UNIVERSITY OF CAPE COAST

RELATIONSHIP BETWEEN TRAINING AND EMPLOYEE

PERFORMANCE AT THE UNIVERSITY OF ENERGY AND NATURAL

RESOURCE IN THE BRONG REGION

BY

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DECLARATION

Candidate's Declaration

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

Candidate's Signature………………. Date…………………………

Name……………………………………………………………………

Supervisor's Declaration

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

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Name: …………………………………………………………..

ABSTRACT

This study sought assess the relationship between training and employee performance at the University of Energy and Natural Resource in the Brong Region, Ghana. The study adopted the descriptive and correlational design due to its research objectives. The sample size for the study was 132 staff randomly selected to participate using the Bartlett, Kotrlik, and Higgins (2001) sample size determination table. Structured questionnaire was the instrument used to collect data since the study was quantitative and also required a primary data collection instrument. The results indicated that training programmes that enhance performance were orientation, coaching, mentoring, communication skills, ethics, teamwork and problem-solving skills.

The study also found a strong and positive significant relationship ($\rho = .001$) between training and employee performance at University of Energy and Natural Resource. Based on the purpose of the study, it was concluded that employees are the resources and assets of an organization if they are trained would perform better. It was recommended among other things, that Management should embark on training the staff on occupational health and safety practices as it is a mandatory require of every employer. Also, there is management should research on the training needs of its staff and channel those needs to their employees accordingly.

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DEDICATION

To my husband, Mr. Simon kyeremeh and my lovely kids Emmanuel, Noble

and Ohemaa. Also, to my In-laws, Siblings and Parents

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CHAPTER ONE

INTRODUCTION

Background to the Study

Training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce (Stone, Plisk & Collins, 2002). Nowadays training is the most important factor in the business world because its increases the efficiency and the effectiveness of both employees and the organization. The employee performance depends on various factors. But the most important factor of employee performance is training. Training and development are important to enhance the capabilities of employees. The employees who have more on the job experience have better performance because there is an increase in the both skills and competencies because of more on the job experience (Fakhar & Khan, 2005).

The effect of training on employee's productivity and organization performance has attracted considerable interest in the analytical and empirical literature (Wright, Dunford & Snell, 2001). On the whole, human resources management theory has paid considerable attention to this debate; however, the theoretical predictions are ambiguous (Rastogi, 2000). Depending on their underlying assumptions, some approaches predict that the performance of an organization is necessarily based on innovative labour force, technology, quality management, and customer satisfaction (Dhamodharan, Daniel & Ambuli, 2010); while others see training as a tool in the hands of human resources managers to activate and empower the productive base of an organization (Dhamodharan et al., 2010).

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Employee training is very vital to job performance since the formal educational system does not adequately provide specific job skills for a position in a particular organization (Aroge, 2012). While, few individuals may have the requisite skills, knowledge, abilities and competencies needed to fit into a specific job function, some others may require extensive training to acquire the necessary skills to be able to fit in a specific job function and also make significant contribution to the organization's performance (Colombo & Stanca, 2008). Training and development are planned learning experiences which teach employees how to perform current and future jobs more effectively. According to Sims (2002), the objective of training and development is to contribute to the organization's overall goal. Closing the skills gap is now a critical area of human resource development for organizations to continuously penetrate the market Sims (2002).

The human capital theory provides evidence which indicates that training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings Babineau, Becker, Gibbons, Sentovich, Hess, Robertson and Stone (2004) also provide an explanation that links investment in training with workers' wages. In particular, their theory draws a crucial distinction between general education and firm-specific training, and recognized training and human development as a basic skill provided for higher productivity of a worker. Training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce (Stone, 2002).

Rosen, Salas, Wilson, King, Salisbury, Augenstein and Birnbach (2008) defined training as the systematic acquisition and development of the knowledge, skills, and attitudes required by employees to adequately perform a task or job or to improve performance in the job environment. This implies that for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity. Similarly, Truxillo, MacArthur, Hammer and Bauer (2016) see training as consisting of planned programs designed to improve performance at the individual, group and/or organizational levels.

Organisations are living in the information age where knowledge management has turn out to be a significant issue for most organizations to progress. Organizations regularly label themselves as learning organizations and inspire constant learning, with employees' training and development developing as a central part of their people management strategy (Garavan, 1997). According to Stahl (1976) until lately, there has been a common opposition to investment in training in the public service because of the belief that employees hired under a merit system must be presumed to be qualified, that they were already trained for their jobs, and that if this was not so it was evidence that initial selection of personnel was at fault. This supposition has been discarded as the need for training became obvious both in the private and the public sectors.

Certainly, one key way to assess an organization is by probing the way that it views and values its staff; whether it sees them as a commodity whose value should be maximized at a minimum cost or as a resource which

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should always be developed to its full potential (Macneil, 2001). Recent research has shown that training and development approach is most effective in the long term, and organizations today are striving hard to make sustainable investments in their human capital (Oostrom, Anema, Terluin, Venema, de Vet, & Mechelen, 2007). The need to build the capacity of human resources in every institution including education cannot be undervalued. This need is even more insistent when it comes to workers in the academia. In this regard, building responsible, skilled and knowledgeable human resources in the workplace is of prominence and of concern (Day, 2000).

Boadu, Dwomo-Fokuo, Boakye, and Kwaning (2014) indicated that organisations are made by people and not buildings, equipment and brand names, therefore need to be trained. Similarly, Hamid and Waheed (2011) and Sultana, Irum, Ahmed and Mehmood (2012) highlight the importance of people in organisations when they asserted that the success and failure of every organisation is heavily dependent upon the performance of its employees. This further enforces the critical nature of employees for organisations. From the perspective of Sultana et al. (2012), one area of the Human Resource Management (HRM) function of utmost relevance to the effective use of human resources is training.

Employee performance denotes all the job related activities expected of a worker and how well those activities were executed assessed on annual or quarterly basis in order to help identify areas for improvement (Elkhalil, 2017). This can be noted through creativity and innovation as opposed to dormancy, communication to the team, absenteeism, and adherence to company policies (Gull & Zaidi, 2012). Employee performance can also be

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interpreted as employee satisfaction whereby when the employee is satisfied with his/her job the performance index goes up and in case of dissatisfaction then performance consequently falls (Jam, Sheikh, Iqbal, Zaidi, Anis & Muzaffar, 2011).

Training the human resource (HR) therefore, can no longer be peripheral to a university's success and must be a priority of university management. Training policies are intended to help improve the knowledge, skills and competencies of staff to perform their duties effectively and hereby increasing their overall performance. The positive impact of training and development interventions on staff professional competencies will make them satisfied with their job and further lead to enhanced performance.

The above view has been confirmed by Cole, (2004) and Griffin (1999) who define training as the process of equipping an individual or an employee to gain competences in their present or future work through the acquisition and development of appropriate skills, knowledge and attitudes to contribute to efficiency and productivity. Also, giving the indispensability of staff training and development as a major force in the economic success of any institution, universities cannot afford but to train the requisite manpower to support both the productive and service industries. Universities are required to produce strategic staff and leaders to support strategic decision making at all levels of the economy. The achievement of these feats requires that universities recruit and train the capacity of high calibre staff that will facilitate the pursuit of the goals of the universities which are teaching, research and community service.

Statement of the Problem

Although research works in human resource management reveal that hiring the right employees improves organisations performance (McDaniel, Schmidt & Hunter, 1988), employee training greatly increases and sustains organisational performance (Camps, Oltra, Aldás-Manzano, Buenaventura-Vera & Torres-Carballo, 2016), Therefore, creating values and building capabilities for sustained performance is the basis for every training. However, Gelderbiom and De Koning (1996) illustrate that there is difficulty in finding a positive relation between training and performance. This is because the returns to training strongly depend on what is being taught and when. Ichniowski et al (1997) identify another problem: the estimated effect of training on performance will be biased upwards if no information on complementary HRM practices is available. This bias is due to the strong correlation between training and other Human Resource Management practices.

Also, employees are interested in performing their jobs well to advance the institution, feel a sense of pride for a job well done and advance to higher positions (Litchfield, Cooper, Hancock & Watt, 2016). Therefore, when there is no training, employees do not understand how to do their jobs and none of these goals (advance the institution, feel a sense of pride for a job well done and advance to higher positions) are possible. This leads to low morale among workers, which results in employee low performance (Herzberg, 2017).

Like many organisations in Ghana, administrative workers of tertiary institutions also consider training of its employees as a very important activity. In reality, there is a performance problem which management believe can be corrected by resorting to training, retraining and development of employees.

However, this activity consumes significant proportion of the institutions funds. This has resulted in the reluctance of management on embarking such activity for its staff and therefore fails to reap the benefits of training (Birdir, 2002). More so, there has not been any evidence at the University of Energy and Natural Resource about the extent of training and its relation with performance. This research, therefore seeks to identify the relationship between training and employee performance of University of Energy and Natural Resource at Brong Region, Ghana.

