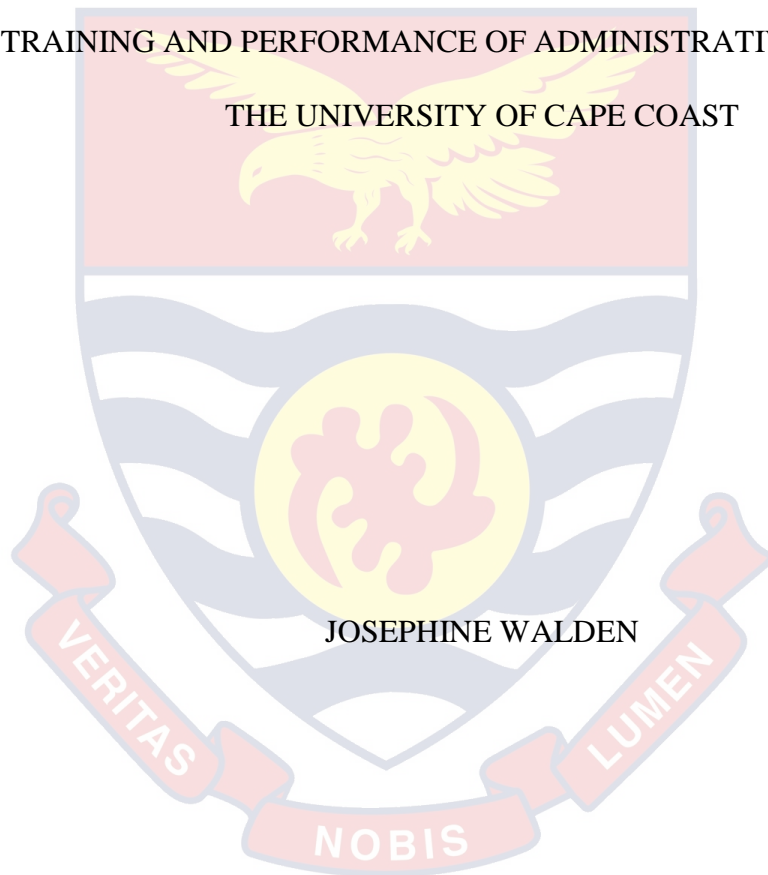


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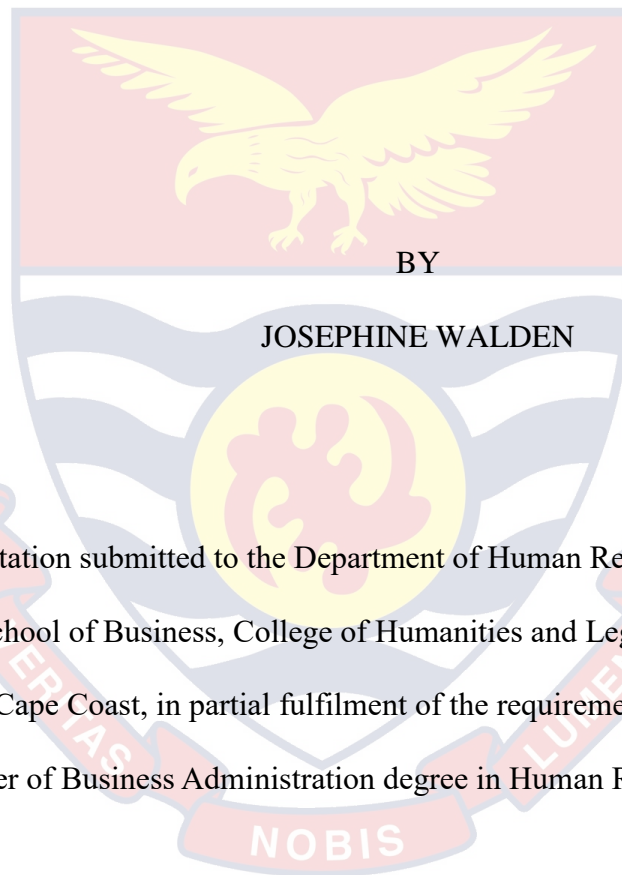


JOSEPHINE WALDEN

2021

UNIVERSITY OF CAPE COAST

TRAINING AND PERFORMANCE OF ADMINISTRATIVE STAFF AT
THE UNIVERSITY OF CAPE COAST



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

AUGUST 2021

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.

Candidate's Signature..... Date

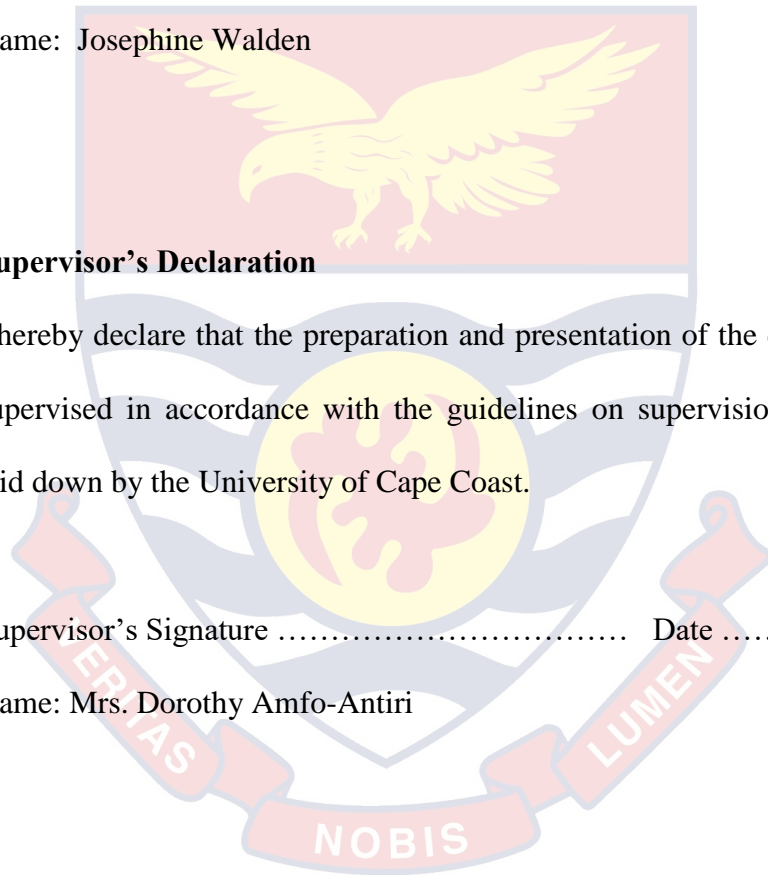
Name: Josephine Walden

Supervisor's Declaration

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

Supervisor's Signature Date

Name: Mrs. Dorothy Amfo-Antiri



ABSTRACT

Employee training plays a tremendous role in promoting employee performance across organisations, including the University of Cape Coast (UCC), Ghana. Employee training unlocks employees' potential growth and development opportunities to enable them to use advanced technologies while gaining robust skills and competencies to handle complex tasks. As such, this study investigates how training influences the performance of administrative staff at UCC. It also specifically assesses the perceived purposes of training and the actors influencing the performance of administrative staff at the university. To achieve these objectives, the study adopted the quantitative approach, descriptive survey design and structured questionnaire. A valid data of 130 were retrieved from the 148 administrative staff at UCC. The IBM SPSS Statistics programme version 26 was then used to process and analysed the data using mean scores and linear regression statistical tools. The study found career or development training as the key and major type of training organised for the staff at UCC. Also, on-the-job and off-the-job training was found to significantly and positively improve employee performance at the university. It was recommended that the management of UCC should develop a more comprehensive approach towards employee training to ensure that their implementation directly addresses possible performance constraints of the senior administrative staff.

KEYWORDS

Employee training

On-the-job training

Off-the-job training

Employee performance

Senior administrative staff

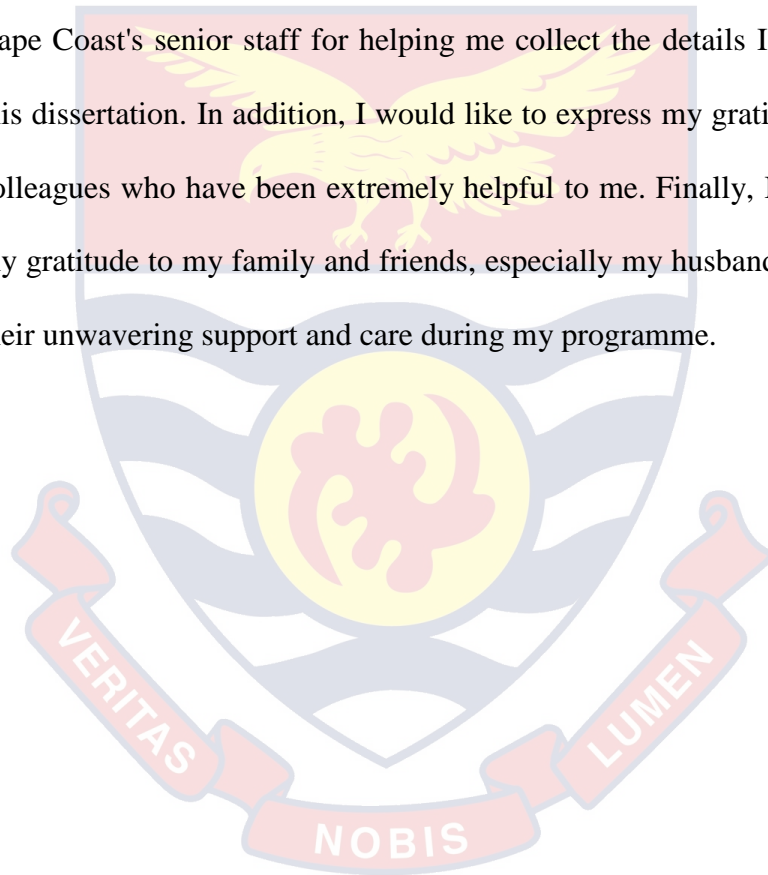
University of Cape Coast



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DEDICATION

To my loving family, especially my husband, Mr. Samuel Walden and my mother, Madam Mary Eshun.



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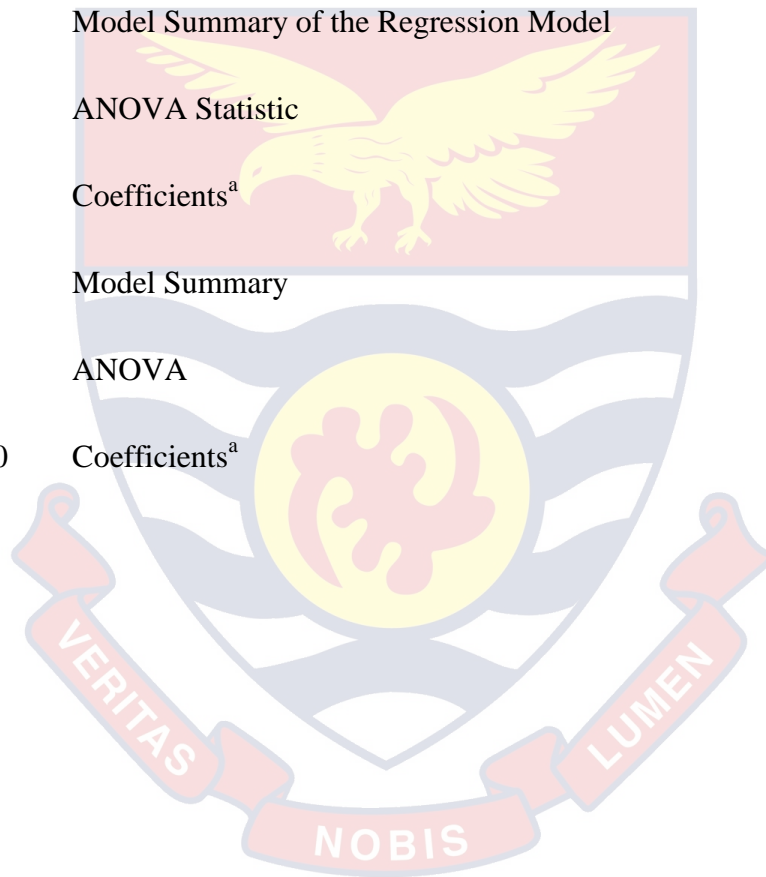
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LIST OF ACRONYMS

EP	Employee Performance
OffJT	Off-the-Job Training
OnJT	On-the-Job Training
UCC	University of Cape Coast



CHAPTER ONE

INTRODUCTION

The competitive nature of work environments has made human resources increasingly become strategic resources to organisations globally. However, lack of training and development could invariably affect their performance levels and negatively impact organisational performance. This claim is backed up by the human capital theory, which states that businesses must continually invest in training and education for their workers. It is, therefore, not out of place for tertiary institutions in Ghana, especially the University of Cape Coast (UCC), to invest in staff training and development. However, the influence of training on the performance of the university's staff notably administrative staff largely remains unknown, enhance this research. This introduction chapter captures the background to the study, the problem statement, performance at the university of cape coast is investigated in this research.

Background to the Study

The competitive nature of work environments has made human resources increasingly strategic to organisations globally (Paul & Audu, 2019; Hecklau, Galeitzke, Flachs & Kohl, 2016). They primarily enable organisations to obtain sustainable competitive advantages (Noe, Hollenbeck, Gerhart & Wright, 2020). Undoubtedly, human capital differentiates a great organisation from a good or dying one (Armstrong & Taylor, 2020). According to Yong, Yusliza, Ramayah, Chiappetta Jabbour, Sehnem and Mani (2020), human resource is the most valuable asset of any effective company, but it needs continuous training to increase production levels. Training is an

investment in an organisation's human resources with the expectation of improving individual competencies and performance levels (Paul & Audu, 2019; Nwachukwu & Chladkova, 2017).

