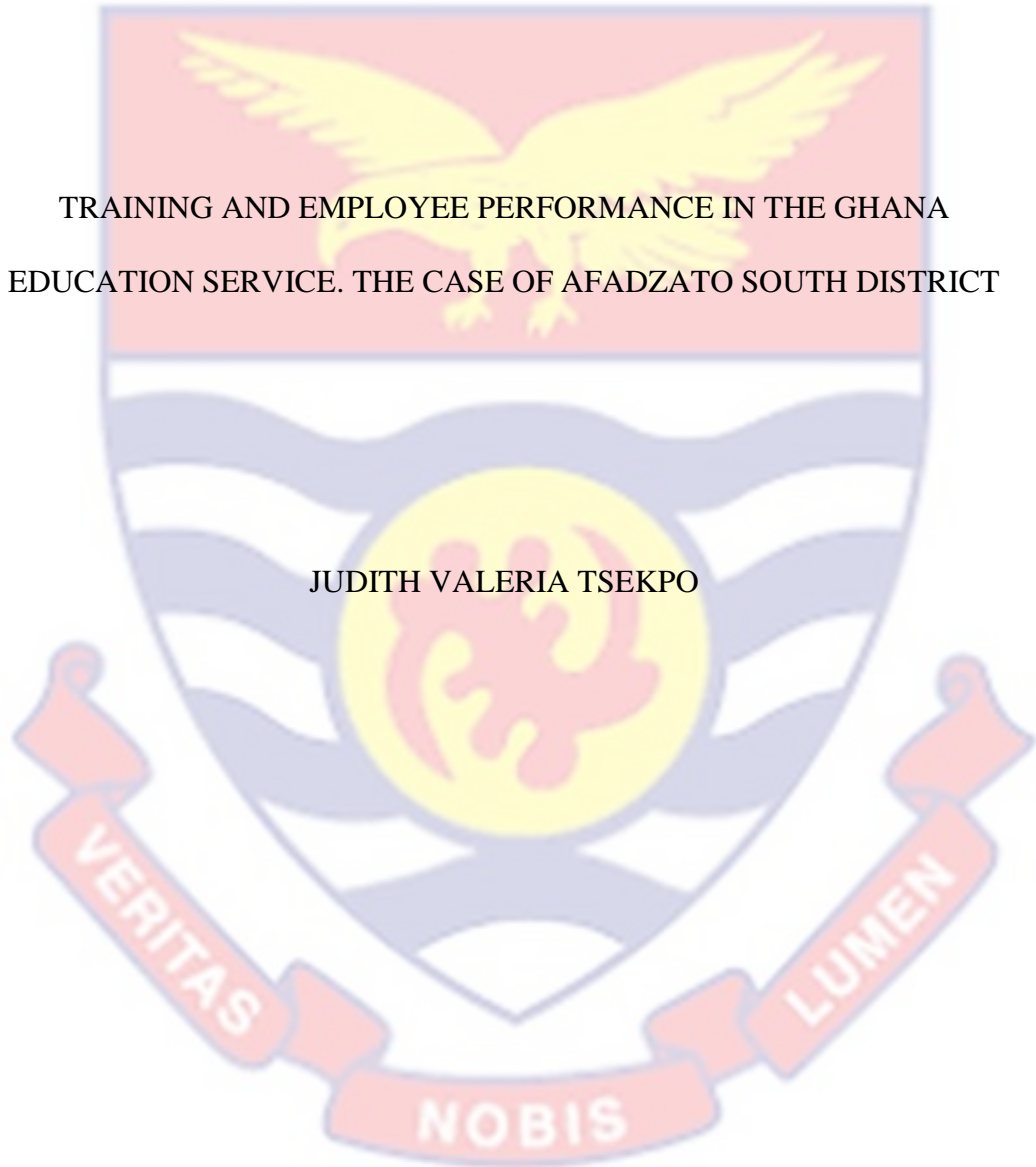


UNIVERSITY OF CAPE COAST

TRAINING AND EMPLOYEE PERFORMANCE IN THE GHANA
EDUCATION SERVICE. THE CASE OF AFADZATO SOUTH DISTRICT

JUDITH VALERIA TSEKPO



2022

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BY

JUDITH VALERIA TSEKPO

Dissertation submitted to the Department of the School of Business, College of
Humanities and Legal Studies, University of Cape Coast in partial fulfilment of the
requirements for the award of Master of Business Administration degree in Human
Resource Management

MAY 2022

DECLARATION

Candidate's Declaration

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

Candidates Signature..... Date

Name: Miss Judith Valeria Tsekpo

Supervisor's Declaration

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

Supervisor's Signature Date

Name: Prof. Nana Yaw Oppong

ABSTRACT

Employee is a blood stream of any business. The accomplishment or failure of any establishment or institution depends on its employee performance. The purpose of this dissertation was to evaluate the effects of training on employee performance at the GES, using the ASD. In order to understand the study aim, three objectives were developed and these focused particularly on exploring the types of training programmes employed by the ASD of the GES; identifying the levels of employee performance in the ASD; and establishing a relationship between training and employee performance. A survey research design was used for this study. The study population was 250 staff of the ASD of the GES with a sample of 130 was drawn using random stratified sampling approach from a list of sample frame provided by the employee register at ASD of the GES. Questionnaires were the main instrument used to source for data from the respondents. The data collected were subsequently analysed qualitatively. The study revealed that employees performance at the ASD of the GES have improved as a result of training. The study recommends that GES should at all times determine skill gap of staffs. This will help determine the skill gap that has to be filled and who really needs to be trained. The study further gives directions for future research by applying different level of analysis on exploring the impact of training on employee performance.

KEY WORDS

Training

Employee Performance

Human Resource

Ghana Education Service

Human Resources Management



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My sincere and profound gratitude to my supervisor, Prof. Nana Yaw Opong whose tremendous contribution and critique guided me till the end.



DEDICATION

This work is dedicated to Mr. Hayford Nusenu. I am very grateful for your support.

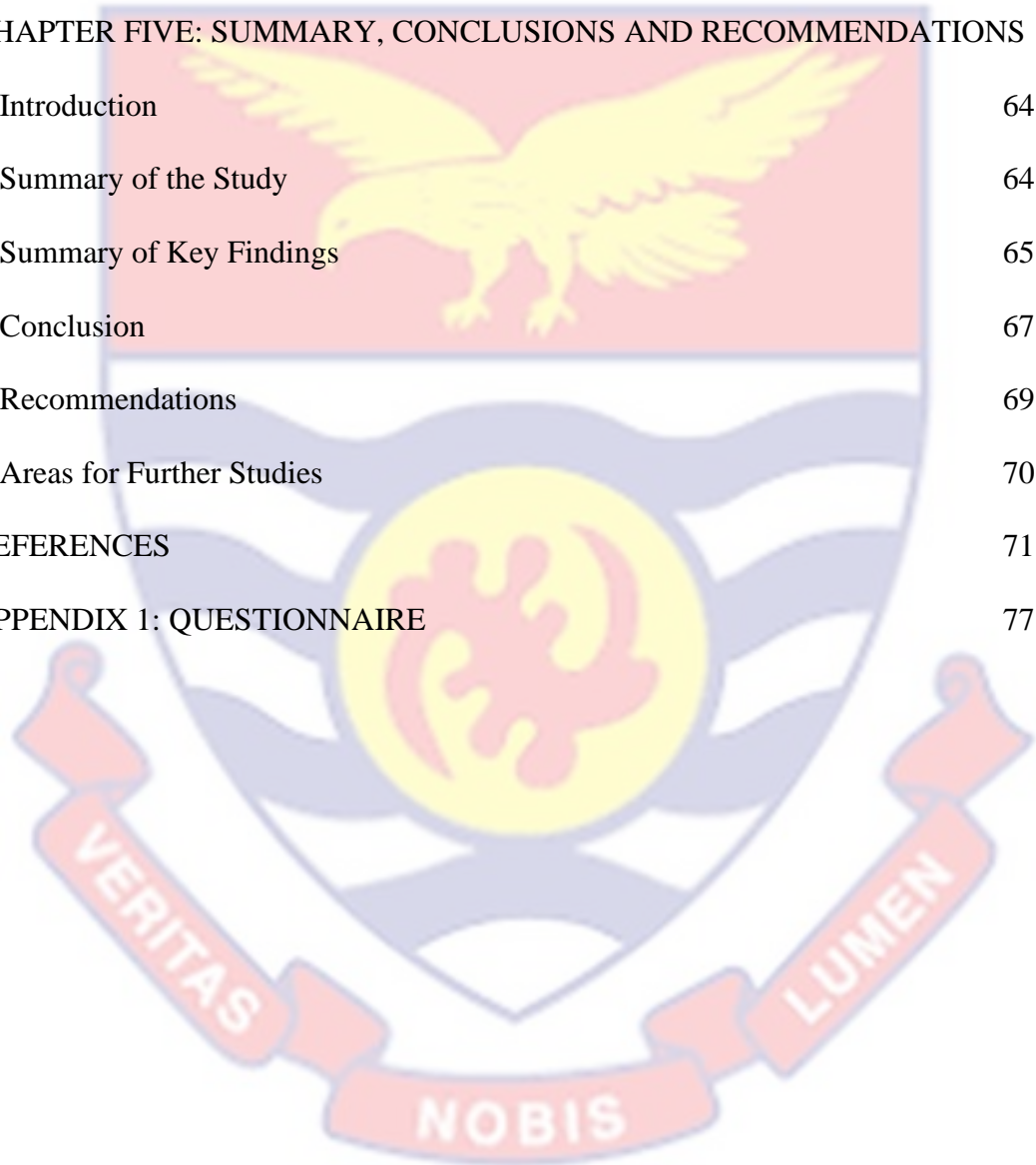


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LIST OF ACRONYMS

GES	Ghana Education Service
MoE	Ministry of Education
ASD	Afadzato South District
NRC	National Redemption Council
HRM	Human Resource Management
HRD	Human Resource Development
UCC	Uganda Communication Commission
MTN	Mobile Telephone Network
UTL	Uganda TeleCom
SPSS	Statistical Package for Social Scientists
PA	Performance Appraisal
VIF	Variance Inflation Factors
EP	Employee Performance
HRMD	Human Resource Management Department
HRD	Human Resource Director
T&D	Training and Development

CHAPTER ONE

INTRODUCTION

Human resources are the main asset at modern organizations, which makes the skills mastered by employees an important factor in determining the current situation as well as the future of an organization, which are impacted by the performance of the human resources. The impact of training on employee job performance research area in HRM. The way an organization train's its staff can influence its. Several training practices can be used in order to enhance employee job performance, which results in improving the performance of the organization as a whole. This chapter gives the overview of how training has the tendency to influence the performance of employees.

Background to the Problem

An employee is a bloodstream of any establishment. The success or otherwise of any firm depends mainly on its employee performance, hence the need for top management to realize the significance of investing in training and development for the sake of enhancing employee performance. A talented staff with enhanced skill and capabilities has proven time and again as a significant source of competitive advantage globally. To perform at the highest level at any job requires the development of the desired knowledge, skills and capabilities of the employees through effective training that is capable of positively affecting employee motivation and commitment. The training and development of employees are a means for professional upgrading to improve the quality of workers that work in specific roles of the Ghana Education Service (GES) under the Afadzato South District.

