

UNIVERSITY OF CAPE COAST

THE EFFECT OF EMPLOYEE TRAINING AND DEVELOPMENT ON
PERFORMANCE OF SENIOR STAFF AT THE UNIVERSITY OF
ENERGY AND NATURAL RESOURCES, SUNYANI

BY

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Administration Degree in General Management

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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.

Signature Date

Name: Diana Obeng

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.

Signature Date

Name: Mr. Joseph C. Sefenu

ABSTRACT

The purpose of the study was to examine the effects of employee training and development on the performance of senior staff of University of Energy and Natural Resources. Employee training has been viewed as a tool for better productivity, general workforce skill development and motivation. The descriptive survey design was employed for the study. Data was collected using questionnaire to select a total of 47 respondents (senior staff, administrators) for the study. The data was analyzed using SPSS version 21, and the analytical tool used was a descriptive statistic using percentages and frequencies. The results revealed among others that training programmes are not administered regularly, the University make use of both off-the-job and on-the-job training method, but it predominantly uses on-the-job training method which is mostly facilitated through job rotation, and the job performance of the senior staff, increases whenever training is provided for them. The following recommendations were made; management should involve employees in the job rotation process making sure employees can see how their jobs relate to the organization's overall mission, training sessions should be conducted more regularly at least once every semester (twice a year) Supervisors/Managers should take the initiative to develop the employee skills in various fields so that total human efforts will be displayed in the respective job tasks to further enhance performance.

KEY WORDS

Training

Development

Employee Performance

Human Resource Development

Organizational effectiveness

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DEDICATION

To Mr. Isaac Kwabena Obeng, Mrs. Beatrice Obeng Kumi and Nana Dr.
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CHAPTER ONE

Introduction

The economic development of most developed countries such as Britain, Japan, China and United States of America can be attributed to the important role that its human resources have played. Therefore, considering the rich natural resources Ghana possesses and sufficient financial support, Ghana can also attain this economic success if the needed attention is given to the training and development of human resource. Human resources are a crucial but expensive resource and therefore in order to sustain economic and effective performance of this resource, it is important to optimize their contribution to the achievement of the aims and objectives of the organization through training and development. Training and development is therefore necessary to ensure an adequate supply of employees that are technically and socially competent for both departmental and management positions. (Mullins, 2007).

According to Heathfield (2012), the right employee training, development and education at the right time, provides big payoffs for the organization in increase productivity, knowledge, loyalty and contribution. Training and developing human capital is tremendously important in the effective management and maintenance of a skilled workforce. Training and development is very important for organizational development and success. It is fruitful for employers as well as employees in organizations. If employees are trained well, they become more efficient and productive. This study, therefore, goes on to discuss one of the core functions of human resource

which is training and development, employee performance, and how the earlier affects the latter.

Background of the study

Staff training and development has been identified by various scholars to be very crucial to an organization and its effectiveness. In the light of the above, organizations are therefore encouraged to train and develop their staff to the maximum of their ability in order to enhance their effectiveness. Employee training and development are typically associated with improving performance, knowledge and skills of employees in their current job positions.

Training and development plays a very important role in any organization, and it is said to be the backbone of strategy implementation. Training is one of the ways of improving organization's effectiveness. It plays a central role in nurturing and strengthening employee competencies. Most new employees join organizations with most of the qualifications, knowledge, skills and abilities needed to start working. Others may require extensive training before they are ready to make much of a contribution to their organizations.

However, almost every employee needs some type of training on an ongoing basis to maintain effective performance or to adjust to new ways of work. In order to implement the right training methods, organization should be aware of the training methods and their effectiveness. Training is widely understood as communication directed at a defined population for the purpose of developing skills, modifying behavior, and increasing competence. Generally, training focuses exclusively on what needs to be known.

Training is an effort initiated by an organization to foster learning among its members. Due to changing trends in technology, organizational changes, and changes in task and the nature of jobs, it has become imperative for organizations to train their members. Training can be defined as the acquisition of knowledge and competencies as a result of learning that relate to specific useful competencies. It has specific goals of improving one's capacity, capability, productivity and performance. Training is also needed to maintain, upgrade and update skills throughout the working life. In an organization, once the selection of employees is done, training them for the specific tasks they have been assigned is of great importance. In fact, training is an important activity in many organizations. It serves as the vehicle which increase the knowledge and skills of staff up to a level required for satisfactory performance.

Development on the other hand is any process aimed at preparing staff for future challenges and a variety of tasks that they may be performed in future towards the achievement of the organizational strategic goals. It is a way of broadening employee's skills for future responsibilities. Improved capabilities, knowledge and skills of the talented workforce proved to be a major source of competitive advantage in a global market (McKinsey, 2006). To develop the desired knowledge, skills and abilities of the employees, to perform well on the job, requires effective training programs that may also affect employee motivation and commitment (Meyer & Allen, 1991). In order to prepare the workers to do their job as desired, organizations provide training as to optimize their employee's potential.

Training and development is a learning experience that is planned and carried out by the organization to enable more skilled task behaviour. It imparts the ability to detect and correct errors. Furthermore, it provides skills and abilities that may be called upon in the future to satisfy the organizations human resource needs. This study is an attempt to assess, examine, explore the importance of training in an organization. A very good training program is vital to the success of any business but surprisingly it is most often overlooked.

The 21st Century workplace is a fast-paced environment with new techniques, knowledge, and opportunities appearing and disappearing at the speed of the internet. It is critical to keep employees updated and up-to-speed on the latest developments in the field, and the only way to do that is by providing training. In the same way that people upgrade software so that they have the latest, bug-free versions with the highest functionality, companies need to upgrade their employees so that their skills are at their peaks and they can provide maximal value to the company. Although training can be costly both in terms of time and money, the many benefits to the company - including increased efficiency and broader value-creation capabilities, higher employee loyalty, and better interfacing between departments - make training worth it.

Employees are the internal customers of every organization. External customer satisfaction therefore is based on the satisfaction of the internal customer that trickles down to the organization serving its market satisfactorily and profitably. The survival of every organization depends on the quality of employees that are engaged in delivering the services or

products to its customers. Employees are the most valuable asset of every company as they can make or break a company's reputation and can adversely affect profitability. Employees often are responsible for the great bulk of necessary work to be done as well as customer satisfaction and the quality of products and events. Without proper training, employees both new and current do not receive the information and develop the skill sets necessary for accomplishing their tasks at their maximum potential. Employees who undergo proper training tend to keep their jobs longer than those who do not. Training is a necessity in the workplace. Without it, employees do not have a firm grasp on their responsibilities or duties. Employee training refers to programs that provide workers with information, new skills, or professional development opportunities.

In spite of the large number of researches on the relationship between training and employee performance, there appears to be a gap, concerning the study of effect of training on employee performance. The University of Energy and Natural Resources (UENR) was established by an Act of Parliament, Act 830, 2011 on December 31, 2011. The University is a public funded national institution which seeks to provide leadership and management of energy and natural resources and be a centre of excellence in these critical areas. This mandate is achievable through a frame work of employee knowledge empowerment to handle the dynamic situations on the ground.

Statement of the Problem

It has been recognized that training and development programs improves the knowledge, skills and capacity of an individual for doing a particular job. Unfortunately, the majority of governmental and private

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. This will lead to high job turnover then increase the cost to hire new employees which lowers down the organizational profitability.

The University of Energy and Natural Resources is yet to have a staffing policy, training and development policy as well as a succession plan. Training and development is therefore less regularized. It looks like the majority of employees are not trained (oriented) consistently upon appointment. As a result, senior staff's skills and abilities have over the years not been enhanced to enable them become effective and efficient. The implementation of "training" plans (which is mainly granting of study leave with or without pay for either a master's or a doctorate degree) has been based on precedence and discretions for senior members. As a results many senior staff are not motivated to go for further training, also training needs provided by senior staff through the yearly performance appraisal forms does not yield positive response by management. This may lead to lack of competence and hence low staff performance.

In view of this, the researcher proposes to examine the effects of training and development activities, its roles, methods of training and how it affects the performance of senior staff in the University of Energy and Natural Resources, Sunyani.

Purpose of Study

The purpose of this study is to help reduce the gap between the effects of training and development on employee performance. This will be done by

investigating through the relevant literature, shedding more light into the relationship of training effectiveness, and senior staff performance at the University of Energy and Natural Resources, Sunyani. The study seeks to examine the training and development mechanisms available for senior staff and to assess and explore the importance of training in an organization. Another purpose is to provide suggestions to the University as to how they can make best use of training programs to make their senior staff perform well on their job.

Research objectives

The main research objective is to examine the effects of employee training and development on performance among senior staff and also to provide recommendations for staff training in UENR.

Specific Objectives

- i. To examine the training and development mechanisms available for senior staff of the University of Energy and Natural Resources.
- ii. To assess how often training is conducted for staff in UENR.
- iii. To explore the effect of training and development on employee's performance.
- iv. To provide recommendations for employee training and development in the University.

Research Questions

The main research question is “to what extent is job performance influenced by training and development among senior staff of the University of Energy and Natural Resources”?

Specific research questions are

- i. What training and development mechanisms are available for senior staff of the University of Energy and Natural Resources?
- ii. How often is training conducted for senior staff in the University of Energy and Natural Resources?
- iii. What is the effect of training and development on employee's performance at University of Energy and Natural Resources?
- iv. What recommendations can be provided for further staff training in the University of Energy and Natural Resources?

Significance of the Study

The research will not only add to works that have been done in this area, but also provoke further research into the training and development of senior staff and its resultant effect on the achievement of the object of the University.

The researcher is motivated by the idea that the University of Energy and Natural Resources should be able to ensure that the efforts of every senior staff be geared towards achieving the mission and vision statements of the University. Therefore, there is the need to reveal whether the University has staff that are oriented to work, understand their jobs and are constantly given training to collectively contribute to the success of the University.

The study will benefit the management of UENR by helping them formulate policy in order to develop programs that will positively affect employee performance. The University will also be able to plan and design how to employ well-trained employees to be able to achieve their goals and meet their objectives. It will also help to identify the training need, the best

training method and how to evaluate employees and the training system at large. The need for the improvement in employees' skill is emphasized by management in other Universities, therefore the findings of this study will be a reference for many Universities and policy makers.

