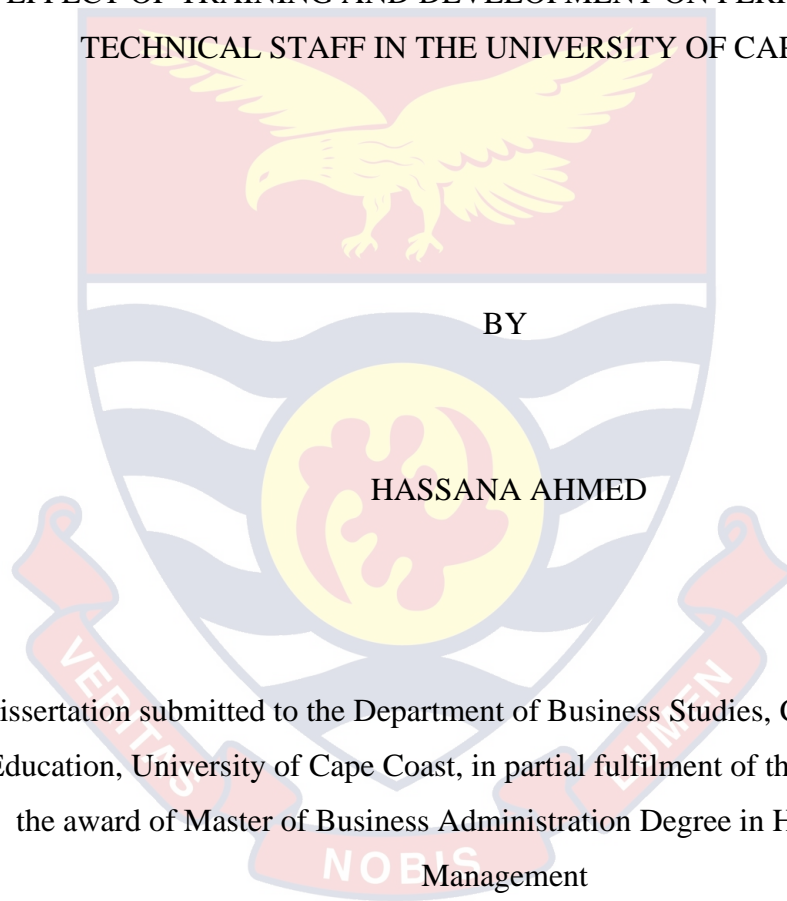


UNIVERSITY OF CAPE COAST

EFFECT OF TRAINING AND DEVELOPMENT ON PERFORMANCE OF
TECHNICAL STAFF IN THE UNIVERSITY OF CAPE COAST



Dissertation submitted to the Department of Business Studies, College of Distance Education, University of Cape Coast, in partial fulfilment of the requirements for the award of Master of Business Administration Degree in Human Resource Management

MAY 2019

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:.....

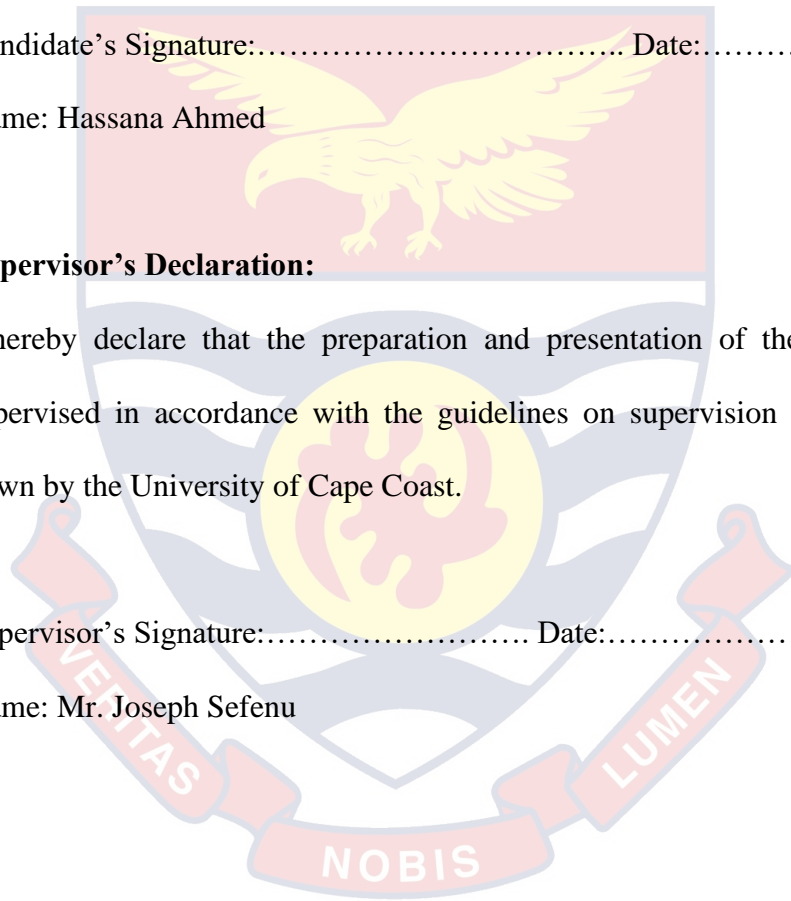
Name: Hassana Ahmed

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: Mr. Joseph Sefenu



ABSTRACT

The main purpose of the study was to assess the effects of staff training and development on employees' performance with focus on technical staff in the University of Cape Coast. The review of related literature for the study covered theoretical framework, conceptual issues and empirical studies. The specific objectives were to: examine the training and development opportunities available to technical staff in the University; assess the ways staff training and development programmes of the University contribute to technical staffs' performance; determine how technical staff' concept of training and development influence their performance; and assess the challenges of training and development programmes. Both quantitative and qualitative approaches were employed while the research strategy was the survey. Descriptive survey design was the main method in data gathering while the study population was the technical staff of the University of Cape Coast. There was no sample but a census since the study population was small and did not require sampling. The data collection technique and analytical tool were the questionnaire and descriptive statics and frequency tables and percentages. The analysis of data revealed that there are inherent bottlenecks with regard to the planning and implementation of the training and development programmes of the University of Cape Coast at least from the perspectives and exemplified experiences of the respondents. It was recommended that if training and development programmes of the University of Cape Coast are to be enhanced, then management of the University of Cape Coast should review the existing issues in the planning and implementation of the training and development programmes with the support of all stakeholders.

ACKNOWLEDGEMENTS

In undertaking this study, I have had the opportunity to work with different people as well as received kind support from many people. However, I have come to accept the fact that academic work cannot be undertaken single-handedly. For this and other reasons, I wish acknowledge the contribution of my supervisor Mr. Joseph Sefenu for his patience, guidance, concrete criticisms and valuable suggestions which helped to improve every part of this dissertation; my profound gratitude goes to Mr. Emmanuel Ampoful of the Directorate of Human Resource (DHR) and Mr. Emmanuel P. Owusu, Directorate of Audit for their patience, guidance, inputs and support throughout my programme. Prof, S. B. Kendie of the School for Development Studies deserves a very big thank you from me for the pieces of advice, suggestions and support towards the completion of this dissertation. I am very grateful to Mr. Maurice Kukuri of the School for Development Studies for his guidance, especially in the data management and data processing and to my respondents; the Heads of Department and their technical staffs who responded to the questionnaire. I wish to register my sincere appreciation for their contribution.

Last but not least, I am equally grateful to all the other people out there who in a diverse way also contributed to this dissertation. Please, accept my humble appreciation.

DEDICATION

To my father Mr. Ahmed M. Seidu and my mother Mrs. Hawa Ahmed



TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	6
Objectives of the Study	7
Research Questions	7
Hypothesis of the Study	8
Scope of the Study	8
Significance of the Study	9
Delimitation of the Study	10
Limitation of the Study	10
Organisation of the Study	11
Chapter Summary	12
CHAPTER TWO: LITERATURE REVIEW	
Introduction	13
Theories of Human Resource Development	13
Human Capital and Performance	16

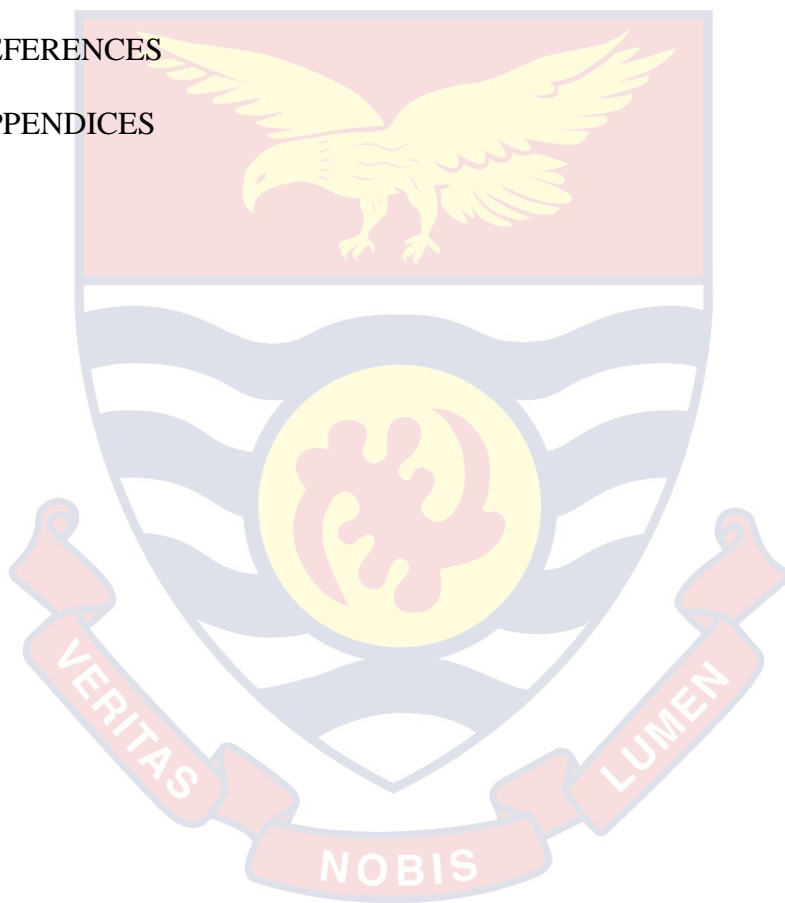
Victor Vroom's (1964) Expectancy theory	17
Implication of Victor Vroom's (1964) expectancy theory for human resource developers	19
Conceptual Review	20
Training Opportunities	20
The Concept of Training and Development	21
The Concept of Performance	23
Performance and Training	25
Empirical Studies on the Effect of Training and Development on Performance	27
Challenges Training and Development Policies in Organisations	30
Chapter Summary	31
CHAPETR THREE: RESEARCH METHODS	
Introduction	33
Research Approaches	33
Research Design	36
Study Area	39
Population	41
Sampling and Procedures	42
Data Collection Instrumentation	43
Data Collection Procedures	46
Data Processing and Analysis	48
Chapter Summary	51

CHAPTER FOUR: RESULTS AND DISCUSSION

Introduction	53
Research Question 1:	55
What are the training and development opportunities available to technical staff in the University of Cape Coast?	55
Research Question 2:	57
In what ways have staff training and development programmes of the University contributed to technical staffs' performance?	57
Research Question 3:	71
How do technical staffs' conception of training and development influence their performance?	71
Research Question 4:	79
Relationship between Training and Development Received and Satisfaction with Job Performance	79
Results of the Research Hypothesis	80
Research Question 5:	82
What challenges do technical staff face after completing their training and development programmes?	82
Respondents' suggestions to improve the staff training and development policy	85
Summary	90

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND
RECOMMENDATIONS

Introduction	91
Summary	91
Conclusions	94
Recommendations	95
REFERENCES	98
APPENDICES	104



LIST OF TABLES

Table	Page
1 Distribution of Technical Staff who have benefited from Training and Development Programmes	41
2 Training and Development Opportunities Available to Technical Staff	56
3 Score, Means and Standard Deviations on Technical staff Use of Technical Skills and Knowledge on the Job	62
4 Score, Means and Standard Deviations on Technical staff Work Activity	63
5 Score, Means and Standard Deviations on Technical staff Use of Managerial and Administrative Skills	64
6 Score, Means and Standard Deviations on Technical staff Use of Communicative Skills	65
7 Total Score, Means and Standard Deviations on Technical staff	66
8 Summary of Total Score, Means and Standard Deviations on Technical staff Overall Performance Rating	67
9 Total Score, Means and Standard Deviations on Technical staff Rating of the Relative Contribution of Training and Development Programmes	68
10 Technical staff Satisfaction with their performance as a result of training and development received.	70
11 Awareness of training and development opportunities	72
12 Training received Relates to Technical staff Work	75
13 Training courses technical staff received improve their skills on the job.	76
14 Relationship between Training and Development received by Technical staff and their Satisfaction with their job Performance	79

15 Chi-Square Results on the Relationship between Training and Development
received by Technical Staff and their Satisfaction with their job

Performance

82



CHAPTER ONE

INTRODUCTION

Background to the Study

This chapter explains what the problem is and why it is important to study it. Specifically, it contains the following issues; the background to the study, statement of the problem, purpose of the study, research questions/objectives/ hypotheses/ assumptions, significance of the study, delimitation of the study in terms of scope of the topic of the study, population and geographical location, limitation of the study, definition of terms and organisation of the rest of the study.

In today's business climate, it is common knowledge that some industries are experiencing staff and skills shortages while some companies are faced with stiff internal and external competition for quality employees. Therefore, employers who invest seriously in the area of training and development will reap the benefits of an enriched working environment with higher levels of staff retention as well as increased productivity and performance. While research indicates an increased interest in and awareness of the importance of training, the question needs to be asked is whether this translated into organisations establishing training and development policies and/or increasing their spending on training and development?

It is common knowledge that for training and development to be truly effective especially in relation to job performance, the training and development itself must be appropriate for the person and the situation. Additionally, good modern personal training and development extend beyond the obvious skills and

knowledge required for the job or organisation or qualification. This aside, effective personal development must also consider: individual potential (natural abilities often hidden or suppressed); individual learning styles; and whole person development (life skills, in other words).

Furthermore, where training and development seeks to develop people (rather than merely being focused on a specific qualification or skill) the development must be approached on a more flexible and individual basis than in traditional paternalistic (authoritarian, prescribed) methods of design, delivery and testing. These principles apply to teaching and developing young people too, which interestingly provides some useful lessons for workplace training, development and performance.

It is generally believed that all employees want to be seen as valuable and remain competitive in the labour market at all times. This can only be achieved through employee training and development especially, career-enhancing skills which in turn will lead to employee motivation and retention. Also, it is common knowledge that a well-trained and developed staff will be a valuable asset to the organisation and thereby increasing the chances of his/her efficiency and effectiveness in discharging his/her duties.

Training is not only to improve resourcefulness, but also to give workers a chance to learn their job and perform it more competently hence increasing firm's productivity. Training has been an important variable in increasing organisational productivity. Most researches including Colombo and Stanca (2008), Sepulveda

(2002) and Konings & Vanormelingen, (2009), showed that training is a fundamental and effectual instrument.

According to Heathfield, (2002), the right employee training, development and education at the right time, provides big pay offs for the organisation in increased productivity, knowledge, loyalty and contribution. While in Cole's (2002) view, development is seen as any learning activity which is directed towards future needs rather than present needs, and which is concerned more with career growth than immediate performance. The focus of development tends to be primarily on an organisation's future manpower requirements, and secondly on the growth needs of individuals in the workplace. For Mullins (2002), every work organisation is concerned with being effective, therefore, the quality of management is central to organisational development and improved performance.

Trainings in an organisation can be mainly of two types; Internal and External training. Internal training involves when training is organised in-house by the human resources department or training department using either a senior staff or any talented staff in the particular department as a resource person while external training is normally arranged outside the organisation and is mostly organised by training institutes or consultants. In both cases, the focus is on staff to build career positioning for greater challenges in the organisation. (<http://www.groundreport.com/induchiadi>; assessed 13/11/2017).

Therefore, in an institution such as the University of Cape Coast, for every employee to perform well especially technicians, the need for constant training and development can never be overemphasised. However, it suffices to argue that the

right employee training, development and education provides big payoffs for the employer in increased productivity, knowledge, loyalty, and contribution to general growth of the organisation (Aidele, 2009). For instance, external trainings provide participants with the avenue to meet new set of people in the same field and network. The meeting will give them the chance to compare issues and find out what is obtainable in each other's environment. This for sure will introduce positive changes where necessary.

