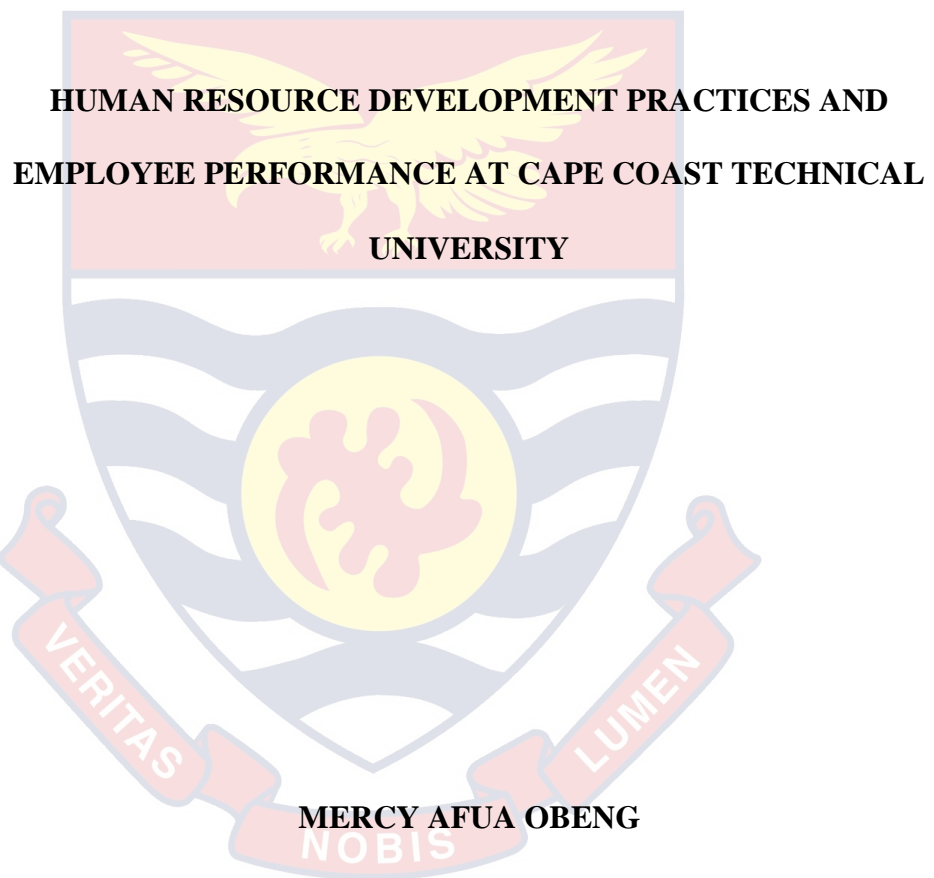


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HUMAN RESOURCE DEVELOPMENT PRACTICES AND EMPLOYEE
PERFORMANCE AT CAPE COAST TECHNICAL UNIVERSITY

BY

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Dissertation submitted to the Department of 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 General Management.

OCTOBER 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: Mercy Afua Obeng

Supervisor's Declaration

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

Supervisor's Signature Date

Name: Dr. Nick Fobih



ABSTRACT

The study analysed the effect of human resource development practices on employee performance at the Cape Coast Technical University. Other issues including assessment of the various human resource development practices and the challenges associated with employee performance were also addressed. To achieve the research's goal, this study adopted the quantitative approach, descriptive design and structured questionnaire. A valid data of 113 were retrieved from 121 administrative and teaching staff of the university. The IBM SPSS Statistics software version 26 was employed to process the data and subsequently analysed with descriptive (i.e., mean and standard deviation) and inferential (i.e., linear regression) tools. The study found work family balance as the most important human resource development practice adopted at CCTU. Also, human resource development practices were found to significantly, positively and moderately affect employee performance at the university. It was recommended that management of CCTU should pay immense attention to human resource development practices in order to ensure constant improvement in workers' performance at CCTU.

KEYWORDS

Human resource development

Human resource development practices

Employee performance

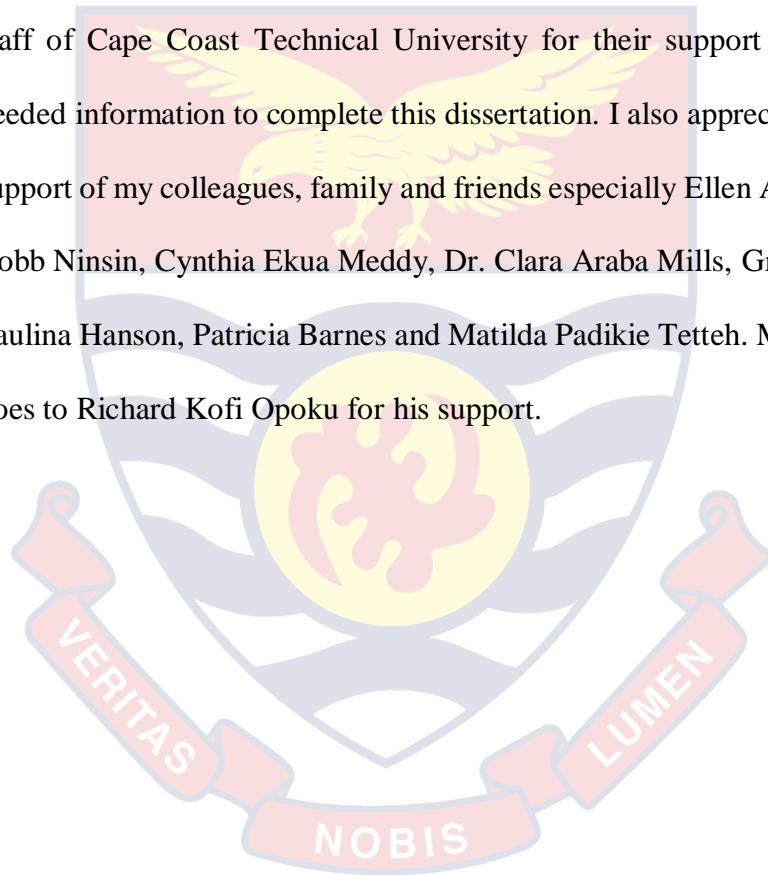
Cape Coast Technical University



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DEDICATION

To my loving husband, Mr. Ernest Obeng, and children; Giselle Nhyira Obeng, Brinly Adepa Obeng, Darius Aseda Obeng and Nora Ekua Mensah.



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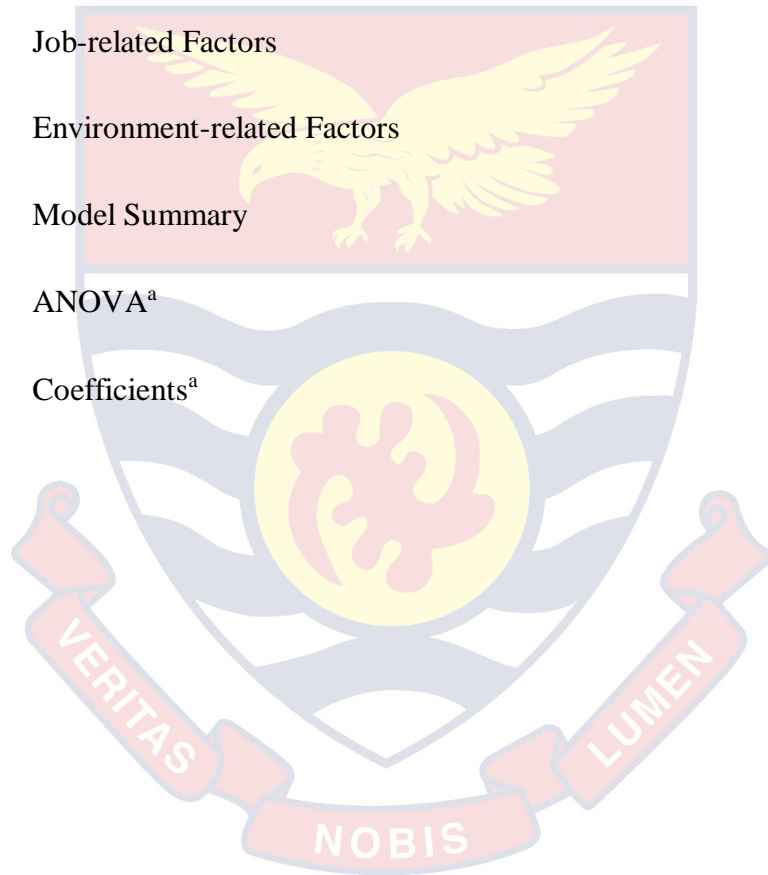
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LIST OF ACRONYMS

HRD	Human resource development
HRDP	Human resource development practices
EP	Employee performance
CCTU	Cape Coast Technical University



CHAPTER ONE

INTRODUCTION

Human resource development practices play key roles in improving employee performance across organisations including Cape Coast Technical University (CCTU). These practices comprising work family balance, employee compensation and career development are also essential to improving employee motivation and commitment, thus require much attention. The study was supported by the human capital and learning theories respectively. The human capital theory, for instance, suggests that organisations need to invest in their human capital by adopting relevant human resource development practices. However, the extent to which these practices promote performance of staff at CCTU remain scanty. The study, therefore, addresses this research gap by investigating how human resource development practices affect staff performance at CCTU.

Background to the Study

Human resource is a prestigious asset available to organisations globally because they combine key resources including capital and technology in order to meet organisational goals (Barzegar & Farjad, 2011; Musarurwa, 2017). Morsy, Ahmed and Ali (2016), suggested that organisations have been characterised by continuous change and fierce competitions, as such, human resource (i.e., employee) performance is significant to any organisation. This primarily explains why employee performance is of keen interest in fields of human resource management (Kehoe & Wright, 2013). Employee performance basically involves the analysis of the performance of an employee against set

standards and goals (Scheel, Rigotti & Mohr, 2014). It focuses on how employees successfully carry out their functions and objectives in line with organisational targets (Tizikara & Mugizi, 2017).

According to Upadhaya, Munir and Blount (2014), employees primarily use their knowledge, abilities and skills to transform inputs into outputs. Thus, the quality of output (i.e., performance) of staff is directly related with organisational effectiveness and competitiveness. It is, therefore, imperative for organisations to devise approaches and practices to continuously advance performance levels of their talented employees. There have been previous studies showing that human resource development (HRD) is a key strategy adopted by organisations to improve employee performance (Algharibeh, Almsafir & Alias, 2014; Otoo, Otoo, Abledu & Bhardwaj, 2019). This assertion has also been supported by the learning theory (Weinberger, 1998) and human capital theory (Swanson, 2001; Becker & Woessmann, 2009).

The human capital theory, for instance, suggests that management of organisations such as CCTU should invest heavily in human resource development as they provide the needed skills, knowledge and experience to help achieve organisational goals (Becker & Woessmann, 2009). The concept of HRD is present in several disciplines consisting of vast degrees of information and practices (Byremo, 2015; Antwi, Opoku, Seth & Margaret, 2016). HRD centres on continuous improvement in the capabilities and invariably performance levels of employees (Okechukwu, 2017). Al Karim (2019), posited that continuous improvement in HRD could lead to healthy working environment that reduces absenteeism and quitting intentions among employees while enhancing employee satisfaction, commitment and

performance levels. Arguably, the success of HRD primarily relies on the practices adopted (Werner & DeSimone, 2011; Mohamed, Mahazan, Adel & Mikail, 2017).