The recommendations will also provide solution to ensure that training mechanisms in the University are improved.

Delimitations

The University of Energy and Natural Resources has three campuses but currently run on two. The main campus is situated in Sunyani in the Brong Ahafo Region and the others in Nsoatre and Dormaa in the same region.

The delimitation of the study is choosing the main campus (Sunyani) as the area for the study although the University has three campuses. Proximity of the study area to the researcher is a contributory factor. Also, the researcher is constrained financially to be able to undertake the study in the other two campuses.

The University is barely five years after its establishment in Ghana. Therefore, findings of the study cannot be used to generalize or reflect the happenings in other Public Universities in Ghana who have been in existence for more than four decades. Again, the uniqueness of respondents in the University may affect their responses and hence may be different from others in different Universities.

Limitations

Time factor was a major limitation, whether or not the researcher will have access to all senior staff to administer the research tools since administering was done mostly during working hours. The researcher also had

to explain to some respondent what is required in the questionnaire. Following up on respondents to collect questionnaire feedback for the necessary required data for analysis as well as meeting with supervisor for consultations.

Another limitation was that respondents were sometimes not willing to give information in the name of confidentiality. Due to this problem, an introductory letter was sent before hand and a follow-up study made. The researcher had to emphasize that the information obtained from the questionnaires would be treated with strict confidentiality and for academic purpose.

Definition of terms

- i. **Training** technically relates to job specific skills and involves change in attitude, skills or knowledge of a person with the resultant improvement in the behaviour for effective performance at work.
- ii. **Job Training;** is a method of preparing an employee to perform a task by providing them with information about the task, a demonstration of its performance, an opportunity for the employee to imitate the demonstration and subsequent feedback. It provides the employee with facility to gain technical knowledge and to learn new skills to do specific jobs.
- iii. **Employee learning** explains the process of acquiring knowledge through curiosity to learn. It is a mind-set of people who has anxiety to get information. Employee learning will increase the abilities and competency of the employee (Dixon 1999). The abilities and competencies are helpful in employee performance and productivity.

- iv. **Employee performance** is defined as the job-related activities expected of a worker and how well those activities were executed. The outcome or contribution of employees to make them attain goals.
- v. **Organizational Effectiveness** refers to the achievement of overall organizational goals (Tsui, Schoonhoven, Meyer, Lau, & Milkovich, 2004). Employee development leads to employee performance. Individual performance of an employee will lead to the organizational effectiveness.
- vi. **Human resource development** is the integration of individual, career and organization development roles in order to achieve maximum productivity, quality, opportunity and fulfillment of organizations members as they work to accomplish the goals of the organization (Pace, Smith & Mills 1991)
- vii. **Development** relates to opportunities created to help employees grow. It is more of long term or futuristic in nature as opposed to training, which focus on the current job. It also is not limited to the job avenues in the current organization but may focus on other development aspects also.
- viii. **Organization** is a social unit of people that is structured and managed to meet a need or pursue collective goals. All organizations have a management structure that determines relationships between the different activities and members, and subdivides and assigns roles, responsibilities, and authority to carry out different tasks. Organizations are open systems; they affect and are affected by their environment.

Organization of the study

The work was organized as follows: Chapter One comprises the introduction and problem statement which is the major reason for the research, sets out the methodological considerations and presents the study objectives. It also gives an overview which guides the reader on what to expect in the chapter.

Chapter Two reviews literature, theoretical and conceptual frameworks related to the study. This includes discussion on the concept of job training, performance, effects of training and significance of training and how often training should be conducted and the process among others.

Chapter Three discusses the research method which would look at the research design, population, sampling method, research instruments, and data collection techniques.

Chapter Four analyzes the data collected from the self-administered questionnaires and interviews while Chapter Five presents the summary of the findings, conclusions, recommendations including suggestions for future research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter examines previous literature related to the relationship between training and development, and employee performance among the senior staff of the University of Energy and Natural Resources. It reviews the past studies that help the researcher to understand and identify the problem being studied more appropriately. The objective of the literature review is to evaluate previous research undertaken in this field.

Theoretical Review

There have been various theories propounded to explain the relevance of training needs in any establishment of organization. In social learning theory, employees acquire new skills and knowledge by observing other members of staff whom they have confidence in and as well believe to be credible and more knowledgeable. The theory posited that training and learning is influenced by person's self-efficacy and his ability to successfully learn new skills which can be influenced by encouragement, oral persuasion, logical confirmation, observation of others. Reinforcement theory believed that training is a strategic tool to make job interesting to the workers and as the avenue for the employees to improve themselves for optimal performance which can culminating to promoting employees.

Armstrong (2010) intimates that 'training is the formal and systematic modification of behavior through learning which occurs as a result of education, instruction, development and planned experience.

The Human Capital Theory developed by Smith (1776) and re-invigorated by Schultz (1961) proposes that training and education are a form of investment in human beings. The underlying belief then is that training creates assets in the form of knowledge and skills, which in turn increases the productivity of the worker. Schultz argued that skilled human resource has been able to acquire these skills as a result of training and development programs or investment in the existing human resource through appropriate on-the job training both within and outside the organization for example seminars, workshops, conferences, and by creating conducive environment through appropriate welfare care like promotion.

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

Burke and Day's (1986) meta-analysis theory of managerial training effects (across six training content areas, seven training methods, and four types of training outcomes) showed that managerial training is moderately effective. He contends that the purpose of training and management development programs is to improve employee capabilities and organizational capabilities. When the organization invests in improving the knowledge and

skills of its employees, the investment is returned in the form of more productive and effective employees. Training and development programs may be focused on individual performance or team performance. The creation and implementation of training and management development programs should be based on training and management development needs identified by a training needs analysis so that the time and money invested in training and management development is linked to the mission or core business of the organization.

Empirical Review

Training and development in the public sector has been approved by various researchers as a very important functioning in improving work performance of the employees and eventually to the organization as a whole. A study conducted in Scotland UK on 150 organizations to investigate the main issues of the current Human Resource performance, revealed that 89% of the organizations surveyed ranked employee training and development as the most important in the performance management. The study suggested that the Human Resource personnel widely regarded the process of the performance appraisal as one of the main instruments for identifying training and development needs at the individual level.

Gamage and Imbulana (2013) examined training and development and performance of employees in the Sri Lankan telecommunication industry. Based on 226 employees, the correlation tests showed that training and development propelled employees to increase production in the telecommunication company. In the same vein, training and development affected employees' punctuality, absenteeism and satisfaction.

Dabale, Jagero and Nyauchi (2014) also examined the relationship between training and employee performance in the Mutare City Council in Zimbabwe. They used 132 employees and the linear multiple regression tests showed that training enhanced employees' performance in terms of employees' knowledge, skills, ability and competencies. Moreover, training reduced learning time of employees starting new jobs, employees on transfer or those on promotion. In general, the results indicated that training enhanced organizational performance. Also, Sultana, Irum, Ahmed and Mehmood (2012) investigated the impact of training on employee performance in five telecommunication companies in Pakistan. Having used 360 employees for the study, the results of the descriptive statistics, revealed that training improved employees' skills and competencies. Training also enabled employees to adapt to changes regarding technological innovation, market competition, and organizational structuring in the telecommunication industry.

A study conducted by Frey, Carl and Gary, (2000), on the effects of training and development on employee performance, suggested there is a strong positive relationship between both management development and employee training and development programs, and organization performance in Russian team-based subsidiaries of the Western corporations. That implies that, both management and employee development were significantly related with firm performance. He further suggested that, a focus on employee development, including employments security, is likely to be shared by employees in terms of high level of organizational commitment.

Although there exist various positive literature and empirical studies on employee training and development, but most of them are for the private

sector and companies with which are profit oriented. Hence, I can argue that more research is needed for better understanding on how employee training and development programs affect the performance of employees and improves organizational effectiveness for the benefits of the public sector organizations. Therefore, this study attempts to address the gaps in the literature by exploring the employee training and development of senior staff at the University of Energy and Natural Resources and attempts to highlight some of the issues which impacts its value to both the employee and the organization.

Conceptual Framework

Well trained employees are key to a business' success. It has been shown that the most successful and productive employees are those who have received extensive training and development. These groups of employees can be described as the "cream of the crop" that often has the strongest stake in an organization's future.

With the three variables which are training, development and its effect on performance, it is possible to develop a basic concept for the study that summarizes the nature of training, the training and development process, training and development techniques and their subsequent influence on performance. It captures the training technique as orientation, job rotation, coaching and understudy. Development techniques are captured as workshop and conferences with lectures and seminars, demonstrations and case study.

In this framework performance variables are classified as Knowledge, motivation, innovation, job satisfaction and organizational effectiveness. The training and development process that determines the methods and techniques adopted are classified as establishment of training and development

policy, determining training and development needs, developing training and development objectives and plan and the development of training and development methods. Through the impact of these methods, training and development then influences performance. This conceptual framework thus produces a basis for focusing a specific training, development and performance variables for this study.