However, it is a well-known fact that most organisations in Ghana struggle amidst numerous challenges to deliver quality products and services on time yet, some organisations do not adequately introduce training and development in an institutionally supported manner. The way forward towards amelioration of the challenges to job performance and growth in many organisations in Ghana is continuous advancement in education with focus on training and development of the people in the organisation. This implies that staff training and development brings knowledge and expertise to the ground level in order to improve the efficiency and effectiveness of the human element within the organisation. Furthermore, personnel development leads to mastery and acquisition of qualities such as competence, effectiveness, and a high degree of personal responsibility.

The importance of training and development especially, in relation to employees' job performance are not new to many organisations worldwide. Indeed, it is generally believed that training is necessary to ensure adequate supply of employees that are technically competent for both department and management positions (Mullins, 2007). According to Stone (2007) training has the distinct role

in the achievement of organisational goals by incorporating the interests of the organisation and the workforce. These assertions aside, it is common knowledge that training, including induction training/ orientation; job training; promotional training; internship training and further education is important to enhance the capabilities of employees.

Against this backdrop, the University of Cape Coast is one of the numerous organisations in Ghana that has recognised training and development as a crucial human resource in its day to day administration. As Degraft-Otto (2012) puts it; the human resource of any organisation is that which is expected to bring about the competitive difference. Since the success or failure of an organisation is dependent on the quality of the human resource as its orientation. Hence, the University of Cape Coast have policies that govern employees who want to further their studies or build up themselves for promotion. The human resource manager makes sure the policies are implemented but as it affects productivity, we are yet to know.

The above discussion suggests that staff training and development is crucial to any organisation that seeks to achieve its vision and mission and that the development of every nation depends on the quality of its human resource base. It is from this perspective that the University of Cape Coast Strategic Plan (2011) emphasises human resource planning and needs assessment in fulfilling its key thrusts to attract and retain high calibre staff; the University of Cape Coast places emphasises on academic programmes, its staff training and development approach also emphasises on other programmes that are relevant to the development needs of the University and the society at large.

Besides this, the major aim of staff training and development in the University is to promote the culture of development within the University, assist staff to develop their potential and enhance their capabilities as well as increase their efficiency and effectiveness to their own benefits and that of the University.

Statement of the Problem

Organisations including the University of Cape Coast in most cases are unable to find out the effect of training and development on employees' performance; especially where the Human Resource Directorate and trainers do not have sufficient time, people and money to do so.

The University of Cape Coast has a policy on Training and Development which it applies to the continuous development of its staff skills so as to achieve its organisational goals and improve employees' performance. However, since the University started implementing its training and development policy, it is less certain whether the training/development being offered to its technical staff equip them with competencies to improve their performance; technical staffs (believed to be more central/crucial in the University's endeavours) undergo training/development most of the time, but whether the training they receive translates into job performance; it is also less certain whether the training and development being offered has brought about improvement in their various departments; The Human Resource Directorate makes sure the policies are implemented but as it affects productivity, we are yet to know. Research is needed to: (1) Assess the training/development opportunities available to technical staff.; (2) Examine the ways staff training/development programmes have contributed to employees'

performance in the University; (3) Analyse how technical staffs' conception of staff training and development influence their performance and; (4) Examine the challenges technical staffs face after completion of their training programme.

Objectives of the Study

Given that set goals are to be achieved, then current staff should be equipped with the necessary knowledge, skills and abilities. This study seeks to assess the effects of staff training and development on employees' performance with focus on technical staff in the University of Cape Coast.

Specifically, the study seeks to:

1. Assess the training and development opportunities available to technical staff in the University of Cape Coast.
2. Examine the ways staff training and development programmes has contributed to technical staff of the University of Cape Coast performance?
3. Analyse how technical staffs' conception of staff training/development influences their performance?
4. Examine the challenges do technical staff face after completion of their training and development programmes?

Research Questions

Based on the statement of the problem and the objectives of the study, the following research questions will guide the study:

1. What are the training and development opportunities available to technical staffs in the University of Cape Coast?
2. In what ways has staff training and development programmes contributed to technical staff of the University of Cape Coast performance?
3. How does technical staffs' conception of staff training and development influence their performance?
4. What challenges do technical staffs face after completion of their training and development programmes?

Hypothesis of the Study

Ho: There is no statistically significant relationship between training and development received by technical staff and their satisfaction with their job performance.

Hi: There is a statistically significant relationship between training and development received by technical staff and their satisfaction with their job performance.

Scope of the Study

The University of Cape Coast is one of the institutions in Cape Coast that has a larger number of workers of many categories. The study was confined to only technical staffs in the University. The study is limited to technical staffs because of the fast changes in their field of study including new technologies, equipments, instruments which require further training/upgrading of knowledge/skills as well as building capacities to cope with the new things and new ways of doing things better. However, it is the hope of the researcher that the views that would be

expressed by the technical staffs would be a contribution to the stock of knowledge on training and development.

Significance of the Study

This study will be significant in the following ways:

1. Firstly, the findings are expected to enhance staff training and development practices to ensure good performance among technical staff in the University of Cape Coast employees.
2. Secondly, the findings will enable the management especially, the Directorate of Human Resource of University of Cape Coast to strengthen its human resource development policies that will in turn strengthen the links between training and development and staff performance while seeking solutions to performance problems.
3. Furthermore, it will help Management to facilitate periodic review of human resource development policies and programmes to suit emerging challenges facing the institution.
4. At the national level, this study will help provide the basis for further studies. It will thus, contribute to the development of knowledge, and at the same time, make room for higher efficiency and greater performance. This will deepen further the role of Universities in Ghana's socio-economic development.
5. Finally, in the areas of theoretical contribution, the results of the study are expected to add new knowledge to theoretical work on staff training and development and specifically, the role of human resource

development in staff training and development in general and in particular at the University of Cape Coast.

Delimitation of the Study

The study focused on training and development opportunities available to technical staff in the University of Cape Coast, the extent to which the staff training and development programmes have contributed to technical staff job performance and the challenges that staff face after completion of their training and development programmes. The focus is on technical staff because they are among the critical manpower for the University of Cape Coast.

The study is limited to the University of Cape Coast; Ghanaian public university in particular. Therefore, no attempt will be made to generalise arguments to other universities as it is believed they have their individual contexts. The UCC and its staff especially, technical staff serve as the context for this study.

Limitation of the Study

This research has some limitations. The study is constrained by its context of the University of Cape Coast and that data collection is on only technical staff which might limit the replicability of the research. The findings of this study might also lack generalisations. This is due to the application of descriptive research design hence, the researcher may not be able to generalise the research findings.

Furthermore, the researcher faced the challenge of uncooperative nature of some respondents to answer the questionnaires because of pressure of work and/or time constraint and the fact that in most cases they have to stress themselves to

choose from four categories of responses especially in the case of the likert scale items. It appears that there will be some kind of persistent interaction with respondents to yield reasonable response rate. Planning and executing the study, selecting the most appropriate scales, analysing and interpreting the statistical techniques to be used might pose a challenging situation to the researcher.

Organisation of the Study

The entire study is organised into five chapters. Chapter one embodies the introduction and the background. It states the problem and enumerates the objectives of the study. It includes the scope and delimitation of the study as well as the organisation of the study.

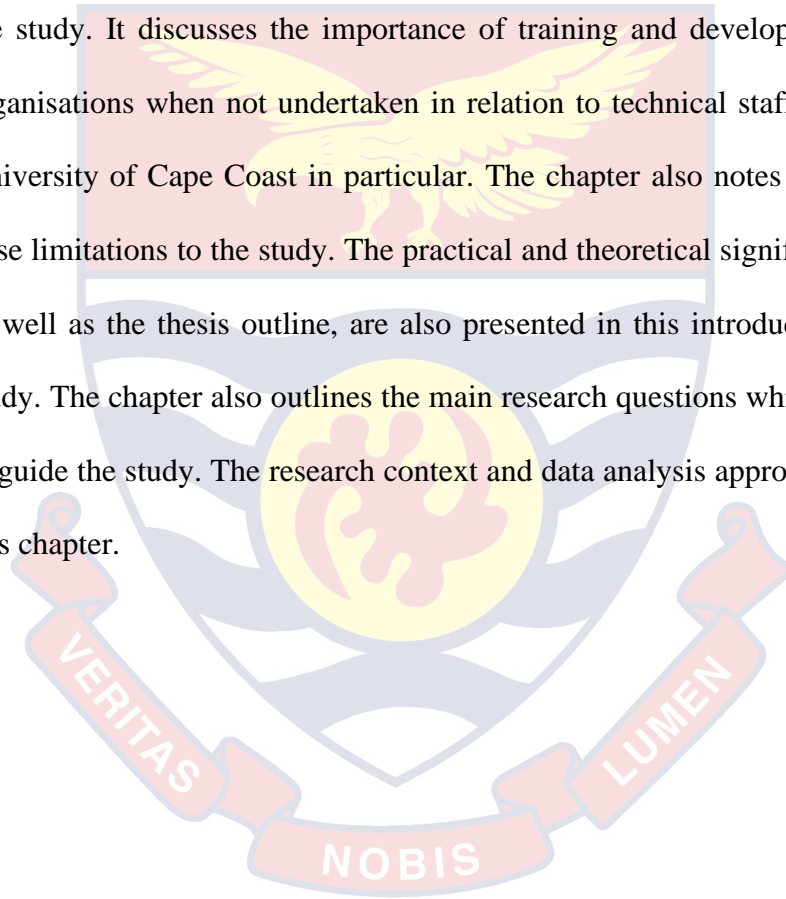
Chapter two dealt with the review of literature including possible benefits of training and development to staff and the University of Cape Coast, relationship between training and development level of employees job performance and challenges that staff face after completion of their training and development programmes. The review also covered theories and concepts on training and development among others.

Chapter three was devoted to discussion of the research methodology to be employed in this study including a brief description of the study institution; a discussion of the research approach and design; the study population and selection of respondents; data collection technique; administration of the instruments /questionnaire and data analytical tool.

Chapter four focused on analysis, interpretation and discussion of results from the data collected while chapter five was devoted to the summary of the findings, conclusions and recommendations for improvement and /or further study.

Chapter Summary

This chapter presents background information and the research context to the study. It discusses the importance of training and development, its effects of organisations when not undertaken in relation to technical staff in general and the University of Cape Coast in particular. The chapter also notes the issues that may pose limitations to the study. The practical and theoretical significance of the study, as well as the thesis outline, are also presented in this introductory chapter of the study. The chapter also outlines the main research questions which were formulated to guide the study. The research context and data analysis approach are discussed in this chapter.



CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter is devoted to the review of literature on the training and development related to performance. Specifically, the theoretical review which constitutes the basis for the study is discussed. (i.e. human development theories), followed by human capital and performance theories and then Victor Vroom's (1964) Expectancy theory, the conceptual review and the empirical studies follow respectively. Thus, the theories, concepts and empirical review discussed guided the study while the last section provides a summary of the chapter.

Theories of Human Resource Development

Theories of human resource development also known as 'Human Capital' underpin this study. 'Human Capital' was first introduced by Adam Smith in 1776 in his famous book "The Wealth of Nations." Smith attributes growth to the skill, dexterity and judgment which a country's labour force applies to work (Smith, 1776, 1976:10) (as quoted by Malcom Warner, 1998).

President Theodore Shultz of US (1960) first mooted the idea of "human capital" to highlight the importance of human resource development to a nation (Gillis et al., 1987, p.206).

Among the leading positions of development economists of the 1950's is that of human resource development. These theorists maintain that the accumulation of material capital should be done alongside investment in 'human capital'. This

involves improving the quality of people as productive agents - by changing their abilities and skills. They contend that education should be viewed in relation to employment as an investment good – as “human capital” or “embodied savings”. Dudley Seers one of the leading proponents of this view used structuralism to criticise Keynesian economies which used national accounting statistics as their basis for compiling national wealth. Seers charged that, such accounting statistics neglected among others the distributional characteristics such as differences between the rich and the poor ... (Peet & Hartwick, 1999).

Meier and Stiglitz (eds.) (as quoted by World Bank, 2001) give account of how development economics denounced physical accumulation of capital and rather emphasised the concept of investment in human capital which depended on acquisition of knowledge, better health, nutrition and skills development as means to raise productivity. A second generation of development economists sounding more rigorous attributed the increase in production to be caused by many factors which include the quality of labour through education. This rigorous view debunked the view of the first generation of development economics that additional effort in total production of goods is caused by technical advancement (Meier & Stiglitz (eds.) as quoted by the World Bank, 2001).

Schuler and Jackson (1996) (as quoted by Warner (ed.) 1998) emphasising the importance of Human Resource Management in corporate authorities in the 21st century declared that emerging industries (such as biotechnology) which are knowledge-based industries, depend on the principle that sustained competitive

advantage is based on resources not easily imitated - the skill to make better use of people.

The new endogeneous growth theory of the 1980's and 1990's altered the basis for analysing aggregate production functions (Romer, 1986, 1989; Lucas, 1998) (as quoted by World Bank & Oxford University, 2002) and, thus, attribute increasing returns in production to expanding stock of human capital through investment in "knowledge" capital (education).

Arthur Lewis (nd) (as quoted by Gillis et al., 1987) an adherent of neo-classical theory of the nineteenth and twentieth centuries in his famous model of "economic development with unlimited supply of labour," observed that inequality will finally be reversed when all surplus labour is finally absorbed into modern-sector employment.

Proponents backing the human resource development cited in the study give indications that human resource development is a key factor in the growth of any economy. It must however, be acknowledged that no human resource development effort can succeed without education.

However, there emerged counter attacks on theories that promoted human resource development as a key indicator of economic growth by a group called the Smithian economists such as John Toye (1987), Dorn et al., (1998) (as quoted by Peet & Hartwick, 1999) who sided with Harry Johnson (1923-1977) who had criticised the Keynesian economics of early 1970's for showing lack of confidence in capitalism. Bauer (nd) (as quoted by Peet & Hartwick, 1999) was another critic

of development economists' view on investment in human capital for not being necessary.

Human Capital and Performance

The link between human capital and performance is based on two theoretical strands. The first, as we have discussed, is the resource-based view of the firm. The second is the expectancy theory of motivation which is composed of three elements: the valence or value attached to rewards, the instrumentality, or the belief that the employee will receive the reward upon reaching a certain level of performance, and the expectancy, the belief that the employee can actually achieve the performance level required. HRM practices that encourage high skills and abilities - e.g. careful selection and high investment in training - can be specified to make the link between human capital management and performance.

Initial writing on human capital flowed from economists of education such as Becker (1964, 1976); Mincer (1974), Schultz (1971), and (the Nobel Laureates for their work in this subject) focusing on the economic benefits from investments in both general and firm-specific training. This work, based on detailed empirical analysis, redresses the prevailing assumption that the growth of physical capital is paramount in economic success. In reality, physical capital 'explains only a relatively small part of the growth of income in most countries' (Becker, 1964: 1). The relationship between education and economic growth (Hanuschek & Kimko, 2000; Psacharopoulos, 1973), productivity (Denison, 1967, 1962) and earnings growth (Becker, 1964; Schultz, 1971) all have strong empirical support (Hewlett, 2002).

Human capital has been central in explaining individual earnings differences (Nerdrum & Erikson, 2001). Employees who invest in education and training will raise their skill level and be more productive than those less skilled, and so can justify higher earnings as a result of their investment in human capital.

The development of human resource accounting as a field demonstrates the high interest in attempting to value the contribution of employees (Cascio, 1991). Nevertheless, there is no human capital and performance generally accepted accounting procedures for human resources and the progress of human resource accounting has been, at best, mixed, with two major reviews concluding:

‘As tempting as it is to try to establish a balance sheet value for a firm’s human assets, such attempts are probably doomed; at this point it is not possible to calculate a figure that is both objective and meaningful’ (Ferguson & Berger, 1985: 29).

At the theoretical level, HRA is an interesting concept. If human resource value could be measured, the knowledge of that value could be used for internal management and external investor's decision making. However, until HRA advocates demonstrate a valid and generalisable means for measuring human resource value in monetary terms, we are compelled to recommend that researchers abandon further consideration of possible benefits from HRA’ (Scarpello & Theeke, 1989: 275).

Victor Vroom’s (1964) Expectancy theory

The expectancy theory by Victor Vroom is one concept that seeks to analyse issues of motivation. According to Lussier and Achua (2007), Vroom’s (1964)

expectancy theory is based on a formula: $\text{motivation} = \text{expectancy} \times \text{instrumentality} \times \text{valence}$. The theory proposed that people are motivated when they believe they can accomplish the task, they will get the rewards for doing so are worth the effort. The theory is therefore based on the following assumptions: Both internal (needs) and external (environment) factors affect behaviour; behaviour is the individual's decision; people have different needs, desires and goals; people make behaviour decisions based on perception of the outcomes.