Purpose of the Study

The main purpose of the study is to assess the relationship between training and employee performance in the University of Energy and Natural Resource at the Brong Region, Ghana.

Research Objectives

For the purpose of the study to be achieved, the study was guided by the following research objectives:

1. To identify the various training programmes available for employees at the University of Energy and Natural Resource.

2. To determine level of performance of employees at University of Energy and Natural Resource

3. To assess the relationship between training and employee performance at University of Energy and Natural Resource

Research Questions

To be able to achieve the specific objectives of this study, the following specific research questions were asked:

1. What are the various training programmes available for employees at the University of Energy and Natural Resource?

2. What is the level of performance of employees at University of Energy and Natural Resource?

3. What relationship exist between training and employee performance at University of Energy and Natural Resource?

Significance of the Study

The study is expected to make contributions to the expanding literature on issues related to the role of training in tertiary institutions. Results from the study will have significance to academia, extension of knowledge frontier as well as to policy makers. The study will also be used as an important reference material to other academicians who will use the research document for further reference. Furthermore, the study is expected to provide knowledge on the challenges facing Ghanaian academic institutions on training issues.

Delimitations

The study is restricted to senior staff of University of Energy and Natural Resource in the Brong Ahafo Region of Ghana. The University of Energy and Natural Resources (UENR) was established by an Act of Parliament, Act 830, 2011 on December 31, 2011. The University is a public institution which seeks to provide leadership and management of energy and

natural resources and be a centre of excellence in these critical areas. The University is a multi-campus set-up and currently has three campuses located in Sunyani, Nsoatre and Dormaa Ahenkro. As such other University in the region or country are not part of this study.

Organisation of the Study

The study is organised in five chapters. These are Chapter One the introduction; it is made of the background to the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, limitation of the study and organisation of the study. Chapter two is devoted to the review of literature related to the study of training. Chapter three contains the description of methodology and procedure for conducting the study, including issues such as population, sample and instrument for data collection, pre-testing of the instrument and the procedure employed for the collection of data, and data analyses plan. Chapter four deals with the actual analysis of data and discussions of data. Chapter five is made up of the summary of findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The purpose of this chapter is to undertake both theoretical and empirical review of literature that relates to the topic. It examines the theories underlying the study and covets thematic areas such as the overview of training practices, training programmes, employee performance, relationship between training and employee performance. The chapter further covers the relationship between training and employee performance in an empirical studies and ends with a conceptual framework.

Theoretical foundation of the study

The main theories underpinning the study were learning participation theories and the human capital theory.

Learning Participation Theories

According to Armstrong (2003), human resource management in many organisations is the focus for a wide ranging debate concerning the nature of the contemporary employment relationship. Therefore managing human resource is one of the key elements in the coordination and management of work organisations. In the era of technological change over time, new ways of creating and delivering goods and services are always discovered. But whatever means used, human resource is still required to ensure the interest of both employees and employers is met.

Learning participation theories are directly linked with learning motivational theories because motivation to learn comes first before the full and effective participation in training. Learning in the workplace is very important as it influences the way training and development is approached. Learning is the process of acquiring knowledge, understanding, skills and values in order to adapt to the environment in which we live (Kamau, 2014). Several theories relating to how people learn exist and each theory relates to different aspects of the learning process. The reinforcement theory emphasizes that people are motivated to perform or avoid certain behaviours because of past outcomes that have resulted from those behaviours. From a training perspective, reinforcement theory suggests that for learners to acquire knowledge, change behaviour, or modify skills, the trainer needs to identify what outcomes the learner finds most positive and negative. Trainers then need to link these outcomes to learners acquiring knowledge, skills and changing behaviour.

The social learning theory emphasizes that people learn by observing other persons (models) whom they believe are credible and knowledgeable. This theory also recognizes that behaviour which is reinforced or rewarded tends to be repeated. Goal theory assumes that behaviour results from a person's conscious goals and intentions. Goals influence behaviour by directing energy and attention, sustaining effort over time, and motivating the person to develop strategies for goal attainment. Need theory helps explain value that a person places on a certain outcome. A need is a deficiency that a person is experiencing at any point in time. Need theories suggest that to motivate learning, trainers should identify trainees" needs and communicate

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how training program content relates to fulfilling these needs (McGraw-Hill 1996).

Human Capital Theory

Nafukho, Hairston and Brooks (2004) defined human capital theory as the knowledge and skills obtained by people as capital in the process of vocational and technical education. Human capital theory shows that individuals and the whole society gain economic benefits from investments in people (Zula & Chermack, 2007). The emphasis of human capital theory is how education adds on efficiency and productivity of workers by increasing level of cognitive stock of economically productive human capability which is a product of innate abilities and investment in human beings (Olaniyan and Okemakinde, 2008).

Investing in human capital, just like investing on physical capital is vital in adding to productivity of individuals in terms of labour. This develops the labour force both qualitatively and quantitatively, mainly because a qualified labour force increases productivity and brings investments to entrepreneurship. Carneiro and Heckman (2003) recognized that training and development are the most important components of human capital investment and that the income of a better trained person is normally higher than the average wage rate. Dubra, (2010) further adds that there are three types of training or development closely related to return rate and human capital which are: education at school, training and development at work place and other knowledge.

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Education at school gives one knowledge in the institution that concentrates its activity on training process and offers education as a product. Training at work place gives new skills and improves gained skills at workplace. Other knowledge includes any other information obtained by the individual to improve their own economic situation. Bartel (2000) citing Bishop (1994) did a study in America on the impact of human capital investments such as employer-provided training and development, and concluded that training and development raises subjective productivity and performance by almost 16%. Furthermore, Dearden, Reed and Van-Reenen (2006) citing Bartel (1989) stated that returns on training investments increase productivity by 16%.

Overview of Training Practices

The varying technology necessitates employees to be able to deal with the new ways of service delivery. Cole (2002) pressures that training can attain high morale, reduction in cost of production, low turnover, change management, improve availability and quality of staff and give a feeling of personal satisfaction and achievement, and broaden opportunities for career progression. Appiah (2010) asserts that no matter how cautiously job applicants are screened, typically a gap remains between what the employees do know and what they should know. An organisation which wishes to gain the competitive edge in its respective industry, needs among other things, extensive and effective training of its human resources.

Training is thus a key element for enhanced organisational performance as it increases the level of individual and organisational competences. Staff training can either be on the job which is carried out at the

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workplace or off the job which is done away from employees' work place (Mullins, 2007). On the job training techniques include: job instruction, role playing, coaching, apprenticeship etc. Job instruction is a method employed in manual and some clerical jobs, by which trainees systematically acquire routine instruction in key processes from a qualified instructor. Coaching refers to a form of management training in which a manager through direct discussion and guided activity, helps a colleague to learn to solve a problem, or to do a task better (Garvey, Stokes & Megginson, 2014). Furthermore, Radicliffe (2005) describes coaching as management techniques necessitating the manager to help others learn instead of giving them the answers. In addition, Myles (2000) states that for coaching, the coach who is the manager does not want to be regarded as provider of solutions but a facilitator who gives way for the team members to achieve the objectives in their careers.

Role playing according to Kamau (2014) is whereby trainees act out characters assigned to them. Information regarding the situation like work or interpersonal problem is provided to the trainees. For role plays to be effective, trainers need to engage in several activities before, during, and after the role play (Agboola, 2004). Drawing from Vos, Meijden and Denessen (2011) before the role play, it is critical to enlighten the purpose of the activity to the trainees. This increases chances that they will find the activity meaningful and be motivated to learn. During the activity, trainer needs to monitor the time, degree of intensity, and focus of the group's attention. At the end of the role play, interrogation is critical which helps trainees understand the experience and discuss their insights with each other.

Barrett and O'Connell (2001) defined apprenticeship as a work study training method with both on the job and classroom training. Apprenticeships can be sponsored by individual organisations or by groups of organisations cooperating with a union. Majority of apprenticeship programs are in the skilled trades like plumbing, carpentry, electrical work, and brick laying. First, the employer verifies that the trainee has the required knowledge of the operation or process. Next, the trainer demonstrates each step of the process, emphasizing safety issues and key steps. The senior employee provides the apprentice with the opportunity to perform the process until all are satisfied that the apprentice can perform it properly and safely. A major advantage of apprenticeship programs is that learners can earn pay while they learn.

Off the job training methods according to Akhorshaideh (2013) include classroom instructions, lectures/talks, simulation exercises and case study analysis. In class room training, company classrooms educational institutions are used and staff are taught through audio visual aids. It is mainly used in teaching of new concepts and problem-solving skills. In case study analysis, an account of a real or fictional situation is given, and students are asked to suggest answers to a number of practical and theoretical issues raised by the account.

