

UNIVERSITY OF CAPE COAST

TRAINING AND DEVELOPMENT AND ORGANISATIONAL
PERFORMANCE: A CASE OF BOLGATANGA MUNICIPAL ASSEMBLY

PIILUG STELLA SOMMAHMI

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TRAINING AND DEVELOPMENT AND ORGANISATIONAL
PERFORMANCE OF BOLGATANGA MUNICIPAL ASSEMBLY

BY

PIILUG STELLA SOMMAHMI

Dissertation submitted to the Department of Human Resource Management of the School of Business, College of Humanities and Legal Studies, University of Cape Coast, in partial fulfillment of the requirements for the award of Master of business administration in Human Resource Management.

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DECLARATION

Candidate's Declaration

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

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

Name: Piilug Stella Sommahmi

Supervisor's Declaration

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

Supervisor's Signature.....Date.....

Name: Dr. Aborampah Mensah–Amoah

ABSTRACT

Effective training and development has a positive impact on competent and committed employees. Studies in the training and development literatures show that organisational performance is a factor for the nation's economic development. The study set out to establish the relationship between training and development and performance of the Bolgatanga Metropolitan Assembly. Thus, using quantitative approach and correlation as the study design, census sampling method in sampling the population, questionnaire for data collection, multiple linear regression to run and test hypotheses and Statistical Package for Social Science (SPSS) 20.0 for data transformation and analysis. The study revealed that job orientation; job rotation, workshop/conference and classroom lecture had significant influence on performance of organisation. It was discovered that job orientation, workshop/conference and classroom lecture significantly influence organisations' output. Job rotation, group training/seminar and classroom lectures significantly influence quality of work delivery. Also, job rotation and workshop/conference influence employees' commitment. The study recommends that managers and supervisors should consider using training and development methods with stronger predictions to drive organisational performance. It also recommends that managers and supervisors should consider job orientation, workshop/conference and classroom lecture to drive organisations' output and job rotation, group training/ seminar and classroom lecture to improve quality work delivery. It also recommends that job rotation and workshop/conference should be taken seriously to ensure employee commitment.

KEY WORDS

Training

Development

Organisation

Performance

Output

Quality work delivery

Employees' commitment

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DEDICATON

To my Husband Tunaba Gordon, Son Tunaba Godfrey, Brothers Piilug Peter,
Piilug Felix Mbeniyeh, sisters Piilug Justina Bavulimtem and Piilug Brigitte.

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CHAPTER ONE

INTRODUCTION

The world is constantly shifting such that institutions of all types have to adapt to external and internal changes for their own survival (Cummings & Worley, 2005). Gaining and maintaining competitive advantage is critical to the organisations. Organisations adopt many policies to gain advantage over their competitors, but capitalising human resources is still not commonly acknowledged (Ashar, Ghafoor, Munir & Hafeez, 2013). According to Nguyen, Truong and Buyens (2011), human resource capital is a key source of achieving competitive advantage. In this chapter, the study begins with brief introduction, followed by background of the study which gives an overview of training and development and organisational performance, determination of the problem statement, purpose of the study, objectives of the study, significance of the study, delimitation, limitation, definition of terms, organisation of the study and summary of the chapter.

Background of the Study

Every aspect of an organisation involves people and their activities bring success to the organisation. According to Gabčanová (2011), employees are an organisations best asset. Organisations must have employees who are able to quickly adapt to an ever-changing world market. The job market is dynamic, hence the need for employees to be current and relevant in all spheres of human endeavors. An ever rapidly changing organisational environment therefore demands for a lifelong learning as an essential coping strategy. Organisational environments change from time to time which calls for continuous upgrading of employee skills and capabilities to improve on

their job performance, growth and the ability to adapt to the rapidly changing economic environments for the organisation to remain competitive (Amin, Saeed, Lodhi, Mizna, Simra, & Iqbal, 2013). As such employee training and development is a necessity so that they can keep track with current event and methods (Thomas, 1997). Elnaga and Imra (2013) posit that to develop the desired knowledge, skills and abilities of the employees, to perform well on the job, effective training programs is required.