Employee training unlocks employees' potential growth and development opportunities to enable them to use advanced technologies while gaining robust skills and competencies to handle complex tasks (Paul & Audu, 2019). Nwachukwu and Chladkova (2017) stressed that training plays key role in every organisational aspect as it is primarily aimed at improving an employee's skills for current and future work roles. Training is also key to increasing the quality and quantity of an employee's work while serving as the most significant factor in attaining organisational goals. According to Mohan and Gomathi (2015), training not only leads to improved employee capacity building but also sharpens their creative abilities to promote beneficial decisions in expected time and in a more industrious manner.

Training has also enabled employees to respond to organisational demands effectively and responsively (Nwachukwu & Chladkova, 2017). It is also associated with the development of self-efficacy and positive work-related practices, while improving the performance of individual tasks. According to Tan and Khatijah (2017), training requires proper planning interventions to help employees meet set individual and organisational targets. It is, therefore, regarded as an imperative and important tool for revamping individual inputs to achieve personal and organisational growth and development. Training makes employees more productive and efficient if properly conducted. According to Ford, Baldwin, and Prasad (2018), training increases employee

productivity and encourages and motivates them by assisting them in comprehending and appreciating the value of their tasks.

Training is carried out through two different methods: on-the-job and off-the-job means (Armstrong & Armstrong, 2020; Ford et al., 2018). On-the-job training is a type of training method which is made available to employees during their jobs and at the same venue. With this type of training method, employees learn by exchanging valuable knowledge and information with another person. It is useful when carrying out task-oriented activities as it ensures that every step or process is followed based on sequence (Kanapathipillai & Azam, 2020). On-the-job training is highlighted by employees learning directly from their daily operations and thus saves costs and time (Tukunimulongo, 2016). It has, therefore, been associated with improved organisational performance and success as employees learn while performing the job. This training method includes mentoring, job rotation, coaching, and job shadowing (Tukunimulongo, 2016).

On the other side, off-the-job training is where employees receive training outside their working environment (Mwangi, 2017). Mohd, Jahya, Mazlan, Omar Ali and Yusof (2016) revealed that this training method reduces the likelihood of distractions associated with work operations within an employee's working environment. It, thus, allows employees to undergo training without disturbances from external factors since the training venues usually promote high employee concentration. Omolo and Mose (2019) added that off-the-job training relies on more structured processes to promote systematic learning experiences. Examples of this training method include conferences, lectures and seminars. Off-the-job training has been found to

enhance employee commitment and satisfaction and an effective training method (Faridi & Baloch, 2019; Owusu, 2018).

Previous studies have revealed that the overall significance of on-the-job and off-the-job training methods is to promote motivation, morale, satisfaction, commitment, efficiencies in processes and capacity building (Owusu, 2018; Vasudevan, 2014). It also leads to increased innovation while minimising employee turnover intentions; and, in turn, improving employee performance significantly (Mahadevan & Yap, 2019; Saide, 2019; Tan & Khatijah, 2017; Ongalo & Tari, 2015). Siade (2019), for instance, opined that once employees undergo training, they gain valuable knowledge to improve their performance levels leading to direct impacts in meeting set organisational goals. Similarly, Mahadevan and Yap (2019) concluded that training gives employees valuable knowledge which helps them to improve their performance levels.

This assertion has been supported by the human capital theory developed by Becker in 1962 (Becker, 1962). According to the theory, organisations derive significant benefits from investment in employees (Becker, 1962). The theory suggests that organisations continuously invest resources in training and educating employees without reservations (Yazdanshenas, 2019). This is because training is directly associated with improved employee performance and competitiveness. Employee performance focuses on an employee's ability to meet set targets (Wang, Yen & Liu, 2015). It emphasises the quality, effectiveness, and efficiency in achieving assigned tasks (Balkan, Serin & Soran, 2014). Thus, successful organisations constantly

seek unique ways of improving employee performances, of which training can never be overemphasised (Pradhan & Jena, 2017).

Rony, Yasin, Lubis and Syarief (2020) posited that carefully selecting employees does not necessarily guarantee totally satisfactory employee performance. He argued that employees' potential to perform is one thing and actual performance is another; thus, employees who have high potential to perform may not still meet expected performance targets if they do not undergo training. This is a clear indication that employee training begins with an organisational orientation, and it is an important component of developing high employee performance. According to Morsy, Ahmed and Ali (2016), employee performance could be measured through non-financial elements, including quality of services, work output, efficiency, employee productivity and regularity at work. It could also be evaluated using employees' satisfaction, innovativeness, and contribution to teamwork.

Organisations, notably educational institutions, are increasingly emphasising employee training as they have come to accept that it strengthens and improves their employees' performance levels (Owusu, 2018). Baltaru and Soysal (2018) argued that educational institutions are mirrors through which countries' images can be seen. These institutions play significant roles in any economy by supplying them with human capital capable of transforming other resources into valuable outputs. Educational sectors in developed and developing economies have undergone several transformations, thus making them more susceptible to unhealthy competition (Musselin, 2018). These transformations have also placed undue pressures on their workforce, calling for employee training.

A training and development unit has been established at the University of Cape Coast to coordinate staff training and development activities, policies, and programs (UCC DHR, 2017). The unit also aims at providing adequate and timely advice, facilities and opportunities to the university's staff, including administrative staff (UCC T & D Policy, 2017). According to Sarbeng (2013), the university's training policies have helped the University grow several administrative workers. The administrative staff oversees their departments, schools, colleges and the University as a whole (Sarbeng, 2014). Their positions, it is arguably, play a significant role in achieving the university's vision, mission, goals, and objectives; as a result, the University will fail to function without them.

In this regard, building responsible, skilled and knowledgeable administrative staff through training is of prominence and concern. However, there are mixed reactions from some students, lecturers and other staff concerning the actual training packages specifically given to the university's administrative staff. Some students, for instance, frequently complain about poor services delivered by some of the administrative staff in their departments, colleges and the University as a whole. Similarly, some lecturers complain about unnecessary delays from some administrative staff in addressing their needs, which affects teaching and learning. Also, it largely remains unknown in the literature whether training contributes to improved performances of the administrative staff at the university. It is, therefore, against this background that the study focuses on examining the training and performance of administrative staff at UCC.

Statement of the Problem

Organisations averagely spend about US\$1,100 per employee on training globally (Training Industry Magazine, 2019). In both advanced and developing economies, about US\$300 billion and US\$95 billion respectively are spent annually on employee training (Training Industry Report, 2019); indicating the critical roles of staff training is to organisations' performance (Omolo & Mose, 2019; Asfaw, Argaw & Bayissa, 2015). In Ghana, public institutions equally spend huge sums annually on staff training but still witness inconsistent performance levels (Cobblah & Van der Walt, 2017). University of Cape Coast (UCC), a public tertiary institution in Ghana, averagely spend GHS800,000 on staff training and faculty development (Sarheng, 2014) to improve both staff and organisational performance.

Despite the huge investment in staff training by the University of Cape Coast, the performance of its administrative staff has not been generally impressive (Atta-Quartey, 2015). The administrative staff have generally been found to lack the needed skills to deliver quality services to students and other university staff. They have also been found to work at a slower pace and lack proactiveness and innovativeness (Owusu & Tawiah, 2014); thus, raising series of questions about the quality, relevance, and type of staff training available to them the University. A study by Andoh, Appiah and Adom-Nyankey (2016) revealed that UCC annually allocates budget for training its staff, including administrative staff.

Empirically, studies on the effect of training on employee performance have focused on business entities (Benedicta & Appiah, 2010; Tahir & Sajjad, 2013; Vasudevan, 2014; Jeremiah, 2014; Anitha & Kumar, 2016; Mohamud,

Ibrahim & Hussein, 2017; Afroz, 2018), neglecting public institutions in general (Karimi & Nejad, 2018). Besides, some studies found training as an insignificant predictor of employee performance (Shafiq & Hamza, 2017; Mohamud, Ibrahim & Hussein, 2017). However, others (Benedicta & Appiah, 2010; Tahir & Sajjad, 2013; Jeremiah, 2014; Anitha & Kumar, 2016; Afroz, 2018) found training as a significant predictor of employee performance. These findings are contradictory. Which claim should be accepted? Conducting a similar study could unfold the true state of affairs.

A study by Ofosuhene (2018) revealed some key problems affecting staff training at UCC to include irregularity, poor emphasis on the application after training, poor documentation and poor perceptions of senior administrative staff about training activities. This finding also raises serious arguments concerning the actual type of training needed by the administrative staff to help them overcome their current skill inadequacies. Although various measures have been implemented to overcome these challenges, there is still the low performance of the administrative staff of UCC.

Purpose of the Study

The purpose of the study was to examine the effect of training on the performance of administrative staff at the University of Cape Coast, Ghana.

Research Objectives

In order to achieve the overall purpose of the study, the following specific research objectives were pursued.

1. assess the types of training for administrative staff at the university;
2. assess the factors influencing the performance of administrative staff at the University;

3. examine the effect of on-the-job training on the performance of administrative staff at the University;
4. examine the effect of off-the-job training on the performance of administrative staff at the University.

Research Questions

In order to achieve the specific research objectives, answers would be found for the following specific research questions

1. What are the types of training for administrative staff at the University?
2. What are the factors influencing the performance of administrative staff at the University?
3. What is the effect of on-the-job training on the performance of administrative staff at the University?
4. What is the effect of off-the-job training performance of administrative staff at the University?

Significance of the Study

The study's findings would contribute to improving existing policies, practices and research. Specifically, the study's outcome would help policy makers at the University during policy revision and formulation. It would expose management to the need to improve current policies related to staff training and performance development. The study's findings would also help management improve upon their current training practices and, develop relevant practices that would eventually promote staff performance. Further, the study would contribute to research knowledge to assist researchers to have a relevant basis to support or disapprove their findings.

Delimitations

The study was conducted on staff training and how it influences their performance at the University of Cape Coast, Ghana. As such, references to tertiary institutions in Ghana other than the University was to either support a fact or draw comparisons. The study was limited to only the university's administrative staff (i.e., both junior and senior staff). This means that the study excluded the teaching staff and other non-teaching staff who are not directly involved in administrative activities in the University. The study also excluded administrative staff of all other universities in the country.

Definition of Terms

Employee Training: It is a continuous process of improving an employee's knowledge, skills and abilities in order for them to become more proficient in executing assigned tasks.

Employee Performance: It focuses on how an employee behaves and how well they execute assigned that.

Organisation of the Study

The study consisted of five key chapters: Chapter one (i.e., introduction section) focused on the background, problem statement, purpose, objectives, research questions, study significance, delimitations, limitations, the definition of terms and study organisation. Chapter two focused on the literature review section, whereas Chapter three discussed the study's research methods concerning approach, design, population, sampling procedure, data collection instrument and procedure, ethical considerations, data processing and analysis. Chapter four presented the results and discussion section, and chapter five

finally highlighted the summary, conclusions and recommendations of the study. Suggestions for further research were also presented.

Chapter Summary

This section formed the foundation of this study. The chapter started with a description of the background of the study, followed by the problem statement, the purpose and the objective of the study. It also captured information on the research questions, the significances of the study, the delimitations, the limitations underlining the study, and how the subsequent are organized.



CHAPTER TWO

LITERATURE REVIEW

Introduction

The chapter concentrated on the literature review in line with the research objectives. The chapter specifically provided the study's theoretical, conceptual and empirical reviews. Finally, a conceptual framework that provided the pictorial view of the study's key concepts was also provided and explained.

Theoretical Review

Theoretical review is a body of knowledge that seeks to observe, understand and explain concepts. There are several theory approaches towards employee training, but this study considers the human capital theory.

Human Capital Theory

The human capital theory is the theory underpinning of the study. The theory focuses on how individuals within a given job setting add their expertise, talents, knowledge, and abilities to increase organisational capacity and value that contribution (Armstrong, 2014). According to Flamholtz and Lacey (1981), human capital theory implies that an individual's experience, abilities, and knowledge serve as key capital, with outcomes resulting from an employers' investments to improve the attributes of the employee. The theory also advocates that recognised education is important in raising a community's productive potential. To put it plainly, human capital theories contend that a productive group is the output of an educated population.

The human capital theory highlights how one's education improves job efficiency and productivity by raising the cognitive stock of an individual's

economically efficient human potential, which is the result of innate abilities and human investment (Akinyemi, Abiddin, & Malaysia, 2013; Sweetland, 1996). As such, providing formal education to one's human resources is an investment that promotes quality output (Akinyemi et al., 2013). The theory also indicates that investing in human capital would improve economic efficiency, but its validity is difficult to establish and inconsistent (Tan, 2014; Strober, 1990). However, improvements in capital facilities resulted in increases in the valuation of the company.

According to modern economists, education and health care are the keys to developing human resources and thereby increasing a country's economic growth (Kern, 2009; Marimuthu, Arokiasamy & Ismail, 2009). Nafukho, Hairston and Brooks (2004), for instance, posited that educating employees through formal and informal structures lead to improved human resource development. As a result, the notion that education produces positive externalities is far from novel. Many classical economists concluded that a community might benefit from more skilled workers because of the positive externalities (Baptiste, 2001; Strober, 1990).