Off the job method is useful for giving participants an opportunity to experience problem solving in a relevant context. Lectures or talks is whereby trainers communicate by spoken words what they want the trainees to learn. The communication of learned capabilities is primarily one-way- from trainer to the audience. In fact, Horgan (2003) concluded that the lecture method is only as efficient as other teaching methods as a means of transmitting

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knowledge. A lecture is one of the least expensive, least time-consuming ways to present a large amount of information efficiently in an organized manner. The lecture format is also useful because it is easily employed with large groups of trainees.

However, lectures tend to lack participant involvement, feedback and meaningful connection to the work environment- all of which inhibit learning and transfer of training. According to Gaba (2004) simulation is a technique, not a technology, to replace or amplify real experiences with guided experiences, often immersive in nature, that evoke or replicate substantial aspects of the real world in a fully interactive fashion. Simulation exercises include interactive exercises in which trainees practice their skills in mock situations based on real work-related situations. This represents a real-life situation, with trainees' decisions resulting in outcomes that mirror what would happen if they were on the job. Simulations are used to teach production and process skills as well as management and interpersonal skills and allow trainees to see the impact of their decisions in an artificial, risk free environment as simulators replicate the physical equipment that employees use on the job. According to there are four phases of training of employees: training needs assessment, training design, training methods, implementation and training evaluation.

Training Needs Assessment

A Needs Assessment is a systematic process for determining and addressing gaps between current conditions and desired conditions or wants (Gupta, 2011). Training needs assessment is the first step in systematic

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development of a training program. Training needs analysis consists of two interrelated components: organisational analysis and operational analysis. Organisation analysis involves examining the entire organisation to determine where training is needed. This system wide analysis typically examines whether the existing goals of the organisation might be better met by increasing employee knowledge and skills or by changing attitudes (Kossek & Lobel 2006).

Any needs assessment should be done with the following questions in mind: What learning will be accomplished? What changes in behaviour and performance are expected? Will we get them? What are the expected economic costs and benefits of any projected solutions? Distinguishing between can't do and won't do problems is the heart of performance analysis. This helps in ensuring training is not developed for problems that training just won't fix (Dessler 2009). Once it is determined where training is needed, an operations analysis is conducted to determine the tasks performed on the job, the knowledge, skills and abilities needed to perform those tasks and the performance standards or competencies required to perform each task. The identification of task underlying knowledge and skills and performance standards provide a comprehensive analysis of the job.

Personal analysis assesses whether individuals are performing at expected levels. If not, the next step is to determine whether any performance gaps found might be a result of inadequate knowledge, skills or attitudes that are alterable through training and development activities (Kossek & Lobel 2006). Task analysis and performance analysis are· two main ways to identify training needs. Task analysis is especially suitable for determining the needs

of employees who are new to their jobs. Performance analysis appraises the performance of current employees to determine whether training could reduce problems. Supplementary methods used to identify training include supervisors' reports, personnel records, management requests, observation, tests of jobs knowledge, and questionnaire surveys (Dessler 2009). Strategy sets the agenda for training. If strategy is not fully considered in need analysis, certain training programs may be left out. Sins of omission thus become a problem.

A Skills training effort can be a source of difficulty when activities undertaken fail to undertake necessary training (Sohal, & Howell, 2012). Needs assessment provides information on what, where when and who needs to be trained. It should also include assessing needs on communication and linkages between different jobs. Team task analysis for example helps analyse deficiencies in team level interactions (Kossek & Lobel 2006). Training analysis could be targeted at attitudes. An attitude is an individual's characteristic way of responding to an object or situation. It is based on experience and leads to certain behaviour or the expression of certain opinions.

Attitudes determine the general approach of an employee to work. The importance of attitudes obviously varies according to the type of job. They are not particularly important when the work is highly structured because so long as the employee is at a workstation, he or she has little choice about the way the work is under -taken. On the other hand, unstructured work, with its freedom of choice and its opportunity for self -regulations, cannot be carried out successfully unless the employee's attitudes are consistent with the

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purpose of the job. Changing attitudes through training is difficult because many attitudes are deep-rooted and cannot easily be changed in a short lime (Taylor, Russ-Eft & Chan, 2005).

Reviewing literature on the methods of conducting Training needs assessment certainly provides relevant guidelines for conducting the study. Gupta (2000) posits that data gathering is the cornerstone of training needs assessment project. The researcher observes that further that the fundamental premise of need assessment is data gathering and that there are many ways to collect data. There is no one best way of assessing training needs. Much depends on the skill area in question, the structure and culture of the organization and the time available. It's really nothing more than gathering information in a way that enables you to make a well-informed judgment about the size and nature of the target group's performance gap. These may include customer feedback, interviews, focus group, surveys, questionnaire, performance evaluation and observation. In trying to analyse the relevance of each method, Gupta (2000) argues that interviews are one of the easiest tools for gathering information.

You can conduct surveys or polls with a sample pool or all the employees of your organization. Surveys help find out performance deficiencies in specific areas. To conduct a survey, you can prepare a questionnaire and circulate among your employees. The questions in the survey should focus on the specific tasks and needs of the employees and organization. You can use different question formats such as open-ended, closed ended, projective, and priority ranking. Allowing employees to answer anonymously will increase the credibility and you will get genuine answers.

Training managers watch the work of employees in regular working situations. This observation, in turn, provides enough information on performance gaps. You need to consider technical, functional, and behavioural aspects while observing. This gives qualitative and quantitative feedback on the existing performance.

Interviews allow you to collect data on performance gaps while talking with each employee or a group of employees. It can be formal or informal. You can conduct interviews in person or by phone, at work locations, or anywhere. Sometimes, you can interview the representative of the work group. You will come to know performance deficiencies with customers' feedback. They specifically indicate improvement areas. However, you need to formulate each question in the feedback form so that it is directed toward a specific service or performance.

Designing the Training Program

Armed with the needs analysis results, the manager next designs the overall training program. Design means planning the overall training program including training objectives, delivery methods, and program evaluation. Sub-steps include setting performance objectives, creating a detailed training outline (all training program steps from start to finish), choosing a program delivery method (such as lectures or Web), and verifying the overall program design with management. According to Van - Merriënboer and Kirschner (2017) the design should include summaries of how managers plan to set a training environment that motivates their trainees both to learn and to transfer what they learn to the job. It is also at the design stage that the manager

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reviews possible training program content and estimates a budget for the training program.

Training Programmes

Whether the training method is on the job or off the job, employees always need trainings and refreshers on how to best perform their jobs and contribute to achieving corporate goals (Jaskiewicz & Tulenko, 2012). Receiving continuous training also means they're always on the cutting edge of industry developments (Amadi, 2014). There are various training programmes opened to organisations whether profit oriented or non-profit oriented.

Orientation

Orientation is the most common type of employee training (Phillips, 2012). It's a one-time event formally welcoming and introducing new hires to your company within their first week on the job. This training tends to be relevant to all company-wide roles and departments (Kim, Atwater, Patel & Smither, 2016). According to Quartey (2012), orientation trainings are usually prepared by HR on big-picture topics such as: Company mission, vision, and values, corporate culture, organizational structure and leadership team intro, mandatory new-hire paperwork, overview of benefit plans, administrative procedures and key corporate policies.

Onboarding Training

Contrary to a very common misconception, orientation and onboarding are actually different types of employee trainings (Dhar, 2015). While

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orientation training is a one-time session with a checklist-style agenda delivered to everyone in the company, onboarding training is a series of department-specific sessions that take place over a longer period of time (Jordan, Carlile & Stack, 2008). It is strategically created with the goal of enabling new employees to be as successful as they can be in their new roles in the shortest period of time. Onboarding trainings ideally start on the first day of employment and may carry on throughout the first year as needed.

Onboarding is prepared by department leaders with the focus of reaching departmental goals and connecting them with overall company objectives. Topics should, therefore, address employee needs and provide them with easy access to information and skills that they need to do their jobs efficiently and maximize employee engagement (Robb, 2012). A holistic onboarding training program should focus on more than the technical aspects of a job. It should also offer education on ways to stay engaged and productive at worked. Effective and successful onboarding trainings gradually bring new employees up to speed much quicker than if left to fend for themselves (Bauer, Erdogan & Taylor, 2012). An effectively executed onboarding training will also free up a lot of leadership time because most answers to questions would be available within the training.

Technical Skills Development Training

No matter what technical level your employees are at, there is always room for improvement (Ahmad & Din, 2009). Technical skills training is a fundamental employee education component because it's the main way your employees will know how to technically do their jobs right (Brunello & Schlotter, 2011). And for those who already know how to do their jobs, we

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guarantee they still have more to learn. According to Appleton, Christenson and Furlong (2018) employees need to engage in ongoing learning on a regular basis to stay up-to-date with the latest developments. Technical skills development programs can be included in the onboard training program or can be delivered to any existing employees who can use a little more development (Robb, 2012). There is always something new to learn.

