

UNIVERSITY OF CAPE COAST



TRAINING AND EMPLOYEE PERFORMANCE OF SENIOR STAFF AT
THE UNIVERSITY OF CAPE COAST, GHANA

BY
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of Business Administration degree in Human Resource Management

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DECLARATION

Candidate's Declaration

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

Candidate's Signature Date

Name: Amadu Rashida

Supervisor's Declaration

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

Supervisor's Signature Date

Name: Prof. Nana Yaw Oppong

ABSTRACT

Employee performance is one of the most important factors that influence the existence of organisations. As a result, a number of researchers have looked at how training might affect employee performance. In this regard, this dissertation primarily looks at how training affects staff performance in University of Cape Coast. Our four main objectives include: to evaluate different forms of UCC employee training programmes; to examine how on-the-job affects performance of employee at the UCC; to examine how off-the-job training affects performance of employee at the UCC; as well as determine the UCC's methods for measuring performance of employee. The study used quantitative research approach with questionnaires as method of data collection on sample size of 311 senior staff. The quantitative data was analysed using descriptive statistics aided by SPSS 27 version. Findings were that coaching, further studies, job rotation, orientation, and workshop/seminar were the major training programmes. These include both on- and off-the-job training programs were complementarily practiced at UCC to take advantage of their unique benefits. Notwithstanding the positive effect of the existing training programmes, their restructuring was recommended for their enhancement and to align with current trends. Also in the future, this research work could be extended for a comparative analysis of more than one institution.

KEYWORDS

Employee

Training

Job rotation

Performance



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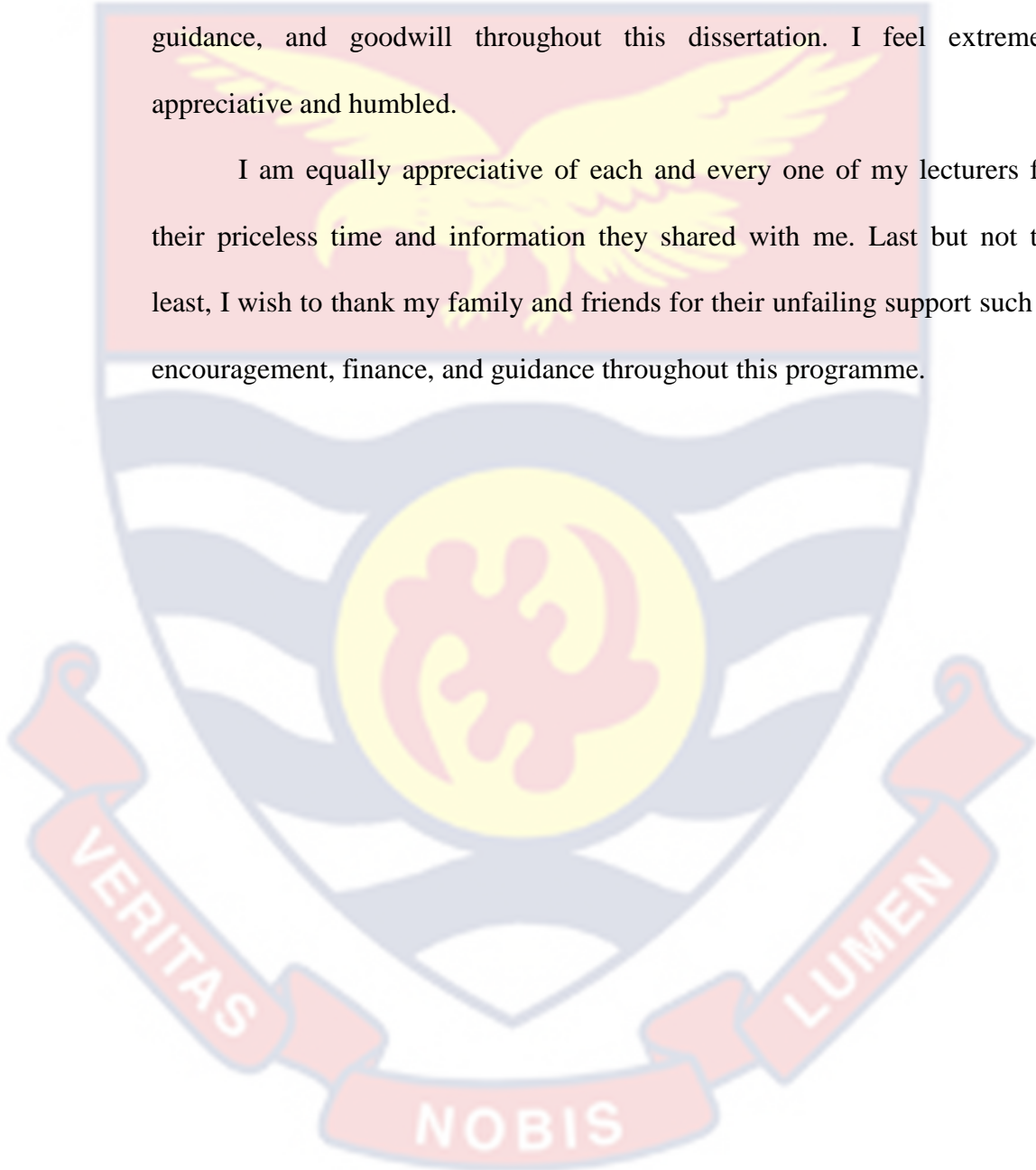


TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
KEYWORDS	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER ONE INTRODUCTION	
Background to the Study	1
The Problem Statement	4
Purpose of the Study	5
Specific Objectives	5
Research Questions	5
Significance of the Study	6
Delimitation of the Study	6
Limitations	6
Definition of Terms	7
Organisation of the Study	7
CHAPTER TWO LITERATURE REVIEW	
Introduction	8
Theoretical Review	8
Reinforcement Theory	8
Human Capital Theory	11
Conceptual Review	12

Training Forms	14
On-the-job Training	15
Orientation	17
Coaching or Mentoring	17
Job Rotation or Transfers	18
Off-the-job Training	18
Lectures, Courses and Seminars	19
Conference or Workshops	20
The Need and Benefit of Training in an Organisation	20
Employee Performance	21
Measurement of Employee Performance	23
Work Effectiveness/Efficiency	23
Target Achievement and Creativity	23
Job Satisfaction, Punctuality and Volunteerism	24
Empirical Review	24
Various Employee Training Programmes	24
Effect of On-the-job Training on Performance	25
Effect of Off-the-job Training on Performance	28
Conceptual Framework of the Study	31
Chapter Summary	34
CHAPTER THREE RESEARCH METHODS	
Introduction	35
Research Approach	35
Research Design	35
Study Unit	36

Population	37
Sample and Sampling Technique	38
Data Collection Instruments	39
Reliability and Validity	40
Data Collection Procedure	40
Data Processing and Analysis	41
Ethical Considerations	41
Chapter Summary	42
CHAPTER FOUR RESULTS AND DISCUSSION	
Introduction	43
Response Rate	43
Background Characteristics of Respondents	43
Research Findings	45
Chapter Summary	57
CHAPTER FIVE SUMMARY, CONCLUSION AND RECOMMENDATIONS	
Introduction	58
The Study Summary	58
Key Findings	59
Conclusion	60
Recommendations	61
Suggestions for Future Research	62
REFERENCES	63
APPENDIX	74

LIST OF TABLES

Table	Page
1: Senior staff strength of UCC	37
2: Background Characteristics of Senior Staff of UCC	44
3: Awareness of training policy and training programmes attended by senior staff of UCC (N=311)	46
4: Form of training attended by senior staff of UCC (N=311)	47
5: Respondents' assessment on quality of training programmes	49
6: Form of on-the-job training attended by senior staff of UCC	50
7: Group statistics for mean performance based on training on-the-job status	51
8: Independent Samples Test: On-the-job training	51
9: Form of off-the-job training programme attended by senior staff of UCC	53
10: Group statistics for mean performance based on of-the-job training status	53
11: Independent Samples Test: off-the-job training	54
12: Respondents' assessment on work effectiveness/efficiency	55
13: Respondents' assessment on target achievement and creativity	55
14: Respondents' assessment on job satisfaction, punctuality and volunteerism	56

LIST OF FIGURES

Figure	Page
1:Conceptual Framework of the Study	31



CHAPTER ONE

INTRODUCTION

One of the key elements influencing an organisation's ability to exist is employee performance. As a result, numerous academics have investigated how employee performance may be impacted by training. In most developed and developing countries, organisations have, in recent times, placed much emphasis on employee training (Naqvi, & Khan, 2013; Nwachukwu, & Chladkova, 2017). Management teams must continue to develop employees to their full potentials (Padmasiri, Sandamali, Mahalekamge, & Mendis, 2018). Thus, organisations can maintain a competitive advantage by focusing to enhance performance through a process of recurrent and innovative learning. In this regard, this dissertation focuses on how staff performance at the University of Cape Coast is impacted by training. In this chapter the study's background, problem statement, study objectives, and research questions are provided. Additionally, it discusses the research significance and arrangements of chapters.

Background to the Study

The concept of training, a key aspect of human resource management, has been in practice for centuries (Quartey, 2012; Asfaw, Argaw, & Bayissa, 2015). Training is regarded as a learning experience which sought for constant changes in an individual in a bid to help him/her perform well (Hafeez, & Akbar, 2015). It is primarily carried out reactively or proactively to meet changes resulting from the passage of time. Training goal is to connect job applicants with new roles in the current work to ensure constant improved performances (Asfaw et al., 2015). There should be a connection between an

organisation's strategic goals and the training it conducts given the severe competition that exists in our more competitive workplace (Butali, & Njoroge, 2017).

The concept of training has been identified to have a direct link with employee and performances worldwide (Yamoah, 2013). As a result, it has garnered a lot of attention in both analytical and empirical literature. Organisations that constantly train their employees to meet current and future changes have been found to perform well and remain highly competitive. Human resource management is basically about finding, keeping, developing and retaining the best employees to provide an organisation an advantage over its rivals (Naqvi, & Khan, 2013). Training provides a systematic process of acquiring and developing skills knowledge, and attitudes that workers need to do tasks effectively or to perform better in the workplace.

Furthermore, employee training is a great strategic concern to organisations on how they manage people, in order to develop their commitment and produce the best out of them (Ongalo, & Tari, 2015). The human capital theory demonstrates education and training increase a worker productivity through transfer of practical skills and knowledge, improving workers' future income by increasing their lifetime wages (Caracol, Palma, & Sousa, 2015). The theory holds that by taking into account the needs of both the organisation and its people, training plays a critical role in accomplishing organisational goals.(Jiang, Lepak, Hu, & Baer, 2014). This implies that in order to successfully accomplish the program's goals, design and implementation of an organisation's training program must be planned and systematic with an emphasis on enhancing performance and productivity.

In a similar vein, it is impossible to overstate the value of employees' contributions in a learning environment. They are important participants whose actions directly affect students (Anakwe, 2008). Karuhanga and Werner (2013) contend that educational systems serve as mirrors through which one can view the images of other nations. Formal education is important for the growth of any nation's economy because it equips its population with the skills necessary to transform other resources into high quality output in an effective and efficient way (Baah-Boateng, 2013). Clearly, the education sector has undergone several transformations globally thus, making the educational institutions more competitive (Okyere-Darko, 2017). In order to withstand these fierce competitions, educational institutions expect their staff to display high performance levels at all times. This calls for constant employee training.

Similarly, the contributions of Ghana's tertiary institutions are vital to economic development (Adu-Agyem, & Osei-Poku, 2012). Thus, tertiary institutions can remain relevant in the country if equal attention is placed on employee development through training (learning). The University of Cape Coast (UCC), for instance, has undergone series of expansions evidenced in its current programmes being offered to over 20,000 students on regular, sandwich and distance education platforms. In the face of 'no recruitment policy' for the public educational sector, these expansions clearly require constant employee training to help them improve upon their performance levels. In this context, developing trustworthy, informed, and skilled human resources for the educational sector with an emphasis on UCC is of paramount importance.