According to Abiodun (1999), training and development is the systematic acquisition of knowledge, skills and attitudes required by employees to perform adequately on a given task or job. Training and development is the process of changing an organisations employees using planned and unplanned learning, in order to achieve and maintain a competitive advantage for the organisation (Harrison, 2005). Elnaga and Imra (2013) argue that in order to prepare workers to do their job as desired, organisations provide training so as to optimize their employee's potential. Elnaga and Imra note that most of the firms, by applying long term planning, invest in building new skills by their workforce, enabling them to cope with the uncertain conditions that they may face in future, thus, improving the employee performance through superior level of motivation and commitment and when employees recognizes their organisation interest in them through offering training programs, they in turn apply their best efforts to achieve organisational goals and show high level of performance on the job. Hence training is critical in achieving an elastic workforce which is motivated and committed (Amin, Saeed, Lodhi, Mizna, Simra & Iqbal, 2013)

This study assumes that in recognition of the importance of training and development, the Bolgatanga Municipal Assembly may have been occasionally organising training and development programs to its staff. Training and development programs for staffs of Bolgatanga Municipal Assembly is very critical because the Assembly is known to have quite a fluid workforce and organised as a political institution, majority of the workforce population are either appointed by government or voted in by electorates. With a constitution that gives a 4-year term to each government, most of these workers are substituted by new ones after this period.

Therefore, making employee training requisite for an institution with such a fluid and dynamic workforce as newly appointed employees have to go through on the job or off the job training. It is very important for an institution like Bolgatanga Municipal Assembly to offer systematic and flexible training and career development programs for their employees. Training has been recognized to help employees in their current jobs and help meet current performance requirements by focusing on specific skills required for the current need. According to Heathfield (2012), the right employee training and development at the right time, provides big payoffs for the organisation and increase performance.

Training and development is a major factor in determining optimum performance of organisations. To hire and keep quality employees, it is a good policy to invest in the development of their skills, knowledge and abilities so that individuals and ultimately organisational performance can increase. Black and Lynch (1996) indicated that employer-provided training and development raises performance measure by almost 16%. Again Black and Lynch reported

that returns on training and development investments increase performance by 20%. This study therefore investigates the impact training and development has on the performance of Bolgatanga Municipal Assembly.

Statement of the Problem

Studies on training and development and organisational performance focused on sectors such as bank (Gunu, Oni, Tsado & Ajayi, 2013; Oladimeji & Olanrewaju, 2016; Engetou, 2017; Ojoh & Okoh, 2015), manufacturing (Emeti, 2015), oil and gas (Raza, 2014), public sector (Obi-Anike & Ekwe, 2014) pharmaceutical (Hafeez & Akbar, 2015). Additionally, some few researchers in Ghana have also looked at employee performance in sectors such as mining (Ali, 2014), bank (Appiah, 2010, Agyei, 2014), insurance (Hogarh, 2012; Ofobruku & Nwakoby, 2015) and communication (Tetteh, Sheng, Yong, Narh & Sackitey, 2017). But, there is no evidence of such studies in the non-governmental sector such as the Bolgatanga Municipal Assembly. Studies on training and development seem to be rare in Ghana. Also, studies on training and development for example Gunu, et al., (2013), Adeniyi and Kola (2014) and Ali (2014) found that training and development had positive impact on organizational and employees' performance. On the other hand, Hogarh (2012), Agyei, (2014) and Sarpong-Nyavor (2012) found that there is no relationship between training and development and organisational performance. The findings of the aforesaid studies did not concur with each other, therefore called for further investigation. There is also the need to confirm whether similar outcomes would be replicated in other sectors. Based on the above gaps, the study is conducted to explore the

relationship between training and development and performance of Bolgatanga Municipal Assembly and thus sought to add to Knowledge.

Purpose of the Study

The main purpose of this study is to investigate the relationship between training and development and performance of Bolgatanga Municipal Assembly.

Objective of the Study

The following specific objectives were pursued.