HRD practices were viewed by Otoo et al. (2019), as the practices and/or systems planned and implemented to improve employee skills to meet performance goals. Notable among these practices have been found to include employee development, performance appraisal, compensation with respect to employee output, welfare benefits, job security, extensive information sharing and conflict resolution systems (Otoo & Mishra, 2018; Otoo et al., 2019). HRD practices arguably contribute to building responsible, skilled and knowledgeable human resources across organisations including educational institutions. Educational institutions generally contribute immensely to widening the skills acquisitions of people while preparing them toward future employment opportunities (Nketsia, Saloviita & Gyimah, 2016; Kareem, 2019).

Nketsia et al. (2016), further stressed that educational institutions develop the potentials of tomorrow's leaders to be productive, innovative and technologically inclined. These institutions, in turn, facilitate poverty reduction amid promoting economic growth and national development. To achieve these, educational institutions notably technical universities require the services of their human resources. Arguably, technical universities need human resources who are well motivated, innovative and willing to develop their capabilities while improving their performance levels (Ojokuku & Akanbi, 2015). According Otoo et al. (2019), developing human resource plays strategic roles in improving ratings of the technical institutions in vital dimensions including

research quality, academic reputation and quality of graduates and academic program.

Acknowledging the significance of the performance outcomes of tertiary institutions, several technical universities are continuously planning their HRM practices of which Ghanaian technical universities are following the trend (Nnuro, 2012; Kwapong, Opoku & Donyina, 2015). The government of Ghana aspires to become an international hub for world class education by establishing leading and top universities including its technical universities. In 2016, for instance, the government converted its polytechnics into technical universities as part of measures to improve its educational sector. Cape Coast Technical University (CCTU), for instance, has the vision of becoming a leading global tertiary that provides high quality career-oriented programmes. For these to materialise, the HRD practices of CCTU coupled with how they affect employee performance require investigation.

Statement of the Problem

In any organisational environment, including educational institutions, the HRD principle is well known. (Amin, Ismail, Rasid & Selemani, 2014; Kareem, 2019). Clearly, the success and/or failure of any educational institution especially tertiary institution is largely dependent on its continuous support toward employee development (Amin et al., 2014). Literature has suggested that tertiary institutions that adopt effective HRD activities are able to boost their staff's performance levels in order to reach anticipated goals: academic reputation, research quality and implementation of quality programmes (Amin et al., 2014; Byremo, 2015). Arguably, tertiary institutions in most developing

economies have failed to adopt clear and relevant HRD practices as evidenced in their overall standings in global rankings.

Within the sub-Saharan Africa (SSA), for instance, none of its tertiary institutions have ever ranked near the top 500 in World University Rankings for decades (UniRank, 2020); indications of unacceptable staff and overall performance levels. This also raises questions with respect to the actual HRD practices implemented and how they influence employee performance in these tertiary institutions. It is to note that, same can be said of Ghana's tertiary institutions with the Cape Coast Technical University (CCTU), for instance, currently ranking at 33 (i.e., Ghana) and 10,959 (World University Ranking) (UniRank, 2020). These rankings suggest poor staff and organisational performance at CCTU; arguably, attributable to HRD issues. This is because, staff development is synonymous with improved performance; thus, poor performance is a result of poor HRD practices.

Arguably, for CCTH to be recognised among the leading educational institutions in Ghana and beyond, then, they need to adopt relevant development practices to attract, retain and develop highly skilled and knowledgeable academic and support staff. Previous studies have revealed the immense contributions of HRD practices to employee and invariably organisational performance (Amin et al., 2014; Byremo, 2015; Antwi et al., 2016; Gile, Buljac-Samardzic & Van De Klundert, 2018; Otoo et al., 2019). However, preliminary interviews with some staff at CCTU revealed staff development issues arising from inadequate training packages, irregular training and lack of resources. In 2019, for instance, the university created an Appeals Board to help mitigate against these staff development challenges. Despite these efforts by

management, the human development practices at the university remains poor; thereby, affecting staff and overall performance.

Studies abound on HRD practices and employee performance (Byremo, 2015; Antwi et al., 2016; Gile et al., 2018; Otoo et al., 2019); however, those specifically focusing on public technical universities in Ghana, especially CCTU remain scanty. Also, studies focusing on the factors affecting HRD practices at CCTU have not been well documented in academic literature. The inadequacy of related studies within the study area has affected policy formulation and current practices related to human resource development challenges at the technical university. It is, therefore, relevant to study the consequences of HRD practices on performance of academic professionals at Cape Coast Technical University in the Cape Coast Metropolis of Ghana.

Purpose of the Study

The study purposely examines the effect of human resource development practices on performance of staff at Cape Coast Technical University, Ghana.

Research Objectives

The following relevant objectives have been established based on the study's purpose to:

1. assess the human resource development practices at the technical university;
2. assess the factors affecting employee performance at the technical university;

3. examine the effect of human resource development practices on employee performance at the technical university.

Research Questions

The study was driven by these study questions:

1. What are the human resource development practices at the technical university?
2. What are the factors affecting employee performance at the technical university?
3. What is the effect of human resource development practices on employee performance at the technical university?

Delimitations

The research was carried out to investigate human resource development practices and employee performance by focusing on Ghana's tertiary education sector, specifically at Cape Coast Technical University (CCTU). This means that, other tertiary institutions within the educational sector of Ghana were excluded. The study also relied on academic professionals comprising teaching and administrative staff of CCTU. This means that, the study also excluded junior members such as cleaners, drivers, cooks, among others in the technical university.

Limitations

The method or approach adopted in any study has some limitations that affect the results of the study. The quantitative analysis was subjected to an improper representation of the target population that could influence its outcome. More precisely, the study could not obtain data from all the

respondents and this limited analysis of opinions of all the staff at CCTU. Also, data was gathered through structured questionnaire and it limited the study's outcomes since the respondents responded to only the question items; thereby, restricting them from making general opinions. Also, with respect to the use of structured questionnaires, it was difficult to monitor the environment (respondents) and this could influence the results of the analysis.

The study implemented various strategies to address these limitations in order to promote its quality and generalisation of findings. With respect to the study's reliance on the views of respondents, it was that the content of the questionnaire was well explained to them in order to help minimise this limitation. The respondents were also assured of anonymity and confidentiality of data; hence, induced them to respond to the question items with utmost honesty and truthfulness. Also, possible non-responses as a limitation were addressed by encouraging all the respondents to actively participate in the exercise. Finally, the data gathered was properly edited/screened to tackle the issues associated with incompletely filled questionnaires or missing values.

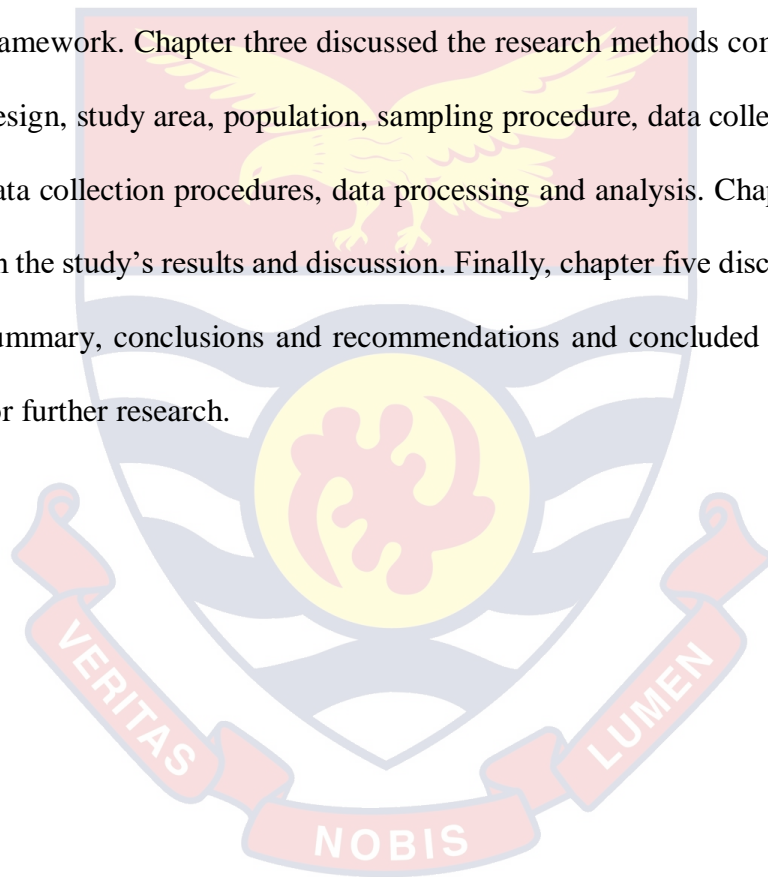
Definition of Terms

Human Resource Development: It is associated with promoting individual knowledge, learning, skills and organisational performance through development in human resources.

Employee Performance: It involves the analysis of the performance of an employee against set standards and goals.

Organisation of the Study

The study was grouped under five chapters with Chapter one presenting the study's introduction. The chapter discussed the following: background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitation, limitations and organisation of the study. Chapter two discussed review of relevant literature and it focused on theoretical review, empirical review and conceptual framework. Chapter three discussed the research methods comprising research design, study area, population, sampling procedure, data collection instrument, data collection procedures, data processing and analysis. Chapter four focused on the study's results and discussion. Finally, chapter five discussed the study's summary, conclusions and recommendations and concluded with suggestions for further research.



CHAPTER TWO

LITERATURE REVIEW

Introduction

Extensive reviews of literature applicable to this chapter were presented with respect to human resource development and employee performance. The chapter specifically included a theoretical review and a discussion of previous and current literature by other scholars who have performed research in the field of human resource development (HRD). It concluded with a conceptual framework for the study.

Theoretical Review

This section considered two relevant theories to underpin the concept of human resource development. These theories included learning theory and human capital theory.

Human Capital Theory

Human capital theory is one of the main ideas that can be applied to HRD (Swanson, 2001). This theory was projected by Nafukho, Hairston and Brooks (2004), and developed by Becker in his paper on “the economics of employer-provided training”. The theory emphasizes education or training in order to give employees valuable knowledge and skills (Strober, 1990). This subsequently leads to an increase in their performance and invariably organisational profitability levels. Human capital is largely in line with “physical means of production” such as machines, technologies, factories. As such, organisations can invest in their human capital through training, education

and health assistance with expectation of better rate of return. Simply stated, human capital may be seen as a means of production where extra output contributes to any additional expenditure.