The Problem Statement

Training is gradually becoming a key strategy for providing organisations with the adaptability, durability, and flexibility they need to survive in the new, emerging organisational reality where workforce demographic changes, fierce competitions, and commercial upheavals are imminent (Amadi, 2014; Aboyassin, & Sultan, 2017). However, the majority of the literature now available on corporate training bemoans the ineffectiveness of organisational attempts to significantly enhance employees' knowledge, abilities, and attitudes that have an impact on overall performance (Siriwardhana, & Padmasiri, 2018). It is obvious that every organisation needs personnel who are skilled and experienced to carry out their responsibilities effectively.

UCC in Ghana, a notable tertiary institution, has training programmes for its employees (UCC report, 2016). A major objective of these programmes is to improve both individual and organisational performances. The effect of these programmes on performance of its employees has not been documented. Moreover, the continuous expansion of the university, places much pressure on its current employees. Considering the competitive nature of Ghana's tertiary education in terms of ranking, there is a need for UCC to keep its highly skilled and knowledgeable workforce to help accomplish set goals.

In Ghana, for instance, existing studies can also be found on this subject matter, however, to the best of our knowledge none of them focus on the tertiary education sector. Liang's (2009) study, for instance, focused on Ghana Ports and Harbours Authority; Kennedy (2009) looked at the Judicial Service; and Appiah's (2010) study focused on the banking sector. Also,

Quartey (2012) focused on the Print-media industry. Therefore, it is vital to research how training affects employee performance in Ghana's education sector utilizing the UCC's experience. Additionally, the research will provide additional knowledge in the field of employee performance.

Purpose of the Study

The purpose of this study is to examine the effect of training on employee performance at the University of Cape Coast.

Specific Objectives

These precise objectives are created taking into account the goal of the study.

1. To determine the different forms of employee training programmes at UCC.
2. To examine the effect of on-the-job training on employee performance at the UCC.
3. To examine the effect of off-the-job training on employee performance at the UCC.
4. To identify the measures of employee performance at UCC.

Research Questions

The study will be based on the under listed research questions.

1. What are the different forms of UCC employee training programmes?
2. What is the effect of on-the-job training on employee performance?
3. What is the effect of off-the-job training on employee performance?
4. What are the measures of employee performance in UCC?

Significance of the Study

The goal of the study is to determine how training affects UCC employee performance. Thus, this study's findings would be of use to management in their policies to influence the current training policies and practices in the university. The study would also provide information and literature on the impact training has on performance, providing researchers with pertinent evidence to support or refute their conclusions. Research in the area of employee performance in the educational sector in Ghana is very limited to the best of our knowledge, thus this research comes in handy to close a very big gap in this field of research. Which will go a long way to provide a lot of benefits to students, faculty members, major stakeholders in education and researchers in general.

Delimitation of the Study

Senior staffs of UCC were the only participants in the study. Thus, other equally important actors in the university comprising management, lecturers, students and junior staff were excluded in the study. Therefore, the study cannot generalise findings to include all stakeholders of the university.

Limitations

The research methods used in the study had an impact on the study's conclusion. This was due to some flaws in the research methodology used, which had an impact on the study's conclusions. Since the study used a quantitative methodology, the results could be impacted by an inaccurate depiction of the study's target population. Additionally, the quantitative strategy employs structured questionnaires, thus the respondents' views were limited to the structure of the question items. This prevented the respondents

from adding their views and opinions thus their inputs may not reflect the actual occurring. Additionally, because there is no control of this research over the ideas of its participants, any biased responses from them would have had a direct impact on the study's findings.

Definition of Terms

Employee training is a learning method to develop knowledge, skills, and attitudes necessary for staff members to complete task successfully or to enhance workplace performance.

Employee performance is the capacity of a worker to oversee and present their work in a manner that exemplifies the value placed on quality and good service by their employers.

Organisation of the Study

The study is five chapters in all, first of which provides an overview of the study's background, problem statement, objectives, and research questions, as well as its significance, limitations, definition of terminology, and paper structure. Review of past works is covered in Chapter two. It specifically presents the theoretical, conceptual and empirical reviews of the study. Chapter three discusses the methods of research. Further, chapter four covers results/discussion and finally, chapter five presents summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

Here, a discussion of related literature on employee training and performance is done. The theoretical framework, conceptual framework and empirical studies are discussed. It examines the research and writings of various writers and academic researchers on employee performance and training to get insight and guidance that will justify revealing the knowledge gap for which this study is aimed.

Theoretical Review

This section discusses theories related to the study on training. Specifically, we shall discuss Reinforcement theory, and Human Capital theory under skills development and performance respectively.

Reinforcement Theory

Skinner (1971) described the reinforcement theory to be linked to behaviourism or operant conditioning. The theory's main claim is that a person's actions depend on the results of those actions (Gordan, & Krishanan, 2014). The evolution of behaviourism arose from the discontent with humanism and psychoanalysis introspective methods where some scientists were unhappy about the lack of direct observable events for examination and experimentation. It is, therefore, necessary to stress the conduct of staff of education institutions. They encounter students who need mentors and, therefore, should show good behaviour towards the students. The administrators as well should be trained to be moderate in their dealing with people they encounter. To gain a deeper understanding of human behaviour,

Skinner adopted a new strategy and discussed his theories on changing motivation through a range of stimuli, such as corporations, governments, educational institutions, prisons, and mental health facilities. According to Skinner, a person's objectives or goals had no influence on why they behaved a specific manner (Srivastava, & Banaji, 2011) Staff of UCC could behave in a way that may be detrimental to a student. Skinner thinks environment and external behaviour are of importance. The staffs of UCC are exposed to a lot of students with varied background and upbringing and culture and others. His major contribution to psychology was the concept of reinforcement, which Skinner formalized in his operant conditioning principles. The influences of the environment on human behaviour are also examined by reinforcement theory. The four main methods of reinforcement theory are extinction, punishment, and positive and negative reinforcement.

According to behaviour modification principles by Skinner, he determines behaviour by its effects (Skinner, 1963). The management experts concur that a variety of problems in organisations can be solved using applied psychology strategies. A potential one among them is staff training at UCC. In order to trigger the correct behavioural reaction, Skinner stressed the importance of perceiving the desired consequence. Based on Skinner's research, reinforcement theory has undergone substantial study and has been used in the workplace to reduce the occurrence of undesirable behaviour and increase the occurrence of desired behaviour. Studies using applied reinforcement theory have demonstrated the effectiveness of behaviour modification principles in providing solutions to management problems including absenteeism and tardiness. These concepts can also help increase

employee productivity (Akpey-Mensah, 2020). The application of reinforcement theory in organisations is conducted in studies like (Amuaful, 2020, Adenyo, 2016). The organisation implemented reinforcement theory, which has four themes: immediate recognition, appropriate incentive rewards, accountability, and positive reinforcement, to increase employee engagement (Wei, & Yazdanifard, 2014).

However, punishment, also refer as applied reinforcement theory of positive punishment (Susanto, Lim, Linda, Tarigan, & Wijaya, 2021) has been the most widely used. Naturally, behaviours that society frowns on can diminish using punishment and not reward. However, if punishment is consistently used to improve performance, it turns as a reward. Education professionals need to be punished and rewarded for their behaviours. Reward implies that an employee is not penalized for behaving desirably, but that undesired behaviour is diminished rather than genuine efforts are made to promote desired behaviour. Positive reinforcement is connected with enhancing desirable behaviour and performance in the organisation.

Reinforcement theory can offer suggestions regarding the motivation of UCC employees. It emphasizes the external environment and makes use of environmental analysis to explain and regulate employee behaviour. According to Glasser (1990), the artificial environment might undermine employees' feelings of self-determination, which can lead to a decrease in motivation in connected activities. Behaviour is thought to be modified by environmental stimuli rather than by any potential internal variables (Weegar, & Pacis, 2012; Baum, 2017). Reinforcement theory often aids in controlling individual behaviour and achieving training goals. The relevance of human

capital in organisations is emphasized in theories and literature about human resources.

Human Capital Theory

Since Schultz (1961), Becker (1962), and Ben-Porath (1967) set the groundwork for this theory, it has advanced quickly. Development involves expenses and advantages that could be determined with financial criteria such as internal rate of return and because it is a result of an investment. In the beginning, Becker (1962) looked at how two different types of human capital would affect pay levels in a fully competitive labour market with no flaws or distortions. One sort of human capital can be transmitted to other organisations, which motivates staff to pay for training and benefit fully from it. There is an incentive for employers and employees to split the expenses and benefits of training because the second form of human capital is thought to be unique to a company and cannot be transferred to other businesses (Becker, 1962).

Neo-classical notions of labour markets, education, and economic expansion serve as the foundation for human capital theory. It presumes that workers are useful resources and looks into whether highly trained staff is more productive than ordinary staff (Simon, 2011). Garcia (2005) asserts that employees won't be encouraged to pay for their own training needs since they won't see significant salary increases as a result of greater productivity following attendance at particular training sessions. However, businesses will be eager to pay for these training expenses as they will almost exclusively benefit from the increased productivity brought about by the developed new skills (Garcia, 2005, p. 1693).

Bishop and Brand (2014) analysed data between 2001 and 2007 of Britain sub-regions and conclude that heterogeneity and level of human capital are significant for creation of service firms. Marginson (2019) sought to find out the limitations that come with human capital theory. This article noted the widespread assumption that higher education prepares one for work; however it finds that due to weak methods, human capital theory failed the realism test. It applies mathematical tools inappropriately by considering a single linear path on multiple educational paths and work. Thus it can't explain the reason for the increasing disparities of salaries.

The most significant type of capital in organisations, according to the human capital theory, may be improved through training. The return on training investment is a key topic in human capital theory, and there is ample evidence from many different countries showing more training has a beneficial impact on performance.

Conceptual Review

Trained employees are key components of every firm or organisation. Optimizing employees' contributions to the objectives of the businesses is crucial for maintaining economic growth and successful performance (Anlesinya, Bukari, & Eshun, 2015). Training programmes are very useful to address the output gaps that exist between employees' current performance and what they can actually produce. To increase individual, team, and organisational effectiveness, both training on- and off-the-job programs should use a systematic approach to learning and development (Alipour, Salehi, & Shahnava, 2009). Activities that result in the acquisition of new knowledge or skills for the goal of personal development or upcoming roles and

employment should also be included (Alipour et al., 2009). However, due to the shifting socioeconomic and technical relevance of development, there have been a number of modifications in recent years to the definitions, methodologies, and evaluation of these programs.

Job performance improvement is mainly resulted from training activities that have positive impact on employees to acquire new skills (Falola, Osibanjo, & Ojo, 2014; Satterfield, & Hughes, 2007). Barber (2004) insisted that development of employees through training leads to greater innovation, skills, and inventions. Through a shift in trainees' mental models or knowledge structures, training influences changes in worker skills (Khan, 2010). According to Shafiq and Hamza's (2017) research, developmental trainings improve declarative knowledge, planning and task coordination, cooperative problem solving, and communication in novel team and task contexts.

Dessler (2013) emphasized the importance of developmental training as a way to provide new or existing employees with the skills they require to perform at their varied roles. Dessler believed that training people was a key component of excellent management, thus when managers fail to prioritize training, it is to the extreme detriment of the organisations they are in charge of. This is due to the fact that having high potential employees does not ensure their performance. Employees in the education industry must understand what the Ghana Education Service (GES) expects of them and how they are to fulfil those expectations. As a result, training has a solid track record of affecting organisational effectiveness.

According to Cole, Feild, Giles, and Harris (2004), of all the resources available to the business, human resources are the most dynamic. As a result,

management needs to pay these resources a lot of attention in order to help them reach their maximum potential. Because of this, UCC management must handle issues with training, motivation, communication, leadership, and job reorganisation. Training is essential for both new and seasoned employees, according to Ivancevich (2010), because it strives to improve an employee's performance now or in the future. He emphasized that; training is methodical procedure for changing employees' behaviour in a way that will assist in the organisation's goal-achieving. Current job skills and abilities are tied to training. It has a modern focus and aids in the development of particular competencies among employees. The three categories of learning activities offered to employees by human resource professionals are education, training, and development. Programs for these are all designed to encourage learning.