Training could be defined in numerous ways. It may be defined as a systematic development of the knowledge, skills and behaviour required by employees to do adequately on confirmed task or job (Shaheen, Naqvi& Khan, 2013) or in simple terms as learning that is provided in order to improve performance on the present job (Amin et al., 2013). In otherwise, Elnaga and Imran (2013) define employee training as programs that provide workers with information, new skills, or professional development opportunities. It can take place in many forms and ways, on the job or off the job; in or outside the establishment. Irrespective of the opinions, the term training draws elements of acquiring new knowledge to help manage both difficult situations in any establishment.

Business environments change from time to time which calls for continuous upgrading of employee skills and capabilities to improve on their job performance, growth and the ability to adapt to the rapidly changing economic environments for the organisation to remain competitive (Amin et al., 2013). To further confirm the above assertion, Pfeifer, Janssen, Yang and Backes-Gellner (2011) states that next to schooling, human capital accumulation after entry into the labour market is considered key to economic performance at both the micro and the macro level. Also, Elnaga and Imran (2013) post that to develop the desired knowledge, skills and abilities of the employees, to perform well on the job, requires effective training programs that may also effect employee motivation and commitment.

Employee job performance indicates the employee's behaviours that contribute towards achieving organisational objectives. Saeed and Asghar (2012) hold that employee performance principally depends upon many factors

like performance appraisals, employee motivation, employee satisfaction, compensation, job security, organisational structure and others. It is however important to not ignore the prevailing evidence on growth of knowledge and performance in the Ghana Education Service in the last few decades. This growth has not only been brought about by improvements in technology nor a combination of factors of production but increased efforts towards training of organisational human resources. It is, therefore, in every establishment's responsibility to enhance the job performance of the employees and certainly implementation of training and development is one of the major steps that most companies need to achieve this.

Considering employees as the most valuable resource, training plays a significant role in the Ghana Education Service. Governments have initiated a lot of schemes and training programs in order to increase performance. For instance, staffs have been given the opportunity to study with pay. Other training programmes range from residential workshops and formalized training courses to coaching and mentorship. The Ghana Education Service (GES) is a government agency under the Ministry of Education (MoE) responsible for implementing government policies that ensure that Ghanaians of school-going age irrespective of their tribe, gender, disability, religious and political dispositions receive quality formal education. The Ghana Education Service is governed by a fifteen-member council called the GES council.

The agency was established in 1974 by the National Redemption Council (NRC). It partners with firms and is demarcated into various units to ensure it executes its mandate. The educational system in Ghana is divided into three branches. The first branch is for basic education which caters for Pre-

School, Kindergarten and Junior High School. The next branch is secondary education which includes the Senior High School education, technical and vocational education. The last batch is for Tertiary Education in Universities, Colleges and Polytechnics.

The Afadzato South District Education Directorate exists to ensure quality teaching and learning in all schools at pre-tertiary levels to meet the expectations of all stakeholders of education through strategic planning, efficient resource management, equitable distribution of logistics, effective school supervision and monitoring with the aim of improving standard of academic performance of pupils/students in the District.

Afadzato South Directorate is divided into eight (8) circuits, namely, Ve-South, Ve-North, Liati, Logba, Tafi/Nyagbo, Leklebi, Have and Weto. These circuits are supervised by eight (8) circuit supervisors. It has a total of One hundred and ninety-two (192) schools made up of four (4) Senior High Schools, Two (2) TVETs 30 private schools and one hundred and fifty-six (156) public basic schools. Afadzato South has a total of 160 public schools and 32 private schools. Afadzato South District Education Directorate (office) has 53 staff. This is made up of 16 females and 37 males. It is headed by a District Director and assisted by Four-line Deputy/Assistant Directors. The District performs In-service training, Special Education Unit and Management Efficiency to improve the performance of staffs under the Ghana Education Service.

The purpose of this dissertation was to evaluate the effects of training on employee performance, using the Afadzato South District under Ghana Education Service as case study. A qualitative research approach of the data

collection was adopted using a questionnaire comprising of 20 questions distributed to 500 respondents. Based on this sample the results obtained indicate that training has a clear effect on the performance of employees. The findings can prove useful to Human resource managers, Human resource policy decision makers, as well as government and academic institutions. In order to understand the study's aim, five goals were developed and these focused particularly on identifying the training programs' existing in the service, the objective of the training offered, the methods employed and the effects of training on employee performance.

Statement of the Problem

This study begins from the realization of the need to effectively administer the effect of training on employee performance. Training is a systematic process to enhance employee's skill, knowledge and competency, necessary to perform effectively on the job. Overall, training impacts organisational competitiveness and performance. Unfortunately, the majority of governmental, private organization and international organizations are not recognizing the importance of training to increase their employee's productivity and when the economy slows or when profits decline, many organizations first seek cuts in their training budgets.

The recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organisations where investment in employee development is considerably emphasized (Sultana, Irum, Ahmed and Mehmood, 2012). Training is needed to guarantee a suitable supply of staff that is technically competent and capable of mounting into specialist departments or getting into management positions.

There is therefore a continual need for the process of staff training which fulfills an important part of organisational improvement.

Despite the strong assumptions that training influences employee performance, there are a limited number of studies in education sector addressing these issues empirically. However, Otoo, Assumeng and Kuranchie's (2019) study explored training and professional development practices for employees in the Ghana Education Service. The study revealed that identifying the training needs from the employees' perspective, the organisation can measure the performances of individual employees.

Herviel and Winful (2018) based their study which aimed to examine training and development of teachers and how it can enhance their performance in delivery under the Ghana Education Service (GES). The findings of the study revealed that, poor performance of teachers was due to lack of frequent in-service training, lack of teaching and learning materials, lack of incentives and motivation, and improper supervision.

In recent years, the Ghana Education Service, through Ministry of Education has shifted focus in providing in-service training to staffs to rather providing infrastructure, failing to recognize that this infrastructure is useless without the availability of competently trained staffs to use this infrastructure. Past researches proved a positive link between training and employee performance, as training brings benefits for the employee and for the firm by positively influencing employee performance through the enhancement of employee's technical competencies and behaviour.

Though their findings might matter in a crucial way since the findings may apply in some situations, it is not clear whether these results would

uniformly persist for other areas as well as all classes of employees which present a knowledge gap, hence, the motivation to explore the effect of training on employee performance in the Ghana Education Service, a case of Afadzato South District of the Volta region.

Purpose of the Study

The purpose of this study was to explore the effects of training on employee performance in the Ghana Education Service; a case of the Afadzato South District.

Objectives of the Study

1. To explore the types of training programmes employed by the Afadzato South District
2. To identify the levels of employee performance in the Afadzato South District.
3. To explore the relationship between training and employees performance at the Afadzato South District.

Research Questions

The study was guided by the following research questions;

1. What are the types of training employed by the Afadzato South District?
2. What is the level of employee performance at the Afadzato South District?
3. What is the relationship between training and employee performance at the Afadzato South District?

Moreover, to find the answer to the above mentioned research questions, the study highlights the critical review on the topic under consideration to better understand the phenomenon as to how effective training leads to superior employee performance and higher organisational returns and provide a checklist for improving employee performance through designing effective training programs.

Significance of the Study

The study will help policy makers understand the importance of training programs. It will also enable them structure their training programs to make them more effective in terms of helping to improve the efficacy of the staff and lead to better performance. This also ensures the existence of a pool of skilled staff that could be utilized for national development.

The study will also give an insight to different training methods and their effects on performance that could help see the best-fit training program for the Service. The study will provide information to other researchers who would like to conduct similar studies in other parts of the country in the Ghana Education Service.

Scope of the Study

The study is limited to the effects of training on employee performance of the Ghana Education Service using Afadzato South District as a case study. A critical review of the situation should have involved a study of the entire Ghana Education Service with a significant number of staffs. However, the scope of such study is beyond the capacity and resources of the researcher. The study was confined to the responses of staff of Ghana Education Service in the Afadzato South District.

Limitation

Despite the successful completion of the research, there were a few limitations encountered especially during the collection of data. The first limitation experienced was the unavailability of time for the respondents to participate in the interviews.

The second limitation, however, was finances. The researcher spent a lot of money visiting staffs to gather information. Due to the busy schedules of the employees, it was hard to interview many respondents at the same time. Also, Problems such as secrecy and indifference on the part of respondents were limitations to the study.

Organisation of the Study

The chapter gave a background on the subject of employee training. It has highlighted both advantages and disadvantages of employee training on both the employee and the organisational performance. The chapter has also presented both the contextual and theoretical knowledge gaps as well as the motivation for the current study. The following chapter will explore the literature review on the subject. Chapter three will present the research methodology that is the research design, population of study, data collection and analysis methods to be used. Chapter four will offer the findings of the study while chapter five will present a summary, discussion, conclusions and recommendations from this study.

Chapter Summary

The chapter gave a background on the subject of employee training and performance. It has highlighted both advantages and disadvantages of employee training on both the employee and the organisational performance.

The chapter has also presented both the contextual and theoretical knowledge gaps as well as the limitation for the study. The next chapter will explore the literature review on the subject.



CHAPTER TWO

LITERATURE REVIEW

Introduction

The chapter presents a comprehensive review of significant literature in an attempt to position the study in a suitable theoretical framework. It presents a review of related literature which has bearing on training and employee performance. The chapter is organized on the basis of the research questions. These documents were sourced from books, papers, journals, writers, publications and websites among other sources.

Prior to the first section which focuses on supporting theories for the study (Theoretical Review), the study discusses Human Resource Management (HRM) and Human Resource Development (HRD). The second section reviews literature that has already been written, which are connected to this topic (Empirical Review). The chapter also discusses the Conceptual Theory. The chapter will conclude with a summary of the areas covered under the literature review.

Theoretical Review

Much progress has been made in training and development methodologies, some of which has occurred in the area of scientific methods, a set of approaches or processes focusing on situations, events, case-studies, and narratives that furnish a specific setting for performance issues, needs, deficiencies and scripted actions for particular situations (Paul, 2010). The Human Capital Theory was considered to buttress as the underpinning theory of the study.

Human capital theory

Human capital theories have developed rapidly for a long time and have laid their foundations. Because training is recognized as an investment, it involves costs and benefits, which can be assessed by using financial criteria such as present value and the internal rate of return. Initial studies looked into the impact on wage levels of two types of human capital operating in a perfectly competitive labor market that had no imperfections or distortions. One type of human capital can be transferred to other organizations, which encourages employees to cover the costs and to obtain all the benefits of training.

The second type of human capital is regarded as specific to a company and cannot be transferred to other companies, which incentivizes employers and employees to share the costs and benefits of training. Human capital theory is based on neo-classical theories of labor markets, education and economic growth. It takes for granted that employees are productive resources and attempts to find out whether highly trained staffs are more productive than other personnel.

Return on Training Investment for Employer-Empirical Evidence in the United States after studying information on 2,594 companies; found that there was a marginal rate of return on the initial 3 months of training from the 2-year increase in employee productivity. After 100 hours of training, productivity increased between 11% and 38%. Bartel (2011) also found that training courses in 495 companies increased productivity by approximately 18% over 3 years.