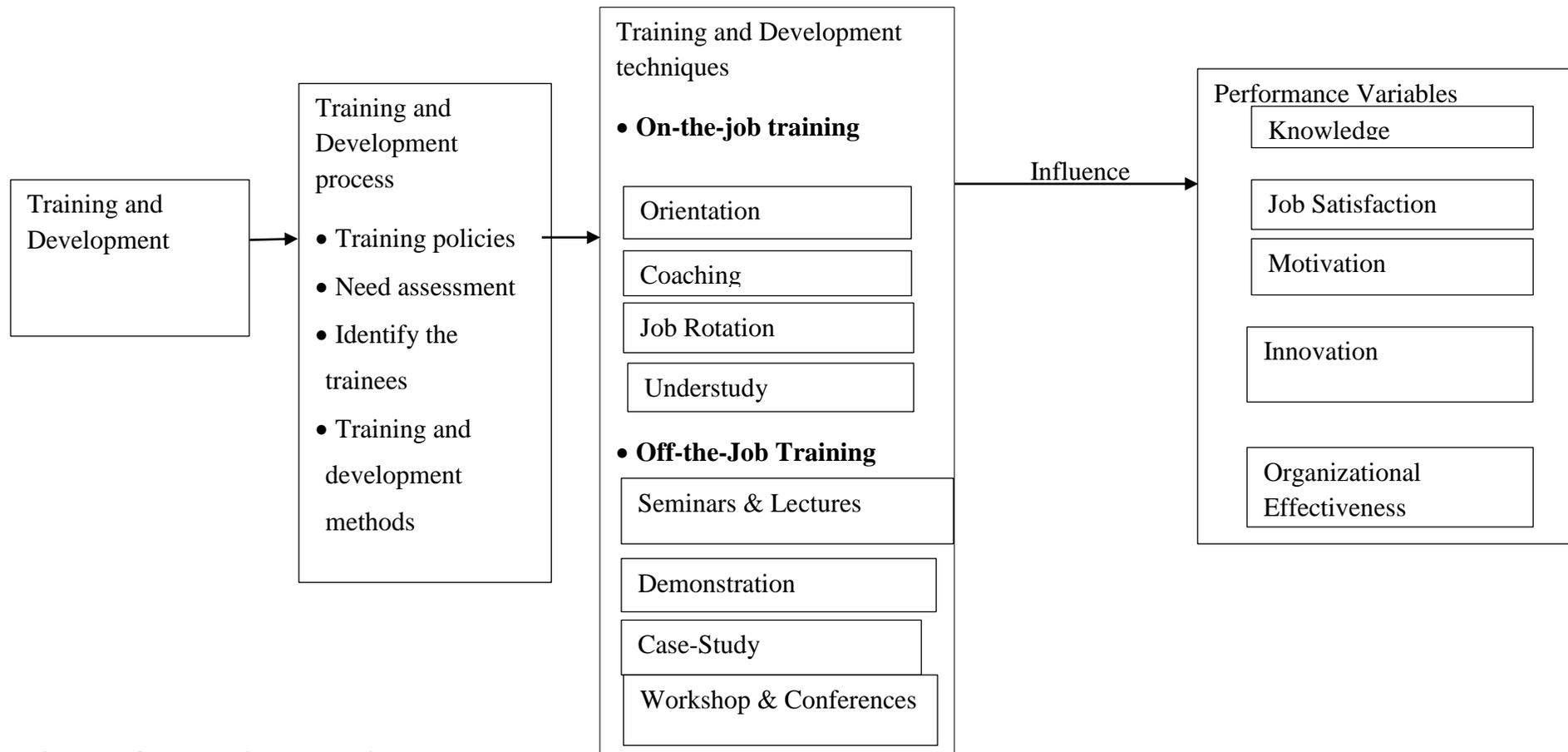


Figure 1: Conceptual Framework

Overview of Training and Development

One of the most important area of the human resource function is training and development for the effective use of human resources. Training is considered as the means of upgrading or developing the knowledge, skills and behaviours of employees to enhance their effective and efficient functioning on their job. Ivancevich (2010) sees training as an attempt to improve current or future performance of an employee.

Following from the foregoing, training can be said to be an organised activity for increasing the knowledge, skills and attitudes of employees; reducing the gap between the actual performance and expected performance. It is usually a systematic procedure for helping employees to carry out specific jobs with proficiency. The purpose of training therefore is to achieve positive changes in terms of knowledge, skills and attitudes of employees with the view to bringing about improvement in their performance and that of the organisation as a whole.

Sherman, Bagglund and Steven (1996) expressly indicated that the success of a training programme depends more on the organisation's ability to identify training needs so that if trainees are unable to learn what they are to learn, then training has been unsuccessful. They further add that if trainees are unable to learn, it is probable that some of the important learning principles had been overlooked.

The implication of what they are saying is that the success or otherwise of a training programme is frequently related to the recognition and application of basic principles of learning. This assertion is not necessarily right. If trainees are unable to exhibit what is expected of them, it could also mean that even

though the organization might have done all that is necessary to ensure a successful training programme, one or more of the external variables was absent.

Similarly, Abeeha and Bariha (2012) in their studies, observed a positive correlation between employees' training and organizational competitive advantage. Black and Lynch (2001) on the other hand, in their studies revealed that only off-the job (general) training improves organizational performance whereas on the job training does not. Training and development has been acknowledged to be a very important component of organizational performance.

According to Dessler (2008), even when employees are carefully selected, it does not still guarantee totally acceptable performance from the employees. This is because while the potential of an employee to perform is one thing, performing is another and therefore an employee with a high potential to perform may not still perform his job if he does not go through training and development. This is why training of newly employed starts with organizational orientation.

Cole, (2004), postulates that human resources are the most dynamic of all the organization's resources and therefore they need considerable attention from the organization's management, if the human resource are to realize their full potential in their work. Training and development activities just as most other activities in an organization depend on the policies and strategies of the organization. An institution with a well-organized training will refer to it as "systematic training" that is why job descriptions are inevitable during the recruitment and selection process. Furthermore, in establishing what training

needs an organization has, must start with a job description and later performance appraisal.

Meaning of Training

Monappa and Saiyadain (2008), define training as “the teaching or learning activities carried on for the primary purpose of helping members of an organization to acquire and apply the knowledge, skills, abilities and attitudes needed by that organization. It is the act of increasing the knowledge and skill of an employee for doing a particular job”. Training therefore needs to be seen by managements of every organization as a long-term investment in its human resource.

De Cenzo and Robbins (2000) explain training as a “learning experience, in that, it seeks a relatively permanent change in an individual that will improve his ability to perform on the job”. This means training must be designed in such a way that, it will involve either the changing or enhancing of skills, knowledge, attitudes, and social behavior. This change or enhancement of skills, knowledge, attitudes, and social behavior could involve what the employee knows, how he works, his relations and interactions with co-workers and supervisors.

Training thus consists of planned programmes designed to improve performance at the individual, group or organizational levels, Cascio (1992).

With an improved performance on the part of the individual, group or organization, means there have been measurable changes or enhancements in the knowledge, skills attitude and social behaviours.

Dessler (2008), sees training further, as the means of giving new or current employees the skills they need to perform at their various jobs.

Continuing, he sees training as the hall mark of good management and thus when managers ignore training, they are doing so to the great disadvantage of the organizations they are managing. This is because having high potential employees do not still guarantee they will perform on the job. This is why every employee must know what management wants him to do and how he must do it. Training therefore has had a fairly impressive record of influencing organizational effectiveness.

Ivancevich (2010), says “training is an attempt to improve current or future performance of an employee and it is important for both new and current employees” He quoted as follows:

“Training is a systematic process of altering the behavior of employees in a direction that will achieve organization goals. Training is related to present job skills and abilities. It has a current orientation and helps employees master specific skills and abilities” This is a relatively permanent change in behavior as a result of some experience. If, let’s say a supervisor watches a film on employment counseling and as a result changes his counseling style, then learning is said to have occurred on the part of the supervisor. While it is difficult to precisely define learning, in this research it is “the complex process of acquiring knowledge, understanding, skill and values in order to be able to adapt to the environment in which we live”. How learning is acquired depends on three factors:

- Innate qualities of the learner
- Skills of the teacher
- Conditions in which the learning takes place.

Education: Education, training and development assume that some form of learning takes place within the individual. In other words, the individual is affected in one way or other as a result of the training process. Thus education implies change due to acquisition of new skills. It is important to first differentiate education from training. It is clear that education is mainly theory based. It teaches a person to think. It does not teach a person what to do in particular situations, but it gives the person tools to figure out what to do in any situation.

Training on the other hand is more specific. It attempts to give a person skill needed to perform in a particular situation or complete certain tasks. Training according to Dessler (2008) is “the process of teaching or giving new employees the basic skills they need to perform their jobs”.

This distinction makes it very important that training addresses the particular tasks that an employee must do. It must be closely tied into work situations and tasks. Asare-Bediako (2008) simplifies it thus “education aims at equipping individual with skills and knowledge to enable them to respond meaningfully to their environment and to pursue meaningful lives. Education, in effect generally prepares people for life.

Competency: A competency is not a physical resource. It is an innate or acquired characteristic of a person which facilitates effective or superior performance. It may be a motive, value, knowledge, skill, attribute or personality trait which a person possesses. There are three (3) types namely; (a) Technical competencies, (b) Personality competencies and (c) Managerial competencies.

Performance: This is about employee effort. Employee performance is measured in terms of input-output relationship. It is the measure of the efficiency with which inputs or resources are utilized to create outputs. Performance is employee productivity. Performance is classified into five elements: Planning, monitoring, developing, rating and rewarding. The planning stage, means setting goals, developing strategies, and outlining tasks and schedules to accomplish the goals. Monitoring is the phase in which the goals are looked at to see how well one is doing to meet them. Monitoring means continuously measuring performance and providing ongoing feedback to employees and work groups on their progress toward reaching their goals. Ongoing monitoring provides the opportunity to check how well employees are meeting predetermined standards and to make changes to unrealistic or problematic standards. During the developing stage an employee is supposed to improve any poor performance that has been seen during the time frame one has been working at the University. During planning and monitoring of work, deficiencies in performance become evident and can be addressed. The rating is to summaries the employee performance. This can be beneficial for looking at and comparing performance over time or among various employees. Organizations need to know who their best performers are, at the end of the cycle is rewarding stage. This stage is designed to reward and recognize outstanding behavior such as that which is better than expected.

Development: Preparing individual through learning and education for the future needs of an organization. Its focus is on learning and personal development.

Traditionally, lower – level employees were “trained” while higher – level employees were “developed”. This distinction focuses on the learning of hands – on skills as against interpersonal and decision-making skills.

Organization’s Need for Training (Performance)

According to Hawthorne studies and many other researches works on productivity of workers highlighted the fact that employees who are satisfied with their job will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs (Landy, 1985). Moreover, it is stated that employees are more likely to turnover if they are not satisfied and hence demotivated to show good performance. Employee performance is higher in happy and satisfied workers and the management finds it easy to motivate high performers to attain firm targets. (Kinicki & Kreitner, 2007). The employee could be only satisfied when they feel themselves competent to perform their jobs, which is achieved through better training programs.