Olaniyan and Okemakinde (2008) exemplified contemporary progressive thinking when they wrote that society receives no insignificant benefit from its instructions by educating people. They are less responsible for the illusions' passions and superstitions the more trained they become. There are still more respectable and orderly citizens who are educated and intelligent than ignorant ones. Thus, the theory is important to this study because of its emphasis on the significance of UCC's administrative staff being properly trained. The theory reveals that human capital can be properly developed

through education and training (Almendarez, 2013). Training is regarded among the key human capital investments of any organisation, notably UCC. Thus, for UCC to develop their administrative staff to improve its capabilities, there is a need to invest in training programmes or packages.

Concept of Job Training

Various scholars have described the definition of work training differently. (Akter, 2016; Asfaw et al., 2015). Employee training, for example, is described by Akter (2016) as methodical attainment or expansion of one's attitudes, skills, talents and abilities expected of workers to sufficiently achieve assigned tasks and advance performance in a given work setting. Employee training focuses on teaching staff how to handle their current jobs and gaining the knowledge and expertise they need to be good performers (Warner & DeSimone, 2009). It also requires training the worker to do the work for which they have been hired or worked (Akter, 2016). This, provides the needed support to workers to gain the required experience and skills for particular works.

According to Hanaysha and Tahir (2016), Employee training is a planned method for improving knowledge, attitude or skill behaviour to achieve satisfactory output in any job-related activities by learning participation. The purpose of employee training is to improve the skills and abilities of an employee in order to meet the present and potential requirements of the company. Okanya (2008) revealed that training automatically translates into high organisational performance. The skills required by employees are also constantly changing; in addition, the ever-changing advancement in information and technology in a short time makes expertise and skills obsolete.

The implication is that employee training is needed at all times to improve employee and organisational performance levels.

Employee training refers to how much formal training workers receive or use to improve their skills (Lee, Lee & Wu, 2010). It does not have to be academic; it could be combined with softer training in areas like organizational diversity, generational communication, or other related topics. The training aims to encourage and develop employees' awareness, attitude, and overall skills to help the company attain its goals (Edralin, 2011). Complete training and other HRM programmes also help develop the skills of employees (Al-Kassem, 2014). Employee training is largely symbiotic in nature since the organisation is responsible for educating its human assets. The employees are then responsible for dramatically contributing in terms of their roles.

Employee training can take many different forms, according to Manuel (2014), including on-the-job training, computer-based and classroom training. Training should not be isolated from the core business operations of the organisation for it to be efficient. Competitive forces require organisations to hire qualified, adaptable, progressive and generally versatile in their behaviour (Matofari, 2015). The information age and the integrated and global nature of trade exacerbate this need (Mim & Shabnaz, 2019). The elements not only play a vital role in business sustainability, but they also affect whether or not organisations gain a competitive advantage. As a result, it is reasonable to assume that employee training is critical to enhancing worker and organisational efficiency.

Types of Employee Training

Training types that best serves an employee in any given organisation relies primarily on a variety of factors, including the skill gap to be filled, work description, current qualifications or abilities of the employee and the difficulties he or she faces in performing assigned job roles (Karim et al., 2019; Laing, 2009). Also, the choice of any training method has been found to depend on costs of training, stipulated time frame, employees' total number to be trained, depths of knowledge mandated, type and or a number of trainers required and the trainee's background (Younas, Farooq, Khalil-Ur-Rehman & Zreen, 2018). Therefore, previous studies have grouped employee training under on-the- and off-the-job training (Utley, 2020; Younas et al., 2018; Naqvi & Khan, 2013). The ensuing sections specifically review these two training categories.

On-the-Job Training

On-the-Job training is a type of workplace training that is offered. It is regarded as a key topic in HRM which focuses on allowing employees to familiarise themselves with the working environment that they are a part of (Elnaga & Imran, 2013). According to Jagero, Komba, and Mlingi (2012), on-the-job teaching is intended to impart job expertise by working with an experienced worker or a mentor. The mentor instructs and counsels the trainee on a variety of job methods and techniques. At the same time, the trainee learns and works, although the trainee's performance will not be much (Hidayat & Budiartma, 2018). According to Bafaneli and Setibi (2015), offering job training to employees is better for businesses due to its cost-effectiveness time-saving. Furthermore, it allows their workers to learn hands-

on, and some of the various types of on-the-job training activities are discussed below.

Career or Development Training

Another type of employee training that seeks to prepare workers for the future is career or growth training. It encourages staff to take up higher duties. As posited by Shahmohammadi (2017), career growth gives workers the ability to strengthen the awareness, skills, and abilities required to perform jobs above the minimum level. It also offers workers the ability to explore new fields of interest and specialisation to develop expertise and abilities in other specialised work (Schutt Jr., 2018). All workers must be allowed to attend speciality training courses provided by other organisations or institutions. This can be readily integrated into the training policy of the organisation. Career development training is on-the-job training because it is employed to prepare managers and employees to assume higher than their initial responsibility while on the job (Jagero, Komba & Mlingi, 2012).

Orientation Training

Orientation training provides new workers with basic employer knowledge, and it also makes sure a potential hire has the necessary skills to do the job well. (DeCenzo, Robbins & Verhulst, 2016). This is largely about familiarising new workers with one's organisation. It is designed to familiarise recruits with expected goals, community, job quality, including other notable working conditions. In addition to improving the speed at which workers perform their work, orientation programmes often help employees fulfil their personal needs and feel like they are part of the company's social system. (Hameed, Ramzan & Zubair, 2014). An orientation training exposes

employees to large organisational problems by presenting new employees to co-workers, supervisors, etc. This form of training is carried out to welcome employees to a new working environment for the first time employee is recruited to the organisation as a way of helping him to familiarise him/ herself with the structures of the organisation while assuming post for the first time (Hidayat & Budiartma, 2018)

Apprenticeship Training

According to Setiawati and Riyanto (2011), apprenticeship is a well-structured process by which employees develop their skills and capabilities by combining on-the-job training and classroom instructions. This teaching method is generally carried out in the areas of crafts and technology. If the preparation is relatively long, it is one of the oldest and most widely used strategies. Since each apprentice is given a set of assignments to complete on a pre-determined schedule, a large portion of the training period is spent on productive work, ensuring good business skills training (Ekoja, Ugba, Peterside & Ani, 2017). Most companies have implemented a training approach to apprenticeship, which includes providing the employee with the opportunity to learn and recognise problems and provide effective and productive solutions to problems (Ahmed, 2016; Fersterer, Pischke & Winter-Ebmer, 2008).

Coaching Method

The coaching or understudy approach is one of the most popular on-the-job training methods (Zepeda, 2012). This is consistent with making experienced workers teach personnel through observational learning. The

teacher often demonstrates the rudimentary procedures of what is achieved in the organisation to the trainee or employee (Younas et al., 2018). In certain companies, each manager is allowed to receive one-on-one or telephone counselling from a professional life coach. Coaching helps to improve employee performance when management promotes honest, open and clear relationships with the employee. Also, management surrounds the new employee or trainee with supporting talent who in turn help them to develop new potentials and skills. Employees are given frequent feedback, are pushed to attain work limits, encouraged to learn from others while tolerating occasional failures.

Mentoring

Mentoring is correlated with more seasoned workers assisting and encouraging less experienced colleagues to enhance their level of job performance (Lartey, 2018; Landale, 2002). Mentoring is a customized internal approach to employee needs and individual preparation, and it has more prestige if the instructor or teacher is the employee's immediate supervisor or superior. According to Randolph and Johnson (2008), it promotes individuals' self-development, including critical skills to fulfil changing organisational needs and priorities.

Job Rotation

Another the on-the-job training strategy is job rotation, which involves switching jobs at regular intervals (Dessler, 2008). Employees can evolve, become multi-skilled, and take on new responsibilities by rotating jobs (Tuei & Saina, 2015; Wang, 2008). Companies must also provide employees with the opportunity to be multi-tasked and multi-skilled by rotating them between

divisions and areas for seven to eight months (Kampkötter, Harbring & Sliwka, 2018). This is particularly helpful when an employee is being promoted or filling in for a absent or sick colleague. Job rotation fosters collaboration and a collective mentality, helping you better grasp what's going on in other departments and the challenges they're experiencing and making it easier for other colleagues to pursue assistance (Akbari & Maniei, 2017).

Special Assignment

Special tasks offer the employee first-hand experience and the ability to work on specific issues, searching for answers to those issues (Utley, 2020). It also assists the person in developing the necessary skills and knowledge. Special tasks are essential when specialists need to understand the procedures of other departments to smoothly conduct "hand-offs," as well as when middle or staff managers need knowledge of the operations of other departments. This is usually seen in lower-level managers.

Demonstrations

The teacher explains and demonstrates something in this kind of on-the-job training methodology, how to do something by conducting the role, and he or she can justify why and what he or she is doing (Lartey, 2018). This method is very useful because teaching people how to do a job is much better than giving them advice on a particular job. It is carried out by integrating seminars, photographs, textual materials, etc. It has widely been adopted in recent times in organisations across the globe to train employees faster and easier.

Off-the-Job Training

Off-the-job training means receiving skills and experience outside of the worker's regular workplace (Alipour, Salehi & Shahnava, 2009). Individuals can abandon their primary workplace and work in a different location as a result of this. The benefit requires the ability of the trainee to concentrate, assess previous behaviours and focus on what was good and what was not successful (Aboyassin & Sultan, 2017). Momanyi, Adoyo, Mwangi, and Moku (2016) claim that it will be more successful if training is organized and structured. It should create new habits and experiences that help the business thrive, raise employee morale, translate into better performance, and create a psychological environment that directs each employee's activities toward achieving defined goals. Vestibule instruction, tutorials, group discussion, presentations, training, reading, and workshops are included. (Momanyi et al., 2016; Onyango & Wanyoike, 2014).

Distance and Internet-Based Training

This involves different ways of teaching, including tele-training, video conferencing, and classes focused on the internet. Landale (2002) states that training is now being made available to employees with access to web-based communication through company intranets or over the internet on their workstations. In a chosen occupation, unique initiatives are often designed to shape the employee's skills. The systems are structured so that workers can learn and take charge of their growth at their speed and time. According to Utey (2020), employees garner the opportunity to participate in professional skills as time goes by and can improve their leadership skills.

Vestibule Training

Vestibule training is a form of training that uses a company's classroom to simulate an off-the-job situation. Vestibule training is done with the aid of equipment and machinery close to what is used in the workplace (Olabiya, 2020). In training semi-skilled workers, this form of training is successful, especially when many employees have to be trained simultaneously for the same type of work. It is also used for training underwriters, researchers, computer operators, typists, administrative workers, etc. Training is usually given here through role-plays, case studies, seminars, workshops, among others.

Lectures and Seminars

Lecturing refers to verbally presenting or transferring knowledge to wide spectators by a teacher, instructor or lecturer (Onyango & Wanyoike, 2014). A significant depth of understanding of the subject at hand is believed to be accessible to the lecturer. One benefit of this technique is that it applies to very broad groups at reduced trainee costs. Although its use is restricted to employee training in factories, it is mostly used in colleges and universities. Its low popularity accounts for the drawbacks of the lecture system. The method contradicts realistic learning and is mainly a one-way communication method (Edralin, 2011).

This is another way for most companies to prepare managers and staff for one to three months (Elnaga & Imran, 2013). This is an easy and fast way for many employees to affect information (Dessler, 2008). This refers to making an instructor or mentor teach a group of people in the same room about a new product or service, which occurs when workers need to learn more about

it. The mentor could be a member of the company or a third party from the outside.

Refresher Training

Here, the workers are made to undergo refresher courses at particular employer-sponsored training institutions. It is noted as an aspect of retraining by an employee who has already qualified or has been previously assessed as competent. Refresher training is associated with updating the knowledge or skills of an employee to a changed standard (Hanaysha & Tahir, 2016). It also aims at giving opportunities to ensure that irrelevant or outdated skills are improved. This introduces the worker to current innovations in his business and problems that occur in the specific industry. That is, it requires upgrading skills to meet workers' work requirements. Simply put, refresher training is used to upgrade the performance of employees who are faced with obsolete, outdated and deprecated work procedures or workplace changes (Jurburg et al., 2017). It aims at improving employee satisfaction, retention and employee performance.

Case Study

This approach assumes that management skills are better achieved through interpretation, analysis, and discussion of particular cases (Andoh, Appiah & Adom-Nyankey, 2016). When trainees are given cases to review, they can classify the problem and make a preliminary solution. During the case study process, the trainee is expected to master the facts, be familiar with the case's content, identify the objective pursued in dealing with the case's problems, recognize the issue, develop alternative courses of action, define the

controls necessary to make the action successful, and engage in the testing of the action's effectiveness.

Conclusively, whatever training package an organisation, including UCC, can use, the method continues to influence the organization's success. These strategies are either off-the-job or on-the-job preparation training (Mbiya, Egessa & Musiega, 2014; Quartey, 2012; Laing, 2009). Training usually concludes by analysing the reactions of employees to it, their learning skills during and after training, their activities during and after training, as well as the effects of training itself on employee success, either in the short or long term (Younas et al., 2018; Uzoamaka & Innocent, 2017).

Concept of Employee Performance

Employee performance implies how an employee can control assigned jobs efficiently to demonstrate the efficiency and better service preferred by their organisations (Ali-Hassan, Nevo, Kim & Perelgut, 2011). Employee performance (EP) refers to the work tasks expected by a worker and how well those activities have been done (Mamdani & Minhaj, 2016; Twalib & Karuiki, 2016). A key goal of every HR department is to monitor employee training and evaluate training performance. The company must develop key performance metrics in order to ensure a fair investment outcome in employee training.