Training Forms

There are several trainings for staff and employees in various organisations. Armstrong (2006) stressed that an organisation determines whatever training technique or programme to embark on. According to him, it depends on the organisations' objectives and needs. This study will discuss the various forms of training under two categories as suggested by Gregory et al. (2021). They are on-the-job training which include but not limited to job rotation or transfers, coaching or mentoring and off-the-job training such as courses, workshops, conferences and seminars. These programmes are able to provide employees opportunity to learn new ways of doing things and thus increase their skills and performances.

On-the-job Training

Training on-the-job makes it easy to transmit knowledge from one individual to another (Mahadevan, & Yap, 2019). Training on-the-job is organized, primarily done at the trainee's place of employment. Sometimes it happens in a special training facility on-site. During training on-the-job, managers, supervisors, trainers, and co-workers spend a lot of time with trainees to impart previously established skill sets. It may also involve instruction that has little or no effect on output. The work itself becomes a crucial component of the training given during on-the-job training (Tews, & Tracet, 2008).

Petrescu and Simmons (2004) claim that training on-the-job significantly affects job satisfaction, employee motivation, and commitment. When all of the aforementioned requirements are met, it is feasible to minimize workplace distractions, training on-the-job won't endanger productivity, health, or safety, and there are advantages to be gained from training in real time (Milhem, Muda, & Ahmed, 2019). Through this strategy, the employee can put what they're learning into practice. Training on-the-job is quite beneficial when it comes to task-oriented activities like machinery handling, according to Blanchard and Thacker (1998). Such instructions are necessary to ensure that each step or operation is completed in the proper sequence. The similar point was made by Alipour et al. (2009), who stated that practical training will give employees a deeper understanding of how to do their duties. According to Deming (1982), employees learn more effectively on the job than they would from books or manual.

Training on-the-job, according to Salau et al. (2014), can boost employee performance and help a business succeed since it allows workers to learn and complete a task all at once. This is due to the fact that during on-the-job training, employees can link directly to their daily activities (Tukunimulongo, 2016). Additionally, it actually saves time and money when an employee is working while learning, claim Taylor and Davies (2004). Torrington et al. (2005) believe if a trainer and learner have divergent methods of doing things, conflict may result. This could cause production errors or increase the risk of an accident (Bhoganadam, Reddy, & Malina, 2016).

According to Bafaneli and Setibi (2015), training on-the-job refers to inexperienced employees learning through observing coworkers or superiors perform the job and making an effort to mimic their behavior. He adds that on-the-job training can also be beneficial for preparing recently hired staff, upgrading the technical skills of seasoned staff when new technology is introduced, cross training staff members within a unit or department, and helping transferred or promoted staff members settle into their new roles. Many types of training on-the-job exist, such as apprenticeships and self-directed learning programs. It is a desirable training approach since, in comparison to other approaches, it requires less time or financial investment in materials, trainer salaries, or instructional design. According to Sila (2014), the purpose of on-the-job training when it was first implemented was to alter workers' knowledge, attitudes, abilities, and behavioral patterns in relation to the accomplishment of certain tasks or organizational objectives.

According to Vasanthi and Basariya (2019), on-the-job training is very helpful for task-oriented activities like handling machines. Such instructions

are necessary to ensure that each step or operation is completed in the proper sequence. A similar point was made by Alipour et al. (2009), who stated that practical training will give employees a deeper understanding of how to do their duties. The following paragraphs presents detail discussing of some of the measures of on-the-job training such as orientation, coaching, job rotation, transfer.

Orientation

Immediately after being hired, new employees and newly assigned staff in a company typically receive this training type. This will prevent fresh employees from making mistakes that will cost the organisation dearly. That is, orientation will help these new employees to understand the general goal, scope, mission/mandate, objectives, policies and problems, programmes, the organisation's major players and organisational structures. With this technique, new employees are able to gain self confidence to carry out their jobs as expected of them. Orientation enables new employees to do better to meet expectations. The length of this depends on the organisation and may differ from just a few days from few weeks or month mostly dependent on the situation in the organisation.

Coaching or Mentoring

This type of training technique is often gotten from someone who is a specialist. This person or persons can be from inside or outside the organisation who concentrates on specific areas of skill or behaviour. The workplace is another location where it might take place. You should be ready and able to take on the role of a coach as required as a human resource manager or sectional head to ensure that learning occurs.

Job Rotation or Transfers

Employees are moved to various jobs inside the company as part of a development approach called job rotation that aims to increase their knowledge and skills. The approach is great for transforming an expert into a generalist, increasing individual experiences, enabling workers to take in new knowledge, and inspiring fresh ideas. It also broadens a person's exposure to organisational processes.

Off-the-job Training

The other type of training is off-the-job, which includes lectures, reading, workshops, one-on-one tutorials, and group discussions Onokala and Malachi (2019). Application of fresh skills and knowledge can be done in a secure working condition by the help of off-the-job training. Not all performance issues can be resolved through training, which shouldn't be used as a replacement for inspiration, the appropriate resources or apparatus, or the appropriate supervision (Milhem et al., 2019). When employees lack the knowledge or skills to operate effectively, when the necessary resources are available to develop, deliver, and follow up on the training, and when training improves performance, it is necessary to provide training. When a big number of employees have the same training needs and there are sufficient resources and expertise for the design and delivery of training, it is worthwhile to provide off-the-job training (Gregory et al., 2021).

According to Shafini et al. (2016), employees are better able to concentrate when they attend training away from their office because there is less chance of being sidetracked by work-related tasks. Training off-the-job enables employees to be part in the training program without interruption from

outside sources since the training location is typically set up so that employees can pay attention without distraction. Any tools or equipment required to facilitate the training session would have been easily available. Training off-the-job is typically more planned and has a clear agenda which optimizes the time spent studying, according to Shafiq and Hamza (2017).

Training off-the-job is important, especially for technical or specialized abilities, according to Kandel (2020). Methods like lectures with simulations and role-playing encourage staff to learn practically in a supervised setting (Andrew, 2011). However, Mahadevan and Yap (2019), noted that while training off-the-job demands time aside actual work, it may result in more work after training is complete. Because of the simple desire to complete the task as quickly as possible, this could indirectly reduce work quality. The following paragraphs details some of the measures of of-the-job training such as lectures, courses, conference, workshops.

Lectures, Courses and Seminars

Lectures are the most often utilized direct training approach, claims Dustkabilovich (2020). This method comprises teaching processes that are both practical and theoretical, and it can be applied both inside and outside the organisation. Staffs do take part in seminars courses to learn specific material to help their analytical and conceptual abilities improved. This is a typical form of employee training. Distance learning often offers lecture courses and seminars with technology enhancements. Feedback and participation can be enhanced when conversation is permitted in addition to the lecture format.

Conference or Workshops

Conference (Chambers, 2012) or workshop (Nygrén, 2019) methods which are training techniques are used to help employees acquire skills to solve problems. They consist of a number of working and educational sessions. Small groups of individuals join together for a brief amount of time to focus on a specific issue. These techniques involve abilities that can be used right away at work.

The Need and Benefit of Training in an Organisation

Well qualified and advanced staff benefit from it as well as the staff themselves when fully utilized by the employing organisation. Therefore, the UCC would need to develop systems and programs that would result in the necessary efforts, creativity, and overall innovations as individual staff and as network groups in order for the development and survival of an organisation in today's globally competitive and rapidly changing environment, particularly in the changing trends of education (Boadu et al., 2018). UCC is making an effort to adapt to new cultures and cutting-edge, successful ways of performance management and employee motivation in order to deal with fast change (Khan et al., 2019).

When individuals develop new perspectives, understandings, values, knowledge, and abilities, innovative changes or modifications can succeed (Dessler, 2013). As an illustration, the implementation of an efficient and modern approach in performance management would necessitate that the staff members who oversee this system (i) comprehend its necessity and (ii) possess the information and abilities necessary to carry it out. With this insight, this

research suggests that knowledge and skills could be obtained by setting up on- or off-the-job training programs.

Employee Performance

Performance is the ultimate goal of human resource management; consequently, all other goals, including competences, employee morale, attitudes, and motivation, are factors that affect performance (Anlesinya et al., 2015). As a result, human resource training initiatives attempt to give employees the tools they need to do their jobs well. Ivancevich (2010) emphasized that, three basic skills employees should have to function well are, technical, management, and personality abilities. Thus, UCC's growth initiatives must work to give staff members these interpersonal abilities they need to achieve and sustain high performance levels. An institution like UCC would be able to significantly improve education if it adopted this viewpoint.

However, this does not imply that all organisational performance issues can be resolved by training. Cerasoli (2014) offers to explore a popular mathematical performance model, $\text{Performance} = (\text{ability}) \times (\text{motivation})$. So, if the worker has the capacity (can factor) and the necessary motivation is supplied at the same time, then the combined impact of capacity and motivation would guarantee efficiency. Consequently, while ability may be inherent in the employee, it follows that there is no motivation, such as environmental ergonomics, benefits, and management must result in non-performance. In this case, the issue would not be solved by any quantity of training. However, training can improve an employee's skills, abilities, and motivation by increasing their sense of commitment and inspiring them to learn and use new skills. Thus, training both on and off the job is a potent

instrument that, when used effectively, may have a significant impact on both employee morale and productivity.

In addition, it has been commonly acknowledged that personnel training and growth should be a significant item on the agenda of any organisation. Therefore, UCC must try to determine, define, and assess the level of competitiveness of its staffs' abilities and assist them to achieve such abilities. Since the UCC is responsible for the performance of its employees, the employees' skills will be crucial to the organisation's success. The aforementioned information makes it abundantly evident that training is crucial component to improve UCC performance, elevating individual performance, and ultimately resulting in UCC competence, as demonstrated by the students. Training is required to close the performance gap between UCC's actual performance and the planned goals or standards. If an organisation wants to promote the learning, development, and success of each person, training must be a crucial part of its business plan.

Generally, employee output or results are measured against the anticipated output to determine an employee's performance. Achievements of these objectives for an organisation mirror the efficiency, productivity, and engagement level of its employees. Further, these targeted goals are only achieved when the organisation care for and develops its employees so that they deliver on dotted lines (Agarwal, & Farndale, 2017). Employee behaviour in an organisation is a very difficult task to predict, this makes it complex to measure the job performance of employees. To address this situation there is the need to identify these performance measures that are used in the UCC.

Measurement of Employee Performance

In this section, a presentation of the various performance measures considered in this research will be discussed in detail, some of these measures are work effectiveness, target achievement, creativity, job satisfaction, punctuality and volunteerism.

Work Effectiveness/Efficiency

According to Koopmans et al. (2011), performance in a job consists of directly measuring certain indicators which dimensions can be generalised to other jobs. In their study, significant performance indicators for evaluating job performance of employees include work efficiency, work effectiveness, work quality, and result-oriented. Employee performance include but not limited to workforce reaching high standards of work and continuing to perform at their best in order to meet the organisation's objectives and goals (Falola et al., 2014). A successful company has some level of competitive advantage. Thus, essential for a company to be unpredictable in the goals it achieves especially in this business and competitive environment hinged on globalisation.

Target Achievement and Creativity

Being motivated to provide an idea of how employee performance has improved at the Sipatuo Company, Rakib et al. (2019) noted that there is the need for innovation and creativity of both leaders and employees in order for a significant improvement of performance to be realised. Also, an investigation to establish the linkage between creativity of an employee and a firm performance was carried out by Imran et al. (2018). It was noted that creativity partially influences performance while knowledge acquisition had a more

influencing effect on performance. Completion of tasks was noted to be quicker due to training employees obtained (Onokala, & Malachi, 2019).

Job Satisfaction, Punctuality and Volunteerism

Sudiardhita et al. (2018) carried out research to determine how variables such as job satisfaction, compensation, and work motivation affect performance of employees. After applying path analysis on data take from employees who are not in managerial positions but located in 24 offices of their working area. They found that compensation, job satisfaction, and work motivation have impacted positively and significantly on performance. Similarly, Yusuf and Hasnidar (2020) asserted that performance can be measured with the help of indicators such as punctuality, attitude, and work quality.

Empirical Review

The empirical studies carried out by others are discussed in this part in connection to the objectives of this study. The literature on various employee training programs is discussed, along with the effects of training on- and off-the-job on performance.

