confronted with limited access to literature information on work performance data of employees of the hospital due to unavailability of well-resourced data from the hospital. Another drawback was that the study was cross-sectional in nature, therefore causality could not be inferred from the results. The hypothesised associations were mostly confirmed; nevertheless, it's possible that the causal relationship between employee performance predictors is reversed.

Furthermore, because employees' T/D, as well as their performance are not always static, a cross-sectional analysis would omit the dynamic nature of these interactions. As a result, a longitudinal approach is required. Also, the

study did not control for extraneous variables. This may have an impact on the independent factors' impact on the dependent variable. Finally, the study's findings and conclusions may not be applicable in the future because concerns relating to employee training, growth, and performance change with time and place.

Operational Definition of Terms

The following definition of terms are provided from the perspective of the researcher to ensure uniformity and understanding of the terms used throughout this study.

Coaching: It's a type of T/D in which a senior or experienced employee, known as a coach, helps a junior or inexperienced employee achieve a specific personal or professional objective by offering instruction and direction.

Employee Performance: Both qualitative and quantitative incremental changes that occurs with regard to effective management of resources, service to community, research capability and output, quality and relevance on the part of the employees to maximise capacity.

Mentoring: It's a learning relationship between personnel who share technical expertise, institutional knowledge, and insight about the hospital, profession, or endeavour.

Shadowing: It is on-the-job learning in which you collaborate with another employee who may be doing a different job or has something to teach you about the job, organization, or competencies.

Training: It comprises teaching or developing any skills, knowledge, or fitness in oneself or others that are tied to certain valuable competencies.

Training and Development: It is the process of boosting an organization's employee productivity, competencies, and resources.

Work Self-Directed Learning. It refers to an individual's ability to detect their own work demands, set their life objectives, specify the sources they need to learn on-the-job, employ suitable learning methodologies, and assess learning results with or without outside assistance.

Organisation of the Study

There are five sections to the study. The study's history, problem description, study objectives, research questions, and hypotheses are all included in the first chapter. It also describes the research's significance, as well as its breadth and limitations. The review of relevant and related literature to the topic is the subject of Chapter Two. The review is divided into three sections: theoretical, conceptual, and empirical reviews. The study's conceptual framework is also presented in this chapter.

The approach used in the study is also described in chapter three. This comprises the study's institution, methodology, research design, population, sample and sampling procedures, research instrument, instrument validity and reliability, ethical considerations, and data collection and analysis techniques. Chapter four contains the data analysis, outcomes, and discussion of the findings. The study's summary, conclusions, and recommendations are also contained in chapter five, the last chapter. The chapter finishes with suggestions for further study.

Chapter Summary

This chapter identifies the study's goal through an analysis of background research on T/D and its impact on employee performance. A

statement of the problem was examined along with the study's goal and scope. The hypothesis and major research issues were outlined. The study's significance was also explored, as well as operational definitions of terminology. On these premises, the study went on to provide a detailed description of the research, as well as a comprehensive assessment of the literature, in chapter two.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter is devoted to a review of the relevant literature for the study. A discussion of a few increasingly vital and applicable principles serves as the study's theoretical foundation and conceptual framework. In order to obtain a better knowledge of the present topics under examination, certain relevant empirical investigations were also studied.

Theoretical Review

The theoretical review section presents the theories which explain why the problem under study exists. There are many theories on T/D of employees and employee performance. However, this study focuses on human capital and organisational support theory.

Human Capital Theory

Human capital theory is a theory that describes how individuals with economic worth contribute their knowledge, skills, and talents to an organisation (Fugar, Ashiboe-Mensah & Adinyira, 2013). This indicates that human capital refers to the knowledge, skills, abilities, and characteristics inherent in people that help them achieve personal, societal, and economic well-being (Sweetland, 2013). According to Beardwell and Holden (2017), it is the individual's abilities, knowledge, skills, and experience, all of which are embodied in and inextricably linked to him or her. This demonstrates that human capital is defined as an individual's knowledge, skills, abilities, experience, and traits that contribute to the attainment of organizational goals and increase individual market value. As a result, T/D refers to any action that

improves an employee's quality. Training is a key factor in the development of human capital. Grobler, Warnich, Carrell, Elbert and Hatfield (2017) defines it as the knowledge and training that an employee is necessary to have and receive in order to improve the individual's capabilities in doing tasks of economic value.

According to Fisher et al. (2014), Schultz presented the human capital hypothesis, which was further expanded by Nobel Laureate Gary S. Becker in his key work on the economics of employer-provided training. The notion proposes that employees receive important information and skills as a result of their education or training, which increases their productivity and income. Becker (1964) establishes a distinction between specific and general human capital. Expertise obtained via education and training that is exclusive to a single business is referred to as specific human capital (firm-specific or context-specific skills). On the other hand, general human capital (general skills) is information acquired via education and training that is useful across the board (e.g., reading and writing).

Human capital is a type of production in which greater investment yields greater output. Several academics have critiqued the human capital theory for oversimplifying employee productivity, arguing that education alone will not lead to organizational efficiency and that it will need to be supplemented by other factors. Economists and other social scientists, According to Bassi and McMurrer (2016), have inflated the advantages of greater education while disregarding complementing inputs like training, contract conditions, and management practices, which are all necessary for education to boost productivity. Employers choose people based on their educational qualifications

because better-educated individuals may be taught for certain professions faster and at a lesser cost than their less-educated counterparts (Dessler, 2017)

Brum (2017) further suggests that schooling may simply be a market signal of a worker's prospective productivity because firms have few other options for determining a worker's productive traits. Despite these concerns, human capital theory has held up well and continues to be the most important theoretical construct for gaining a better understanding of human capital investment from both a person's and a company's standpoint (Bassi & McMurrer, 2016; Dess & Pickens, 2017). One of the most fundamental principles in labour economics is to see employees' marketable abilities as a sort of capital in which they may invest in a number of ways. Understanding investment incentives as well as the salary and earnings structure requires this approach. Human capital allows us to consider not just the years spent in school, but also a range of additional qualities such as investments in human capital (Byars & Rue, 2018). These factors include school quality, training, and job attitudes, among others. With this form of thinking, one can have a better grasp of some of the discrepancies in earnings between workers that aren't accounted for solely by differences in schooling. However, this concept of human capital might be taken too far if one considers every variation in pay in the labour market to be related to human capital.

Basically, because it boosts business profitability, human capital will be valued in the market. Firms will pay greater compensation to train and develop people since these individuals will be more helpful to the company because they will obey commands better and be more dependable members of the firm's hierarchy (Bohlander et al., 2019). This suggests that a person's ability to

perform is related to his or her talents, abilities, knowledge, and experience, and that an individual must know what to accomplish and how to do it. Most of these qualities are acquired through T/D programmes. The term "opportunity to perform" refers to aspects such as the atmosphere, technology, and equipment that might influence work performance (Bohlander et al., 2019).

Organisational Support Theory

The second theory used to support the argument of the study is organisational support theory. This theory may help explain employees' performance at the hospital. The meaning of the theory is that support systems provided by organisations to employees help in boosting the satisfaction, commitment and performance levels of employees. According to the idea, employees form broad opinions about how much the hospital appreciates their work and cares about their well-being in order to fulfil social emotional needs and assess the hospital's willingness to reward efforts (Wright & McMahan, 2014). Perceived Organizational Support is the term for this (POS). Rather than being perceived as the behaviours of a single person, agents' actions are typically seen as indicative of the hospital's aim. Employees personify the hospital, therefore favourable or unfavourable treatment would be interpreted as a reflection of the institution's good or bad attitude toward them (Verhaar & Smulders, 2017). This perception has direct influence on staff performance.

Positive culture helps develop employees' interest and importance in the hospital. It also improves their positive perception of the hospital, which can lead to a sense of duty to care about the hospital's well-being and assist the hospital in achieving its goals. Employees become indebted to the hospital as a consequence of the T/D efforts provided to them. Employees' positive

perception toward the hospital's T/D programmes influence them to work more and better which in the long run, assist them and the hospital as a whole improve their performance. According to the notion of organizational support, favourable reward options communicate a positive value of employees' efforts and hence contribute to POS, which encourages employee performance (Tukunimulongo, 2016). Staff positive perception of the hospital's T/D can, therefore, influence their POS positively leading to increase in their performance.

In the hospital's setup, employees who feel that the hospital's T/D programmes are fair and just become motivated and they feel that the hospital value and appreciate them. This situation in turn influences employees to become satisfied with their job and attached to the hospital which in the long run boost their performance. According to Truitt (2019), POS has a significantly positive effect on employees' performance. Employees who are given adequate T/D initiatives, as well as being cared for and loved by their employers, will form an affective bond with them. Employees who are committed to their company perform better and make more meaningful contributions (Sanyal & Hisam, 2018). Healthcare providers can therefore, organise various T/D interventions for employees through supportive activities such as orientation to boost employees' performance.

Although organisational theory is founded on workers' perceptions of the organization's activities, perception is a complicated phenomenon. The perceiver, as well as the target (hospital actions), might have an impact on perception. The same scenario (same target) is known to be seen differently by various people. Some people will see the hospital's ostensibly positive efforts

as just helpful to the organization in the long run, and will see no reason to reciprocate.

Conceptual Review

The conceptual framework evaluation focuses on sub-headers including T/D, T/D components, types/methods of T/D, T/D process, and employee performance. This section helped in explaining the major concepts of the study.

Training and Development

Human resource management involves a lot of T/D necessary for the effective utilisation of human resources in any organisation. To ensure the survival and/or growth of organisations, it is critical and absolutely important to maximize employees' contributions to the achievement of an organisation's overall goals. Numerous academics have recognized the critical relevance of T/D of an organization's human resources. T/D improve the technical, tactical and analytical competencies of employees which is vital for organisational growth (Nassazi, 2013; Rowold, 2015).

Employee training courses or programs are a proposed effort that supports learning challenges related to the present job, whereas employee development is the process of an employee acquiring new knowledge, abilities, and behaviour to match shifts in job requirements (Noe et al., 2017). Employee T/D, whether physical, social, intellectual, or psychological, is critical in promoting not just productivity but also personnel growth in any organization (Goldstein & Ford, 2018). Employees must have a favourable impression of the organization's T/D programs.

Human resources are an organization's most significant asset. Without labour, an organization with all of the machinery, supplies, and even money can

do nothing. As a result, an organization's efficacy and success are based on the individuals who establish and operate inside it. As a result, if employees have acquired the requisite information and skills, they will be able to do their duties and contribute meaningfully to the organisation's success (Sun, Aryee & Law, 2017). In appreciation of this fact, organisations, both private and public, provide various forms of T/D programmes for almost all personnel at all levels of the organisation.

The influence of T/D might be significant on an organisation's overall performance and profitability. One can, therefore, deduce that if training does not add value to organisational effectiveness and profitability, then it is not worth considering. It is, however, imperative that prior to conducting training or development programmes, efforts are made to assess the needs of individuals and the organisation. Following the completion of T/D programs, an assessment is frequently conducted to determine the program's success in relation to the identified need (Rowold, 2015). It's worth noting that organisational development occurs in tandem with the growth of the individuals who make up the organisation. As a result, no organization can become successful and efficient until its members acquire and use the necessary skills and knowledge.

Karia, Omari, Mwanaongoro and Kimori (2016) recognised in the context of an organization, T/D is defined as a process by which employees are continuously and systematically supported in gaining or honing the competences required to perform diverse responsibilities relevant to their present or anticipated future jobs. Additionally, T/D assists employees in developing their overall skills as persons, as well as identifying and using their

own inner resources for personal and/or organizational development. This makes T/D a must activity of ACH.

It may be characterized as the capacity to train and motivate both new and experienced hospital staff to improve and increase their performance as well as be more efficient in their job obligation (Ismail, 2015). This highlights the need for a more methodical approach to determining individual T/D requirements, such as examining individual worker capabilities. (Amyan, 2016). As a result, allowing ACH employees to participate in some T/D activities will undoubtedly boost their career prospects and skills, maybe leading to an increase in their performance. ACH's most valued asset is its employees. The hospital has a variety of machinery, resources, and even money, but without the personnel, nothing gets done. As a result, the hospital's efficacy and success are based on the people who make up and work in it. As a result, ACH personnel are capable of performing their tasks and contributing meaningfully to the hospital's success, if they acquired the relevant knowledge and skills that will make them relevant to the hospital and also to the country as a whole (Rowold, 2015). In appreciation of this fact, ACH and other healthcare providers in Ghana provide various forms of T/D programmes for all staff at all levels.

It is worth noting that ACH's development coincides with that of the hospital's personnel. As a result, no organization can become successful and efficient unless and until its members acquire and use the necessary skills and knowledge (Denisi & Griffin, 2018). Therefore, to ensure the survival and/or growth of the hospital, it is crucial and absolutely necessary to optimise the employees' contributions to the attainment of the hospital's overarching goals.

The fundamental goal of ACH's T/D is to improve individual staff' present and future obligations, as well as their ability to develop relations teamwork, and collaboration throughout all of the hospital's units together with the total self-renewal and enabling capabilities of everyone in the hospital (ACH, 2019).

Interventions of Training and Development

Several areas of T/D have been extensively researched in the literature. However, the focus of this research was on five main components of T/D that are employed by ACH to improve the skills and performance of staff. As a result, coaching, training, mentorship, shadowing, and self-directed learning are common forms of T/D in this research.