Recognizing the role of training practices, enable the top executives to create better working environment that ultimately improves the motivational level as well as the performance of the workforce. According to Leonard-Barton, (1992), an institution that gives worth to knowledge as a source of gaining competitive edge than competitors, should build up system that ensure constant learning, and on the effective way of doing so is training. Pfeffer (1994) highlights that well-trained workforce is more capable of achieving performance targets and gaining competitive advantage in the market. Training is determined as the process of enabling employee to complete the

task with greater efficiency, thus considered to be vital element of managing the human resource performance strategically (Delaney & Huselid, 1996).

Importance of Training

Training is important and an imperative tool for the organization to revamp the performance of all the personnel for organizational growth and success. It is beneficial to both employers and employees of an organization. An employee will become more efficient and productive if he is trained well. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development.

Training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information they need to perform those jobs. The general benefits received from employee training are: increased job satisfaction and morale, increased motivation, increased efficiencies in processes, resulting in financial gain, increased capacity to adopt new technologies and methods, increased innovation in strategies and products and reduced employee turnover.

Training presents a prime opportunity to expand the knowledge base of all employees, but many employers find the development opportunities expensive. Despite the potential drawbacks, training and development provides both the company as a whole and the individual employees with benefits that make the cost and time a worthwhile investment.

- i. Addressing Weaknesses:** Most employees have some weaknesses in their workplace skills. A training program allows you to strengthen those skills that each employee needs to improve. A development

program brings all employees to a higher level so they all have similar skills and knowledge. This helps reduce any weak links within the company who rely heavily on others to complete basic work tasks. Providing the necessary training creates an overall knowledgeable staff with employees who can take over for one another as needed, work on teams or work independently without constant help and supervision from others.

- ii. Improved Employee Performance:** An employee who receives the necessary training is better able to perform her job. She becomes more aware of safety practices and proper procedures for basic tasks. The training may also build the employee's confidence because she has a stronger understanding of the industry and the responsibilities of her job. This confidence may push her to perform even better and think of new ideas that help her excel. Continuous training also keeps your employees on the cutting edge of industry developments. Employees who are competent and on top of changing industry standards help your company hold a position as a leader and strong competitor within the industry.
- iii. Consistency:** A structured training and development program ensures that employees have a consistent experience and background knowledge. The consistency is particularly relevant for the company's basic policies and procedures. All employees need to be aware of the expectations and procedures within the company. This includes safety, discrimination and administrative tasks. Putting all employees through

regular training in these areas ensures that all staff members at least have exposure to the information.

iv. Employee Satisfaction: Employees with access to training and development programs have the advantage over employees in other companies who are left to seek out training opportunities on their own. The investment in training that a company makes shows the employees they are valued. The training creates a supportive workplace. Employees may gain access to training they wouldn't have otherwise known about or sought out themselves. Employees who feel appreciated and challenged through training opportunities may feel more satisfaction toward their jobs.

v. Enhances company reputation and profile: Having a strong and successful training strategy helps to develop your employer brand and make your company a prime consideration for graduates and mid-career changes. Training also makes a company more attractive to potential new recruits who seek to improve their skills and the opportunities associated with those new skills.

Training can be of any kind relevant to the work or responsibilities of the individual, and can be delivered by any appropriate method.

Training and development interventions therefore must aim at providing employees with the required technical, managerial and personality competencies for them to achieve and sustain a high level of performance. Adoption of this position in an organization like University of Energy and Natural Resources would be the way for it to be very competitive in the globally scheme of this nation.

Aims and Objectives of Training and Development

Training activities and businesses objectives are related to each other as links. Effective training program helps organizations to achieve their objectives. General objectives of training activities are; orienting new employees to the organization and their job, helping employees perform their current jobs well, helping employees qualify for the future jobs, keeping employees informed of changes within the organization, providing opportunities for personal development.

The main objectives of staff training and development are to improve the qualities of the trainee, formulation of objectives for different needs and ways of achieving it. The training objective is very important because it determines the designed and content of the training programmes. Contents of the training remain the same no matter the type of training involved. It is to increase personnel efficiency, professional growth, smooth and more effective organization's operations.

Argyris (1971) contends that an organization's effectiveness is dependent on its ability to accomplish the following objectives:

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

Further to this contention, (Bass & Vaughan 1966) identified three other factors which could necessitate training activity as quoted by Monappa & Saiyadain (2008):

1. To keep pace with advanced industrialization for the organization's survival.

2. To train and retrain from the shop floor to the top executive (development) because of expansion in numbers of employees and layers of hierarchical levels and variety of complex organization structures and control mechanisms.
3. Training in human relations has become necessary for tackling human problems for peaceful industrial relations.

These two writers give a very clear indication of human resource development (HRD) personnel, what the aims and objectives of training and development by organizations ought to be; that is to say, for organizational training and development not to be waste of resources by the organizations, it must seek to achieve the above mentioned five (5) objectives and probably some more depending on the environmental and business situation of the organization concerned.

For these very reasons University of Energy and Natural Resources needs a systematic and planned training and development programmes at all levels (senior members – academic and administrative, senior staff – academic and administrative and junior staff as well) that are managed by a well thought out and written training and development policy especially now that the University have accreditation to run master and PhD programs as well.

Training and Development Policy

Policies are formulated to provide guides to action and to set limits to decision making; what should be done in certain circumstances and how particular requirements and issues must be dealt with, Armstrong & Stephens (2005). Policies are therefore set up in such areas as marketing, finance, operations as well as human resource. In human resource, there could be

policies on training and development, recruitment and selection and salary administration and compensation; just to mention a few. Such organizational policies (human resource policies) are either formally expressed in manuals or informally as having grown from customs and traditional practices over the years. However, to avoid ambiguity, it is very important that all major policy statements are formally expressed in manuals. This makes it possible and easier for managers, supervisors, union/association executives to familiarize themselves with relevant policies and how they should be interpreted. Again, there is the need for senior management to communicate policies if they have not been written. The intended time taken that could be used on more pressing issues and the confusion that comes with oral traditions could be avoided with a formally expressed policy in a manual.

It is the position of the researcher that, since employees come and go, while management and leadership of unions / associations also changes, there would be the strong need for policies to be more formally expressed in manuals form to avoid misinterpretation and to encourage consistency and fairness.

A policy document usually starts with a statement of broad objectives of management and its philosophy for the establishment of a mutuality of interest with its employees for great cooperation. Mullins (2007), lists the following as the essential components of a training and development policy.

1. The view that continuous training (and retraining of employees) is the norm.
2. The assumption that training will be a life – long process (may be as long as an employee remains in the employment of the organization).

3. Recognition of the need to update existing skills, replace redundant skills and train for new skills.
4. The need for multi-skilling to cope with change. (In today's work labour market multi-skilling is the new paradigm shift for would be employees). This is because with the increase in the cost of doing business while profit are declining, management of business are working to cut cost in the numbers of hired employees. While policy formulation is an exercise meant for the attainment of organization's goals, it also serves the concurrently as a statement of the organization's corporate philosophy.

For these reasons, every organization including University of Energy and Natural Resources would as of necessity need a policy on its human resource management including training policy. This would enable supervisors, Head of Departments to know what to do in circumstances of the non-performance of their team members, whether to recommend them for training or otherwise. Again, this system when it is practice throughout the organization would lead to the accruing of the benefit of management by policies such as (a) control (b) consistency (c) uniformity and (d) fairness.

Training policy in an organization like University of Energy and Natural Resources would indicate to employee's management's commitment to training and development as it is expresses rules and procedures which govern and influence the scope of training and development.

Training policies of organizations further highlight the following to its members:

- i. The organization's approach to the training functions and provides guidance for the design and execution of training. It would further provide information to employees on training and development.
- ii. The identification of priority areas in training and prioritize according to real felt needs since resources are scarce and
- iii. It would communicate the institution intentions with respect to members' career development and give members the opportunity to enhance their career prospects through training.

Methods and Techniques of Training

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

Training methods could be classified as cognitive and behavioral approaches. Cognitive methods provide verbal or written information, demonstrate relationships among concepts, or provide the rules for how to do something. These types of methods can also be called as off the job training methods. On the other hand, behavioral methods allow trainee to practice behavior in real or simulated fashion. They stimulate learning through behavior which is best for skill development and attitude change. These

methods can be called as on-the-job training methods. Thus; either behavioral or cognitive learning methods can effectively be used to change attitudes, though they do so through different means.

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

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

On-Job Training –The purpose of the on-the-job training session is to provide employee with task-specific knowledge and skills in work area. The knowledge and skills presented during on-the-job are directly related to job requirements. Job instruction technique, job rotation, coaching and apprenticeship training are the common forms of on-the job training methods. Under these methods new or inexperienced employees learn through observing peers or managers performing the job and trying to imitate their behaviour. It is a training that is planned and structured that takes place mainly at the normal workstation of the trainee- although some instruction

may be provided in a special training area on site – and where a manager, supervisor, trainer or peer colleague spends significant time with a trainee to teach a set of skills that have been specified in advance.” On the job training looks at methods that are applied in the workplace, while the employees are actually working. On-the-job training is the most common and popular training employees get when they first join an organization and in some cases that is the only training available. These methods do not cost much and are less disruptive as employees are always on the job, training is given on the same machines and experience would be on already approved standards. Some of the commonly used methods are:

- i. **Orientation Training:** this is a means of providing new employees with basic information about the employer and this training programme is used to ensure that the new employee has the basic knowledge required to perform the job satisfactorily. Orientation programs not only improve the rate at which employees are able to perform their jobs but also help employees satisfy their personal desires to feel they are part of the organization’s social fabric. The Human Resource department generally orients newcomers to broad organizational issues and fringe benefits and supervisors complete the orientation process by introducing new employees to coworkers and others involved in the job.
- ii. **Apprentice Training:** according to (Dessler, 2008), apprenticeship is “a structured process by which people become skilled workers through a combination of classroom instruction and on-the-job training. Apprenticeship is a system of training a new generation of practitioners

of a skill. This method of training is in vogue in those trades, crafts and technical fields in which a long period is required for gaining proficiency. The trainees serve as apprentices to experts for long periods.