Becker and Woessmann (2009), further stated that investing in human capital is a key step to increasing resources in people. Galor (2011) describes human capital as “the knowledge, abilities, and capabilities of people who have an organization’s economic value”. Human capital also consists of individuals, according to Weinberger (1998), who have the expertise, experience and knowledge needed and thus have economic value for organisations. Such talents, competence and knowledge reflect resources as they increase competitiveness (Munjuri, K'Obonyo & Ogutu, 2015); a primary priority for HRD practice. Carmeli (2004), claimed that an organization's competitive advantage is through its citizens (i.e., investment in human capital). There are many human capital investments that can be made, but on-the-job training shows the influence of human capital on earnings, employment and other economic values (Garavan, 2007).

In addition, Jacobs and Washington (2003) cite education, productive wage rises and other information as ways of investment in human capital. These investments are aimed at improving the quality of their employees’ performance levels. With respect to the study, the theory emphasises on continuous investment in human capital at CCTU. This is because, the theory views human capital (i.e., employees) as the most important asset in the organisation; thus, require constant investment through education and training. Bassi and MCMurrer (2006), supported the Becker’s ideology by explaining that, this theory is relevant in understanding the need to invest in human capital, both

from individual and organisational dimensions. Thus, CCTU can achieve its aim of improving the performance levels of its human capital by embracing this theory.

Learning Theory

The learning theory was propounded by Weinberger and it arises primarily from psychological theory (Weinberger, 1998). This theory describes the need to incorporate learning as an element of human psychology. Swanson (2001), highlighted different perspectives of psychological review to include behavioural, biological, humanistic, evolutionary, psychodynamic and cognitive. The three approaches to learning, such as cognitivism, humanism and behaviourism were therefore outlined by Huberty and Kramlinger (1990). Behaviourism is a philosophy of learning that sees learning as a means of responding to external stimuli, focusing on observable behaviors (Gibson, 2004). Behaviourists view learners as passive participants and consider learning as an acquisition of new behaviour.

Weinberger (1998) emphasized that the view of Gestalt (cognitivism) concerns the holistic cognitions and perceptions that a person has about his or her environment. This The view is focused on learning primarily through exposure to logically presented knowledge. According to Gibson (2004), these two views of learning seem to be almost diametrically opposed; thus, a synthesis of the two was envisaged by Tolman on purposeful behaviorism; Bandura for observational learning and Norman for an approach to information processing. In order to make a difference in learning, Taylor (2017) suggested created learning concepts.

Watkins and Marsick (1992), Kuchinke (1995) in the learning organisation, and Jacobs (1995) for formal on-the-job preparation are other scholars in the field of synthesizing learning concepts, according to Weinberger (1998). Learning also takes place in any organisational setting and it enables organisations to grow as results of exposure to unhealthy competitions while staying competitive in the world of business (Clapper, 2010; Wang, 2012). According to Weinberger (1998) and Mowrer (1960), the area of HRD should not only discuss individual learning, but also organisational learning.

Kuchinke (1995) described learning as the organization that continually learns and can transform itself. Two stages of learning that occur in organisations are defined by Argyris (1990) and Dixon (1999). The first is single-loop learning and it arises from the organisation taking into account the significances of its choices when the effects are not associated with the desired outcome. This disparity helps the organization to change the actions it takes. The second stage is double-loop learning, which takes place when the response of an entity to a difference is to analyse and potentially alter the theories based on which the action is based. Double-loop learning, while uncommon, enables the company to strengthen its learning capacity.

With reference to the study, the learning theory explains the need for continuous employee development through learning. The theory explains how employees absorb, process and develop knowledge during leaning (Visser, 2007). Illeris (2004), iterated that employee learning is mostly influenced by cognitive, environmental, emotional forces as well as previous experience. These elements help employees to understand how knowledge and skills can be acquired, processed and developed. As such, CCTU can continuously develop

its employees' skills and knowledge through learning. Learning is a continuous process which enables employees to embrace changes in their work environment and in turn adjust their skills to face such changes. Simply put, the theory emphasises that CCTU can develop its employees and invariably their performance levels by embracing HRD.

Concept of Human Resource Development

The creation of human resources is critical because it is an investment in one's employees that will eventually contribute to a stronger and more productive workforce (Agrawal, Chaudhary, Rangnekar & Barua, 2012). When a company grows its workers, its assets are improved and these employees are made more valuable. Developing human resources refers to an organization's attempt to enhance its workers' expertise, skills, abilities, and other talents (Dash, Mohapatra & Bhuyan, 2013). It is the integrated use of initiatives to increase the effectiveness of individuals, groups and organisations through preparation, organizational and career growth (Maden, 2015). HRD is a method of developing and/or unleashing human intelligence through organizational development (OD) and staff training and development (T&D) to improve results (Mittal, Gupta & Motiani, 2016).

Human Resources Development (HRD) is a mechanism for human capital expansion within an organization to achieve performance enhancement through the development of both the organization and the person (Manzoor & Shah, 2016). Also, HRD is seen as a systematic approach that proactively addresses issues associated with developing the capabilities of employees, teams and organisations to manage challenges and changes (Gibb, 2011; Marchington, Kynighou, Wilkinson & Donnelly, 2016). Clearly, the human

resource of every company is an active resource; other resources remain inactive unless there is a knowledgeable human resource to make use of the resources available. Therefore, a crucial factor in organizational performance is professional and trained human resources. The advent of HRD plays a vital role in improving people's entrepreneurial skills in this respect.

Human Resource Development (HRD) is a mechanism in which people in a company improve their expertise, skills, knowledge and attitudes (Wilson, 2016). According to McGuire (2014), individuals only become human resources if they are willing to carry out organizational activities. Therefore, HRD guarantees that the organisation has such qualified human capital to achieve its desired objectives and goals. Through an efficient arrangement of training and development programs, HRD imparts the requisite knowledge and skills. HRD is an important part of Human Resource Management (HRM), which focuses more on preparation and growth, job planning and advancement and organizational development (McGuire, 2014; Werner, 2014). In order to cope with changing circumstances, the company must comprehend the complexities of its human resources; achievable through HRD.

Human Resource Development (HRD) is the mechanism for helping people improve their personal and organizational skills, expertise, and abilities, according to Heathfield (2016). It is one of the most critical resources workers pursue as they evaluate an organisation's effectiveness. Organizations can retain, grow and inspire their workforce through continuous growth, according to Tizikara and Mugizi (2017). HRD is therefore a deliberate and constructive approach applied by employers who aim to inspire workers to give the organisation its best through training and growth and to make full use of their

ability to improve themselves. Pluta and Rudawska (2016) suggested that the role of HRM plays an important role in retaining individual employee capital in the situation of organisational acceleration in order to minimize the hazard of occupational stress.

Human Resource Development Practices

Heathfield (2016), referred to HRD practices as the various practices aimed at maintaining an environment conducive to total participation, quality leadership and personal and organisational growth. Similarly, Armstrong (2017), posited that HRD practices are the various informal approaches adopted to manage people. These practices are relevant in managing and invariably developing the potentials and performance levels of employees in any working environment. As such, previous studies have largely obtained HRD practices from different human resource functions (Maina & Waiganjo, 2014; Hussain & Rehman, 2013; Analoui, 2017). Lee (2007), for instance, identified HRD practices to include team work, employee training, human resources planning, Heathfield (2016) referred to HRD practices as the numerous practices aimed at preserving a climate conducive to full engagement, quality leadership and development of individuals and organizations. compensation/incentives, appraisal of performance, employment security.

Jeet and Sayeeduzzafar (2014), also relied on eleven major HRD practices: performance appraisal, personnel selection, grievance procedures, attitude assessment, incentive compensation, information sharing, employee training, labour management participation, job design, recruitment efforts and promotion criteria. Qureshi, Akbar, Khan, Sheikh and Hijazi (2010) categorised HRM activities in a similar vein into job description, selection method,

performance management system, preparation, career planning system, compensation system and involvement of employees. Gwavuya (2011), also highlighted six broad HRD activities, including workforce preparation, recruiting and selection, pay systems, job design, employee training, and quality of growth. On the other hand, Ojo, Salau and Falaola (2014), found work family balance among the key HRD practices of organisations.

Zabalza and Matey (2011), for instance, outlined key HRD practices to include teamwork, performance related pay, training, appraisal, sophisticated selection methods and employment security. Hussain and Rehman (2013), revealed major HRD practices to include team development, performance appraisal, person-organization fit, reward, employee empowerment, training and development and internal communication system. Wei (2013), conducted a study to classify the key HRD activities of Chinese leasing firms. Six primary HRD activities were empirically established in the study to include role review, career growth, supervisor support, practical work knowledge, work family balance and compensation.

Similarly, Amin et al. (2014) described HRM activities such as performance evaluation, training, role description, recruiting, compensation, career planning and employee engagement. Simiyu (2015), found HRD practices in Kenya to comprise work-life-balance, job security, teamwork and communication practice. Similarly, communication, supervisor feedback, teamwork and monetary incentives have been found as some HRD practices across sectors in various economies including Ghana (Adzei & Atinga, 2012; Jack, Canavan, Ofori-Atta, Taylor & Bradley, 2013), Ethiopia (Asegid, Belachew & Yimam, 2014; Dagne, Beyene & Berhanu, 2015), Mozambique

(Honda & Vio, 2015) and South Africa (Bekker, Coetzee, Klopper & Ellis, 2015; Kruger & Bezuidenhout, 2015).

Employee career growth, training, performance management, counselling, mentoring, employee recognition, succession planning, tuition assistance, and organisational development have been found to include HRD activities (Heathfield, 2016). On the other hand, Hassan (2016), found HRM practices to consist of career planning, training, compensation, employee involvement and performance appraisal. Tizikara and Mugizi (2017), also conducted a study to identify HRM practices to include employee training, performance appraisal and job promotions. The study concluded that these practices contribute to job satisfaction levels. Wambui, Cherotich, Emily and Dave (2017), concluded that work family balance is key to ensuring better balance between work and family or personal roles; thus, key to promoting employee commitment and performance levels.

Also, Uzoamaka and Innocent (2017) considered training as an aspect of HRD and asserted that one of the most significant factors in employee engagement and success is the ability to improve. It could be deduced from the various reviews (Abebrese-Ako et al., 2014; Honda & Vio, 2015; Kruger & Bezuidenhout, 2015; Heathfield, 2016; Hassan, 2016; Tizikara & Mugizi, 2017) that none of the studies were directly related to Cape Coast Technical University (CCTU). Also, studies relating to Ghana largely focused on health institutions other than academic institutions such as CCTU. However, since the university is a working environment, the study adopted some of the HRD practices from the reviews.

Concept of Employee Performance

Employee performance has attracted intense focus by organisations and researchers since time immemorial (Khan & Nawaz, 2010; Armstrong, 2017). For example, Aguinis (2009) described employee performance as the behavior or activities employees do and not what they produce or their results at work. Khan and Nawaz (2010) have also described it as the ability of an employee to use his/her skills and experience to achieve organizational goals efficiently and effectively. Agarwal and Bhargava (2012) emphasised that when they actively engage in decision-making, workers are usually able to increase their performance levels and are thereby allowed to contribute to the implementation of changes that affect them. They clarified that workers are able to rapidly introduce improvements in which they are actively involved.