Coaching

Coaching is the first aspect of T/D to be evaluated. It is the skill of assisting others in improving their performance, learning, and growth (Haslinda, 2009). It is a personalized (typically one-on-one) on-the-job method to assisting people in developing their skills and levels of competence. According to Gupta (2014), coaching aims to enhance abilities, behaviour, and performance quickly, usually for the current work. Coaching becomes more structured and purposeful as a result of this. The coaches utilize feedback and provide an objective viewpoint.

According to Stone (2017), Coaching may be necessary as a result of formal or informal performance appraisals, but chances for coaching can also occur from ordinary activities. Coaching is an element of the managerial process that entails assessing a person's performance by asking them what they think about it, ensuring that the individual is aware of and knows what is expected of them, and having insight into how to do a task effectively. When done

effectively, coaching allows the manager to offer early guidance rather than later instruction, which might be viewed as interference. It also aids in the usage of subsequent scenarios in the promotion of learning and the solution of challenging challenges (Huisat, 2019).

Coaching is most successful when a coach recognizes that his or her role is to assist individuals in learning and when people are motivated to learn. Employees of ACH should be aware that if they are to execute their jobs satisfactorily, they must enhance their current level of knowledge, skill, or behaviour. Employees should be guided in what they should learn and provided feedback on their performance. Employee coaches should also be proactive in using their employees' abilities and experience by incorporating them, since learning is not a passive but an active process.

Training

The second component of T/D considered is training. To enhance learning, it is the use of systematic and planned instruction activities (Bohlander et al., 2019). The method is summed up by the expression "learner-based training". It comprises the use of formal ways to impart knowledge and aid individuals in obtaining the skills they require to perform successfully in their employment (Baptiste, 2014). It is regarded as one of various approaches that a company might adopt to encourage learning.

Wright and McMahan (2014) consider training to be a concept that plays a supporting function in learning. Rather of using it as a one-size-fits-all approach to people development, it should be reserved for situations that require a more targeted, expert-led approach. Wright and McMahan (2014) adds that typical training methods tend to focus on subject-specific material rather than

striving to enhance basic learning abilities. Both the organization and the employees may benefit from training. The traditional training strategy places a greater focus on subject-specific information than on developing basic learning capacities. Training has the potential to help both the company and the personnel.

The key goals of training, according to Chatterjee (as described in Stone, 2017), are to establish a close relationship between the employee and his or her job, upgrade skills to prevent obsolescence, stay up with new technology training and encourage positive attitudes. Additionally, training aids in influencing employee attitudes in order to get support for organizational actions, as well as better cooperation and loyalty. According to Stone (2017), training equips employees for long term responsibilities, boosts economic activity, encourages cost-effective and convenient job performance, and reduces operational errors. Additionally, good training reduces unnecessary repetition, wastage, and rotting of supplies. As a result of better knowledge and abilities, the employee approaches his or her work with more confidence and conviction. Employee morale is improved as a result of training, as is employee contentment with their employment (Marimuthu, Arokiasamy & Ismail, 2017). Training, according to Goldstein and Ford (2018), is a powerful instrument that instils a sense of pride and belonging in employees. Furthermore, training can improve the connection between employees and their immediate supervisor, leading to improved long-term performance.

Mentoring

Mentoring was the third aspect of T/D that was considered. Mentoring is the practice of utilizing specially trained professionals to lead, advise, and

provide ongoing assistance to individuals who are required to learn and enhance their skills. Malaolu and Ogbuabor (2013) define mentoring as the transfer of information, effort, or ideas from one person to another. Mentors, on the other hand, are individuals who nurture others for future success and advancement in their careers, according to Stone (2017). Mentoring is not the same as coaching in that the former is a strategy for assisting people in learning, whilst the latter develops a person's competency. Mentors, according to Stone (2017), are advisors in offering administrative and technical support, as well as solutions to early career challenges; developing self-development and learning plans; assisting others in acquiring information and skills on a new job; projecting corporate culture and shaping values and behaviour in the organization; and projecting corporate culture and shaping values and behaviour in the organization. Mentors help others finish jobs correctly and aid others in assisting themselves. Mentors are regarded as parental figures who empathize with people's concerns and goals. Identify, brief, and train mentors who take a supportive rather than directive approach to assisting and dealing with others, despite the fact that there are no standard methods for mentoring (Degraft-Otoo, 2017).

Shadowing

Shadowing was the fourth aspect of T/D that was studied. Shadowing in the workplace is when you work alongside another individual to learn about their organisation, abilities, duties, and responsibilities. Participants can share their knowledge, enhance their leadership abilities, and gain a better grasp of their career prospects via shadowing (Gupta, 2014). Additionally, shadowing occurs when a person from one section of the business is given the opportunity

to work alongside another individual and learn about their role as well as get insight into that work area. It may also be used to allow someone in a department to work with more experienced colleagues in order to learn and improve in their present job.

Furthermore, it allows participants to gain a better understanding of an organisation as well as the functions and responsibilities of a given position (Marimuthu et al., 2017; Stone, 2017). In general, there are three types of people that benefit from these programmes:

1. The mentors can demonstrate their experience and leadership qualities while also growing their professional network.
2. The protégé can gain a better understanding of the firm, department, or business unit. They will also gain a better awareness of their job prospects as a result of the program. Finally, they will be able to broaden their knowledge through the mentor's teaching.
3. Companies fund these programs because they serve to strengthen the bench and improve employee engagement.

Shadowing can range from a simple one-time event to a complicated rotational schedule. A product manager, for example, can shadow a call center representative and listen to customers express their thoughts and grievances. On a rotational basis, new workers can be allocated to a variety of departments and spend weeks shadowing a variety of employees.

Staff, as well as other ACH employees and departments, might benefit from shadowing. It can aid in improving cross-departmental communication and encouraging continual development. It's also a great way to engage with others within the organization, which may help break down traditional barriers

(Engetou, 2017). It's an opportunity for hosts to exchange best practices and assist visitors/guests and, in many cases, hosts to grow personally. It enables individuals to take a fresh look at the procedures they're participating in. According to Gandhimathi et al. (2020), Shadowing allows a person to discover how other workers operate and what their tasks are in a unique way. It broadens one's understanding of the hospital's other jobs and operations.

Individuals who participate in job shadowing will be able to observe how other employees and teams work, get insight into the roles and duties of other employees and departments, reflect and learn from others, see the big picture, and develop a better grasp of how the hospital operates (Khan, Abbasi, Waseem, Ayaz & Ijaz, 2016). Similarly, shadowing can be utilized to “try out” several job alternatives. There is an opportunity for the person being shadowed to discuss his or her experiences with colleagues from a different job area than his or her own.

Self-directed learning

Memorization is becoming less valuable in most modern civilizations. This is due to a shift in people's ideas of education and understanding with gaining knowledge about becoming increasingly popular in these societies (Grover, 2015). Individuals who have studied how to learn are better able to manage their own learning, integrate fresh material into bigger settings, overcome challenges, and be receptive to innovation and progress. They are self-aware and confident, eager to learn, competent of employing a range of learning strategies, and knowledgeable about their own learning styles, interests, and abilities. (Beach, 2017; Tekkol & Demirel, 2018). One of the most important aspects of self-directed learning is knowing how to learn.

The fifth and last component of T/D considered in this study was self-directed learning. It applies to a person's ability to evaluate their own learning needs, determine their learning objectives, describe the sources from which they must learn, select/use appropriate learning strategies, and analyse learning outcomes, with or without the assistance of an instructor (Carson, 2017). As a result, through self-directed learning, employees might develop a system of meanings to comprehend events, concepts, or situations at work. They choose priorities, select techniques, and utilize a variety of accessible resources to carry out work-based learning. This process displays the effect of control as well as learning and facilitation features. In self-directed learning, the responsibility for learning shifts from an external source to the individual. The learner's direction and active participation in the process of learning are critical in this approach.

Employees may choose their own speed for self-paced learning courses, allowing them to keep track of their own progress (Grover, 2015). According to Deyo, Kiser, and Rochester (2016), self-directed learning could be centered on a technique of recording achievement and action planning in which people reflect on what they've learned, what they've accomplished, what their objectives are, how they plan to achieve those goals, and what learning experience they need. The learning system can be 'self-paced,' in the sense that students can go at their own pace up to a certain point and are encouraged to keep track of their own progress and adjust the curriculum as needed (Carson, 2017).

When people discover things for themselves, they absorb and retain more knowledge; nevertheless, they still require direction on what to explore and assistance in locating it. Beach (2017) argues that learners in self-directed

learning must be encouraged to define what they need to know to execute their work effectively, with any assistance they may require. Beach (2017) thinks that learners require advice on where to locate and use the information they need to learn, as well as encouragement from their employer and support from the organization in the form of coaching, mentorship, and e-learning with learning facilities (Tekkol & Demirel, 2018).

So far, the evidence suggests that self-directed learning skills have a favourable impact on an employee's skill development, which might lead to an improvement in his or her employability in the long term. As a result, it is critical for businesses to incorporate teaching and learning methodologies as well as outcome statements that assist employees in moving from dependent to active self-directed learning. Employees, on the other hand, differ in their ability to study on their own time. These abilities are unique to each employee and may be influenced by their attitude, ability, and personality (Tekkol & Demirel, 2018). Finally, specific learning experiences that improve self-directed learning abilities should be developed to help people become lifelong learners.

Types/methods of Training and Development

According to Noe et., al (2017), training may be divided into two categories: on-the-job training and off-the-job training. Most organizations use a variety of different methods of T/D to enhance their human capital bases. The aims and objectives of the T/D program frequently impact these groups. According to Gambo (2015), different organizations utilize various T/D approaches based on their employees' requirements as well as their purpose achievement. The decision to outsource training or build its own trainers and training programs is then up to the organisation's mindset.

There are several methods for T/D accessible. Among them are job expansion and rotation, formal education, temporary work and volunteer projects, executive coaching and mentorship, role plays, behaviour modelling, management games, and in-house growth exercises (Sanyal & Hisam, 2018). Different companies are compelled to use different methods of training for a variety of reasons, such as the organisation's strategy, goals, and resources, the needs identified at the period, and the target group to receive training, which could include individuals, groups, teams, departments, or the entire organization.

On-the-job training

Co-workers, supervisors, managers, and mentors are often in charge of on-the-job training to assist employees in adjusting to their new jobs and equipping them with the necessary job-related skills. On-the-job training, according to Pallavi and Kulkarni (2013), might include instruction or coaching by more skilled staff or trainers working at an office or on a bench. Individual or group assignments and projects, as well as the utilization of team leaders and managers, may be included. The goal of this type of T/D program is to transmit job expertise while working under the direction of a more senior employee. The trainer or more experienced employee trains and provides particular job practises to the learner. In some cases, the trainee is expected to observe and learn from the master. The learner is simultaneously studying and working, but the Co-workers productivity of the learner will be minimal. Typically, the method is non-systematic and trial and error is the only way to find out what works and what doesn't.

According to Truitt (2019), On-the-job training is more cost-effective and time-efficient for a business. It also helps their employees to learn in a realistic environment. On-the-job training, in this case, takes the form of receiving coaching and mentorship from co-workers. This may be an intensive kind of training because it occurs all the time and over a long period of time. Because the individual works, learns, and acquires competence all at the same time, on-the-job training provides the advantages of realism and immediacy.

According to Truitt (2019), one downside of on-the-job training is that the quality of supervision and coaching offered on the job has a significant impact on the learning efficiency. Many managers and team leaders are hesitant to implement or support training because they lack the necessary abilities. Furthermore, depending on co-workers for "sit by me" instruction has obvious downsides, since the training may be inadequate and may encourage negative habits. The student may be distracted by the same setting once more, making it difficult to understand basic skills rapidly (Gandhimathi et al., 2020). To counter these disadvantages, organizations must train its trainers. To keep their skills sharp, supervisors and in-house trainers should be taught on a regular basis.

Off-the-job training

Off-the-job training is a way for employees to gain skills and knowledge outside of their usual work setting. The program includes group discussions, private tutorials, lectures, reading, workshops and training courses. It encourages people to leave their current jobs and pursue careers in other fields. Its benefits include the trainee's ability to focus, analyse previous behaviours, and reflect on what has and has not worked in the past (Ndunguru, 2015). It

enables the transfer of knowledge and skills that may be taught or practiced in a safe and appropriate setting. This type of training is only done once in a while at a firm. It could be necessary to make special arrangements at an extra fee.

Training is organized and systematic, and it should be capable of promoting new attitudes and experiences which add to the organisation's success, increase employee satisfaction, which leads to improved performance and productivity, and foster a psychological environment that drives each employee's efforts toward the organization's objectives (Obisi, 2011; Preko, 2014). Because of this relative value, many organizations employ training as a vital element of their corporate governance strategy. Staff training, according to the ACH, is an important part of the hospital's transformation via increased employee performance. This emphasizes the need of assessing the influence of T/D on staff performance at ACH in Ghana's Central Region.

Training and Development Process

Scholars have characterized T/D in various ways, but the key principle that each of them addressed in their studies is workforce competence enhancement. In any organization, T/D serve to enhance the work-related qualities of employees. The process of employee T/D is frequently divided into stages, which are commonly split into five categories. This is done, according to Noe (2015), to ensure that training is done in a methodical manner. A systematic approach to training includes analysing training requirements, designing training, implementing it, and evaluating it. The training process usually involves determining the training needs, designing the training, and delivering the training. Figure 1 presents the T/D process.