Conceptual Review

Conceptual framework refers to a diagrammatical representation that depicts the relationship between a dependent variable and independent variable. In this current research, conceptual framework presents the relationship between training and employee performance in Ghana Education Service under the Afadzato South District. More specifically, it portrays that training of employees affects employees' performance.

Organizational feat cannot come about except through the instrumentality of employees who are equipped with the required knowledge, skills, and competencies needed for the execution of organizational strategy and planning (Fu, 2013; Ismail, 2014; and Ismail et al., 2015a). Employees' effectiveness at learning new skills and knowledge is connected with the kind of learning technique the organization adopts. Theories of learning and human resource development are useful in piloting the workers in developing their careers.

Organizations can improve their employees by giving them the access to a broad spectrum of courses, workshops and self-paced alternatives. These will enhance their development and at the same time enhance organizational performance (Duggan and Media, 2013).

Empirical Review of effects of training on employee performance

According to the World Bank, Employee training is a program aimed at helping employees gain specific skills and knowledge. The acquired knowledge and skills are provided to assist employees in improving their job performance (World Bank, 2011). Training is developed through organized programs that ensure employees are given the needed technical knowhow that

are vital in the discharge of employees' duties. Therefore, before embarking on this kind of training, it is essential for any organisation to first understand the needs of employees.

There are many empirical studies that examine the link between training and employees' performance in many developed and developing countries around the world. For instance, according to Panagoitopoulos and Karamikola (2017) training can have positive indirect influence and also effect on factors like self-confidence, individual and personal basis which are very crucial variables in enhancing job satisfaction. Least training helps to manage change process by increasing understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations as well as prepare employees for future jobs either within or outside an organization.

Kiweewa and Asimwe (2014) studied the effect of training on employees' performance at Uganda Communication Commission (UCC) using data for a sample of 80 out of 108 respondents drawn through self-administered questionnaires. In order to analyze the data, the study used qualitative method of data analysis in the form of tables and percentiles as well as quantitative technique, especially Pearson correlation analysis. The results showed that training increases the performance of employees at UCC particularly when UCC has handled issues related to needs assessments, training methods and evaluations carefully. Therefore, the study concluded that UCC and other sister organizations in Uganda should always use competent staff or external consultants to formulate strategic plans to guide the implementation and

evaluation of organization objectives to enhance achievement of their mandate at all times.

In a related study, Nassazi (2013) examined the effects of training on employee performance at telecommunication industry in Uganda. In particular, this study focused on three biggest telecommunication companies in Uganda namely; Mobile Telephone Network (MTN), Warid and Uganda TeleCom (UTL). In this study, the data was collected through the structured questionnaire, which was distributed to 120 respondents at these three companies and was analyzed through descriptive statistics techniques especially the frequency and percentage distributions. The analysis of the results revealed that training has a positive impact on the performance of employees of these companies in Uganda. Therefore, the study concluded that these findings would be helpful to human resource policy decision makers, government and academic institutions in Uganda.

Khan (2012) used a sample of 100 employees from Habib Bank and Federal Urdu University of Arts Science and Technology Islamabad in Pakistan to study the effects of training and motivation on employees' performance. The study used a structured questionnaire for data collection and analyzed such data using Pearson correlation and regression analysis. The results of the study showed that both training and motivation positively affect the performance of employees. Therefore, the conclusion was that apart from technology, management behavior and working environment, having good training plans for employees enhances the performance of employees in an organization.

In another empirical study conducted in Karachi, Pakistan, Hafeez and Akbar (2015) examined the impact of training on employee performance in the four companies. For this purpose, a sample of 356 employees was selected through random sampling technique and data collection was done by means of a self-administered questionnaire. The data analysis through Statistical Package for Social Scientists (SPSS) 19 version revealed a statistically significant and positive relationship between training and employees' performance at these four companies. Therefore, it was concluded that the training of employees not only improves efficiency and effectiveness of employees in performing their jobs but it also enhances the efficiency of the companies in which they work.

In an effort to fully exploit the issue in Pakistan, Ahmad et al. (2014) also studied the impact of employees training and development on employees' performance in the banking sectors in North Punjab, Pakistan. The paper used a structured questionnaire to collect data from a sample of 100 employees of 11 banks in the districts of Multan and Bahawalpur Punjab Province and employed regression analysis based on SPSS 20 version for data analysis. The results showed a significant positive relationship between training and development and the performance of employees. In addition, the empirical findings supported a positive relationship between on-the-job training and employees' performance and a positive relationship between mode of training delivery and employees' performance in the banking sector in Pakistan.

To further reinforce the earlier studies, Sultana et al. (2012) examined the impact of training on employees' performance in the telecommunication sector in Pakistan. Analysis of the data collected from five telecom companies

through 360 questionnaires showed that training has a strong positive effect on employees' performance in these companies. Furthermore, the study observed that most organizations in Pakistan meet their training needs in an ad hoc and haphazard manner while others start by identifying their training needs, then design training activities in a rational manner based on training needs analysis and finally assess results of the training in line with human resources management practices in recent years.

Hence, the study recommended that organizations should invest in the right type of employee training in order to enhance employees' performance and produce highly competent and skilled workforce for the betterment of the organization. In addition, this study concluded that training is a useful tool that enables employees to cope with changes in technology, market competition, organizational restructuring.

Also, Stavrinoudis and Psimoulis (2015) examined the impact of employees' education on Human Resource Management performance in five, four and three star hotels in Attica, Athens. To undertake this study, the authors used a structured questionnaire, which was completed by HR managers of these hotels during the period; January - February 2015. The results from regression analysis showed that effective and integrated HR education and training policies improve the performance of employees at these hotels. Dabale et al. (2014) also used a sample of 132 respondents, comprising of 91 males and 41 females, selected through purposive sampling technique and structured questionnaire to examine the relationship between training and employees' performance in Mature City Council, Zimbabwe.

For this purpose, employed quantitative techniques including inferential statistics in an attempt to describe and measure the degree of association between these two variables. The results revealed a strong positive relationship between training and performance of the employees at Mature City Council. Specifically, the study found that training enhances employees' knowledge, skills, abilities and competencies. In addition, it was observed that training also alters the behaviour of employees and assists in terms of achievement of organisational goals as well as reconciles the gap between what should happen and what is actually happening on the ground. Therefore, the study recommended that all stakeholders, the mayor, directors, senior managers, junior managers, supervisors and the employees in the Mature City Council and other organizations in Zimbabwe should be involved in one way or the other in training in order to enhance their knowledge, skills, ability, competencies and behaviour.

Effective training is beneficial for any organisation in variety of ways, such as; it plays a vital role in building and maintaining capabilities, both on individual and organisational level, enhances the retention capacity of talented staff, decreases the unintentional job rotation of staff and hence partakes in the process of organisational change. Training play an essential role in the efficiency of firms and to the output of employees. Training has implications for productivity safety at workplaces, therefore all organizations employing people need to train and develop their staff. Most organizations are cognizant of this requirement and invest effort and other resources in training. Training is therefore necessary to enhance the knowledge, skills and attitude of employees and this make it easier for employees to acquire further knowledge

based on the foundation gained from the training and further effect changes in other co-staff. Consequently, one evaluates if training has effectively taken place by comparing and contrasting a person's behaviour before on a schedule and after, therefore there should be a behavioural change when training takes place effectively.

Concept Definitions

Overview and Definitions of Training

Training refers to a planned intervention aimed at enhancing the elements of individual job performance. Training can be defined as bridging the gap between the current performance and the standard desired performance. Effective training programs are aimed at improving the employees' performance. Training additionally has a noteworthy part of the employee performance by instilling in them the important skills required to perform different tasks in the organization.

The success and failure of organizations' employees depends on their performance and it is considered that winning organizations are mostly more concerned about the training and development of their employees knowing that it will aid in employees; knowledge ultimately improving their performance in the organization (Liao and Chang, 2004). Training requirements amplify with the advancement in industry as well as the global markets. Training improves employee performance through developing a sense of teamwork among employees as well as contributing positively towards their knowledge and information about their job (Gruman and Saks, 2011).

Trainings providing information about innovation aid more to the employees' knowledge and helps improving employees' performance aligning

with the changing requirements of organization, industry and the market. Trainings influence employee performance in a positive manner, thus organizations are more focused about employees' training and development to improve their performance and gain the competitive advantage in the market (Ellinger et al, 2003).

According to Gibb (2011, p. 16), training means learning undertaken for the development of skills for work and in work, on-the-job or off-the-job, to enable effective performance in a job or role. Ivancevich (2010), says "training is an attempt to improve current or future performance of an employee and it is important for both new and current employees". Also, trainings are programs that provide workers with information, new skills, or professional development opportunities (Elnaga & Imran, 2013).

Training thus can be defined as a learning experience which creates a permanent change in the skills, knowledge, and attitude of individuals on a currently held job and also enables employees to gain knowledge which they can transfer to other job areas. Training could be given through different methods such as on the coaching and mentoring, peers' cooperation and participation by the subordinates. It enable employees to actively participate on the job and produces better performance, hence improving organizational performance.

Training programs not only develop employees but also help an organization to make best use of their human resources in favour of gaining competitive advantage. Therefore, it seems mandatory by the organisations to plan for such training programs for its employees to enhance their abilities and competencies that are needed at the workplace. Training indicates good

management and failure to do so become a loss for the manager, telling and showing your employees what to do and how to do it guarantees success and high productivity identifies goals and objectives as well as the skills and knowledge needed to achieve them. Training not only develops the capabilities of the employee but sharpens their thinking ability in order to take better decision in more productive manner. It is all about improving the skills that seems to be vital for the success of organizational goals.

Training is a systematic development of the knowledge, skills and behaviour required by employees to do adequately on confirmed task or job. It can take place in numerous ways, on the job or off the job; in the organization or outside the organization. Training enhances knowledge and information about a certain field and also adds advantage to networking for efficiency.

Methods and Techniques of Training

A multitude of methods of training is used to train employees. Categorizing training methods into two groups (i) on-the job training and (ii) off-the job methods are the varieties of training approaches that managers can use. These may include the following:

On-the-Job Training

It is a training that is planned and structured that takes place mainly at the normal workstation of the trainee- although some instruction may be provided in a special training area on site – and where a manager, supervisor, trainer or peer colleague spends significant time with a trainee to teach a set of skills that have been specified in advance.” On the job training looks at methods that are applied in the workplace, while the employees are actually

working. On-the-job training is the most common and popular training employees get when they first join an organization and in some cases that is the only training available.

Off-the-Job Training

This is a form of employee training at site away from the actual work environment. It often utilizes lectures, presentations, case studies, role playing and simulation. Looking at the various definitions by these researchers, it can be found out that both on the job and off the job training is very important in training employees. It is equally important that the person(s) delivering the training - whether on-the-job or off-job training - are well versed in what has to be achieved and the most suitable techniques to adopt.

On the job training

This form of training includes the following;

Orientation training

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

Apprenticeship training

Apprenticeship is “a structured process by which people become skilled workers through a combination of classroom instruction and on-the-job training. This is usually under the tutelage of a master craftsman. It is the oldest and most commonly used method, if the training is relatively for a longer period. Here, a major part of training is spent on the job productive work as each apprentice is given a program of assignments according to a schedule, which provide for efficient training in trade skills. Most companies have adopted an apprenticeship approach to training which involves giving the employee the opportunity to understand and identify problems as well as providing efficient and effective solutions for the problems.