They have to work in direct association with and also under the direct supervision of their masters. The object of such training is to make the trainees all-round craftsmen. It is an expensive method of training. Also, there is no guarantee that the trained worker will continue to work in the same organisation after securing training. It is the oldest and most commonly used method, if the training is relatively for a longer period. Here a major part of training is spent on the job productive work as each apprentice is given a program of assignments according to a pre-determined schedule, which provide for efficient training in trade skills. Most companies have adopted an apprenticeship approach to training which involves giving the employee the opportunity to understanding and identify problems as well as providing efficient and effective solutions for the problems.

- iii. **Coaching or Understudy Method:** Coaching is a one-to-one training. It helps in quickly identifying the weak areas and tries to focus on them. It also offers the benefit of transferring theory learning to practice. It is the most common on-the-job training method. This is all about “having experienced worker trains the employee and they learn by observation or having the trainer showing the employee the basic procedures of what is done in the organization” (Dessler, 2005). The biggest problem is that it perpetrates the existing practices and styles.

- iv. **Mentoring:** The focus in this training is on the development of attitude. It is used for managerial employees. Mentoring is always done by a senior inside person. It is having a more experienced staff member who provides help and support to a less experienced colleague to improve his or her job performance (Landale, 2000). Coaching and mentoring provides an internal answer to employee and individual training needs since it can be personalized and there is more validation if the coach or mentor is the employee's immediate boss or superior Laird, Naquin and Holton, (2003). Also, Whittington, Johnson and Scholes (2005) states that coaching and mentoring is used to "support self-development and they are important skills for individuals if their organization's strategies are changing and developing constantly".
- v. **Job Rotation:** is also a form of on-the-job training method which involves movement from one job to the other at planned intervals (Dessler, 2008). Job rotation helps the employee to develop, become multi-skilled and be able to take over any of the jobs in the work area (Rae, 2000). Therefore, Organizations must give employees the opportunity to multi-skilled and multi-tasked by rotating them within different department and areas. This helps a lot especially in situations where an employee is being promoted or sitting in for an absent or sick colleague. Job rotation builds team work and attitude because you know what goes on in other departments and the problems faced in that department and it makes it easier to get assistance from other colleagues. Job rotation makes individuals more self-motivated,

flexible, adaptable, innovative, eager to learn and able to communicate effectively.

- vi. **Special Assignment:** this gives the employee firsthand experience and opportunity to work on actual problems, finding solutions to those problems. It also helps the individual to acquire the desired skill and knowledge. Special assignment is essential especially when specialists need to know the practices that go on in other department in order to manage “hand-offs” without any difficulty as well as when middle or staff managers need insight on how other departments operate, Laird et al, (2003). This is normally seen with lower level executives. In some of the multinational organizations, employees are given the opportunity to work on an actual problem by moving them from one region to the other for a period of time normally five or six months and this enables the employee to exhibit his or her talent and skill and serves as a source of motivation to them since they believe their employers know they are able to execute any assignment given to them.
- vii. **Job Instruction Training:** is a structured approach to training, which requires trainees to proceed through a series of steps in sequential pattern. The technique uses behavioral strategy with a focus on skill development, but there are usually some factual and procedural knowledge objectives as well. This type of training is good for task oriented duties such as operating equipment. The instructor or supervisor prepares a job breakdown on the job, while watching an experienced worker perform each step of the job. Job instruction

technique consists of four steps, preparation, present, try out and follow up.

- viii. **Understudy:** In this method, a superior gives training to a subordinate as his understudy like an assistant to a manager or director (in a film). The subordinate learns through experience and observation by participating in handling day to day problems. Basic purpose is to prepare subordinate for assuming the full responsibilities and duties.

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

- i. **Vestibule Training:** this training method attempt to duplicate on-the-job situation in a company classroom. It is a classroom training that is often imported with the help of the equipment and machines, which are identical with those in use in the place of work. This type of training is efficient in training semi-skilled personnel, particularly when many employees have to be trained for the same kind of work at the same time. It is often used to train – underwriters, investigators, machine operators, typists etc. In this, training is generally given in the form of lectures, conferences, case studies, role-play etc.
- ii. **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.

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

In all of these literatures put up by the writers stated earlier and in my own reviews, I would say that, training is an important need one cannot do

away with whether on- the-job or off-the-job. In my opinion, no matter the level of education one may attain in his or her life one will still need some form of training. This is to say that one cannot do away with training. This is therefore true in UENR's situation.

Organizations should look at the positive effects of training on employee performance, and consider employee development as a targeted investment into making the front-line worker stronger. Specialized skill training to employees not only increases safety and productivity but it also leads to higher job satisfaction and thus improves performance of the organization, enhanced company image which increases demand for its products. Employees are of the opinion that training in career development is important for their professional success. Well trained employees are happier with their jobs and are more likely to stay.

The human resource department of the University as well as the various heads of department seem to need some training to prepare them for sound training and development practice. It would also call for the provision of logistics for successful implementation.

Training Evaluation

The final step in the training and development process is the evaluation of the whole training programme. According to Kirkpatrick and Kirkpatrick, (2006) behavior change brought about by the training function can be change of skill, change of knowledge and change of attitude. Therefore; evaluation is the way of measuring the effectiveness of a training program. The first stage of evaluation is done during and at the end of the training. The purpose of evaluation is to ensure the training achieves its objective. It identifies what

effect training has on the individual. According to Beardwell and Holden, (1993), training evaluation can be done in several ways. This is aimed at longer term and wider impact of the training. It gives the answer of how much of the training has been retained and use by the trainee at the work place after a period of time. The period of time could be a few weeks, some months or even longer. Some of the ways stated by Beardwell and Holden, (1993) are as follows;

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

The interview could be either structured or unstructured. In a structured interview, the manager should have a list of prepared questions that he may ask to the staff that were part of the training program.
2. Observation: the departmental manager may observe the member of staff whether there is a change in his or her performance. For example, a member has attended a time management training program, the manager may observe the way he or she priorities the work, to see if there is a change.
3. Questionnaires: comprehensive questionnaires could be used to obtain opinion reactions, views of trainees.
4. Tests: Standard tests could be used to find out whether trainees have learnt anything during and after the training.

5. Calculating the effect: this is done in significant areas like employees' turnover, absenteeism and performance can be examined to see if there has been any improvement after training.
6. The cost benefit analysis: should be carried out at two separate times. During the development of training program, the cost and benefits of the training should be estimated and actual cost and benefits are analysed at the end of the course.

Factors Affecting Employee Performance

Management – subordinate relationship

As organizations strive for flexibility, speed and constant innovation, planning with the people and not for the people ensures a positive relationship to performance improvement. When employees are given freedom to participate in organizational decision making for example, there are high chances of having mutual trust between management and employees. Mutual trust and cooperation help to break the barriers between the two parties. The employees will not resort to strikes and work stoppages without exhausting all the available channels of resolving the dispute. Employees will be motivated because management considers them as partners in contributing to organizational success instead of being seen as mere subordinates and therefore will avoid engaging into counterproductive behaviors hence improved performance through timely achievement of organizational goals and objectives (Carrel, Kuzmits & Elbert 1992). Additionally, Ichniowski, Shaw, and Prennushi, (1997) argues that innovative human resource management practices improve performance like use of systems related to

enhance worker participation and flexibility in the design of work and decentralization of managerial tasks and responsibilities.

Working conditions

Working conditions do not have a direct impact on production or output, they indeed have an indirect performance, for example if the manual or mental work involved in certain jobs in a factory is tiresome, it will result into endangering not only the company property but also result into accidents which may further involve such incidents like loss of life. This might have adverse effects on the morale of the entire work force. Therefore, organizations should establish working conditions that do not affect the work force negatively by providing among other things noise free environments, adequate lighting systems, and adequate temperatures (Hogber, 2005). Organizations can prevent accidents and maintain good safety records through development of a positive safety culture.

Reward system

The overall aim of reward systems is to attract and retain quality human resources. When the pay conditions are perceived by the employee as equitable and in relation to their performance improvement. Organizations can use non-financial rewards like transport fee, incentive schemes to increase performance (Armstrong, 2006). Additionally, organizations should adopt reward systems that are similar to the industry in which they operate or organizations can develop performance based pay systems in order to reward employees according to the set performance standards and profitability goals. Therefore, for performance to improve, organizations need to create and maintain a sense of fairness equity and consistence in their pay structures

(Davar, 2006). Employees expect that the employers will purchase their labor at a certain price.

Health unionization

In creating a healthy work climate, both management and workers unions should have a united hand and in the well-being of the organizational employees. Unionizations improve the industrial relations in instances where the management allows free participation of employees in trade unions. Management and trade unions will negotiate through collective bargaining processes the conditions of worker's employment. If the organization is plagued by industrial disputes and strikes, performance is bound to decrease. In other words, for overall productivity to improve health unionization should be considered and industrial disputes prevented through negotiations, conciliation rather than confrontation (Daft & Steers 1997).

Team work

This is when two or more people interact and coordinate to accomplish a specific goal and objective. When organizational members work together in teams, coordination of organizational goals and objectives becomes easier. This will lead to the teams sharing performance goals and thus lead to improving the morale of the employees which will later lead to improvements in productivity. Team works encourages open communication between employees and have compliment skills which enable them to achieve more in a specified period of time as compared to when the individual is working alone hence creating synergy (Daft & Steers 1997). Employees in teams often unleash enormous energy and creativity reduces boredom because teams create a sense of belonging and affiliation hence increase in employee's feeling

of dignity and self-work. However, teams have the potential to be productive but the degree of performance depends on the relationship between management and the working team. Therefore, support from management enhances performance of teams and performance improved in general.