Previous studies have found general performance measurement indicators to include: cost-effectiveness, personal appearance, the quantum of work, job quality, timeliness, creativity and devotion to policy (Huang, Lee, Chiu & Yen, 2015; Gong, Huang & Farh, 2009). Other related studies have measured employee performance in work output, punctuality and employee

loyalty (Bafaneli & Setibi, 2015; Bataineh, 2014; Awadh & Alyahya, 2013). For example, job quantity emphasises the number of units generated or processed about the defined norm (Chughtai & Nadeem, 2016). As such, administrative staff's performance levels are measured by the management of UCC based on the quantum and quality of services they deliver. The study, therefore, adopted these measurement indicators to measure the performance of administrative staff at UCC.

Factors Affecting Employee Performance

It is vitally important to ascertain which factors most affect employee performance in this modern competitive work environment. Previous studies have established several factors that impact employee performance. Each factor ultimately interacts with others and contributes to the success of employees collectively. Some of these factors obtained from related studies are discussed below:

Employee Participation

When employees are involved in most things that go on in the organisation, such as meetings and decision-making, it makes them feel part of the organisation, hence satisfied and invariably perform better. Biron and Boon (2013) suggested that participatory programmes have enhanced employee engagement, improved flexibility and autonomy, and increased employee satisfaction in companies in the United States. A significant relationship between employee participation and performance has been found by various scholars and researchers (Sageer, Rafat & Agarwal, 2012; Boxall & Purcell, 2011). The authors also argued that the link between employee involvement, empowerment, and performance involves his or her input into work processes;

increased engagement; influence, choice, or self-determination; and communication.

Employee Perception

The position of the individual's perceptive process cannot be discounted from the understanding of employees' success, how the universe is viewed and understood as experience is. Perception relates to creating or developing employee feelings relevant to work (Fishbein & Ajzen, 2011). The first response to any stimulus is fundamental to the perceived sense of a built response's triggers and the measured results. An individual cannot avoid creating connotations that are evaluative, while perceptions can be described factually. (Van Dalen, Henkens & Schippers, 2010). Evaluations and the creation of connotations to reinforce these judgments form the basis of the employee's attitude, mainly aided by interpretation.

Perception is inert and does not, as such, promote action but contributes to the consciousness of a person. It also varies according to an individual's level within the organisation (Janakiraman, Parish & Berry, 2011). Managers create more optimistic attitudes than non-managers, owing to their power of dedication to the environment and the broad understanding on which their views are focused, as opposed to non-managers whose worldview is limited to their work-related areas (Al Ahababi, Singh, Balasubramanian & Gaur, 2019). When the perceptions and realities within the work environment are consistent with their desires, workers are usually more satisfied.

Work Environment

The work environment is a key factor contributing to employee performance (Gunaseelan & Ollukkarana, 2012). The emotions of the workers

towards their work, colleagues, and employers decide this internal climate. Employees deserve to be viewed by bosses, managers and clients with respect and dignity (Awan & Tahir, 2015). Employees want to believe they are part of the team and that they serve a respected role in the operation of the practise. For both peers and bosses, workers ought to have a sense of shared respect. Employees rely on accountability and a sense of success, unlike their bosses. Greater accountability brings a sense of value to workers. Responsibility instils in them the impression that their employers trust and respect them. Employees go to considerable lengths not to betray this sense of confidence (Kurniawan & Heryanto, 2019).

Organisational Culture

Organisational culture is a framework of common meanings in which members of these organisations create and communicate with a system of understanding the world (Padhi. 2017). Culture is a social perception taken into account by various people within the community. By tradition, an organisation is separated from another. The key point to be noticed here is that culture is descriptive, used by a person to define and understand the organisation, whether he likes it or not. Although job satisfaction in nature is evaluative, culture is only descriptive. The meeting point of culture and happiness lies in the fact that the worker's attitude towards his job is also part of the development of culture. While culture is used to explain, satisfaction is assessed (Zeb, Abdullah & Hussain, 2019).

In line with the other employees' thoughts and feelings, organisational culture allows the employee to shape opinions. An organization's culture is a legacy that has been preserved for years, but it may remain undefined for

several years or decades (Mukhtaruddin, Adam, Isnurhadi & Fuadah, 2020). The culture of the position defines the personal-organisational fit. Via change, the individual could fit into the organisation. But the ethos of the organisation, although recognised, cannot be changed. Management should plan to embrace a cultural transition only when a corporation is in dire straits or struggling for survival. In such cases, the willingness of top management to reform or remodel the culture is necessary, and it is a lengthy and laborious process over several years and may or may not be effective. Sound organisational culture is also correlated with enhanced employee and organisational efficiency (Sunil, 2020).

Job Design

Job design refers to the organisation of duties, tasks and responsibilities into a productive work unit (Ali & Zia-ur-Rehman, 2014). It deals with the content of an individual's assigned job and its impact on the individual. Job design is important because it can impact job performance, requiring high motivation for employees (Kiradoo, 2018). Job design may also affect job satisfaction, as some positions are the perfect fit for some people. It is very important to determine the right work for an employee or find the right person for the job (Zareen, Razzaq & Mujtaba, 2013).

Job design can affect workers' physical and mental health because if forced into tiring work, a physically unfit employee can injure him or herself. A stressful job can affect the mental health of a person incapable of dealing with pressure. Employment enrichment and job rotation are the two basic principles in successful job design. These two concepts make it possible for human resources to ensure that a scheduled job genuinely relates to the worker

and thereby produces satisfaction and performance. In a study carried out by Tims and Bakker (2014), people in higher-level roles within the organisation felt more motivated and fulfilled than those who held lower-level positions. In particular, managerial types of employment have a closer connection to empowerment than other types of jobs.

Workplace Design

Because a person is influenced by the physical environment he or she occupies, the physical environment of every workplace affects the way the job is performed, productivity and effectiveness (Leoni, 2012). Employee success depends on the degree to which the working atmosphere meets the needs of employees (i.e., personal and job-related). The significant features of workplace design include the degree to which the environment fits with daily activities, the versatility of the workplace, the degree to which contact is encouraged by the design, the degree to which employees may focus on their jobs, the degree to which the workplace meets the psychological needs of the employee, such as privacy, territorialism, identity and identification (Riaz, Shoaib & Sarfraz, 2017).

It should be noted here that the protection and security of the worker are regarded as a hygiene feature about work-related hazards and other environmental factors in the design of the workplace (Zareen et al., 2013; Riaz et al., 2017). Protecting the worker or the risks he faces at work, especially in hazardous professions, is a problem that should be considered throughout the job design phase and is an efficient way of minimizing risk to the worker through automating or efficiently using technology.

Employee Compensation

Employee compensation is an important constituent of employee performance (Hameed et al., 2014; Darma & Supriyanto, 2017). Employee benefits can be a financial benefit or acknowledgement of the employee's earnings and are the essence of every career. The idea that the employee must know his or her priorities and objectives is more important than incentives and acknowledgement. Rewards, a compensation dimension, are intended for employee achievement and performance growth and, as such, must be focused on real research on what may be appealing to the employee (Njoroge & Kwasira, 2015). While such customization might not be feasible for every employee, the principle will be to cater to the incentives and other compensation packages by giving the employee a variety of options to include them in their welfare decisions. This will allow the worker to remain focused on his or her personal and organisational objectives in general.

Employee Recruitment and Selection

These practises and procedures of any company are implemented to find the It is critical to find the best person for the right job and learn the skills needed for that job (Hameed & Waheed, 2011). The internal recruiting process includes identifying and transitioning an employee who may be appropriate for a specific position. The secret lies in analysing the demands of the new job and the internal selection process that exists. HR may use two methods in employee selection: external and internal. While external selection can provide rivals with organisational tools and can be very beneficial in some industries or some necessary skills, internal selection of an individual for a job is the most efficient and effective way to select a person (Elnaga & Imran, 2013).

Internal recruiting has the advantage that the applicant is already familiar with the company's culture and atmosphere and does not need a long transition to new responsibilities (Nda & Fard, 2013). The new work may also contribute to job rotation and thus support employee satisfaction and productivity. In successful job research, the most critical aspect of finding the best person for the job lies. HR managers may perform job research in several ways, including interviewing staff on the job or in the same department or understanding the nature of the job through qualitative evaluations of the inputs and skills needed for the job. Proper role research can help determine the best person for the job, with the requisite qualifications to ensure fitness for the job, resulting in job satisfaction for the incoming employee, external or internal (Kum, Cowden & Karodia, 2014).

Affective Attachment

Affective attachment is related to more immediate feelings, such as pleasure, with more permanent affective attachments, such as loyalty (Knoll & Redman, 2016). The situations under which a person works will create either positive or negative emotions, and the worker will strive to interpret these feelings in the light of their work environment. Then these feelings are transferred onto the organisation, which is then considered responsible for these feelings. The worker is more likely to stay with the organisation if the forecast is positive; if negative, the employee is more likely to leave.

Job Accomplishment

Employees who work in service organisations, including tertiary institutions, are fulfilled by their abilities to achieve the expected results of their customers or clients (Inuwa, 2016). Conversely, when they are unable to

produce outcomes, those workers become discouraged and disappointed. A study by Harris et al. (2007) found that one of the greatest contributors to employee motivation, job satisfaction and performance is his or her ability to accomplish something in the job. They also pointed out that achieving an objective, carrying out a mission, or solving a problem always evokes great joy and sometimes excitement. Even making good progress against such objectives may evoke the same responses and, in turn, induce employees to demonstrate enhanced levels of efficiency.

Empirical Review

This part of the chapter reviews previously related studies on training and employee performance. Through training and employee efficiency, these studies have established a substantial correlation between highly-skilled workforces. For example, Ribeiro and Semedo (2014) studied how on-the-job training influences the performance of employees. They found on-the-job training to have an intense and positive effect on employee performance. The study concluded that frequent employee training is associated with reduced employee errors, leading to improved performance outcomes within a limited period. Onyango and Wanyoike (2014) found the training to be significantly correlated with the performance of health workers in Siaya County, Kenya.

Ndunguru (2015) conducted a study to investigate how on-the-job training affects employee performance among secondary schools teachers. The study found on-the-job training to be highly correlated with employee performance. The study concluded that on-the-job training is a key contributor to staff performance. Andoh et al. (2016) investigated whether training affects the performance of senior administrative staff at the University of Cape Coast

using the descriptive survey design. Using a staff size of 158, data was gathered based on structured questionnaires and analysed through regression analysis. The study found training programmes at the University to be significantly associated with the performance of the administrative staff.

Adopting the cross-sectional survey design, Agyemang (2016) specifically examined how training affects employee performance at West African Mills Company Limited (WAMCO) in Ghana. The processing and analysis of the data were carried out using SPSS version 16. It was discovered that training has a direct impact on employee performance and organisational productivity. Aboyasin and Sultan (2017) investigated the role of human resource training in influencing the performance of 191 employees focusing on Five Stars Hotels in Jordan. Primary data was obtained from structured questionnaires and subsequently analysed by the use of the regression technique. It was found out that a substantial positive effect of employee training on performance dimensions. Other similar studies have also found the training to significantly and positively affect employee performance (Bafaneli & Setibi, 2015; Khanfar, 2014; Elnaga & Imran, 2013).

Ampomah (2016) focused on Pentecost University College in Ghana to examine how training and development affect employee performance. The study found that employees, through training and development, become highly motivated, leading to improved performance levels. Ankrah (2017) assessed how training and development impact employee performance at the University of Energy and Natural Resources, Sunyani in Ghana. The study's finding reported that employee performance to be significantly and positively

influenced by training and development. However, the population size of 50 seems inadequate for a quantitative study of this nature.

Ajeme (2017) investigated whether on-the-job training influences employee performance among selected private Commercial banks in Ethiopia. This quantitative study collected primary data through organised questionnaires, and both descriptive and inferential statistical methods were used for analysis. The study found on-the-job training to influence employee performance among banks in Ethiopia significantly. It was concluded that on-the-job preparation had a noticeable positive impact on the output of employees in the commercial banks selected. Engetou (2017) focused on how employee training and development impacts organisational performance, focusing on National Financial Credit. Using a sample size of 30 respondents, analysis was done based on the linear regression technique and found organisational performance to be significantly improved by training and development of employees.

Similarly, Karim et al. (2019) analysed how employee performance is impacted by training and development using quantitative data. It was found that training and development lead to high employee performance and as such frequent training promotes employee satisfaction, commitment and performance. This finding was in line with previous studies (Gamage & Imbulana, 2013; Jehanzeb & Bashir, 2017), who found training to improve employees' skills, motivation, and morale and performance levels.

Segbenya and Berisie (2020) investigated how the performance of senior administrative staff at the Winneba University of Education in Ghana is influenced by training and development. The study adopted the quantitative

approach and descriptive survey design and randomly sampled 152 members from 357 administrative staff. The primary data was obtained and analysed by self-administered questionnaires using both descriptive and inferential statistical methods. Centred on the use of regression, it was revealed that training and development significantly and positively affect the performance of the staff.

Paul and Audu (2019) analysed the effect of training on the performance of academic staff at the Federal Polytechnics in Nigeria. Data was gathered from 220 administrative staff, of which analysis was done using the ordinary least square regression and ANOVA analytical tools. The study found a significant positive effect of training on academic staff productivity at the Polytechnics. Also, Innocent (2018) investigated how training correlates with employee performance at Nyagatare District Local Government, Rwanda. The study relied on the cross-sectional design with a sample size of 131 employees. Both descriptive and inferential statistical tools were adopted, and the study found the training to affect employee performance significantly.

From the foregoing, it could be deduced that various studies have linked training with staff performance in various organisational settings. These studies have largely concentrated on how training, as a whole, affect employee performance. As such, few studies have focused on how on-the-job training individually contribute to employee performance; however, studies focusing on how off-the-job training affect employee performance remain scanty. This gap in literature warrants investigation into how both on-the-job training and off-the-job training individually affect employee performance. Also, studies

focusing on the senior administrative staff of the University of Cape Coast (UCC) appear scanty, although some studies related to Ghana.