1. To examine how training and development influence performance of Bolgatanga Municipal Assembly.
2. To examine how training and development influence the output of workers of Bolgatanga Municipal Assembly.
3. To investigate how training and development enhance quality of work delivery by workers of Bolgatanga Municipal Assembly.
4. To examine how training and development affect commitment of workers of Bolgatanga Municipal Assembly.

Research Hypotheses

H1: Training and Development methods influence performance of Bolgatanga Municipal Assembly.

H2: Training and Development influence the output of workers of Bolgatanga Municipal Assembly.

H3: Training and Development influence quality of work delivery by workers of Bolgatanga Municipal Assembly.

H4: Training and Development influence commitment of workers of Bolgatanga Municipal Assembly.

Significance of the Study

This study will help scholars, academicians and researchers to understand how training and development influence the performance of and organisation. It is to also identify areas of further research in the training and development and organisational performance literature. This study will help Chief Executives Officers, managers and leaders understand and help employees in training and development that reflect performance on employees in different departments. This study will help policy makers (government and regulators) identify training and development method that will bring improvement in the performance of employees'. This study will help investors understand the management of training and development from Ghanaian perspective and help them make the right decisions in investing in the employees and the economy. The findings will be expected to benefit the decentralisation of governmental agencies and other organisations intending to obtain effective performance from their employees' by using vibrant training and development approach.

Delimitations

The study was conducted in Bolgatanga in the Upper East Region. The study focused on establishing how training and development impact on the performance of employees in the departments of the Bolgatanga Municipal Assembly. Respondents included employees of Bolgatanga Municipal Assembly.

Limitations

It is essential to indicate here the limitations of the current study before going on further. Firstly, an important limitation the researcher faced was the

collection of data from employees who were unwilling to response to the questionnaires until security anonymity was assured. Another limitation was that the questionnaire conducted on respondents was wearisome as one needs time to explain some of the issues brought up by respondents. Finally, the busy nature of works within the Assembly made some employees appear un-cooperative and sometimes reserved thereby affecting duration for data collection.

Definition of Terms

Training: Bozionelos and Lusher (2002) define training as the process of creating a design that meets an organisation's needs, targets its participants, and provides a feedback system to redesign and adjust further iterations of the program based on organisational and participant perspectives and needs.

Development: Harrison (2000) defined development as a learning experience of any kind whereby individuals or groups acquire knowledge, skills, values and behaviors.

Organisational performance is the results of the operations performed by the members of the organisations (Ruey-Gwo&Chieh-Ling, 2007).

Output means the transformation of number of community with necessary social amenities.

Quality work delivery means provision/delivering of quality services to communities.

Employee commitment means employees' commitment towards the organisations' goals in delivering responsible social services to communities in their catchment area.

Organisation of the Study

This study is organised in five chapters: Chapter One gives an introduction which wraps the background to the study, statement of the problem, objectives of the study, and delimitation/scope of the study, significance of the study, definition of terms and organisation of the study. Chapter Two reviews literature from empirical and theoretical perspectives. Chapter Three provides an in-depth explanation of the methodology of the study. It describes the research design, study population, sampling technique/procedures, source of data, instrumentation, method of data analysis, reliability and validity and ethical principles. Chapter Four presents the results and discussion of the study. Chapter Five: focuses on the summary, conclusion and recommendation based on the findings of the study.

Chapter Summary

This chapter introduced the study as well as established the background to the study. The study further discussed the statement of problem, outlined the purpose of the study, specific objective of the study. Delimitation/ scope of the study, the limitations of the study, significance of the study and definition of some key terms were all discussed. The chapter concluded by looking at the organisation of the study.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter discusses the theoretical perspective which indicates the theory that supports the study, concept of training and development which gives the background to the types of training and development, empirical review and possible outcomes, a conceptual frame work indicating the relationship between the key variables (i.e. independent and dependent variables). The concept of training and development has generated lively interest and debate among scholars, academicians and researchers and these thoughts have evolved over the years.