Agarwal et al. (2012) also emphasised that employee success is not just a matter of what workers do, nor is it only about what they achieve, but also how they accomplish it. Employee output is usually looked at in terms of actions and job results, according to Armstrong (2017). It has been largely recognized as an ongoing phase and has therefore been assessed with various metrics in many ways (Koopmans, Bernaards, Hildebrandt, de Vet & van der Beek, 2014; Armstrong, 2009). Employee output was assessed in conjunction with this study on the basis of mission, contextual or counterproductive job behaviour (Koopmans et al., 2014; Armstrong, 2009). Task performance can be defined as the ability (i.e., competence) in which one carries out his or her core tasks. It essentially consists of the quantity of work, the quality of work, technical skill and knowledge of the job.

Koopmans et al. (2014) have identified contextual work behaviour as behaviours exhibited by employees that facilitate the organisational, psychological and social atmosphere. Non-job-specific task proficiency, organizational citizenship actions or interpersonal relationships and extra-role success are several elements that exist for this dimension. It is often referred to as activities that go beyond the work objectives officially prescribed, such as taking on additional responsibilities, displaying initiative, or advising trainees on the job. The activities of contextual work behaviour of employees contribute to the social and psychological core of the organisation and thus considered equally important as task performance (Koopmans, 2014).

Counterproductive job behavior, on the other hand, is the behavior of an employee that opposes his or her organization's standards and interests (Koopmans, 2014). Such activities are detrimental to the well-being of the organization or persons in the organization, such as clients or patients. Simply put, detrimental work activity has recently been on the rise as a negative behaviour displayed by workers which involves absenteeism, lateness for work, engaging in off-task behaviour, fraud, and drug abuse (Ahmad, Hashmi & Akhtar, 2016). Such job habits were found to directly impact performance, thus forming part of the study's performance assessment metrics for employees.

Factors Affecting Employee Performance

Various variables have been found to influence the performance levels of workers in any organisational environment (Uddin, Luva & Hossain, 2013; Wright & Snell, 2009). These factors could directly or indirectly affect the actual output of the employees, thus, worthy of investigation focusing on staff of CCTU. According to Cooke (2013), an organisation is consciously

characterised by interactions among individuals, groups and organisations. These elements are largely dependent on organisational culture which shapes the performance of the individual (employee). Previous studies have found several factors affecting employee performance and have been grouped under three main dimensions: employee-related, job-related and environment-related factors (Kawiana, Dewi, Martini & Suardana, 2018; Uddin et al., 2013).

Employee-related factors consist of the various individual factors which affect one's performance levels (Hancock, Allen, Bosco, McDaniel & Pierce, 2013). It focuses primarily on variables such as adaptability, versatility of skills, intrinsic motivation, engagement, proactivity and level of skills. Boxall and Purcell (2011), stipulated that employee-related factors specifically skill flexibility is directly associated with employee performance and as such could significantly affect one's performance levels. Also, proactivity was seen by Parker and Collins (2010, p. 634) as, "controlling a situation by causing something to happen instead of waiting to respond to it after it happens". With adaptability, employees are expected to easily adapt to new job requirements, needs including irregular events. Arguably, these factors could directly affect one's performance levels.

With respect to job-related factors, previous studies have focused on indicators notably job environment, job autonomy and job communication (Boselie, 2010; Noe, Hollenbeck, Gerhart & Wright, 2006). For example, job autonomy focuses on the degree to which workers are permitted to make decisions about the performance of their job roles (Noe et al., 2006). It focuses on an employee's degree of independence and freedom to make personal decisions associated with the job. Also, job environment affects the ability of

an employee to be productive and proactive (Fawcett, Brau, Rhoads, Whitlark & Fawcett, 2008; van Veldhoven, 2005). Job communication is also a key factor linked directly to employee morale, dedication and levels of success (Armstrong & Taylor, 2020). Conclusively, job-related factors could largely affect employee performance at CCTU if ignored.

Finally, environment-related factors have also been investigated in existing literature (Kasemsap, 2014; Dermol & Cater, 2013; Bapna, Langer, Mehra, Gopal & Gupta, 2013; Ketkar & Sett, 2010). These factors focus on human capital investment, organisational trust and leadership. Other factors, including training culture, management support, environmental dynamism and the organizational climate, were also suggested by Pulakos (2004) and Armstrong (2009). Parker, Williams and Turner (2006) suggest that employees have the perception that support from management influence their job-related efforts and thus, positively improve proactivity, commitment and performance levels. Armstrong and Taylor (2020) concluded that training culture advances employee awareness and skills in order to cope favourably with new regular job-related challenges; improving employee performance inevitably.

Empirical Review

This section provided detailed reviews of the study-related current literature. The segment focused primarily on evaluating prior research on HRD practices and employee performance. For instance, previous studies have found HRD practices including employee training and recruitment to directly affect employee performance and retention (Sun, Aryee & Law, 2007; Mutua, Karanja & Namusonge, 2012; ALDamoe, Sharif & Ab Hamid, 2013; Hussain & Rehman, 2013; Maina & Waiganjo, 2014). For example, Mutua et al.'s (2012),

study assessed the influence of HRM practices on employee performance in Kenya's financial cooperatives. The study concluded that these practices are key to improving employee performance at financial cooperatives in Nairobi County, Kenya.

Another study by Hussain and Rehman (2013), focused on whether HRD practices influence employee retention. Findings revealed HRD practices including person-organisation fit, reward, employee empowerment among others to positively influence employee retention in organisations. Bingilar and Etale (2014), conducted a study to examine how human resource development (HRD) impacts academic staff performance at Otuoke and Niger Delta University and Federal University in Nigeria. This survey research collected secondary data between 2010-2014 in annual reports of selected universities. Using the multiple regression analytical tool, the study found HRD to positively influence performance levels of the academic staff at the university. However, this study relied on secondary data creating gap for the use of primary data to identify if differing results would be obtained. The study also limited in scope as it focused on some universities in Nigeria.

Amin et al. (2014), similarly examined how HRM practices impact performance of employees in a public university. The study's target population consisted of both support staff and academicians at the public university. The study relied on the cross-sectional research design and obtained data from 300 employees through survey questionnaire comprising of 46 items. Using the linear regression analytical tool, the study found HRM practices to positively impact on employee performance at the public university in Malaysia. Hassan (2016) also examined the effect of HRM activities on employee performance in

the textile industry in Pakistan. Questionnaires containing 34 question items were used to obtain primary data from 68 randomly sampled employees. Using the Pearson correlation and linear regression analytical tools, the study found HRM practices to significantly improve employee performance at the textile industry.

Lu, Zhu and Bao (2015), examined the relationship between high-performance human resource management (HRM) within this field to firm performance, making a useful attempt to explore the “black box” of enterprise human resources management effect on firm performance. To estimate the direct impact of high-performance HRM on firm performance and the mediating position of innovation, structural equation modeling was adopted. Their results showed that the impacts of high-performance HRM on firm performance are significant. More precisely, training, work analysis and employee participation has a significantly positive impact on firm performance.

Donate, Peña and Sanchez de Pablo (2016), studied the influence of human resource management (HRM) systems on the innovation capabilities of an organisation, built and tested a model using partial least square-structural. Their results showed that HRM practices have a positive influence on human capital, while social capital is positively affected by collaborative HRM practices, which in turn have full and partial mediating effects affecting innovation capabilities. The effect of electronic HRM on the creation of electronic education services in universities in Gaza Strip was examined by Al Shobaki, Naser, Amuna and El Talla (2017). Using a descriptive and analytical approach, it was revealed that the university system in the provision of

electronic education services affects the process of transition to electronic management.

Tizikara and Mugizi's (2017), study focused on how employee job satisfaction is significantly affected by HRD practices in a Ugandan Public University. The obtained primary data using self-administered questionnaires from 814 academic staff, support staff and administrative staff. Using the multiple regression approach, the study found practices notably promotions, performance appraisal and training as essential requirements to improving job satisfaction and invariably performance levels of employees in the public university at Uganda. Similar findings were obtained by other scholars (Adesola, Oyeniya & Adeyemi, 2013; Balozzi & Abdullah, 2014; Farahbod & Arzi, 2014; Khan, Abbasi, Waseem, Ayaz & Ijaz, 2016; Ramadhani, 2017).

The effect of HRM on hospitals' staff performance within the Sub-Saharan Africa was investigated using a systematic analysis of previous literature by Gile et al. (2018). From the extensive reviews of papers found in top databases including MEDLINE, CINAHL, PubMed and Embase, the study found HRM to positively influence employee and organisational performance levels. The study concluded that specific performance outcomes could be achieved from implementation of HRM.

Wambui and Kihara (2018), investigated how human resource information systems applications affect employee performance at Kenya's Energy sector. The study was limited in scope as it relied on data from employees at Kenya Electricity Generating Company. Regardless, the study adopted the descriptive research design to describe key issues under study. Data was obtained through structured questionnaires from the respondents. Data

analysis was also carried out using analytical tools notably mean and linear regression. The study found applications of human resource information systems or practices to significantly affect performance of staff at the company.

Otoo and Mishra (2018), purposely examined how HRD practices impact performance of workers in SMEs. The study gathered primary data through questionnaire from 500 employees. Using the structural equation modelling approach, HRD practices were found to significantly improve employee performance among SMEs. Pohan, Dalimunthe, Purwoko and Muda (2018), adopting the quantitative approach, examined how service quality, employee performance and area development are statistically influenced by development of human resource and institutional arrangements in North Sumatera. Their results indicate that the variables of human resource development and institutional arrangements affect service quality, area development and performance of workers within the study area.

From the review, it could be deduced that HRD practices and employee performance has been investigated to a large extent by various scholars (Hussain & Rehman, 2013; Bingilar & Etale, 2014; Hassan, 2016; Tizikara & Mugizi, 2016; Otoo & Mishra, 2018; Wambui & Kihara, 2018). However, studies specifically related to academic institutions within the Ghanaian setting largely remain scanty. More precisely, none of the previous studies have directly focused on staff of CCTU. It was, therefore, relevant to examine whether HRD practices significantly promote staff performance at CCTU as findings would inform policies and invariably contribute to previous literature.

Conceptual Framework

The section presented the conceptual framework to further explain and link the concepts under study. The framework was provided to organise the study's ideas and also make conceptual differences. The framework provided a pictorial view which was useful for organising empirical research. The framework was drawn based on two key variables: independent variable (i.e., human resource development practices) and dependent variable (i.e., employee performance). The framework was presented in Figure 1.