Coaching or Understudy Method

This is the most common on-the-job training method. This is all about having an experienced worker training the employees and they learn by observation or having the trainer showing the employee the basic procedures of what is done in the organization. In some organizations, each manager gets the opportunity to have a face to face or telephone coaching from a qualified life coach.

Mentoring

Is having a more experienced staff member who provides help and support to a less experienced colleague to improve his or her job performance. Coaching and mentoring provides an internal answer to employee and individual training needs since it can be personalized and there is more

validation if the coach or mentor is the employee's immediate boss or superior. Also, coaching and mentoring is used to "support self-development and they are important skills for individuals if their organization's strategies are changing and developing constantly".

Job Rotation

Is also a form of on-the-job training method which involves movement from one job to the other at planned intervals? Job rotation helps the employee to develop, become multi-skilled and be able to take over any of the jobs in the work area. Therefore, Organizations must give employees the opportunity to multi-skill and multi-task by rotating them within different department and areas normally for about seven to eight months. This helps a lot especially in situations where an employee is being promoted or sitting in for an absent or sick colleague. Job rotation builds team work and attitude because you know what goes on in other departments and the problems faced in that department and it makes it easier to get assistance from other colleagues.

Lectures and Seminars

This is another way that most organizations train its staff and employees which lasts for one to three months. This is a simple and quick way to impart knowledge to a large group of employees. It involves having an instructor or teacher who lectures a group of individuals in the same room and takes place in situations where there is the need for employees to learn more about a new product or service. The instructor can be from the organization or a third party from outside the organization.

Off-The Job Training

This form of training includes;

Vestibule training

This training method attempt to duplicate on-the job situation in a company classroom. It is a classroom training that is often imported with the help of the equipment and machines, which are identical with those in use in the place of work. This type of training is efficient in training semi-skilled personnel, particularly when many employees have to be trained for the same kind of work at the same time. In this, training is generally given in the form of lectures, conferences, role-play etc.

Lecture

Lecture is a verbal presentation of information by an instructor to a large audience. The lecture is presumed to possess a considerable depth of knowledge of the subject at hand. A virtue of this method is that it can be used for very large groups, and hence the cost per trainee is low. This method is mainly used in colleges and universities, though its application is restricted in training factory employees. Limitations of the lecture method account for its low popularity. The method violates the principle of learning by practice. It constitutes a one-way communication.

Demonstrations and example

With this type of training method, the trainer describes and displays something, as and when he teaches an employee, how to do something, as and when he teaches an employee, how to do something by actually performing the

activity himself and going on explaining why and what he is doing. This method is very effective in teaching because it is much easier to show a person how to do a job than tell him or give him instruction about a particular job. This training is done by combination of lectures, pictures, text materials etc.

Employee Performance

According to Afshan et al. (2012) employees' performance is defined as the attainment of specific tasks by employees of an organization (through the effort applied by employees within such organization) and it is measured against the predetermined or identified standards of accuracy, completeness, cost and speed set by the organization.

Performance incorporates the resulting outcomes of the performed actions of employees based on their expertise and skills. In organizational settings, employees' performance is the accumulated result of the skills, efforts and abilities of all the employees contributed in organizational improved productivity leading towards its goal achievement. Improved organizational performance indicates the efforts towards goal achievement while requiring more efforts in terms of improved employee performance (Ellinger et al, 2003). Employee performance is among the critical factors that contribute significantly in organizational success.

Learning organizations play important role in enhancing employee performance through providing trainings and developments for their employees (Gitongu et al, 2016). Employees' performance also depends on their internal satisfaction towards their job. If employees are satisfied from

their jobs as well as the organization than they are more keenly interested to perform well towards organizational goal achievement (Harter et al, 2002).

Performance is the measure of output vis-a-vis the input. It shows effectiveness and efficiency that make a payment to organizational goals and may depend upon many factors like performance appraisals, employee motivation, employee satisfaction, compensation, job security, organizational structure and others (Saeed & Asghar, 2012). Employee's performance also means how well employees are able to execute their job schedules and jobs assigned them based on targets and standards set by their employers. This means there are general expectations required of employees in relation to their performance in every company. Employees can be said to have performed when the targets set are met.

Managers are charged with the responsibility of ensuring that organizations strive to achieve high performance levels. In that respect, they set the desired performance targets that their organizations have to achieve periodically, whether annually or quarterly and so on, to meet the predetermined organizational goals and objectives. Since the performance of employees is linked directly to that of the organizations, companies measure the performance of each individual employee against predetermined organizational goals and objectives to ensure that their employees are contributing towards producing high quality products and/or services. This process is called employees' performance management.

Components of Performance

The performance of a system, for example a home entertainment system, depends on the components of the system and on the interactions

between these components. Similarly, a level of performance of an individual or an organization depends on the components described in Table 2 below. Each component is described using rules and exemplars. An exemplar is a lucid example of a component. The rules in column four are guidelines to define the component.

Table 1: Components of Performance

Component	Description	Examples	Classification Rules
Level of Identity	As individuals mature in a discipline, they take on the shared identity of the professional community while elevating their own uniqueness.	A student uses disciplinary slang to describe engineering design activities.	Associated with maturation in a discipline or culture
	As an organization matures, it develops its mission, its way of doing business, and its uniqueness.	A teacher examines his performance through the lens of student learning. A college dean holds herself accountable for her leadership.	Associated with maturation in life Internalized by person or organisation. The individual or organisation takes on the shared identity
	Skills describe specific actions that are used by individuals, groups, or organizations in multiple types of performances.	A research team evolves its identity as a performance organization. Making assumptions persisting being humble setting goals observing.	Describe an action. Action is relevant in a broad range of

			performance contexts.
Level of Knowledge	<p>Knowledge involves facts, information, concepts, theories, or principles acquired by a person or group through experience or education.</p>	<p>Facts/information - names of states, conversion factor between feet and inches.</p> <p>Concepts - democracy, chair, force</p> <p>Principles/theories - relationships between the tilt of the earth and the seasons; law of conservation of energy.</p>	<p>Derives from human experiences.</p> <p>Can be communicated or recognized.</p>
Context of Performance	<p>This component includes variables associated with the situation that the individual or organization performs in.</p>	<p>The performance of an academic department is coupled with the organizational effectiveness of the host college.</p> <p>Learning of a student is coupled with the organization of a class.</p>	<p>Relates to circumstances associated with the performance.</p> <p>Applies to multiple performances within the context - not a personal factor.</p>
Personal Factors	<p>This component includes variables associated with the personal</p>	<p>Performance of a teacher is impacted when he or she is ill.</p>	<p>Involves life situation of an individual</p>

Fixed Factors	situation of an individual.	Performance of a dean is impacted when his or her spouse dies.	
		A student's performance is impacted by the quality of his or her home environment	
	This component includes variables unique to an individual that cannot be altered.	Performance in basketball is impacted by height	Involves an individual immutable; cannot be altered
		Genetic factors influence performance	

Indicators of Performance

According to Afshan et al. (2012) employees' performance is defined as the attainment of specific tasks by employees of an organization (through the effort applied by employees within such organization) and it is measured against the predetermined or identified standards of accuracy, completeness, cost and speed set by the organization. There are a number of indicators that can be used to measure performance either in the context of organizations or employees, whose performance directly increase that of an organization.

On one hand, a variety of indicators of organizational performance are used including productivity, efficiency, effectiveness, quality and profitability (Ahuja, 2006). On the other hand, for an employee some broad performance indicators include quantity, quality, timeliness, cost-effectiveness. Quantity

measures the number of units produced, processed or sold against the standard set by the organization while timeliness measures how timely and how fast the work is performed or how fast services are provided. For instance, in the case of a service industry the average customer's downtime is a good indicator of timeliness while the number of units produced per hour is relevant in the case of manufacturing firm. For cost-effectiveness, performance can be measured by the cost of the work performed if the employee has control over costs. Other indicators used to measure performance are the influence training has on engagement, motivation and job satisfaction.

The Relationship between Employee Training and the Performance of Employees

Information gathered far reveals a growing consensus in the belief that there is a positive relationship between training and employee performance. Training impacts positively on employees' performance by ensuring significant benefit to both the employee and organization. This is possible through the development of their skills, knowledge, abilities, competencies and behavior.

According to Human Resources Management (HRM) literature, the link between training and employees' performance and that of an organisation is well established. Most of the previous studies in the literature provide evidence of the positive association between these two variables. They show that effective training of employees enhances the performance of such employees not only by making employees competent but also improves their knowledge, skills, abilities and attitudes as well as behaviors necessary for the

future job, and this consequently contributes to organizational performance (Wright & Geroy, 2010; Harrison, 2000; Guest, 1997; Nassazi, 2013).

Therefore, the improvement in all these aspects (including competencies) on the part of employees enables them to perform their work effectively and efficiently with resultant increase not only in their performance but also in achievement of the firms' objectives in a competitive manner. This places organisations in a better position to face competition and to always stay at the top of their rivals in the market. Furthermore, this greatly reduces job dissatisfaction, complaints, absenteeism and turnover among employees in an organization (Pigors & Myers, 1989; Nassazi, 2013). Thus, in summary, organisations are encouraged to train their workforce to acquire new skills, knowledge, abilities and attitudes to assist them in performing their jobs efficiently and effectively.

Training plays a very vital part in the development of organizations. It therefore enhances performance, increases productivity, and most importantly gives organisations the competitive edge over others. This means that, there is a significant difference between organizations that train their employees and organizations that do not.

The skills and knowledge employees gained through training always helped them to be more efficient thus reduced cost on the job thereby gaining more revenue. Evans and Lindsay (2019) also stated that, Motorola & Texas Instruments provide at least 40 hours of training to every employee quarterly and this has significantly impacted on the employee performance. There is therefore evidence that organisations committed to investment in training their

human resource generate long term and sustainable profitability for the company.

The review has revealed the importance and purpose of training in organizations, and how it contributes to employee performance. The essence of training needs, how and why training needs should be assessed has also been explained. The bases for which employees should be chosen or selected for training, the types of training have been duly identified namely job training, orientation training and career development training. There are several factors that lead to organizational growth and development. Key among the factors is the role employee training plays in improving performance as well as increasing productivity. Thus, it places firms in the better positions to be competitive. The branch of earlier research on training and employee performance has discovered interesting findings regarding this relationship. Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Appiah 2010).

Conceptual Framework

Merging together the concepts of training and performance, it is possible to develop a basic concept for the study that summarizes the nature of training and the training process, training techniques and their subsequent influence on performance. This conceptual framework is shown in the figure below. It captures the training technique as orientation, coaching, job rotation, workshop, conferences with lectures and seminars.

In this framework performance variables are classified as knowledge, innovation, job satisfaction career orientation and goal orientation. The training process that determines the methods and techniques adopted are classified as establishment of training policy, determining training needs, developing training objectives and plan and the development of training methods. Through the impact of these methods, training then influences performance. This conceptual framework thus produces a basis for focusing a specific training and performance variables for this study.