Benefits of Training and Development

Noe and Wilk (1993) grouped employee training benefits into three categories: personal benefits, career benefits and job-related benefits. Personal benefits represent the extent to which employees believe that participation in training activities help them network, improve their job performance and make progress towards their personal development. Career benefits result from participation in training activities that lead to identifying career objectives, reaching career objectives and creating opportunity to pursue new career paths. Job-related benefits lead to better relationships between peers and managers, and provide a necessary break from the job. (Noe & Wilk, 1993).

As long as an organization exists, training forms an integral part of the day to day running of that organization and both new and existing employees need training in order to function well. Many new employees can be equipped with most of the knowledge, skills and attitudes needed to start work, but others may require extensive training to ensure their effective contribution to the organization. Training does not only benefit the employee but the employer and the organization as a whole. Some of the benefits of training to the individual, employee and organization as a whole according to (Cole, 2002), are indicated below;

1. Training helps in the individuals' development and growth as well as creating positive attitudes and behaviours in them. Organizations instill

in their employees the attitudes and behaviour expected from them which in the long run boost the company's image.

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

Summary of Literature Review

Being the intellectual property of the firm, employees prove to be a good source of gaining competitive advantage (Houger, 2006), and training

and development is the only way of developing organizational intellectual property through building employees' competencies.

Hence on the basis of the above review of literature, the following proposition could be drawn:

Proposition: Employees who receive periodical effective training are able to perform well on the job by increasing the quality of work, hence achieving organizational goals and gaining competitive advantage. (Wei-Tai, 2004).

From all of the above, it becomes quite clear that training and development is a very key element in the improvement process of organization's performance and increased level of individual performance leading to organizational competence. Training therefore bridges the gap between what should happen and what is happening; that is the desired goals or standards and the actual level of performance. An organization which therefore facilitates learning, growth and development of individual employees must have training as an integral part of the organization's strategy. This however seems to be lacking in the University of Energy and Natural Resources, Sunyani. Employees performance is very important for the University to be productive.

Though the benefits of training and development and elements of performance discussed above are no exhaustive, they give an indication to the University about the need to take training and development very seriously.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter describes the research methods that was employed in the study. It highlights on the research design, study area, study population, sample and sampling procedures, data collection instruments, the data collection procedures and data processing and analysis.

Research Design

Research design is the structuring of investigation aimed at identifying variables and their relationship to one another. It is the overall plan for obtaining answers to the research questions and provides a framework for the collection and analysis of data.

In order to answer the research questions, this research will adopt the quantitative research approach. In this kind of a research, unstructured and semi-structured interviews and questionnaires can be used. Quantitative approach provides data that is descriptive and reliable. It is useful in addressing specific questions about relatively well-defined phenomenon.

Study Area/Study Description

The University of Energy and Natural Resources (UENR) was established by an Act of Parliament, Act 830, 2011 on December 31, 2011. The University is a public funded national institution which seeks to provide leadership and management of energy and natural resources and be a centre of excellence in these critical areas. The University approaches its programmes and research emphasizing interdisciplinary collaboration and taking into account, areas such as economics, law and policy, management, science,

technology and engineering as well as social and political issues affecting energy and natural resources. When fully operational, the University would have six schools. These are:

- i. School of Engineering;
- ii. School of Sciences;
- iii. School of Geosciences;
- iv. School of Agriculture and Technology;
- v. School of Natural Resources; and
- vi. School of Graduate Studies

The University is a multi-campus set-up and currently has three campuses located in Sunyani, Nsoatre and Dormaa Ahenkro. The University hopes to become a centre of excellence for the training of scientists and technologists for Ghana and beyond.

The University has about two hundred and fifty-nine (259) employees made of Management, Academic staff (lecturers and instructors) and Administrative staff (office employees, research assistants and technicians, laborers, cleaners, drivers and security men) and it is overseen by a University Council. The staff is structured into senior members (Academic and Administration), senior staff and junior staff. It has an Executive committee, Management, Academic Board and various Committees either under Council or Academic Board. The day to day administration is by the Vice-Chancellor with assistance from the Pro Vice-Chancellor, and the Registrar.

Vision

To become a world class institution for generating, advancing and applying knowledge in energy and natural resource sciences.

Mission

To promote the development of human resources and skills required to solve critical energy and natural resources challenges of society and undertake interdisciplinary academic, research, and outreach programmes in engineering, science, economics and environmental policy.

Core Values

In order to realize its vision and mission the University of Energy and Natural Resources shall be guided by the following core values:

1. Promote innovation, creativity, freedom of thought and creative expression;
2. Operate with integrity, commitment and transparency;
3. Promote conservation of energy and the environment;
4. Establish partnership with stakeholders in skills and knowledge generation and application;
5. Respond to the needs of our students and partner communities
6. Promote and incorporate sustainability concepts across all University courses/programmes as well as exemplifying the sustainability culture of staff, students and alumni.

This case study will concentrate on senior staff of the University. However, an interview will be conducted with the Head of the Human Resource Division.

Study Population

Population is referred to as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. This study will focus on senior staff of the University whose total number is sixty-five (65)

(Academic and non- academic). This is based on the assumption that, this group of employees within the administrative set up are the pivot around which all administrative activities in the University revolve. They assume the roles of heads of department and supervisors in the absence of substantive heads of departments and supervisors in the administration of the University, implementing the policies of management and ensuring that work in the University progresses smoothly. A purposive sampling technique was used to eliminated the senior staff in the academic set-up. Therefore, a total study population of forty-seven (47) senior staff within the administration set-up of UENR was selected for the research.

Sample and Sampling Procedure

The purposive sampling technique will be used in the sampling process from the population of the research. Purposive sampling (also known as judgment, selective or subjective sampling) is a non-probability sampling technique in which the researcher relies on his or her own judgment when choosing members of population to participate in the study. Purposive sampling method may prove to be effective when only limited numbers of people can serve as primary data sources due to the nature of research design and aims and objectives. The main goal of purposive sampling is to focus on particular characteristics of a population that are of interest, which will best enable the researcher to answer the research questions. This technique was chosen because the sample size of forty-seven (47) is quite small when compared with probability sampling.

Data Collection Instruments

Data collection tools are the instruments used to record the data or information that could be gathered through a particular method. The primary data was collected through the use of a semi-structured questionnaire which was distributed to 47 respondents by drop and pick strategy to ensure high response rate. The use of questionnaire was adopted because it ensured that data collection was standardized such that each respondent got the same question and in the same format. Questionnaires also enabled collection of original data from the sample of the population within a short time and at low cost for purposes of describing the entire population (Ogutu, 2012).

The questionnaire consisted of open and closed ended questions. It was made up of three sections; 'Section A' demographic information of the respondents, 'Section B' their job information and 'Section C' training and development information. The reliability of the tool was estimated on scale items with the help of Statistical Package for Service Solution (SPSS version 21), and the analytical tool used was a descriptive statistic using percentages and frequencies.

Data Collection Procedures

Data Collection is an important aspect of any type of research study. Inaccurate data collection can impact the results of a study and ultimately lead to invalid results. It is the approaches, principles, procedures and strategies that will be employed to obtain the data for the problem under study.

With the source of information being the sampled senior staff, the data collection procedure adapted was the self-administered questionnaire by the

respondents. Close and open-ended questions were used, allowing the researcher to make easy categorization and analysis.

The self-administered questionnaire enabled the respondents fill the questionnaire at their own convenience and in a relaxed manner where relevant information was checked before the data was provided, hence, giving more accurate answers to questions. Again, the respondents were confident due to anonymity assured them and thus, felt free to express views they fear may be disapproved of by management. Furthermore, it is an efficient way to collect statistically quantifiable information. The information from the questionnaire constituted the primary data of the research.

The study used primary and secondary sources of data and the data was collected using a questionnaire to identify issues relevant to the research and this was to help the researcher answer this important question whether the performance of employees changes positively or remains the same after training programs in an organization.

Data Processing and Analysis

Data analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. According to Shamoo and Resnik (2003) various analytic procedures “provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data”.

The data was analyzed given thought to the main research question: ‘To what extent is job performance influenced by training and development among senior staff of the University of Energy and Natural Resources?’ Each

assessment was looked at individually and a descriptive statistic computed for each. Tables, and descriptive explanations were employed to illustrate data collected from the field to make the research findings more meaningful.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The study sought to assess the effect of training and development on employee performance. The study employed quantitative research approach with a descriptive research design. Questionnaire was used to collect data from 47 senior staff from the University of Energy and Natural Resources, Sunyani. Purposive sampling technique was used to select the sample size. Data processing was done using SPSS version 21, and the analytical tool used was a descriptive statistic using percentages and frequencies. This chapter presents findings of the study and discussion of the findings. The first section provides the profile of the respondents. The second section of the chapter presents the results of the descriptive and inferential statistics in accordance with the specific objectives of this study. Finally, a detailed discussion is provided for each finding.

Demographic Characteristics of Respondents

The demographic characteristics of respondents were in relation to sex, age, educational qualification, and length of service.

Table 1- Sex of Respondents

Sex	Frequency	Percentage
Male	25	53.2
Female	22	46.8
Total	47	100.0

Source: Field work, Obeng (2017)

From Table 1, 25 respondents representing 53.2% are males whilst 22 respondents representing 46.8% are females. It could, therefore, be said that UENR senior staff is male dominant. This finding comes to emphasise on the notion that men are directly engaged in the labour force at significantly higher rate than women, which conversely means that women engage more in non-labour market activity (ILO, 2005). This also asserts to the fact made in the Ghanaian occupational structure that the employment-to-population ratio in the country is relatively higher in males than females (Ghana Statistical Service, 2014).

Table 2- Age Range of Respondents

Age	Frequency	Percentage
Below 25years	7	14.9
26-35years	35	74.5
36-45years	4	8.5
46years and above	1	2.1
Total	47	100.0

Source: Field work, Obeng (2017)

In terms of age, majority of the respondents were from 26 to 35 years old (74.6%). A total of 7 respondents (14.9%) were below 25years of age and 4 respondents (8.5%) were in the age group of 30 to 39 years. Only 1 respondent (2.1%) was in the age group of 46 years or more. Considering the statutory retirement age of 60 years for workers in Ghana, it could be said that many of the respondents are still young and are having long and fruitful years of service ahead of them; hence, they can contribute tremendously to national development over a long period of time.