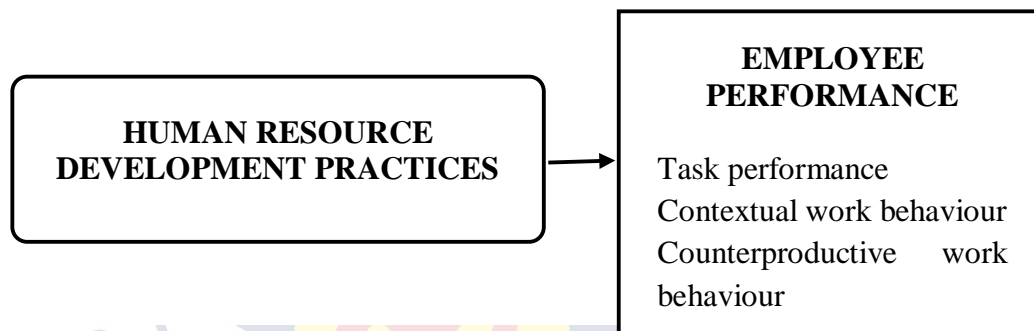


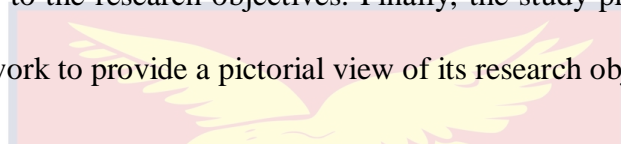
Figure 1: Conceptual Framework of the Study
Source: Author's Own Construct (2020)

Human resource development (HRD) practices in Figure 1 were measured with the following indicators: performance appraisal, information sharing, work family balance, career development, compensation, communication, team work and employee training (Gwavuya, 2011; Wei, 2013; Abebrese-Ako et al., 2014; Bekker et al., 2015; Kruger & Bezuidenhout, 2015). Employee performance was also measured based on the following indicators: task, contextual and counterproductive work behaviour (Armstrong, 2009, 2017; Koopmans et al., 2014). From Figure 1, HRD practices was found to significantly influence employee performance (Otoo & Mishra, 2018; Tizikara & Mugizi, 2016; Bingilar & Etale, 2014; Hussain & Rehman, 2013). As such,

a unit change in the HRD practices could directly or indirectly affect employee performance at CCTU.

Chapter Summary

The study relies on the learning and human capital theories with respect to their relatedness to the objectives of the study. The chapter also discussed the key concepts understudy and also presented the study's empirical review with respect to the research objectives. Finally, the study presented the conceptual framework to provide a pictorial view of its research objectives.



CHAPTER THREE

RESEARCH METHODS

With regard to HRD practices and employee performance, this section addressed the relevant techniques or methods adopted in this research. The ensuing sections discussed the key methods supporting the study.

Research Approach

Research approach is an important part of any scientific research as it provides the strategies, plan and systems for conducting the research (Creswell, 2014). The quantitative approach was employed for the purpose of the study. This approach uses statistical methods to clarify what is understood and needs to be learned through analysis (Creswell & Plano Clark, 2011). It aids in understanding cause and effect relationships among variables under study. It also relies on descriptive and inferential statistical tools into drawing inferences about a population. Saunders and Lewis (2012) revealed that this approach collects and transforms data into a numerical form in order to allow statistical analysis to be carried out and draw concrete conclusions. Creswell and Creswell (2017), added that the approach provides more objective responses and is suitable for examining the effect of one variable on the other. The study, therefore, adopted quantitative approach because it purposely investigates the effect of HRD practices on performance of employees at CCTU.

Research Design

The study followed the descriptive design with regard to the quantitative method coupled with the research goals. This design is primarily conducted to identify and solve problems which have not been well researched before (Yin,

2016; Baskerville & Pries-Heje, 2010). It basically provides detailed explanation to major elements of a study. The design provides thoughtful insights into a given topic, provides flexibility, better inferences and helps to generalise results, according to Salaria (2012). This model, however, has drawbacks such as collecting skewed data from respondents, outcomes could be influenced by other unregulated variables and its time consuming when a representative sample is ensured. Despite these weaknesses, the design was considered relevant for addressing the key issues underlying the study.

Study Area

The study centred on the Cape Coast Technical University (CCTU), located approximately 5 kilometres off the main road that connects Twifu Praso to Cape Coast within the Central Region of Ghana (CCTU, 2017). The Technical University was founded in 1984 as a second cycle institution, and in 1992 it became a tertiary institution under PNDCL 322 to run various Higher National Diploma programs (HNDs). Until 2016, when the university was upgraded to a technical university under the new Polytechnic Act of 2007, Act 745, it was formerly a Polytechnique.

The technical university is intended to become Ghana's leading technical university, providing high-quality career-oriented technical and vocational education for the nation's growth. It also has the mission of increasing access to tertiary education for people who aspire to obtain first-hand training for professional and academic distinction (CCTU, 2017). To achieve these mandates coupled with ever-increasing demands, the university constantly require the services of its staff. This could invariably increase the workload, work pressures and invariably stress levels of the technical university's staff. It

is, therefore, relevant to implement various HRD practices to address these challenges and invariably enhance performance levels of the employees. It is against this background that the study focused on CCTU.

Population

Creswell (2014), viewed a study's population to consist of a group of entities with specific characteristics. All academic professionals at the Cape Coast Technical University were part of the study population (CCTU). More specifically, the population consists of the technical university's teaching staff and administrative staff. With reference to CCTU Academic Records (2019), the target population size was 175 academic professionals. The study focused on this target population due to their direct involvement in academic-related activities at the technical university. As such, they carry the burden of the technical university; thus, their contributions play significant roles in achieving organisational targets.

Sampling Procedure

Because of the study's relatively large sample size, data collection from all participants was difficult. There was a need to pick a representative sample for the target population in this respect. To achieve this, this study adopted the Krecjie and Morgan (1970), sample size determination table. From the table, the study obtained 121 members from the target population of 175 teaching and administrative staff. As such, the study's analysis was based on the views and opinions of the sample; generalised across the target population.

In addition, the simple random sample approach was employed to choose respondents from the target population to provide an equal selection opportunity

for each member. The sampling technique was chosen because it is simple to use, considered a reasonable way to pick members, gives each member an equal opportunity to be selected and it is the most straightforward probability sampling procedure as compared to the other sampling procedures including stratified and systematic sampling (Creswell, 2014). To achieve this, the study applied the lottery method. This was done by obtaining a total list of the academic staff from the technical university's Human Resource Department. Numbers were then assigned to the list and put into a ballot box. The ballot box was shaken and numbers were randomly selected from it until the appropriate sample size was reached without substitution. In conclusion, all the samples drawn reflected the target population of the study.

Data Collection Instrument

A standardized questionnaire was used to gather primary data from the respondents in an attempt to collect data from the sampled respondents. With questionnaire, every respondent answers the same questions in a prearranged directive (Creswell & Clark, 2011; Saunder & Lewis, 2012). It is used to request primary data from respondents for assist research in quantitative studies. On a Likert-like scale (using interval data), the questionnaire was organized with 1 representing the least agreement, while 5 represented the highest agreement. For the analysis of data using both descriptive and inferential statistical methods, the scale is important.

The structured questionnaire was divided into 4 Parts (i.e. Parts A to D); Part A, for instance, collected the respondent's demographic characteristics; Part B contained 10 question items with respect to obtaining responses on the various human resource development practices at the technical university; Part

C also contained 12 question items to identify the factors affecting employee performance at the technical university; finally, Part D contained 12 question items aimed at measuring the university's staff performance. Note that all the question items were adapted from empirical reviews.

Validity and Reliability

According to Creswell (2014), validity and reliability show how best the instrument adopted in the study best measures the parameters it is meant to measure. For example, validity is the degree to which a chosen instrument tests its intended research goals (Berkowitz, Caner & Fang, 2012). This was achieved by giving the drafted questionnaire to peers with adequate research background for review. Other experienced data analysts also reviewed and critiqued the drafted questionnaire. Finally, the researcher's supervisor with in-depth knowledge in the research field thoroughly read and assisted with addressing any issue raised prior to the actual data collection exercise.

On the other hand, reliability refers to the degree to which, if repeated steps are taken, the implementation of a scale achieves reliable results (Sekaran & Bougie, 2016). Despite changing time and place, it can be done by preserving outcomes at a constant standard (Best & Kahn, 2016). A Cronbach Alpha (alpha) test was carried out to ensure the instrument's reliability. The value of the alpha of Cronbach varies from 0 to 1 and the closer the value to 1, the higher its accuracy (Best & Kahn, 2016). A Cronbach Alpha (alpha) test was carried out to ensure the instrument's reliability. The value of the alpha of Cronbach varies from 0 to 1 and the closer the value to 1, the higher its accuracy (Best & Kahn, 2016). According to Santos (1999), the (α) value of 0.7 is regarded most-acceptable and thus relevant for analysis. This threshold has been supported by

other scholars (Hair, Black, Babin, Anderson & Tatham, 2010; Saunders, Saunders, Lewis, Thornhill & Bristow, 2015).

A pre-test was performed at the University of Cape Coast (UCC) using 30 administrative and teaching staff to test how reliable the instrument is. The 30 data set was then analysed with the use of reliability analysis. The study reported the Cronbach Alpha (α) of the various constructs as suggested by Best and Kahn (2016). An overall α of 0.822 was achieved when all the question items (i.e., 34) were combined. In terms of the HRD practices (i.e., 10 items), the study achieved a α of 0.766, factors affecting employee performance had a α of 0.790 and finally, measurement of employee performance had a α of 0.853 respectively. It could, therefore, be deduced that all the α values were > 0.7 ; thus, indicating reliability of the questionnaire. Table 1 presents the results of the reliability test.

Table 1: Reliability Analysis

Cronbach Alpha (α)	No. of Items	Constructs
0.766	10	HRD practices
0.790	12	Factors affecting employee performance
0.853	12	Employee performance
0.822	34	All items

Source: Field data (2020)

Data Collection Procedure

Prior to the data collection exercise, an introductory letter received from the Head of the Department of Human Resource Department, University of Cape Coast, demanded permission from the relevant CCTU authorities. After receiving permission from the authorities of the Technical University, the exercise was carried out under strict measures due to the current pandemic. With

the aid of two skilled and trained research assistants, the standardized questionnaires were then circulated and compiled. Due to the busy schedules and also the lack of some of the respondents at their work posts, the data collection exercise took one month to complete. The questionnaires were self-administered to the respondents during this period with supported from the two research assistants.

Ethical Considerations

Patten and Newhart (2017), suggested some major rules of data collection: anonymity, confidentiality, right to privacy and plagiarism issues. Also, the study ensured adherence to basic directives with respect to the pandemic. More precisely, the data collection instrument made no room for obtaining personal details of the respondents. This was done to ensure anonymity of the respondents. The study also ensured confidentiality of the opinions obtained from the respondents. The respondents were also told that none of the data given would be exposed to third parties.

The right to privacy was also accomplished by encouraging respondents to fill out the questionnaire on their own, but left vague statements unanswered by their own convenient medium for further explanations. Directives including wearing of nose masks, ensuring social distancing coupled with frequent use of hand sanitizers during the exercise was ensured. This was done to adhere to the basic and ethical requirements with respect to the current pandemic. Also, plagiarism was ensured by generating the turn-it-in report to meet the originality requirements. The study concluded that no aspect of the research jeopardized the lives of the participants in any case.