There are three variable conditions that must be met in Vroom's formula for motivation to take place. These variables are Expectancy, Instrumentality and Valence. Expectancy refers to the person's perception of his or her ability (probability) to accomplish an objective and the higher one's expectancy the better the chance for motivation. When employees do not believe that they can accomplish objectives, they will not be motivated. Instrumentality refers to belief that the performance will result in getting the reward and the higher one's instrumentality, the greater the chance for motivation. If employees are certain to get reward, they probably will be motivated. Valence refers to the value a person places on the outcome or reward and the higher the value (importance) of the outcome or reward, the better the chance of motivation.

A study by Lussier and Achua (2007) found that expectancy theory can be used to determine if leaders can be trained to use ethical consideration in decision making. Therefore, expectancy theory works in certain context but not others. The theory also works best with employees who have an internal locus of control because if they believe they control their destiny, their efforts will result in success.

This implies that if a worker of the University of Cape Coast believes that working hard will lead to expected pay increase, promotion and opportunity for career advancement then, he will be motivated. To vroom, rewards may either be positive or negative. The more positive the reward, the more likely the employee will be motivated and vice versa.

Vroom's (1964) expectancy theory has some flaws; Bassy (2002) indicated that the theory has become so complex that it has exceeded the measures which exist to test it. The theory however, has some significant implication for motivating workers in any institution. Expectancy theory is relevant to the study because, if the management of the University of Cape Coast expects workers to perform well, then the workers must be rewarded when the need arises.

Implication of Victor Vroom's (1964) expectancy theory for human resource developers

Vroom's (1964) theory implied that Human Resource Developers should not view motivation as simply cause and effect matter. Theoretically, Vroom's (1964) theory seems to help Human Resource Developers appreciate the complexities of motivation but it does not give them much practical help in solving employees' emotional problems except simple prescriptions such as making sure employees know exactly what is expected of them. Moreover, the theory is designed to help management understand and analyse employees' motivation and identify relevant variables, it does not provide specific solutions to motivational problems. Although, Vroom's (1964) theory does not directly contribute much to techniques of motivating employees in an organisation, it is of value to Human Resource

Developers in understanding and clarifying relationship between employees and organisational goals.

One major area of human resource management function of a particular relevance to the effective use of human resource is training and development. Few people these days would argue against the importance of training as a major influence on the success of an organisation, (Laing, 2009). According to Portolese Dias (2012), human resource management is the process of employing people, training them, compensating them, developing policies relating to the work place and developing strategies to retain them. Human resource is crucial but expensive, and in order to sustain economic and effective performance of this resource, it is important to optimise their contribution to the achievement of the aims and objectives of the organisation. Human resource management plays an important role in organisations and these are training, development and productivity.

Conceptual Review

This section presents the conceptual review on the effect of training and development on the performance. They are: (1) training opportunities; concept of training and development; (2) the concept performance and (3) Performance and training.

Training Opportunities

All employees want to be valuable and remain competitive in the labour market at all times. This can only be achieved through employee training and development. Employees will always want to develop career-enhancing skills,

which will always lead to employee motivation and retention. There is no doubt that a well-trained and developed staff will be a valuable asset to the company and thereby increasing the chances of his efficiency in discharging his or her duties.

Trainings in an organisation can be mainly of two types; Internal and External training sessions. Internal training involves when training is organised in-house by the Human resources department or training department using either a senior staff or any talented staff in the particular department as a resource person.

On the other hand external training is normally arranged outside the firm and is mostly organised by training institutes or consultants. Whichever training, it is very essential for all staff and helps in building career positioning and preparing staff for greater challenges. Employers of labour should enable employees to pursue training and development in a direction that they choose and are interested in, not just in company-assigned directions. Companies should support learning, in general, and not just in support of knowledge needed for the employee's current or next anticipated job. It should be noted that the key factor is keeping the employee interested, attending, engaged, motivated and retained. (<http://www.groundreport.com/induchiadi>; assessed 11/12/2017)

The Concept of Training and Development

Training and development is the framework for helping employees to develop their personal and organisational skills, knowledge, and abilities. The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organisation and individual employees can accomplish their

work goals in service to their customers (<http://www.groudreport.com/world>). Assessed; 11/12/2017.

The University of Sussex policy statement on staff development (2006) clearly states that staff development of the university is to “commit itself to the development of its staff through encouraging an environment conducive to learning, and providing resources for learning in a variety of ways”. While for Boachie-Mensah (2006), training is any process to improve employees’ current job performance (p.294). Although staff education/training can go a long way to influencing attitudes, the greatest influence will be on the job, and again the role of the manager and the environment within which the individual works greatly influence the individual’s performance (Cook 2000, p. 148). While Noe (2004), is of the view that training is a planned effort to enable employees to learn job-related knowledge, skills, and behaviour.

According to Mullins (2002), every work organisation is concerned with being effective. The quality of management is central to organisational development and improved performance. There are, however, several forms of development. To him, development is achieved through learning and maturation which make the individual become increasingly complex, more elaborate and differentiated. These enable the individual to adapt to the changing environment. He further argues that complexity in the individual opens up the potential for new ways of acting and responding to the environment and leads to further learning.

According to Cole (2002), training is a learning activity directed towards the acquisition of specific knowledge and skills for purpose of an occupation or task. In

order to sustain and achieve effective training and development, it is for an employee to be able to know the goals of the organisation, and work towards it. Every organisation has to encourage its members to broaden their knowledge in one way or the other, because that is the only way for the individuals and the organisation will grow.

On his part, McNamara (1997) opines that training and development can be initiated for a variety of reasons for an employee or a group of employees. These include:

- i. When a performance appraisal indicates performance improvement is needed.
- ii. To “benchmark” the status of improvement so far in a performance improvement effort.
- iii. As part of an overall professional development programme
- iv. As part of succession planning to help an employee be eligible for a planned change in role in the organisation.
- v. To “pilot”, or test, the operation of a new performance management system.
- vi. To train about a specific topic.

The Concept of Performance

Dubnick (2005) asserts that: outside of any specific context, performance can be associated with a range of actions from the simple and mundane act of opening a car door, to the staging of an elaborate reenactment of the Broadway musical ‘Chicago’. In all these forms, performance stands in distinction from mere “behavior” in implying some degree of intent.

In science, connotations vary according to disciplines. For example, psychology, social sciences and managerial sciences use different definitions depending more on individual, or societal, or organisational and system performance. Clearly, performance has many meanings. From Dubnick's observations of car doors and musicals, we can infer a universal definitional ingredient. Performance is about intentional behaviour, which can be individual or organisational. Based on this understanding of performance as deliberate action, a classification of performance perspectives can be built from two dimensions: Quality is either (a) the quality of the actions being performed, or (b) the quality of what has been achieved because of those actions. This allows distinguishing between four perspectives on performance.

The first perspective of performance focuses the attention on tasks being carried out by the performing agent. Performance then includes all actions that are performed. A police patrol, a vaccination campaign, a medical treatment, teaching a course, judging in courts, all are examples of performances, indifferent from whether they were successful. Performance is intentional behaviour of government actors. As such, this conceptualisation is relatively neutral in nature, but also very broad.

The other dimensions of performance contain a value judgment. Performance has a quality that can be either high or low. First, when performance is about the quality of the actions, and not as much about the quality of the achievements, performance is conceptualised as competence or capacity). Under the assumption that a highly competent performer will be more likely to generate more

and better-quality output from an activity most of the time, performance becomes associated with the competence of the performing institution (Dubnick 2005: p.392). There is a substantial literature on high performing public sector organisations and governments that roughly equals performance with superior capacity of the performing institution. The Government Performance Project, initiated by Syracuse University, studies for example the performance of US states by measuring their management capacity (Maxwell School of Citizenship and Public Affairs 2002).

Secondly, when performance is about the quality of the achievements and not as much about the quality of the actions, performance equals results). The capacity of the organisation is not the focus of this conceptualisation. The opinion that only results matter is emblematic for this position. Below, it is argued that results may be both the outputs and the outcomes of the public sector. Many NPM texts see performance like this. As long as the results are proven, it does not really matter how they came about.

Performance and Training

For every employee to perform well especially Supervisors and Managers there is need for constant training and development. The right employee training, development and education provides big payoffs for the employer in increased productivity, knowledge, loyalty, and contribution to general growth of the firm. In most cases external trainings for instance provide participants with the avenue to meet new set of people in the same field and network. The meeting will give them

the chance to compare issues and find out what is obtainable in each other's environment. This for sure will introduce positive changes where necessary.

It is generally believed that development is achieved through learning and maturation which makes the individual become increasingly complex, more elaborate and differentiated. Generally, there are four main types of development, namely: (1) Self-development; (2) Management development; (3) Employee development and; (4) Organisational development. However, for the purpose of this study, only the first three are discussed since they appear to be more relevant here.

According to Mullins (2002), an important part of the process of improving the performance of managers is self-development. He argues that it is the concept of embracing both 'of-self' and 'by-self' types of learning. People developing themselves take responsibility for their own learning and identify their own learning needs and designs how to meet them. Also, through the performance of everyday work, they monitor their own progress, assess the outcomes and re-assess their goals.

This is generally seen as the process of educating and developing selected personnel so that they have the knowledge, skills, attitudes and understanding needed to manage in future positions. Companies use management development to ensure the success of the organisation, to furnish competent replacement and to create an efficient team, to enable managers to reach their potential. According to the UCC staff training and development policy, (2011), Heads of Department /Section/Unit also have the responsibility of identifying the learning and development needs of staff. Heads of Departments/Sections/Units have to develop

and implement strategies for addressing them while the Training and Development Section acts in an advisory and resource capacity.

As regards employee development, it is seen as a collective responsibility of the individual members of staff, Heads of Department/Section/Unit and Staff Training and Development specialist to ensure effective staff training and development while all individual staff has the responsibility for their training and development needs and to respond to the learning opportunities provided.

Empirical Studies on the Effect of Training and Development on Performance

This section has been devoted to practical examples of where effect of training and development on performance has been conducted. There is a large and growing body of evidence that demonstrates a positive linkage between the development of human capital and organisational performance. The emphasis on human capital in organisations reflects the view that market value depends less on tangible resources, but rather on intangible ones, particularly human resources. Recruiting and retaining the best employees, however, is only part of the equation. The organisation also has to leverage the skills and capabilities of its employees by encouraging individual and organisational learning and creating a supportive environment where knowledge can be created, shared and applied.

In this review, we will assess the context in which human capital is being discussed and identify the key elements of the concept, and its linkage to other complementary forms of capital, notably intellectual, social, and organisational. We will then examine the case for human capital making an impact on

performance, for which evidence is now growing, and explore mechanisms for measuring human capital.

Empirical work has become more sophisticated, moving from single measures of HR to embrace combinations or bundles of HR practices and in this tradition, the findings are powerful (Fitz-Enz, 2002). Such results have led some scholars to support a ‘best practices’ approach, arguing that there is a set of the identifiable practices, which have a universal, positive effect on company performance. Other scholars contend that difficulties in specifying the constituents of a best-practices set, and the sheer number of contingencies that organisations experience, make the best practice approach problematic. A general and growing trend in this debate is to see these approaches as complementary rather than in opposition, with best practice viewed as an architectural dimension that has generalisable effects, but within each organisation, the bundles of practices will be aligned differently to reflect the context and contingencies faced by the firm. Though there appears to be a growing convergence on this issue, the measurement of human capital remains rather ad hoc, and more needs to be done to develop the robust methods of valuing human contribution.

Higher institutions of learning the world over have recognise that their staff is fundamental to its success, the University of Cambridge Staff Development Policy, (2006) for instance argues that staff development should facilitate personnel and professional development for individuals and groups, to enable them to achieve their potential and contribute to the provision of excellence in teaching and research in the university while the University of York has incorporated in its Staff

Development Policy, a strategic professional approach to staff development, to help the university attract and retain high calibre staff skills and competences necessary to deliver its objects (University of York Staff Development Policy, 2009).

Furthermore, the University of Queensland also places high value on its staff because of its belief that they (staff) are central to the university's endeavours. It therefore aims to assist in the development of each member of staff and thereby enhance the university's performance and its status as a quality employer (University of Queensland Staff Development Policy, 2009).

In addition to this, Luthans (2005) is of the view that, Human Resource Developers are to carefully assess their reward structures, clearly define objectives and the performance necessary to achieve them. Employees' performance should be attached to reward because when an employee works harder to produce more than the other employee and is not rewarded he or she may slow down productivity. Human Resource Developers should also ensure that rewards are of value to the employee. They should get to know employees as individuals and develop good human relations as a people developer. Finally, Human Resource Developers have to ensure that employees believe what they do and say they will do.

Similarly, the University of Cape Coast Strategic Plan emphasises Human Resource Planning and needs Assessment in fulfilling its key thrusts to attract and retain high calibre staff; The University of Cape Coast places emphasises on academic programmes, its staff training and development approach also emphasises on other programmes that are relevant to the development needs of the University and the society at large.

Challenges Training and Development Policies in Organisations

All over the world, there is evidence that the traditional structures of bureaucratic organisations, with clearly defined pay and grading systems are becoming increasingly unattractive to job hunters. For instance, central and local governments are experiencing difficulty in recruiting specialists into the organisations. Organisations are also changing in structure through downsizing or right-sizing, resulting in the “learner fitter” organizations ready to meet the challenges of the 21st century (Thomson and Mabey, 1997). All these developments pose great challenge to training and development policy implementation in organisations. However, addressing the human resource capacity challenges has enormous strategic and financial resource implications for policy-makers in transition and developing economies, due to over-reliance on external donors for funding (Analoui et al, 2007).

In the case of Ghana, the Draft National Employment Policy (1996), provides for state intervention in training and development and that it is the responsibility of both private and public sectors to undertake training and development in the economy.

Nyoni et al (2006) cites the problem of limited resources and lack of efficient management systems, as responsible for the above situation. He explained further that planning and implementation of the policy have had limited success due to factors such as insufficient balance between the plan and the planning process (i.e. how the plan was prepared), low levels of involvement of stakeholders in the planning processes, and insufficient advocacy to attract resources for

implementation. Since training and development policies, strategies and plans vary in terms of comprehensiveness, there is the need to review or develop such policies for more comprehensiveness and thoroughness.

To ensure that institutions of higher education can effectively plan and implement their staff development policy, the human resource departments, other departments and designated groups will have to provide the needed logistics in a timely fashion.

Chapter Summary

The literature on the effect of training and development on performance has been briefly discussed. This brief literature provides the research gap as well as the theories of human resource development, human capital and performance, an understanding of the importance of training and development and other related issues in training and development on performance.

It is evident from the human resource theorists' argument that the human resources of a nation are largely responsible for the overall economic and social development of that nation (Todaro, 1992). Hence, the human resources of an organisation such as the University of Cape Coast is largely responsible for the training and development of its staff as far as overall performance of the University is concerned.

Victor Vroom's (1964) expectancy theory for human resource developers was employed to serve as the theoretical framework. This theory espouses that Human Resource Developers should not view motivation as simply cause and effect

matter. This means that there should be a balance between employees' continuous stay to contribute to organisational survival and organisational inducements.



CHAPETR THREE

RESEARCH METHODS

Introduction

This chapter discusses the research approaches including qualitative and quantitative approaches as well as the mixed method. Other issues discussed in this section include the research design, background of the study institution, the study population, selection of the respondents, sources of data, data collection procedures/ instrumentation, ethical consideration and data processing and analysis.

Research Approaches

Researchers have many ways of examining and relating their study. Quantitative, qualitative, and mixed measures are all differentiated by the question, 'How is the researcher explaining his or her findings?' If the researcher uses numbers, they are using a quantitative measure; if they use a descriptive style it is qualitative measure; and if they are somewhere in between it is a mixed method.

Quantitative research uses numbers to test hypotheses and make predictions by using measured amounts, and ultimately describe an event by using figures. By using numbers, the researcher has the opportunity to use advanced and powerful statistical tests to ensure that the results have a statistical relationship, and are not just a fluke observation. Strength of quantitative methods is that, by examining numbers, a certain level of bias is removed. It is hard to argue that one kicking a ball, for instance, is not kicking a ball. When a researcher studies a specific variable that is operationally defined, then the results can be applied to larger populations,

making the findings generalisable. Therefore, objectivity, deductiveness, generalisability and numbers are features often associated with quantitative research

Qualitative research describes the kind and quality of a subject, while interpreting and attempting to understand an event. By using narrative descriptions, the purpose of qualitative research is to give someone a mental picture of what the researcher is seeing. Due to the nature of qualitative research, it is difficult to use statistical procedures to measure kinds and qualities, and this research typically focuses on a few individuals or just a single person.