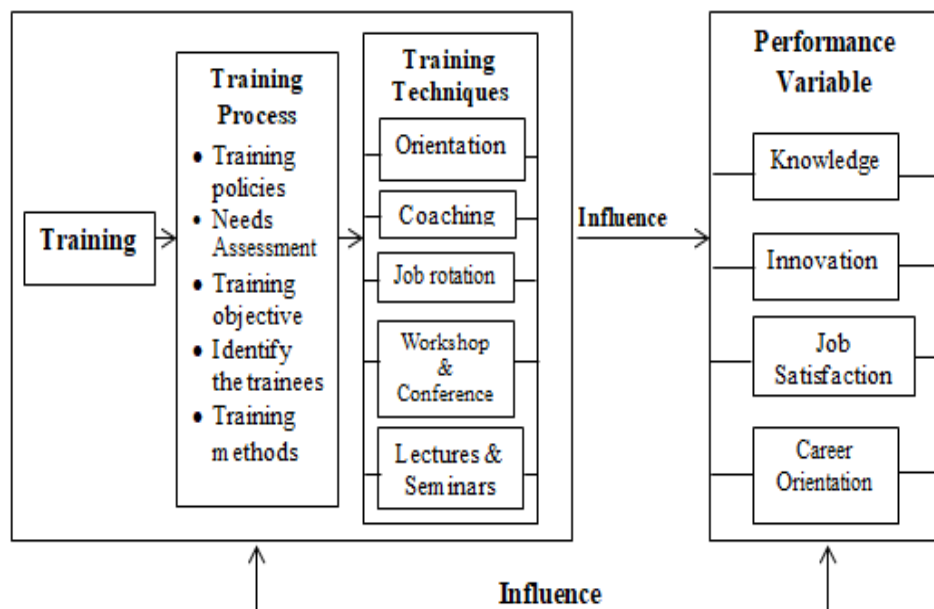


Figure 1: Conceptual framework

Chapter Summary

This chapter focused on giving more theoretical, empirical and conceptual literature whilst attempting to answer the two main research questions which show the significant relationship between, training and employee performance. Training techniques, methods and processes were also highlighted. A conceptual framework was further developed to highlight the link between training, development and performance. It mainly focused on

giving more theoretical, empirical and conceptual literature whilst attempting to answer the two main research questions which show the significant relationship between, training and employee performance.



CHAPTER THREE

RESEARCH METHODS

Introduction

This Chapter will present the methodology to be employed for data gathering as well as the relevant statistical analytical tools that will be employed for analyzing the survey results gathered during the study. Research methodology is a way to systematically solve a research problem by logically adapting various steps (Scridhar, 2008). The chapter looked at the research methodology as used in the study by highlighting on the research design, sources of data, the population of the study, sample size and sampling techniques, the methods used in data collection, data analysis, data presentation methods and the research procedures. Finally it gives the reliability and validity of those instruments.

Research Approach

Research approaches are plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation. Consequently, we conclude that there could be only three (3) approaches: Quantitative approach of measurements and numbers that are designed to ensure objectivity, generalizability and reliability, Qualitative approach of words and images approach aimed at the development of theories and understanding, and Mixed Methods (Pragmatism) that is an approach of measurements, numbers, words and images.

This approach was chosen for the study because it usually involves collecting and converting data into numerical form so that statistical calculations can be made and conclusions drawn. Data is collected by various means following a strict procedure and prepared for statistical analysis. The analysis enables a researcher to determine to what extent there is a relationship between two or more variables. Qualitative analysis approach permits researchers to discover complex causal relationships and to determine to what extent one variable influences another; in this case; to discover the relationship between training and employee performance.

Research Design

Research design deals with planning the strategy or overall design of the study. This study used survey research design. In this survey, independent variables were selected rather than observations and analyses of relationships among the variables carried out in their natural settings. The approach allowed ascertaining of wide spread opinions under natural conditions (Auka, Bosire & Matern, 2013).

This study utilized the survey research design method and quantitative approach is used. For this purpose, structured questionnaires were used as the survey instrument. The quantitative research is that which tries to find answer to a question through analysis of quantitative data, which the data is shown in figures and numbers. Generally speaking, quantitative research gives the researchers the opportunities to interact and gather data directly from their research participants to understand a phenomenon from their perspectives.

In this case, the logic of using this approach is to maintain real life references and phenomena regarding the impact of employees training and development on employees performance and productivity. In addition to that, the chosen method is known for its economies in terms of time and resources. Finally, the employment of quantitative approach is compatible with the study problems and its questions; and it enables the current study to reach and collect empirical evidence from a wider group of population. The dependent variable in this study was the employee performance while the independent variable was employee training.

Population

According to Sekaran (2001), population is the entire group of people, events or things of interest that the researcher wishes to investigate. While the target population is the total collection of elements about which the researcher wishes to make some inferences (Okiro & Ndungu, 2013). The target population for this study was the 130 staff of Ghana Education Service Staff of the Afadzato South District. The choice of this population was based on ease of accessibility.

Sample and Sampling Technique

Sampling is defined as the process by which a researcher selects a sample of participants for a study from the population of interest (Leary 2004). A sample therefore is the portion of the population of interest that is selected for a study (Doyle Portillo, 2009). Additionally a sampling frame is a complete and correct list of population members only (Cunanan & Cruz 2008).

As a rule of thumb, for a population less than 1000, a sample of 30% is sufficient in representing the entire population. Therefore for this study a sample of 130 employees was selected to represent the entire population of 250. This gave a 53% of the population. The actual distribution of the sample respondents was based on the actual representation of the department in the actual population. For this study, the sample frame consisted of 130 employees of Ghana Education Service under the Afadzato South District identifiable by the Human Resources Department register of the service. This means that the data from the sample provides a valid alternative to data from the entire population, especially so, when it is impracticable to reach every staff in the population due to its huge size and limited resources.

Table 2: Sample Size Distribution

Management Position	Total Population	Sample Size	Sample Size % of Total Population
Top Level Management	50	27	54%
Middle Level	80	43	54%
Non-Management Staff	120	60	50%
Total	250	130	53%

Data Collection Methods

The study adopted the use of questionnaire instruments to collect primary data from employees of Ghana Education Service Staff of the Afadzato South District. The sampling approach made it easier to access all the targeted respondents. Although, due to the fact that majority of the respondents had a busy schedule of attending to their daily operations at their workstations, we

opted to use a drop-off/pick-up technique to collect primary data to ensure high response rate.

Many studies succeeded in using this technique. For instance, according to the previous study conducted by Jackson-Smith et al. (2016), the technique involved delivering self-administered questionnaires to the workstations of respondents and the doorsteps of their offices. Questionnaires also enabled collection of original data from the sample of the population within a short time and at low cost.

The questionnaire was structured according to the research questions. The questionnaire was in four parts. Part one explored the population demographics. Part two the relationship between employee training and employee engagement. Part three the relationship between employee training and employee motivation. Lastly part four the relationship between employee training and employee job satisfaction.

Auka et al. (2013) define validity as the extent to which the test-items measure what they purport to do and reliability as the consistence of a score from one occasion to the next. For this study, the validity and reliability was tested by use of pilot test and expert judgment of the research supervisor.

The questionnaire was pre-tested before the final distribution. This is usually done to detect any weaknesses in the research design. The pre-testing (pilot testing) was performed with the aim of ensuring the questionnaire is fine-tuned so as to ensure that it was valid and reliable. The pilot was done on five respondents from the study population who were then excluded from the final study to eliminate bias. The pilot was done to check possible errors in the

instrument. The questionnaire was then self-administered in hard copy form to each of the respondents and picked up later after a day to increase the response rate.

Data Analysis Methods

Data analysis is the process of editing and reducing accumulated data to a manageable size, developing summaries, seeking for patterns and using statistical methods. The data analysis involved frequencies, means, analysis of variances and bivariate analysis in form of cross tabulation to explore the relationships between the various variables tested in the current study. Statistical Package for Social Sciences (SPSS) was used to analyse data gathered for the study. The result from the analyses was presented in frequency tables and charts, which were discussed qualitatively using both the frequencies and percentages. The data was then presented in form of Tables and figures.

Limitations

There could have been other methods through which data could have been obtained from the employees however they were not available, thus the researcher had to provide the questions for them in the form of the questionnaire to obtain the data.

Chapter Summary

This chapter provided a description of the procedures followed in conducting the study on the impact of training on employee performance at the Ghana Education Service under the Afadzato South District. It also covered the design and the resources that were used to obtain the required information in

order to make the correct conclusions. Data collection and data analysis has also been shown.



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter navigates through the presentation and analysis of data collated from the administration of the questionnaires. In all, one hundred and thirty (130) questionnaires were administered to the staff of Ghana Education Service of the Afadzato South District and one hundred and fifteen (115) were completed and returned to the researcher. These findings were carefully analyzed and the responses well represented using statistical tools to give it a pictorial view of training and its effect on employee performance.

Percentages corresponding to the figures were used in this analysis to show how important this information is to the study. In order to delve into the training management process effectively and for the purposes of academic research, the questionnaire was structured on

1. Personal data of respondent
2. Training programs that are carried out by the GES
3. The effect of the training on the performance of the employee.

The personal data sought to give little background of the respondent to assist the researcher to make informed judgment and also give an appropriate recommendation to the research findings.

Out of a total number of two hundred and fifty (250) permanent employees of the Ghana Education Service under the Afadzato South District, one hundred and thirty (130) was selected to form the sample for the study.

Out of the one hundred and thirty (130) selected for the study, one hundred and fifteen (115) responded to the questionnaires and returned them which represent 88.46% return rate. The remaining fifteen (15) respondents had not completed the questionnaires at the time of collection. This analysis is therefore based on the one hundred and fifteen (115) respondents.

Demographics of the Respondents

The demographic data of the respondents is to provide a fair knowledge as to who really formed the respondents of the study.

Gender of the respondents

The study sought to find out the gender of the respondents with the presumption that variation in gender could influence opinions. Table 3 indicates that 64% were males, 34% female and 2% transgender. Although there have been no recent studies to support this finding, Royalty's (1996) preliminary analysis established that men undergo more training than women; men were said to receive approximately 25% more training than women. The findings of the present study suggest that this trend is continuing in public organisations.

Table 3: Gender

Gender	No.	%
Male	74	64
Female	39	34
Transgender	2	2
Total	115	100

Age Group

The study further sought to find out the age groups of the respondents represented. Table 4 indicates that those aged 18-25 years were 7% and 26-35 years were 33%. The majority of the respondents at 37% were aged between 36 years to 45 years, 46-55 years were 16% and those aged above 55 years were only 8%.

It has been recognized that individuals from all backgrounds, in terms of gender, age and levels of education, experience personal and professional development which is transferred to the workplace (Leberman et al., 2006, p. 70).

Table 4: Age Range

Age Range	No.	%
18-25 Years	8	7
26-35 Years	38	33
36-45 Years	42	37
46-55 Years	18	16
56-59 Years	9	8
Total	115	100

Table 5: Educational Level

Educational Level	No.	%
Diploma	34	30
HND	18	16
First Degree	40	35
Master's Degree	14	12
PhD	0	-
Professional Qualification	9	8
Total	115	100

Education Level

The study was also interested in finding out if the education level of the respondent influenced their opinions in any way. Table 5 indicates that the majority of the respondents were holders of First degree (35%), Diploma (30%) while 12% were Master's graduates. 16% are HND holders with no PHD holder and 8% being staffs with Professional qualifications.