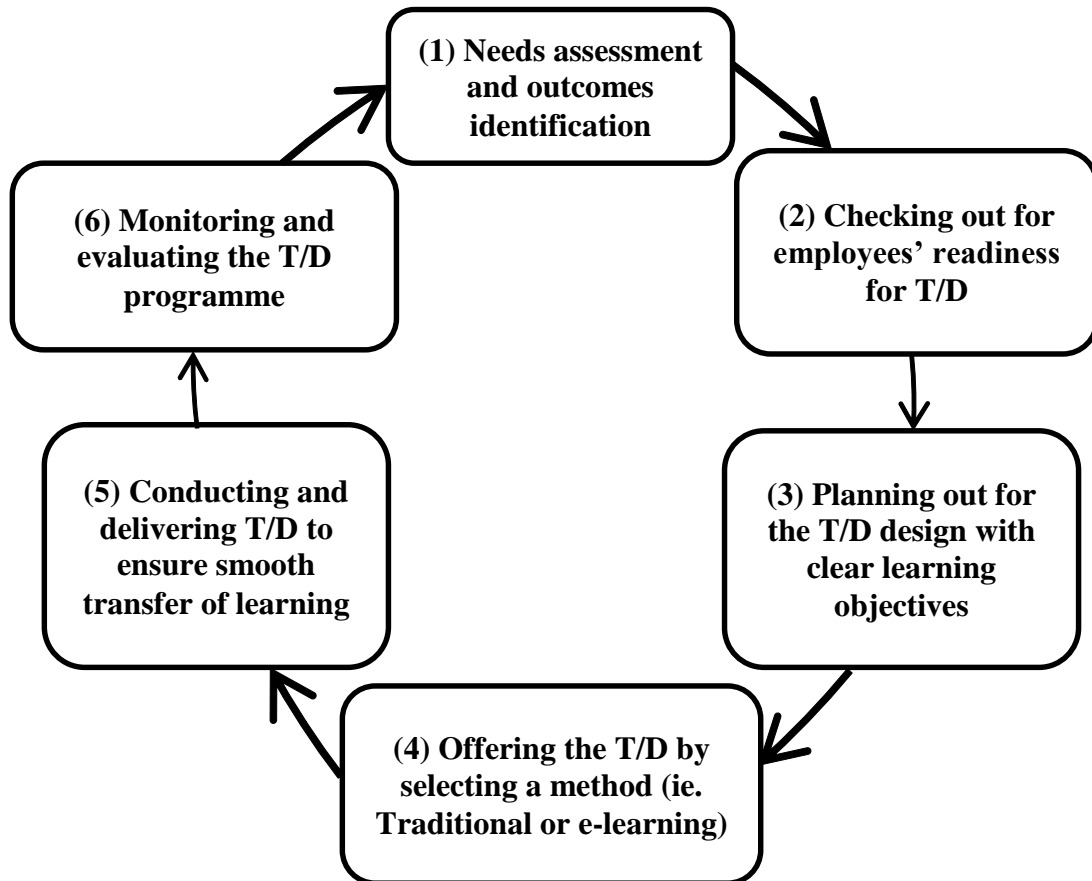


Figure 1: Training and Development Process

Source: Noe (2015)

The first stage in running an effective training program is to identify training requirements and develop goals to meet those requirements. This is because, in order to justify training expenses, a corporation must consider both organizational and individual needs. Even when the number of stages varies, the overall method remains the same. That is, to better undertake training in order to maximize the returns on investment. T/D is a continuous process. The steps shown in Figure 1 are essential for every well-designed and implemented plan, regardless of the scheme provided by various academics and trainers.

A corporation may be able to implement a program if it misses one or two phases in the T/D process, but it will lose the advantages of T/D, which may have a long-run consequences on employee performance, along with overall corporate productivity and growth.. Structured T/D, according to Sanyal and

Hisam (2018), is an intentional intervention targeted at achieving the learning required for increased work performance. The following are the steps of a well-planned T/D program: determine and specify training requirements; identify the learning that is required in terms of the skills and knowledge that must be obtained, and also the mindsets that need to be changed. Identify the training goals; develop training programs that use the correct blend of training approaches and places to fulfil the demands and objectives; pick who will be in charge of the training; The training should be evaluated, amended and extended..

Employee Performance

Employee performance may be characterized as a long-term record of successes for each job function (Angela, 2014). Performance may be thought of as a distribution of realized outcomes when seen in this manner, and it can be measured using a variety of metrics that identify an employee's pattern of performance over time. Campbell (2017), on the other hand, proposed a more recent definition, describing employee performance as the ability to complete tasks within set parameters. Furthermore, a variety of factors must be considered in order for an employee to perform well. Among the variables are managerial attitude, organizational culture, personal obstacles, job content, and financial benefits. Furthermore, with the exception of personal concerns that limit employee success, all of these attributes have a positive influence on employee performance (Elnaga & Imran, 2019).

Performance may be measured subjectively or quantitatively at both the organizational and individual levels, according to Hillage and Pollard (2017). This measurement is referred to as performance evaluation. According to the

authors, organizations have intended capacities, desirability, manual share, and financial strength, and performance is the difference between those prospects and those accomplished. Furthermore, the accumulation of human capital assets has a significant influence on a company's capacity to develop new products and compete in markets, as well as its overall success. It contributes to the organization's growth and performance by expanding the knowledge base.

The quantity and availability of resources can also be considered to evaluate employee performance. Resources, such as assets, cash, employee skills, and organizational procedures, are key drivers of employee success at any given time, according to Kikaala (2016). According to Okechukwu (2017), resources may be classified into physical, human, and capital resources, and a firm's performance can only be improved if its resources cannot be replicated by other businesses. According to Okechukwu (2017), while great financial performance implies a robust institution, qualitative indicators such as the character of management and the hospital's degree of labour education must be employed in conjunction with quantitative indicators in order for the organization to fulfill its goals and objectives.

According to Ritzer (2017), client satisfaction should be used to evaluate staff performance. Firms must thoroughly study their clientele in order to identify how best to satisfy their requests. He goes on to argue that firms should aim for innovation and great value in their goods. Ritzer (2017) agrees with Sendawula et al. (2018), who claim that while evaluating employee performance, employers should examine aspects such as amount of work, quality of work, job knowledge/skills, resource utilization, time management, initiative, work relationship, and communication skills. As a result, these

characteristics were examined in the current study while evaluating employee performance at ACH.

Empirical Review

A number of empirical studies were examined in order to have a deeper knowledge of T/D ideas as well as employee performance. Through direct and indirect observation, as well as prior researchers' or studies' experience, this contributed in gaining a deeper grasp of the issues. Several academics who have studied this topic have pushed for the importance of T/D interventions in improving employee performance. The empirical review was done in accordance with the study's clear objectives.

T/D is the branch of human resource management concerned with organisational action aimed at improving the performance of individuals and groups within a company. It's been referred to as employee development, human resource development, and learning and development, among other titles. It is a basic human resource management strategy for any company seeking a competitive edge in today's corporate environment. It allows the corporation to deal with technological changes and difficulties while also efficiently adopting new business practices.

The influence of T/D on the performance of Tanzanian public water utilities was investigated by Karia et al. (2016). In this study, descriptive and correlation research designs were applied. The study enlisted the help of 417 participants. A questionnaire was used to collect the essential and relevant data from the respondents. The collected data was analysed using descriptive and inferential statistics using SPSS Version 20.0. Frequency and percentage tables were used for descriptive statistics, whereas Pearson moment correlation and

ANOVA were used for inferential statistics. Karia et al findings were published in the journal Science. (2016) study indicated ANOVA ($F=2.047$, $df=5,19$, $p=0.118$) and Pearson-moment correlation ($r(370) = 0.550^{**}$, $p<0.01$), implying that T/D are statistically positive connected on public water utility performance.

Employees are the organisation's most valuable assets; they play an important part in its success. This suggests that the organisation's success is mostly dependent on its people. As a result, we must be concerned with employees' learning in order to improve their performance. The study by Shafiq and Hamza (2017) looked at the impact of T/D on employee performance. The questionnaire was created using empirical research. The respondents in this study were chosen using a convenience sample approach. On-the-job training, off-the-job training, job enrichment, and work rotation were used as independent variables. Employee performance was the dependent variable.

Shafiq and Hamza (2017) used a Likert-scale questionnaire to collect data using a quantitative research technique. A total of 105 employees from a Malaysian private company responded to the survey. Descriptive analysis, correlation analysis, and regression analysis were used in the study. According to the findings of Shafiq and Hamza's (2017) study, all independent variables had a negligible influence on employee performance, with the exception of job enrichment, which has a significant impact on the dependent variable.

Employee performance has been linked to a variety of demographic characteristics (Sanyal & Hisam, 2018; Younas et al., 2018). Age has been demonstrated to be a good predictor of job performance for a variety of reasons. According to Younas et al. (2018), the older employees get, the less alternative

employment possibilities they have. As a result, older employees may have a more positive attitude toward their present job, which may inspire them to perform better. According to Sanyal and Hisam (2018), older employees are more devoted since they have a higher investment and history with their company. Older personnel with a high level of devotion are more likely to perform well. This is so they may perceive their company as the only one that cares about them. and they do not have much alternative in the labour market, as a result may not want the organisation to collapse.

In terms of gender, some research (e.g., Al-Mughairi, 2018; Degraft-Otoo, 2017) have found that women are more dedicated than males. As a result, women face more challenges than males in achieving their goals in the workplace. This situation makes them perform better than men, especially regarding quality of work, use of resources, time management and communication skills. Also, employees' level of education and years of experience have been shown to relate to employees' performance, with experienced and highly educated employees usually showing high level of performance in the area of quality of work, job knowledge/skills, use of resources, time management, initiative, work relationships and communication skills (Engetou, 2017; Gandhimathi et al., 2020). It's also argued that this is because experienced and highly educated employees are more likely to have higher financial and familial obligations, increasing their desire to stay with the company. As a consequence, they'll always want to see the company grow. This is so because their economic and social survivals are largely dependent on the survival of the organisation.

Engetou (2017), focused on the influence of employee T/D on organisational performance. It was inspired by the fact that certain companies don't seem to care about growing their employees' abilities, but rather frown on and penalize whatever shortcomings they exhibit. Engetou (2017) wanted to learn if National Financial Credit has T/D programs in place for all workers, as well as any hurdles to such programs' implementation and the practical effects of T/D on job performance, to answer the research topic. Engetou emphasized the numerous different training methodologies that have been created and utilized in T/D programs across the world.

Engetou (2017) used questionnaires, interviews, and personal observation to collect data from 30 respondents at the National Financial Credit, Kumba branch. T/D, according to the research, is a necessity in every company, especially for employees who are inexperienced or have little expertise. The company's training approaches and tools significantly increased employees' contributions to their jobs. As a consequence, it had a positive impact on employee performance, as well as their talents and job efficiency. Younas et al. (2018) investigated how employee performance is affected by T/D. The study was conducted in relation to Pakistan's banking sector. According to the findings, development leads to improved employee performance, and both T/D improve employee performance. This indicates that all businesses must invest in staff T/D in order to maintain a long-term competitive advantage.

In addition, Licombe (2018) evaluated the impact of T/D on public sector employee performance. The study employed a cross-sectional technique to measure the specific item of interest. Data was gathered using self-administered questionnaires in order to capture all of the information relevant

to the study's aims, using a purposive sample technique. Employees have been attending T/D programs on a regular basis, according to the findings, which has helped them improve their talents and, as a consequence, their performance. Furthermore, Licombe's (2018) findings imply that frequent staff T/D programs enhance motivation and, as a consequence, foster a sense of cooperation, which leads to increased productivity.

Furthermore, according to Licombe (2018), training bridges the gap between job demands and the talents necessary to fulfil the tasks mentioned in the job criteria, resulting in better performance. The outcomes of the study, in general, highlight to the relevance of T/D in enhancing employee performance through developing the abilities needed to do their tasks. Employees are a company's most important asset, according to Karim et al. (2019). Any organization need well-trained employees in order to do tasks successfully and efficiently. It is a continual organisational process that aids in the development of people's skills, knowledge, and abilities. Due to T/D, employee performance increases. Employee productivity is important to a company's success. In this globalised era, training is necessary for competent and demanding company. It is the nerve that must help improve the quality of workers' lives at work as well as the company's growth. T/D are important parts of boosting employee performance in most organizations. The study's purpose was to evaluate how employee T/D influenced their performance.

According to the findings of Karim et al., (2019) workers are informed of training which motivates them to enhance their performance. According to the finding, all employees' T/D should be tracked and made compulsory, and companies should provide mandatory training programs for all employees in

order to boost productivity. This highlights the need of firms investing in continual T/D, taking into account aspects such as competitiveness, market dynamics, customer satisfaction, and net promoter score, among others.

In this age of globalisation, human resources have become a strategic resource for gaining long-term competitive advantages. Human resources considers T/D to be a component involved with organisational. In order to increase employee performance, T/D is an educational process that includes improving skills, concepts, changing attitudes, and acquiring new information. activity aiming at enhancing an individual and group job performance in organizational settings. T/D is an educational process that comprises refining skills, ideas, altering attitudes, and learning new information in order to improve employee performance (Gandhimathi et al., 2020). The lack of performance of personnel determines the necessity for T/D. Employee training allows people to develop their skills within the firm, which helps to boost the company's market value, employee earnings power, and job security.

T/D programs, according to Gandhimathi et al. (2020), increase the quality of work-life by establishing a friendly environment for employees. The training program had a positive impact on staff behaviour. According to the findings of the Gandhimathi et al. (2020) study, Latlon Technologies should focus more on staff T/D. They should assess each employee's strengths and weaknesses, and then provide training tailored to their specific requirements.