Various Employee Training Programmes

A study conducted by Abbas and Yaqoob (2009) considered five developmental programmes. These include delegation, involvement, empowerment, training, and development. Other components include commitment, attitude, motivation, and belief in the organisation, as well as considerations like pay, rewards, and bonuses, etc, can also improve employee performance, according to their statement. The five elements work synergistically to improve total employee performance, which is a sign of

overall organisational performance, and serve as leadership development components.

According to Cole et al. (2002), Training is a learning activity intended to help learners gain specific knowledge and skills they will need for a job or other assignment. The training emphasis is on the job or task, for example the need for speed and safety when utilizing a specific machine or piece of equipment, or the need for an effective sales force, to mention a few. By Trautwein and Bosse (2017), training programs include seminar participation. Continuous screening is emphasized to seminar attendees as being of the utmost importance. Having ongoing screening increases your probability of getting to know the provider and developing a rapport with them. During the seminars, role-playing is employed to help the providers feel more at ease doing their duties. The activity reinforced what participants had learned about the dynamics of work and techniques, according to feedback from the post-training evaluations.

Effect of On-the-job Training on Performance

Training on-the-job effect on performance has been subject for extensive research during the past ten years. Shah et al. (2014) conducted a survey to collect information from a sample of respondents so as to determine how on-the-job training affected employee performance. After applying a technique of data reduction to build factors from a range of variables, employee performance was used as a dependent variable and training was used as an independent variable in a linear regression. The study found that workplace training accounts for 50% of employee performance.

Barzegar and Farjan (2011) examined the effect of training on-the-job on productivity of organisation for Martyrs' Affairs staff members. The managers and employees in five provinces that were chosen for the statistical population were those who had participated in at least two courses since 2010. The study's conclusions showed that although these courses do have a small impact on staff performance, it is not to the expected extent. MburuMaina and Waithaka (2017) looked into how on-the-job training affected how well police personnel performed for the Kenya Police Service. The results show that training on-the-job has a beneficial but statistically insignificant influence on police officers' performance in Kenya Police Service and that crime decline is a collaborative effort between many stakeholders and does not primarily depend on police training.

An investigation into how employees' performance and on-the-job training at courier services in Dar es Salaam, Tanzania, was conducted in 2012 by Jagero, Kamba, and Mlingi. The study's goals were to evaluate the effectiveness of courier companies in Dar es Salaam and to look into the on-the-job training programs that are currently offered by those businesses. Questionnaires were employed as the study instruments along with the correlation survey methodology. The results demonstrated that DHL and Fedex both run various on-the-job training programs. According to the study, there is clearly a high correlation between performance in training on-the-job in DHL, it provides a favourable impact on employee performance. By focusing on a learn-by-doing methodology, training on-the-job helps upgrade abilities that are particularly crucial for special jobs. The opportunity to learn is greatly increased by on-the-job training since employees may encounter

questions and concerns that require clarification. Because learning and performance occur simultaneously, the learning process is improved and is more likely to be remembered by staff members over the long term.

In-service training's effects on employee performance were examined by Ngari (2015) in their study of Nairobi County's inferior courts in Kenya. The goal of the study was to ascertain whether training on-the-job, off-the-job, or career development have an effect on employee productivity. According to this study, training on-the-job provides favourable impact on customer satisfaction, productivity, and performance through raising skill levels. Seventy-six percent of respondents said that performance is influenced by training on-the-job. Research about the effect of training on worker performance, Sahail et al. (2014): They discovered that employee performance is positively impacted by training on-the-job programs. Also, on the effect of training on-the-job on worker performance: The case of Riley's Hotel was conducted by Bafaneli and Satibi in 2015. It is revealed training on-the-job helps workers perform their jobs well.

Barzegar and Farjad conducted a study in 2011 at the organisation for Martyr's Affairs on the impact of training on-the-job programs on worker performance. The study's findings revealed that there is little correlation between training on-the-job and performance. Ndunguru (2015) conducted research on how on-the-job training affects workers' performance. The study found that on-the-job training is essential for strong performance, a clear career path, and job security, and that trained employees have higher retention than untrained ones. Research about training on-the-job effect on employee performance in Kenya: case of Mumias Sugar Company Limited was

conducted by Tukunimulogo (2016). The study's goals were to determine how on-the-job training affected employees' task requirements as well as how satisfied they were with their jobs. The results demonstrated that employee capabilities can be improved.

A study on the impact of training on employee performance was conducted by Nassazi in 2013. The purpose of this study is to understand how training affects employee performance by using the Ugandan telecommunications industry as a case study. The study provides evidence that there is a significant, positive relationship between human resource management practices and organisational performance. Hanif and Ameer (2013) found that this training improved employee performance as soon as they started their jobs. Tukunimulongo (2016) asserts that enhancing employee performance and productivity mostly depends on the workplace.

However, majority of these investigations were conducted in different sociocultural contexts. Also, few took governmental organisations into consideration. This indicates a body of knowledge gap on Ghana in general and GES in particular. As a result, this study investigates how employee training affects employees' performance in tertiary institutions, with a focus on those at the UCC in the Central Region.

Effect of Off-the-job Training on Performance

Employees are able to focus better when they attend training outside of their working environment, according to Shafini et al. (2016), thus there is far less chance of being carried away by activities that relates to work than if the training were conducted on the job. According to Mtulo (2014), because off-the-job training takes place in a setting that promotes entire concentration

from the trainee, employees can take part in the program without interruption from outside factors. Training off-the-job is typically more planned and has a clear agenda, which optimizes the time spent studying, according to Ramya (2016). Methods like lectures with simulations and role-playing encourage staff to learn practically in a supervised setting (Smith, 2002; Hamilton, 1990).

Human resource training's impact on Kenya's public sector accountants' performance was evaluated by Ondiba et al. (2019). Both primary and secondary data were used in the study to accomplish its goal. The study discovered that the performance of Kenyan public sector accountants is positively impacted by employee development initiatives such as reward, evaluation, and employee welfare. Training and development are crucial strategic instruments for enhancing employee performance, according to Falola et al. (2014). The results show a high association between training and employee performance, and organisations continue to boost annual training budgets in an effort to obtain a competitive edge. A social survey was done by Akuoko and Ansong (2012) among workers at six financial institutions in the Kumasi Metropolitan Area. Both managerial and support workers were given a survey to complete. The acquired data were statistically examined. Employee involvement in appraisal process was often high, which raised satisfaction and fairness and, as a result, boosted workers' motivation to perform.

Khan et al. (2010) examined how organisational performance impacts on human resource training techniques in Pakistan's oil and gas industry. Human resource development techniques have a favourable and significant impact on organisational performance, according to results of factor analysis

and regression analysis. How leadership development affects employee performance in Pakistan was also studied by Abbas et al. (2020). The study took five aspects of leadership development into account. These include delegation, involvement, empowerment, training, and development. It was discovered that the sum of these effects has a 50% influence on employee performance. However, other elements, such as attitude, dedication, motivating factors, and faith in the organisation, as well as other considerations like remuneration, incentive, and bonuses, etc., can also contribute to the 50% of employee performance that is not attributed to leadership factors. The five elements work synergistically to improve total employee performance, which is a sign of overall organisational performance, and serve as leadership development components.

Singh (2012) examined the value of training and development as crucial element in enhancing efficacy of human resources. He interviewed human resource managers and officials in charge of training and placement face-to-face and through questionnaires. In his research, he discovered that training and development are crucial for increasing the productivity of human resources. Numerous other studies discovered a beneficial impact of employee training on productivity. For instance, studies conducted in Spain by Lopez et al. (2005) demonstrate that effective human resource management techniques affects organisational learning, which improves business performance. In their study of 178 Greek manufacturing companies, Katou and Budhwar (2006) found evidence in favour of the universalistic model and concluded that, human resource development practices like hiring, training, promoting, offering incentives and benefits, involving employees, and ensuring their

health and safety have a positive impact on organisational performance. According to Teclmichael and Soeters' (2006) research on human resources and performance in Eritrea, effective application of human resource techniques could improve both individual and organisational performance in the country's civil service.

Bafaneli and Satibi (2015) does raise some issues, one of which being the possibility that because off-the-job training requires time away from actual work, there may be more work to be done once training is complete. Because of the simple desire to complete the task as quickly as possible, this is likely to reduce the work quality.

Conceptual Framework of the Study

It is feasible to create a concept for this research which summarizes the nature of the training process, programs, and their eventual impact on performance by fusing the concepts of training and performance. In Figure 1, this conceptual framework is displayed.

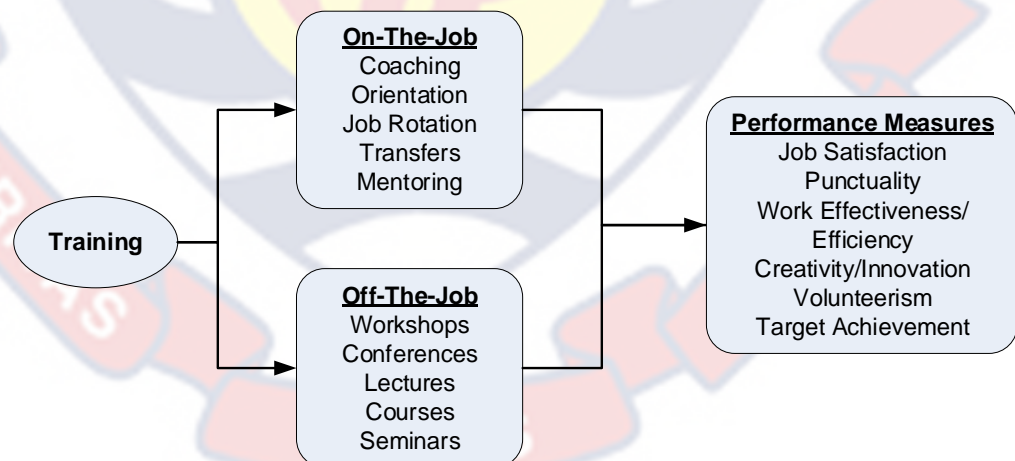


Figure 1: Conceptual Framework of the Study

Off-the-job training is conducted off-site where as training on-the-job takes place in the workplace during business hours. The most prevalent training type is off-the-job (Milhem et al., 2019). Compared to training on-the-

job, it represents three to six times greater spending. Unplanned on-the-job training frequently just serves to shorten the acclimatization period that comes after the hiring, transfer, or promotion of a new employee. Unplanned off-the-job training may include in-service sessions where staff members huddle up among their managers or fellow employees to solve ordinary issues. Like planned training on-the-job, planned training off-the-job is carefully crafted to make most time away from the job. When several personnel have the same training needs, this form of training is appropriate (Gregory et al., 2021).

Additionally, it includes mentoring, orientation, job rotation, workshops, and conferences with lectures and seminars as part of the training programs. The UCC staff will be exposed to several activities in the provision and training of students through job rotation, workshops, and conferences with lectures and seminars. For instance, switching jobs allows one to get experience in several disciplines. The worker's performance will increase as a result. In this framework, performance indicators include job satisfaction, punctuality, work effectiveness or efficiency, creativity and innovation, volunteerism, target achievement. Determine training needs, create training objectives, identify the trainees, and plan the creation of training methods make up the training process that determines the training programs that are adopted. Training then affects performance due to the influence of these techniques. Thus, this conceptual framework provides a foundation for this study's focus on particular training and performance measures.