Departments

The study sought to highlight the departments in which the respondents work. Table 5 shows that most was of the Human Resources Monitoring, Supervision, Guidance and Counseling Department at 56% followed by Planning, Research & Statistics at 18% followed by Human Resource Management at 14% and Administration & Finance at 12%.

Table 6: Department

Department	No.	%
Planning, Research & Statistics	21	18
Human Resource Management	16	14
Administration & Finance	14	12

Monitoring, Supervision, Guidance And Counseling	64	56
Total	115	100

Years of Work Experience

Table 7 reveals that the work experience of the staff from 1 – 5 years is 39%. The rest are, 26% of respondents numbered between 5 – 10 years, 23% of them worked between 15 – 20 years, while 11% respondents worked above 20 years.

Table 7: Years of Work Experience

Years of Work Experience	No.	%
1-5 years	45	39
5-10 years	30	26
15-20 years	27	23
Over 20 years	13	11
Total	115	100

Results

This section discusses the findings which emerged from the data. The data presentation and discussion are done in relation to the following research questions;

1. What are the types of training employed by the Afadzato South District?
2. What is the level of employee performance at the Afadzato South District?

3. What is the relationship between training and employee performance at the Afadzato South District?

Research Question One: What are the types of training employed by the Afadzato South District?

This research question was aimed at finding out types of training employed by the Afadzato South District. Various statements were presented to the respondents and required them to indicate the various types and methods of training that is being used. Table 8 to 12 presents the results.

Participation in Training

The first issue is to determine whether the respondents ever partook in any training programme. In Table 8, almost all respondents representing 97% responded yes. Only 3% did not participate in any form of training. At least almost all staff go through orientation training after joining the service. The result shows that training issues are not new things to majority, if not all, of the staffs.

Table 8: Participation in Training

Participation in Training	No.	%
Yes	111	97
No	4	3
Total	115	100

This implies that the GES do targets training for almost all employees but not for specific employees. Alternatively, it could be so that training is targeted for all employees from specific job levels or task-related job training.

Thus we can conclude that it is likely that everyone has gone through some form of training no matter the years spent with the institution.

The high number of employees (97%) who agreed that employee participation in training would be boosted by a good training design indicates the importance of this factor in improving employee performance post-training. The staffs of the Ghana Education Service in the Afadzato South District are constantly provided training opportunities. Under normal circumstances, those who need it and are willing to participate would receive training.

What are the types of training and program being undertaken?

The Table 9 showed the type of training respondents have participated in. Only 4% of respondents have participated in other types of training programmes, 57% have participated in in-service training programme and 38% have participated in outsourced training programmes by Consultants and foreign resource persons.

Table 9: Type of Training

Type of Training	No.	%
In-Service	66	57
Outsource	44	38
Others	5	4
Total	115	100

This finding contradicted the study conducted by Faraj and Tarvin (1989) who observed that in-service training programmes are not given the necessary attention in Ghana, and are only designed to meet emergency needs resulting in a growing concern about the effectiveness of existing professional

development schemes in meeting the training needs. Olaniyan and Ojo (2009) pointed out that training can be conducted using different approaches or a combination of different approaches. According to Thorne & Mackey (2001), there is a vast array of Training methods but all depend on the needs and circumstances that warrant training. Combined with conventional methods, e.g. lectures, conferences, and workshops, these current techniques offer an effective means for conducting training in organisations (Niazi, 2011).

What type of In-Service training were you given?

Table 10: Type of In-service Training

Type of In-service training	No.	%
On-The-Job Training	98	85
Off-The-Job Training	12	11
Career Development Training	5	4
Total	115	100

The Table 10 above shows the type of In-service training respondents have participated in. Data gathered revealed that 4% of the respondents have participated in Career Development Training whilst 11% of them have participated in Off-The-Job training. Majority of the respondents (85%) have participated in Induction or On-The-Job Training.

Huang and Jao (2016) identified two strategies that are integrated into managerial and employee training, namely; off-the- job training and on-the-job training. Off-the-job training entails providing training to the employees or managers in a context away from the site, where the skills and knowledge gained are to be applied (Huang & Jao, 2016; Yasin & Gomes, 2010).

The strategy requires the trainees to leave their work-responsibilities and concentrate on training. Conversely, on-the-job training is undertaken in the workplace as the trainee handles work responsibilities. In such training, a more experienced employee or manager can act as the instructor. Alternatively, an organization can hire a professional instructor to provide the training. Huang & Jao (2016) also stated that the formal training in a context away from the workplace can be used to support the job training. As such, the two strategies can be applied together. The previous studies have shown that during the recent years, most organizations have shown an increased preference for off the job training (Khan et al., 2011). The change has been facilitated by limitation associated with the on the job training, such as lack of opportunities for group discussion, lack of adequate training facilities and the presence of hostile internal environment for training.

More so, the training techniques vary depending on the training strategy that is adopted. On-the-job training techniques include mentoring, coaching, demonstrations, job rotation and team building exercises (Matsuo, 2014). Examples of the off job training techniques are brainstorming, discussions, case studies, behavior modeling, conferences, and lectures. Some of the techniques such as demonstrations, however, can be applied in both the work settings and away from work.

Frequency of Training

Table 11: Frequency of Training

Frequency of Training	No.	%
Quarterly	1	1
Every six months	11	10
Every two years	37	32
Once a year	63	55
No specific schedule	3	3
Total	115	100

The study also sought to find out the frequency of employee training within the service. Table 11 shows that majority of the respondents at 55% attend staff training every year, while 32% once every two years attend a form of training and 1% attend training quarterly. Also, 3% indicated training had no specific time and 10% said every six months. Based on this analysis, it can be speculated that GES is more willing to invest in employees' training.

Have you ever been allowed by GES for further Studies

One of the most important reasons to offer further training and education opportunities to employees is to ensure that work skills stay current. Keeping employees up-to-date with software applications, the latest thinking on logistical methods, and ways to improve efficiency are all necessary to keep staff on a level playing field with others. Training is also an excellent way to retain the best employees. An unsuccessful organisation is one that has an unmotivated job staff without further studies opportunities and with stagnant skills.

Table 12: Further studies

Further Studies	No.	%
Yes	102	89
No	13	11
Total	115	100

From Table 12, 89% of the respondents forming majority indicated that they were given opportunity for further studies such as university education or professional certificates anywhere. Employees are one of the great assets in any company, and their importance need not be overlooked. This is because they are entrusted with the task of taking the GES to greater heights.

From the results above, it means majority of the employees; based on the nature of their job description, there is ever changing technology and the way work is expected to be carried out which presents ever changing employer demands for which they have to cope with. This in their opinion calls for further studies so as to keep up-to-date in all situations.

Research Question Two: What is the level of employee performance at the Afadzato South District?

To answer the second research question and achieve the second objective of this study which seeks to ascertain the level of performance of staff of GES, respondents were asked probing questions that are in line with the second objective of this study.

How relevant were the trainings you received to your work?

Majority of the respondents (102 representing 89%) reported clear relevance of these trainings on their work. 4% indicated the training was not relevant and 8% feel they were not sure of its relevance to their performance. The Table 13 below reports results from the relevance of the trainings received by the respondents to their work. This result revealed the GES puts a lot of emphasis on training that will add value to and thus relevant to the current work for those selected for training.

Table 13: Relevance of Training

Relevance of Training	No.	%
Not relevant	5	4
Relevant	102	89
Not sure	8	7
Total	115	100

Staff Performance Appraisal (PA)

Performance appraisal is a process that is carried out to enable both the individual and the organization to analyze, examine and evaluate the performance of specified objectives over a period of time. This process can take up formal and informal forms (McCourt & Eldridge 2003, 209). PA is one of the key instruments used to assess performance of staff in the GES. From the respondents, 98% of them indicated they were appraised and only 2 staff representing 2% indicated that their performance was not appraised.

Table 14: Performance Appraisal

Performance Appraisal	No.	%
Yes	113	98
No	2	2
Total	115	100

The above response corroborate the assertion of Thomas and Carl (1993) who explains that PA enables goals to be established for an employee and these goals are usually agreed upon by both the employee and their supervisors. Also, Muhammed (2014) recommended in his study that employee PA is an operative tool or device for assessment of employee performance and implementation of strategic initiatives for the advancement of employee performance.

Assessment Tools

As part of the investigation into the appraisal process, respondents were asked if in their opinion Appraisal Programmes reveal key performance levels. 102 of the respondents representing 89% believed that appraisal programmes at the GES reveal key performance levels, 8 of them representing 7% disagreed while the remaining 5 respondents representing 4% could neither agree nor disagree.

Table 15: Assessment Tools

Assessment Tools	No.	%
Agree	102	89
Disagree	8	7

Disagree or Agree	5	4
Total	115	100

Performance Ratings per Performance Appraisal (PA)

Respondents were questioned on their assessment of performance based of the PA conducted in the last year. Out of all the respondents, 75% indicated that their performance levels were rated high while 16% were rated moderate and 9% was rated low.

Table 16: Performance ratings

Level of Performance	No.	%
High	87	75
Moderate	19	16
Low	9	9
Total	115	100

According to Jindal, Laveena & Navneet (2015) PA is a method by which the level of performance of an employee in doing a job is judged.

Research Question Three: What is the relationship between training and employee performance at the Afadzato South District?

The researcher administered questionnaires with elements that catered for measuring the relationship between training and employee performance.

Impact of Training on Performance

The table 17 below shows that majority of the respondents: 99 representing 97.4% feel their job performance after participating in training activities improved because it sharpens their knowledge, skills, capabilities and competencies at the workplace. These ultimately assist them to cope with the

dynamic working environment in the advent of rapid technological advancement and globalization.

On the other hand, while 2 respondents representing 1.7% does not feel their performance was as a result of the training programmes participated in. Interestingly, 0.9% of respondents were neutral, they do not know if training impacts on their performance or not. The relationship is considered relevant as it is the center of this dissertation. This result is in line with prior literature which presents that training impacts employee performance partly through improving employee skills which enables them know and perform their jobs better (Wright & Geroy 2001; Swart et al. 2005; Harrison 2000; Appiah 2010).

Table 17: Training Impact on Performance

Impact of Training on Performance	No.	%
Yes	112	97.4
No	2	1.7
Do Not Know	1	0.9
Total	115	100

The ultimate goal for any training is to effect change in attitude and behaviour. McNamara (2008) and other writers argue that training increases employees capacity to adopt new technologies and methods and also ensure that employees have the basic skills to work with new technology. Responses received confirm that training has increases the capacity of employees in handling certain difficult tasks which show in their performance.

Level of Impact of Training on Performance

Form this study, as many as 92% respondents agreed that training's impact on performance was on a high level as against 2% who indicated the level of impact was low and 6% indicated that the impact was moderate as indicated in table 18.

Table 18: Level of Impact

Level of Impact	No.	%
High	106	92
Low	2	2
Moderate	7	6
Total	115	100

The evaluation of Training has gained much attention recently and the pressure to evaluate is increasing, partly because of the need for accountability or pressure to provide evidence of return on investment because of the huge expenses involved (Bjomberg, 2002; Dorji, 2005; Wilson, 2005; Eseryel, 2002).