Conceptual Framework

The goal of this study is to evaluate the impact of T/D on staff performance at ACH in Ghana's Central Region. Coaching, training, mentorship, shadowing, and self-directed learning were the five components of

the customized T/D model. These five components of T/D adapted are in agreement with that of Preko (2014) and Degraft-Otoo (2017). In addition, the study controlled for gender. The link between the study variables is illustrated in Figure 2.

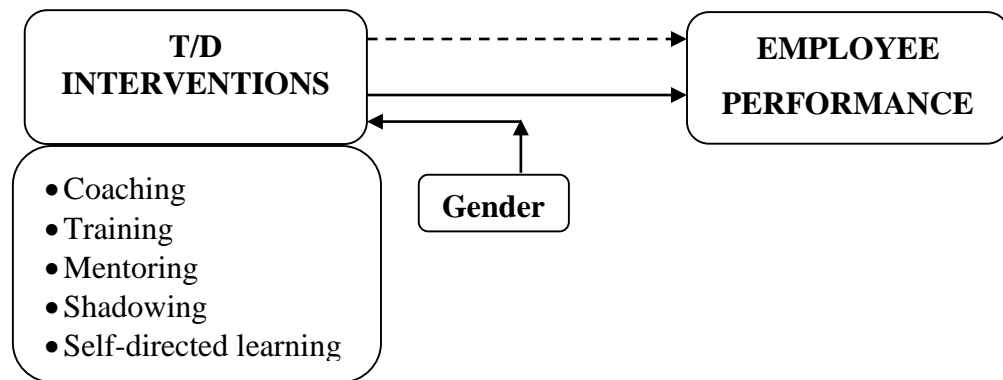


Figure 2: The Impact of Training and Development on Employee’s Performance at ACH

Source: Author’s construct, 2020.

On the basis of a thorough review of prior studies, it is possible to deduce that the various dimensions of T/D employed by ACH will influence employees’ performance positively, taking into consideration employee gender. The argument of the study is that, when ACH is able to adopt and implemented appropriate T/D interventions to its employees using coaching, training, mentoring, shadowing, and self-directed learning interventions as expected, the hospital is likely to induce employees’ motivation which will in turn boost their performance (Engetou, 2017; Gandhimathi et al., 2020). However, gender of employees can either enhance or thwart their perception regarding the various T/D interventions employed by the hospital (Sanyal & Hisam, 2018; Younas et al., 2018). Developing such perception may result in an increase or decline in employee performance after T/D interventions (Al-Mughairi, 2018; Degraft-Otoo, 2017). Therefore, there is the need to control for these demographic

variables, as in the case of this study, in order to boost employee's performance in the long run.

Chapter Summary

Human capital theory and organisational support theory were the underlying theories relevant to the study. They formed the theoretical basis that underpinned the argument of the study. The real studies discussed in this chapter cover a variety of topics related to T/D in addition to employee performance. It has been proven that good training leads to the attainment of organizational objectives. Certain institutional, technological, and behavioural elements, on the other hand, are highlighted as barriers to the success of many training programs. Limited research has been done in the field of T/D and employee performance in the health sector in developing nations, according to the literature examined especially those in Africa (Angela, 2014; Karia et al., 2016; Younas et al., 2018). The review of the related literature has provided an insight into the study in connection with T/D of employees at Apam Catholic Hospital, and its influence on their performance.

CHAPTER THREE

RESEARCH METHODS

Introduction

The methods used in the study is discussed in this chapter. The focus of the discussion is on the research design, study institution, population, sample and sampling technique, and data collecting instrument. It also discusses the study's ethical concerns, data gathering procedures, and data processing and analysis. The instrument's reliability and validity were also discussed.

Research Design

A research design is a blueprint or plan for how a researcher will conduct a study. A study design, according to Ary, Jacobs, Sorensen, and Razavich (2010), within the researcher's constraints, it should be successful in acquiring the needed information. Time, budget, and skill are examples of such constraints. Similarly, Creswell (2014) defines research design as a strategy framework, or a plan that directs research activities in order to arrive at sound conclusions. The goal of research design is to guide the researcher on how to gather, process, and analyse the data in order to address the research question or test the hypothesis.

The research's goal is to gather and analyses information on the hospital's existing T/D programs using a descriptive survey approach. A descriptive survey picks a sample of the population of interest and develops generalizations based on their responses. It entails observing a variable or a set of variables in their natural state. A descriptive survey, according to White (2015), who, what, when, where, and how are some of the questions that need to be answered. Employees were asked to complete questionnaires in order to

gain a sense of how they felt about the influence of T/D on their performance in this study.

The descriptive survey design was chosen above other research approaches because of its unique qualities that make it more relevant for the investigation. Because of their ease of distribution and completion, descriptive survey instruments are the most widely used to collect data (Best & Kahn, 2012). Second, according to Creswell and Plano-Clark (2015), social scientists consider descriptive surveys to be the best, especially when huge populations are involved. According to Creswell and Plano-Clark (2015), descriptive research includes an accurate depiction of actions that goes beyond mere fact-gathering. In order to grasp the issues, the study moved beyond the "what" inquiries to ask "why" and "how" questions. Furthermore, taking into account the research objectives, the purpose for the inquiry, and the population under study, it was considered acceptable to use this design to aid in achieving the goal and drawing meaningful conclusions from the study.

Research Approach

For this project, the researcher used a quantitative technique. This method was used to numerically measure the data obtained in the field using a discrete scale. According to Kelly (2016), a quantitative method is used to answer questions like "how many?" and "how often?" where the data is simply processed and transformed into numbers. A quantitative approach is a method for developing testable hypotheses and ideas that may be applied to a variety of situations (Creswell, 2014). Furthermore, conducting research with a quantitative technique is simple and quick, and it may cover a wide range of scenarios (Creswell & Plano-Clark, 2015). It is also possible to combine

quantitative and statistical methods to analyses data because it is easier to generalize the results. Another benefit is that the final outcomes are based on numbers rather than interpretations, which could make future development and comparisons easier.

Furthermore, the primary purpose of quantitative study is to offer precise facts to those who make decisions so that they can (1) make precise forecasts about market factors and behaviours, (2) acquire valuable insights into those relationship, and (3) verify or confirm relationships that already exist (Best & Kahn, 2012; Creswell, 2014; White, 2015). This approach, on the other hand, is rigid, unnatural, and ineffectual in determining the importance that people place on acts, and it isn't helpful in producing hypotheses (Creswell, 2014). The main reason that necessitated the adoption of the quantitative approach was the use of the questionnaire which allowed the researcher to collect a significant amount of data from a sizeable population, and the ease of adopting quantitative statistical tools to analyse the data numerically.

Study Institution

In Ghana's Central Region, the Apam Catholic Hospital (ACH) is a tiny Catholic-run hospital. The Medical and Dental Council has given the hospital approval to function as a district hospital. The hospital was founded in 1959 and is one of three in Ghana's Central Region under the auspices of the Archdiocesan Health Office (ACH, 2019). It has undergone some infrastructural changes since then to guarantee that it is a consistent provider of a 24-hour health service. The hospital's primary catchment area is the Gomoa District in the central region (which includes 197 towns), for which the hospital serves as a referral center, particularly for the Gomoa District's maternity homes. The hospital provides

medical, surgical, and trauma care, as well as a specialized obstetrics and gynaecology service (ACH, 2019).

Although the hospital, which is located at a crossroads, has decent access, there are still areas that are unreachable due to poor road networks and lack basic services such as water. As a result, water-borne infections are common in the district, and the most common health issues observed at the hospital are anaemia complications (particularly in children), malnutrition, typhoid, adolescent pregnancy, skin disorders and ulcers, and a high new-born death rate (ACH, 2019). This situation has increased the work load of the hospital's employees. As a result, it's no surprise that the hospital has implemented T/D programs to assist personnel as well as improve their knowledge and abilities in order to improve their performance.

Population

The study's target population was all of the hospital's employees. The accessible population, on the other hand, was entirely made up of permanent employees. According to current records, ACH employs 124 full-time employees (ACH, 2019). Table 1 shows the distribution of the accessible population by category.

Table 1: Population Distribution of Employees at ACH

Category of employee	Frequency (No.)	Percent (%)
Management staff	5	4.0
Senior staff	11	8.9
Professional/Technical staff	59	47.6
Junior staff	49	39.5
Total	124	100

Source: Apam Catholic Hospital (ACH, 2019)

Sample and Sampling Procedure

In most circumstances, investigating every individual of a target population is impractical, especially when the target population is exceedingly big. As a result, a representative sample of the population of interest or a focus on individuals who are more accessible to the researcher is required. As long as the study's findings are actually representative of the target group, they can be utilized to draw conclusions about the entire community (White, 2015). In situations where the population is small and heterogeneous, it is appropriate to use the census technique. As a result, the census approach was chosen appropriate for this study due to the relatively small number of permanent employees in ACH.

A census is a method of recording all aspects of a population that is available (White, 2015). The census was required since the hospital's regular staff were very diverse from one another. According to Bryman (2016), using the census approach in such studies is always acceptable because the population is tiny and varied, and any sample picked for the study would be unrepresentative of the general population. The study's calculated results from the sample would also be erroneous as population. As indicated earlier, all the

permanent employees of the hospital were accessible to the researcher, and they were 124 in number. These employees were able to supply information that aided in the achievement of the set goals. The researcher believes that the hospital's permanent staff have sufficient characteristics, abilities, and knowledge regarding the difficulties presented, and are thus in a position to deliver data in a more timely manner that will aid the researcher in addressing the issues or problem.

Data Collection Instrument

A questionnaire for respondents was the primary research instrument for collecting data (see Appendix A). The questionnaire was chosen for the study because it allowed for a considerably faster collection of data from a wide literate population. It was also cost-effective, easy to make, and the questions were all the same. The anonymity of the respondents was another advantage of the questionnaire, since it allowed them to provide information without fear of being targeted (Kelly, 2016). The questionnaire, according to White (2015), is limited to literate persons and does not allow for the gathering of additional data. This study's participants were all literate, and they were able to read and comprehend the questionnaire items as expected.

There were four sections to the questionnaire (A, B, C and D). The first portion (Section A) was used to collect information about the respondents' backgrounds. Gender, age, greatest level of education, and years of hospital experience were all taken into account. This section's items were all closed-ended in nature. The data for T/D, as well as the delivery of the hospital's T/D programs, were the emphasis of Sections B and C. The five dimensions of T/D were adapted from the works of Preko (2014) and Degraft-Otoo (2017). Each

dimension was made up of numerous pieces of close ended items. Section D was utilized to gather information on the performance of the employees. Quality of work, quantity of work, job knowledge/skills, problem solving, resource management, initiative, and communication skills were all factors considered in an employee's work performance. This variable was studied using a total of ten closed-ended items.

Sections B, C, and D responses were scored on a five-point unilinear scale ranging from one (1) to five (5). Respondents were instructed to answer questions in the context of how they apply to them as hospital personnel. This scale necessitates a significant amount of decision-making on the side of the respondents (Bryman, 2016). On the other hand, it has the capacity to demonstrate the depth of a person's feelings toward whatever is in dispute. According to Kelly (2016), numerically measured reactions on a unilinear scale are simple to analyse, acquire data on, and analyse quickly.

Validity and Reliability of the Instrument

To improve the questionnaire's validity and reliability, a pre-test was conducted. Validity refers to the questionnaire's capacity to collect responses from respondents in the way that the researcher intended. Internal validity was checked to determine if the instrument could measure what it was designed to measure and to identify any flaws that may confuse the instrument's meaning or create false response. The study ensured that the items on the questionnaire addressed the area that the instrument intends to evaluate in terms of content validity. This was decided by the expert opinion of my capable supervisor and other human resource management specialists. The researcher ensured that the questionnaire measured what it claimed to assess in terms of face validity. Face

validity of the questionnaire was confirmed by the researcher's program mates, co-workers, and a few lectures from the University of Cape Coast (UCC).

At Kasoa Polyclinic, 35 of the facility's staff participated in the questionnaire's pre-testing. This health facility was chosen for the pre-test because employees of the facility possess similar characteristics with that of ACH with regard to gender, age, educational level, and number of years of experience characteristics of the employees, corporate culture of the facility, ownership structure, main source of finance, and core business activity. The researcher employed the Predictive Analytic Software (PASW) Version 21.0 as a tool to examine the questionnaire's internal consistency using a Cronbach's alpha reliability coefficient. This reliability co-efficient was employed since the responses to the items were assessed quantitatively using close-ended questions. The questionnaire yielded a reliability coefficient of 0.797. Scales with a Cronbach's alpha co-efficient of 0.70 or higher are regarded credible, according to research (Mukherjee, Sinha & Chattopadhyay, 2018).

Data Collection Procedure

The data collection period lasted five weeks, beginning on Monday, March 02, 2020 and ending on Sunday, April 05, 2020. In terms of the questionnaire, each respondent was permitted a maximum of 30 minutes to complete his or hers. An informal familiarisation tour to the hospital and the various offices of some of the personnel was performed prior to the administration of the questionnaire. This was done to verify the number of employees and obtain additional information about the difficulties mentioned. With the support of two field assistants, the researcher individually administered the surveys to the 124 respondents. These field assistants were

hospital senior professionals who were well-versed in the data collection process. As a result, using them as field assistants was a good idea. The two field assistants received training and orientation, which made administering the questionnaires much easier for them. Explaining the study's objectives, identifying and approaching respondents, and data handling were all part of the training session.