If workers are not satisfied, they are less likely to be driven to do well and are more likely to quit. When workers are comfortable and happy, employee performance increases, and management finds it easy to motivate

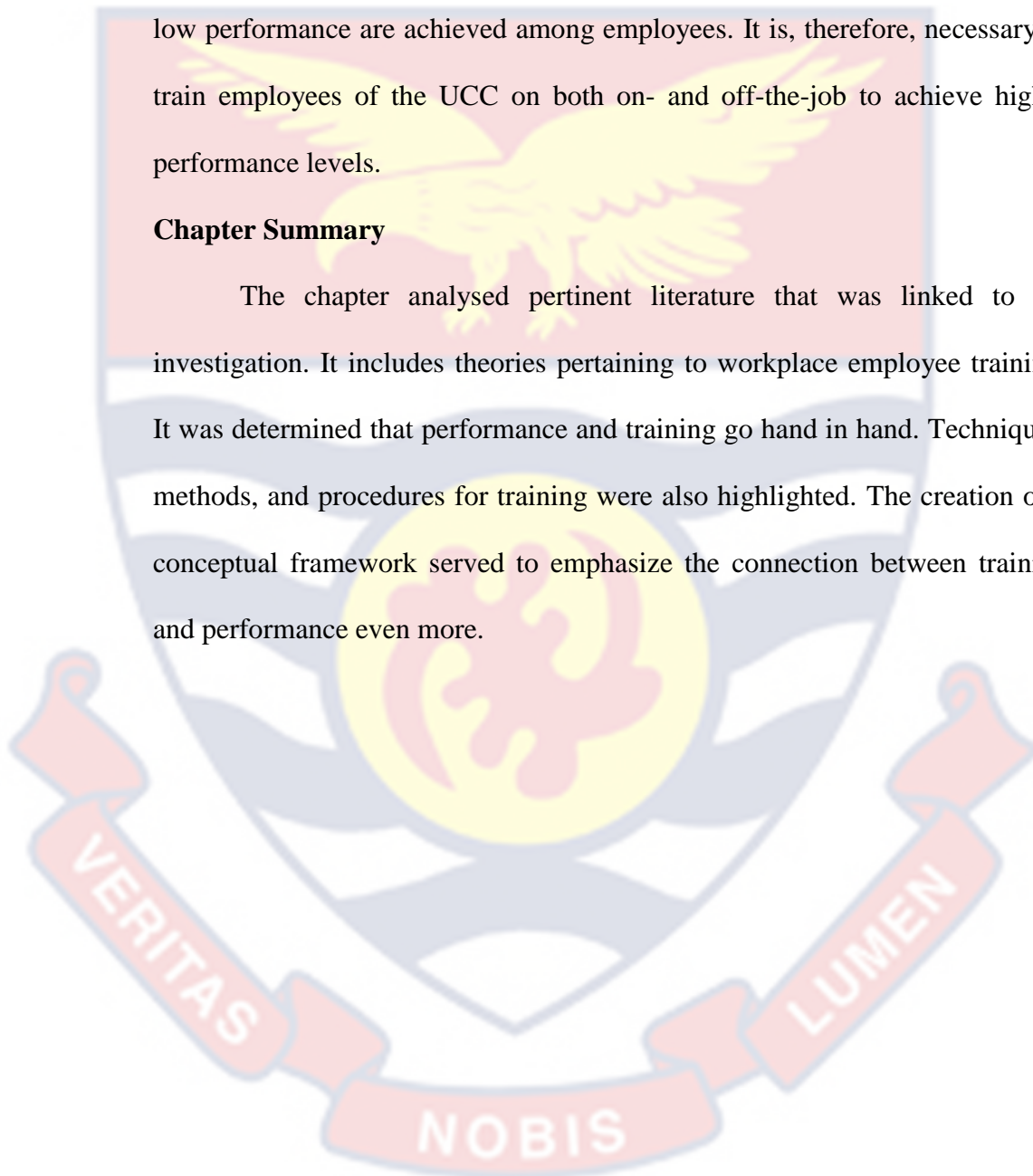
top performers to achieve company goals (Kreitner, & Kinicki, 2007). Only when workers feel competent to perform their jobs, which is made possible by stronger training programs, can there be employee happiness. In light of this, there is a connection between staff training and performance. The employee's performance will also improve if they have additional training, which will help raise their job satisfaction and commitment. Employee performance will improve as a result, increasing the effectiveness of the organisation (Champathes, 2006). According to Samwel's (2018) research, learning through training improves employee performance, which is seen as a key component in accomplishing corporate objectives, and has a favourable impact on organisational performance. However, using training programs as a strategy to address performance concerns including closing the performance gap between expectations and actual performance is a successful way to enhance employee performance (Cross, & Swart, 2022).

Training courses broaden a worker's understanding of their job. If an employee has more knowledge about his job, he highly performs and feel more at ease doing it. A sense of belonging within the organisation, professional skill, or even the knowledge that an employee can put up the effort and grow in their position can all contribute to job happiness. Training programs can have an impact on all of these factors, leading to happier and more productive employees. When training programs are made available as a means of career advancement, it affects an employee's performance. If workers feel they will have a future with the organisation, they are more likely to perform at greater levels. Employee education on the company, their roles within the company, and how the company fits into the larger industry all

contribute to innovation. In other words, employees who possess knowledge base acquired via training are creative in coming up with both short-term and long-term answers to problems. This helps to achieve high performance. However, when these are not in place, average performance and sometimes low performance are achieved among employees. It is, therefore, necessary to train employees of the UCC on both on- and off-the-job to achieve higher performance levels.

Chapter Summary

The chapter analysed pertinent literature that was linked to the investigation. It includes theories pertaining to workplace employee training. It was determined that performance and training go hand in hand. Techniques, methods, and procedures for training were also highlighted. The creation of a conceptual framework served to emphasize the connection between training and performance even more.



CHAPTER THREE

RESEARCH METHODS

Introduction

The methods and research tools used to gather the study's data are described in this chapter. The research design of this study, the study units and population are discussed. The sample and sampling techniques used in this study has been described in detail. Data collection, validation, procedures for data collection as well as processing of data and analysis have been discussed.

Research Approach

Creswell (2014) stressed the significance of describing the research methodology in order to increase the validity of social research. It entails research strategies and procedures that range from general assumptions to specific approaches to data collecting and analysis. It involves the fusion of theoretical presumptions, designs, and techniques. The current study adopted a quantitative approach because of the study's scope and objectives, and the kind of data that will be collected for analysis. The quantitative data includes both closed-ended and open-ended responses as in our survey questionnaire. The quantitative approach is a methodology for conducting research that involves collecting, analysing with statistical methods, and interpretation of phenomenon under the study (Albassam, 2014). Therefore, the main goal of this study strategy is to provide better quantitative understanding of training and employee performance.

Research Design

Cooper and Schindler (2014), claim research design serves as blueprint for data collection, measurement, and analysis. Both the structure of the

research problem which is comprised of the framework, organisation, or configuration of the interactions among study variables and the strategy for inquiry employed to gather reliable data about those relationships are expressed by this. It establishes the approach the researcher will take to accurately gather and produce information, and it provides guidelines on how to plan, arrange, and carry out the study so as to achieve desired goals and maximize the validity of findings (Burn, & Grove, 2009). A descriptive survey design was specifically used as the research methodology. This provides opportunity to study the elements naturally and not their alterations. Also, the research can explain the employee performance variables using descriptive statistics. Furthermore, it helps to evaluate views of employees on how training should be restructured to enhance their performance.

Study Unit

The study was carried out at the UCC in Ghana's Central Region. In Cape Coast, Ghana, there is a public collegiate research institution called the University of Cape Coast. The university was founded in 1962 because there was an urgent demand for highly competent and certified personnel in the field of education. Within the university, there are four colleges, each of which has a number of faculties, departments, directorates, and other divisions. Academic Affairs, Academic Planning and Quality Assurance, Human Resources, Research, Innovation and Consultancy, University Health Services, Legal, Consular and General Services, Public Affairs, Procurement, Internal Audit, Physical Development and Estate Management are among the Directorates.

The urgent need for highly competent and educated labour in education caused the establishment of the UCC. In order to fill the shortage of personnel caused by the nation's accelerated education program, the initial role of the program was to generate graduate professional instructors for the second cycle schools and Ministry of Education generally. Currently, with the growth of faculties and the diversification of programs, UCC has the ability to serve other ministries and industry with creative, innovative and responsible manpower. To achieve this mission, employees of the university need to be trained to be well equipped to deliver. Also, with a vision of being a university of worldwide acclaim and strongly positioned to professional development, innovative teaching and research outreach, it is necessary that the employees receive continuous training, both on-the job and off-the-job. Hence, the study seeks to find how these trainings affect their job performance.

Population

This study's population includes senior staff in the UCC comprising technical and administrative staffs, spread over the university. About 1590 people make up the senior staff at UCC as a whole. There were 335 technical senior staff members and 1255 administrative staff members in total. As can be seen in Table 1, this adds up to a total of 1590.

Table 1: Senior staff strength of UCC

Category	Staff Number
Technical	335
Administrative	1255
Total	1590

Source: University of Cape Coast

Sample and Sampling Technique

Sample technique is a statistical method for determining the right sample size, allowing the researcher to extrapolate findings (Mellenbergh, 2008). Purposive and simple random sampling techniques will be utilised in this study since only staff that are relevant and well informed about issues of the university will be selected as target population of the study. The list of senior staff serves as the sample frame. Administrative staff will be chosen via purposeful sampling.

Additionally, a simple random sampling procedure was utilized to fairly pick administrative workers from the university; this served to reduce researcher bias in the selection of respondents. Every possible participant had an equal chance of being chosen to take part in the study, thanks to this method. They were chosen because they are in charge of carrying out the strategy. Their contributions to strategic implementation in the universities are inevitable. They thus had a thorough awareness of the methods their individual colleges had established to remain competitive. A Taro Yamani formula is used to calculate the sample size, as indicated (Louangrath, 2017)

$$n = \frac{N}{(1 + N(e)^2)} \quad (1)$$

where, N=Population of the study, n=Sample size, e=Tolerable error ($\pm 5\%$) and 1=constant to avoid can't divide by zero situation. Thus, this study has a

$$\text{sample size, } n = \frac{1590}{(1+1590(0.05)^2)} = \frac{1590}{4.98} = 319 .$$

The study used a proportional allocation or stratified sampling to pick participants in each stratum because the staffing levels across the several Units are not equal. In order to determine the percentage of chosen employees in

each administrative category based on the percentage of staff in the entire population to make up the sample of 319 respondents out of the total of 1590, quotas were given to each administrative category. This implies, Technical staff constitutes, $= \frac{335 \cdot 319}{1590} = 67$ respondents and Administrative Staff constitute, $= \frac{1255 \cdot 319}{1590} = 252$ respondents.

Data Collection Instruments

A self-made questionnaire was utilized to acquire factual information from respondents as part of this study's data collection. Theories of training and performance that were examined in this study served as a guide for their creation. Both the open- and close-ended questions were used in the study. The close-ended items were used to ensure uniformity in the responses and prohibit subjectivity of any type while the open-ended questions allowed for more formulation of a respondent's viewpoint on a subject. Five sections made up the questionnaire. Basic demographic questions were asked in the first segment. The second section asked questions about training, the third and fourth sections asked questions about on- and off-the-job training, respectively, and the last section questioned questions about the relationship between training and performance (Appendix A).

The questionnaires were distributed to all senior staff comprising both technical and administrative staffs of UCC. 1590 questionnaires in total were distributed electronically to 335 technical and 1255 administrative staffs via the senior staff group email address. This activity spanned a period of two weeks; after which 452 responses were collated and a process of inspection and cleaning was applied. The process resulted in a total of 311 useful responses comprising 66 technical staff and 245 administrative staff,

representing 97% return rate for both categories base on 319 sample population. There were no ethical issues in the course of this exercise.

Reliability and Validity

Data validity was examined both internally and externally. Using Microsoft Excel and Statistical Package and Service Solutions (SPSS) version 27, the data was cleansed and properly handled for internal validity to guarantee that the statistics produced were accurate and trustworthy. The analysis, suggestions, and conclusions were based on the data that UCC workers supplied in the questionnaire. The Institutional Review Board (IRB) of UCC received the study tool and additional protocols for ethical approval. By requesting permission from the heads of departments, the assent of the respondents was obtained. To maintain anonymity, the respondent's name was not required in the survey. This was done to ensure that participants in the survey freely chose to participate.

Data Collection Procedure

With the source of information originating from the sampled senior staff, the data collection procedure adapted was the self-administered questionnaire by the respondents. The respondents to this questionnaire were free to answer the questions according to their own conscience without being obliged to satisfy the researcher. Information from these questionnaires and interviews constituted the data for the research. The questionnaires were pre-tested on a smaller size of the sampled respondents for the research. This was to ensure that the questionnaires designed solicited the appropriate responses from the respondents to answer the research question for the achievement of

the research objectives. The researcher easily categorize and analyze the data because of the inclusion of both close- and open-ended questions.