Conceptual Framework

The objective of this conceptual framework is to provide a pictorial or diagrammatical view of the study's variables. The study's framework provided a diagram that states the possible courses of action and the most preferred approach to an idea. Based on the nature of the study, the independent variable was presented by job training, whereas employee performance represented the dependent variable. Figure 1 presented the study's conceptual framework.

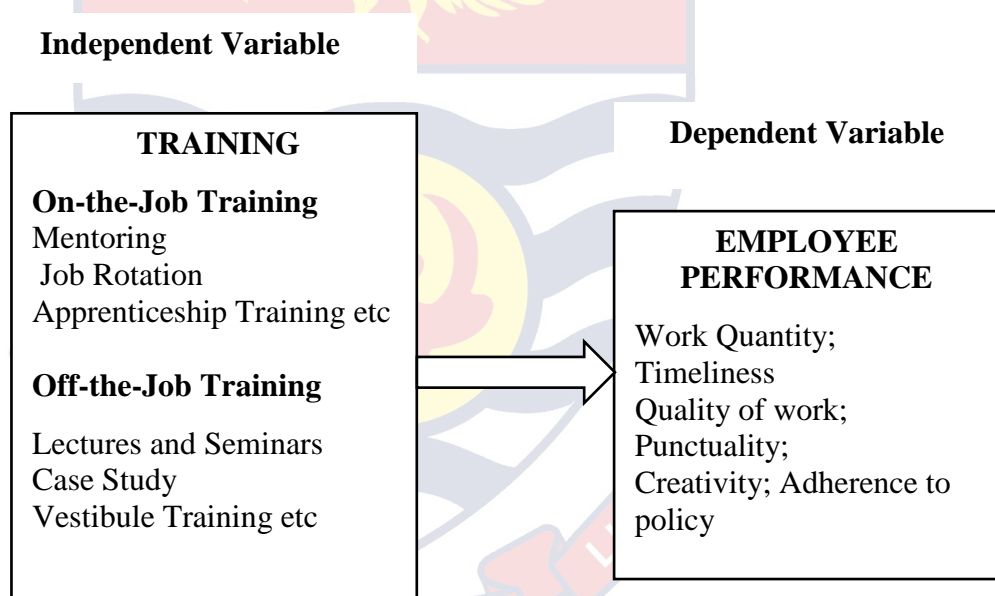


Figure 1: Conceptual Framework of the Relationship between Job Training and Employee Performance

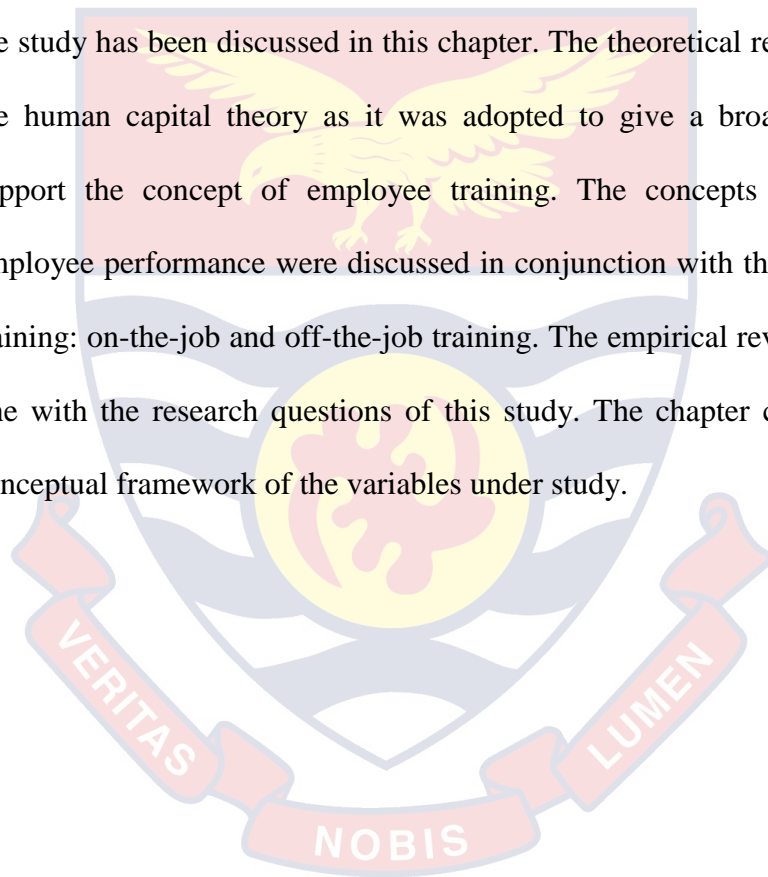
Source: Author's construct, Walden (2020)

From Figure 1, the framework reveals that employee performance is primarily dependent on job training comprising on-the-job and off-the-job, respectively. On-the-job training was measured using coaching, mentoring orientation and job rotation, whereas off-the-job training was measured in

vestibule training, lectures and Seminars and refresher training. The employee performance measurement variables included work quality, quantity, creativity and adherence to policy. Simply put, the conceptual framework presented the idea that the implementation of training packages influences the performance of administrative staff at the university.

Chapter Summary

A review of theoretical, conceptual and empirical literature relevant to the study has been discussed in this chapter. The theoretical review focused on the human capital theory as it was adopted to give a broader literature to support the concept of employee training. The concepts of training and employee performance were discussed in conjunction with the various type of training: on-the-job and off-the-job training. The empirical review was done in line with the research questions of this study. The chapter concludes with a conceptual framework of the variables under study.



CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter discusses the methods used in achieving the study's purpose. The discussion covered the research approach, design, study area, population, sampling procedure, data collection instrument and data collection procedure. It also discussed the ethical considerations and data processing and analysis.

Research Approach

Scholars of research methodology (Denzin, 2017; Saunders, Lewis & Thornhill, 2016) discuss two general research approaches: quantitative and qualitative research, although some researchers have adopted a combination of both approaches termed mixed research approaches. The best methodology for any study depends on the research problem under consideration and the stated objectives for the study. Hence, making writers like Benbasat (1984) and Pervan (1994) state that the best methodology suitable for any study should depend on the research problem under consideration, the richness and complexity of the real world and the stated objective of the researcher. Despite the existence of many research method classifications, the most dominant group of classification are the quantitative and the qualitative (Johnson & Onwuegbuzie, 2004; Myers, 1997). Pole & Lampard (2002) state that methodology refers to how research is conducted and its relation to the knowledge that results from the research. In short, the methodology has to do with what we know and how we come to know it.

The study adopted the quantitative research approach to collect, process, and analyse data quantitatively and objectively. More precisely, the quantitative approach is a research approach in which descriptive and inferential statistical techniques describe issues in a given study (Saunders, Lewis & Thornhill, 2009; Johnson & Onwuegbuzie, 2004). This approach provides more factual and reliable information, which helps in generalising findings across an entire population. The approach also requires many scientific principles, systems, and procedures that could mislead findings when violated (Ghauri, Grønhaug & Strange, 2020). It is also relevant for gathering data from a relatively large target population to test cause and effect relationships between variables of interest.

Research Design

According to Creswell (2016), the research design is used to structure research, showing how all the major sections work together to address the core problem. Research design is an important aspect of research. It must be the most appropriate to approximately measure what has been measured and obtain the data that will validly lead to a conclusion that is also valid (Neuman, 2006). This analysis used a descriptive survey research design. According to Wahyuni (2012), descriptive survey research involves studying and gathering information from a large number of people in order to make better generalisations about the entire population. The descriptive survey design provides opportunities for researchers to gain valuable insight into a phenomenon. Gray (2013) also stresses that this design provides a true picture and specific details of a situation, social setting or relationship as it naturally happens. The design also aims to provide an accurate image of a person's

situations, or group's characteristics, such as actions, opinions, skills, values, and information. Therefore, since the study purposely assessed the effect of training on employee performance, this design was considered appropriate because of the cause and effect relationship the study sort to examine.

Study Unit

The research was conducted at the University of Cape Coast (UCC), located in Cape Coast, Ghana's Central Region. UCC began as a college in October 1962 and is governed by the University of Cape Coast Act, 1971 (Act 390) and the University of Cape Coast Law, 1992 (PNDC Law 278), which allows it to award its degrees, diplomas, and certificates to eligible students. The university's original mission stemmed from a pressing need for highly trained and professional educators. Fast forward to today, and the University has grown tremendously, now offering over 210 programs in fields such as finance, research, and law, among others. The University boasts several colleges, faculties, schools and departments with modern facilities, energetic non-teaching staff and accomplished teaching staff.

The University of Cape Coast is seen as an equal opportunity University that is in existence to provide a unique quality of education by providing professional and comprehensive programmes that induce learners to be innovative, creative and morally responsible citizens. In view of this, the University is continuously restructuring its programmes to meet current local and global trends. The University currently has over 800 administrative staff (i.e., both junior and senior staff) who perform various administrative duties to ensure the smooth running of the university. To help address the challenges associated with their jobs, various training programmes are made available to

these administrative staff. It was, therefore, appropriate to assess the influence of the training on the administrative staff's performance.

Population

According to Ngechu (2004), a population is seen as a set of elements, events, people, or groups of items under a research-based investigation. Leedy and Ormrod (2010) also postulated that the population could be seen as the target group the researcher is interested in acquiring information and concluding. The target population for this study consisted of 610 senior administrative staff members from the University of Cape Coast (Human Resource Department-UCC, 2019). More precisely, the target population consisted of senior administrative staff occupying various positions such as principal, chief and senior administrative assistants.

Sampling Procedure

The number of findings that make up a statistical sample is known as the sample size. Any empirical research in which the aim is to draw inferences about a population from a survey must have a sample size. The researcher used the entire administrative staff population in this analysis. The research used the Krejcie and Morgan (1970) sampling technique to pick participants to represent the target population due to the relatively large sample size of the target population. The study's sample size is 148 members as a result of this method, with the chance sampling technique being used to pick the individual members to represent the population.

Because of the study's quantitative nature, respondents were chosen using the probability sampling technique rather than the simple random sampling technique. By giving each variable an equal chance of being chosen,

this sampling technique ensures a high level of representativeness. It is also easy to use, considered a fair way of selecting members, and it is the most straightforward probability sampling procedure as compared to the other sampling procedures including systematic, stratified and multi-stage sampling (Gravetter & Forzano, 2011). The choice of this sampling technique was also to avoid any bias in the chosen sample population to aid better results for generalisations across the target population.

More specifically, the study adopted the lottery method where numbers were assigned to the staff IDs obtained from the university's Human Resource Department (HRD). These numbers were scribbled on scraps of paper and shake together in a stack. After each shake, a number was picked at random from the box without replacement until the sample size of 148 was achieved. These members represented the study's entire population size and from which primary data was obtained.

Data Collection Instrument

The research tool used for primary data collection is a structured questionnaire. It was adopted for the study because it is easy to use, interpret and also relevant for gathering numerical data for quantitative analysis of this nature. According to Saunder and Lewis (2012), a questionnaire is any data collection method in which each person is asked to answer the same set of questions in a predetermined order. A standardized questionnaire allows each participant to answer the same collection of questions in a particular order. It guarantees greater anonymity, privacy and convenience for respondents during completion. The questionnaire was developed by the researcher based on a detailed analysis of previous research in the area.

Moreover, the survey was divided into five (5) parts (A-E). The demographic characteristics of the respondents were presented in Section A. Section B contained question items aimed at assessing the types of training for administrative staff at the university; Section C had question items to assess the factors influencing the administrative staff's performance at UCC; Section D had question items to measure the training activities (i.e. on-the-job and off-the-job training) and finally, Section E contained question items aimed at measuring employee performance at the University. It is worth noting that the question items were rated on a 5-point Likert-like scale, with 1 indicating the least agreement and 5 indicating the most agreement. The scale enables researchers to relate qualitative constructs with quantitative metrics analysis (Subedi, 2016; Yates, 2003); thus, relevant for quantitative studies.

Reliability and Validity

It's critical to gather empirical results that illustrate the reality of situations while conducting research. As a result, one must ensure that the data can be easily accessed and relied on to address the research questions or objectives of the report (Saunders & Lewis, 2012). Validity and reliability are two concepts that can be used to test a primary source. The degree of reliability assesses how trustable and dependable a data collection instrument is when used repeatedly with respondents who have the same or similar characteristics (Rönkkö & Evermann, 2013). It is to note that the instrument's reliability is tested using Cronbach alpha, of which an alpha value of 0.70 or more is regarded as appropriate and acceptable.

The validity, on the other hand, is primarily concerned with trustworthiness, or how closely the study's findings correspond to fact. Internal

validity is concerned with the degree of generalisability, while external validity is concerned with the degree of generalisability (Rönkkö & Evermann, 2013). The extent of validity explains how effectively data methods calculate what they are meant to measure. One problem with research validity is that it operates with a limited sample size, which restricts the study's performance. The validity of the research was assured by promoting peer and expert feedback. More specifically, the drafted questionnaire was subjected to immense scrutiny from peers with adequate research knowledge and research experts, notably the researcher's supervisor. Careful attention was given to the research objectives, potential respondents, layout structure (i.e., wording, ambiguities, structure, etc.).