Table 3- Educational Qualification of Respondents

Educational Qualification	Frequency	Percentage
HND	5	10.6
First Degree	38	80.9
Postgraduate Degree	4	8.5
Total	47	100.0

Source: Field work, Obeng (2017)

From Table 3, 5 respondents representing 10.6% hold HND. Majority (32) of the respondents representing 80.9% hold first degree whilst 4 respondents representing 8.5% hold postgraduate degree.

Table 4 - Years of Service with UENR

Response	Frequency	Percentage
Less than 2 years	13	27.7
Between 2 and 3years	13	27.7
Between 3 and 5years	21	44.7
Total	47	100.0

Source: Field work, Obeng (2017)

From Table 4, 13 respondents representing 27.7% have served UENR less than 2 years. Again, the same 27.7% have served UENR between 2 and 3 years. Moreover, 21 respondents representing 47.7% have served UENR between 3 and 5 years.

Research Question One: Training and Development Mechanisms Used at UENR

The first research question was to identify the training and development mechanisms available for senior staff of the University of Energy and Natural Resources. To examine this research question, several issues were considered. The results obtained are presented in Table 5, and Table 6.

Table 5 - Training Methods in the University

Training Method	Frequency	Percent (%)
On-the-job-training	22	46.8
Off-the-job training	7	14.9
Both On and Off-the-job training	18	38.3
Total	47	100.0

Source: Field work, Obeng (2017)

From Table 5, when the respondents were asked about the kind of training and development methods the staff members were taken through, 22 respondents being the highest representing 46.8% indicated that they have been taken through on-the-job training in the university as part of the training methods offered. This clearly indicates that quite a number of them are taken through training methods in the University to enhance their knowledge and skills. Seven of the respondents representing 14.9% said they have been offered off-the-job training. This indicates that only few people out of the respondents have undergone off-the-job training only. However, 18 of the respondents representing 38.3% said they have been taken through both on-the-job training and off-the-job training as part of the training programmes offered by the University.

This result implies that the University offers both on-the-job training and off-the job training to enhance knowledge and skills of its senior staff. However, it is fair to conclude that the University mostly relies on on-the-job training methods as against off-the-job training which involves taking employees away from their usual work environments. There might be various reasons why the University would rely mostly upon on-the-job-training as Armstrong (2010) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench.

This result confirms the studies by Imran and Tanveer (2015); Sarbeng (2013); and Ng’ethe, Iravo, and Namusonge (2012) who all found that most organizations make use of both on-the-job and off-the-job training methods. Again, studies by Ameen-ul-Ameen and Hanif (2013); Imran and Tanveer (2015); and Kulkarni (2013) also confirm the result of this study as they all found that off-the-job training method is the least commonly used type of training used by organisations.

On how the various training and development methods were facilitated, the results are presented in Table 6.

Table 6 - Methods of Facilitating Training and Development at the University

<i>On-the-job training facilitating method</i>	Frequency	Percent (%)
Job Rotation	18	38.3
Coaching and Mentoring	12	25.5
Internship	10	21.3
More than one	7	14.9
Total	47	100
<i>Off-the-job training facilitating method</i>		
Lectures	15	31.9
Seminars	20	42.6
Conferences	8	17.0
More than one	4	8.5
Total	47	100

Source: Field work, Obeng (2017)

From Table 6, 18 respondents constituting simple majority (38.3%) revealed that, UENR facilitates its on-the-job training through job rotation, 12 of the respondents representing 25.5% said UENR does its on-the-job training through coaching and mentoring. Again, 10 of the respondents (21.3%)

indicated that they received their on-the-job training through internship facilitation whilst only 14.9% of the respondents revealed that they have had on-the-job training through more than one facilitation method. The finding from the study has shown that UENR predominantly rely on job rotation as a means of facilitating on-the-job training. That is, most of the employees at UENR are moved from one job to the other at planned intervals. This helps the employees to develop, become multi-skilled and be able to take over any of the jobs in the work area (Rae, 2000).

Again, from Table 6, majority of the respondents (42.6%) said the University facilitates its off-the-job training through seminars, 31.9% of the respondents indicated that the University does its facilitation of off-the-job training through lectures. Also, 8 of them (17.0%) revealed that the University facilitates its off-the-job training through conferences. Finally, few of the respondents (8.5%) said the University facilitates off-the-job training through more than one facilitation method. From the finding, it could be said that UENR makes more use of seminars as facilitating method of its off-the-job training. That is, some of the employees are brought together for discussion and learning of specific techniques and topics.

The finding of this mixture of training facilitation currently offered by the University appears consistent with the observation of Al-Jenaibi (2011) who advocated for a mixture of lectures, presentations, job rotation, seminars, coaching, workshops and training courses as the best means of training employees. Al-Jenaibi (2011) argued that this approach to training delivery can be advocated given that these methods facilitation offers a wide range of advantages for development of the responsibility and relationship building.

Research Question Two: Frequency of Training for Senior Staff at UENR

The second research question sought to assess how often training is conducted for staff at UENR. To measure respondents' views on this issue, several questions were posed. The results attained are presented in Table 7.

Table 7 - Does the University Conduct Training for the Senior Staff

Statement	Agree N (%)	Not Sure N (%)	Disagree N (%)	Mean	Std. Dev.
1.The University conducts extensive training programs for its senior staff in all aspects	20(42.6)	15(31.9)	12 (25.5)	1.83	.816
2.There are formal induction programs to prepare new employees to perform their jobs	26(55.3)	10(21.3)	11(23.4)	1.66	.815

Source: Field work, Obeng (2017)

From Table 7, majority of the respondents (42.6%) agreed that the University conducts extensive training programs for its senior staff in all aspects ($M=1.83$, $SD=0.816$), and 55.3% of the respondents agreed that there are formal induction programs to prepare new employees to perform their jobs ($M=1.66$, $SD=0.815$). This means that UENR conducts training programs for employees, particularly new employees. That is the University conducts orientation training for its new staff. This does 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.

This finding is in conformity to Cummings and Worley (2014) position that training for new staff should clearly be conducted as soon as possible after

they are hired. According to Cummings and Worley (2014), the ideal is that training need to be part of employees' orientation – if the orientation period is long or comprehensive enough – or that it at least starts before they begin work, so they will know what they're doing.

On how often training is organised at the University of Energy and Natural Resources, the results are presented in Table 8.

Table 8 - How Often Do You Undergo Training

Statement	Frequency	Percent (%)
Every three months	5	10.6
Every six months	8	17.0
Once a year	30	63.8
Every two years	4	8.5
Total	47	100

Source: Field work, Obeng (2017)

From Table 4, majority of the respondents (63.8%) revealed that UENR conducts once a year. This means that after a formal induction program to prepare new employees to perform their jobs, the University makes effort to organise training program at least at the end of each academic year. Conducting training programs once a year is not bad but considering that the University is one of the new universities in the country, it would be prudent to have training sessions more regularly. Cummings and Worley (2014) stated that conducting training and development programs regularly; (a) shortens the time needed for employees to become competent at their jobs; (b) reduces their need to ask other staff for advice or information, and thus increases their independence and decreases the drain on other staff members; (c) greatly diminishes the chance that they'll make mistakes that cost the organization in prestige, public relations, credibility, lawsuits, or money.

Research Question Three: Effect of Training and Development on Employee Performance

This section used regression analysis to examine the effect of training and development on employee performance. The analysis is presented in Tables 9, 10 and 11.

Table 9 - Model Summary for the Effect of Training and Development on Employee Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.930 ^a	.866	0.849	0.11921	1.633

a. Predictors: (Constant), training

b. Dependent Variable: performance

Source: Field work, Obeng (2017)

From Table 9, 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 0.866, which indicates that the model predicts 86.6% of the variations in investment as a percentage of GDP as the dependent variable whiles the remaining 83.6% are being explained by other variables not included in the model. 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 10 - ANOVA on the Effect of Training and Development on Employee Performance

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	0.732	1	0.732	51.540	0.000 ^b
Residual	0.114	8	0.014		
Total	0.846	9			

a. Dependent Variable: performance

b. Predictors: (Constant), training

Source: Field work, Obeng (2017)

The ANOVA in Table 10 indicates the regression model predicts the dependent variable significantly well. The sig value of the *F*-stat of 51.540 is $0.000 < 0.05$, thus, the variation in the dependent variable can be explained by the linear regression model.

Table 11 - Coefficients of the Effect of Involvement in Decision-Making on Organisational Performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	10.521	1.879		5.599	.000		
Training	1.092	0.152	0.930	7.179	0.00	.187	5.338

Source: Field work, Obeng (2017)

From Table 11, since the Tolerance values are all greater than 0.10 it means that there is no problem of multicollinearity. The variance inflation factors (VIF) indicates the magnitude of inflation in the standard errors associated with a particular beta weight that is due to multicollinearity. The VIF also indicate that there is no multicollinearity 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 7 again indicates that there is a statistical significant positive effect of training and development on employee performance ($B1=1.092$, $P<0.05$).

Estimating the final regression equation model becomes;

$$EP = 10.521 + 1.092TD + \varepsilon$$

Where:

EP = Employee Performance

TD = Training and development

ε = Error or residual term

From the equation, all other things being equal, a unit increase in TD will result in EP ($B1=1.092$). Meaning the more there is training and development, the higher employee performance.

This finding clearly means that employee training and development play a vital role in improving performance as well as productivity. This in turns leads to placing the organisation in the better positions to face competition and have competitive advantage over its competitors (Batool & Batool, 2012). 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, and Khan, 2012).

This finding is in agreement with Abdul, Furqan, and Muhammad (2011) who revealed that training and development has 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 organisational 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 relationship between training and development, employees' performance and productivity.