The methods for gathering data were carried out in two stages. The first part involved administering the questionnaire, while the second stage involved retrieving the completed questionnaires. Researcher and field assistants were able to distribute the questionnaire to the respondents. The researcher and field assistants were given the chance to be at various units of the hospital in order to deliver the questionnaires using the census approach. Most of the questionnaires administered were done in the various offices of the respondents.

To avoid disrupting their working hours, respondents were asked to take the survey during their leisure time or shortly after work hours. Those who were unable to finish the surveys on the same day were requested to submit the completed questionnaires on a different day, and their contact information (phone numbers) was recorded so that they might be contacted later. The second step was all about retrieving the questionnaire that had been given out. At the completion of data collection, the researcher was able to obtain full and complete data from 121 workers. This resulted in a 97.6% response rate.

Data Processing and Analysis

In this study, the data was analysed utilizing a quantitative technique. The data were sorted and coded using the processes in PASW Version 21.0's variable view, which is a statistical analysis package. The data was analysed

using the Test Analysis for Surveys (TAfS) tool. When analysing quantitative data, it is among the most comprehensive statistical software programs used by social scientists and other specialists (Sarstedt & Mooi, 2019). The researcher skimmed and inspected the completed questionnaires before entering the data into the computer to ensure that they were clear of any unwanted response before commencing the coding phase.

To finish the keying-in method, the data was entered into the software's data display after coding. Using the pooling method and mean values, raw data from the questionnaire was turned into the real variables of interest. The results were analysed and converted into tables, which were subsequently exported for presentation and discussions. Descriptive and inferential statistical techniques were used to examine the data. With the exception of data on respondents' background characteristics, responses to all of the closed-ended items were measured quantitatively using a five-point unilinear scale, with one (1) indicating the highest disagreement and five (5) representing the strongest agreement. The items in the questionnaire which were closed-ended were analysed, bearing in mind that they served as the foundation for drawing conclusions and making recommendations.

The data was analysed and conclusions were presented in line with the study's set objectives. Frequency and percentage distributions were used to analyse the data on the respondents' background characteristics. This was used to look at the gender, age, highest level of education, and years of experience of the respondents. The mean and standard deviation were used to analyse data from the study's first and second specified objectives. These statistical

approaches were used to analyse how respondents felt about the hospital's T/D programs, as well as the manner in which they were provided.

The data was also analysed using the independent samples t-test to see if gender has a significant impact on employees' attitudes on T/D programs. The independent samples t-test is used to determine the difference between two independent groups with a normal distribution and numerically measured variables. When assessing the influence of a variable such as gender on a numerical variable such as T/D initiatives, this statistical method is applicable (Cohen, Manion & Morrison, 2014). This statistical approach was used again because it allowed the researcher to quantify the margin of differences between the independent groups using the Eta Square statistic.

The data for the study's third specified purpose was analysed using Pearson Product Moment Correlation (PPMC) and linear multiple regression analysis. To begin, the link between the variables was determined using Pearson Product Moment correlation. Researchers (Creswell, 2014; Kelly, 2016) believe that the PPMC coefficient is adequate for analysing the link between two numerically recorded variables on a unilinear scale. The application of PPMC and linear multiple regression analysis is consistent with Amadi's work (2014), Degraft-Otoo (2017), Engetou (2017), Sendawula et al. (2018), and Younas et al. (2018), who all used the same statistical tool in finding out the relationships between the main variables. They all employed linear multiple regression analysis to look at the impact of explanatory variables on the dependent variable, which was numerically assessed using a unilinear scale. These two statistical tools allow for generalisation.

According to Cohen et al. (2014), when the variation on a criterion variable is explained by predictor variables that are correlated with each other, as shown in Figure 2, linear multiple regression is an effective tool for analysis. Furthermore, the reason for using linear multiple regression analysis was that the study had adapted a group of independent variables (five dimensions of T/D interventions) that was convenient in predicting the hooked-on variable (employees' performance). The linear multiple regression analysis was also useful in determining the percentage contribution of each independent variable to the dependent variable.

Ethical Issues Considered in the Study

In research involving human subjects, the problem of ethics is a critical consideration. It denotes a researcher's proper conduct in relation to societal norms (Best & Kahn, 2012). The researcher, research subjects, and research clients were all safeguarded from the study's negative outcomes by adhering to recognized research ethical standards and protocols. The study looked at ethical issues in a variety of ways. This study addressed the right to privacy, voluntary participation, no damage to participants, anonymity and secrecy, deceit, and scientific misconduct. To ensure that all ethical criteria such as academic honesty, plagiarism, and acknowledgment of copyrighted resources were satisfied, the researcher followed the University's ethical protocol standards.

In addition, permission from the hospital's management was requested to conduct the study. Furthermore, the workers' consents were requested individually using the questionnaire's introductory section. The purpose of the study and the goal it aimed to attain were explained to the participants. They were read the instructions and questions, and when required, explanations were

given. Respondents were asked to feel free to express themselves openly and that they had the option of participating or not participating. They also had the option of withdrawing their consent at any time and with no repercussions. They were promised that the information they submitted would be utilized purely for research purposes and that it would not be shared with anyone else.

Chapter Summary

This chapter explains the research methods that were used. The research design, and instrumentation study institution, demographic, sample, and sampling process were all assessed. It was established that the study adopted descriptive survey design. The chapter further looked at the procedures adopted in collecting the data. The statistical analyses used to test the propositions of the study were also elaborated. This chapter also discussed the nature of the data and treatments given, methods and programmes used to analyse the data.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

In this chapter, the study's findings are presented and discussed. A structured questionnaire was used to collect data for the study. The findings' interpretation is explored in connection to previous findings and hypotheses. The first part of the chapter focuses on the respondents' personal backgrounds, while the second half focuses on their responses to the study's specific objectives. Both descriptive and inferential statistics were used to analyse data. It should be noted that 121 completed questionnaires were retrieved from respondents at the conclusion of data collection.

Demographic Characteristics of Respondents

This section focuses on the gender, age, greatest degree of education, and years of experience at ACH distribution of respondents. The data on the respondents' background characteristics was analysed using frequency and percentage distributions. Tables 2 and 3 show the outcomes.

The bulk of the respondents (55.4%) were females, while 44.6 percent were males, as shown in Table 2. This signifies that the female workforce at ACH outnumbers the male workforce. In relation to the idea of ensuring that there is women empowerment in the formal sector, the results may be seen as encouraging since previous studies (Examples, Chinomnso, 2014; Karia et al., 2016; Motlokoa et al., 2018; Preko, 2014) have shown that the formal sector is perceived as male-dominated with large percentage (70+%) of the employees being males. The Ghanaian society is often seen as patriarchal. This situation,

according to Preko, A. (2014), has influenced the dominance of males in most institutions in the country, including the health sector.

Table 2: Demographic Characteristics of Respondents

Variables	Sub-scale	Frequency (No.)	Percent (%)
Gender	Male	54	44.6
	Female	67	55.4
Age of respondents	Less than 26 years	15	12.4
	26 – 35 years	49	40.5
	36 – 45 years	28	23.1
	46 – 55 years	25	20.7
Highest level of education	Above 55 years	4	3.3
	Basic	7	5.8
	Secondary	21	17.4
	Tertiary	93	76.8
Years of work at ACH	Less than 6 years	16	13.3
	6 – 10 years	20	16.5
	11 – 15 years	54	44.6
	16 – 20 years	16	13.2
	Above 20 years	15	12.4

Source: Field data (2020)

(N = 121)

Table 2 also shows that 12.4 percent of the respondents were under the age of 26. In addition, 40.5% of respondents were between the ages of 26 and 35, while 23.1% were between the ages of 36 and 45. Only 3.3 percent of those polled said they were beyond the age of 55. The combined proportion shows that the bulk of the respondents (82.6%) were under the age of 46. According to the findings, the majority of the hospital's staff in Ghana were between the

ages of 18 and 45. This demonstrates that ACH would be making a wise investment if they focused on the youth group when developing T/D interventions to help retain a young, strong, and active workforce (Sendawula et al., 2018).

The finding that most of the employees at ACH are within the youth age group corroborates with the view of Preko (2014) who posits that most employees in the formal sector are becoming dominated by people within the youth age group. This is a good sign since most of the youth in the society are becoming active in their work life. This suggests that the hospital's future prospects in terms of staff strength are good, as the majority of its personnel are young. Furthermore, because most hospital employees have a longer time to serve the hospital before retiring, it would be prudent if the hospital's management could implement appropriate T/D interventions and policies that would motivate this age group of employees to improve their performance.

The study further collected data on respondents' level of education. According to Omoikhudu (2017), the highest degree of education attained by employees is a variable that is most likely to increase their performance. This claim backs up the human capital hypothesis, which states that the greater an employee's degree of education and training, the better their work performance. Individuals who go up the educational ladder are taught about a variety of social and economic concerns, including the need of becoming self-sufficient and doing well in their various organisations.

As indicated in Table 2, the majority of respondents (76.8%) stated that their greatest degree of education was tertiary. In addition, 17.4% of respondents said their highest level of education was secondary school. Only 5.8% of those

surveyed said their highest degree of schooling was at the elementary level. According to the findings, the majority of the respondents had a pretty high degree of education. The greater a respondent's level of education, the more likely they are to be able to read and comprehend the items included in the questionnaire (Cohen et al., 2014). It is a respectable mark because the surveys were written in everyday English so that persons with only a high school degree could read and comprehend them, as the researcher had hoped. As a result, the respondents were able to read and comprehend the various items in the questionnaires in the expected manner.

Most scholars (Angela, 2014; Armstrong, 2012; Younas et al., 2018) believe that, all things being equal, the longer an employee has a relationship with an institution, the better he or she conveys his or her opinion on the organization's T/D initiatives. As a consequence, data on respondents' years of work experience was acquired for the study. Table 2 shows the distribution of hospital personnel based on how long they have worked there.

Table 2 shows that more than half of the respondents (44.6%) have worked at a hospital for 11 to 15 years. Only 13.3% of those polled said they had worked at the institution for fewer than six (6) years. In addition, 12.4 percent of respondents said they had worked at the hospital for more than 20 years. The combined percentages demonstrate that the majority of responders (86.7%) had worked at ACH for more than five (5) years. This is a positive sign for the study because the respondents have some level of hospital work experience and may have sufficient ideas for the hospital's T/D activities.

Employees' Views on ACH's Training and Development Interventions

The study's first explicit goal was to look at the perspectives of personnel on the hospital's T/D initiatives. The views of the respondents were described using descriptive statistics such as mean and standard deviation. Responses to the closed-ended items used in the data collection were graded on a five-point scale ranging from one to five, with one being the strongest disagreement and five representing the strongest agreement with the concerns. The study used mathematical approximation techniques to interpret the mean scores, as recommended by Sarstedt and Mooi (2019). As a result, there are five levels of agreement: Strongly Agree (4.5–5.0), Agree (3.5–4.4), Uncertain (2.5–3.4), Disagree (1.5–2.4), and Strongly Disagree (1.0–1.4). Tables 3–8 give the findings, which illustrate the respondents' perspectives on the study's stated specific objectives.

The first dimension of T/D intervention considered was coaching. The outcomes are offered in Table 3. As offered in the table, respondents agreed that their supervisors aid with their goal setting at the hospital (Mean = 3.929, SD = .823) and also, they intervene to help them solve problems (Mean = 4.053, SD = .793). Also, respondents agreed that they develop skills for solving problems through facilitated T/D interventions of the hospital (Mean = 4.008, SD = .776). Furthermore, respondents indicated that their respective supervisors assist them to find solutions to problems (Mean = 4.037, SD = .760) and also formulating work values as an employee of the hospital (Mean = 3.832, SD = .854). Also, respondents agreed that they always develop positive attitude for performing tasks through their supervisors' support (Mean = 3.919, SD = .748).

Table 3: Employees’ Views on Apam Catholic Hospital’s Coaching Interventions

Statements on coaching	Mean	SD
My supervisor aids with my goal setting at the hospital.	3.929	.823
My boss steps in to assist me in resolving issues.	4.053	.793
Through assisted T/D initiatives, I develop problem-solving abilities.	4.008	.776
My boss helps me come up with solutions to difficulties.	4.037	.760
With my supervisor's help, I always establish a positive attitude toward completing task.	3.919	.748
As a hospital employee, my supervisor aids me in developing work values.	3.832	.854
Mean of means (Coaching)	3.963	.679

Source: Field data (2020) SD = Standard deviation (N = 121)

Overall, the results show that respondents perceived the coaching intervention of the hospital in positive terms (Mean = 3.963, SD = .679). This indicates that the art of assisting others in improving their performance, learning, and development at the hospital is effective. To put it another way, the hospital's employees are rapidly improving their skills, behaviour and performance. Furthermore, the findings show that employees of the hospital performance are evaluated through questioning. Employees become aware of and comprehend what is expected of them as a result of this process, as well as get insight into how to accomplish a task properly.

When coaching is executed properly, it allows the manager to provide early guidance, while later counsel may be seen as interference (Huisat, 2019). Coaching becomes most effective, according to Huisat (2019), when the coach

recognizes that his or her purpose is to assist others in their learning, and when others are curious to adapt. As a result, ACH employees should be aware that if they are to execute their jobs satisfactorily, their current level of knowledge, skill, or behaviour must be improved. Employees should be guided in what they should learn and provided feedback on their performance.