More precisely, a reliability test was conducted to ensure that the metrics used to assess the different variables under investigation were internally consistent. Twenty-five questionnaires were administered to the administrative staff of Cape Coast Technical University (CCTU), and the data obtained were analysed using a reliability test in the IBM SPSS Statistics software. Cronbach's Alpha (0.70) was used to determine the measurement's efficiency on a scale of 0 to 1. The rule of thumb is that the number of query items in any variable should be 0.6. (Cohen, 1988). According to Creswell (2014), the closer the value is to 1, the more reliable it is. Table 1 displays the final score, and A score of 0.911 was received, indicating that the query items were reliable (i.e., 10 items). In addition, a score of 0.892 was obtained in terms of factors influencing employee performance.

Table 1: Reliability Results

Cronbach Alpha	Variable
.911	Perceived purpose of training
.892	Factors influencing employee performance
.821	On-the-job training
.841	Off-the-job training
.883	Employee performance

Source: Field survey (2020)

In addition, a score of 0.821 was obtained for on-the-job training, while a score of 0.841 was achieved for off-the-job training. A reliability score of 0.883 was obtained when it came to assessing employee efficiency. It's worth mentioning that all of the metrics for each of the targets surpassed Cohen's prescribed threshold of 0.7. (1988). This indicates that the elements used in the standardized questionnaire to assess all of the study's objectives were reliable.

Data Collection Procedure

Permissions were officially sought from relevant UCC authorities prior to the data collection exercise through an introductory letter obtained from the University's Head of Department of Human Resource Management. After obtaining authorization, the data collection exercise was out under strict measures due to the current global pandemic (i.e., Covid-19). Research assistant assisted the researcher in the distribution and collection of the standardised questionnaires. Both the researcher and the research assistant ensured that all necessary directives, including hand sanitizers, wearing of nose masks, and keeping one-metre distance, were adhered to protect both the researcher and respondents.

The drop-and-pick survey approach was adopted. The questionnaire was self-administered to the respondents. The survey was administered from

25th September 2020 to 16th October 2020. All, 148 questionnaires were issued to the respondents. Unfortunately, eighteen (18) questionnaires were set aside due to incomplete responses. Implying that only one hundred and (130) respondents fully provided the information needed accurately, returned the questionnaires, which thereby led to the attainment of an 88% response rate. However, the data gathering exercise was rather time-consuming, as claimed by (Ben-Shlomo, Brookes & Hickman, 2013; Mutepfa & Tapera, 2019).

Ethical Considerations

Informed consent, voluntary participation, right to privacy, plagiarism, anonymity, and confidentiality problems, according to Neuman (2014), are some of the most relevant principles of ethics during data collection. The study adhered to all ethical considerations to obtain relevant and reliable data for better generalisation of findings. For instance, before administering the instrument, the consent of the respondents would be sought. This will present the research objectives to the respondents to seek their consent (indicating that withdrawal at any time is possible). Thus, no pressure, intimidation or fear would be put on any respondent just to elicit compliance.

Also welcomed was voluntary participation, in which respondents were free to participate in the study at their discretion. Also, the protection of the respondents would be highly considered. This will be aimed at protecting (confidentiality) the physical, mental and social well-being of each respondent, thereby minimising physical and social risks. Also, all safety measures laid by the Health Ministry in the wake of the coronavirus would be strictly adhered to. Furthermore, the anonymity of the respondents would be highly considered

where the respondents' names, contacts and other personal details would not be documented.

Data Processing and Analysis

The data collected from the respondents were filtered to exclude any incomplete responses to answer the research questions. The fully answered questionnaires were then coded for accuracy and completeness before processing with IBM Statistical package for Social Science Version 26 software. The data was then analysed using descriptive (mean and standard deviation) and inferential statistical methods (multiple linear regression). The mean and standard deviation scores were used to analyse research objectives one and two, while multiple linear regression was used to analyse research objectives three and four. This is because the study's objectives, which involve evaluating how on-the-job and off-the-job training affect employee outcome, necessitate multiple regression, which is acceptable for assessing the cause and effect of two or more independent variables on a single dependent variable. In Chapter 4, the results were grouped into tables and discussed.

Chapter Summary

The research methods used to achieve the study's goal were discussed in this chapter. It focused on the main elements of research methods, such as the research approach, population, sampling technique, and data collection instrument. Because of the study's quantitative aspect, a descriptive survey design was chosen. Also, to address the study's research questions, descriptive and inferential statistical methods such as percentages, frequencies, means, standard deviations, and multiple regressions were used to interpret the data (obtained from a formal questionnaire).

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The focus of this chapter was to present the study's results and discussion based on the research objectives. It specifically consisted of issues related to socio-demographic features of respondents, the perceived purpose of training, factors influencing employee performance and the effects of on-the-job and off-the-job training on performance of senior administrative staff at the University of Cape Coast (UCC).

Socio-Demographic Features of Respondents

The focus of this section was to describe the respondents' socio-demographic features in terms of sex, age, level of education, number of working years at the University and current job positions. Table 2 presented the result of the socio-demographic features of the respondents.

Concerning the respondents' sex, Table 2 revealed that the majority (87, 66.9%) of the respondents were females, while 43(33.1%) of them were males. This means that more female senior administrative staff are more than males at the University of Cape Coast (UCC). In terms of the respondents' age, the majority (66, 50.8%) of them were between the ages of 31 and 40 years; (32, 24.6%) are between the ages of 41 and 50 years; (26, 20.0%) of them are between the ages of 18 and 30 years, and finally, 6(4.6%) of them are within the ages of 51 and 60 years respectively. Thus, the result shows that majority of the senior administrative staff were within their active working periods.

Table 2: Socio-demographic Features of Respondents

Category	Frequency	Percent (%)
Sex		
Male	43	33.1
Female	87	66.9
Total	130	100
Age		
18-30	26	20.6
31-40	66	50.8
41-50	32	24.6
Over 50 years	6	4.6
Total	130	100
Level of Education		
Diploma/HND	21	16.2
First degree	77	59.2
Postgraduate	32	24.6
Total	130	100
Job Positions		
Principal Administrative Staff	52	32.3
Senior Administrative Staff	78	67.7
Total	130	100
Number of Years Worked		
< 5 years	33	25.4
6-10 years	44	33.8
11 - 15 years	35	26.9
16 - 20 years	12	9.2
> 20 years	6	4.6
Total	130	100.0

Source: Field data (2020)

From Table 2, the majority (77, 59.2%) of the respondents hold first degrees, whereas 32(24.6%) of them hold postgraduate or masters' degrees and

finally, 21(16.2%) of them hold diplomas/higher national diploma (HND) certificates. The result means that all the respondents have undergone formal education and, can respond appropriately to issues raised in the questionnaire. More precisely, the majority of the respondents hold graduate degree certificates from various institutions as it serves as the basis for becoming an administrator in the university. In terms of the respondents' current position, the majority (88, 67.7%) of the respondents occupy senior administrative staff positions, whereas 42(32.3%) of them hold principal administrative staff positions at the university.

Table 2 finally revealed the number of years the respondents have worked with the University in senior administrative staff positions. It was revealed that 44(33.8%), of the respondents have worked for between 5 and 10 years. This result was followed by 35(26.9%) of the respondents who have worked for between 11 - 15 years, while 33(25.4%) of them have worked for less than 5 years, 12(9.2%) of them have worked for between 16 and 20 years, and finally, 6(4.6%) of them have worked for over 20 years at the university. Therefore, it could be deduced that majority of the senior administrative staff have averagely worked for 10 years; thus, they have adequate and valuable knowledge concerning training packages available to them.

Types of Staff Training

This section assessed the types of training of administrative staff at UCC as required in research objective one. The study reported the mean and standard deviation scores, where the higher the mean score, the higher that training type is used at the university. The result of this analysis was presented in Table 3. More precisely, from Table 3, the majority of the administrative

staff agreed that career or development training is the most used. This type of training had the highest mean score of 3.54 with an S.D. of 1.013. This result means that the most used type of employee training is career or development training, which prepares the administrative staff for future job opportunities. With this type of training, the staff develop their knowledge, skills, and capabilities to grab future job opportunities in the university. For instance, these administrative staff are provided with the needed training to prepare them for job promotions and vacant positions at higher levels, among others. This finding is supported by Shahmohammadi (2017), who concluded that career development gives employees the chance to promote knowledge, abilities and skills required to perform high-level jobs. Schutt Jr. (2018) also added that this training type saves costs and time, preventing managers from recruiting externally.

Table 3: Types of Job Training for Senior Administrative Staff

	Mean	Std. Deviation
Career or development training	3.54	1.013
Job rotation	3.45	1.043
Orientation training	3.37	.989
Lectures and Seminars	3.32	1.042
Coaching Method	3.22	1.058
Refresher Training	3.21	1.280
Special Assignment	3.05	1.018
Case Study	3.01	1.045
Vestibule Training	2.78	1.021
Distance and Internet-Based Training	2.66	1.097

Source: Field data (2020)

This result was followed by job rotation with a mean score of 3.45 and an S.D. of 1.043. This result means that job rotation is another key type of job

training available to the senior administrative staff of the university. This result implies that the senior administrative staff are mostly rotated on their jobs within planned intervals. This practice occurs when these staffs occupy other similar job positions in other departments within reasonable periods. More instance, senior administrative staff in the Department of Management is transferred to occupy the same or similar position at another department (i.e., Department of Human Resource Management). Kampkötter et al. (2018) and Akbari and Maniei (2017) asserted that job rotation improves teamwork and helps organisations easily replace sick or absent employees since they would have other employees available to occupy such positions.

Another key type of training adopted by UCC was orientation training with a higher mean score of 3.37 with an S.D. of 0.989. This result means that the University organises training for new employees to provide them with vital information about their new work roles. Furthermore, the result implies that the University organises orientation training by providing training programmes that help their recruits to familiarise themselves with the vision, mission, goals, objectives and cultural setting of the university. The result is supported by DeCenzo et al. (2016), who argued that orientation training is among the vital training practices focused on exposing new employees to the organisation's demands. Hameed et al. (2014) similarly asserted that orienting newcomers help them to understand the cultural settings of their organisation, job targets, demands and the job's working conditions.

Table 3 also revealed other types of training given to the senior staff at the University to include lectures and seminars (M=3.32; S.D= 1.042); coaching method (M=3.22; S.D.= 1.058); refresher training (M=3.21; S.D.=

1.280) and special assignment (M=3.05; S.D.= 1.018). These results mean that the university provides training programmes such as lectures and seminars, coaching, refresher training, and special assignment among the various types of training. Lectures and seminars, for instance, is associated with verbally presenting information by a lecturer or instructor about a given subject matter. This type of training is off-the-job in nature which is effective for training a large group of employees. Thus, the University uses this type of training to transfer knowledge to a large senior administrative staff.

The result also revealed that the University provides refresher training which aims at helping the senior administrative staff adjust to changing situations. The respondents agreed that the University uses this type of training as a unique way of updating the current knowledge and skills of the staff in line with changing job environments and situations. Practically, the University uses the refresher training to equip the staff with the needed skills to meet the changes in job requirements and deliveries arising from the current Covid-19 pandemic. The study's findings are in line with previous findings by Utleby (2020), Hanaysha and Tahir, (2016), and Onyango and Wanyoike (2014).

Hanaysha and Tahir (2016), for instance, concluded that refresher training is a retraining exercise conducted by employers to update or improve upon the current competencies of an employee. It is effective for equipping employees to meet changing job situations. Onyango and Wanyoike (2014) also believed that lectures and seminars are important training methods that are used to reach a large number of employees with relative ease and at lower cost. Utleby (2020) believed that special training is organised to give employees the

needed first-hand experience to identify and solve real problems with minimal employer involvement.

Table 3 finally revealed the types of training minimally used for training the senior administrative staff at the University to include case study (M=3.01; S.D.=1.045), vestibule training (M=2.78; S.D.=1.021) and distance and internet-based training (M=2.66; S.D.=1.097). This result means that among the different types of training methods adopted by the University for its Administrative Staff, the vestibule training, case studies and distance and internet-based training are less used. The internet-based training method, for instance, uses the internet to provide training to employees, and it includes videoconferencing, online classes and tele training. However, this method of training is generally expensive and requires strong internet connectivity to achieve its purpose. Arguably, the university and Ghana's internet connectivity is below standard and thus makes this training method difficult to adopt.

Based on the result in Table 3, the senior administrative staff also agreed that they are given fewer case studies to solve as a way of training them. This method is used by giving cases to employees to analyse by identifying problems and providing relevant solutions. Whereas vestibule training is associated with providing duplicated on-the-job situations to employees to prepare them for similar real occurrences. This type of training requires the use of machines and equipment and mostly used by well-equipped organisations. This could arguably explain why it is less adopted at the University since the facilities needed to carry out this training method are unavailable or inadequate. According to Olabiya (2020), vestibule training is less used in most organisations in developing economies as it is quite

expensive and provides similar impacts to less expensive training programmes such as conferences, lectures, seminars and role-plays.

It could be deduced that there are several training packages available to the senior administrative staff of the university. Among these, the most-used training types included career or development training, job rotation and orientation training. On the other hand, the respondents revealed the least used training methods to include vestibule training, case studies and internet-based training programmes. Furthermore, these training methods, especially the vestibule and internet-based training, were found to require high-speed internet, machines and other equipment; thus, arguably discouraging the University from their massive usage.

Other Factors Influencing Employee Performance

This section assessed the perceived factors that could influence or affect performance outcomes of the senior administrative staff in the university. This result focused on the second research objective of the study, of which the mean and standard deviation technique was employed. The result of this analysis was presented in Table 4.