Qualitative research is dependent on a researcher's personal view and description of a situation. This leads to a certain level of bias and subjectivity in the description. For example, in the schoolyard situation before, what you may see as aggressive, I may see as playful. It's all in the eye of the beholder. The descriptions, however, take on a dynamic and personal account of what is occurring. They are not just tallying of something that occurred, but a story of the individual or group. Going along with this story idea, though, is the issue of a lack of generalisability. The story is a unique description that reveals the dynamic interaction of an individual or group; it limits its ability to be about other people. This notwithstanding qualitative data can sometimes be handled in such a way as to produce quantitative data. e.g. the researcher exploring feelings of patients can analyse the responses in clusters that are negative or positive so as to produce a figure/percentage of negative patient and positive patient feelings).

It follows from the above discussion that as George Bernard Shaw (in Daintith, 1997:346) put it: “The golden rule is that there are no golden rules.” This

means that there is no clear-cut method as to which research design is best - it often depends on the nature of the study and discretion of the researcher (Zikmund, 2000:69). However, being prudent one should remember that historical works could help with direction, after all “better one safe way than a hundred on which you cannot reckon” (Aesop in Ehrligh & de Bruhl, 1996:430).

Lending support to Bernard Shaw (in Daintith, 1997:346), Osuala concludes that, both qualitative and quantitative methods may appear to be opposites, derived from different philosophies. But both methods conform to accepted standard tools of research and can supplement each other, and providing alternative insights into human behavior hence the mixed method may be adopted as a research approach.

This study employed the quantitative approach because of the following reasons:

- All research is quantitative, because anything can be counted - even purely verbal responses, perhaps after sorting comments into similar groups.
- All research is qualitative, because answers to even the firmest numeric questions may conceal a variety of meanings.

So the real difference between qualitative and quantitative is not so much the method, but the researcher's approach. Therefore, the general advice to researchers is to choose a more quantitative method when most of the following conditions apply:

- The research is confirmatory rather than exploratory i.e. this is a frequently researched topic, and (numerical) data from earlier research is available.

- You are trying to measure a trend (almost impossible with qualitative research).
- There is no ambiguity about the concepts being measured, and only one way to measure each concept.
- The concept is being measured on a ratio or ordinal scale.

These conditions aside, this study adopted the quantitative approach not only because of limited resources including time constraint and inadequate funds but also there has been the polarisation along the lines of quantitative and qualitative methods in the field of research in any discipline, either in natural or social sciences; posing the problem of choice among the appropriate research approach to be adopted in conducting social science research (Derbile, 2003) while Bacho (2001) as cited in Derbile, (2003) indicated that proponents of quantitative research argued that human behavior in the social sciences, like the physical phenomenon in the natural sciences can be quantified in attributes. It can therefore be subjected to generalisations that have universal applicability. Rist (1975:18) as cited in Osuala (2001:170) postulated that “the epistemological underpinnings of the quantitative motive hold that there exist definable and quantifiable ‘social facts’ ”.

Research Design

This section describes the study design, explains the rationale and justification for the design and the research strategies. A research design may be seen as processes for a research to achieve its aim and objectives. According to Summer & Tribe (2010), it can be described as the plan for the research which

seeks to find answers to questions and raised in a research project. Additionally, the research design offers the researcher the opportunity to decide on the type of design that would be appropriate for the research. In nutshell, the research design should be a plan to guide the collection and analysis of data and interpretation of the findings of a research.

The study used both exploratory and descriptive design to assess the effect of training and development on performance of technical staff of the University of Cape Coast by exploring the views of the technical staff, as well as by exploring different literatures related to the effects of training and development on performance. The descriptive survey research methodology within the quantitative research design was used for this study. A descriptive study may be used to develop theory, identify problems with current practice, justify current practice, make judgments or identify what others in similar situations may be doing. There is no manipulation of variables and no attempt to establish causality. The descriptive survey method within the quantitative research design was adopted for this study because of the following reasons:

1. First and foremost, this type of study is that it is easy, simple and inexpensive, and a researcher can get hundreds of people to complete the survey in a relatively short period of time. However, there are some disadvantages to survey studies. One disadvantage is that it's difficult to truly test the impact of certain variables when all people are doing is filling out a survey. Another disadvantage is that some people might not be honest in their survey responses.

2. The study was an attempt to explore and explain while providing additional information about the effects of training and development on the performance of technical staff of the University of Cape Coast; to describe what is happening in more detail, filling in the missing parts and expanding our understanding the effects of training and development on the performance of technical staff of the University of Cape Coast;
3. Much information is needs to be collected as possible instead of making guesses or elaborate models to predict the future - the 'what' and 'how,' rather than the 'why';
4. Little is known about the effects of training and development on the performance of technical staff of the University of Cape Coast.
5. The researcher was interested in describing spontaneously how training and development affect the performance of technical staff of the University of Cape Coast;
6. It involves the formulation and testing of the hypothesis for this study; which states that training and development has no effect on performance of technical staff of the University of Cape Coast;
7. It tends to deal with who, what, when where and how research questions which also applies to this study.

For these reasons, the researcher chose the descriptive research methodology and designed a questionnaire survey instrument to assess the effects of training and development on performance of technical staff of the University of Cape Coast. The purpose was to collect data from the technical staff of the

University of Cape Coast utilising a questionnaire as it done with most surveys about larger social institutions (Robson, 1993).

Two research strategies were found to be appropriate for the study on effects of training and development on the performance of technical staff of the University of Cape Coast. They were: survey and case study strategies. However, the survey strategy was adopted because the researcher was interested in using the deductive approach more than other approaches; the answers that this study is looking for bothers on the what, who, how and where questions, the researcher would develop and administer questionnaires as well as use interview methods in conducting the survey. This research strategy suggests that the data to be collected would be more of quantitative rather than qualitative.

The study on effects of training and development on the performance of technical staff of the University of Cape Coast was intended to answer who, what, how and where questions. Therefore, the data collection techniques employed included developing a questionnaire, conducting interviews and testing of hypothesis of the study.

Study Area

According to the University of Cape Coast Strategic Plan (2012-2016) of the University of Cape Coast began as a College in October, 1962, as a result of a recommendation of an international commission appointed by the Ghana Government in December, 1960. Approximately 40% of students are admitted into the Faculty of Education to pursue Bachelor of Education programmes qualifying as

professional teachers, and the rest into non-education programmes in the other Faculties.

The University of Cape Coast is an equal opportunity University that is uniquely placed to provide quality education through the provision of comprehensive, liberal and professional programmes that challenge learners to be creative, innovative and morally responsible citizens. Presently, the University has restructured its degree programmes by de-coupling the study of professional education courses from the main degree course. The University is organised into five (5) Colleges and fourteen (14) Faculties/Schools headed by Provosts and Deans respectively.

According to Degraft-Otto (2012), the human resource of any organisation is that which is expected to bring about the competitive difference. Since the success or failure of an organisation is dependent on the quality of the human resource as its orientation, University of Cape Coast is not exempted. They have policies that govern employees who want to further their studies or build up themselves for promotion. The human resource manager makes sure the policies are implemented but as it affects productivity, one is yet to know.

Research per se contributes to knowledge production in general while the purpose of academic research is to gain a better understanding of and/or perspective on a certain subject. This descriptive study is especially relevant in the field of the Social Sciences in general, or specifically in the discipline of human resource management. It has contributed to a deeper comprehension of the effects of training

and development on the performance of the technical staff of the University of Cape Coast.

Population

This refers to the entire group of people, events, or things of interest that the researcher wishes to investigate (Sekaran, 1984, p 225). The target population for this study comprises all technical staff of the University of Cape Coast who have benefited from the University of Cape Coast’s internal and external training and development programmes for the period 2012 to 2016. Table 1 presents the distribution of technical staff who have benefited from the University of Cape Coast internal or external training and development programmes. Technical staff in this study refers to all staff whose work involves the use of special skills, knowledge of and use of equipments, tools, machines in their day to day work and who are central to the University’s development and overall growth.

Table 1: Distribution of Technical Staff who have benefited from Training and Development Programmes

Technical staff categories	Number	Percentage (%)
Technician	83	43.9
Senior technician	65	34.4
Principal technician	29	15.3
Chief technician	12	6.4
Total	189	100.0

Source: UCC Human Resource Section, 2017

Sampling Procedures

The purposive sampling method was used in selecting the target population for the study. This method was used because the study covered only technical staff in the University of Cape Coast and not the entire employees of UCC. Technical staff from the various sections summed up to 189 and this constituted the respondents for the study. This number was considered not too large for a sample to be used hence, the census method was adopted. This means that the study covered all the technical staff in the study.

Two sources of data collection methods were adopted in order to obtain a reliable data and achieve the stated objectives of this study. This study used both secondary and primary sources.

Information was sought from documentary sources such as books, journals, newspapers, reports, articles, the internet, magazines, brochures, records from the Directorate of Human Resource and other researches related to the study. The essence was to review literature about training opportunities, conception of training, challenges of training and performance and training. The literature reviewed served as both theoretical and empirical base for the analysis of the data collected. It also supplemented the information gathered during the fieldwork.

Primary data was obtained through the use of closed-ended - Likert scale format. The purpose of this technique was to allow the respondents ample time to study the issues and fill in the instrument at their own convenience. Furthermore, the high rate of literacy among the respondents called for the need for the use of the closed-ended - Likert scale format.

Data Collection Instrumentation

The main data collection instrument was the questionnaire for the technical staff and one set of interview guide for management. The questionnaire was targeted at the technical staff who have benefited from UCC staff training and development programmes for the period 2012 to 2016. The questionnaire was taken the form of Likert type scale items such as 'Strongly Agree', 'Agree' and 'Disagree' and 'Strongly Disagree'. Also, the questionnaire was divided into the following sections: Section One consists of the background characteristics of the respondents. Training and development opportunities available to technical staff was examined in Section Two. Section Three covers the extent to which the staff training and development policy has contributed to staff job performance; the relationship between staff training and staff performance was discussed in Section Four while the challenges that staff face after completion of their training and development programmes was dealt with in Section Five. The last section which was Section Six captured the type of training and development method that was the best predictor of employees' performance.

The use of the questionnaire for the technical staff was preferred because it ensures a wider coverage and self-expression. This minimises the problem of no-contacts which is a limitation of other methods. The questionnaire was used in the study because in comparison with other methods, it was characterised by its impersonality. In other words, the items in the questionnaire were the same for all respondents, while anonymity was respected.

Although the questionnaire has a potential low response rate it is a relatively economic method in both cost and time, and it allows time to carefully check the content of the items that are likely to yield more accurate information (Williman, 2005). According to Patton (2002), researchers can get the right responses from respondents when they use questionnaires while the development of the interview guide for management was also adopted to address the issues in six sections for the technical staff.

However, Sarantakos, (1997), argued that questionnaires do not allow for probing, prompting and clarification of questions. They do not offer opportunities for motivating the respondent to participate in the survey or to answer the questions, also the identity of the respondent and the conditions under which the questionnaire is answered are not known and as a result of lack of supervision, partial response is quite possible.

Scoring the instrument

The scoring of the scale was done by assigning a number to each of the response categories, for example 1-4 from 'strongly disagreed-strongly agreed'. In order to make the analysis easier and meaningful, the distances between each of the categories are assumed to be of equal size interval with an arbitrary origin. This means that the analysis was involved some judgements and approximations of a quality by indicating 'less' or 'more' of that quality (Anderson, 2006). The middle point of the scale is regarded as a mean score of 2.5, and may represent a 'neutral' position. Thus, for all the items, 2.5 represent the mid-point of the scale since the scale ranges from "strongly disagree" to "strongly agree". The value representing a

‘neutral’ position was used in this study to indicate a position in the responses where respondents, for an example, neither agree nor disagree with a statement. A mean value above or below 2.5 gives a general picture of agreement or disagreement among the technical staff with a statement. This was used to make comparisons of different profiles very simple and straightforward. However, a mean value above or below 2.5 does not necessarily mean that all the technical staff may be agreed or disagreed with a statement, but the majority.

Positive items were used to score from 1 to 4, from “strongly disagree” to “strongly agree,” respectively. Thus the scoring was as follows: 1 for strongly disagree, 2 for disagree, 3 for agree and 4 for strongly agree. However, the negative item scores was used to reversed before the statistical analyses of the results.

Likert-type scales are easy to construct and provide the researcher with opportunity to compute frequencies and percentages, as well as statistics such as the mean and standard deviation of scores. This, in turn, allows for more sophisticated statistical analyses such as analyses of variance, standard multiple regression analysis to be performed on the data (Page-Bucci, 2003). In addition, Likert scales are often found to provide data with relatively high reliability (Gable and Wolf, 1993).

Validity and Reliability of Instrument

The semi-structured interview guide developed by the researcher will be submitted to the supervisor to check for the representativeness, completeness of items and constructive criticisms or inputs. This is to ensure that the semi-structured interview guide is valid and reliable and where necessary, effect early modification

if possible as suggested by Cooper and Schindler (2001). According to Fraenkel and Wallen (2000), an instrument is valid if it measures what it is intended to measure and accurately achieves the purpose for which it was designed. They added that validity should involve the appropriateness, meaningfulness, and usefulness of inferences made by the researcher on the basis of the data collected. After the supervisor's comments and constructive criticisms, some refinements will be made.

Data Collection Procedures

Even though the Researcher anticipated that the field work would last for at least five working days, the usual “go and come” attitude of some of the respondents dominated the data collection. This attitude of some of the respondents stretched the period for the data collection to about 30 days. This aside, some of the respondents said they did not have the time to fill the questionnaire while others said that they were yet to benefit from the training and development programmes of the University of Cape Coast. Thus, the number of days proposed for the fieldwork became problematic and this affected the whole plan for the research work.

An introductory letter was obtained from the Directorate of Human Resource of the University of Cape Coast to the Heads of Department of the technical staff. Each sampled Department was visited to seek permission from the Head of Department to administer the instruments and to create rapport with the technical staffs' and to inform them about the study and administering of the instrument.

Data was collected by soliciting staff responses on the effect of training and development on performance of technicians. The questionnaires (self-administered)

were filled in by the respondents themselves across the departments where technical staff had benefited from training and development programmes of the UCC. Respondents were given five working days to study the questionnaire and fill same and return the questionnaire to the researcher. All the 189 respondents returned their completed questionnaires. In other words, the response rate was 100%.

Ethical consideration involves the protection of the welfare and the rights of all human participants in research and ensuring that the principles of integrity, respect for persons, beneficence and justice are upheld. <http://www.nhmrc.gov.au/publications/synopses/e72syn.htm>.

According to the Australian Catholic University's Human Research Ethics Committee (HREC) established in accordance with the provisions of the *National Statement on Ethical Conduct in Human Research* (2007), Ethics approval is required for a number of reasons. These include:

- protection of human research participants from any physical or mental discomfort, or from danger, intrusion, or harm that may result from particular research procedures;
- protection of the researcher's right to carry out a legitimate investigation;
- safeguarding the University's reputation for the research that it conducts and sponsors;
- minimising the potential for breaches of legislation and for claims of negligence that might be brought against the researcher and the University;
- ensuring that the requirements of privacy legislation are met;

- satisfying the funding bodies' requirements to obtain ethics approval before research funds are released; and
- satisfying the requirement to present a letter of approval from an HREC as a precondition for publication in certain journals.

Hence, the University of Cape Coast is not an exception when it come to the issue of ethical consideration in research in particular social science research, As this study involved the acquisition of personal information and opinions, ethical principles were taken into consideration during the data collection process.

Ethical guidelines were followed to ensure that all the participants of the study were treated with respect and consideration. In particular, every effort was made to ensure the confidentiality and anonymity of the participants. In this context, confidentiality refers to the obligation of people not to use private information - whether private because of its content or the context of its communication – for any purpose other than that for which it was given to them while anonymity means that the identity of the respondent is not known in any way to anyone involved in the research, including the researchers themselves.

Data Processing and Analysis

The data analysis consisted of examining the surveys for correctness and completeness, coding and keying data into the Statistical Product and Service Solutions (SPSS Version 21.0) software, and performing an analysis of descriptive responses according to frequency distributions and descriptive statistics. Frequency tables and descriptive statistics were constructed to display results with respect to each of the five research questions. This implies that prior to coding and tabulating

the questionnaires for analysis, the researcher checked all the questionnaires for accuracy and completeness. The responses to the questionnaire were edited and coded by assigning numbers to the various categories of responses for the purposes of analysis. The data was organised into various themes and categories based on the objectives and research questions and hypothesis of the study. The data was then subjected to the Statistical Product and Service Solutions (Version 21.0) software for analysis. Responses were then tabulated item after item. Frequencies, percentages, and cross tabulations as well as total scores, mean values and standard deviation were used in analysing both the demographic information and the main data. Responses to Likert type scale items were computed for total scores, mean values and standard deviations for ease of analysis.