The second component of T/D considered was training. Respondents were asked to share their thoughts on the hospital's training programme. The outcomes are offered in Table 4. As indicated in the table, respondents agreed that employees of the hospital are provided with information for T/D (Mean = 3.735, SD = .805) and also the objectives for T/D are always communicated to employees (Mean = 3.596, SD = .932). Also, respondents agreed that T/D programmes of the hospital are always evaluated using laid down methods in the hospital (Mean = 3.827, SD = .789).

Table 4: Employees' Views on the Hospital's Training Interventions

Statements on training	Mean	SD
At the hospital, I am given information for T/D.	3.735	.805
The objectives for T/D are always communicated to me.	3.596	.932
I receive regular T/D interventions that I need to do my job at the hospital.	1.811	.792
T/D programmes of the hospital are always evaluated using laid down methods in the hospital.	3.827	.789
I am provided with sufficient opportunities for T/D at the hospital.	1.843	.871
Mean of means (Training)	2.962	.761

Source: Field data (2020) SD = Standard deviation (N = 121)

However, respondents disagreed that they receive regular T/D interventions that they need to do their job at the hospital (Mean = 1.811, SD =

.792). Also, respondents disagreed that they are provided with sufficient opportunities for T/D at the hospital (Mean = 1.843, SD = .871). As indicated in Table 4, the overall mean show that respondents are uncertain regarding the training intervention of the hospital (Mean = 2.962, SD = .761). This shows that respondents do not have much knowledge regarding the use of systematic and planned instructional activities used by the hospital to promote learning. The findings contradict those of Bohlander et al. (2019), who argue that organisations must guarantee that employees are aware of the use of formal processes to convey knowledge and assist them in acquiring the skills they need to execute their jobs satisfactorily.

The study further examined the views of respondents regarding mentoring interventions that employees are exposed to. Table 5 summarises the findings. As seen in the table, respondents agreed that their superiors/supervisors provide them with job-related advice (Mean = 3.895, SD = .781). Also, respondents indicated that their supervisors share experiences on job performances (Mean = 3.989, SD = .750).

Table 5: Employees’ Views on the Hospital’s Mentoring Interventions

Statements on mentoring	Mean	SD
I receive advice on my job from my superior/supervisor.	3.895	.781
My boss tells me about his or her experiences on work performance	3.989	.750
I receive expert advice on knowledge acquisition.	3.871	.799
I'm improving my skills by taking expert advice from my supervisor and other hospital senior staff.	3.848	.793
Mean of means (Mentoring)	3.901	.667

Source: Field data (2020) SD = Standard deviation (N = 121)

Furthermore, results from Table 5 show that employees of the hospital receive expert advice on knowledge acquisition (Mean = 3.871, SD = .799) and also they are developing their potentials by following expert advice from their supervisor and other senior staff of the hospital (Mean = 3.848, SD = .793). The results from Table 5 show that mentoring is one of the strong dimensions of T/D use in Apam Catholic hospital (Mean = 3.901, SD = .667). At ACH, this means that the practise of utilising unique and skilled professionals to lead, advise, and provide ongoing assistance to employees who are required to acquire and improve their knowledge is strictly adhered to. This implies that hospital staff may support each other by sharing their expertise, efforts, and ideas. Experienced employees and supervisors who are usually seen as mentors, therefore, prepare other employees for future success by grooming them for advancement in their careers.

The findings support Stone (2017), view of Mentors serve as counsellors in the process of self and learning programs, guiding others in the understanding of concepts on a new job; providing administrative and technical advice, as well as solutions to current concerns in professional growth; trying to project corporate culture and helping to shape values and behaviour in the organisation. According to Stone (2017), most organisations ensure that their experienced staff assist new and non-experience staff to lead initiatives in the proper direction and to assist them in assisting themselves Mentors are viewed as parental figures who listen sympathetically to the worries and goals of less experienced employees.

The next component of T/D considered was shadowing. The outcomes are offered in Table 6. As per the indication in the table, respondents agreed that

they spent periods of time observing experienced employees at work (Mean = 3.866, SD = .751). In addition, respondents stated that understudying other employees gives them a taste of different elements of their job (Mean = 3.916, SD = .756). Respondents agreed that, when necessary, they work with others to get insight into approaches that allow for efficient job handling (Mean = 3.735, SD = .885).

Table 6: Employees’ Views on the Hospital’s Shadowing Interventions

Statements on shadowing	Mean	SD
I spent some time at work observing experienced personnel.	3.866	.751
By shadowing other people, I get a flavour of other elements of my job.	3.916	.756
Once necessary, I collaborate with others to acquire insight into approaches that allow for efficient job completion.	3.735	.885
I always obtain insight into job performance procedures and strategies by observing other employees for a length of time.	3.858	.825
As a hospital employee, I am able to observe other co-workers and learn from them.	3.871	.784
I get to partner with experienced colleague employees of the hospital in my career field to learn from them.	3.822	.808
Mean of means (Shadowing)	3.845	.701

Source: Field data (2020) SD = Standard deviation (N = 121)

Furthermore, Table 6 shows that hospital personnel always gain insight into procedures and approaches in job performance by observing other employees for extended periods of time (Mean = 3.858, SD = .825). Also, respondents agreed that they are allowed to learn from other colleagues through observation as employees of the hospital (Mean = 3.871, SD = .784). Again,

respondents agreed that employees of the hospital get to partner with experienced colleague employees of the hospital in their career field to learn from them (Mean = 3.822, SD = .808). Overall, the results show that shadowing is one of the T/D interventions that are adhere to at ACH (Mean = 3.845, SD = .701).

This shows that at ACH, employees work alongside other experienced employees to learn about the hospital, skills, roles, and responsibilities. Employees at the hospital may exchange expertise, refine their leadership abilities, and gain a better grasp of their career prospects through this dimension of T/D intervention. The findings support Gupta's (2014) argument that most successful and active organizations always ensure that personnel from one part of the organization have the chance to work alongside and learn about other workers' jobs, as well as get insight into that specific work area. It can also be used to allow a department employee to work with more senior colleagues in order to learn and progress in their present role. It also enables participants to obtain a better grasp of an organization as well as the activities and responsibilities of a certain role (Marimuthu et al., 2017; Stone, 2017).

The findings and the assertion from the literature show that shadowing has many potential benefits for all employees of the hospital and the hospital itself. It can aid in improving cross-departmental communication and encouraging continual development. According to Engetou (2017), shadowing is a great networking strategy that can help organisations break through internal barriers. According to Gandhimathi et al. (2020), Shadowing provides a unique chance to learn about the job of other workers and their duties. It broadens one's understanding of the hospital's other jobs and operations. Job shadowing allows

participants to have a look at how other employees and teams are doing, receive insight into the roles and duties of other members of staff and departments, reflect and learn from others, see the big picture, and develop a better grasp of how the hospital operates (Khan et al., 2016).

Self-directed learning intervention at work was the final component of T/D intervention studied. Table 7 summarises the findings. As shown in the table, respondents agreed that as hospital personnel, they always take notes about significant points when learning a new subject or concept (Mean = 3.711, SD =.802). Respondents' ounce more stated that as hospital staff, they always believe they can learn a lesson, no matter how difficult it is (Mean = 3.645, SD =.911). In addition, respondents agreed that multiple learning strategies are used depending on the qualities of the subject or concept being learned (Mean = 3.569, SD =.896).

Furthermore, data from Table 7 reveal that hospital staff had little trouble applying what they've learned in the courses to their daily lives as ACH employees (Mean = 1.688, SD =.891). Respondents agreed, however, that they are motivated to learn and that distractions do not divert them from their goal (Mean = 3.850, SD =.768). Also, instead of feeling despair when confronted with a tough subject, concept, or training, respondents indicated that they thought about what they should do (Mean = 3.756, SD =.812). In addition, respondents agreed that employees of ACH always produce alternative methods to reach solutions when they are solving problems (Mean = 3.465, SD = .993). The results show that respondents are uncertain regarding self-directed learning intervention used by the hospital (Mean = 3.383, SD = .723).

Table 7: Employees’ Views on Apam Catholic Hospital’s Self-Directed Learning Interventions

Statements on self-directed learning	Mean	SD
As a healthcare staff, I constantly take notes on crucial aspects when studying a new subject or concept.	3.711	.802
As a hospital employee, I always think that no matter how difficult a lesson is, I can learn it.	3.645	.911
Depending on the features of the subject or concept I'm learning, I employ a variety of learning methodologies.	3.569	.896
I'm having some trouble connecting what I've learned in the lessons to my day-to-day work at ACH.	1.688	.891
If I am motivated for learning, any distracting factors do not side track me from my objective.	3.850	.768
Instead of despairing when confronted with a challenging subject, concept, or training, I consider what I should do.	3.756	.812
When I address a problem as an ACH employee, I always come up with various alternatives.	3.465	.993
Mean of means (Self-directed learning)	3.383	.723

Source: Field data (2020) SD = Standard deviation (N = 121)

This may mean that employees of the hospital are uncertain regarding learning by oneself. That is, hospital staff are unsure about their ability to recognize their respective educational needs, decide their aims for learning, indicate the sources they need to study, use appropriate learning procedures, and evaluate learning results with or without outside assistance (Carson, 2017). This means, employees of the hospital are uncertain regarding the (chance to participate actively in the creation of a system of meanings for interpreting

events, ideas, or situations on the job. According to the findings, the majority of hospital personnel do not properly establish their objectives, choose techniques, and utilize different resources that are available to complete their learning at work.

The findings contradict Beach (2017), who claims that primary teachers memorize more information if they figure things out for themselves in the job. Conversely, these instructors still require instruction on what to look for and assistance in discovering it. Beach (2017) argues that in self-directed learning, learners must be compelled to identify what they need to know in order to execute their work effectively, with any assistance they may require. Therefore, self-directed learning skills can help enhance employees' skills and development which in the long term may result in a rise in their performance. As a result, it's critical for organisations to incorporate teaching and learning methodologies as well as outcome statements that assist employees in moving from dependent to active self-directed learning.

Delivery of T/D Programmes Organised by ACH

The rationale of the second specific objective of the research was to evaluate employees' perception on the delivery of T/D programmes organised for them by ACH. Multiple close-ended items were used to collect data on this issue. The results are presented in Table 8. As indicated in the table, respondents disagreed that ACH is well-resourced in its T/D delivery (Mean = 2.304, SD = .839).

Table 8: Employees’ Views on the Delivery of T/D Programmes of Apam Catholic Hospital

Statements Delivery	Mean	SD
The ACH is well-resourced in T&D delivery.	2.304	.839
At ACH, T&D interventions are systematic and well-planned.	2.244	.788
T&D interventions are provided to ACH employees on a regular basis by well-resourced facilitators.	1.806	.753
Through ongoing T&D interventions, I've gained ACH skills and expertise.	2.402	.737
Mean of means (Delivery)	2.189	.699
Statements on timing	Mean	SD
The ACH’s T&D interventions are regular.	1.722	.831
The hospital's employees are well-equipped with the tools they require to do their jobs.	3.601	.816
Regular reinforced T&D interventions have resulted in a considerable improvement in employee engagement.	1.701	.801
Mean of means (Timing)	2.341	.718
Statements on methods	Mean	SD
The ACH has invested in technology for delivery of T&D programmes or interventions.	2.602	.832
At ACH, employees receive T&D interventions from virtual classroom and e-learning.	1.376	.775
T&D programmes at ACH are organised into courses.	1.616	.858
Employees at ACH take classroom-based courses that are led by facilitators.	3.530	.971
The ACH engages facilitators to train employees.	3.745	.788
Mean of means (methods)	2.574	.701
Overall mean	2.368	.697
Source: Field data (2020)	SD = Standard deviation	(N = 121)

Similarly, respondents indicated that at ACH, T/D interventions are not systematic and well-planned (Mean = 2.244, SD = .788) and also employees do not receive regular T/D interventions from well-resourced facilitators (Mean =

1.806, SD = .753). Again, respondents disagreed that they have developed skills and experience in ACH through continuous T/D interventions (Mean = 2.402, SD = .737). The results show that the delivery of T/D at ACH is perceived negatively by the employees (Mean = 2.189, SD = .699).

Furthermore, as depicted in Table 8, respondents disagreed that ACH's T/D interventions are regular (Mean = 1.722, SD = .831). However, respondents agreed that the hospital's workers are well-equipped with the tools they need to do their jobs (Mean = 3.601, SD = .816). Furthermore, respondents disputed that regular reinforced T/D initiatives result in a notable rise in employee engagement (Mean = 1.701, SD = .801). In all, the results show that timing is perceived negatively by the respondents in terms of T/D interventions provided by the hospital (Mean = 2.341, SD = .718).

In relation to methods regarding T/D delivery of the hospital, respondents were uncertain that the hospital has made technological investments in order to give T/D programmes or interventions (Mean = 2.602, SD = .832). Also, respondents disagreed strongly that at ACH, employees receive T/D interventions from virtual classroom and e-learning (Mean = 1.376, SD = .775). Similarly, respondents disagreed that at ACH, T/D programmes are structured in courses (Mean = 1.616, SD = .858). Furthermore, respondents agreed that at ACH, employees receive classroom-based courses managed by facilitators (Mean = 3.530, SD = .971). Also, respondents agreed that ACH engages facilitators to train employees (Mean = 3.745, SD = .788). Again, the mean of all means show that respondents were uncertain regarding the methods of conveyance of training and growth programmes of the hospital (Mean = 2.574, SD = .701).