Table 4: Other Factors Influencing Employee Performance

Factor	Mean (M)	Std. Deviation (SD)
Employee Compensation	4.32	.684
Work Environment	4.26	.831
Employee Participation	3.96	.991
Organisational Culture	3.92	1.004
Recruitment Policies	3.88	1.034
Employee Perception	3.87	1.130
Job Design	3.85	1.057
Leadership Style	3.82	1.055
Affective Attachment	3.75	.890
Work Accomplishment	3.64	.956

Source: Field data (2020)

Table 4 revealed various factors influencing employee performance to include compensation packages, work environment, employee participation, and leadership style, among others. These factors have predominantly been found to affect employee performance levels in various organisational settings. However, concerning the study, the highest factor influencing the performance of the senior administrative staff was compensation packages. This is because this factor had the highest mean score of 4.32 with a standard deviation of 0.684. This means that the senior administrative staff's compensation packages constitute the important factor influencing their performance levels.

Employee compensation mostly comes in the form of financial rewards designed to motivate and recognise the efforts of employees, and it forms the core of any employment. Thus, the performance of the senior administrative staff would be most affected if poor compensation packages exist at the university. Njoroge and Kwasira (2015) support this result, who revealed that compensation is the most vital element of employee performance. Darma and Supriyanto (2017) also revealed that compensation is a key component of employee performance designed for employee success and performance development. They added that the compensation package is monetary and non-monetary and its presence is key to promoting employee performance in any organisational setting.

The nature of work environment followed this result at the University (M=4.26; S.D.=0.831). This result means that the nature of the work environment at UCC is a key factor influencing employee performance. The implication is that the presence of a conducive and efficient work environment primarily stimulates the senior administrative staff to bring out their natural

drive to accomplish assigned tasks. According to Awan and Tahir (2015), a work environment is determined by an employee's feelings towards his or her job, colleagues, and employers. As such, employees with positive feelings about their work environment feel a part of the team and, as such, contribute largely to improving their performance levels. Kurniawan and Heryanto (2019) similarly concluded that the nature of the work environment is a key determinant of employee performance in any organisation.

The next major factor influencing employee performance was employee participation in various activities at the university. This result had a higher mean score of 3.96 with a standard deviation of 0.991. This means that the performance of the senior administrative staff at the University is primarily affected by their levels of participation in organisational activities. Thus, these staff could exhibit poor performance if their level of participation and involvement in decision-making processes and other vital activities are poor or unclear and vice versa. These are clear indications that employee participation in various activities at UCC is a major factor predicting the performance of senior administrative staff.

This result is supported by Sageel et al. (2012) and Biron and Boon (2013), who found employee participation to be highly associated with improving employee performance. Biron and Boon (2013) further concluded that employee participation involves employee input in work processes, job control, commitment, communication, and self-determination. Through these, employees can exhibit high performance levels to achieve set targets. Boxall and Purcell buttressed this finding (2011) similarly found employee's level of participation

Other major factors affecting the performance of the senior administrative staff were found to include: organisational culture (M=3.92; S.D.=1.004), recruitment policies (M=3.88; S.D.=1.034), employee perception (M=3.87; S.D.=1.130) and job design (M=3.85; S.D.=1.057). The result means that organisational culture, recruitment policies, employee perception coupled with job design are among the major factors that influence performance levels of the senior administrative staff at the University. The organisational culture, for instance, helps the employee form opinions in line with the thoughts and emotions of the other employees. The poor cultural setting within an organisation affects employees' performance. It could affect person-organisation fit. This result is supported by Sunil (2020) and Mukhtaruddin et al. (2020), who concluded that a sound organisational culture leads to high employee performance.

Also, concerning recruitment policies, the table revealed that it serves as a major factor influencing the performance of the senior administrative staff. Recruitment policies focus on selecting the right person for the right job coupled with developing the needed skills and knowledge for that job. As such, poor recruitment policies could lead to the selection of wrong people to fill wrong job positions, and this could eventually affect individual and team performance levels. The finding is supported by Kum et al. (2014), who concluded that poor utilisation of internal and external recruitment could have severe impacts on the overall employee selection process and invariably employee satisfaction and performance levels. On the other hand, Tims and Bakker (2014), Ali et al. (2014) and Al Ahabbi et al. (2019) found job design

and employee perception among the key factors affecting employee performance in various organisations.

Table 4 finally revealed other minor factors affecting the performance of the senior administrative staff of UCC to include leadership style (M=3.82; S.D.=1.055), affective attachment (M=3.75; S.D.=0.890) and work accomplishment (M=3.64; S.D.=0.956). The results mean that these factors pose minor threats to employee performance, although their mean scores were high. Previous studies have also supported these findings (Riaz et al., 2017; Knoll & Redman, 2016). For instance, Knoll and Redman (2016) revealed that affective attachment is associated with an employee's negative and positive emotions with his or her co-workers and the organisation as a whole. Thus, one's level of attachment could affect his or her commitment, satisfaction and invariably performance levels. Inuwa (2016) also concluded that accomplishing tasks evoke great pleasure leading to high-performance levels.

Therefore, it could be deduced that among the various factors affecting the performance of senior administrative staff of UCC, this study found the major and highest factors to include employee compensation, work environment, and employee participation. On the other hand, minor and low factors included leadership style, affective attachment and work accomplishment. Thus, the presence of these minor factors poses minor threats to the performance outcomes of the staff. Therefore, the next chapter focused on reporting the summary of major findings, conclusions drawn and recommendations made to improve existing policies and practices.

The findings corroborate that of Hanaysha and Tahir (2016), for instance, concluded that employee compensation, workplace design, job

design, etc. are the key determinants of employee performance aside from training. It is effective for equipping employees to meet changing job situations. Onyango and Wanyoike (2014) were also of the view that employee participation, employee compensation, workplace environment are key employee performance indicators. Utley (2020) believed that special training is organised to give employees the needed first-hand experience to identify and solve real problems with minimal employer involvement. For instance, Knoll and Redman (2016) revealed that affective attachment is associated with an employee's negative and positive emotions with his or her co-workers, and the organisation as a whole is a key determinant for employee performance aside from training.

Effect of On-the-Job Training on Employee Performance

This section presented the results of the study's third research objective about analysing the effect of on-the-job training on the performance of senior administrative staff at UCC. Using the linear regression statistical tool, the independent variable was presented by on-the-job, whereas employee performance represented the dependent variable. The study presented the regression result under three sections: model summary, ANOVA result and coefficients. The results were presented in Tables 5, 6 and 7, respectively.

The model summary represents the coefficient of determination (R^2) which explains the percentage of change in a dependent variable that is linearly accounted for by an independent variable (Cohen, 1992). Simply put, the model summary in this section explains the proportion of change in employee performance which is accounted for by on-the-job training. The result of the model summary was presented in Table 5 and discussed thereof.

Table 5: Model Summary of the Regression Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.413 ^a	.170	.164	6.87851

a. Predictors: (Constant), On-the-Job training

Source: Field data (2020)

Table 5 presented the coefficient of determination of the regression model in relation to R, R², Adjusted R² and associated standard error. The study reported the Adjusted R² value as it presents a better model summary due to its ability to cater for biasness or adjustments made in the model. This result was 0.164, implying that the independent variable (i.e., on-the-job training) accounts for about 16.4% of the change in the dependent variable (i.e., employee performance). This result means that on-the-job training contributes about 16.4% of the change in the performance of senior administrative staff at the University. Thus, on-the-job training accounts for about 16.4% of it, whereas 83.6% could be caused by other independent variables.

The test of significance result for R and R² using the F-statistics was presented in Table 6 captioned ANOVA. The result of the ANOVA statistic shows whether a linear correlation exists between on-the-job training and employee performance at the university. The study, therefore, reported two results in this section: The F stats and the significance of value. The result of the ANOVA analysis was presented in Table 6.

Table 6: ANOVA Statistic

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1242.606	1	1242.606	26.263	.000 ^b
	Residual	6056.171	128	47.314		
	Total	7298.777	129			

a. Dependent Variable: Employee performance

b. Predictors: (Constant), On-the-job training

Source: Field data (2020)

From Table 6, the F-stat value of 26.263 explains the ratio of the mean square for regression to the residual mean square and the differences between the model and its data. The result means that the F-stats provides a good measure of the degree to which the model has enhanced the predictions of the outcomes against the degree of accuracy of the model. In terms of the significance value, the rule of thumb is that if the significant outcome of the F-stats is < 0.05 , then the independent variable does a better job describing the change in the dependent variable. Thus, from the table, it could be seen that the sig. Value of the F-stats is $(0.000) < 0.05$, implying that on-the-job training does a better job in explaining the performance of administrative staff at the university. Simply put, on-the-job training has a significant positive association with employee performance; thus, a change in this training package would lead to a significant positive change in the senior administrative staff's performance levels.

Table 7 finally presented the result of the regression model's coefficient to explain the degree to which on-the-job training predicts (i.e., based on standardized coefficient) employee performance.

Table 7: Coefficients^a

Model		Unstandardized		Standardized		
		Coefficients		Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	11.213	5.287		2.121	.036
	On-the-job	1.521	.297	.413	5.125	.000

a. Dependent Variable: Employee performance

Source: Field data (2020)

From Table 7, the constant term was significant at $.036 < 0.05$ and had a p-value of 11.213 with a standard error of 5.287. Using the standardized beta coefficients due to their ability to forecast and predict how the independent variable affects the dependent variable, the study's result revealed that on-the-job training significantly predicts changes in employee performance. This is because the result revealed a sig. Value of $0.000 < 0.050$ with a positive and moderate beta coefficient of 0.413. This implies that on-the-job training has a significant positive and moderate effect on employee performance; thus, on-the-job training does a good job of predicting employee performance. Simply put, for every increase in on-the-job training, performance levels of the senior administrative staff at the University increase moderately by 43.1%. Therefore, on-the-job training plays a moderate role in promoting the performance of the administrative staff at UCC.

The result also means that continuous implementation of various on-the-job training packages, including career development training, job rotation, coaching, mentoring, orientation training, and provision of special assignments, would positively predict the senior administrative staff of UCC. This finding has largely been supported by Ndunguru (2015), who found on-

the-job training as a major contributor to improving staff performance in secondary schools in the Songea municipality. Also, Andoh et al. (2016) found the composite of training packages to significantly predict the performance of senior staff at the University of Cape Coast. Other recent related studies all revealed a significant positive effects of on-the-job training on employee performance. The findings echo the claims made by Aboyasín & Sultan (2017) on-the-job training affects employee performance among secondary schools teachers. This study found on-the-job training to be highly correlated with employee performance. Again the same revelation was researched by Ankrah (2017), whose study found a statistically significant effect of on-the-job training on the performance of the University of Energy and Natural resources. Bafaneli & Setibi (2015) also discovered a positive and statistically significant effect of on-the-job training on the performance of employees. The aforementioned empirical studies clearly show that on-the-job training is a key predictor of employee performance.

Effect of Off-the-Job Training on Employee Performance

Research objective four of the study examined the influence of off-the-job training on the performance of senior administrative staff at the University of Cape Coast (UCC). With this objective, off-the-job training represented the independent variable, whereas the dependent variable was represented by employee performance. This analysis was achieved using linear regression, of which three issues were presented and discussed. More precisely, the following issues were presented: model summary, ANOVA result and coefficients.

Table 8 presented the model summary result of the linear regression analysis. The model summary explains the proportion of change in a given

dependent variable that is linearly contributed by an independent variable. For example, in relation to the study, the model summary result talks about the percentage of change in employee performance that is caused by off-the-job training.

Table 8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.421 ^a	.177	.171	6.84962

a. Predictors: (Constant), Off-the-Job training

Source: Field data (2020)

From Table 8, the value of the R^2 was explained as it provides a more accurate measure of the model summary than R. The study produced an R^2 value of .177, indicating that off-the-job training accounts for about 17.7% of the change in performance of the senior administrative staff at the university. This means that off-the-job training plays a role in any change in employee performance at the university. Thus, the performance of the senior administrative staff of UCC would fall by 17.7% in the absence of off-the-job training packages such as lectures, seminars and workshops. The result also means that about 83.3% of the change in employee performance could be accounted for by other variables, including job stress, employee commitment, and motivation packages, among others.

Table 9 further presents the Analysis of Variance (ANOVA) result of the regression model. The sig. value in the regression model reveals whether a significant relationship exists between off-the-job training and employee performance. Thus, this section indicates whether a statistically significant relationship exists between off-the-job training and the performance of senior

administrative staff at UCC. It also indicates the direction of the relationship (i.e. positive, negative) or no relationship at all.

Table 9: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1293.360	1	1293.360	27.567	.000 ^b
	Residual	6005.417	128	46.917		
	Total	7298.777	129			

a. Dependent Variable: employee performance

b. Predictors: (Constant), Off-the-Job training

Source: Field data (2020)

It could be deduced from Table 9 that a statistically significant and positive relationship exists between off-the-job training and employee performance. This is because the study produced a sig. value of $0.000 < 0.05$; indicating a statistically significant relationship between the variables under study. This means that any change in off-the-job training will lead to statistically significant and positive changes in employee performance. Thus, off-the-job training could statistically contribute any possible variation in performance of the senior administrative staff.

Table 10 also presented the study's coefficients output to explain the actual contribution of the predictor variable (i.e., off-the-job training) to the overall model. More precisely, the coefficients output, notably the standardized beta coefficient, is statistically significant for predicting employee performance concerning off-the-job training.

Table 10: Coefficients^a

Model		Unstandardized		Standardized		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	23.654	2.822		8.382	.000
	Off-the-job	.865	.165	.421	5.250	.000

a. Dependent Variable: employee performance

Source: Field data (2020)

Reporting the result of the standardized coefficients in Table 10, the study first revealed a constant term of 23.654. This result implies that in the absence of off-the-job training, performance remains constant at about 24%. With respect to the beta coefficient, the table revealed a value of .421 with sig. value of $0.00 < 0.050$. This result means that off-the-job training predicts about 42.1% of performance levels of the senior administrative staff at UCC. Thus, off-the-job training has a significant positive and moderate effect on employee performance at UCC. The result, therefore, suggests that off-the-job training makes a moderate contribution to improving performance of the administrative staff at UCC. As such, off-the-job training can be considered among the key predictors of employee performance among academic settings in developing economies notably Ghana.