Soft Skills Development Training

How your employees act is just as important and what they know – that's why soft skills are so essential for growth. Soft skills are personal attributes that enable employees to interact effectively and harmoniously with other people in the workplace, including co-workers, management, and customers (Laker & Powell, 2011). Studied have actually shown that a gap in basic soft skills among company employees affects company success and increases turnover rates (Baron & Morin, 2010). Soft skills trainings are useful for new and existing employees of all levels and are an extremely effective way to build an efficient, respectful and collaborative culture – ultimately affecting the bottom line (Groh, Krishnan, McKenzie & Vishwanath, 2012). Some topics to consider covering in your soft skills training include: Communication skills, presentation skills, problem-solving skills, conflict resolution, leadership skills, emotional intelligence, time management, ethics, teamwork and adaptability (Blumenthal, Bernard, Bohnen & Bohmer, 2012).

Coaching

Coaching is a form of development in which a person called a coach supports a learner or client in achieving a specific personal or professional

goal by providing training and guidance (Jones, Woods & Guillaume, 2016). The learner is sometimes called a coachee. Occasionally, coaching may mean an informal relationship between two people, of whom one has more experience and expertise than the other and offers advice and guidance as the latter learns. Coaching focuses on specific tasks or objectives, as opposed to more general goals or overall development (Asfaw, Argaw & Bayissa, 2015). Coaching uses a range of communication skills (such as targeted restatements, listening, questioning, clarifying, etc.) to help clients shift their perspectives and thereby discover different approaches to achieve their goals. These skills can be used in almost all types of coaching. According to Bell, Tannenbaum, Ford, Noe and Kraiger (2017) in this sense, coaching is a form of "meta-profession" that can apply to supporting clients in any human endeavour, ranging from their concerns in health, personal, professional, sport, social, family, political, spiritual dimensions, etc.

Mentorship

Mentorship is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person (Boadu, Dwomo-Fokuo, Boakye & Kwaning, 2014). The mentor may be older or younger than the person being mentored, but he or she must have a certain area of expertise. It is a learning and development partnership between someone with vast experience and someone who wants to learn. Interaction with an expert may also be necessary to gain proficiency with/in cultural tools. Mentorship experience and relationship structure affect the amount of psychosocial support, career guidance, role modeling, and communication that occurs in the mentoring relationships in which the protégés and mentors

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engaged (Thackwell, Chiliza & Swartz, 2018). Mentoring is a process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face (Nottingham, Barrett, Mazerolle & Eason, 2016). Mentorship normally occurs during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé).

Mandatory Training

Depending on where your company is located and the industry it operates in, certain employee preparedness and training regulations may apply. For instance, public-sector employees are often required to take occupational health and safety trainings and refreshers (Robson, Stephenson, Schulte, Amick, Irvin, Eggerth & Peters, 2012). The occupational health and safety awareness training provides a basic understanding of the labour Act, (561) (2003). The Occupational Health and Safety Awareness and Training regulation requires health and safety awareness training for every worker and supervisor under the Act (Osei-Boateng & Ampratwum, 2011). And country laws require both public and private companies to deliver sexual harassment trainings to employees.

Training Evaluation

According to Gooderham, Parry and Ringdal (2008) training evaluation is the means to ascertain whether or not training has been effective, and whether what ought to be done have been rightly done. To them it is the

stage of judging and validating the training programme. Unfortunately, most training evaluation tends to be concentrated on the delivery stage of training, and thus most managers and trainees tend to judge training as being either good or bad on the strength of the trainers performance in creating an end of course excitement, without any attempt to see whether it has actually brought about real change in the employees job behaviour (Beech & Leather, 2006). Evaluation of training therefore means more than ascertaining the reaction of participants to the presentation skills of trainers, and the training environment.

Blau and Shamir-Inbal (2017) proposes a holistic approach to training evaluation in which he describes the whole training process as a cycle which will be broken if it falls short of evaluation. To him training evaluation is an organizational process for improving training activities still in progress and for aiding management in future planning, programming and decision making, an integral part of the management process.

Arasanmi (2013) also advocated an empirical approach to training evaluation, according to him; criterion measurement is the single most important facet of any serious evaluation study. He stated that criterion is a pre-specified goal of training where it needs to be relevant, reliable, free from bias and acceptable to management. A basic model is proposed as the minimally accepted design to generate evidence of behaviour change that is caused by training. The design involves pre and post-test and the use of control groups. Experimental and control groups are tested on the criterion variable prior to training and again following the experimental group exposure to training. Pre and post-tests measure behaviour change and the use of control groups determine whether training has caused change. Anything less cannot

make these claims, this however, is a much more sophisticated approach to evaluation that most organizations take.

Also, according to Ferris, Munyon Basik and Buckley (2008) many practitioners feel that such exhaustive evaluation is not necessary to prove that training is making a difference in their organization. Practitioners recognize the need to do more thorough evaluation; most training professionals do some evaluation of their programmes but little progress beyond the reaction phase. This probably indicates that not enough attention is being paid to evaluation. Paglis (2013) stresses that training evaluation research is not as straight forward as textbook discussions will suggest. In his view many issues are not discussed, for instance, he argues that training programmes may be organized as a reward or recreation for some staff. This objective will not always be made known to the evaluator, in such circumstances any research on evaluating the effectiveness of the programme based on its performance the impact may be misleading.

However, Crimando and Riggar (2017) remark that measuring training objectives are only one component of the evaluation process, and he has proposed a four-step procedure for comprehensive evaluation; reaction, learning; behaviour; and results. Reaction involves using a questionnaire or other device to solicit the participant's feedback about the programme. This will help trainers to know how significant the training programme has affected the skills and knowledge of the trainees. Learning helps the trainer to find out about what was actually learned with regards to principles, facts, and techniques (Strother, 2002). It is necessary to conduct pre and post-tests. Behaviour relates to the transfer of training effects on the job by the employee.

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Finally, results relate to organizational improvement and change which can be evaluated by looking at variables like direct cost reduction, grievance reductions, improved work quality, lower absenteeism, increased sales volume, greater worker efficiency and fewer customer complaints.

Others who express their thoughts about the difficulties posed by managers when trainees return from training programmes and attempt to influence changes on the job include Kwarteng (2011) and Taabazuing (2010), who have reported on the Ghanaian situation that the attitudes of management in some instances can be an obstacle to the effectiveness of training programmes leading to short-lived development. A change of attitude by managers towards subordinate's innovations will greatly enhance the effectiveness of training programmes. In order to fully assess training outcomes, managers must first make an effort to help subordinates integrate their learning into the day-to-day operations of the department, then evaluate how effectively this has been done (Thornton & Rupp, 2006).

Employee Performance

Hill, Jones and Schilling (2014), describes performance as an extent of how efficiently and effectively managers use resources to satisfy customers and achieve organisational goals. Aswathappa (2008) states that performance is principally what an employee does or does not do. Further, he adds that employee performance common to most jobs including quality and quantity of output, timeliness of output, and presence at work and cooperativeness results in organisational performance. According to Elnaga and Imran (2013), performance is the accomplishment of specific tasks measured against predetermined standards of accuracy, completeness, cost and speed. Employee

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performance is manifested in terms of outcomes. Salanova, Agut, and Peiró (2005), state that employee performance is measured against performance standards set by an organisation.

When measuring performance a number of measures are taken into consideration and include using productivity, efficiency, effectiveness, quality and profitability measures (Elnaga & Imran, 2013). It is a responsibility of managers to ensure organisations achieve desired performance levels (Hill, Jones & Schilling (2014). Thus, managers have to set desired levels of performance at any given time. Organisations ensure their employees contribute to production of high quality goods and services by the process of employee performance management. This process includes activities which ensure organisational goals are met in an efficient and effective manner. Performance management is a process that consolidates goal setting, performance appraisal and development into a single, common system aiming to ensure that the employees' performance is supporting the company's strategic aims (Dessler, 2009). It is a strategic and integrated process that brings sustained success to organisations by improving employee performance and developing capabilities of individuals and teams (Armstrong & Stephens, 2006). It includes all practices through which manager sets employee's goals and tasks, develops employee capabilities, evaluates and rewards the individual's effort all within the framework of how employee performance should be contributing to achieving company's goals.

Employee performance is measured through the process known as performance appraisal. There are several different approaches for measuring performance, including ranking employees, rating their work behaviours,

rating extent to which employees have desirable traits believed to be necessary for job success like leadership, and directly measuring the results of work performance e.g. productivity. The appraisal system must give employees specific information about their performance problems and ways in which they can improve their performance. Appraisals should provide a clear understanding of the difference between current performance and expected performance, identify the causes of the performance discrepancy and develop action plans to improve performance. Managers must be trained to providing performance feedback and must frequently give employees performance feedback. Managers also need to monitor employee's progress in carrying out the action plan. The key targets to be achieved need to be discussed between the employee and manager so that an employee is genuinely able to commit to the challenge. Criteria to be used are usually a source of discontent, even for both parties. This criterion needs to be achievable and also measurable, with contingency considerations being taken to account in case of unexpected events affecting employees' performance.