Data Processing and Analysis

After gathering field data, the researcher checked the quantity of instruments obtained to make sure it corresponded to the needed number. Since the study was descriptive in nature, the data were analyzed quantitatively using chi-square, t-test, mean, standard deviations, frequencies, and percentages. Based on the instrument used to collect the replies, the researcher created a coding scheme. These sources provided data based on closed-ended, five-point Likert scale. The strength of the values on the Likert Scale of 1–5 was used to categorize, code, and quantify the five-point Likert type scale as well as closed-ended responses.

The emerging data that was analyzed was built upon these categories and codes. Categories were simplified for the software manipulation. The collected data were meticulously examined and checked for completeness. With the help of the Statistical Package and Service Solutions (SPSS) version 27, the surveys were coded and analyzed. Because it helps in organising and summarising the data, that will provide useful important parameters for data analysis.

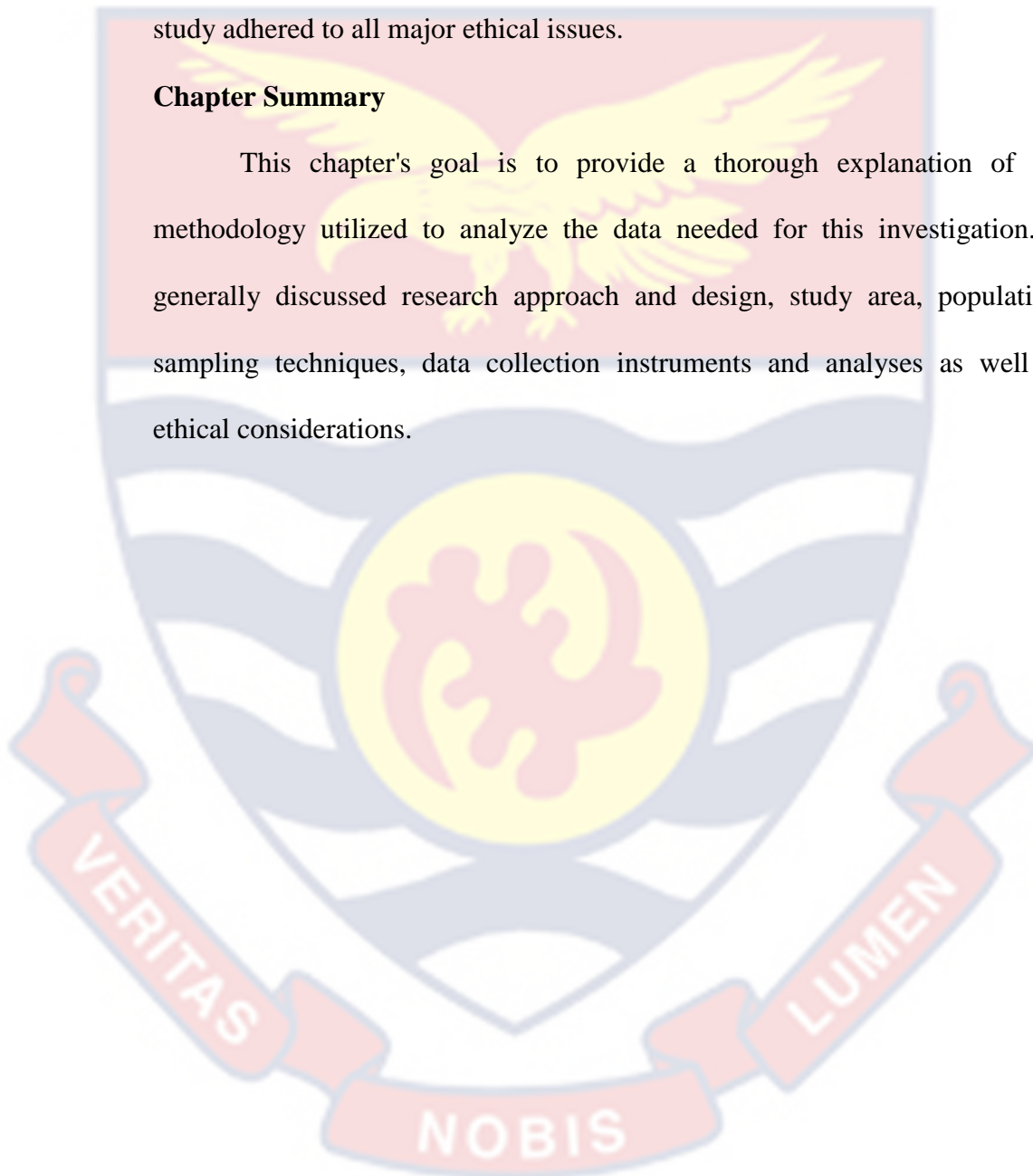
Ethical Considerations

As per Patten and Newhart (2017), in every research, there are ethical issues that should be considered such as right to privacy, anonymity, voluntary participation, and information confidentiality. Thus, all efforts were made to ensure these issues were not breached. For instance, all respondents were allowed to willingly choose to participate and answered the questionnaire by

themselves through electronic means. Also, respondents were not asked for their personal details such as name, address, phone number etc to ensure anonymous. Additionally, respondents received guarantees of non disclosure of submitted information only used for academic purposes. Summarily, the study adhered to all major ethical issues.

Chapter Summary

This chapter's goal is to provide a thorough explanation of the methodology utilized to analyze the data needed for this investigation. It generally discussed research approach and design, study area, population, sampling techniques, data collection instruments and analyses as well as ethical considerations.



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The primary goal of this study is to determine how training affects employee performance at the University of Cape Coast in Ghana's Central Region. With regards to this objective, the goal of this research was achieved by the use of four specific objectives. Following these specific objectives as well as the method used, this chapter presents discussions and findings being reflective of the objectives. We first present the respondents' background characteristics. Then, based on the specific goals of this study, result analysis was presented using descriptive and inferential statistics. Finally, a description of each discovery is provided.

Response Rate

A total sample size of 319 senior members of UCC, were selected for this study. After administering and collation of the questionnaires, about 311 responses were received representing a response rate of about 97%.

Background Characteristics of Respondents

To comprehend background of respondents and provide opportunity for comparison with other samples, this study investigated the background data of respondents. These traits included the employee's gender, age, marital status, current job, educational background, and number of years spent working for UCC. Table 2 lists the frequency and proportions of the respondents' background characteristics. From Table 2, a little over two thirds (68%) of senior staff were males with the remaining one third (32%) being

females. Implying there are more male employees at UCC than females. Also, when it comes to training, the males benefit more than the females.

Table 2: Background Characteristics of Senior Staff of UCC

Variable	Frequency(N)	Percent (%)
Gender		
Female	99	31.8
Male	212	68.2
Total	311	100.0
Age		
less than 30	24	7.7
30-40	181	58.2
41-50	83	26.7
more than 50	23	7.4
Total	311	100.0
Marital status		
Married	263	84.6
Single	43	13.8
Widowed	5	1.6
Total	311	100.0
Current position		
Accounts Officer	9	2.9
Administrator	158	50.8
Teaching Assistant	28	9.0
Technician	34	10.9
Other	82	26.4
Total	311	100.0
Highest education		
Bachelor	90	28.9
Diploma	14	4.5
Post graduate	202	65.0
Other	5	1.6
Total	311	100.0
Duration of work with UCC		
< 5 years	47	15.1
5-10 years	104	33.4
> 10 years	160	51.4
Total	311	100.0

Source: Field Survey (2022)

More than half of the senior staffs were aged 30-40 years representing (58%) followed by those of age 41-50 years being (27%). This high percentage of high-level employees indicates that UCC has experienced workers. And considering that most are in their prime age, it goes to suggest

that UCC has a lot of potential for future development. Those below the age of 30 years represented about (8%). The least age group was those more than 50 years representing (7%). The general indication is that the most senior and experienced staff who will soon be going on retirement are not many. From the Table, most staff representing (85%) of UCC were married. And since majority of them representing (51%) have already been with UCC for more than 10 years. This probably suggests most of the workers are settled and are likely to stay or work for more years at UCC.

It also shows from the Table 2, majority of the responses came from administrators constituting (51%) while account officers were the least representing (3%). It is worthy to note that majority of the staff representing (65%) have postgraduate education followed by those who possess bachelor education representing (29%). This therefore means the UCC has a very high quality work force with sound and high educational background.

Research Findings

Here, we present results, and analysis based on four main questions of the study. This presentation is done in a chronological order according to the objectives in terms of descriptive and inferential statistics.

Objective One: Different Forms of UCC Employee Training Programs

The principal objective of this study sought respondent's trainings attended as well as knowledge of institutional training policy at UCC and the findings shown in Table 3. From here, a greater majority representing (66%) of senior staff were aware of a training policy at UCC. Of the remaining one third, (20%) did not know of any policy whereas (14%) were not sure if the institution had any training policy. Organisations with training plans for

employees could improve employee job performance and should be widely known among the staff (Khan et al., 2014). Given that 1 in 3 members of staff are not aware or unsure of any training policy, there could be limited publicity about the training policy at UCC. It is remarkable to see a greater percentage of senior staff (92%) ever had a form of training since they joined the institution. This indicates how UCC takes training of its employees seriously. According to Khan et al. (2014) training programmes have the potential to improve employee job performance and should be an integral part of Human Resource (HR) practices.

Table 3: Awareness of training policy and training programmes attended by senior staff of UCC (N=311)

Variable	Percent (%)
Are you aware of any training policy at UCC?	
No	20.3
Not Sure	14.1
Yes	65.6
Have you gotten any training since you joined UCC?	
No	8
Yes	92
Have you had on-the-job training since you joined UCC?	
No	21.9
Yes	78.1
Have you received off-the-job training since you joined UCC?	
No	44.4
Yes	55.6

Source: Field Survey (2022)

Regarding type of training, 78% had training on-the-job; whereas 57% had ever had training off-the-job. trainings on-the-job mainly take the form of rotations and transfers, coaching and/or mentoring and are normally within the organisational context (Nassazi, 2013). These forms of training are less expensive and do not disrupt the normal course of work. It is likely that accounts for its popularity as a form of training at UCC.

Table 4: Form of training attended by senior staff of UCC (N=311)

Type	Percent (%)
Coaching	1.6
Further studies	8.4
Job rotation	3.2
Orientation	7.4
Workshop/seminar	30.6
Orientation, Job rotation	1.6
Orientation, Job rotation, Further studies	1.6
Coaching, Workshop/seminar, Job rotation, Mentorship	1.3
Coaching, Workshop/seminar, Conference, Further studies	1.6
Coaching, Workshop/seminar, Conference, Orientation, Job rotation, Further studies, mentorship	1.6
Conference, Job rotation, Further studies	1.6
Workshop/seminar, Conference	4.8
Workshop/seminar, Conference, Further studies	6.1
Workshop/seminar, Conference, Job rotation, Further studies	1.6
Workshop/seminar, Conference, Mentorship	1.6
Workshop/seminar, Conference, Orientation, Further studies	2.9
Workshop/seminar, Conference, Orientation, Job rotation	1.3
Workshop/seminar, Conference, Orientation, Job rotation, Further studies	2.9
Workshop/seminar, Further studies	6.4
Workshop/seminar, Orientation	4.5
Workshop/seminar, Orientation, Further studies	2.9
Workshop/seminar, Orientation, Further studies, Mentorship	1.6
Workshop/seminar, Orientation, Job rotation, Further studies	1.6
Workshop/seminar, Orientation, Job rotation, Further studies, Mentorship	1.3
Total	100

Source: Field Survey (2022)

As opposed to that, training off-the-job in the form of conferences and workshops are mostly external and has the tendency to disrupt the normal course of work and may account for why it was less popular. Off-the-job training may also require time off work since it may take additional schooling.

Accordingly, off-the-job training may involve stringent eligibility criteria and cumbersome approval procedures.

To further determine the form of training programmes that exist at the UCC, a distribution of the form of training attended is shown in Table 4. From this Table, Workshop/seminar is a major type of training that majority of the respondents representing (30.6%) received. Other major forms of training received were; further studies (8.4%); orientation (7.4%); and a combination of Workshop/seminar and further studies represents (6.4%), Workshop/seminar, conference and further studies (6.1%), job rotation (3.2%), while coaching being (1.6%).