Data Processing and Analysis

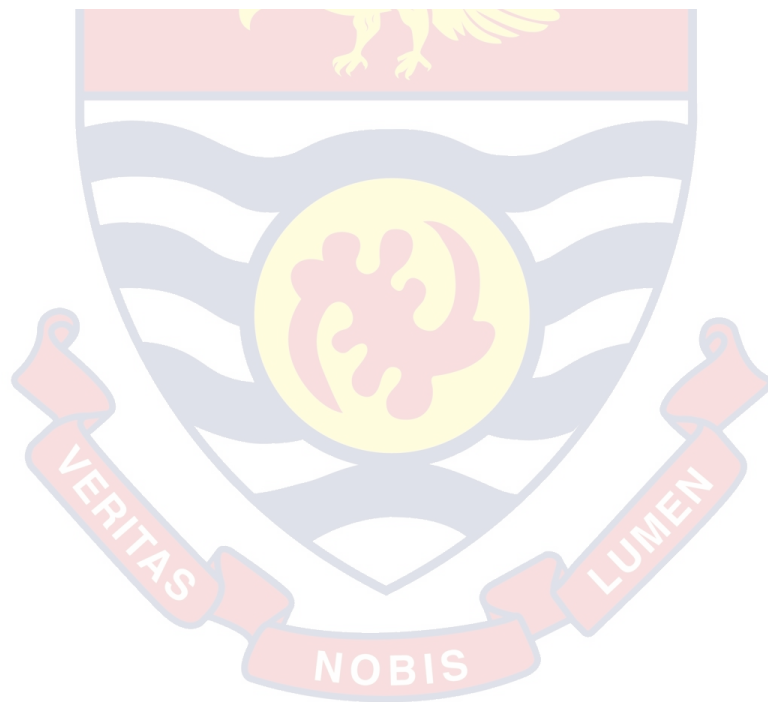
The data collected was rigorously scrutinized after obtaining sufficient data from the sampled respondents to ensure that any errors resulting from incomplete and wrongly filled questionnaires were significantly removed or reduced. The error-free information was then carefully coded and modified to prevent missing values (if any). After that, the data was entered and processed using the IBM SPSS version 26 and the results obtained were showed in tables. To analyse the data, statistical tools such as descriptive and inferential tools were used.

More precisely, descriptive statistical tools notably frequencies and percentages were adopted to describe the respondents' demographic characteristics. Study objectives 1 and 2 have also been evaluated using mean and standard deviation ratings. In order to achieve the research goals of the analysis, the mean scores were used for ranking purposes. Finally, the inferential statistical tool specifically linear regression was employed to analyse the third objective of the study. The study met the following assumptions underpinning the use of linear regression: uniformity of variation, data linearity and independence, sample adequacy (≥ 30) and the data should have a normal distribution (Brown, 2014; Little & Rubin, 2014).

Chapter Summary

The goal of this chapter was to examine the techniques and processes used to achieve the intent of this research. In order to achieve the research objectives, the analysis followed a quantitative methodology, descriptive design and structured questionnaires. The collected data was analysed using descriptive

and inferential analytical methods encompassing mean scores and linear regression.



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter describes the conclusions and discussion of the analysis in relation to the aims of the research. It explicitly addressed the socio-demographic details of the respondents, practices for the growth of human resources, factors influencing the performance of employees and the effects on employee performance of human resource development practices.

Respondents' Socio-demographic Characteristics

This segment presents the socio-demographic characteristics of respondents at the Cape Coast Technical University (CCTU). This section specifically presented the respondents' sex, age, educational level, job position coupled with number of years worked at CCTU. Table 2 presented this result based on the 113 valid responses obtained after the data collection exercise.

Table 2 first presented the respondents' socio-demographic features in relation to sex. The table revealed that, majority (73; 64.6%) of the respondents are males whereas the remaining (40; 35.4%) are females. This result means that there are more male staff at the technical university than female staff. In terms of the respondents' age, Table 2 revealed that, majority (40; 35.4%) and (40; 35.4%) of them are between the ages of 31-40 years and 41-50 years respectively. This result was followed by 18(15.9%) of the respondents between the ages of 51-60 years; 10(8.8%) them are within the ages of 18-30 years and finally, 5(4.4%) of them are over 60 years. Thus, most of the university's staff

are within their active working ages and have garnered valuable working experience.

Table 2: Socio-demographic Characteristics of Respondents

Item	Frequency	Percent (%)
Sex		
Male	73	64.6
Female	40	35.4
Age		
18-30	10	8.8
31-40	40	35.4
41-50	40	35.4
51-60	18	15.9
Over 60	5	4.4
Level of Education		
Diploma/HND	14	12.4
First degree	32	28.4
Masters' degree	41	36.3
Postgraduate degree	26	23.0
Job Position		
Administrative staff	46	40.7
Assistant lecturers	14	12.4
Lecturer	40	35.4
Senior lecturer	8	7.1
Research Assistants	5	4.5
Number of years worked		
Below 5 years	21	18.6
5– 10 years	38	33.6
11 – 15 years	30	26.5
16 – 20 years	18	15.9
Over 20 years	6	5.3
Total	113	100.0

Source: Field data (2020)

Also, the highest educational qualification of the staff of the technical university was presented in Table 2. This section revealed that, majority (41; 36.3%) of the technical university's staff hold Masters' degree; 32(28.3%) have first degrees; 26(23.0%) of them hold post-graduate degrees including doctorate and post-doctorate degrees and finally, 14(12.4%) are diploma/HND certificate holders. This result means that, all the university's staff are literates (intellectually inclined) since they have all undergone various formal education; thus, can provide reliable information to achieve the study's purpose.

Table 2 also presented the current job positions of the staff at CCTU. It was revealed that majority (46; 40.7%) of the workers who participated in the study are administrative staff; whereas 67(59.3%) of them are academic professionals consisting of lecturers (40; 35.4%), assistant lecturers (14; 12.4%), senior lecturers (8; 7.1%) and teaching/research assistants (5; 2.7%). This means that majority of the staff are directly involved in knowledge transfer through teaching. Finally, this segment presented the number of years in which respondents served with the technical university in their different roles.

Table 2 revealed that, majority (38; 33.6%) of the staff have worked for 5-10 years; 30(26.5%) have worked for between 11-15 years; 21(18.6%) have worked for < 5 years, 18(15.9%) have worked for 16-20 years and 6(5.3%) have been working at the university exceeding 20 years. This means that, majority of the staff have adequate working experience to provide all necessary information to achieve the study's research objectives.

Human Resource Development Practices

This chapter presented the findings of the study's objectives in relation to the assessment of HRD practices at CCTU. The objective aimed at identifying

the key HRD practices adopted by management at the university. This objective was achieved based on the mean and standard deviation (S.D.) values. In terms of the mean score, Cohen (1992) suggested that the higher the value, the higher it explains a particular phenomenon. More specifically, Cohen (1992) posited that mean values between 1 and 2.9 detailed ‘low’ ranking while those between 3 and 5 specified ‘high’ ranking. The result from the analysis was presented in Table 3 and discussed thereof.

Table 3: Human Resource Development Practices

Item	N	Mean	S.D.
Work family balance	113	3.53	1.350
Compensation packages	113	3.50	.927
Employee training	113	3.41	.903
Career development	113	3.38	.869
Communication systems	113	3.34	.841
Performance Appraisal	113	3.28	.949
Team work	113	3.25	.871
Information sharing	113	3.09	1.082
Employment security	113	2.99	1.039
Job description	113	2.96	.958
Valid N (listwise)	113		

Source: Field data (2020)

Among the various HRD practices implemented at CCTU, Table 2 revealed work family balance as the highest and key practice. With S.D., this finding had the highest mean ranking of 3.53. with S.D. of 1.350. The outcome reveals that the university practices work family balance in order to assists their staff properly balance work with family work roles. The balance of the work family is related to maintaining an overall sense of peace in life with significant consequences for employee behaviour, attitude and well-being. This practice is

key because employees who fail to find a clear balance between work and family roles are predominantly exposed to high stress levels, low motivation, commitment issues and invariably high exit intentions. Support for this finding were by Wambui et al. (2017), Simiyu (2015) and Kruger and Bezuidenhout (2015).

For example, Wambui et al. (2017) revealed that working family balance explains the positive relationship between work and other equally essential life activities such as family, personal growth and community development issues. . Also, Table 3 revealed employee compensation as another key HRD practice at the university. This result had a higher mean score of 3.50 with S.D. of 0.927. This means that among the various HRD practices, availability of compensation packages is key to management of the university. Employee compensation are the financial and non-financial packages given to staff to reward them for their inputs. Without compensation, staff of any organisation would struggle to work effectively, as such, it is vital for organisations to ensure availability of proper compensation packages.

The study's finding is supported by Amin et al. (2014), who found employee compensation as a key HRD practice adopted by organisations globally. They argued that compensation forms a key part of any organisational set up and thus, no organisation can function properly without it. Wei (2013), concluded that compensation forms part of the six key HRD practices of leasing companies in China. Similarly, Hassan (2016), found employee compensation among the notable HRD practices of organisations. The study's result is followed by employee training with a mean score of 3.41 and S.D. of 0.903. This means that employee training is among the key HRD practices of CCTU.

Employee training at the university focuses on transfer of skills and knowledge from one person to another. It is key to building the capabilities of employees in any organisational setting; thus, a key aspect of HRD.

Similarly, according to Uzoamaka and Innocent (2017), one of the most significant factors in employee motivation and success is the chance to continue to grow and improve through training. Likewise, Heathfield (2016) described employee training as a key component of HRD that focuses on continuous improvement of performance in any organizational environment. . Tizikara and Mugizi (2017), also concluded that training is a vital HRD practice that aims at promoting learning through knowledge transfer. Additionally, the study found other key HRD practices to include career development (M=3.38; S.D.=0.869), communication (M=3.34; S.D.=0.841), performance appraisal (M=3.28; S.D.=0.949), team work (M=3.25; S.D.=0.871) and information sharing (M=3.09; S.D.=1.082).

According to Tizikara and Mugizi (2017), performance appraisal is an important aspect of HRD that focuses on appraising and evaluating employee performance to ensure continuous development. Organisations that appraise employees are able to identify performance constraints and adopt appropriate measures to address them. Similarly, Simiyu (2015), found key HRD practices to consist of teamwork and communication. Zabalza and Matey (2011) and Hussain and Rehman (2013), also found HRD practices to include teamwork, career development, information sharing and appraisal. These practices play vital roles in ensuring high performance levels among employees in any organisational setting.

Table 3 finally revealed other HRD practices to include employment security (M=2.99; S.D.=1.039) and job description (M=2.96; S.D.=0.958). These results had the lowest mean and S.D. scores implying that, employment security and job description are the two HRD practices management of CCTU place minimal emphasis on. This means that although management makes room for employment security, it ranks less among the other HRD practices. Regardless, employment security is among the HRD practices that play key roles in keeping employees motivated, involved and committed to achieving expected performance standards.

According to Simiyu (2015), job security is among the HRD practices adopted by organisations as a motivational tool. Bekker et al. (2015), asserted that job description aims at providing employees with in-depth knowledge and understanding of their work roles and responsibilities. As such, it is an aspect of HRD that focuses on matching employees' skills and knowledge with work roles by clarifying their job responsibilities. Similar findings were made by Tizikara and Mugizi (2017), Kruger and Bezuidenhout (2015) and Honda and Vio (2015). Thus, these two HRD practices, although not key, play vital roles in ensuring better employee performance at CCTU.