Clear performance expectations are critical to teamwork success. No matter what the goal is, whether to develop a departmental team, a project team or team work throughout the company, clear expectations support teamwork success. Clear performance expectations should be used to enable employees develop accountable, meaningful, productive, participatory teamwork (Clark, Reed, Crouse & Armstrong, 2003). According to Lyons and Schneider (2005), appraisals are a basic performance measure and could either be manager appraisals whereby a manager appraises employee performance and delivers the appraisal to the employee or self-appraisal in which an

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employee appraises his/her own performance. Team appraisal involves members of a team and may hold different positions appraising each other's work while assessment centers involve an employee being appraised by professionals and may evaluate simulated or actual work activities (Clark, Reed, Crouse & Armstrong, 2003).).

Relationship between Training and Employee Performance

The quality and efficiency of employees and their development through training are key factors in determining long-term profitability and continuity in performance of organisations. According to Kamau (2014) retention of quality employees requires investment in the development of their skills, knowledge and abilities. The purpose of doing that is to realize individual and finally organisational productivity. Usually, training is given to new employees only, which is a fundamental error since the ongoing training for existing employees helps them adjust rapidly to changing job requirements. Employee training and development plays an important role in improving performance and increasing productivity. This leads to organisations being at an advantage in facing competition and staying at the top.

Existing literature presents evidence of the effects of training and development on employee performance. Black and Lynch (2005), citing Bishop (1994) indicates that training and development by employer raises productivity and performance measure by almost 16%. This shows that organisations training employees consistently get better outcomes that those which do not offer training. When an organisation invests money in training

employees, they get a high sense of worth and also feel more loyal to the company. This in turn gives employees more willingness to work harder and longer to ensure improved performance and that the organisation becomes a success.

Elnaga and Imran (2013), argued that organisations whose aim is to provide quality goods and services always invest in training and development. They gave an example of a Motorola and Texas Instruments that provide at least 40 hours of training to every employee quarterly. In addition, Neo et al (2000) stated that only 16% of United States employees receive training and development from their employers. However the increased competition in the market place has made several organisations realize the need to embark on training and development to enhance performance and ultimately profitability of the organisation. Armstrong (2006) says that training effectively and development minimizes learning costs, improves individual, team and organisation's performance in terms of output, quality, speed and overall productivity, improves operational flexibility as it adds to range of skills employees have, attracts high quality employees by offering them learning and development opportunities, increasing employees competence levels and enhancing their skills thus enables them have more job satisfaction to gain higher rewards and progress within the organisation. It also helps employees to manage change by them understanding reasons behind a particular change and giving them knowledge and skills needed to adapt to new situations.

All these help in developing a positive culture within the organisation that is oriented towards improving performance and provision of high-level service to customers. Training has proven to give improved performance and

related benefits to employees and also to the organisations, by influencing positively employee performance through development of employee skills, knowledge, ability, competencies and behaviours (Appiah 2010; Harrison 2000).

Empirical Studies

Some empirical studies done on training and employee performance are presented. Aguinis and Kraiger (2009) conducted a study on the impact of training and development on workers' productivity: A study of selected oil service companies in Port Harcourt. The study was based on a combination of literature review and questionnaire surveys. For this study, 109 questionnaires were distributed among the employees of the ten selected oil service companies. From the study it was observed that most organizations meet their needs for training in an adhoc and haphazard way, while others set about identifying their training needs, then design training activities in a rational manner and finally asses the results of training. The paper concludes that there is significant positive relationship between training/development and workers productivity. There is also significant positive relationship between training/development and employees' job security.

Malaolu and Ogbuabor (2013) conducted a research on training and manpower development, employee productivity and organizational performance in Nigeria using First Bank as a case study. The study used qualitative approach since the subject matter focused on human behaviour. The study used primary data. The study applied structured questionnaires to a sample size of 75 drawn by simple random sampling. The data generated was analysed using descriptive statistics. The findings of the study show that

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majority (70%) of the respondents agreed that training and manpower development has enhanced their efficiency and job productivity.

Karodia, Cowden and Kum (2014) conducted a study on the impact of training and development on employee performance using ESCON Consulting Limited as a case study. The findings revealed that working conditions and a lack of resources affect the training and development of employees. It is recommended that certain areas be improved, that is, management support, the provision of feedback to employees and the conducting of employee training on a continuous basis. The findings show that this would improve employee performance in the organization. Khaskhelly (2017) also conducted a research on the subject matter. The study assessed the effect of training dimensions on employee performance, a case of Mumias Sugar Company, Kenya. Results show that there was a positive and significant effect between training needs assessment and employee performance in Mumias Sugar Company Limited. Training contents has a positive and significant effect on the employee performance in Mumias Sugar Company Limited and training evaluation and employee performance were positive and significant.

Onyango and Wanyoike (2014) conducted a research on the effects of training on health workers performances in Siaya County, Kenya. The general objective of the study was to assess the effect of training on the performance of staff in the public health institutions in Kenya. The target population was the doctors, clinical officers, nurses and subordinate staff serving in public health facilities within Siaya County. The data was collected through questionnaires. The study showed that there is a strong positive relationship between training of employees and performance.

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Boadu, Dwomo-Fokuo, Boakye and Kwaning (2014)) conducted a research on training and development: A tool for employee performance in the district assemblies in Ghana. In a sample of fifty (50) full time staff members of Kumasi Metropolitan Assembly, the research revealed direct relationship between training and development and employee performance (r = 0.3347, p = 0.030). Also the results from the data analysis indicated that significant relationship exist between training and development and job satisfaction (r value (0.3338) is greater than p value (0.0307). Finally, the study revealed that management and employees faced peculiar problems during training and development exercises. Management complained about funds whilst employees' expresses concern about the time allotted to various training and development programmes.

Hafeez and Akbar (2015) carried out a research on impact of training on employees' performance (Evidence from pharmaceuticals companies in Karachi, Pakistan). The paper presents a concise summary of the literature on the value of training in improving the performance of the employees. Four pharmaceutical companies are selected. A survey of 356 employees via self-administrated questionnaire. The analysis showed a positive significant relationship between them and the results revealed that the more the employee gets training, the more efficient their level of performance would be.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter presents the research methods of the study in relation to research design, study area, population, sampling procedure, data collection instrument, reliability and validity, data collection procedures, ethical considerations and data processing and analysis.

Research Approach

A research approach generally comprises three (3) major approaches: quantitative, qualitative and mixed approached (Bryman & Bell, 2011; O'Reilly & Parker, 2013). The choice of a research approach is primarily dependent on the research objectives of the study (Creswell & Clark, 2017). As such, the study adopted the quantitative approach since it was geared towards assessing the relationship between training and employee performance. This is because, a quantitative approach relies heavily on examining impacts and relationships through statistical analysis (Lichtman, 2010). It also allows the incorporation of practices and norms of the natural scientific model to provide objective outcomes. To this end, the quantitative approach would be chosen to obtain information on assessing the relationship between training and employee performance in the University of Energy and Natural Resource at the Brong Region, Ghana.

Research Design

The study would adopt the descriptive and correlational research design due to its research objectives. Specifically, the purpose of the study was

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to assess the relationship between training and employee performance in the University of Energy and Natural Resource. The adoption of the descriptive was for objective one and two and correlational research design was for objective three. Descriptive research can be explained as a statement of affairs as they are at present with the researcher having no control over variable. Moreover, descriptive studies may be characterised as simply the attempt to determine, describe or identify what is (O'Reilly & Parker, 2013).

Correlational research is a type of nonexperimental research in which the researcher measures two variables and assesses the statistical relationship between them with little or no effort to control extraneous variables (Creswell, 2014). Also, it aids in obtaining objective responses from a large group, produce good and objective statistical results and it allows generalisation of the study's findings to an entire population. However, it is usually a waste of time to collect & analyse data when there is little reason to think these two variables would be related to each other (Zuur, Ieno, & Elphick, 2010). In spite of this limitation, this design was appropriate due to the purpose of the study.

Study Organisation

The organisation under study is the University of Energy and Natural Resources at Brong Region. The University of Energy and Natural Resources, Sunyani is a Public University established by an Act of Parliament, Act 830 in December 2011. The University is a public institution which seeks to provide leadership and management of energy and natural resources and be a centre of excellence in these critical areas. The University approaches its programmes and research emphasing interdisplinary collaboration and taking into account,

areas such as economics, law and policy, management, science, technology and engineering as well as social and political issues affecting energy and natural resources. The University is a multi-campus set-up and currently has three campuses located in Sunyani, Nsoatre and Dormaa Ahenkro. The Sunyani campus which is approximately 85acres is home to the School of Sciences, School of Natural Resources, School of Graduate Studies and the main administration of the University as well as the University library.