Theoretical Perspective

Training and development has been documented in many studies to have relationship with organizational and employees' performance, job satisfaction etc. Boadu, Fokuo- Dwomo, Boakye and Kwaning (2014) adds that investment in training and development of employees working in various district assemblies can therefore help as a catalyst to improve performance of districts in terms of development. One of these theories proposed in literature is the human capital theory which state that training and development have positive effect on employees' performance, innovation and career.

Human Capital Theory

Human capital theory is a brain child of Adam Smith (Schuller & Field, 1998). According to literature this was further expanded by Schultz in 1961(Schulz, 1981). The theory states that investment in education and skill formation is a significant factor in economic growth as well as investment in

physical plants and equipment (Schuller & Field, 1998). Besides, Bohlander, Snell, and Sherman (2001) define human capital to mean that “knowledge, skills, and capabilities of individuals that have economic value to an organisation”. According to Schultz (1993), the term “human capital” has been defined as a key element in improving a firm assets and employees in order to increase productivity as well as sustain competitive advantage. Schultz mentioned that to sustain competitiveness in the organisation human capital becomes an instrument used to increase productivity. However, Becker (1993) argues that there are different kinds of capitals that include schooling, a computer training course, and expenditures on medical care.

Lectures on the virtues of punctuality and honesty are capital too. These are not simply costs but investment with valuable returns that can be calculated. Human capital theory advocates that education or training imparts useful knowledge and skills to workers which in turn increase their productivity and incomes (Becker, 1964). Some researchers such as (Levin & Kelley, 1994; Thurow, 1975) have vociferously criticized the human capital theory that the economists and other social scientists have overestimated the payoffs from increased education and ignored complimentary inputs such as, training, contract terms, and management practices which must exist for education to improve productivity. Productivity is largely a characteristic of jobs rather than a skill of a worker because educated employees are more easily to be trained.

According to Spence (1973), education and training may simply be a market signal of the potential productivity of a worker since there is hardly any other way for firms to determine the productive attributes of a worker.

However, Human capital theory has been resilient and still remains the principal theoretical construct that is used for understanding human capital investment, both from the perspective of the individual and the firm (Bassi & McMurrer, 2006). The theory was relevant to this study because in achieving organisational goal, the human capital is a major factor which drives the activity within the organisation and need to be trained and developed in order to attain high performance. For district assemblies to become successful, accomplished and be vehicle for policy initiation by government and its agencies the employees cannot be left without any training and development. The human capital in this organisation requires consistent overhaul through training and development such as on-job training, education, seminars, conferences etc.

Concepts of Training and Development

Ngirwa (2009) explained that training is a learning process in which employees acquire knowledge, skills, experience and attitudes that they need in order to perform their job better for the achievements of their organisational goals. Training is defined as the systematic acquisition of skills, rules, concepts, or attitudes that result in improved job performance (Goldstein, 1993). Similarly, employee training is systematic planning and modification of behavior through teaching events, programs and instructions that enable individuals achieve levels of knowledge, skill and necessary competences in order to perform effectively (Armstrong, 2006).

Ivancevich (2004) also posit that training is a process which grants the workers information, skills and enables them to understand the organisation and its objectives. Buckley and Caple (2000) defines training as a planned and

systematic effort to modify or develop knowledge, skills or attitude through learning experience, to achieve effective performance in an activity or range of activities. From the above definitions, it can be asserted that employee training basically is an instructive and educational tuition given to a recently hired staff of a business before they become active in service to the company or an already existing staff with the primary purpose of enlightening them on policies, modern techniques, tools, strategies and materials in their job in the attempt to realize organisational objectives and goals. Bozionelos and Lusher (2002) define training as the process of creating a design that meets an organisation's needs, targets its participants, and provides a feedback system to redesign and adjust further iterations of the program based on organisational and participant perspectives and needs.

On the other hand, according to Katcher and Snyder (2003) employee development can manifest itself in many forms of training, evaluation, educational programmes, and even feedback. Armstrong (2006) also contend that development is an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required. It takes the form of learning activities that prepare people to exercise wider or increased responsibilities. It does not concentrate on improving performance in the present job. Harrison (2000) defined development as a learning experience of any kind whereby individuals or groups acquire knowledge, skills, values and behaviors. It is more career than job oriented and is concerned with the longer-term development and potential of the individual.