The first study objective explored the forms of training programmes that exist in the UCC in line with Armstrong (2006) assertion that training programmes in an organisation are dependent on that organisation's objective. From the results the major training programmes include coaching, further studies, job rotation, orientation, workshop/seminar, with workshop/seminar being the most attended followed by transfer as the second most predominant method used in UCC. This finding shows that UCC views training as supplementing the acquisition of knowledge and skills of their employees.

Evaluation of Forms of Training Programmes at UCC

To evaluate the usefulness and effectiveness of the different forms of training (on- and off-the-job) at UCC respondents were quizzed on the quality of the programmes. As shown in Table 5, more than half (52.1%) of the respondents either agreed or agreed strongly that on-the-job training was of high quality. Regarding off-the-job training however, only a one third (33.1%) of the respondents agreed or strongly agreed about their high quality.

Regarding restructuring of the training programmes, more than half of respondents (55.9%) felt that on-the-job training required restructuring; whereas a little below half (48.5%) of respondents felt that off-the-job training required restructuring.

Table 5: Respondents' assessment on quality of training programmes

The training at UCC is of high quality	On-the-job		Of-the-job	
	Frequency	Percent(%)	Frequency	Percent(%)
Strongly agree	29	11.9	16	9.0
Agree	98	40.2	42	24.1
Neutral	62	25.7	63	36.7
Disagree	38	15.8	32	18.3
Strongly disagree	16	6.4	20	11.9
The training at UCC needs restructuring				
Strongly agree	59	24.1	32	18.6
Agree	77	31.8	52	29.9
Neutral	39	16.2	43	25.1
Disagree	16	6.4	17	9.6
Strongly disagree	52	21.5	29	16.7
Total	243	100.0	173	100.0

Source: Field Survey (2022)

Armstrong (2006) asserts that training programmes in an organisation are dependent on that organisation's objective. From the results the major training on-the-job programmes are coaching, orientation, mentorship, job rotation, and transfers. Transfer is most predominant method used in UCC. This finding is an indication that UCC deems training as a useful tool for the transfer of knowledge between employees while at post, corroborating the findings of Mahadevan and Yap (2019). The study also identified seminars, conference, workshops, courses, and lectures as major off-the-job training programmes. Employees participation in courses was the most attended programme. This shows how UCC views training as supplementing the

acquisition of knowledge and skills of their employees. Taking cognisance that there might be full concentration and attention when training is outside the work environment as stated in Shafini et al. (2016) and Mtulo (2014), the more reason off-the-job is an option at the UCC.

Objective Two: Effect of On-the-job Training on Employee Performance at the UCC

Finding out the major types of training on-the-job programs offered at the UCC is crucial for achieving this goal. The results are shown in Table 6 after respondents were asked to specify the type of training on-the-job programs they have ever attended. This table shows that a third of the workforce participated in multiple training sessions. From Table 6, transfers, tops the list of those who attended only one type with a percentage of (30.3%) while coaching was the least with a percentage of (4.6%).

Table 6: Form of on-the-job training attended by senior staff of UCC

Form	Frequency	Percent (%)
Coaching	11	4.6
Orientation	29	12.1
job rotation	29	12.1
Mentorship	15	6.1
Transfers	74	30.3
More than one/others	85	34.8
Total	243	100

Source: Field Survey (2022)

Having identified the training programmes we proceeded to satisfy the study objective to examine how training on-the-job affects employee performance using independent samples t-test. Results of group statistics compare the self-reported mean performance scores for employees receiving on-the-job training and those who did not are reported in Table 7. From this

table, it is clear that those who received on-the-job training reported a higher mean performance of ($M=32.66$, $SD=6.21$) as against a lower mean performance value of ($M=29.51$, $SD=9.87$) for those who got no training.

Furthermore, an independent samples t-test was done to ascertain if there was significant difference in the means scores for respondent who received on-the-job training and those who did not, showed a significant difference ($p<.021$) in scores for respondents who reported receiving on-the-job training to those who did not as seen in Table 8.

Table 7: Group statistics for mean performance based on training on-the-job status

	Frequency(N)	Mean	Std. Deviation	Std. Error Mean
Yes	243	32.66	6.21	.633
No	68	29.51	9.87	1.211

Source: Field Survey (2022)

Table 8: Independent Samples Test: On-the-job training

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variance assumed	.057	.811	2.32	309	.021	3.148	1.357	.479	5.82
Equal variance not assumed			2.31	106.73	.023	3.148	1.363	.446	5.85

Source: Field Survey (2022)

The second objective sought how training on-the-job affects employee performance. Performance at UCC by employees has witnessed positive response to training. Generally, those who got on-the-job training had

significantly improved performance at work same to conclusions of Salau et al. (2014). They observed that, as employees learn and complete the task at once, on-the-job training can boost employee performance and help an organization succeed. It is important to note that at the UCC, training on-the-job predominates over off-the-job training. This might be possibly because of the diverse nature of UCC, it provides very rich and diverse knowledge for employees to learn internally, thus reducing the need to take training out of work environment. This study also revealed similar findings as in Jagero, Kamba and Mlingi (2012), that, training on-the-job relates very positively to performance.

Objective Three: Effect of Off-the-job Training on Employee Performance at the UCC

It was crucial to understand the main categories of off-the-job training programs offered by the UCC as part of the third objective. The results are presented in Table 9 after respondents were to specify the type of on-the-job training programs they have ever participated in. It can be seen from this table that most (about 1/3) employees attended more than one training programme. From Table 8, courses, tops the list of those who attended only one type with a percentage of (25.8%) while conference was the least with a percentage of (6.1%).

To satisfy the study objective of examining how off-the-job training affects performance of employee, an independent samples t-test was conducted. The findings for the group statistics presented in Table 10, showing the self-reported mean performance scores for employees receiving off-the-job training and those who did not. The performance score used in this

analysis was a summation of Likert scale responses to a number of questions about employee performance. From Table 10, those who received off-the-job training programme outperformed those who did not receive with mean performance values of (M=34.96, SD=7.51) as against (M=29.60, SD=11.00), respectively.

Table 9: Form of off-the-job training programme attended by senior staff of UCC

Form	Frequency	Percent(%)
Seminars	23	13.6
Conference	11	6.1
Workshops	29	16.7
Courses	45	25.8
lectures	13	7.5
More than one/others	52	30.3
Total	173	100

Source: Field Survey (2022)

Table 10: Group statistics for mean performance based on of-the-job training status

	Frequency(N)	Mean	Std. Deviation	Std. Error Mean
Yes	173	34.96	7.51	.639
No	138	29.60	11.00	.836

Source: Field Survey (2022)

In addition, as shown in Table 11, independent samples t-test to ascertain whether there was a significant difference in the means scores for respondents who received off-the-job training and those who did not showed a significant difference in scores ($p < .001$; mean diff=5.36) between respondents who reported receiving off-the-job training and those who did not receive training.

Table 11: Independent Samples Test: off-the-job training

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	32.95	.00	4.89	309	.000	5.361	1.097	3.203	7.519
Equal variances not assumed			5.09	302.14	.000	5.361	1.053	3.290	7.432

Source: Field Survey (2022)

The third objective sought how off-the-job training affects performance of employee. Performance at UCC by employees who received off-the-job training had witnessed positive improvements as demonstrated by higher mean performance score of those who got training off-the-job. According to Shafini et al. (2016) and Mtulo (2014), training off-the-job provides non-destructive attention and concentration to participants. This will surely result in positive performance as witnessed at the UCC.

Objective Four: Measures of Employee Performance

To identify the various measures of determining employee performance at UCC, respondents were asked various questions and the results analysis was a summation of Likert scale responses presented in categories in Tables 12 to 14. With regards to work effectiveness/efficiency as a measure of performance, respondents were quizzed if the training they received improved their skills and whether there is improvement in the errors they make, and these results presented in Table 12. Respondents who agree that the trainings they received improved their work effectiveness and efficiency represent an

average of over 41% while those who disagree represent an average of about 18%. Table 13 contains respondents' assessment on target achievement and creativity. In an average, respondents who think their target achievement and creativity have improved due to the training they got represent over 40% and those who disagree were about 13%.

Table 12: Respondents' assessment on work effectiveness/efficiency

	Frequency	Percent(%)
The methods used during training have improved my skills at work		
strongly agree	33	10.6
Agree	132	42.5
Neutral	71	22.8
Disagree	47	15.1
Strongly disagree	28	9.0
The training made my completed tasks always free from errors		
Strongly agree	14	4.5
Agree	123	39.6
Neutral	75	24.1
Disagree	71	22.8
Strongly disagree	28	9.0
Total	311	100.0

Source: Field Survey (2022)

Table 13: Respondents' assessment on target achievement and creativity

	Frequency	Percent(%)
The training has improved my creativity at work		
strongly agree	42	13.5
Agree	113	36.5
Neutral	75	24.2
Disagree	39	12.3
Strongly disagree	42	13.5
The training has helped improve the completion of my tasks		
strongly agree	28	9.0
Agree	132	42.5
Neutral	94	30.2
Disagree	33	10.6
Strongly disagree	24	7.7
The training has reduced the time I spend on my tasks		
Strongly agree	28	9.0
Agree	123	39.6
Neutral	80	25.7
Disagree	52	16.7
Strongly disagree	28	9.0
Total	311	100.0

Source: Field Survey (2022)

Further in Table 14, respondents were assessed on job satisfaction, punctuality and volunteerism. The results show that there have been great improvements in respondents' satisfaction to job, punctuality and volunteerism at work place which was attributed to their involvement in training programmes which represents over 39%. On the other hand those who disagree represent about 15%.

Table 14: Respondents' assessment on job satisfaction, punctuality and volunteerism

	Frequency	Percent(%)
The training has increased my satisfaction at work		
strongly agree	36	11.6
Agree	136	43.6
Neutral	78	25.2
Disagree	36	11.6
Strongly disagree	25	8
The training has improved my self-confidence at work		
Strongly agree	38	12.2
Agree	132	42.5
Neutral	66	21.2
Disagree	33	10.6
Strongly disagree	42	13.5
The training has improved my punctuality at work		
strongly agree	19	6.1
Agree	108	34.8
Neutral	99	31.8
Disagree	57	18.3
Strongly disagree	28	9.0
The training has improved my volunteerism at work		
Strongly agree	14	4.5
Agree	114	36.5
Neutral	80	25.8
Disagree	61	19.7
Strongly disagree	42	13.5
Total	311	100.0

Source: Field Survey (2022)

The final study objective was to identify changes in the indicators for measuring employee performance at the UCC: work effectiveness/efficiency, target achievement and creativity, job satisfaction, punctuality and volunteerism. In all these indicators various improvements were reported due

to the training programmes received at the UCC. For example, respondents agreed they became more creative at work and achieve their targets faster than before they got the training.

Chapter Summary

The chapter provides a thorough examination of the data base on the main goals of the study. For understanding the nature of the respondents, the chapter began with a summary of their demographic traits. The first objective revealed the types of training programmes such as coaching, transfers, workshop/conference, and job rotation amongst others at the UCC. The second and third objectives both revealed that, undertaking training on-the-job or off-the-job has a significant positive effect on employee performance than non-trained. The final objective revealed the indicators for measuring performance as work effectiveness/efficiency, target achievement and creativity, job satisfaction, punctuality and volunteerism. And that the training programmes have greatly improved each of these indicators leading to improved performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter provides a summary of the study's findings, conclusions, and recommendations. Conclusions are derived from findings of the results. The recommendations are then given based on the findings. Finally, recommendations for additional research are also provided.

The Study Summary

This study's goal was to look into how University of Cape Coast employees perform after receiving training. The study sought to achieve four specific objectives such as:

1. to determine the different forms of employee training programmes at the UCC,
2. to examine the effect of on-the-job training on employee performance at the UCC,
3. to examine the effect of off-the-job training on employee performance at the UCC and
4. to identify the measures of employee performance at UCC.

With 319 respondents as its study sample, this study used a quantitative methodology. Appropriate information was gotten through the questionnaires that were administered. The questionnaires that were successfully retrieved were subjected to descriptive and inferential statistics by the use of SPSS 27. Among some of the findings include; there were more male senior staffs than female at the UCC, majority of who are married between age 30 and 50 years. The senior staffs of UCC are dominated by

administrators, and most had been with the UCC for more than 5 years most possessed post graduate degrees.