Population

Babbie, Halley and Zaino (2007) posit that study population is the group or community that a researcher intends to carry out a research on for the purpose of generalisation. Kotzab (2005) refers to a study population as the entire group of respondents or elements relevant to a research. The population for this research is the senior staff of the University of Energy and Natural Resources in Brong Region. The total number of senior staff is one hundred and fifty (150).

Sample and Sampling Procedure

A subset of some part of a larger population that shares some set of characteristics of the larger group is termed as a sample (Zikmund, Babin, Carr, and Griffin, 2013). Bambale (2014) emphasized that a sample of a population consists of that proportion of the number of units selected for investigation. Gravetter (2012) described sampling as the deliberate choice of a number of people who are to provide the data from which conclusions about those people can be drawn.

A sample size of 132 senior staff was selected to participate in the study using the Bartlett, Kotrlik, and Higgins (2001) sample size determination table. The simple random sampling technique was used in selecting the respondents from the population where a list of the population was numbered and selected. This technique was used since it ensures that each person within the population had equal chances of being included in the sample and also, it is probability sampling technique used in quantitative studies (Saunders & Lewis, 2012).

Data Collection Instruments

The structured questionnaire was the instrument used to collect data since the study was quantitative and also required a primary data collection instrument. The questionnaire is useful in reaching a large number of respondents, lower costs than interviewing, reduce biases by interviewers, among others Bryman (2016). In spite of the numerous benefits in the usage of questionnaires; low response rates, clarity issues, possible literacy issues are some of the drawbacks associated with it. The contents of the questionnaire would be prompted by the research objectives and research questions of the study and it was personally developed after a thorough review of related literatures.

Reliability and validity are two key components to be considered when evaluating a particular instrument. Reliability is concerned with consistency of the instrument (Bless & Higson-Smith, 2000) and an instrument is said to have high reliability if it can be trusted to give an accurate and consistent measurement of an unchanging value. This study used the internal consistency

approach as measured by the Cronbach's Alpha value (Pallant, 2013). The individual consistency reliability should be 0.7 or higher. From Table 1, the Cronbach alpha for the variables; training programmes and senior staff performance was 0.830 and 0.922 respectively. This implies that, all constructs and the scales used to measure the variables under study were reliable.

The validity of an instrument refers to how well and instrument measures the particular concept it supposed to measure (Saunders, Lewis &Thornhill, 2007). They further argue that an instrument must be reliable before it can be valid, implying that an instrument must be consistently reproducible; and that once this has been achieved, the instrument can then be scrutinized to assess whether it is what it purports to be. To ensure validity of questionnaires, the researcher reviewed other relevant literature and those literature supported the construct of the instrument. Some of the items in the scales were scientifically validated items. Further, the designed questionnaire was submitted to the research supervisor for vetting, correction and approval before distributing it to the respondents.

Table 1: Reliability Statistics

Variable	Cronbach's Alpha
Training	.830
Senior staff performance	.922
Overall	.914

Source: Field survey (2019)

Data Collection Procedures

To ensure easy data collection exercise, preliminary contacts would be made with the respondents. To ensure that all respondents participate in the study, the researcher would collect the data at different intervals to take care of the different free time available for the respondents. In this regard, part of the data was collected in the morning, while the rest was also collected in the afternoon. Moreover, to ensure maximum and timely response rate, a period of three (3) weeks was allocated for collection exercise. The respondents were given insights on what the study intended to achieve in order to assist respondents who had issues with some of the statements on the questionnaire.

Data Processing and Analysis

At the end of the entire data collection exercise, credible checks would be conducted to edit and ensure error-free data. The data would then be processed using Statistical Package for Social Sciences (SPSS) software version 22. Responses would be tabulated according to five scales (options) contained that would be in the questionnaire with one (1) representing least agreement and five (5) representing highest agreement to the questions. The data was then analysed using descriptive statistics comprising frequencies such as means, deviations and percentages. Also, inferential statistical tools such as Pearson product moment correlation would be used to analyse the third objective of the study and interpretation appropriately done.

Ethical Consideration

The study also considered the ethical challenges it was likely to face and as such provided necessary measures to address them. Assurances were given to the respondents that their responses would remain highly confidential and as such, no part of their information would be leaked. This was done to avoid a breach of respondents' secrecy. Also, the purpose of the study was thoroughly explained to the respondents in other to avoid deception. Moreover, consents were sought from the appropriate authorities before the exercise and respondents were allowed to voluntarily involve in the exercise. The goal of ethics in research is to ensure that no one is harmed or suffer any negative consequences from participating in research activities (Stening & Skubik, 2007). With this in mind, all ethical issues were addressed appropriately such that all protocols were observed.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presented the findings that were obtained after the primary data were processed in SPSS (Version 25.0) configured with SPSS Process Macro through the application of appropriate statistical techniques. The study sought to examine the relationship between training and employee performance at University of Energy and Natural Resources, Brong Region. The findings were chronologically presented to reflect the order of the specific objectives considered in this study. The findings were presented on Tables in a summarized form which provided the platform for easy understanding and interpretation. This section takes into consideration discussion of the findings in relation to previous empirical studies and findings.

Demographic Information of Respondents

The demographic information of the respondents was presented on Table 2 with descriptive statistical tools of frequency and percentage. These demographic data provide means for in-depth comparative analysis. The sex distribution of the respondents indicated that majority of the respondents were males 92 (69.7%) whilst the remaining 40 (30.3%) were females. This means that the workforce structure of senior staff at University of Energy and Natural Resource, Brong Region is male dominated. In this analysis, there is no basis to conclude that those with the highest frequency are more important or make a valid conclusion compared to their counterparts with low frequency. It is only an indication that the sample has more males than females. However, it

may provide the avenue where further comparative analysis can be performed based on sexual orientations in the study.

Table 2: Demographic Information of Respondents

No	Variables	Options	Frequency	Percentage
1	Sex	Male	92	69.7%
		Female	40	30.3%
		Total	132	100%
2	Age range	Below 30 years	06	4.5%
		30-40 years	47	35.6%
		41-50 years	45	34.1%
		51-60 years	25	18.9%
		61years and above	09	6.8%
		Total	132	100%
3	Work experience	less than 5years	106	80.3%
		5-10years	26	19.7%
		Total	132	100%
4	Highest level of education	Professional	23	17.4%
		1st Degree	48	36.4%
		Post Graduate	43	32.6%
		PhD	18	13.6%
		Total	132	100%

Source: Field survey (2019)

Regarding the age range of the participants, the study revealed that majority of the respondents 47 (35.6%) was between 30-40 years category. This was followed by 45 (34.1%) respondents were between 41-50 years category. 25 representing 18.9% were between 51-60 years and 9 (6.8%) who were 61 years and above. Furthermore, it was discovered that those below 30 years were 4.5%. A critical analysis of the age range indicated that the

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institution had relatively younger workforce structure. On the Highest level of education of the respondents, Table 2 revealed that 23 (17.4%) of the respondents have professional certification, 48 (36.4%) have 1st degree, 43 (32.6%) have post graduate degree and 18 (13.6%) have doctoral degree.

Analysis Pertaining to the Specific Objectives of the Study

The second section of the chapter presented the results pertaining to the specific objectives of the study. With the help of the SPSS Version 25.0, means, standard deviations, and Pearson product moment correlation analysis were used to tackle the objectives.

Various Training Programmes Available for Employees at the University of Energy and Natural Resource

The first research question of the study sought to identify the various training programmes available for employees at the University of Energy and Natural Resource. The training programmes construct was made up of ten (10) items. The responses to the items were measured with five-point numerical scale such that one (1) represents the least agreement while five (5) represents strongest agreement. The items were evaluated in terms of descriptive statistics such as mean and standard deviation. The relevant mean values presented in Table 3 were interpreted using mean values obtain from five-point Likert scale items. The mid-point for the scale to an item was 2.9 (Dess, Lumpkin & McFarlin, 2005). Thus, any mean score below 2.90 indicated a low to the item while any score above 2.90 indicated high to the item.

According to Wan, Wang, Liu & Tong (2014) anytime measures of central tendencies are computed, there is the need to also compute the measure of variation. In this study the central tendency is the mean while the variation is the standard deviation. However, there is no threshold for acceptable variation but each variation can be compared with the variations of other items under the same construct. A standard deviation closer to zero shows how the responses to each item is very close while a standard deviation away from zero shows how wide the responses were to each item. Table 3 therefore presents the respondents view on the various training programmes available for senior staff at the University of Energy and Natural Resource, Brong Region.