Research Question 1: What are the training and development opportunities available to technical staff in the University of Cape Coast?

The analysis Research Question 1 was conducted quantitatively. Technical staffs' responses were categorised into Strongly Agree (1), Agree (2), Disagree(3) and Strongly Disagree (4). Descriptive statistics including total score, mean value, and standard deviations were used to analyse the data obtained from the technical staffs' responses to the training and development opportunities available to the technical staffs. The total score, mean value, and standard deviations of technical staffs' responses were calculated using SPSS statistical software programme version 21.0.

Research question 2: In what ways has staff training and development programmes contributed to employees' performance?

The question was answered through the analysis of responses from the questionnaire for the technical staff that revealed the ways the staff training and development programmes has contributed to the technical staffs' performance? The responses to the issues were organised into frequency counts and percentages and presented in tables. The percentages of technical staffs' responses were calculated using SPSS statistical software programme version 21.0.

Research question 3: How do technicians' conception of the training and development influence their performance?

Research question 3: was answered through the analysis of responses from the questionnaire for the technical staff that revealed how technicians' understanding of the training and development influence their performance. The responses to the issues were organised into frequency counts and percentages. The percentages of technicians' responses were calculated using SPSS statistical software programme version 21.0.

Research question 4: What challenges do technical staffs face after completion of their training and development programmes?

The question was answered through the analysis of responses from the interview that reveal the challenges technical staff face after completion of their training and development programmes. Data will be presented in a table containing the frequency counts and percentages followed by analysis and discussion.

Research Hypothesis: What is the relationship between training and development received and satisfaction with job performance?

To explore this question/issue, the Chi-Square test would be employed. The only requirement for the appropriate use of the chi square test is that the frequencies be independent of each other. That is, a frequency count in one category must in no way influence the frequency count in other categories.

The value of chi square needed for significance depends on the number of categories into which the frequencies are divided. If the observed frequencies match the expected frequencies, the value of the chi-square will be zero. But the question is whether the total of the chi-square value is different enough from zero to be considered statistically significant.

Chapter Summary

This chapter started out by setting the foundation of the research design. The two chosen approaches were that of exploratory and descriptive research. The exploratory research was employed to provide insights and a better understanding of the effect of training and development on performance situation whilst the descriptive research design was used to describe the issues pertaining to the effect of training and development on performance. The combination of these two approaches led to the use of the survey method, primary data analysis. Furthermore, a survey technique, that of questionnaire, was chosen as the primary means in collecting the data for this study. Other issues dealt with in this chapter included the selection of the respondents, the procedure used in designing the instrument and

collecting the data, and explanation of the statistical procedures used to analyse the data.

The culmination of the foregoing paragraph on research approaches satisfied the research objectives of examine training and development opportunities available to technical staff in the University of Cape Coast; determine the extent to which the staff training and development has contributed to staff's job performance; analysis of how technical staffs' conception of staff training/development influences their performance; determine the type of training and development method is the best predictor of employees' performance.

The section on measurement looked at how numbers were assigned to items. Scaling, however, was kept to a minimum in order to assist the response rate from the respondents. In keeping accurate and user-friendly results, validity, reliability and sensitivity issues were incorporated. This warranted that measurement intentions were met, that measures were free from random errors and produced steady results. Data analysis was executed with the aid of professional software programmes (SPSS version 21.0). Other sources of reference, such as textbooks and academic journals, were also used. Any limitations that could influence the research process at any stage was anticipated and dealt with within reason. This draws the empirical chapter to an end. The next chapter reveals the findings from the research study.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the results and discussion on the effect of training and development on the performance of technical staff in the University of Cape Coast. The chapter is divided into six sections according to the research objectives and research questions: The first section deals with the back ground information of the respondents in the study; the second is an examination of the ways staff training and development programmes has contributed to technical staff of the University of Cape Coast performance; the third section provides an assessment of the training and development opportunities available to technical staff in the University of Cape Coast; the fourth section depicts how technical staffs' conception of staff training/development influences their performance; while the challenges technical staff face after completion of their training and development programmes are examined in the fifth section. The sixth section provides suggestions towards the improvement of the training and development programmes of the University of Cape Coast.

The study involved a total of 189 Technical staff and 6 out of 10 Heads of Departments. Thus, the response rates for the two groups were: Technical staff (100.0%) and Heads of Departments (60%) respectively. The study covered ten (10) departments with technicians. They were: Information, Communication and Technology; Development Office; Estate Management; Science Workshop; DPDEM; Chemistry; MIS and Physics.

The background information on the respondents examined were sex, age group, and rank of staff, level of educational/academic qualification and length of service. Background characteristics were stratified for both technical staff and heads of Departments.

Of the 189 technical staff investigated, the majority (90%) was males and 10 percent were females. This means that there were more males than females. This reflects the general pattern where more males dominate the technical fields in many organisations especially in Ghana. In other words, traditionally, more men than women took to technical training. All the Heads of Departments were males. Generally, there are more male heads of departments than females in the University and therefore this was expected.

With regards to age of respondents, about 55 percent of the technical staff were in the 30-39 age bracket followed by 20-29 age group (20%); 40-49 (17.5%). Only 7.5 percent of the technical staff claimed they were aged between 54-59 years. This aside, the age of the heads of departments was also ascertained. About 83 percent of them were aged between 40-49 years. Only one head of department was found to be in the 50-59 age group. Clearly, the ages of the respondents may be described as youthful with implication for the long service in the University.

When asked about rank in the service of the University, majority (77%) of the respondents described themselves as technicians. This corresponds to the first point of entry to the senior staff grade of the technical staff in the University while 15 percent indicated that they were senior technical staff and about 8 percent of them were principal technicians.

On level of education, most (2.5%) the technical staff were first degree holders, followed by others such as NVTI/HND and Intermediate certificates (30%); 24 percent had the Diploma while 7.5 percent were second degree holders. All the Heads of Departments were also second-degree holders. The level of education of the respondents especially the technical staff may be seen in the category of middle level personnel while that of the Heads of Departments may be described as an opportunity to pursue a higher degree in the near future.

Another background issue that was investigated was the length of service with the University. Technical staffs were asked to indicate how long they have worked at the University. It was found out that most (40%) have been working for the University for 10 years or more; less than 3 years (25%); 3-5 years (15%). Others (10%) have been working for the University for 6-8 years while the rest (10%) have done 9-10 years.

Research Question 1:

What are the training and development opportunities available to technical staff in the University of Cape Coast?

This research question was directed to the Heads of Departments. They were to indicate their level of agreement or disagreement to statements about the benefits of training and development in the UCC using a continuum of Strongly Agree (SA=4), to strongly Disagree (SD=1). The results of this enquiry are presented in Table 2.

Table 2: Training and Development Opportunities Available to Technical Staff

Training and development	Agree		Disagree		Total	
	f	%	f	%	f	%
Opportunities for career development	6	23.1	0	0.0	6	20.0
Enhances fairness in assessing career development programmes	5	19.2	1	25.0	6	20.0
Increase competence of staff	6	23.1	0	0.0	6	20.0
Meet the expectations of staff	4	15.4	2	50.0	6	20.0
Indicate the commitment of management to staff development	5	19.2	1	25.0	6	20.0
Total	26	100.0	4	100.0	30*	100.0

*More than the number of respondents because of multiple responses

Source: Field Survey (2018)

From Table 2, it can be seen that all the six heads of department responded to the five statement on training and development issues. More heads of departments were in agreement with the statements compared with those who disagreed. The most frequently mentioned statements were: Training and development open up opportunities for career development (23.1%) as well as increase competence of staff (23.1%). The next most frequently mentioned statements point to the fact that training and development enhances fairness in assessing career development programmes (19.2%) while it also an indication of the commitment of management to staff development (19.2%). Additionally, more heads of departments agreed with the statement that training and development meet the expectations of staff (15.4%).

For more heads of department to agree than to disagree with the issues on training and development is an indication of the importance of training and

development not only to staff but also to management of the University of Cape Coast. Thus, few people these days would argue against the importance of training as a major influence on the success of an organisation, (Laing, 2009). Moreover, the results in Table 2 are a reflection of Vroom's (1964) expectancy theory which suggests that rewards may either be positive or negative. The more positive the reward, the more likely the employee will be motivated and vice versa.

Research Question 2:

In what ways have staff training and development programmes of the University contributed to technical staffs' performance?

Research Question Two was of three-folds: First, to explore Heads of Departments' assessment of the ways staff training and development programmes have contributed to technical staffs' performance in their departments; Second, to assess technical staff rating of the relative contribution of training and development programmes to their current job performance; Third, level of satisfaction with performance as a result of training and development received.

Prior to Heads of Departments' assessment of the ways staff training and development programmes have contributed to technical staffs' performance in their departments, Heads of department's opinion on type of training and development programmes they prefer for their technical staff in their departments, the primary role of staff training and development programmes; and how they would describe the performance of technical staff in their department who have benefitted from the training and development programmes of the University of Cape Coast were

explored. The responses of the Heads of Departments' on these issues are highlighted anecdotally in the following presentation:

With respect to the issue of the type of training and development programmes the Heads of Departments prefer for the technical staff in their departments, both theoretical and practical training were frequently mentioned by the Heads of Departments adding that the theory makes them understand the practical aspect better and allows them the chance to appreciate what they do.

This aside, training should focus on the experiments being performed to enhance technical staffs' knowledge in set-up laboratory equipments. Another training that another Head of Department thought was needed for his staff was personal safety precautions. In his opinion, more emphasis must be given to this to reduce the injuries and accidents being encountered in all levels of work activities that the technical staff do. Career development including long- and short-term development training was also reported as another type of training preferred by the Heads of Departments. From the perspective of the Heads of Department, the long- and short-term training helps to build the technical staff capacities to perform better.

Heads of department's opinion on the primary role of staff training and development programmes were that: it is meant to sharpen the skills of the technical staff and help improve on their capacities, competencies and productivity; it is to make staff acquire more skills, increase competence and get more opportunities for career development. Another Head of Department was of the opinion that the primary role of staff training and development programmes is to organise workshops or in-service training to staff and also to assess and approve any further

studies to the individual staff. For other Heads of Departments, staff training and development programmes help personnel on the changing trends of organisational/institutional dynamics and also assist in career development of staff. Another primary role of staff training and development programmes that was mentioned by the Heads of Department was that it helps to strengthen the skills that each employee needs to improve and also to obtain a higher level of knowledge.

In the opinion of the Heads of Departments, the primary role of staff training and development programmes should focus on knowledge and skills acquisition, improving upon capacities, competencies and productivity as well as creating opportunities for career development.

On how they would describe the performance of technical staff in their department who have benefitted from the training and development programmes, the Heads of Departments described the performance of technical staff in their department as follows;

they have improved tremendously after completing their various training programmes; the performance of the technical staff have improved to the standard needed; support from the Training and Development (T & D) has helped my staff to stay on top of their game; basically, those technical staff who have benefitted from such training programmes are now showing some kind o improvements in their wok activities; and performance has improved and they are capable to take up higher responsibilities.

Heads of Departments were also asked about their assessment of the ways by which staff training and development programmes have contributed to technicians' performance in their various departments. Their assessments are highlighted anecdotally in the following quotation:

It has enhanced their capabilities to perform better when works are assigned to them; it has increased the number of technical staff in my department; technical staff have upgraded their skills and that has benefitted the department's growth; formally, the level of safety precautions on the individual's work activities was low, but currently, the level is somehow moderate or better than before; They have brought in better ways of doing things which has improved upon productivity.

It is clear from the foregoing that the ways by which staff training and development programmes have contributed to technical staffs' performance in their various departments at least from the perspectives of the Heads of Departments include improvement in technical staff capabilities, skills, safety measures increased in productivity and above all the overall growth of the departments in which technical staff work.

Furthermore, the Heads of Departments were asked to give their general assessment of the technicians' performance in particular, those who have benefitted from one form of training or the other in the last five years. They were to rate the technical staffs' performance using the following indicators on a scale of 1-5:

1= Performance not acceptable

2=Performance needs some improvement

3= Performance meets fully the normal standards

4=Performance meets well above the normal standards

5=Performance is outstanding

These indicators were used to measure performance areas such as use of technical skills and knowledge on the job; work activity including quality of work, work output, and ability to work under pressure; use of managerial skills including ability to use administrative skills, plan and organise work, ability to motivate colleagues, ability to initiate and innovate and ability to train and develop subordinates. Other performance areas that were of interest to this study were: communication (oral and written communication); and work relationship including ability to get on with other staff, ability to gain respect from other staff ability to work well with other staff and the overall performance rating as a result of training and development one has received. Means and standard deviations were used for ease of analysis as shown in Tables 3 to 8. In the analysis that follows where the standard deviation are small (i.e. plus or minus 3 standard deviations), it is an indication that respondents generally are consistent with their rating rather than being inconsistent or making guesses as they rate the items.

Table 3: Score, Means and Standard Deviations on Technical staff Use of Technical Skills and Knowledge on the Job

Performance area	Total Score	Mean Value	Standard Deviation
Use of technical skills	22	3.67	1.03
Use of knowledge on the job	20	3.33	.81
Overall performance	42	3.5	1.78

Source: Field Survey (2018)

Table 3 shows that the numerical mean values for the use of technical skills and knowledge on the job range between 3.33 and 3.67 while the overall mean numerical value recorded for the overall performance on use of technical skills and knowledge on the job was 3.5, an indication that performance of technical staffs above the normal standards or moving towards well above the normal standards. This is a reflection of the benefits of training and development as far as the technical staff technical skills and knowledge on the job are concerned.

Table 4 shows the total score, means and standard deviations on technical staff work activity. The scores range from a low of 20 to a high of 21 while the numerical mean values range between 3.33 to 3.50 and a corresponding standard deviation ranging between .51 to 1.63. The overall performance had a score of 62 for the three items and a mean value of 3.4 indicating that technicians' performance for work activity meets fully the normal standards. This is also a good development for quality of work, work output hence increase in productivity. This rating is also an

indication that the technical staff are able to work under pressure with little or no supervision.

Table 4: Score, Means and Standard Deviations on Technical staff Work Activity

	Total	Mean	Standard
Performance area	Score	Value	Deviation
Quality of work,	21	3.50	.54
Work output	20	3.33	.51
Ability to work under pressure	21	3.50	.83
Overall performance	62	3.4	1.63

Source: Field Survey (2018)

Results in Table 5 depict the total score, means and standard deviations on technicians’ use of managerial and administrative skills as an aspect of job performance. The scores for the five items under consideration range from a low of 19 to a high of 21 while the mean values range between 3.17 to 3.50 and standard deviations ranging between .54 to 1.03. For the technical staffs’ use of managerial and administrative skills, the overall performance score and numerical mean value were 102 and 3.4 respectively while the standard deviation was 2.68. This suggests that technicians’ performance with respect to use of managerial and administrative skills is meeting fully the normal standard required. This is not bad at all. However there is more room for improvement so that performance can be described as outstanding in the future. This lends support to Betts, (1993) when he expressed the view that feelings of pride and importance in actually contributing something more than the usual day’s work, when linked with the respect received from management

and sympathetic understanding from supervisors, raise employees well beyond their accepted standards of ability

Table 5: Score, Means and Standard Deviations on Technical staff Use of Managerial and Administrative Skills

Performance area	Total Score	Mean Value	Standard Deviation
Ability to use administrative skills.	20	3.33	1.03
Plan and organise work	21	3.50	.83
Ability to motivate colleagues	19	3.17	.75
Ability to initiate and innovate	21	3.50	.54
Ability to train and develop subordinates	21	3.50	.54
Overall performance	102	3.4	2.68

Source: Field Survey (2018)

Table 6 presents the total score, means and standard deviations on technical staffs' use of communicative skills. The overall score and mean value and a standard deviation of 1.03 respectively for the two items measuring communicative skills shows that technical staffs' performance needs some improvement especially in both oral and written communicative skills. This is not good enough since communication is a vital tool in every organisation that seeks to achieve its set goals, vision and mission.