Overall, the results show that employee's perception on the delivery of T/D programmes organised for them by ACH is negative (Mean = 2.368, SD = .697). This means, the conveyance of training and growth programmes in the hospital with regard to delivery, timing and methods are not encouraging in the eyes of the employees. This shows that the hospital must work towards improving the delivery and timing of T/D programmes. Also, the means may mean that there is the need for management of the hospital to improve its methods of training and delivery of growth. This will necessitate significant investment in technology for training delivery, including e-learning systems to make the procedure easier. The findings are in line with Chinomnso's (2014) observations, who claims that most of the delivery techniques employed by companies to train and develop their programmes are ineffective. Chinomnso (2014) further posits that in situations where employees perceive the delivery of T/D programme in negative terms, it may lead to significant decrease in the performance of the organisation.

The research also evaluated the impact of gender on employees' views regarding the hospital's T/D interventions. In dealing with this objective, a research hypothesis was formulated to be tested. As indicated earlier, to collect data, a variety of close-ended items were employed on each of the dimensions of T/D. The average response scores were used to combine the responses to the items since the distribution was normal. The independent sample t-test was conducted to compare male and female employees' views regarding T/D interventions of ACH. The results are presented in Table 9.

Ho¹: There is no statistically significant difference between male and female employees of the hospital with regard to their views on T/D interventions of ACH.

The results in Table 9 show that employees view on the hospital's T/D interventions with regard to coaching ($t = 1.005$, $df = 119$, $p = 0.244$), training ($t = -0.837$, $df = 119$, $p = 0.403$), mentoring ($t = -1.222$, $df = 119$, $p = 0.222$), shadowing ($t = 1.427$, $df = 119$, $p = 0.154$) and self-directed learning ($t = -0.324$, $df = 119$, $p = 0.746$). This shows that gender has no effect on employees' views regarding the hospital's T/D interventions. That is, employees view on the process of improving the hospital's employee performance, capabilities and resources is not affected by their gender. In other words, the process of improving employees of ACH skills, knowledge, capabilities and other resources during and after service is not influenced by their gender. According to the findings, the study failed to reject the hypothesis that there is no statistically significant difference between male and female employees of the hospital with regard to their views on T/D interventions of ACH.

Table 9: Effect of Gender on Employees’ Views Regarding ACH’s T/D Interventions

T/D Interventions of ACH	Gender	N	Mean	SD	t-value	p-value
Coaching	Male	54	3.977	.759	1.005	.244
	Female	67	3.949	.765		
Training	Male	54	2.953	.742	-0.837	.403
	Female	67	2.971	.767		
Mentoring	Male	54	3.890	.748	-1.222	.222
	Female	67	3.912	.777		
Shadowing	Male	54	3.848	.660	1.427	.154
	Female	67	3.842	.669		
Self-directed learning	Male	54	3.382	.621	-0.324	.746
	Female	67	3.384	.683		

Source: Field data (2020) df = 119 (N = 121)

The finding is incongruent with the assertions of Degraft-Otoo (2017) and Al-Mughairi (2018) who both reported that women are more likely to perceived T/D intervention of an organisation in positive term as compare to men. According to Al-Mughairi (2018), to attain their position in the organization, women must overcome more cultural hurdles than men. This situation makes them perform better than men, especially regarding quality of work, use of resources, time management and communication skills. Therefore, any intervention that will make them acquire more knowledge and skills on the job to strengthen their job security makes them more involve and perceive such an intervention more positively.

Influence or impact of T/D on Employees' Performance at Apam Catholic Hospital

The study's third specific objective was to determine the impact of T/D on workers' performance at ACH. T/D variables, as well as employee performance variables, were made up of a variety of components that were combined to produce each variable. The pooling approach was feasible because responses to the items were measured quantitatively on a five-point scale ranging from strongly disagree to strongly agree. One (1) depicts the least agreement with the issues, while five (5) represents the most agreement with the items. The Pearson Product Moment correlation was first used to analyse the data in order to deal with the relationships between the study variables and to test the second hypotheses. The results are presented in Table 10.

Ho²: T/D interventions of the hospital have no statistically significant relationship with employees' performance.

As depicted in Table 10, all the components of T/D interventions of the hospital are related to employees' performance significantly. Coaching ($r = .640, p < 0.05$), mentoring ($r = .573, p < 0.05$), and training ($r = .530, p < 0.01$) have a statistically significant positive and strong relationship with employees' performance. Similarly, the result show that shadowing ($r = .359, p < 0.01$) and self-directed learning ($r = .355, p < 0.05$) have statistically significant positive relationship with employees' performance. This means, the higher the level of coaching, mentoring, training, shadowing and self-directed learning interventions, the higher the level of employees' performance.

Table 10: Relationship between T/D Interventions and Employees’ Performance at ACH

Variables	Mean	Std. Dev.	Employees’ performance	
			Correlation coefficient (r)	Sig.
Coaching	3.963	.679	.640*	.023
Training	2.962	.761	.530**	.000
Mentoring	3.901	.667	.573*	.020
Shadowing	3.845	.701	.359**	.002
Self-directed learning	3.383	.723	.355*	.031
T/D interventions	3.611	.687	.662**	.000
Employees’ performance	3.698	.648	1	

Source: Field data (2020) **p<0.01, *p<0.05 (N = 121)

Overall, the results show that T/D interventions of the hospital have statistically significant strong and positive relationship with employees’ performance ($r = .662, p < 0.01$). The study therefore rejects the second hypothesis which states that T/D interventions of the hospital have no statistically significant relationship with employees’ performance.

The finding that coaching has a positive relationship with employee performance suggests that the art of enabling others' improved performance, learning, and growth, as well as assisting individuals in developing their skills and levels of competence, may help raise employee performance. The data support Gupta's (2014) assertion that the more the coaching intervention used by an organization, the higher the performance of the employees inside that organization.

Accordingly, the revelation that training has a positive relationship with employee performance suggests that boosting employee learning via systematic

and planned teaching activities will help them perform better. Training is viewed as a powerful instrument that instils a sense of pride and belonging in employees, resulting in improved employee performance (Marimuthu et al., 2017). According to Bohlander et al. (2019), structured systems for imparting knowledge and assisting people in acquiring the abilities needed to execute their professions adequately aid in improving employee performance.

Furthermore, the finding that mentoring is positively related to employees' performance means the employment of unique and skilled professionals to lead, advise, and provide ongoing assistance to employees who are required to acquire and grow their knowledge, the higher the level of employees' performance. The findings support Malaolu and Ogbuabor (2013), assertion that when employees of an organization are assisted through the exchange of information, work, or ideas, their job performance improves.

Similarly, the finding that shadowing is positively related to employees' performance means that when employees of the hospital work alongside experienced employees to learn about the hospital, skills, roles, and responsibilities, they end up enhancing their performance. Participants can share their knowledge, enhance their leadership abilities, and gain a better grasp of their career prospects via shadowing (Gupta, 2014). The result is consistent with the comments of Engetou (2017) and Gandhimathi et al. (2020) who both averred that shadowing improves communication between departments/units, encourages continual development, and boosts employee productivity. Gandhimathi et al. (2020) added that Shadowing provides a unique chance for an individual to discover how other workers operate and what their tasks are. It

helps employees have a better awareness of other jobs and functions inside the institution, which will help them perform better in the long run.

Furthermore, the result that T/D initiatives had a substantial positive relationship with employee performance is consistent with Chinomnso (2014), who showed a significant correlation between employee impressions of training programmes and their performance. This is supported by a Pearson Correlation coefficient of 0.948 at the 0.05 level of significance. Employee development and training efforts have a strong link to employee performance.

Furthermore, the finding that self-directed learning is positively related to employee performance means that as an individual's ability to recognise their own learning needs, discover their learning goals, outline the sources they need to learn, use suitable learning strategies, and appraise learning outcomes with or without help from an outsider improves. The findings are in line with Carson's (2017) observations, who claims that, employees' work performance improves when they have the chance to participate actively in constructing a system of meanings to understand events, ideas, or conditions on the job.

The data was also analysed using multiple regression analysis in the study to examine the influence T/D interventions have on employees' work performance. Multiple items were utilised to elicit data on the independent and dependent variables, as previously stated. The facets or dimensions of the independent variables have also been explained earlier. The study used the linear multiple regression analysis approach to attain this objective. The independent variables were the five dimensions of T/D interventions of the hospital (coaching, training, mentoring, shadowing and self-directed learning).

The study's conceptual framework shows how the variables are divided. (See Figure 2).

Using the linear multiple regression analysis to analyse the data in order to deal with the third specific objective of the study, and to assess for multicollinearity among the independent variables, a diagnostic test was performed first. This was done to look into the possibility of an unfavourable circumstance where the correlations between the variables are high. Because multicollinearity increases standard errors, rendering certain variables statistically insignificant when they should be, PASW Version 21.0 was used to analyse the Variance Inflation Factor (VIF), which quantifies multicollinearity in the regression model.

VIF was used to determine how much the variance of the predicted coefficients increases when the independent variables are not correlated. The independent variables' VIF values were all within the allowed range. This shows that none of the values were bigger than five (5), indicating that the variables were not collinear. The VIF and Tolerance values were similarly inversely connected ($VIF = 1/Tolerance$). Large VIF values (a typical threshold is 10.0, which equates to a tolerance of 0.10), according to Sarstedt and Mooi (2019), indicate a significant degree of multicollinearity among the independent variables.

Added to that, the condition index values for all of the entered variables in the collinearity diagnostics table were less than 15, suggesting that there was no problem. A condition index value larger than 15 indicates a potential problem, whereas an index greater than 30 indicates a major problem with collinearity, according to Sarstedt and Mooi (2019). Overall, it's evident that the

independent factors' impact on the dependent variable was essentially unaffected by the substantial correlation between them. Table 11 summarises the findings of the study.

Table 11: Influence of T/D Interventions on Employees' Performance in ACH

Variables	Unstandardised Coefficient		Standardised Coefficient	Sig.	Collinearity Statistics	
	B	SE	Beta (β)		Tol.	VIF
Coaching	.137	.065	.136*	.035	.327	3.057
Training	.170	.060	.151**	.005	.486	2.058
Mentoring	.089	.023	.100**	.000	.484	2.067
Shadowing	.108	.027	.096*	.021	.574	1.742
Self-directed learning	.087	.021	.085*	.023	.792	1.262
Constant	0.746					
R	0.693					
R Square	0.597					
Adjusted R Square	0.584					

Source: Field data (2020) **p<0.01, *p<0.05 (N = 121)

Dependent Variable: Employees' Performance

Where Tol. = Tolerance, SE = Standard Error

As depicted in Table 11, all the five dimensions of T/D interventions influenced employees' performance significantly. Specifically, the variables that predicted employees' performance significantly in order of importance were training ($\beta = .151, p < 0.01$), coaching ($\beta = .136, p < 0.05$), mentoring ($\beta = .100, p < 0.01$), shadowing ($\beta = .096, p < 0.05$), while self-directed learning is ($\beta = .085, p < 0.05$).

The result that training accounts for 15.1 percent of ACH employees' performance is in line with Ndunguru (2015), argument that employee performance is greatly influenced by training. Ndunguru (2015) indicate that

employees who have been trained are more likely than those who have not been trained to stay with the same company after they have been trained. This is so because, training serve as motivator which help in boosting employees' performance. One important finding is that mastering particular abilities required to accomplish activities relevant to one's current work following training and seeing a career path in one's current profession are substantially linked. As a result, on-the-job training is critical to effective performance, a clear career path, and job security. After an employee has been trained, he or she has the ability to improve their performance.

However, the total contribution of T/D interventions to variance in employee performance is .597, with an adjusted R² of .584. This suggests that T/D interventions can predict or explain 59.7% of employee performance variance. Thus, T/D interventions of ACH have significant influence on employees' performance. This suggests that, in addition to the provided factors, other variables not yet evaluated in the model have a 40.3 percent possibility of influencing employee performance.

The findings complement the human capital theory notion, which states that human capital will be valued in the market since it boosts earnings for businesses. That is, corporations will spend greater wages to educate and develop employees since these employees will be more helpful to the company because they will obey commands better and be more dependable members of the hierarchy (Bohlander et al., 2019). This suggests that a person's ability to perform is related to his or her talents, abilities, knowledge, and experience, and that an individual must know what to accomplish and how to do it. The majority of these characteristics may be learned through T/D programs.

Furthermore, the findings are in line with the argument of organisational support theory which indicates that employees who feel that the hospital's T/D programmes are fair and just become motivated and they feel that the hospital value and appreciate them. This situation in turn influences employees to become satisfied with their job and attached to the hospital which in the long run boost their performance. According to Truitt (2019), employees' positive perception of an organisation's T/D intervention has a significantly positive effect on employees' performance. Employees who are given adequate T/D initiatives, as well as being cared for and loved by their employers, will form an affective bond with them. Employees who are committed to their company perform better and make more meaningful contributions (Sanyal & Hisam, 2018).

Furthermore, the results show that ACH's T/D initiatives have a considerable impact on staff performance which corroborate with that of Khan et al. (2016) when they discovered that employee performance is improved by T/D. This indicates that employee T/D will lead to a better degree of job satisfaction, and they will do their jobs with a high level of responsibility and excellence. T/D is a critical human resource management technique for every company looking to gain a competitive advantage in today's business world. T/D allow a company to adapt to technology developments and obstacles while also effectively adopting new business standards.