Table 3: Training Programmes Available for Senior Staff at the University of Energy and Natural Resource

Statements	Mean	Std Dev
Orientation	4.47	.84
Departmental Training	2.58	.72
Coaching	4.46	.82
Technical Skills Development Training	2.43	.88
Mentoring	4.33	.85
Communication skills	4.17	.85
Ethics	3.76	.94
Teamwork	4.39	.78
Problem-solving skills	2.33	.82
Occupational health and safety trainings	2.07	1.04

Source: Field survey (2019)

From Table 3, the respondents revealed that, they were oriented after they were enrolled to the university ($M = 4.47$; $SD = .84$). This was followed by coaching given to respondents as a form of training ($M = 4.46$; $SD = .82$). Further, the respondents asserted that they are assigned to supervisors as mentors to guide as a form of training ($M = 4.33$; $SD = .85$). It was also shown that as part of their training programmes, they are trained on effective communication as part of their job performance ($M = 4.17$; $SD = .85$). This was followed by respondents claiming that they are trained on ethical behaviour ($M = 3.76$; $SD = .94$).

The respondent also declared that as part of their training programmes they learn on problem solving skills ($M = 3.33$; $SD = .82$). As now most organisations are moving towards team work, the respondents mentioned that they enjoy training on team work ($M = 4.39$; $SD = .78$). These seven indicators were highly agreed to by the respondents according to Dess, Lumpkin and McFarlin (2005) who opined that on a scale of 1 to 5, the midpoint mean is 2.9, hence any mean score above 2.9 is considered as high and below 2.9 is low. However, according to the respondents, most of their training programmes are university wide and not the department which they find themselves ($M = 2.58$; $SD = .72$). As a result they are not trained on the technical aspect of their job ($M = 2.43$; $SD = .88$). Lastly, the respondents indicated that they have less of occupational health and safety training ($M = 2.07$; $SD = 1.04$).

This finding was in line with the assertion by Phillips (2012) that orientation is the most common type of employee training and that it is an event that formally welcomes and introduces new hires to your company

within their first week on the job. Kim and Lee (2013), for instance, asserted that orientation tends to be relevant to all company-wide roles and departments. Whereas Jones, Woods & Guillaume (2016) also found that, coach supports a learner or client in achieving a specific personal or professional goal by providing training and guidance. The findings were also in congruent with Cheng, Grant, Huffman, Burgess, Szyld, Robinson & Eppich (2017) that a range of communication skills (such as targeted restatements, listening, questioning, clarifying, etc.) are used to help clients shift their perspectives and thereby discover different approaches to achieve their goals.

Likewise, the findings confirm Prouty, Helmeke and Fischer (2016) assertion that the more experienced or more knowledgeable persons would help to guide the less experienced or less knowledgeable person. The findings were also consistent with Nottingham, Barrett, Mazerolle and Eason (2016) who mentioned that as part of the training programme mentorship would help the transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development, usually face-to-face. However, the finding also contradicted claim of Osei-Boateng & Ampratwum, 2011) that, occupational health and safety awareness training are mandatory and requires health and safety awareness training for every worker and supervisor under the Act. Also, the result is in contrast with Laker and Powell (2011) that no matter what technical level your employees are at, there is always room for improvement and must be trained as such.

Level of Performance of Senior Staff at University of Energy and Natural Resource

The second research question sought to assess the level of performance of senior staff at University of Energy and Natural Resource, Brong Region as a result of training received. The performance construct was made up of seven (7) items. Again, the responses to the items were measured with five-point numerical scale such that one (1) represents the least agreement while five (5) represents strongest agreement. The items were evaluated in terms of descriptive statistics such as mean and standard deviation. The relevant mean values presented in Table 4 were interpreted using mean values obtain from five-point Likert scale items. The mid-point for the scale to an item was 2.9 (Dess, Lumpkin & McFarlin, 2005). Thus, any mean score below 2.90 indicated a low to the item while any score above 2.90 indicated high to the item.

According to Wan, Wang, Liu and Tong (2014) anytime measures of central tendencies are computed, there is the need to also compute the measure of variation. In this study the central tendency is the mean while the variation is the standard deviation. However, there is no threshold for acceptable variation but each variation can be compared with the variations of other items under the same construct. A standard deviation closer to zero shows how the responses to each item is very close while a standard deviation away from zero shows how wide the responses were to each item. Table 4 therefore presents the respondents view on the level of performance of senior staff at University of Energy and Natural Resource, Brong Region.

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Table 4: Descriptive Statistics for Level of Performance of Senior Staff at University of Energy and Natural Resource

Items	Mean	Std. Deviation
Effectiveness	3.42	1.49
Efficiency	3.03	1.63
Improved behavior	3.95	1.62
Low risks	3.58	1.06
Low absenteeism	4.21	0.97
Increased competencies	3.24	1.08
Skilfulness	4.07	1.23

Source: Field survey (2019)

From Table 4 the respondents revealed that, they were effective in their performance (M = 3.43; SD = 1.49). This was followed by respondents declaring that they are also efficient in their dealings (M = 3.03; SD = 1.63). Further, as a result of training, respondents mentioned that they improve in behaviour toward job (M = 3.95; SD = 1.62). Again, there is low risk associated with their performance at work due training they had previously (M =3.58; SD = 1.06). Absenteeism is low (M = 4.12; SD =0.97), increased competencies ((M = 3.24; SD =1.08) and Skilful (M = 4.07; SD =1.23).

These three indicators were highly agreed to by the respondents according to Dess, Lumpkin and McFarlin (2005) who opined that on a scale of 1 to 5, the midpoint mean is 2.9, hence any mean score above 2.9 is considered as high and below 2.9 is low. This implies that, resources are

utilized efficiently and effectively by managers to satisfy customers and achieve organisational goals (Gareth, 2003). The result is in consistent with Guerrero & Barraud-Didier (2004), who posited that performance of employees should be the accomplishment of specific tasks measured against predetermined standards of accuracy, completeness, cost and speed. Further, the findings are in line Salanova, Agut, and Peiró (2005) who stated that employee performance in the harbour should be measured against how skilful and competent employees are. Notwithstanding, it implies that it would bring sustained success to the organisation there is improved employee behaviour and developed capabilities of individuals and teams (Armstrong & Stephens, 2006).

Relationship between Training and Senior Staff Performance at University of Energy and Natural Resource

The study further assessed the relationship between training and employee performance at University of Energy and Natural Resource. Pearson product-moment correlations analysis was conducted to that effect. Preliminary analyses were performed to ensure no violation of the assumption of normality, linearity and homoscedasticity. The findings are presented on Table 5 and Table 6. Table 5 shows that composite analysis of the correlation between Human Resource Management practices and employee turnover intentions whilst Table 6 shows that correlation between the indicators of training programmes and senior staff performance.

Table 5: Relationship between Training and Senior Staff Performance

		Training
Senior Staff Performance	Pearson Correlation	.694[**]
	Sig. (2-tailed)	.000

Source: Field survey (2019)

The correlational analysis shows that there was a statistically significant strong positive correlation between training and senior staff performance (r=0.694; p=0.000: p<0.05) signifying that higher levels of training programmes are associated with higher levels of senior staff performance whilst lower levels of training programmes were associated with lower levels of senior staff performance. In other words, when more of training programmes are organised for senior staff at University of Energy and Natural Resource, their performance would increase accordingly. Management of the University should continue to embark on it as it improves efficiency and effectiveness of senior staff.

This finding supports some previous empirical studies (Onyango & Wanyoike, 2014; Karodia, Cowden & Kum, 2014; Malaolu & Ogbuabor, 2013; Aguinis and Kraiger, 2009; Armstrong, 2006; Black & Lynch, 2005; Evans & Lindsay, 2003). For instance, Onyango and Wanyoike (2014) study found that there is a strong positive relationship between training of employees and performance, while Karodia, Cowden and Kum (2014) also found a positive and significant effect between training needs assessment and employee performance. The result is also in line with the findings of Malaolu and Ogbuabor (2013) that majority (70%) of the respondents who were trained mentioned that their efficiency and job productivity are enhanced.

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Further, Aguinis and Kraiger (2009) study concluded that there is significant positive relationship between training/development and workers productivity. Again, the results are in line with Armstrong (2006) who mentioned that training effectively minimizes learning costs, improves individual, team and organisation's performance in terms of output, quality, speed and overall productivity, improves operational flexibility as it adds to range of skills employees have, attracts high quality employees by offering them learning and development opportunities, increasing employees competence levels and enhancing their skills thus enables them have more job satisfaction to gain higher rewards and progress within the organisation.