Table 6: Score, Means and Standard Deviations on Technical staff Use of Communicative Skills

Performance area	Total Score	Mean Value	Standard Deviation
Oral communicative skills	20	3.33	.51
Written communication skills	20	3.33	.51
Overall performance	40	2.3	1.03

Source: Field Survey (2018)

Table 6 presents the total score, means and standard deviations on technical staffs' use of communicative skills. The overall score and mean value and a standard deviation of 1.03 respectively for the two items measuring communicative skills shows that technical staffs' performance needs some improvement especially in both oral and written communicative skills. This is not good enough since communication is a vital tool in every organisation that seeks to achieve its set goals, vision and mission.

Technical staff performance on work relationship is shown in Table 7. The results show that for the three items, the scores range between 21 and 24 while the overall performance score was 68. The mean values range between 3.50 and 4.0 while the overall performance mean score was 3.7, an indication that overall technical staffs' performance with regard to work relationship is getting closer to well above the normal standards. This means that work relationship is an important component of training and development at least at the departmental levels.

Table 7: Total Score, Means and Standard Deviations on Technical staff Performance'

	Total	Mean	Standard
Performance area	Score	Value	Deviation
Ability to get on with other staff	21	3.50	1.04
Ability to gain respect from other staff	23	3.83	.75
Ability to work well with other staff	24	4.00	.89
Overall performance	68	3.7	2.06

Source: Field Survey (2018)

Table 7 is a summary of the total score, means and standard deviations on technical staffs' overall performance rating. It can be seen that in all 15 items were rated. The overall total score, mean value and standard deviation were 314, 3.5 and 1.83 respectively. In particular, the overall mean value of 3.7 suggests that technical staffs' performance in all the areas is getting closer to well above the normal standards. Therefore, the training and development programmes of the University of Cape Coast may be said to be in the right direction since resources put into it may be said to be yielding good results at least for the technical staff and their departments. Therefore, the need to pay more attention to training and development cannot be overemphasised.

Table 8: Summary of Total Score, Means and Standard Deviations on Technical staff Overall Performance Rating

Main performance areas	No. of Items	Total Score	Mean Value	Standard Deviation
Use of Technical Skills and				
Knowledge on the job	2	42	3.5	1.78
Work activity	3	62	3.4	1.63
Use of Managerial and Administrative Skills				
	5	102	3.4	2.68
Use of Communicative Skills				
	2	40	2.3	1.03
Work relationship	3	68	3.7	2.06
Overall performance	15	314	3.5	1.83

Source: Field Survey (2018)

The result in Table 8 are a reflection of the survey on Human Resource Benchmarking Report (2004), where respondents were asked to identify the key drivers of training initiatives over the past year and for the 12-month period ahead. The top three were health and safety, technical changes and customer service. In other words, organisations are now using training and development as an incentive to retain and motivate their people and to be recognised as an employer of choice as well as giving staff the skills and knowledge needed to keep up with technological change and customer service. The results in Table 8 appear to be in line with the University of Sussex's policy statement on staff development (2006) which clearly states that staff development of the university is to commit itself to the development

of its staff through encouraging an environment conducive to learning, and providing resources for learning in a variety of ways.

Assessment of technical staff rating of the relative contribution of training and development programmes to their current job performance was based on a scale of 1-4 with 1 being strongly disagree and 4 being strongly agree. Thus, the technical staff were asked to rate the relative contribution of training and development programmes they have received to their current job performance. For ease of analysis, the total score, means and standard deviations were employed as shown in Table 9.

Table 9: Total Score, Means and Standard Deviations on Technical staff Rating of the Relative Contribution of Training and Development Programmes

Relative contribution	Total Score	Mean Value	Standard Deviation
Hard working/obedient/loyal to whom I report	505	2.89	.71
Responsible/reliable in carrying out duties/responsibilities	490	2.80	.78
Self-motivated/competent to take initiative to get things done	585	3.80	.82
Challenge those to whom I report if that is necessary to obtain results	495	2.83	.73
Overall relative contribution to job performance	519	2.96	.59

Source: Field Survey (2018)

An examination of Table 9 reveals that the total scores for the four relative contributions items range from a low of 490 to a high of 585 while the mean values range from a low of 2.80 to a high of 3.80. The standard deviations also range from a low of .71 to a high of 8.2.

The mean values suggest that technical staff generally agree that the training and development programmes of the University of Cape Coast has contributed to their job performance in their departments while the generally low standard deviations is an indication that the technical staff were consistent in their ratings of the relative contribution of the training and development programmes to their job performance. Put differently, the technical staff meant what they were saying about the relative contribution of the training and development programmes to their job performance.

The responses in Table 9 suggest that human resource is crucial but expensive, and in order to sustain economic and effective performance of this resource, it is important to optimise their contribution to the achievement of the aims and objectives of the organisation (Portolese Dias, 2012) while Heathfield, (2002) assertion that the right employee training, development and education at the right time, provides big pay offs for the organisation in increased productivity, knowledge, loyalty and contribution is also reflected in Table 9.

The last aspect of Research Question Two was to ascertain how satisfied technical staff were with their performance as a result of training and development they received. In this case satisfaction with job performance was used as an indicator of performance. Table 10 presents the results.

Table 10: Technical staff Satisfaction with their performance as a result of training and development received.

Response	Frequency	Percentage
Very dissatisfied	40	22.9
Dissatisfied	30	17.1
Satisfied	60	34.3
No response	45	25.7
Total	175	100.0

Source: Field Survey (2018)

Table 10 shows that of the 175 technical staff who responded to how satisfied they were with their performance as a result of training and development received, most (40%) of the technical staff were either very dissatisfied or dissatisfied with their performance while about 34 percent reported that they were satisfied with their performance. However, about 26 percent of the technical staff who did not response is an indication that they could not tell whether they were satisfied with their performance or not.

For most of the respondents to feel that they were not satisfied with their performance as a result of the training they received along side those who could not tell whether they were satisfied or not is not a good indication of the usefulness of the training and development programme of the University of Cape Coast.

Following this, the technical staff were asked to briefly explain their responses. For those who claimed they were satisfied their responses have been capture verbatim as follows:

- i. I am satisfied because at least it had helped to reduce accidents/ injuries;*
- ii. The last time such training was given to me, it helped me to desist from actions that can lead to injuries and accidents;*
- iii. I am satisfied because it was during the training that I got to know the kind of fire and the type of extinguisher to use and;*
- iv. The training was good and I thought it would have been continued.*

However, the technical staff who were either very dissatisfied or dissatisfied with their performance and those who could not tell whether they were satisfied or not with their performance could not provide any explanation.

Contrary to the above results, staff training and development brings about increased job satisfaction and morale among employees better inter personal relationship and client/customer satisfaction, increased employee motivation and increased efficiencies in processes, resulting in improved financial gain. Other benefits of staff training and development include; increased capacity to adopt new technologies and methods, increased innovation in strategies and products and reduced employee turnover. The rest include enhanced organisation image, better risk management and staff safety consciousness and increase in productivity.

Retrieved from www.uq.edu.au/hupp/index.htm

Research Question 3:

How do technical staffs' conception of training and development influence their performance?

According to Czinkota et al, (1997), the most valuable resource of any organisation (particularly in the service sector) is its people and the skills that they

possess. The main issues considered under Research Question three were; awareness of the training and development opportunities available to technicians; types of training received, number of times of training, and duration since joining the University; training and development received relates to technical staff work; most pressing needs with respect to training and development in the department; major skills/competencies considered necessary to perform job effectively and efficiently.

With respect to the issue of awareness of the training and development opportunities available to technicians, Table 11 illustrates the results.

Table 11 : Awareness of training and development opportunities

Response	Frequency	Percentage
Yes	55	31.4
No	120	68.6
Total	175	100.0

Source: Field Survey (2018)

The responses in Table 11 shows that most (31.4%) of the technical staff were aware of the training and development opportunities available to the technical staff while the majority (68.6%) said that they were not aware of the training and development opportunities available to the technicians. For the majority of the technical staff to indicate that they were not aware of the training and development opportunities available to the technical staff may be described as unfortunate as this shows that some of the technical staff are not the fact finding type. Perhaps they don not have interest in further studies.

According to Cole (2002), training is a learning activity directed towards the acquisition of specific knowledge and skills for purpose of an occupation or task. In order to sustain and achieve effective training and development, it is for an employee to be able to know the goals of the organisation, and work towards it. Every organisation has to encourage its members to broaden their knowledge in one way or the other, because that is the only way for the individuals and the organisation will grow.

Another aspect of Research Question Three concerns the types of training received since joining the University, number and duration since joining the University. Among the list of types of training received since joining the University, the following were frequently mentioned by the technicians:

- i. Conference on safety;
- ii. In service training on safety; Use of protective equipments;
- iii. Fire prevention i.e., how to use the fire extinguisher in case of fire outbreak
- iv. First aid training
- v. what to do in case of fire outbreak
- vi. Its only the use of fire extinguisher

From this list one can say that the types of types of training received by the technical staff was basically safety training. This was expected since the majority of technical staffs' job has implication for safety and prevention of accidents and injuries.

Related to this, technical staff were asked to indicate the number of times and the duration of the training they received. The responses revealed that the

number of times ranged between 1 and 3 times while the longest duration of training is not more than (3) three years. This reflects the nature of training and may be described as short-term training while other technical staff claimed that for the past five(5) years no specific training have been given to the technical staff of the University.

Training and development received relates to technical staff work

According to Boachie-Mensah (2006), training is any process to improve employees' current job performance. Although staff education/training can go a long way to influencing attitudes, the greatest influence will be on the job, and again the role of the manager and the environment within which the individual works greatly influence the individual's performance (Cook, 2000) While Noe (2004), is of the view that training is a planned effort to enable employees to learn job-related knowledge, skills, and behaviour.

Another aspect of Research Question Three was the connection between training and development and job performance. Technical staff were asked to indicate whether or not the training they received relates to the work they do. The responses to this question are displayed in Table 12.

As can be seen from Table 12, the majority (54.3%) reported that there training and development received related to the work they do while most (45.7%) did not respond to this issue. Perhaps, some of the training and development programmes did not have a direct connection with the work that the technical staff do but were found to be necessary in the performance of their day-to-day jobs.

Table 12: Training received Relates to Technical staff Work

Response	Frequency	Percentage
Yes	95	54.3
No	0	0.0
No response	80	45.7
Total	175	100.0

Source: Field Survey (2018)

Furthermore, technical staff who claimed there was a connection between training and development and job performance explained their answers as follows:

- i. Because, in our workshop, accident/injuries do occur which are avoidable so, the safety training had help a lot;
- ii. Because the work we do requires taking precautionary injuries and that of others;
- iii. The training had helped me to use the fire extinguisher and even the kind of fire and the extinguisher to use;
- iv. I was thought how to administer first aid when there is a minor injury

The explanations put forward here indicates that safety is one key in the performance of technical staff job; otherwise there would have been a lot of accidents and injuries as they perform the jobs.

Yet another aspect of Research Question Three was whether the training courses technical staff received improve their skills on the job. Table 13 presents the results.

Table 13: Training courses technical staff received improve their skills on the job.

Response	Frequency	Percentage
Yes	85	48.6
No	20	11.4
No response	70	40.0
Total	175	100.0

Source: Field Survey (2018)

An examination of Table 13 reveals that most (48.6%) of the technical staff were of the opinion that the training courses technical staff received improve their skills on the job while about 11 percent thought that the training courses technical staff received did not improve their skills on the job. However, about 40 percent of the technical staff did not provide any answer. For technical staff who claimed that the training courses technical staff they received did not improve their skills on the job together with those who could not tell whether the training courses they received improve their skills on the job or not (51.4%) suggests that the majority of the technical staff were not clear about the link between the training courses they received and any improvement in the skills on their job. Furthermore, technical staff who felt that the training courses helped to improve their skills on the job added some comments including:

- i. The training helped me to desist from practices that can lead to injuries during work;*
- ii. The training on personal safety was very good to us because it has developed me a lot to avoid injuries and accidents;*

- iii. *The training has helped me to know what to do and not to do to prevent fire outbreak in the first place and;*
- iv. *I have learnt that some of the working practices can lead to accident and injuries.*

These comments suggest that the technical staff have learnt how to use their equipments safely as well as taking safety precautions seriously so as to prevent accidents and injuries to themselves and others. This is good for the technical staffs, their departments and the University as a whole. As Cole (2002) puts it, training can employees who receive training have increased confidence and motivation.

Related to the issue of whether training courses helped to improve skills on the job were topics that were relevant to technical staff work. The following list of topics was provided by the technicians:

- i. Fire prevention
- ii. Personal safety
- iii. Accident prevention

Most pressing needs with respect to training and development in the department

The last aspect of Research Question Three that was of concern to this study was to ascertain from the technical staff their most pressing needs in the their department and major skills/competencies considered necessary to perform job effectively and efficiently respectively.

The expectancy theory by Victor Vroom is one concept that seeks to analyse issues of motivation. According to Lussier and Achua (2007), Vroom's (1964) expectancy theory is based on a formula: $\text{motivation} = \text{expectancy} \times \text{instrumentality}$

× valence. The theory proposed that people are motivated when they believe they can accomplish the task, they will get the rewards for doing so are worth the effort. The theory is therefore based on the following assumptions: Both internal (needs) and external (environment) factors affect behaviour; behaviour is the individual's decision; people have different needs, desires and goals; people make behaviour decisions based on perception of the outcomes.

However, Vroom's (1964) expectancy theory has some flaws; as Bassy (2002) indicated; the theory has become so complex that it has exceeded the measures which exist to test it. The theory however, has some significant implication for motivating workers in any institution. This leads us to the most pressing needs of the technical staff in order of priority are as follows:

1. Further studies / Resource persons/safety precaution/ job finishing;
2. In-service training /first aid/fire prevention/care and maintenance of tools/ Personal Protective Equipment (P.P.E)/job delivery and;
3. Industrial attachment/customer relationship/Supervisor to ensure the implementation of the training given/equipments.

The most pressing needs of the technical staff may be summarised to include: training and resource persons (both internal and external), work/job and safety and maintenance of existing tools and equipments.

According to the Staff Training and Development policy (2011), the University of Cape Coast Strategic Plan emphasises Human Resource Planning and needs Assessment in fulfilling its key thrusts to attract and retain high calibre staff, hence, the University of Cape Coast places emphasises on academic programmes.

Research Question 4:

Relationship between Training and Development Received and Satisfaction with Job Performance

Research Question Four is of two-folds; first, to examine the relationship between training and development received and satisfaction with job performance and second, to determine whether or not there is a statistically significant relationship between training and development received and satisfaction with job performance.

With respect to the relationship between training and development received and satisfaction with job performance, training and development received and satisfaction with job performance were interrelated and the data summarised in a three by three contingency table as shown in Table 14.

Table 14: Relationship between Training and Development received by Technical staff and their Satisfaction with their job Performance

Response	Helpful		Somehow helpful		Not helpful		Total	
	N	%	N	%	N	%	N	%
Dissatisfied	35	50.0	5	11.1	45	75.0	85	48.6
Somehow satisfied	0	0.0	15	33.3	15	25.0	30	17.1
Satisfied	35	50.0	25	55.6	0	0.0	60	34.3
Total	70	100.0	45	100.0	60	100.0	175	100.0

Source: Field Survey (2018)

Table 14 revealed that there are variations in the data. Overall, 48.6 percent of the technical staff said that they were dissatisfied with their job performance

while about 34 percent reported that they were satisfied with their job performance. However, about 17 percent indicated that they were somehow satisfied with their job performance. Within the cells however, one can observe that 75 percent of the 60 technical staff said that the training and development they received was not helpful and therefore, they were dissatisfied with their job performance while technical staff who felt the training and development, they received was either helpful or somehow helpful were also dissatisfied. Only technical staff who claimed the training and development they received was either helpful or somehow helpful said that they were satisfied with their performance. It appears that the technical staff had mixed feelings concerning the usefulness of the training and development and satisfaction with their job performance. The results Table 14 appear to be contrary to Adiele's (2009) opinion that one of the benefits of training and development is increased job satisfaction and morale among employees.

Results of the Research Hypothesis

The next aspect of Research Question Four was to determine whether or not there is a statistically significant relationship between training and development received by technical staff and their satisfaction with their job performance.

In this regard, the Chi-Square (χ^2) test was found to be more appropriate since the data lends support to performing the test. Hence it was used to determine the following null (H_0) and alternative (H_1) hypotheses:

H_0 : There is no statistically significant relationship between training and development received by technical staff and their satisfaction with their job performance.

Hi: There is a statistical significant relationship between training and development received by technical staff and their satisfaction with their job performance.

In this study, the value of Chi -Square needed to reach significance was set at the 95 per cent confidence level or 5 per cent significance level ($p = .05$). Therefore, the norm for rejecting the null hypothesis or otherwise is that where calculated Chi-Square is higher or greater than Chi-Square Table, then the null hypothesis is rejected; an indication that there is a significant relationship otherwise, the null hypothesis should be accepted. In other words the test is said to be statistically significant if the null is rejected at the .05 level of significance and is considered significance.