It could, therefore, be deduced that among the various HRD practices adopted at CCTU, work family balance, employee compensation and employee training had the highest mean scores; implying that they are key aspects of HRD at the university. On the other hand, employment security and job description were the least ranked HRD practices at the university with lower mean scores respectively. Thus, CCTU management pays more attention to the three main practices among the different practices to achieve high employee efficiency. As

such, the failure of these core activities may have significant impacts on the performance of the workers and the overall performance results of the technical university.

Factors Affecting Employee Performance at CCTU

This section focused on analysing the factors affecting employee performance at CCTU. The analysis evaluated the variables in three major dimensions: employee-related, job-related and environment-related factors in order to accomplish this. This aimed at identifying which factor affected employee performance the most at the university. The study assessed the individual factors under three tables using the mean and S.D. scores. More precisely, Table 4 presented the employee-related factors affecting employee performance at CCTU.

Table 4: Employee-related Factors

Item	N	Mean	S.D.
Skill flexibility	113	3.88	1.294
Job commitment	113	3.83	1.179
Adaptability	113	3.69	1.317
Proactiveness	113	3.24	1.519
Overall average score	113	3.66	1.327

Source: Field data (2020)

Table 4 presented the employee-related factors affecting staff performance at CCTU and they included skill flexibility, job commitment, adaptability and proactiveness. Skill flexibility, from the table had the highest average score of 3.88 with S.D. of 1.294. This means that among the various employee-related factors skill flexibility affects employee performance the most. Thus, employees with inflexible or rigid skills struggle to exhibit better performance and in turn fail to meet performance expectations at the university.

as such, skill flexibility is a vital component of employee-related factor that ensures that employees are able to match their skills with changing or dynamic situations at the university.

The result was followed by job commitment with a higher mean score of 3.83 and S.D. of 1.179. This means that job commitment is among the key employee-related factors that affect performance of staff at CCTU. Employee commitment focuses on one's connection with organisational goals and it psychologically binds an employee with his or her organisation. Thus, the absence of commitment from an employee could severely affect his or her performance output. The study also found adaptability (M=3.69; S.D.=1.317) and proactiveness (M=3.24; S.D.=1.519) as other employee-related factors that affect staff performance at the university. These results mean that employees' abilities to adapt and also remain proactive are key to ensuring high performance levels at the university. Thus, employees' performance at CCTU could be affected by poor adaptability and proactiveness.

Table 4 finally presented an overall average or mean score of 3.66 with S.D. of 1.327 implying that employee-related factors are major factors that affect performance of staff at CCTU. Employee-related factors consist of the various individual or employee specific dimensions that affect an employee's performance. Boxall and Purcell (2011) suggest that these factors especially skill flexibility is directly connected to employee performance and could significantly affect one's output or productivity levels. Parker and Collins (2010) added that proactiveness as an employee-related factor enables an employee to control job-related situations by causing something to happen

rather than responding after its occurrence. Therefore, employee-related factors are key to ensuring better staff performance at CCTU.

Table 5 also presented the job-related factors affecting performance of staff at CCTU. This section specifically focused on factors such as communication, job autonomy, nature of job environment and job involvement. From the table, job-related factors had an overall average score of 3.79 with S.D. of 1.266. This means that job-related factors also affect employee performance at CCTU and as such require adequate attention. Job-related factors are the various factors which are associated with one's job and could directly affect an employee's performance. More precisely, communication had the highest mean score of 4.00 with S.D. of 1.289. This implies that, among the various job-related factors, communication affects employee performance the most. thus, poor communication modes or channels could severely affect employee performance.

Table 5: Job-related Factors

Item	N	Mean	S.D.
Communication	113	4.00	1.289
Job autonomy	113	3.95	1.209
Nature of job environment	113	3.89	1.205
Job involvement	113	3.34	1.360
Overall average score	113	3.79	1.266

Source: Field data (2020)

The result was followed by job autonomy (M=3.95; S.D.=1.209) which is associated with the degree to which an employee is allowed to make job-related decisions with minimal or no influence from superiors and co-workers. This means that employee performance could be affected by absence of job autonomy whereby employees are forced to perform their duties under strict

regulations or control from other co-workers or superiors. This could affect employees' ability to control their jobs, restrict innovativeness and invariably limit job satisfaction and commitment. Also, the nature of job environment (M=3.89; S.D.=1.205) and employee's level of job involvement (M=3.34; S.D.=1.360) are other job-related factors affecting staff performance at CCTU. These results mean that the university's job environment coupled with an employee's involvement with his or her job affect employee productiveness.

According to Armstrong and Taylor (2020), for instance, communication is a key factor that directly or indirectly affect employee motivation, satisfaction, commitment and overall performance levels. Arguably, poor communication channels within any organisational settings could lead to exchange of distorted or unclear information which could induce employees to perform tasks different from expectations. Employees who are highly active in their jobs are more likely to stay engaged and meet planned performance goals compared to those who are less involved in organizational activities (Fawcett et al., 2008).

Table 6 finally presented the environmental-related factors that affect employee performance at CCTU. The study's environmental-related factors comprised organisational climate, training culture, adjustment to changes and management support. With an overall average score of 3.10 with S.D. of 1.378, the study found environmental-related factors among the major factors that could affect performance of staff at CCTU. These factors are the various factors within an employee's environmental settings could affect an employee's performance and productivity levels. Among these factors, organisational climate had the highest mean score of 3.12 with S.D. of 1.374. This result means

that the organisational climate at CCTU has major influence on the performance outcome of staff within the university.

Table 6: Environment-related Factors

Item	N	Mean	S.D.
Organisational climate	113	3.12	1.374
Training culture	113	3.11	1.227
Adjustment to changes	113	3.11	1.352
Management support	113	3.05	1.557
Overall average score	113	3.10	1.378

Source: Field data (2020)

Table 6 further revealed training culture (M=3.11; S.D.=1.227) as the next major factor affecting employee performance at the university. Training is basically associated with knowledge and information transfer from one person to another within an organisational setting. As such, an organisation with a poor training culture will experience stagnated employee performance since employees are highly likely to rely on old methods of executing assigned tasks devoid of creativity and innovativeness. This would eventually affect the overall outcome of the organisation leading to survival and competitiveness challenges. Adjustment to changes (M=3.11; S.D.=1.352) and management support (M=3.05; S.D.=1.557) are the other environmental-related factors affecting employee performance at CCTU.

Arguably, an employee's ability to adjust to any change to job processes, organisational culture, systems and structures are generally able to produce high performance levels regardless of situation. Kasemsap (2014), opined that obtaining support or assistance from one's management is key to promoting effective employee performance. Management who are highly committed to

employees are able to identify and address their shortfalls, provide adequate resources to support employees and also encourage innovativeness and progress among employees. Bapna et al. (2013) concluded that lack of top management support inhibits employee performance and growth since training and compensation packages given to them may not even meet expectations; thus, leading to demotivation, poor commitment and invariably poor performance.

With reference to ranking the various average mean scores of the three major factors affecting employee performance at CCTU, the study found job-related factor as the major factor affecting staff performance. This is because, this factor produced the highest overall mean score of 3.79 with S.D. of 1.266. The result was followed by employee-related factor (M=3.66; S.D.=1.327) and environment-related factor (M=3.10; S.D.=1.378) respectively. This implies that, in terms of the factors affecting employee performance at CCTU, job-related factors comprising communication, job autonomy and nature of job environment ranked highest, employee-related factors (i.e. flexibility, adaptability) ranked high, whereas environment-related factor (i.e. organisational climate, training culture) ranked low.

Effect of Human Resource Development Practices on Employee Performance

This section analysed the effect of HRD practices on employee performance (EP) at CCTU in order to achieve research objective three. this result was achieved using the linear regression analysis and presented in Tables 7, 8 and 9. More precisely, Table 7, 8 and 9 presented the regression results comprising model summary, ANOVA and coefficients respectively.

Table 7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.502 ^a	.252	.245	6.04304

a. Predictors: (Constant), HDP

It could be deduced that Table 7 presented the model summary output comprising R, R squared, adjusted R squared, and the standard error. To explain the coefficient of determination, the R-square (R^2) value was reported instead of the R vale because it provides a more valid and accurate result. The R^2 accounts for the degree of variation in a dependent variable that is linearly accounted for by an independent variable(s) (Cohen, 1992). As such, the study’s R^2 value of 0.252 means that HRDP accounts for about 25.2 percent of change in employee performance at CCTU. This implies that 25.2% of variation in performance of staff at CCTU is accounted for by the presence of HRDP. Also, an Adjusted R^2 of 24.5 percent indicates that any variation in employee performance is explained by adjustments in HRDP. Thus, for any adjustment in HRDP will contribute 24.5 percent of change in employee performance at the university.

The Analysis of Variance (ANOVA) result of the regression analysis was also presented in Table 8 and discussed thereof.

Table 8: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1339.741	1	1339.741	36.687	.000 ^b
	Residual	3980.493	109	36.518		
	Total	5320.234	110			

a. Dependent Variable: EP

b. Predictors: (Constant), HRDP

Source: Field data (2020)

The ANOVA result comprised the sum of squares, df, mean square, F and sig. value. According to Cohen (1992), a sig. value of the F statistics < 0.05 indicates that the independent variable(s) does a good job in explaining any change in the dependent variable. Simply put, the sig. value explains whether a relationship exists between the variables or not. From the table, the study had an F stat of 36.687 with a sig. value of 0.000 < 0.05. This result means that a statistically significant relationship exists between HRDP and EP; thus, HRDP does a good job in explaining EP at the university. The result also implies that between the R and R² between HRDP and EP is statistically significant; thus, EP could be significantly affected by any change in HRDP.

Table 9 finally presented the coefficient of the regression analysis. It provided valuable information that is useful for understanding the regression results.

Table 9: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	16.675	3.873		4.306	.000
	HDP	.704	.116	.502	6.057	.000

a. Dependent Variable: EP

Source: Field data (2020)

Table 9 showed both the unstandardized and standardised coefficients of the regression analysis. Interpreting the beta coefficients (r) under the unstandardized and standardised columns, Cohen (1992), suggested that r = 0.10 to 0.29 represents ‘very weak’, r = 0.30 to 0.49 represents ‘weak’, r = 0.50 to 0.69 represents ‘moderate’ and finally, r = 0.70 to 0.99 represents ‘strong’ effect of one variable on the other. With a constant term of 16.675, the beta

value of 0.704 under the unstandardized coefficient column explains that HRDP has a strong effect on employee performance. This means that there is a statistically significant positive and strong effect of HRDP on performance of staff at CCTU.