Key Findings

In this study there were numerous findings, however a presentation of the major findings in relation to the objectives are summarized here. The first study objective sought to evaluate different forms of employee training programmes at UCC. The results showed that most type of training programmes are practiced at the UCC and the major ones included coaching, further studies, job rotation, orientation, and workshop/seminar, and the leading training programme attended was workshop/seminar. It revealed that most staff ever attended training on-the-job than those who attended off-the-job.

Secondly, another study objective was to examine how training on-the-job affects performance of employee at UCC. When comparing the mean scores of respondents who reported receiving on-the-job training with those who did not, an independent samples t-test revealed a significant difference at $p=.001$. The correlation between training on-the-job and performance was shown to be favourable. Female were the majority who took part in training on-the-job, probably because of the convenient nature.

Thirdly, the study sought to examine how off-the-job training affects performance of employee at the UCC. The findings were very similar to that of the second objective. An independent samples t-test results indicated a significant ($p<.001$) difference in mean scores for respondents who received training off-the-job and those who did not. Training on-the-job generally showed a good correlation with performance.

Finally, the study sought to determine the UCC's methods for measuring performance of employee. From the frequencies of the self reported response, the major indicators to measure performance at the UCC were; work effectiveness/efficiency, target achievement and creativity, job satisfaction, punctuality and volunteerism. In addition, the training programmes they received at the UCC caused various improvements in their performance at work. For example respondents are now more creative at work and achieved their targets faster than before they got the training.

Conclusion

This study purposefully examined the effect training had on performance of employee at UCC. The first objective evaluated the different forms of employee training programmes at the UCC. The findings lead to a conclusion that there were about five major training programmes where workshop/seminar is most prominent. The programmes were quality and useful and thus improved the performance of employees. These suggest that UCC has a core duty to develop their employee.

The second objective examined how training on-the-job affects performance of employee at UCC. The enhancement of employee performance was positively and significantly impacted by on-the-job training, it can be said. The results further led to the conclusion that UCC believes in developing the capacities of their employees and largely embraced the method of on-the-job training, maybe for the reason that they still have such staff performing their core duties.

Thirdly, the study examined how training off-the-job affects performance of employee at the UCC. Similarly, it can be concluded there was

a positive and significant impact of training off-the-job to improve employee performance. It was clear that, not all capacity development at the UCC could take place while at work, thus UCC also utilised off-the-job training since it provides full concentration to participants.

Lastly, the study identified the measures of employee performance at the UCC. Work effectiveness/efficiency, target achievement and creativity, job satisfaction, punctuality and volunteerism were concluded as the major performance indicators.

Recommendations

The study's results support the important role training plays in raising employee performance in organisations. Therefore, the following are recommended:

- UCC should consider implementing more training programs for their staff in order to boost productivity and performance.
- Specifically, conferences as a form of off-the-job training should be organised more frequently to help staff especially the newly employed to gain critical skills necessary for the proper execution of their functions.
- The training policy at the UCC needs to undergo restructuring possibly for its enhancement or especially to meet current trends.
- Mentorship seems to be on the low, it is recommended UCC makes efforts to inculcate the spirit of mentorship since it is one most appropriate ways to transfer critical skills and knowledge from the old staff to the fresh ones.

Suggestions for Future Research

This study was undertaken in only the UCC due to limited time and resources. Thus, future research could consider widening the scope to cover more institutions for a comparative analysis. Also, only senior staff were considered in this study, it will be interesting to extend this study to include the other category of staff such as the junior staff. More variables can equally be explored in the future.



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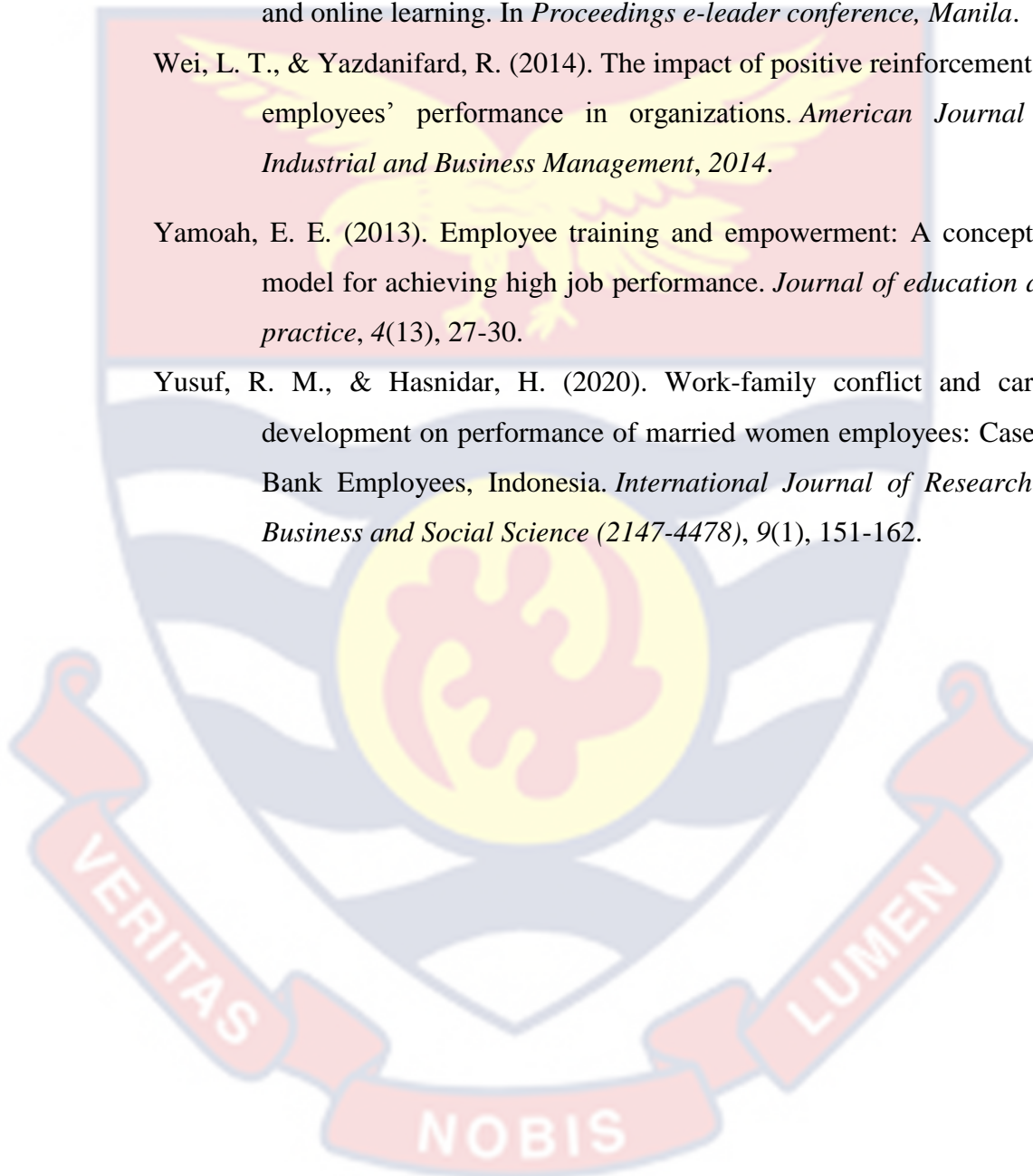
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APPENDIX
QUESTIONNAIRE

Dear Respondent,

This research is **training and employee performance of senior staff at the University of Cape Coast**. This is part of the requirements I have to fulfil before I can complete my study program in master of Business Administration.

Your contributions are important in this study and I value your responds. Be assured this will be treated confidential and just use for academic purpose.

I appreciate your time, cooperation, and support to my research. If you would want a copy of the study's findings, I would be happy to send it to you.

Yours faithfully,

.....
Rashida

Questionnaire on training and employee performance

Section A: Staff Background

1. Gender
 - A. Male ()
 - B. Female ()
2. Age
 - A. < 30 ()
 - B. 30-40 ()
 - C. 41-50 ()
 - D. > 50 ()
3. Marital status
 - A. Single ()
 - B. Married ()
 - C. Divorced ()
 - D. Widowed ()
 - E. Separated ()
4. Current position
 - Administrator ()
 - Finance officer ()
 - Office assistant ()
 - Technician ()
 - Other (s).....
5. Education background
 - Post graduate ()
 - Bachelor ()
 - Diploma ()
 - SSSCE/WASSCE ()
 - Other (s).....

6. Your duration of work with UCC?
- <5 years ()
 - 5-10 years ()
 - Above 10 years ()

Section B: Training programmes at the University of Cape Coast

7. have you seen a training policy of UCC?
 A. Yes() B) No() C) Not Sure()
8. Have you any training since you joined UCC?
 A)Yes() B)No()
9. If yes, select the training programme(s) attended
- a) Coaching()
 - b) workshop/seminar()
 - c) conference()
 - d) orientation()
 - e) job rotation()
 - f) further studies ()
 - g) mentorship()
 - h) list training programmes not mentioned above
- | | |
|--------|--------|
| 1..... | 2..... |
| 3..... | 4..... |
| 5..... | 6..... |
10. What facilitation methods were used at those training programmes attended?
- Lecture()
 - Demonstrations()
 - Discussions()
 - Presentation()
 - Hands-on practice()
 - Mentoring()
 - Facilitation()
 - List methods of facilitation that have not been mentioned above
- | | |
|--------|--------|
| 1..... | 2..... |
| 3..... | 4..... |

Section C: on-the-job training

11. Do you receive on-the-job training?
 A. Yes () B.No()
12. What type of on-the-job training(s) have you received?
- Coaching
 - Orientation
 - Job rotation
 - Mentorship
 - Workshops
 - list other on-the-job trainings not mentioned above
- | | |
|--------|--------|
| 1..... | 2..... |
| 3..... | 4..... |

Please indicate the extent to which you agree with the following statements, one tick (1-5) to a statement
(1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree

	Statement	Extend of agreement				
		1	2	3	4	5
13	I have participated in on-the-job training at UCC					
14	The on-the-job I have participated in is of high quality					
15	The on-the-job is organized yearly					
16	The on-the-job is organized when need arises					
17	I attended on-the-job when I was newly recruited					
18	Post on-the-job evaluation are usually done					
19	The on-the-job at UCC needs restructuring					

20. When was the last time you received on-the-job training?

- Within the last seven days
- Within the last one month
- Within the last six months
- Within the last one year
- More than one year

21. What can be done to improve on-the-job training needs at UCC?

.....

.....

Section D: off-the-job training

22. Do you receive off-the-job training?

A. Yes () B. No ()

23. What types of off-the-job training(s) have you received?

- Lecture
- Demonstrations
- Discussions
- Presentation
- Hands-on practice
- list other off-the-job trainings not mentioned above

1.....2.....
 3.....4.....

Please indicate the extent to which you agree with the following statements, one tick (1-5) to a statement
(1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree

	Statement	Extend of agreement				
		1	2	3	4	5
24	I have participated in off-the-job training at UCC					
25	The off-the-job I have participated in is of high quality.					
26	The off-the-job is organized yearly					
27	The off-the-job is organized when need arises					
28	I attended off-the-job training when I was newly recruited					
29	Post off-the-job training evaluation are usually done					
30	The off-the-job trainings at UCC needs restructuring					

31 When was the last time you received off-the-job training?

- Within the last seven days
- Within the last one month
- Within the last six months
- Within the last one year
- More than one year

32. What can be done to improve off-the-job training needs at UCC?

.....

.....

Section E: Training and Employee Performance

The items in this table are statements about your training and your performance. Please to what extent do you agree with these statements, one tick (1-5) to a statement (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree						
	Statement	Extend of agreement				
		1	2	3	4	5
33	The methods used during training have improved my skills at work.					
34	The training made my completed tasks always free from errors					
35	I think training has helped improve the completion of tasks assigned to me at work.					
36	The training has reduced the time I spend on my tasks					
37	The training has increased my satisfaction with the work I do.					
38	The training has improved my self-confidence at work.					
39	The training has improved my creativity at work.					
40	The training has improved my punctuality at work.					
41	The training has improved my volunteerism at work.					
42	the training made me respect timelines given me by my superiors					

Thank you for your response.