With respect to whether or not there is a statistically significant relationship between training and development received by technical staff and their satisfaction with their job performance, the variable training and development received was interrelated with the variable satisfaction with job performance

In this case, X^2 -test: Degrees of freedom, sample size may be reported as; $X^2(4, N=175) = 74.251, p=.000$. Table 14 illustrates the results better.

Table 15 : Chi-Square Results on the Relationship between Training and Development received by Technical Staff and their Satisfaction with their job Performance

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	74.251 ^a	4	.000
Likelihood Ratio	108.190	4	.000
Linear-by-Linear Association	12.911	1	.000
N of Valid Cases	175		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.71.

Clearly, the p-value of .000 shown in Table 15 is greater than $p=0.5$ while Chi Square value is of 74.251 is large enough and different enough from zero to be considered statistically significant. Therefore, the X^2 -test: Degrees of freedom, sample size, $X^2(4, N=175) = 74.251, p=.000$ does not lend support to the claim that there is no significant relationship between training and development received was interrelated with the satisfaction with job performance. Therefore, the null hypothesis is rejected while the alternative hypothesis is accepted; meaning that there is a statistically significant relationship between training and development received and satisfaction with job performance.

Research Question 5:

What challenges do technical staff face after completing their training and development programmes?

It is common knowledge that one is bound to face some challenges after completing one training development programme or the other. Therefore, this

present study sought to explore the challenges that technical staff face after completing their training and development programmes in the University of Cape Coast.

To be able to ascertain these challenges, effort was made to explore the challenges with respect to the training and development of technical staff in the various departments where technical staff work and the challenges with respect to job performance of the technical staff after completing their training development programme. Related to the challenges, recommendations to improve the staff training and development policy of the University of Cape Coast and the type of training one would like to recommend to management of the University of Cape Coast for the training of technical staff in the department they work were also explored. To this end, Heads of Departments were asked to indicate the challenges with respect to the training and development of technical staff in their departments. The following is anecdotal evidence of the challenges from the Heads of Departments:

The challenge facing this section with regards to training of technical staff's that majority of them don not have the requisite certificates to enable them enrol to offer degrees and higher diplomas; the challenges are mainly based on the equipment to work with after training; time for the organisation of such training usually conflicts with work schedule and annual leave so staff participation is usually affected; sometimes the training for staff does not cut across all the technical staff so only a few or selected ones and also the approval for further studies sometimes becomes difficult; It is very difficult to organise training at the department and even

such training is done in 3 or 4 years by some selective technicians; some staff do not know of existing training and development opportunities while management restriction on the number of staff who could go for training is also a challenge;

After, the training I have gotten to know that, it is the responsibility of UCC management to provide us with P.P.E but it not coming on time while tools and equipment to execute your job effectively and efficiently are lacking; some senior high schools have better laboratories than the University we are serving which does not speak well of the institution that we are in; We sometimes go and borrow from SHS.

This lends support to Nyoni et al (2006) claim that problem of limited resources and lack of efficient management systems is responsible for the above situation. The challenges stated above boarder on lack of qualification to access higher education, lack of or inadequate equipments to work with, timing of the training programme, irregular nature of the training programme, participation and lack of knowledge on existing training and development opportunities.

Another aspect of Research Question Five was to explore the challenges with respect to job performance of the technical staff after completing their training development programme. The following verbatim reports from the Head of Department suggest that the technical staff as well as the departments are facing some challenges:

When they seek promotion and when that is not granted it affects their morale; the workers suffer to get the responses from the management to enhance their work activities; at times the responses do not come at all;

Non-availability of logistics, tools and relevant equipment necessary to carry out new trials learned from such training; and how to handle radio-active materials and chemicals is a challenge.

These challenges reflect the lack of motivation to work, enhanced performance and personal safety precautions as well as support the general notion most organisations in Ghana struggle amidst numerous challenges to deliver quality products and services on time. Some of the challenges that militate against performance and growth of most organisations in Ghana include labour and management. However, it is the opinion of most people that staff training and development brings about increased job satisfaction and morale among employees better inter personal relationship and client/customer satisfaction, increased employee motivation and increased efficiencies in processes, resulting in improved financial gain. Retrieved from www.uq.edu.au/hupp/index.htm while McNamara (1997) outlines the benefits of employee development/training to include increased employee motivation.

Respondents' suggestions to improve the staff training and development policy

Having ascertain the challenges that technical staff face after completing their training and development programmes, they were asked to provide suggestions to improve the staff training and development policy of the University of Cape Coast

In this context, Heads of Department were asked to make suggestions to improve technical staff training and development policy of the University of Cape Coast, they recommended the following:

Short courses should be introduced to enable technical staff to upgrade their knowledge in this fast-technological advancing world; organising workshops at least twice a year for the technical staff will help them a lot; there should be communication of training time way ahead so that the department can factor them into their annual leave. Other recommendations were: the training programmes should be organised at least every quarter of the year to keep the workers enlightened and also the approval must be given to the courses that are related to one's area of work; there should be regular training at the departmental level every 4 or 6 months in the year for staff; and staff training and development should be geared towards areas that would help achieve the vision and mission of the University while staff should be encouraged to go for part time programmes so that they could still be studying and learning. These may be described as workable recommendations if well planned and well executed they will help achieve the vision and mission of the University as well as benefit the staff.

The above suggestions are not far from Degraft-Otto (2012) assertion that the human resource of any organisation is that which is expected to bring about the competitive difference. Since the success or failure of an organisation is dependent on the quality of the human resource as its orientation. Hence, the University of Cape Coast have policies that govern employees who want to further their studies or build up themselves for promotion.

The above suggestions also reflect the fact that higher institutions of learning the world over have recognised that their staffs is fundamental to its success, the University of Cambridge Staff Development Policy, (2006) argues that staff development should facilitate personnel and professional development for individuals and groups, to enable them to achieve their potential and contribute to the provision of excellence in teaching and research in the university while the University of York has incorporated in its Staff Development Policy, a strategic professional approach to staff development, to help the university attract and retain high calibre staff skills and competences necessary to deliver its objects (University of York Staff Development Policy, 2009).

On the issue of what training and development programmes Heads of Department would like to suggest to management of the University of Cape Coast for the training of technical staff in the department they work, the heads of departments indicated the following recommendation:

- i. Short-term training on practical and other disciplines;
- ii. Long-term training including degrees, National Diploma programmes with the aim of upgrading staff;
- iii. Exchange programmes with institutions to gain experience;
- iv. Personal safety precautions on woodworks machines;
- v. Administrative skills, oral and written communicative skills;
- vi. Career development and progression plan for technicians;
- vii. Planning of works

These findings above are also enshrined in the University's staff training and development while the approach also emphasises on other programmes that are relevant to the development needs of the University and the society at large. The University of Cape Coast especially, the Directorate of Human Resource sees staff training and development as an attempt to increase the learning process while the activities of training and development in the University encourages professional development and continuous learning, taking into account the needs of the institution and individual workers irrespective of gender, social status to ensure equity and fairness among all categories of staff.

By way of extension, the technical staffs were further asked to make suggestions towards the management of the challenges of training development programmes. Some of the suggestions from the technical staff were captured as follows:

That Management of UCC should have a strategic plan for the growth of ICT and progress plan for IT personnel; spend money to train it technical staff to acquire broader knowledge and skills as well as invest in IT than spending on gadgets; At least organise in-service training to its technical staff once every year; Engage Resource Persons at to offer in service training to its staff especially the technical staff; Provide one safety training has been organised I think (P.P.Es) must be readily available for use to prevent injuries accidents.

Other suggestions were: provisions of Personal Protection Equipments (P.P.Es) for use by staff to enable them work in a safe atmosphere while follow up on some of the measure put in place to avoid accident occurring while the rest

include: allocation of funds annually for purchasing of damaged and new relevant equipments; provision of adequate tools and equipment for the work to go on smoothly; upgrading of staff on modern professional practices; standard of work performance and last but not the least, listen and respond to all grievances.

The suggestions put forward by the technical staff basically include a strategic plan for training, safety training, funding for training programmes and basic amenities for work motivation and grievances of technical staff

Furthermore, this study made attempt to ascertain from the technical staff ways by which the University of Cape Coast can improve upon its staff Training and Development Policy. The following suggestions were ascertained from the technical staff and are captured in their own words:

The management should pay much attention to its staffs, especially the technical staff and encourage them to bring out the best in them; by granting them study leave with regards to the job he/she is doing and also offering the opportunity to do industrial attachment; by organising more seasonal internal training programmes to its staffs at least every six (6) months; personal protective equipment's must be provided to its technical staff and follow ups made to ensure it usage to avoid injuries; encourage staff to undergo external\l training workshops/seminars/conferences; by sending staff to do exchange programs for them to acquire different knowledge relative to their job; For instance, the glass blowing is a scare Art, hence, the University must spend money to give the technical staff the opportunity to move abroad to acquire the appropriate technical skills; Link up with training partners all

over the world and help train personnel so that they can in turn train others as a succession plan.

The suggested ways by which the University of Cape Coast can improve upon its staff Training and Development Policy as proposed by the technical staff generally has to do with granting of study leave with pay, regularity of both internal and external training; Personal protective equipments (P.P.Es) and exchange and industrial attachments.

Summary

Chapter Four is organised into six sections with focus on the research objectives and research questions of the study. The study involved a total of 189 Technical staff and 6 out of 10 Heads of Departments. Thus, the response rates for the two groups were: Technical staff (100.0%) and Heads of Departments (60%) respectively. There were more males than females.

Most of the technical staff and heads of department indicated that training and development opportunities especially career development abounds. staff training and development programmes have contributed to technical staffs' performance in their various departments including improvement in technical staff capabilities, skills, safety measures, increased in productivity and above all the overall growth of the departments in which technical staff work. There was a statistically significant relationship between training and development received and satisfaction with job performance while there was enough evidence of the challenges that technical staff after the completion of their training and development programmes.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter provides a summary of the study. It highlights the major findings and provides relevant conclusions, recommendations and areas for further research.

Summary

The main purpose of the study was to assess the effects of staff training and development on employees' performance with focus on technical staff in the University of Cape Coast. The review of related literature for the study covered theories that underpin the study, the conceptual issues and the empirical studies.

The specific objectives for the study were: first, to examine the training and development opportunities available to technical staff in the University of Cape Coast; second, assess what ways by staff training and development programmes of the University contribute to technicians' performance; three to examine how technicians' conception of training and development influence their performance; fourth, to assess the challenges that staff face after completing their training and development programmes and finally, to determine the relationship between training and development received and satisfaction with job performance.

In order to address these objectives, the study made use of data collected from both secondary and primary sources. The secondary data was drawn from relevant documents, journal articles and books etc. while the primary data was gathered from 175 out of 189 technical staff and 6 out of ten heads of departments by use of a self-administered questionnaire.

With respect to training and development opportunities available to technicians, the major findings of the study among others include the following:

- Most frequently mentioned opportunities of training and development available to technicians were further career development and increase competence of staff, both theoretical and practical training, experimentation, long and short-term development training, knowledge and skills acquisition and capacity building. Other training and development opportunities available to technicians were: conferences and workshops on safety; in-service training on safety; training in the use of protective equipment and fire prevention i.e., how to use the fire extinguisher in case of fire outbreak first aid training what to do in case of fire outbreak and use of fire extinguisher. There rest were: industrial attachment and Job finishing; First aid / Fire prevention/ Care and maintenance of tools/ Personal protective Equipment (P.P.E) etc
- With respect to the ways staff training and development programmes have contributed to employees' performance, Heads of Departments reported that long- and short-term training helps to build the technical staff capacities to perform better. Moreover, staff training and development programmes sharpen the skills of the technical staff and help improve on their competencies and increase productivity; (i.e. staff acquire more skills, and increase competence on their job). Last but not the least; some Heads of Departments reported that staff training and development programmes it helps to strengthen the skills that each employee needs to improve and also to obtain a higher level of knowledge to perform his/her job.

- On how technical staff conception of training and development influence their performance, the following were the key findings: Performance has improved tremendously to the standard needed after completing training programmes; Most of the technical staff are on top of their game; basically, those technical staff who have benefitted from such training programmes are now showing some kind of improvements in their work activities; and performance has improved and they are capable to take up higher responsibilities as well as better ways of doing things which has improved upon productivity.

The challenges that technical staff face after completing their training and development programmes include delay in granting of promotion which in turn affect the morale; non-availability of logistics, tools and relevant equipment necessary to carry out new trials learned from such training; and how to handle radio-active materials and chemicals while the rest boarder on lack of qualification to access higher education, lack of or inadequate equipment to work with, timing of the training programme, irregular nature of the training programme, participation and lack of knowledge on existing training and development opportunities.

- With regard to whether or not there is a statistically significant relationship between training and development received by technical staff and their satisfaction with their job performance, the X^2 -test results did not lend support to the claim that there is no significant relationship between training and development received and satisfaction with job performance. Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted; meaning that there is a statistically significant relationship between training and development received and satisfaction with job

performance. However, the differences observed between training and development received and satisfaction with job performance could be due to sampling error.

Conclusions

Based on the findings presented above, the following conclusions were identified to guide in developing strategies to enhance the planning and implementation of the staff training and development programme in the University of Cape Coast.

From the perspective of the Heads of Department training opportunities abound and enshrined in the University's staff training and development document while the approach also emphasises on other programmes that are relevant to the development needs of the University and the society at large. These include: Short-term training on practical and other disciplines; long-term training including degrees, National Diploma programmes with the aim of upgrading staff; exchange programmes with institutions to gain experience; personal safety precautions on woodworks machines; administrative skills, oral and written communicative skills; career development and progression plan for technicians and; planning of works.

The ways by which staff training and development programmes have contributed to technicians' performance in their various departments included improvement in technician's capabilities, skills, safety measures increased in productivity and above all the overall growth of the departments in which technical staff work. However, for most of the respondents to feel that they were not satisfied with their performance as a result of the training they received is not a good indication of the usefulness of the training and development programme of the

University of Cape Coast. In fact, the type of training received by the Technical Staff was basically safety training as most of the technical staff claimed they have learnt how to use their equipment safely as well as taking safety precautions seriously so as to prevent accidents and injuries to themselves and others. This is a good development for both the staff and the Human resource Directorate of the University.

The challenges that technical staff face after completing training development programme reflect lack of or inadequate motivation to work, enhanced performance and safety issues while their most pressing needs were basically training and resource persons (both internal and external), work/job and safety and maintenance of existing tools and equipment.

The null hypothesis that there is no significant relationship between training and development received and satisfaction with job performance was rejected while the alternative hypothesis is accepted; meaning that there is a statistically significant relationship between training and development received and satisfaction with job performance. Bearing this in mind the need for staff training and development can never be over emphasised

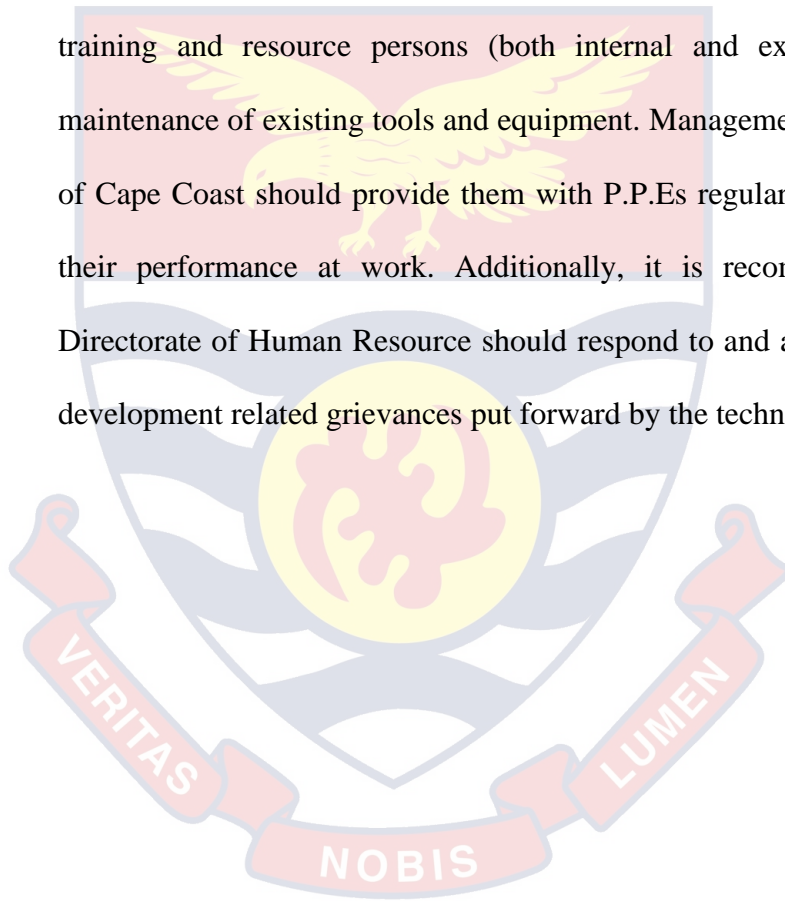
Recommendations

Based on the findings and conclusions, the following recommendations were made to address the identified problems of the effect of training and development on performance of technical staff in the University of Cape Coast. It particularly sought to address research objective five, which is about challenges technical staff face after completion of their training and development programmes.