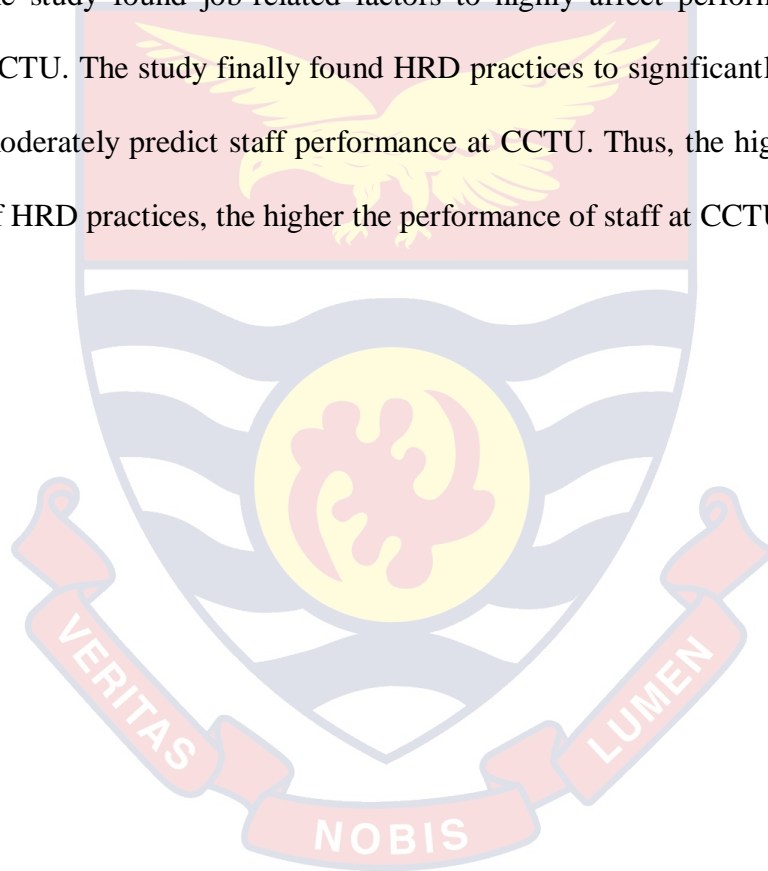
Also, the study reported the beta value of the standardised coefficient in order to reveal how HRDP significantly predicts employee performance. More precisely, the beta coefficient of 0.502 under the column marked standardised coefficient explains that HRDP moderately predicts employee performance at the university. This means that, for any change in employee performance, HRDP predicts about 50.2% of such change. The result implies that a unit increase in human resource development practices (HRDP) will lead to a significant moderate unit increase in staff performance at CCTU. Simply put, HRDP contributes about 50.2 percent of change in staff performance; thus, the more HRD practices are adopted at the university, the higher the performance levels of the staff.

Findings from the study have largely been supported by previous related literature. For instance, Bingilar and Etale (2014), found a significant positive impact of human resource development (HRD) on academic staff performance at some selected Universities in Nigeria. Amin et al. (2014) similarly focused on public universities in Malaysia and found HRM practices to positively impact on academic staff's performance. In a similar vein, Tizikara and Mugizi (2017), found HRD practices to positively influence employee performance at Palestinian universities in Gaza Strip. Similar findings were revealed by Wambui and Kihara (2018), Otoo and Mishra (2018) and Pohan et al. (2018),

who all found employee performance to be significantly influenced by human resource development.

Chapter Summary

The outcomes and discussion of the research goals of the study were discussed in this section. Based on the results, the study found work family balance and employee compensation as the key HRD practices at CCTU. Also, the study found job-related factors to highly affect performance of staff at CCTU. The study finally found HRD practices to significantly, positively and moderately predict staff performance at CCTU. Thus, the higher the adoption of HRD practices, the higher the performance of staff at CCTU.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The emphasis of this chapter was on the review of key observations, conclusions taken, and policy decision recommendations. It concluded with some suggestions for further research that are important.

Summary

The study aimed at examining the effect of HRD practices on staff performance at CCTU. To achieve this, the study developed the following specific objectives to:

1. assess the human resource development practices at the technical university;
2. assess the factors affecting employee performance at the technical university;
3. examine the effect of human resource development practices on employee performance at the technical university.

Because of its purpose, the study adopted the quantitative research method and descriptive research design. Using the simple random sampling technique, the study selected 121 staff from the target population of 175 teaching and administrative staff of the Cape Coast Technical University (CCTU). The study specifically obtained a valid data set of 113 from the 121 members; thus, with a response rate of 93.4%. The study processed the primary data from structured questionnaires using the IBM SPSS Statistics version 26. The processed data was further analysed using both descriptive and inferential

statistics. More specifically, the descriptive statistics specifically evaluated the study goals one and two, mean and standard deviation (S.D.) and finally, the inferential tool, specifically, linear regression was used to analyse research objective three. The ensuing sections focused on the study's summary of major findings.

With reference to the human resource development practices at CCTU, the study revealed several practices to include employee compensation, work family balance, performance appraisal, career development and employee training. Among these HRD practices, the study revealed that work family balance and employee compensation are the highest and major practices at CCTU. This result implies that work family balance is a key HRD practice that emphasises on balancing work roles with personal or family-related roles. This practice is key to developing the capabilities of human resource at CCTU and thus, considered as the most vital HRD practice at the university. The study, therefore, found that work family balance is the highest and most important HRD practice at CCTU.

The study, in terms of research objective two, revealed various factors affecting employee performance at CCTU to include employee-related, job-related and environment-related factors. Among these factors, the study revealed job-related factors as the key factors affecting staff performance at CCTU. The implication is that the presence of job-related factors affects employee performance more than employee-related and environment-related factors. Thus, job-related factors characterised by communication, job autonomy, job environment and job involvement primarily affect employee performance at CCTU. Among these factors, communication affected employee

performance the most. Thus, staff performance is highly affected by poor or ineffective communication among colleagues or management at CCTU.

Finally, the study's research objective three investigated the effect of HRD practices on performance of employees at CCTU. The study revealed that HRD practices have significant positive, and moderate effect on staff performance at CCTU. This outcome suggests that increased employee efficiency is substantially correlated with the existence of HRD activities. A unit increase in HRD activities thus contributes significantly to a modest unit increase in the efficiency of both university teaching and administrative personnel. Therefore, the study found that any enhancement of HRD procedures would lead to a substantial moderate increase in the performance of CCTU employees.

Conclusions

The goal of the study was to examine the effect of HRD practices on the performance of employees at CCTU. The study developed three specific objectives to help address this issue and they were largely achieved. The following conclusions have been taken from the main findings of the report.

With regard to objective one, the analysis found work family balance as the key HRD practice at CCTU. Previous empirical studies have supported this outcome by revealing that any work environment that makes room for proper balance between an employee's work and family roles are able to derive the best results from them. As such, organisations that fail to ensure work family balance of their employees are subject to severe performance breaches, attitudinal problems and poor commitment. Thus, failure to ensure work life balance among employees could have severe negative influence on individual

performance. The study, therefore, concludes that work family balance is the most important and key HRD practice at CCTU.

In terms of research objective two, the study found job-related factors to primarily affect staff performance at CCTU. As such, staff of CCTU would struggle to meet expected performance outcomes in the face of lack of job autonomy, poor communication lines or channels and uncondusive nature of job environment. Previous empirical studies have confirmed this finding, showing that job-related factors play major roles in ensuring better employee performance. For instance, poor job environment coupled with distorted information arising poor communication could lead to mismatch of expected output against actual output. It could also lead to severe in-house conflicts and high unrests among staff. The study concludes that performance of staff at CCTU are most affected by job-related factors.

The study finally found human resource management practices to significantly and positively influence staff performance at CCTU. Thus, any improvement made in HRD practices would lead to a direct improvement in staff performance at CCTU. This finding has largely been supported by previous studies who argued that HRD practices are significant contributors to staff performance in any organisational setting. Thus, the more staff of CCTU are exposed to favourable HRD practices, the higher their performance. The study concludes that HRD practices play significant roles in promoting employee performance at CCTU.

Recommendations

The research presented the following suggestions on the strengths of the main findings and conclusions of the study:

Work family balance was found as the most important human resource development practice at CCTU. The study, therefore, recommends that management CCTU should develop comprehensive measures that aims at assisting staff to properly balance their work with family roles. These measures could include improved employee support programmes, establishment of a conflict resolution unit and compulsory counselling sessions on regular basis with highly qualified and well-resourced counsellors. As the major HRD practice, lack of proper focus on work family balance by management would invariably affect employee attitude, commitment and invariably performance levels. Thus, adopting these measures could go a long way to help staff have adequate control and balance between work and personal or family roles.

The study also found job-related factors comprising communication, job autonomy, job environment and job involvement as the major factors affecting performance of staff at CCTU. On this note, the study advises that management should pay great attention to work-related variables in order to monitor their effect on employee performance properly. . This could be achieved by allocating adequate resources to improve current communication channels, for instance, at the university. Also, depending on the nature of assigned tasks, staff should be given the required autonomy to work with minimal external control. This would make them feel committed, trusted and involved; in turn, personally develop innovative strategies to address challenging situations associated with their jobs.

Finally, the study found that HRD activities substantially and positively boost the performance and efficiency of university employees. It was, therefore, recommended that management should continue to improve existing HRD practices as they are significantly associated with achieving better performance. This can be done by apportioning the resources required to continually improve notable HRD procedures including work family balance, employee compensation, training and career development in a bid to promote high staff performance levels. In terms of training, for instance, management should continue to provide relevant training packages to staff in order to build their capabilities while improving understanding of their work roles. Continuous development in HRD practices would obviously lead to better individual and overall performance at CCTU.

Suggestions for Further Research

Although the analysis offers valuable insights into HRD procedures and employee success, the field is still biased, impacting the generalization of outcomes. This is because the analysis focused only on the views and recommendations of the CCTU administrative and teaching staff. As such, the study suggests that by including other technical universities in the region, more research could enhance the generalization of results. Also, further research could expand the study's findings by focusing on tertiary institutions (i.e. both technical and traditional universities) in the country and other developing economies. Finally, the study focused on how the composite of HRD practices affect performance and as such, further research can investigate how HRD practices individually influence staff performance. This would help improve current literature on HRD practices in developing economies notably Ghana.

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APPENDICES

QUESTIONNAIRE

Kindly tick in the box

SECTION A: SOCIO-DEMOGRAPHIC INFORMATION

1. Sex: Male Female
2. Age: 18- 30 years 31-40 years 41-50 years
51- 60 years Over 60 years
3. Level of education
Certificate Diploma Degree
Master’s Degree Other (Please specify)
4. Marital status
Single Married Others
5. Job Position
Administrative staff Assistant Lecturer
Lecturer Senior Lecturer
Other, please specify.....
6. Number of years worked
< 5 years 5-10 years 11-15 years
16-20 years Over 20 years

PART B: measurement of marketing strategies

Items	1	2	3	4	5
Sales promotion					
Product availability					
Past experience with product usage					
Availability of discount sales					
Stimulating offers available to customers					
Availability of gift offers					
Perceived product quality					

Product reliability					
Tangibility of product					
Product and staff responsiveness to consumers					
Assurances such as warranty, safety standards attached to the product					
Product packaging					
The design of the product					
Package attractiveness					
Brand name					
Brand logo					
Product label					

PART D: MEASUREMENT OF consumer purchase behaviour

Please include your degree of agreement with these statements. **The ratings range from 1 to 5; where 1= least agreement and 5= Highest Agreement.**

Statement	1	2	3	4	5
I have positive attitude toward the product					
I am willing to repeat purchases whenever necessary					
I purchase the product frequently					
The choice of brand measures my consumer purchase behaviour					
Purchasing time					