Younas et al. (2018) also posit that employee performance enhances due T/D. This confirms the argument that for a long-term competitive advantage, all organisations must invest in staff T/D. According to Licombe's (2018) research, employees have been attending T/D programmes on a regular basis, which has

helped them enhance their abilities and, as a result, their performance. Furthermore, the findings of Licombe's (2018) study imply that frequent staff T/D programs enhance motivation and, as a consequence, foster a sense of cooperation, resulting in higher output. According to Gandhimathi et al. (2020), T/D programs increase the quality of life at work by establishing a welcoming environment for employees. Training programme brought positive impact on employee behaviour.

Chapter Summary

The chapter presents results and discussion regarding employees T/D and employee performance at Apam Catholic Hospital. The results have been presented with associated explanations. The study used tables to analyse and present the data, which included both descriptive and inferential statistics. The results show that coaching, mentoring and shadowing are some of the T/D interventions that are effectively used at the hospital. However, the delivery of T/D at ACH is perceived negatively by the employees. Gender has no effect on employees' views regarding the hospital's T/D interventions. Overall, T/D interventions of the hospital have statistically significant strong and positive relationship with employees' performance. In addition, T/D interventions are able to predict or explain 59.7% of the variance in employees' performance. Therefore, T/D interventions of ACH have significant influence on employees' performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The main findings and conclusions of the study are summarized in this chapter. The study's main findings are given in accordance with the study's specific objectives. Following that, the results and recommendations are offered. The last part gives recommendations for further research.

Summary

The purpose of the research was to investigate staff T/D, as well as employee performance, at ACH in Ghana's Central Region. The study considered controlling effect of gender on staff view regarding T/D. The study employed descriptive survey design to gather and analyse information on existing T/D interventions of the hospital. The accessible population was all permanent employees. The census method was used to count all of the hospital's 124 permanent employees. A questionnaire with a reliability value of 0.797 was used to obtain the data.

With the help of two field assistants, the researcher individually administered the surveys to the 124 respondents. The data was analysed using statistical methods such as frequency, percentage, mean, standard deviation, independent samples t-test, Pearson Product Moment correlation, and linear multiple regression. This study addressed the right to privacy, voluntary participation, no damage to participants, anonymity and secrecy, deceit, and scientific misconduct. The following are some of the study's main findings:

Key Findings

The primary purpose of the study was to understand how employees felt about the hospital's T/D programs. The main findings that emerged were:

- Coaching intervention of the hospital was perceived positively terms. That is, the art of assisting others at the hospital in improving their performance, learning, and development is beneficial.
- Employees do not have much knowledge regarding the use of systematic and planned instructional activities used by ACH to promote learning.
- Employees of the hospital get help from other employees through the dissemination of data, work or ideas.
- At ACH, employees work alongside other experienced employees to learn about the hospital, skills, roles, and responsibilities.
- However, employees of the hospital are uncertain regarding learning by oneself.

The second goal of the study was to look into how employees felt about how ACH delivered T/D programmes for them. The following are the results of this objective:

- The delivery of T/D at ACH is perceived negatively by the employees.
- Respondents also had negative feelings about the hospital's offering of T/D activities because of the timeliness.
- However, respondents were uncertain regarding the methods of implementation of the hospital's T/D programs.
- Overall, the delivery of T/D programmes of the hospital with regard to delivery, timing and methods are not encouraging in the eyes of the employees.

The study further determined the effect of gender on employees' views regarding the hospital's T/D interventions. The main findings that emerged were:

- Employees view on the process of improving the hospital's employee performance, capabilities and resources is not affected by their gender.
- The process of improving employees of ACH skills, knowledge, capabilities and other resources during and after service is not influenced by their gender.

The last substantive objective of the research assessed the influence of T/D on employees' performance at ACH. The key findings that emerged were:

- Coaching, mentoring and training have a statistically significant positive and strong relationship with employees' performance.
- Also, the higher the level of coaching, mentoring, training, shadowing and self-directed learning interventions, the higher the level of employees' performance at ACH.
- Overall, T/D interventions of the hospital have statistically significant strong and positive relationship with employees' performance.
- The total contribution of T/D interventions to the variance in employees' performance is .597 with an adjusted R^2 of .584. That is, T/D interventions are able to predict or explain about 59.7% of the variations in employees' performance. T/D interventions of ACH thus have a huge influence on workers' performance.

Conclusions

According to the findings of this study, ACH workers are aware of the T/D opportunities accessible to them in the hospital. The employees perceived T/D programmes of the hospital in positive term. Also, employees believe that

ACH is not well-resourced in T/D delivery. Similarly, at the hospital, T/D interventions are not systematic and well planned, however, employees have managed to have developed skills and experience through continuous T/D generally. In general, hospital personnel' work skills have increased as a result of using new learning methods and innovations learned from facilitators.

Employee performance and T/D were proven to significantly linked. If workers regard T/D programs as beneficial, they will improve their performance in the same way because such initiatives have a direct influence on employee performance. Employees that are able to apply what they have learnt due to T/D programs will see significant improvements in their performance. Thus, T/D interventions of the hospital are important with regard to the survival of the hospital. Finally, the hospital should invest in the essential T/D to ensure successful worker performance and contribute in the achievement of the hospital's fundamental mandate.

Recommendations

Based on the study's key results and conclusions, the following suggestions have been made.

1. Based on the findings that hospital workers are dissatisfied with the implementation of T/D interventions, the study suggests that ACH personnel be trained and developed should develop and maintain positive attitude towards the hospital's T/D interventions and management as well.
2. Also, management of the hospital should ensure that delivery, timing and methods of T/D interventions of the hospital are improved significantly. This can be done through the introduction of modern and innovative strategies and skills needed to seal with modern challenges. This will

necessitate sufficient investment in technology to allow the delivery of T/D programmes, including e-learning platforms.

3. Management of the hospital should ensure that all employees of the hospital make themselves available to participate in the relevant T/D programmes and also explore every available opportunity to develop their individual selves.
4. Management of the hospital should create room for employees of the hospital to consider pursuing professional and tailor-made T/D programmes that are designed to suit their special working needs. This is essentially important in providing relevant technical know-how, which, coupled with their academic qualification would broaden their horizon and make them more versatile and adaptable to current challenges at the workplace.
5. Management of the hospital should put in place motivational packages for senior staff to continue training, mentoring and coaching their subordinates, especially junior staff, by giving them varied and various task assignments as well as making them assistants and engaging them in committee/group or team assignments. This would certainly make the junior staff learn directly from experienced senior staff and also encourage them to practise what they have learned from other T/D programmes.
6. Mentee workers must create and keep a great relationship going with their mentor employees for the purpose of understudying them and advance their career chances at ACH.

Suggestions for Further Research

To supplement the knowledge gained from this research, look into the following pertinent areas. First, from the views of all staff categories at ACH, it

is vital to assess the impact of T/D initiatives on staff performance. Apart from T/D, the study found that other elements that were not considered in the study contribute 40.3 percent to employees' performance in ACH. As a result, as suggested by the literature, future research should incorporate variables such as employee commitment, job satisfaction, and motivation.

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APPENDIX

Questionnaire for Respondents

UNIVERSITY OF CAPE COAST
COLLEGE OF HUMANITIES AND LEGAL STUDIES
SCHOOL OF BUSINESS
DEPARTMENT OF MANAGEMENT STUDIES

TOPIC: Employee Training and Development and Employee Performance at Apam Catholic Hospital

Introduction

This research is being carried out by a student from the aforementioned Department. The goal is strictly intellectual. So, please be as honest as possible when answering each question. You can rest assured that your information will be kept completely private. Please you are not required to indicate your name on the paper. I would want to express my gratitude in advance for your time and cooperation.

Consent to Participate in Research:

I agree that any information I submit will be kept private and that no information that might expose my identity or my institution's name would be included in the study results when they are published or presented at conferences. I am at least eighteen years old. I consent to participate in this research project by consenting to proceed with the survey and provide a response to the researcher in question.

consent to participate in this survey: Yes No

SECTION A: Background Characteristics of the Respondents

Please, tick [√] where applicable.

1. Gender of respondent:
 - a. Male []
 - b. Female []

2. Age of respondents:
 1. Less than 26 years []
 2. 26 – 35 years []
 3. 36 – 45 years []
 4. 46 – 55 years []
 5. Above 55 years []

3. Highest level of education of respondents:
 1. No formal education []
 2. Basic []
 3. Secondary []
 4. Tertiary []

5. Number of years you have worked at Apam Catholic Hospital (ACH):
1. Less than 6 years []
 2. 6 – 10 years []
 3. 11 – 15 years []
 4. 16 – 20 years []
 5. Above 20 years []

SECTION B: Training and Development (T/D)

- 1) Are there any T/D programs for ACH workers that you are aware of?
 - a. Yes []
 - b. No []
- 2) Are you aware of any future T/D programmes for employees of ACH?
 - a. Yes []
 - b. No []
- 3) Please, give details of the T/D opportunities available to employees of ACH?

.....

- 4) Please rate your agreement with the following statements on staff growth and training. Please, tick [√] against the one which applies to your choice of response where one (1) represents the strongest disagreement to the items which have (5) represents the strongest agreement to the items.

Statements on coaching	1	2	3	4	5
1. My supervisor aids with my goal setting at the hospital.					
2. My supervisor steps in to assist me in resolving issues.					
3. Through assisted T/D initiatives, I improve problem-solving abilities.					
4. My supervisor helps me come up with answers to problems.					
5. Through my supervisor's encouragement, I constantly establish a positive attitude about completing tasks.					
6. As a hospital employee, my supervisor supports me in developing work ethics.					
Statements on training	1	2	3	4	5
1. At the hospital, I am given information for training and growth.					
2. The T/D targets are constantly presented to me.					
3. I receive regular T/D interventions that I need to do my job at the hospital					
4. T/D programmes of the hospital are always evaluated using laid down methods in the hospital.					
5. At the hospital, I am given enough opportunity for training and growth.					
Statements on mentoring	1	2	3	4	5
1. My superior/supervisor provides me with job-related advice.					
2. My supervisor told me about his or her work experiences.					
3. Expert knowledge acquisition guidance is given to me.					

4. I'm improving my skills by taking professional advice from my supervisor and other hospital senior personnel.					
Statements on shadowing	1	2	3	4	5
1. I spent some time at work observing experienced personnel.					
2. By observing other employees, I get a taste of the many facets of my job.					
3. When required, I collaborate with others to acquire insight into approaches that allow for effective job completion.					
4. Observing other employees for a length of time allows me to obtain insight into procedures and methods as well as job performance.					
5. As a hospital employee, I am able to observe other co-workers and learn from them.					
6. I have the opportunity to work with and learn from seasoned hospital staff in my profession.					
Statements on self-directed learning	1	2	3	4	5
1. As a healthcare staff, I constantly take notes on crucial aspects while studying a new subject or idea.					
2. As a hospital staff, I always feel that everybody can learn a lesson, no matter how difficult it is.					
3. Depending on the features of the subject or concept I'm studying, I employ a variety of learning methodologies.					
4. I'm having some trouble connecting what I've learned in the courses to my day-to-day work at ACH.					
5. If am motivated for learning, any distracting factors do not side track me from my objective.					
6. Instead of despairing when confronted with a challenging subject, concept, or training, I consider what I should do.					
7. When solving a problem, as an ACH employee, I always come up with alternate ideas.					

SECTION C: The Delivery of Training and Development Programmes

The statements in this section emphasis on employees' perception on the delivery of T/D programmes organised for employees of the hospital. The responses to statements or items are measured numerically using five-point unlinear scale ranging from one (1) to five (5).

Statements on delivery	1	2	3	4	5
1. In terms of T/D delivery, the ACH is well-equipped.					
2. At ACH, T/D interventions are systematic and well-planned.					
3. At ACH, employees receive regular T&D interventions from facilitators with adequate resources					
4. Through ongoing T/D interventions, I've gained knowledge and expertise in ACH.					
Statements on timing	1	2	3	4	5
1. The ACH's T/D interventions are regular.					

2. Employees of the hospital are well-equipped with the tools they'll need to get the task done.					
3. Regular reinforced T/D interventions have resulted in a considerable improvement in employee engagement.					
Statements on methods	1	2	3	4	5
1. The ACH has invested n technology for delivery of T/D programmes or interventions.					
2. At ACH, employees receive T/D interventions from virtual classroom and e-learning.					
3. At ACH, T/D programmes are structured n courses.					
4. At ACH, employees receive classroom-based courses managed by facilitators.					
5. The ACH engages facilitators to train employees.					

SECTION D: Employee's Performance

The statements in this section focused on employees' performance at ACH. The items are coined based on eight dimensions: quantity of work, quality of work, job knowledge/skills, use of resources, the management, initiative, work relations, and communication skills. The responses to the items are measured with five-point unlinear scale ranging from one to five.

Statements on employee's performance	1	2	3	4	5
1. I always complete work thoroughly and accurately.					
2. In most cases, I produce quantity of work consistent with the standards and/or goals set for my position.					
3. I always demonstrate the appropriate specialised knowledge required to perform all phases of my job.					
4. I have the capacity to use time, money, equipment, and other people's time wisely when working.					
5. I am able to effectively anticipate conditions, plans ahead, establish priorities and meets deadlines.					
6. I am able to demonstrate self-reliance by taking independent action in making improvements to initiate work activities.					
7. am able to establish trust and openness with other employees of the hospital.					
8. I am able to establish and maintain cooperative working relationships with my co-workers.					
9. am able to effectively convey ideas, information, and/or instructions to others.					
10. I am able to apply my imagination to save cost in this hospital.					

THE END!!!Thank you