Also, the findings of Brinkerhoff's (2005) study, indicated that regardless of the fact that training activities are important for an organization's survival, only a few systematically evaluate the impact of training on their employees and the organisation. Sofo (2007, cited in Hussain, 2011, p 48) indicated that only 11% of organisations measure the impact of training on employees'and organisational performance. According to Brinkerhoff (2005), despite the fact that training activities are important for an organization's

survival, only a few systematically evaluate their impact on their employees and the organisation itself.

The section below used regression analysis to examine the effect of training on employee performance to provide further and deeper understanding of the objective three which is to explore the relationship between training and employees performance at the ASD of the GES. The analysis is presented in **table 19, table 20 and table 21.**

Table 19: Model Summary for the Effect of Training on Employee Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.930 ^a	.858	.816	.11941	1.633

a. Predictors: (Constant), TRAINING_X

b. Dependent Variable: PERFORMANCE_Y

From table 19, the model correlation coefficient value of 0.930 indicates that there is positive relationship between the dependent variable and the independent variable. The R-square value was 0.858, which indicates that the model predicts 85.8% of the variations in investment as a percentage of performance as the dependent variable. The result from the Durbin-Watson of 1.633 also indicates that there is no autocorrelation among the residuals in the regression model. This is because the Durbin-Watson statistics is greater than 1.5 and less than 2.5 which is the accepted benchmark of the test tool.

Table 20: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.741	1	.729	52.330	.001 ^b
	Residual	.116	1	.014		
	Total	.857	2			

a. Dependent Variable: PERFORMANCE_Y

b. Predictors: (Constant), TRAINING_X

The ANOVA in **table 20** above indicates the regression model predicts the dependent variable significantly well. The sig value of the F-stat of 52.330 is $0.001 < 0.05$, thus, the variation in the dependent variable can be explained by the linear regression model.

Table 21: Co-efficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta				Tolerance	VIF
1 (Constant)	10.263	1.887			5.699	.000		
TRAINING_X	1.094	.154	.898		7.177	.000	0.187	5.337

a. Dependent Variable: PERFORMANCE_Y

From table 21 above, since the Tolerance values are all greater than 0.10 it means that there is no problem of multi-collinearity. The Variance Inflation Factors (VIF) indicates the magnitude of inflation in the standard errors associated with a particular beta weight that is due to multi-collinearity. The VIF also indicate that there is no multi-collinerarity among the independent variables since the VIF values are all less than 10. In conclusion,

the independent variables are not highly correlated among itself. The result in Table 21 again indicates that there is a statistical significant positive effect of training on employee performance ($B_1=1.094$, $P<0.05$).

Estimating the final regression equation model becomes;

$$EP = 10.263 + 1.094T + \varepsilon$$

Where:

EP = Employee Performance

T = Training

ε = Error or residual term

From the equation, all other things being equal, a unit increase in T will result in EP ($B_1=1.094$). Meaning the more there is training, the higher employee performance. This finding clearly means that employee training play a vital role in improving performance as well as productivity. This in turns leads to placing the Ghana Education Service of the Afadzato South District in the better positions in the region and the nation.

Thus through effective training programmes employees competency increases, which does not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills and attitude of workers necessary for the future job, thus contributing to higher organisational performance (Qayyum, Sharif, Ahmad, &Khan, 2012).

This finding is in agreement with Abdul, Furqan, and Muhammad (2011) who revealed that training and development have positive effect on employee performance. Degraft-Otoo (2012) also found that training and development had positive impact on employees' performance hence overall organisational performance. Similarly, Emeti (2015) found out that there is a significant positive relationship between training/development and employee performance in paint manufacturing firms in Rivers State in Negeria. In the work of Tahir, Yousafzai, Jan, & Hashim (2014), it was revealed that there was significant effect of training and development on employees' performance and productivity.

Conclusion

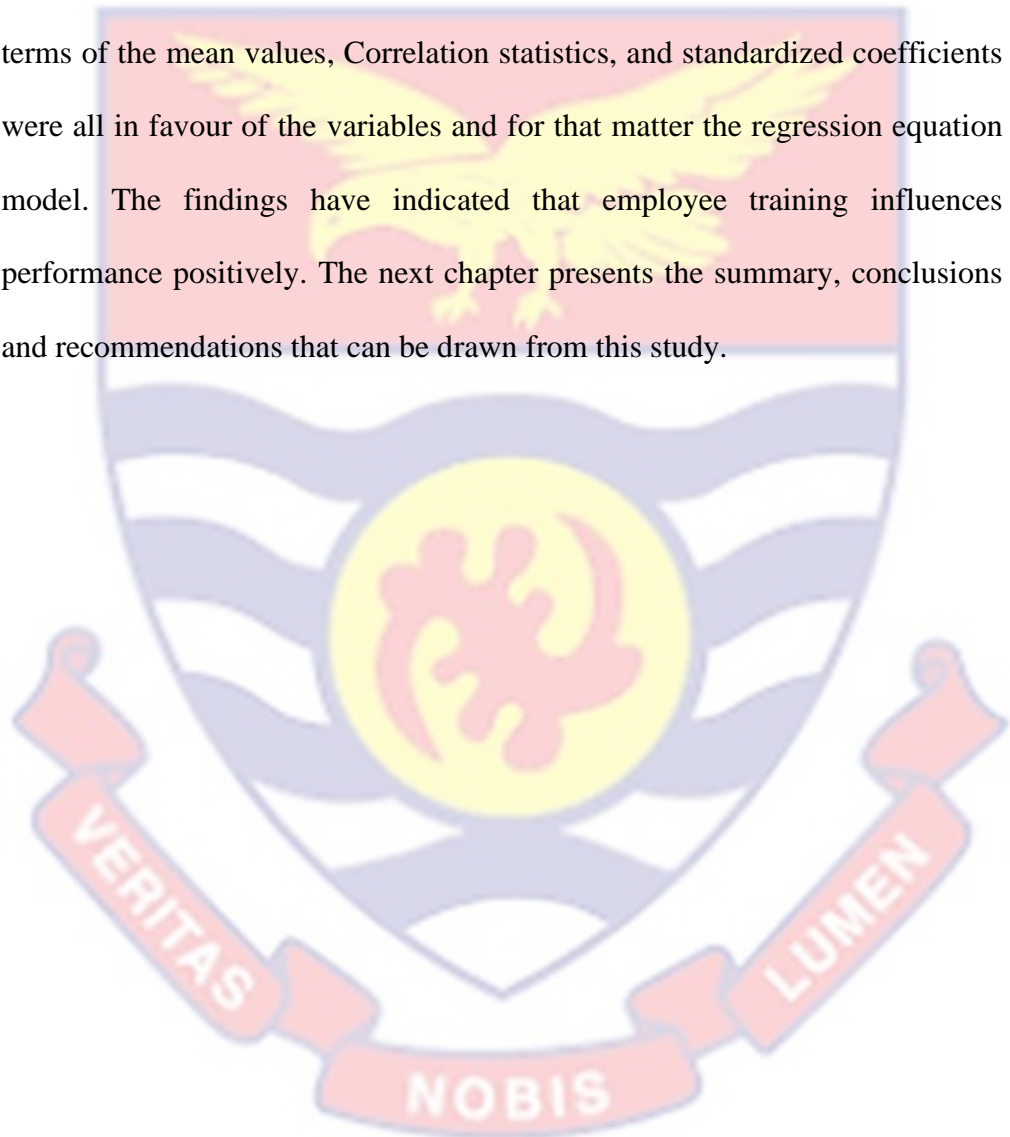
In conclusion, from this study, I can predict that training has highly improved employee performance. According to the Human Resource Director at the Ghana Education Service, the selection for these training programmes is done by the Human Resource Management Department (HRMD) in collaboration with line managers. According to him, at the beginning of the year, staffs are selected for such programmes and all the various departments of the Service benefit from such training programs.

Also, top management staffs perform the other form of training and development program as and when the need arises and this is done internally and is executed by middle or senior level managers who are knowledgeable and skilled. The empirical findings indicate that training was effective in improving individual and organisational performance. The next chapter will highlight the conclusion of the study; provide practical recommendations,

assess the study's contribution to knowledge and provide ideas for future research.

Chapter Summary

Chapter four presented the findings on the effects of training on employee performance. The regression analysis or statistics of the variables in terms of the mean values, Correlation statistics, and standardized coefficients were all in favour of the variables and for that matter the regression equation model. The findings have indicated that employee training influences performance positively. The next chapter presents the summary, conclusions and recommendations that can be drawn from this study.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter gives a summary of the study undertaken. It also brings to the fore the conclusions drawn from the study and makes some recommendations and suggestions for further studies.

Summary of the Study

The presentation is developed to facilitate a clear achievement of the objective of the study. These include;

- (1) To explore the types of training programmes employed by the Afadzato South District,
- (2) To identify the levels of employee performance in the Afadzato South District and
- (3) To explore the relationship between training and employees performance at the Afadzato South District.

The purpose of this study was to explore the effects of training on employee performance in Ghana Education Service: a case of Afadzato South District. The first four chapters of this study established the research objectives and the problems. Relevant literature were reviewed which enabled me to prepare the appropriate questionnaire for the study.

The methods to be used have been clearly indicated. The information gathered from the questionnaire was carefully analyzed in the third chapter. This chapter however gives the summary, conclusion and recommendations of

the entire study. The essence of the comparison and findings and conceptual framework was to find out whether training has effects on staff performance.

The survey design was appropriate for this study because it allowed investigation of possible relationships between variables as well as data collection from broader category and comparisons between variables. The study population was 250 staffs of the Ghana Education Service of Afadzato South District. A sample of 130 was drawn using random stratified sampling approach from a list of sample frame provided by the Service. The data was collected by use of a questionnaire for a period of two (2) weeks. The data analysis involved means, percentages and analysis of variance. The findings were presented using tables and figures.

Summary of Key Findings

The purpose of this study was to explore the effects of training on employee performance in the Ghana Education Service; a case of the Afadzato South District. Moreover, objectives are developed to facilitate a clear achievement of the purpose of the study. This section is therefore presented according to the research objectives.

In terms of the objective one (1) which was to explore the types of training programmes employed by the Afadzato South District of the Ghana Education Service, it was found out from the study conducted (through Data collected, presented and analyzed), it indicated or revealed the actual major training types and programmes at the Ghana Education Service which are geared towards enhancing employees' performance both at the individual and organizational level. It was gathered that, even though the Ghana Education

Service has training programmes such as Induction or Orientation training, On-The-Job training and Career Development training, much attention has been placed on Induction or Orientation Training. The findings further gathered that there is a need to do a lot more work in On-The-Job training and Career Development training.

The objective two (2) of the study was to identify the levels of employee performance in the Afadzato South District. There are several dimensions of performance that are adopted to ensure job standard. The findings from this study revealed that high relevance of trainings received to work schedules. From the study 75% of respondents reveal that employee performance were measured using appraisals which were an effective assessment tool. Moreover, management standards to evaluate employee performance also play critical role in improving employee performance as they provide the picture of actual performance and its alignment with the benchmarks. If discrepancies found, then these standards help bringing the outputs again towards their required levels (Mackay et al, 2004).