The study also sought to uncover the correlation between the individual indicators of training progammes and senior staff performance. Preliminary analyses were performed to ensure no violation of the assumption of normality, linearity and homoscedasticity. The findings are presented on Table 6

Table 6: Correlation Matrix

Constructs		Senior staff performance
Orientation	Pearson Correlation	0.202
	Sig. (2-tailed)	.004
Departmental Training	Pearson Correlation	-0.143
	Sig. (2-tailed)	0.00
Coaching	Pearson Correlation	0.268
	Sig. (2-tailed)	0.01
Technical Skills Development Training	Pearson Correlation	-0.178
	Sig. (2-tailed)	0.01
Mentoring	Pearson Correlation	0.261
	Sig. (2-tailed)	0.05
Communication skills	Pearson Correlation	0.213
	Sig. (2-tailed)	0.02
Ethics	Pearson Correlation	0.118
	Sig. (2-tailed)	0.04
Teamwork	Pearson Correlation	0.403
	Sig. (2-tailed)	0.005
Problem-solving skills	Pearson Correlation	0.235
	Sig. (2-tailed)	0.03
Occupational health and safety trainings	Pearson Correlation	-0.241.
	Sig. (2-tailed)	

Source: Field survey (2019)

A close observation of the findings in Table 6 shows that there was a statistically significant weak positive correlations between orientation and performance (r = 0.202; p<0.05); coaching and performance (r = 0.268; p<0.05); mentoring and performance (r = 0.268; p<0.05); communication skills and performance (r = 0.213; p<0.05); Ethics and performance (r = 0.118; p<0.05); teamwork and performance (r = 0.403; p<0.05); and problem-solving

skills and performance (r = 0.235; p<0.05). However, there was a statistically significant weak negative correlations between departmental training (r = -0.143; p<0.05); Technical Skills Development Training (r = -0.143; p<0.05); and Occupational health and safety trainings (r = -0.241; p<0.05).

Chapter Summary

Among the training programmes embarked by University of Energy and Natural Resource were orientation, coaching, mentoring, communication skills, ethics, teamwork and problem-solving skills. The findings were that these training programmes in aggregate is has a strong positive statistical relationship with senior staff performance of University of Energy and Natural Resource (r = 694; ρ = .001).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, conclusions and recommendations of the study. The summary and conclusions are based on the findings captured in chapter four. The chapter also presented the recommendations of the study based on the study's conclusions. The chapter concluded with suggestions for further research.

Summary of Major Findings

The purpose of the study was to assess the relationship between training and senior staff performance at the University of Energy and Natural Resource, Brong Region In other to achieve the main objective, the following research questions were asked to guide the study:

1. What are the various training programmes available for employees at the University of Energy and Natural Resource?

2. What is the level of performance of employees at University of Energy and Natural Resource?

3. What relationship exist between training and employee performance at University of Energy and Natural Resource?

The quantitative research method and the descriptive and correlational research design were employed in the study. The population for this research is the senior staff of the University of Energy and Natural Resource at the Brong Region and were one hundred and fifty (150) in number. Sample size for the study was 132 senior staff which was determined using the Bartlett, Kotrlik, and Higgins (2001) sample size determination table. Structured questionnaires were distributed to the sampled respondents of which all of

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them were appropriate for analysis. Data obtained were analysed using descriptive and inferential statistical tools such as frequencies, means, standard deviations and Pearson product moment correlation analysis.

The first research question sought to identify the various training programmes available for employees at the University of Energy and Natural Resource. Based on this objective, mean and standard deviation were used to measure respondents' views. Among the training programmes were orientation, coaching, mentoring, communication skills, ethics, teamwork and problem-solving skills. However, training progammes such as departmental training, technical skills development training and occupational health and safety trainings were less agreed by the respondents.

The second research question also sought to assess the level of performance of senior staff at University of Energy and Natural Resource. Similarly, mean and standard deviations were used in assessing respondents' performance levels. The findings were that the organisation ensures effective, efficient and improved behaviour towards work. Further, it ensured that employees perform at low risks, increased competencies, with skilfulness and low absenteeism.

The third research question of the study sought to examine the relationship between training and senior staff performance at University of Energy and Natural Resource. Based on this objective, the study carried out a correlation analysis and found a strong (.694) and positive significant relationship ($\rho = .001$) between the two variables. Thus, for any additional training, there will be an increase in senior staff performance by 69.4%.

Conclusions

This study has provided an overview and relevant discussion on training and performance of University of Energy and Natural Resource senior staff. From the study's findings, it was concluded that, orientation, coaching, mentoring, communication skills, ethics, teamwork and problem-solving skills are relevant training programmes that must be embarked to cushion employee performance. Also, based on the purpose of the study, it was concluded that, training had a strong correlation with University of Energy and Natural Resource senior staff performances. Training is an important aspect of HRM. It is important for organization to get skilled and capable employees for better performance, and employees will be then competent when they have the knowledge and skill of doing the task. On the other hand, employees are the resources and assets of an organization if they are skilled and trained would perform better.

Recommendations

Based on the study's conclusions, the following recommendations were hereby made:

1. Management of University of Energy and Natural Resource should embark on training the staff on occupational health and safety practices as it is a mandatory require of every employer.

2. The study recommends that government should assist management by providing funds on embarking training programmes at the institution.

3. It is recommended that the staff should be encouraged to partake in training so as to enhance their job performance.

4. Specific on-the-job training should be encouraged, as it provides staff with the opportunity to gain specific knowledge and skills needed for job effectiveness which has been shown to increase their performance.

5. Though the staff are trained as a university wide training, various department should also embark on departmental training as this would equip them to have the technical competencies.

Suggestions for Further Research

This study was limited to only workers in the selected institution within the Brong Region as such further research can be extended to cover other University outside the region or Ghana as a whole. Also, future research can conduct research on the topic on a large sample scale and also the independent variable on other dependent variables such commitment, job satisfaction and turnover intention.

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APPENDIX A

QUESTIONNAIRE

UNIVERSITY OF CAPE COAST

COLLEGE OF HUMANITIES AND LEGAL STUDIES

SCHOOL OF BUSINESS

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT STUDIES

Dear Sir/Madam,

I am a final year Post Graduate Student of the University of Cape Coast, pursuing Master of Business Administration (HRM). As a requirement, I am carrying out a research on the topic: relationship between training and employee performance at University of Energy and Natural Resource in the Brong Region, Ghana. I would be grateful if you could fill the questionnaire for the study. Decision to participate or not is entirely yours. Information provided would be treated as strictly confidential

Section A: <u>Demographic Data</u>

(Choose the most suitable answer and tick in the box below)

1. Age: Below 30 ☐   30-40 ☐   41-50 ☐   51-60 ☐   61 and above ☐

2. Gender: Male   ☐   Female ☐

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3. Number of years at University of Energy and Natural Resource   less

   than 5years ☐   5-10years ☐   11-15years ☐   16-20years ☐

   21years and above ☐

4. Highest level of education: Secondary ☐ Training college

   ☐ 1ˢᵗ Degree   ☐   Post Graduate ☐

Section B: Training programmes

To what extent do you agree with the following with regards to the training programmes at University of Energy and Natural Resource? The responses will be measured numerically such that one (1) represents the least agreement to the issues while five (5) represents the highest agreement to the issues.

Statements	1	2	3	4	5
Orientation					
Departmental Training					
Coaching					
Technical Skills Development Training					
Mentoring					
Communication skills					
Ethics					
Teamwork					
Problem-solving skills					
Occupational health and safety trainings					

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Section C: Employee Performance

To what extent do you agree with the following as the level of performance of employees at University of Energy and Natural Resource at the Brong Ahafo Region, Ghana as a result of training? The responses will be measured numerically such that one (1) represents the least agreement to the issues while five (5) represents the highest agreeing to the issues

Statements	1	2	3	4	5
Effectiveness					
Efficiency					
Improved behaviour					
Low risks					
Low absenteeism					
Increased competencies					
Skilfulness					

THANK YOU VERY MUCH!!!

APPENDIX B

Sample Size Determination Table

Population size	Continuous data (margin of error=.03)			Categorical data (margin of error=.05)		
	Alpha = .10, t=1.65	alpha = .05, t= 1.96	alpha = .01, t= 2.58	alpha = .50, t=1.65	alpha = .50, t= 1.96	alpha =.05, t=2.58
100	46	55	68	74	80	87
200	59	75	102	116	132	154
300	65	85	123	143	169	207
400	69	92	137	162	196	250
500	72	96	147	176	218	286
600	73	100	155	187	235	316
700	75	102	161	196	249	341
800	76	104	166	203	260	363
900	76	105	170	209	270	382
1,000	77	106	173	213	278	399
1,500	79	110	183	230	306	461
2,000	83	112	189	239	232	499
4,000	83	119	198	254	351	570
6,000	83	119	209	259	362	598
8,000	83	119	209	262	367	613
10,000	83	119	209	264	370	623

Bartlett, Kotrlik`, and Higgins (2001) sample size determination table.