- i. Base on the fact that training and development opportunities abound as far as the training and development programmes of the University is concerned, it is recommended that Management of the University of Cape Coast should pay more attention to exchange programmes, industrial visits and encourage technical staff to enroll in long-term programmes including Degrees, National Diploma programmes and professional certificates programmes. These programmes will help the technical staff to build their capacities to perform better.
- ii. In view of the fact that training and development received by the Technical Staff has contributed basically to safety training and that the technical staffs have learnt how to use their equipment safely as well as taking safety precautions seriously so as to prevent accidents and injuries to themselves and others. It is recommended that Management of the University of Cape Coast should pay more attention to these issues by regularly following up to ensure that measures put in place to ensure safe working environment are strictly adhered to. This will further ensure that the gains made from the training and developments are not eroded as soon as they have been learnt but rather sustained.
- iii. The respondents' conception of the staff training and development was found to have a positive influence on performance as they claimed that it has enhanced their performance at work. Therefore, it is recommended that Management, in particular, the Human Resource Directorate should motivate technical staff by way of upgrading their status, allowances and

career development and progression plan as well as promoting industrial visits while adequate equipment and tools to work with should be readily made available.

- iv. The challenges technical staff face after completing training development programme were found to be a reflection of lack of or inadequate motivation to work, enhanced performance and safety issues together with inadequate training and resource persons (both internal and external), safety and maintenance of existing tools and equipment. Management of the University of Cape Coast should provide them with P.P.Es regularly so as to enhance their performance at work. Additionally, it is recommended that The Directorate of Human Resource should respond to and address training and development related grievances put forward by the technical staff.



REFERENCES

- Aidele, N. (2009). *Importance of training and development in a firm*. Retrieved (<http://www.groundreport.com/induchiadi>).
- Analoui, F., Antwi, K.B., Cusworth, J.W. (2007). *Human resource development challenges facing decentralised local governments in Africa: Empirical evidence from Ghana*. A Paper submitted to Leadership, Learning Institutes and Public Service (A Conference for leaders who shape and deliver learning-development. Accra, Ghana, November 7-9, 2007).
- Anderson, C. (2007). *White paper: information security and availability: The Impact of Training on IT Organisational performance*. Sponsored by Symantec. Retrieved from www.idc.com.
- Babbie, E. (1990). *Survey research methods*. (2nd edition). New Delhi: Prentice Hall of India Ltd.
- Bassy, M. (2002). *Motivation and work-investigation and analysis of motivation factors at work*. Unpublished PhD. Thesis, Linkoping University, Sweden.
- Becker, G. S. (1976). *The economic approach to human behavior*. Chicago: University of Chicago Press.
- Becker, G. S. (1964). *Human capital*. New York: National Bureau of Economic Research.
- Boella, M. J. (1992). *Human resource management in hospitality industry* (5th ed.). London: Stanley Thornes Publishers.

- Boella, M.J. (1996). *Human resource management in hospitality industry* (6thed.). London: Stanley Thornes Publishers.
- Bouckaert, G. & Halligan, J. (2008) *Managing Performance: International Comparisons*. London, Routledge.
- Bouckaert, G. & Peters, B. G. (2002). *Performance measurement and management*. Public Performance and Management Review, 25, 4.
- Cascio, W. F. (1991). *Costing human resources: The financial impact of behaviour in organisations*. Boston: PWS-Kent.
- Cole, G. A. (1997). *Personnel management: theory and practice*. Book English (4th edition). Published London: Letts Educational.
- Denison, E. F. (1967). *Why growth rates differ*. New York: The Brookings institute.
- Denison, E. F. (1962). *The sources of economic growth in the United States and the alternative before us*. New York: Committee for Economic development.
- Dubnick, M. (2005) *Accountability and the promise of performance: In search of mechanisms*. Public Performance and Management Review, 28, 376–417.
- D’Netto, B., Bakas, F. & Bordia, P. (2008). Predictors of management development effectiveness: An Australian perspective. *International Journal of Training and Development*, 12 (1): 2-23.
- Ferguson, D. H. & Berger, F. (1985). Employees as assets: A fresh approach to human resource accounting. *The Cornell HRA Quarterly*. 25 (4): 24-29.

- Final Report (2002). *Draft Human Resource Development Policy for Local Government in South Africa*. LGWSET/DANIDA Eastern Cape Pilot Project:
- Fisher, J. G. (2005). *How to run successful incentives schemes* (3rd ed). London: Kogan Page.
- Fourie, Magda. (1999). Institutional transformation at South African Universities: *implications for academic staff. Higher Education, vol. 28. 275-290.*
- Gillis, M., Perkins, D. H., Roemer, M., & Snodgrass, D. R. (1987). *Economics of development*. (2nd ed.). New York, London: Norton & Company p. 206.
- Goldstein, I. L. & Ford, K.J. (2002). *Training in organisations: needs assessment, development and evaluation* (4thed), Belmont, CA: Wadsworth.
- Hanushek, E. A. & Kimko, D. D. (2000). Schooling, labor force quality and the growth of nations. *American Economic Review, 90: 1184-2009.*
- Hewlett, R. (2002). Integrating human capital concepts in productivity and growth topics. *Journal of Management Research, 2: 22-37.*
- Kreitner, R. S. & Kinicki, A. (2004). *Organisational behaviour*, (6th edition). Boston, MA: McGraw-Hill, Irwin.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement, 30, 607-610.*
- Luthans, F. (2005). *People in organisations: Organisational behaviour*, (10th edition). New York: McGraw-Hill.
- Lussier, R. N. & Achua, C. F. (2007). *Effective leadership*, (3rd edition). Mason, Ohio: Thomson, South-Western.

- Malcom, W. (ed.) (1998). *Management thinking international encyclopedia business and management*. London: International Thompson Business Press.
- Maxwell School of Citizenship and Public Affairs (2002) *Paths to Performance in State and Local Government: A Final Assessment of the Maxwell School of Citizenship and Public Affairs*. Syracuse, Maxwell School of Citizenship and Public Affairs.
- McNamara, C. *Evaluating training and results*. Authenticity consulting, LLC. Copyright 1997-2008. Retrieved from www.managementhelp.org/trng_dev/evaluate/evaluate.htm.
- McNaught, C.E. & Kennedy, P. (2000). Staff development at RMUT-bottom-up work serviced by top-down investment and policy. *Association for Learning Technology Journal* 13 (14): 95-109.
- Meier, G.M., & Stiglitz, J.E (eds). *Frontiers of development economics. The future perspective*. New York: Oxford University Press Inc.
- Millimore, M. Lewis, P. Saunders, M., Thornhill, A. & Morrow, T. (2007). *Strategic human resource management: contemporary issues*, Harlow: Financial times prentice Hill.
- Mincer, J. (1974). *Schooling, experience and earnings*. NBER, New York: Columbia University Press.
- Mullins, L.J. (2002). *Management and organisational behaviour*, (5th ed.), Rotolito Lombarde, Italy.
- Nerdrum, L. & Erikson, T. (2001). Intellectual capital: A human capital perspective. *Journal of Intellectual Capital*, 2: 127-135.

Noe, R.A. Hollenbeck, J.R. Gerhard, B. & Wright, P.M. (2006). *Human resource management; gaining a competitive advantage* (5thed.), Boston, MA: McGraw-Hill Irwin.

Noe, (2004). *Fundamentals of HRM*, McGraw Hill/Irwin, New York.

Nyoni, J. Gbary, A. Awases, M. Ndecki, P. & Chatora, R. (2006). *Policies and plans for human resources for health: guidelines for countries in the WHO african region human resource for health development programme*. Division of Health systems and Services Department, Brazzaville.

Peet, R., & Hartwick, E. (1999). *Theories of development*. New York: The Guilford Press.

Psacharopoulos, G. (1973). *Returns to education: An international comparison*. New York: Jossey-Bass.

Scarpello, V. & Theeke, H. A. (1989). Human resource accounting: A measured critique. *Journal of Accounting Literature*, 8: 265-280.

Schultz, T. W. (1971). *Investments in human capital*. New York: Macmillan
Staff development policy (2011): Staff Training and Development Policy.
The University of Cape Coast, Cape Coast.

Staff development policy (2010), Human Resources, University of York,
Heslington, York YO10 5DD www.york.ac.uk/admin/hr/resources/policy/staff-development.htm.

Staff development policy (2009): Handbook of university policies and procedures. The University of Queensland, Brisbane, Australia Retrieved from www.uq.edu.au/hupp/index.htm.

Staff development policy (2006). University of Cambridge. Retrieved from <http://www.admin.cam.ac.uk/offices/personnel/staffdev/>>

Staff development policy (2006). University of Sussex. Retrieved from <http://www.sussex.ac.uk/units/staffing/staffdev/policies/staffdev.html>
<http://www.groundreport.com/World/Importance-of-Training-and-Development-IN-A-FIRM/2879810> (<http://www.groundreport.com/world>). Assessed; 11/12/2017.

Thomson, R. & Marbey, C (1997). *Developing HR*, Institute of Management Foundations, Oxford: Butterworth-Heinemann Ltd.

Todaro, M.P. (nd). *Meaning of development*. www.uky.edu/AS/courses/GEO260/power.

Vroom, H. V. (1964). *Work and retention*. John Wiley & Sons, Inc.

Wener, J. M., & DeSimone, R. L. (2006). *Human resource development*, (4th edition). Mason, Ohio: Thomson South- Western.

Werther, W.B. & Davis, K (1996). *HRM and personnel management* (5th ed). Irwin/McGraw Hill, USA.

World Bank (2001). Meier, G.M., Stiglitz, J.E. (eds.). *Frontiers of development economics*. New York: World Bank and Oxford University Press, Inc.

World Bank (1991). *The challenge of development*. Investing in People. Washington DC.: Chapter 3, 52 – 53.

APPENDICES

APPENDIX A

QUESTIONNAIRE FOR TECHNICAL STAFF OF THE UNIVERSITY

CAPE COAST

Sir/Madam,

I am a staff/student of the University of Cape Coast, Institute of Education.

I am conducting a research on the topic **“EFFECT OF STAFF TRAINING/ DEVELOPMENT ON PERFORMANCE OF TECHNICAL STAFF OF THE UNIVERSITY OF CAPE COAST.**

The study is primarily for academic work, and therefore you are assured of confidentiality and anonymity of information that you provide. The researcher is interested in learning about your experiences and opinions about this topic.

The outcome of the study will help management of UCC to improve upon its staff training/development policy to enhance the relationship between training/development and staff performance as well as finding solutions to challenges the staff face after completion of their training programmes.

I will appreciate it if you participate in the study. However, participation is entirely voluntary. Thank you sincerely for agreeing to participate.

SECTION A: Information on Respondents

- | | | |
|--------------|-------------|---------------|
| 1. Sex | 1. Male () | 2. Female () |
| 2. Age Group | | |
| 1. 20-29 | () | |
| 2. 30-39 | () | |
| 3. 40-49 | () | |

4. 50-59 ()
5. 60 years and above ()
3. Rank of Staff
 1. Technician ()
 2. Senior technician ()
 3. Principal technician ()
 4. Chief technician ()
4. Department/Section/Unit.....
5. Level of Education
 1. Diploma ()
 2. Bachelor's Degree ()
 3. Masters' Degree ()
 4. Others (please specify).....
6. How long have you been working for UCC?
 1. Less than 3 years ()
 2. 3-5 years ()
 3. 6-8 years ()
 4. 9-10 years ()
 5. 10 years and more

7. What major skills/competencies do you consider necessary to perform your duties effectively and efficiently?

.....
.....
.....
.....

Section B: Training and Development

1. Are you aware of the training and development opportunities available to technical staff in the University of Cape Coast? 1. Yes 2. No

2. If yes, list as many as you know of.

.....
.....

3. What types of training have you been offered since joining UCC?

.....
.....

4. In what year did you undergo the training and development programme?

.....

5. Did the training you received relate to the work you do? 1. Yes

2. No

6. Please, explain your answer

.....
.....
.....

7. If yes, what sort of training have you been given in the past five years

.....
.....

8. Please, indicate the number of such trainings you have been given.....

9. Did the training courses improve your skills on the job? 1. Yes 2. No

10. Please, comment on your answer

.....
.....
.....

11. Please, state one topic that was relevant to your work.....

12. What are your three (3) most pressing needs with respect to training and development in your department? (please list them in order of priority)

.....
.....
.....

13. Please, indicate your level of satisfaction with your job performance as a result of the training and development programs/courses you had.

- 4. Very satisfied
- 3. Satisfied
- 2. Dissatisfied
- 1. Very dissatisfied

14. Please, comment briefly on your response

.....

.....

.....

Section C: Relationship between Training /Development and Job Performance

22. How will you describe the connection between training and development and your job performance?

1. Very helpful
2. Helpful
3. Somehow helpful
4. Not helpful

23. On a scale of 1 to 4, with 1 being strongly disagree and 4 being strongly agree, how would you rate (√) the following relative contributions of the training and development programmes you have received to your current job performance?

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
Hardworking/obedient/loyal to the interest of those to whom I report				
Responsible/reliable in carrying out the duties and responsibilities of my job and avoiding actions that could embarrass my supervisor				

Self-motivated/competent to take the initiative to get things done				
Challenge those to whom I report if that is necessary to obtain results				

24. What challenges are you facing in your day-to-day work after completion of your training programmes?

.....

.....

In your opinion what should be done by the management of the University of Cape Coast to manage these challenges?

.....

.....

In What ways can the University Cape Coast improve upon its staff training and development Policy?

.....

.....

.....

Thank you very much for making time to complete this questionnaire.

5. What is the primary role of training and development in the University of Cape Coast?

.....

.....

.....

.....

.....

.....

6. How would you describe the performance of technical staff in your department who have benefitted from the training and development programmes of the university of Cape Coast?

.....

.....

.....

.....

.....

.....

7. In what ways has the staff training and development programmes contributed to technicians' performance in your department?

.....

.....

.....

.....

.....
.....
8. Which type of training and development do you prefer for the training and development of technical staff in this department and why?

.....
.....
.....
.....
.....

Section C: Contribution of Staff Training and Development to Technical staffs' Performance

10. Using a scale of 1-5 below, what is your general assessment of the technical staffs' performance who have had some kind of training/development in the past five years in your department:

1. Performance not acceptable
2. Performance needs some improvement
3. Performance meets fully the normal standards
4. Performance meets well above the normal standards
5. Performance is outstanding

11. Main technical skills/duties of the job

Performance areas	Ratings				
	1	2	3	4	5
1. Technical skills/duties of the job					
2. Job knowledge					

12. Work activity

Performance areas	Ratings				
	1	2	3	4	5
1. Quality of work					
2. Output of work					
3. Ability to work under pressure					

13. Management and administration

Performance areas	Ratings				
	1	2	3	4	5
1. Administrative skills					
2. Ability to plan and organise work					
3. Ability to motivate other staff					
4. Ability to initiate and innovate					

14. Communication

Performance areas	Ratings				
	1	2	3	4	5
1. Oral communication					
2. Written communication					
3. Ability to train and develop subordinates					

15. Working relationships

Performance areas	Ratings				
	1	2	3	4	5
1. Ability to get on with other staff					
2. Ability to gain respect from other staff					
3. Ability to work well with other staff					
Overall performance rating as a result of training and development received					

16. What challenges are there with respect to the training and development of technical staff in this department?

.....

.....

17. What challenges are there with respect to the job performance of technical staff after completing their training and development programmes in this department?

.....
.....
.....
.....
.....

18. What do you recommend to improve the staff training development policy of the University of Cape Coast?

.....
.....
.....

19. What training and development programmes would you recommend to the management of the University of Cape Coast for the training of technical staff in your department?

.....
.....

Thank you very much for making time to complete this questionnaire.