Chapter Summary

This chapter presented the results from analysis of the data in accordance with the specific research questions of this study. Data was analyzed by using descriptive analysis of frequency and percentages for questions One and Two whilst linear regression analysis was used for question Three. A detailed discussion was also provided for each key finding. Findings from the study showed that UENR predominantly made use of on-the-job training method which is mostly facilitated through job rotation. It was also found that the University conducts training session once a year. Finally, it was found that there was positive significant of training and development on employee performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter summarizes and draws conclusions based on the results. Appropriate recommendations are also made based on the conclusions derived from the study. Suggestions are then made for further research on recruitment and selection.

Summary

The study was conducted to evaluate the influence of training and development on performance of senior staff of University of Energy and Natural Resources (UENR) in the Sunyani Municipal. Specifically, the study aimed to; (a) examine the training and development mechanisms available for senior staff of UENR, (b) assess how often training is conducted for senior staff of the University, and (c) examine the effect of training and development on employee's performance. To achieve these objectives, the study was guided by three research questions, namely; What are the training and development mechanisms available for senior staff of UENR?; how often training is conducted for senior staff of the University?; and What is the effect of training and development on employee's performance at UENR?

Literature review was done on training, development and employee performance. Descriptive survey was used as the research design and the study population was senior staff of University of Energy and Natural Resources in Sunyani Municipal. A sample size of 47 was obtained from a total population of 65. Questionnaire was used as the data collection instrument. The study findings were analysed using SPSS version 21.0. Regression analysis and

descriptive statistics (Frequencies, percentages, mean and standard deviation) were used to present the data.

In terms of the findings, there were three main outcomes based on the objectives. On the training and development mechanisms available for senior staff of UENR, it was found that the University use both on-the-job and off-the-job training. However, the University predominantly make use of on-the-job-training method. It was also found that job rotation was the main mode of facilitating on-the-job training whilst seminars were the main mode of facilitating off-the-job training.

Secondly, on how often training is conducted for senior staff at UENR, it was found that training was mostly conducted once a year. Majority of the respondents agreed that the University conducts extensive training programs for its senior staff in all aspects. Again, it was found that there are formal induction programs to prepare new employees to perform their jobs. Finally, on the effect of training and development on employee performance, it was found that training and development has positive significant effect on employee performance at UENR.

Conclusions

Based on the results of this study, conclusions can be drawn for the whole research work. The findings of this research were based on the research questions. From the study, one major issue investigated was training and development mechanisms available for senior staff of UENR. From the findings, it is concluded that the University make use of both off-the-job and on-the-job training method, but it predominantly uses on-the-job training method which is mostly facilitated through job rotation.

Again, from the findings on how often training is conducted for senior staff at UENR, it is concluded that the University conducts comprehensive training for its senior staff once a year. The University conducts formal induction programs to prepare new employees to perform their jobs, and then afterwards, the University conducts annual training session for the senior staff.

Pertaining to the study Objective Three, it is concluded that the job performance of the senior staff increases whenever training is provided for them. This is because through effective training programmes employees competency increases, which does not only improve the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills and attitude of workers necessary for the future job, thus contributing to higher organisational performance.

All things considered, this study has contributed a lot in understanding the research problem identified and has offered new insights for practitioners (i.e. human resource practitioners, top management teams, and employees) by suggesting that they may improve employee job performance by paying more attention to the training and development practices of their organisation.

Recommendations

Based on the findings obtained from the study, the following recommendations are made.

Based on the finding that the University predominantly uses on-the-job training method which is mostly facilitated through job rotation, it is recommended that management should involve employees who are engaged in the job rotation process. Once employees are involved in the job rotation process, they will be able to understand that they are governed by policies of

the University. Making sure employees can see how their jobs relate to an organisation's overall mission is an important part of successful human resources management. Employee involvement is creating an environment in which employees have impact on decisions and actions that affect their jobs.

Based on the finding that the University conducts training programs once a year, it is recommended that since the University is one of the new Universities in the country, it will be prudent to have training sessions more regularly. At least the University should conduct training session once every semester (twice a year). This could help shorten the time needed for employees to become competent at their jobs; reduce the need for staff to ask other staff for advice or information, and thus increase their independence and decrease the drain on other staff members; and greatly diminish the chance that they will make mistakes that cost the organization in prestige, public relations, credibility, lawsuits, or money.

Based on the finding that training and development have positive effect on employee performance, it is recommended that supervisors/managers should take the initiative to develop the employee skills in various fields so that total human efforts will be displayed in the respective job tasks to further enhance performance. This should be done to ensure that employees do not feel bored doing the same thing over every time. Management should encourage staff to use this opportunity to develop their knowledge and skills.

Suggestions for Further Research

1. This study made use of quantitative approach only. This does not allow the respondents to express their views in more details. For that matter, it is suggested that a qualitative approach should be used in future. The

reason being that such method could allow probing more into the variables as the respondents could express their views in details and it will help to know if the findings of the current study could be validated.

2. Further research can be made by enlarging the research sample size and more stakeholders involved for interview to form a basis to adjudge the training and development mechanism that have the highest positive impact on employees as well as the organisation.

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(APPENDIX I)

APPENDIX A: QUESTIONNAIRE

Dear respondent,

The researcher is a Master of Business Administration (MBA) student at University of Cape Coast (UCC). This questionnaire seeks to collect data on the topic: **Employee training and development and its effects on the performance of senior staff at the University of Energy and Natural Resources, (UENR) Sunyani.** Your candid opinion on the items that follow will be most welcome. Be assured of confidentiality and anonymity for all the responses you will provide. I count on your cooperation.

Thank you.

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

SECTION A: Socio-Demographic Data

1. Please indicate your sex?

- a. Male [] b. Female []

2. Age

- a. below 25 [] b. 26-35 years []
c. 36-45years [] d. 46 and above []

3. Academic qualifications attained?

- a. Diploma [] b. HND [] c. Degree []

SECTION B: Job Information (Please tick the most appropriate)

5. Which Department are you in?

- a. Registrar's Office [] b. Finance Department []
c. Estate Department [] d. Internal Audit Department []
e. Library Department [] f. I.T Department []

g. Other(s) specify.....

6. What is your current position?

- a. Senior Administrative Assistant [] b. Administrative Assistant []
- c. Senior Accounting Assist [] d. Accounting Assist []
- e. Library assistant [] g. Senior Library Assistant []
- h. Senior IT Assistant [] i. Snr. Auditing Assistant []
- j. Senior Estate Assistant [] k. Snr. Stores Superintendent []
- j. Other(s).....

7. How long have you been working with UENR?

- a. less than 2 years [] b. between 2 and 3 years []
- c. between 3 and 5 years []

8. Is your current position where you were first appointed to?

- a. Yes [] b. No []

SECTION C: Training and Development information (please tick the most appropriate)

9. Are you aware of any training and development policy in the UENR?

- a. Yes [] b. No [] c. Not Sure []

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

- a. During staff orientation [] b. Official communication to me []
- c. Through UENR publications [] d. Information from colleagues []

11. Have you ever received any form of training since joining UENR?

- a. Yes [] b. No []

If your answer to question 11 is Yes, please answer questions 12 to 18. If No, please proceed to question 19.

12. Mention the type of training / course attended
- a. on- the job training (internal) [] b. off-the job training (external) []
 - c. Both []
13. What were the methods of facilitation at the training you have attended?
- a. Lecture [] b. Demonstrations [] c. Discussions []
 - d. Presentation [] e. Group Work []
 - f. Others.....
14. How often do you undergo training?
- a. Every three months [] b. Every six months []
 - c. Once a year [] c. Every two years []
 - e. Other (specify).....
15. Were you given any objectives to meet at the end of the training programme?
- a. Yes [] b. No [] c. Not applicable []
16. If yes, did the training you received meet any objective or standard you set for yourself before the training?
- a. Very much [] b. Not much [] c. Not at all []
17. How did the training impact on your work performance?
- a. Excellently [] b. Very well []
 - c. Quite well [] d. No change at all []
18. Was the training content relevant to achieving your personal needs, goals and future self-development?
- a. Totally relevant [] b. Very relevant []
 - c. Not relevant [] d. Cannot tell []
19. Are you aware of any service policy that details job progressions for senior staff with relevant training at UENR?
- a. Yes [] b. No []

20. The University conducts extensive training programs for its senior staff in all aspects of quality. a. I Agree [] b. I Disagree []
c. Not sure []
21. There are formal induction programs to prepare new employees to perform their jobs. a. Agree [] b. Disagree [] c. Not sure []
22. The actual performance of employees has improved due to the formal induction program?
a. Agree [] b. Disagree [] c. Not sure []
23. Your promotion (if any) is as a result of introduction of training programs in UENR.
a. Agree [] b. Disagree [] c. Not sure []
24. Do you agree that training and development at UENR would contribute to achieving effectiveness and efficiency of UENR goals?
a. Agree [] b. Disagree [] c. Not sure []
25. Are there organizational issues that constrain training and development at UENR?
a. Yes [] b. No [] c. Not Sure []
26. If Yes, indicate the organizational issues by ticking,
a. UENR's inability to understand the training needs of Employees' []
b. Lack of top management support for the training and development []
c. Inability to gain the understanding and acceptance of employees. []
d. Lack of adequate resources (finance, expertise and time) required to implement training programs. []
e. Other (s).....

27. What current training and development strategies, in your opinion, have influenced the achievement of UENR goals?
- a. An attraction and selection strategy that delivers the right talent at the right time and acts as a starting place for effective employee engagement []
 - b. A development strategy and system that grows the technical, core and leadership competencies that accelerate UENR Senior Staff performance []
 - c. An integrated performance and rewards strategy that engages and motivates employees to deliver results and offers employees what they need to excel in their work. []
 - d. Other(s).....

28. Do you agree that training and development has been used to ensure that employees are abreast with their current job description (requirement). a. Yes [] b. No []

29. If no, what in your opinion are the reasons for UENR not using training and development to ensure that employees are abreast with their current job description (requirement).?
- a. inability to identify employee training needs []
 - b. No training and development centres []
 - c. Absence of a strategic training and development policy []
 - d. Other(s).....

30. What suggestions will you make in relation to training and development in general of senior staff in UENR.
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Thank You.