Finally, the critical objective (objective three) which was to attempt to establish a relationship between training and employee performance. The findings are that respondents do believe training have had some impact on their performance, however, respondents feel is still room for improvement for more training activities so that it can positively continue to impact on individual effectiveness and efficiency in the performance of their jobs. In order to gain more specific knowledge of the effect of training on performance, different questions are presented to the respondents and thus examined. These questions are focusing on employee participation in training, level of impact of training

on employee performance. The above questions areas have been of particular interest because they facilitate an understanding of the impact training had on the performance of employees.

Conclusion

The importance of training in organisations has been widely discussed in the Human Resource Management literature and there is a large body of the theoretical and empirical literature, which provides empirical evidence in support of either direct or indirect link between training and employee' performance with resultant positive spillovers on organizational performance.

Thus, this study examined the effects of training on employee performance in the Ghana Education Service; a case of the Afadzato South District. To achieve this, the study was guided by three research objectives. The findings reported in this study suggest that training has an impact on the performance of employees concerning their jobs. To gain in-depth knowledge of the extent to which the research purpose was achieved, questions focused on employees participation in training, relevance of training, appraisal of performance, impact of the training on employee performance and the level of impact of training on performance were posed to employees using a questionnaire.

Results show that almost all employees participated in training; this implies that employees who need training have access to it, yielding improved results in their abilities to carry out required tasks effectively. 99 employees representing 97.4% feel their job performance after participating in training activities improved because it sharpens their knowledge, skills, capabilities and

competencies at the workplace with 92% respondents agreeing that training's impact on performance was on a high level.

Based on the regression analysis of the findings of the study, a conclusion was drawn that the research affirmed the proposition that training has a positive impact on employee performance. This result is broadly consistent with prior management literature on training and performance. These empirical findings are not only also consistent with the results of other similar studies in the literature but also have important policy implications for policy makers in the Ghana Education Service regarding issues related to improving employee' performance and/or general organizational performance.

Existing literature presents evidence of an existence of obvious effects of training on employee performance. Some studies have proceeded by looking at performance in terms of employee performance in particular (Purcell, Kinnie & Hutchinson 2003; Harrison 2000) while others have extended to a general outlook of organizational performance (Guest 1997; Swart et al. 2005). In one way or another, the two are related in the sense that employee performance is a function of organizational performance since employee performance influences general organizational performance.

In relation to the above, Wright & Geroy (2001) note that employee competencies change through effective training programs. It therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

Recommendations

Ghana Education Service should also handle the training system more systematically and comprehensively considering that sizeable number of employees stated that training programs and systems were not systematic and comprehensive thus, the Service should look at other forms of training apart from the Off-The-Job training or method such as frequent job rotation so that the organization gets to know of the skills and interests of the staffs and tailor the training and development programs accordingly. This will also help in career planning for staff.

It is also very important to evaluate training in order to assess its effectiveness in producing the learning outcomes specified when the training intervention is planned, and to indicate where improvements or changes are required to make the training even more effective. It is being recommended because the study discovered that there is no proper training evaluation mechanism in GES since the researcher was unable to obtain any data from them on training evaluation. This will put the training practices, methods and activities at the Ghana Education Service in line with the best practices regarding the planned and systematic nature of the training programmes as well as its process.

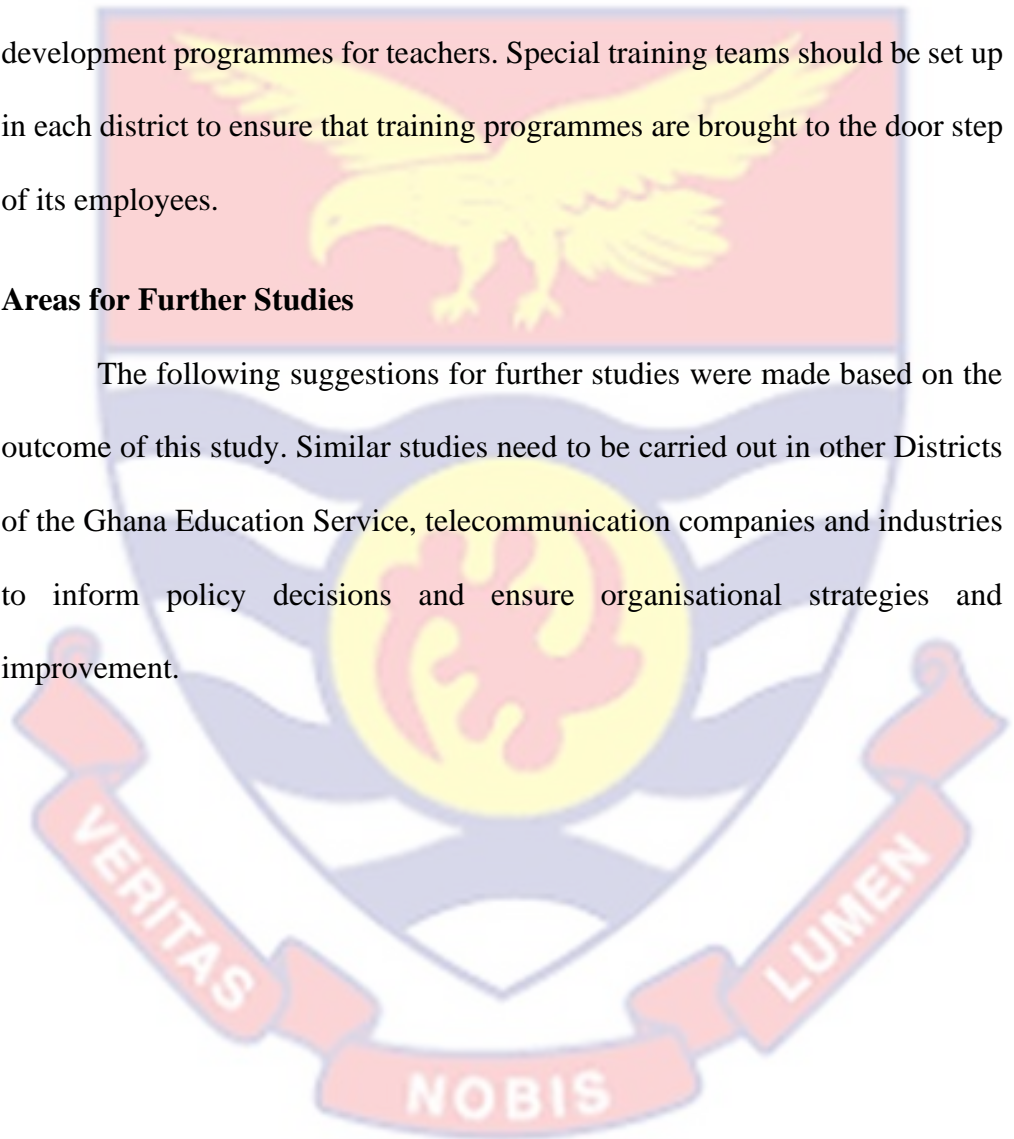
The study discovered that there was limited funding for training by the Ghana Education Service. It is therefore being recommended that the GES should set up special funds meant for training and development programmes in order to ease the over dependents of Government funds such as Teachers and Educational workers union (TEWU) Ghana National Association of Teachers GNAT and Ghana Association of Graduate Teachers (NAGRAT) should help

training organizers with funding to make up delays in the release of funds by Government. GES can provide intensive training and educational programmes for their employees by making resources available.

The study however revealed that lack of resource persons sometimes creates problems for Ghana Education Service effort to organize training and development programmes for teachers. Special training teams should be set up in each district to ensure that training programmes are brought to the door step of its employees.

Areas for Further Studies

The following suggestions for further studies were made based on the outcome of this study. Similar studies need to be carried out in other Districts of the Ghana Education Service, telecommunication companies and industries to inform policy decisions and ensure organisational strategies and improvement.



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APPENDIX B

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST

SCHOOL OF BUSINESS

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

Telephone: 03321 32440/32444 Ext. 219/220

Direct: 03321 37870

Telegrams: University, Cape Coast
Telex: 2552, UCC, GH.

UNIVERSITY POST OFFICE
CAPE COAST, GHANA



Dear Sir/Madam,

INTRODUCTORY LETTER FOR JUDITH VALERIA TSEKPO

The bearer of this letter, Judith Valeria TSEKPO is an MBA (Human Resource Management) student of the Department of Human Resource Management, School of Business. She is writing her dissertation on the topic: “**TRAINING AND EMPLOYEE PERFORMANCE IN THE GHANA EDUCATION SERVICE. THE CASE OF AFADZATO SOUTH DISTRICT**”.

We would be grateful if you could assist her with the filling of the questionnaires and any other information that she may need to complete her work.

We appreciate your co-operation.

Yours faithfully,

Signed

N.Y.O.

HEAD

APPENDIX B: QUESTIONNAIRE

UNIVERSITY OF CAPE COAST

SCHOOL OF BUSINESS

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

Dear Respondent,

I am a student of University of Cape Coast, offering Master of Business Administration (Management) programme at the School of Business, Department of Management. This questionnaire is designed to ascertain information for my research work on the topic: **“TRAINING AND EMPLOYEE PERFORMANCE IN THE GHANA EDUCATION SERVICE. THE CASE OF AFADZATO SOUTH DISTRICT”**. This research is in partial fulfilment of the requirement for the award of a Master of Business Administration Degree in Management at the University of Cape Coast.

All the answers you provide will be treated with the utmost confidentiality and for academic purpose only. Please feel free to answer the questions as candid as possible.

Thank you

Judith Valeria Tsekpo

APPENDIX B: QUESTIONNAIRE

This questionnaire is mainly intended for educational purposes and would not be used for any other purpose. The researchers are final year students of University of Cape Coast. This research work is one of the requirements for the award of a Master's Degree. We therefore assure you that your answers and comments would be treated confidentially.

INSTRUCTION: Please tick $\sqrt{\quad}$ beside the responses that are applicable.

1. Gender a. Male b. Female c. Transgender
2. Age (years) a. 18 – 25 b. 26 – 35 c. 36 – 45
d. 46 – 55 e. 56 – 59
3. Educational Background a. HND b. First Degree c. Master's Degree
d. PHD e. Professional Qualification f. Diploma
4. Which Department are you?.....
5. How many years of work experience do you have in the Ghana Education Service? a. 1-5yrs b. 5-10yrs c. 15-20yrs d. Over 20yrs
6. Have you had any form of training since you joined the organization?
a. Yes b. No

If “yes” to the question above, please continue with the questions below.

7. What are the type of training and program being undertaken? a. In-Service b. Outsource c. Others

8. What type of In-Service training were you given? a. On-the-job Training
b. Off-the-job Training c. Career Development Training

9. How often do you undergo training? a. Quarterly b. Every six months
c. Once a year d. Every two years e. No specific schedule

10. Have you ever been allowed by GES for further Studies? a. Yes b.
No

11. How relevant were the trainings you received to your work? a. Not
relevant b. Relevant c. Not sure

12. Is your performance on the job being appraised? a. Yes b. No

13. Do Appraisal programmes reveal key performance? a. Yes b. No

14. What was your level of performance? a. High b. Moderate c.
Low

15. Do you think training impacted your performance? a. Yes b. No c.
Do not know.

16. What is your view of the level of impact? a. High b. Low c. Moderate