This finding is supported by Ampomah (2016) who focused on employees at the Pentecost University College in Ghana and found training as a major source of motivation that leads to improved performance levels. Similarly, Ankrah (2017) focused on University of Energy and Natural Resources, Ghana and also found training to be significantly related with employee performance. Gadi and Kee (2018) made the conclusions from their study that employee training is positively associated with enhanced

performance outcomes. To buttress this, Segbenya and Berisie (2019), found training to significantly and positively affect performance of senior administrative staff at the University of Education, Winneba in Ghana. Similarly, Paul and Audu (2019) analysed the effect of training on performance of academic staff at the Federal Polytechnics in Nigeria. And found that a significant positive effect of training on academic staff productivity at the Polytechnics. Also, Innocent (2018), found off-the-job training to significantly affect employee performance. This finding was in line with previous studies (Gamage & Imbulana, 2013; Jehanzeb & Bashir, 2017) who both found off- the-job training to improve employee's skills, motivation, and morale and performance levels of employees.

Chapter Summary

This chapter presented the results and discussion of the study's research objectives. All the research objectives were met and supported with previous related literature. The chapter specifically revealed that among the various purposes of training, the senior administrative staff of UCC highly perceive that training is provided to help them meet current and future needs. The study also found employee compensation as the major and highest factor influencing employee performance. Also, both on-the-job and off-the-job training were found to significantly improve employee performance. The next chapter presents the summary of major findings, conclusions and recommendations made to improve training policies and practices at the university.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the study's summary of key findings, conclusions drawn and relevant recommendations for policy considerations in addition to suggestions for further research.

Summary

The study purposely examined the effect of training on performance of administrative staff at the University of Cape Coast, Ghana. To achieve this, the study developed the following specific objectives.

1. Assess the types of training for administrative staff at the university;
2. Assess the factors influencing performance of administrative staff at the university;
3. Examine the effect of on-the-job training on performance of administrative staff at the university;
4. Examine the effect of off-the-job training on performance of administrative staff at the university.

The study employed the quantitative research approach and the descriptive research design due to its purpose. The structured questionnaire was used to gather primary data from 148 respondents, of which 130 of them with a response rate of 87.84% was deemed valid and accurate for further analysis. The data obtained were processed using IBM SPSS Statistics version 26 and then analysed using both descriptive tools (i.e., mean and standard deviation) and an inferential tool (i.e., linear regression). More precisely, research objectives one and two adopted the descriptive analysis, whereas objectives three and four relied on the linear regression analysis.

Summary Findings

This section of the study provided an overview of the major findings with respect to the stipulated objective of the study.

With respect to the first research objective, the study revealed several types of job training available to the senior administrative staff of the university. The study found career or development training as the most used training method for the senior administrative staff. This implies that the University is majorly concerned with the careers of its senior administrative staff and provides this type of training in a bid to prepare them for the future. Given this, the senior administrative staff of UCC views career or development training as the most important and largely adopted. On this note, the study found career or development training as the major or key type of training method implemented at the University of Cape Coast for its senior administrative staff.

For objective two, the study revealed several factors that influence the performance of the senior administrative staff at the University. Among these factors, employee compensation, nature of work environment and employee participation were the key factors influencing staff performance. The implication is that the presence of these factors could have severe rippling effects on employee performance. Poor compensation or remuneration for completing tedious tasks, for instance, is largely associated with job dissatisfaction, demotivation, poor commitment and invariably poor performance outcomes.

Regarding the third objective, the study found on-the-job training to have a statistically significant positive and moderate effects on the

performance of senior administrative staff at UCC. This result implies that on-the-job training plays a vital role in promoting employee performance; thus, a unit increase in the former would lead to a significant and moderate increase in employee performance. This means that providing on-the-job training packages including coaching, mentoring, and special assignments to the senior administrative staff directly affect their performance outcomes at the university.

They are pertaining the finally which sought to examine the effect of off-the-training on employee performance. The findings revealed that off-the-job training significantly and positively affect the performance of the administrative staff in the university. This result implies that off-the-job training is a vital component of employee performance; thus, a unit change in the former would lead to a positive and moderate unit change in the latter. Thus, the availability of off-the-job training packages, notably conferences, seminars, and workshops, directly influence staff performance.

Conclusions

The study investigated the effect of training on employee performance. It specifically examined the effects of on-the-job and off-the-job training packages on the performance of the senior administrative staff of UCC. Based on the key findings and implications drawn, the study made the following conclusions.

Concerning research objective one, the study found that the key and most used type of job training for the senior administrative staff of the University was career or development training. This finding has largely been supported by empirical studies, which posit that one of the key goals of training is to

develop or prepare employees for the future. In line with this assertion, organisations are pushed to provide career or development training programmes to their employees to achieve one of the goals of job training. Therefore, it was concluded that the major type of training organised by UCC for its senior administrative staff was career or development training to help meet the future needs of the staff. The study, therefore, concluded that career or development training is the most used and important type of training method adopted by the University of Cape Coast in training its senior administrative staff.

Also, the study found employee compensation as the major and highest factor influencing the performance of the administrative staff at UCC. Thus, employee performance is primarily influenced by the compensation or remuneration packages available at the university. This finding has largely been supported by previous studies that argue that people seek a job or execute assigned tasks in expectations of some rewards or compensation (i.e., financial or non-financial). Thus, the nature and presence of those compensation packages would influence their performance outcomes to a large extent. The study, therefore, concluded that employee compensation is the highest and major determinant or factor influencing the performance of senior administrative staff at the University of Cape Coast.

For objective three, the study found on-the-job training to have a significant and positive effect on the senior administrative staff of UCC. This led to the conclusion that a change in on-the-job training could cause any change in employee performance. The provision of special assignments or tasks, for instance, have been found to develop the skills and knowledge levels

of employees quickly and, in turn improving their performance levels. The study's result has largely been buttressed by related empirical studies that argue that on-the-job training is associated with one's work roles and obtain valuable knowledge and skills while doing the work. The study, therefore, concluded that on-the-job training contributes significantly towards improving the performance of senior administrative staff in the university.

The study finally found off-the-job training to have a significant and positive affect on the performance of senior administrative staff at the University. The result implies that any change in staff performance could be caused by off-the-job training. This result has also been buttressed by existing studies which have posited that off-the-job training comprising workshops, seminars and lectures provide employees with more insight into their jobs, and these help them to perform exceptionally. It was, therefore, concluded that off-the-job training plays vital role in improving the performance outcomes of the senior administrative staff at UCC.

Recommendations

Based on the strength of the research findings and conclusions made, the following recommendations are hereby made to promote policy formulation and implementation.

1. The study recommends that the management of UCC should develop a comprehensive training programme that aims to continuously develop the careers of the senior administrative staff. This training method can be carried out through both digital and face-to-face platforms should be continuously expanded to help the employees expand existing capabilities. The training package should also directly focus on

addressing the challenges facing the administrative staff in the performance of their job duties in order to help them meet set current and future job targets.

2. To improve the performance of the university staff, the study recommends that management of UCC improve the performance of senior administrative staff by paying more attention to current compensation packages. This is because the study found compensation as the highest factor that influences employee performance. Management should ensure that adequate compensation packages, both monetary and non-monetary, are made available to the staff on time to overcome possible performance challenges.
3. To improve the employees' effectiveness on the job, the study recommends that management of UCC improve their existing training policies to increase its relevance as far as employee performance is concerned. This can be achieved by establishing and fully equipping a unit in the University to address any challenges associated with these training packages. Also, on-the-job training programmes should be continuously organised for the senior administrative staff, and they should directly focus on the training needs. More precisely, on-the-job training packages including coaching, mentoring and special assignments should be comprehensively developed and regularly implemented to promote better employee performance.
4. Also, the management of UCC should develop a more comprehensive approach towards off-the-job training to ensure that their implementation directly addresses possible performance constraints of

the senior administrative staff. Furthermore, the University's off-the-job training programmes such as lectures, seminars, conferences and workshops and these programmes should be well organised through digital platforms in the face of the recent pandemic. This would also increase its relevance as the staff can attend these training programmes even from the comfort of their homes while minimising the risks of exposure to the virus. The University should, therefore, invest massively in technologies that promote off-the-job training in order to enhance the effectiveness and acceptance of these programmes, thereby improving performance.

Suggestions for Further Research

The study focused on examining the effect of training on the performance of the senior administrative staff of the University of Cape Coast (UCC). As such, the study's finding was limited to only senior administrative staff in the university. Further studies can overcome this limitation by including other staff in the university. More precisely, further research can expand this research by focusing on either senior staff or junior staff or both in a bid to ensure better generalisation. Also, further research can include other tertiary institutions in Ghana or other developing economies to expand existing knowledge. Potential researchers can also investigate the effect of the different training packages on performance in order to promote policy decisions and practices.

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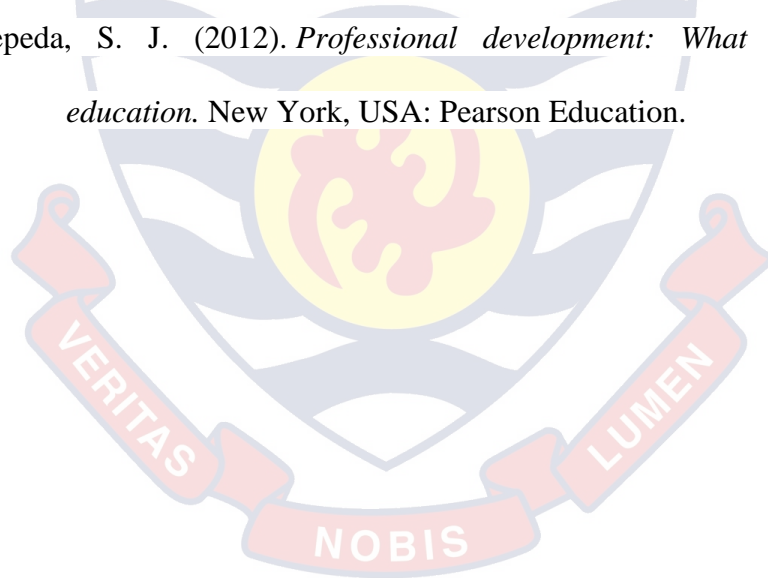
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SECTION B: PURPOSES OF EMPLOYEE TRAINING

On a scale of 1 – 5, please rate your level of agreement with respect to the type of training available at the university. **With 1 – Least agreement and 5 –**

Highest Agreement

No.	Factors	1	2	3	4	5
1	The University organises career or development training to us					
2	The University provides refresher Training to us					
3	We use the case study type of training to improve upon our skills					
4	The University provides distance and internet-based training					
5	Vestibule Training is also used by the University to train us					
6	The University organises orientation training					
7	The University provides special assignments to us					
8	The exists job rotation as a form of training at the university					
9	The University uses the coaching method to train its staff					
10	The University regularly organises lectures and seminars for its staff					

SECTION C: FACTORS AFFECTING EMPLOYEE PERFORMANCE

For each of the following statements, please indicate your level of agreement with the following factors affecting employee performance at the university.

The ratings range from 1 to 5; where 1= least agreement and 5= highest agreement.

Statement	1	2	3	4	5
I am actively involved in the university's decision-making processes (employee participation)					
The perception I have towards the University affects my performance levels (employee perception)					
My performance is affected by the nature of the work environment at the University					
The university's cultural setting affects my performance levels					
The way tasks and responsibilities are organised or designed at the University affects my performance (job design)					
My performance is affected by the physical settings and surroundings at the University (workplace design)					
The compensation packages at the University affects my work outputs					
The recruitment policies at the University and the way they are implemented affect my performance levels					
My affective (emotional) attachment towards the University affect my performance levels					
My job performance is affected by the rate at which I accomplish work roles					

SECTION D: MEASUREMENTS OF EMPLOYEE TRAINING

For each of the following statements, please indicate your level of agreement with the following statements. **The ratings range from 1 to 5; where 1= least agreement and 5= highest agreement.**

Statement	1	2	3	4	5
ON-THE-JOB TRAINING					
I participate actively in career or development training to help me prepare for the future					
The University trains its employees through regular job rotation					
The University has more experienced staff members who help and support the less experienced ones					
I am given special assignment which gives me first-hand experience and opportunity to work on actual problem and finding solutions to those problems					
The University provides orientation training as a means of providing new employees with basic information required to perform the job satisfactorily					
OFF-THE-JOB TRAINING					
The University organises refresher training at specific training institutions for us					
The University regularly organises lectures for us					
We are given challenging cases to analyse, identify relevant problems and recommend tentative solutions					
The University regularly organises seminars for us					
The University regularly organises workshops and group discussion for its staff					

SECTION E: MEASUREMENT OF EMPLOYEE PERFORMANCE

For each of the following statements, please indicate your level of agreement with the following statements. **The ratings range from 1 to 5; where 1= least agreement and 5= highest agreement.**

Statement	1	2	3	4	5
I have the technical proficiency to achieve my work					
I have adequate knowledge about my work					
I am able to perform my work well with minimal time and efforts					
I know how to set my priorities right					
I usually take on extra job responsibilities					
I keep looking for new challenges in my job					
I know how to quickly solve and overcome difficult and changing situations at my workplace					
I actively look for ways to improve my performance at work					
I am always punctual and attentive at my workplace					
I am creative and innovative to do what is expected of me					

THANK YOU