Kibibi (2011) asserts that development covers not only those activities, which improve job performance, but also those which bring about growth of the personality, helps individual in the progress towards maturity and actualization of their potential capacities so that they become not only good employees but better men and women. It refers to the future oriented training and personnel growth of the employee. Even though differences between training and development have not been clearly explained in most literatures, some other researchers have made efforts to fill those gaps. According to Olusoji, Adedayo and Akaighe (2017), the differences between training and development are: training is a learning procedure for new employees in which they get to know about the key skills required for the job whilst development is the training process for the existing employees to enhance their capability. Training is a short-term capacity improvement process i.e. 3 to 6 months, but development is a continuous process, and often conducted for long term, training emphasis is on developing skill and knowledge for the current job while development focuses on building knowledge, understanding and competencies to cope with future challenges.

Training is limited in scope; it is mostly driven by job requirement. On the other hand, development is career oriented and its scope is relatively wider in scope than training. In training; the trainees get a trainer who teaches them at the time of training. In contrast to development here the employee direct future assignments, numerous individuals collectively attend the training program, Development is a self-assessment process, and hence, one person may be involved in development programme. This study posit that training is the sharpening of skill of an individual or group of people, whilst development

can be based on individual personal goal attempt to work his or her career without the organisations' effort (Olusoji, Adedayo & Akaighe, 2017). An employee training is the organised way in which organisations provide development and enhance quality of new and existing employees. Training is viewed as a systematic approach of learning and development that improve individual, group and organisation (Goldstein & Ford, 2002). According to Tzafirir (2005), employee training is an important element in producing the human capital. In particular, training is designed to help the worker keep giving positive contribution in the form of the best performance. It provides employees with the skills, abilities and knowledge required by the post. Training focuses on identifying, assuring and helping develop through planned learning, the key competencies that enable individuals to perform current jobs (Buckley & Caple, 2000).

Sahinidis and Bouris (2008) suggest that sometimes employees feel that trainings do not provide them with sufficient skills or knowledge and therefore is of the view that improper training can result in conflicts between employees and their organisations. This could impact negatively on the organisation's performance and effectiveness (Boadu, Fokuo- Dwomo, Boakye & Kwaning, 2014). Rowden and Shamsuddin (2000) and Rowden and Conine (2005) argue that the most thoroughly trained employees will better satisfy the needs of their customers and employees. Training programmes increases an employee's job knowledge and increase in job knowledge means that the employee will feel more comfortable doing his job and will perform at a high level and be happy (Ngirwa, 2009). Pfeffer (2000) mentioned that training can be a source of competitive advantage in numerous industries.

Katcher and Snyder (2003) contend that unless employees receive ongoing training up-to-date equipment will not be used optimally. Employees who go through training every now and then upgrade their job skills, and improve productivity.

Employees who undergo training according to individual and organisational goal become more efficient. The effects of training on employee performance can often encourage growth within the worker and the organisation itself. Training can be anything from how employees can do their own jobs better to employees being groomed to replace their supervisors and also employees who become trainers might be further inclined to stay with the organisation and possibly reduce employee turnover (Katcher & Snyder, 2003). Katcher and Snyder (2003) mentioned that developing employee skills play a role in the workplace as well as the world as it contributes to personal and socio-economic development, make employees productive and happy. It enables employees to adapt to domestic and global change. Katcher and Snyder further indicated that development enhances employees' output therefore organisation must consider employee development as a targeted investment in making the workers stronger.

Employee development programmes that range from certification to education reimbursement, even to basic job skills training, have a certain cost to the organisation that can easily be considered a benefit to the employee. Such awareness on the part of the employee can also lead to greater loyalty to the organisation as well as enhanced job satisfaction (Taylor, Russ-Eft & Chan, 2005). It is noted that training and development move in tandem and cannot be separated. Hence, organisations which trained their employees

eventually is developing the employee and sharpening their skill for future performance. Where there is no training for employees unfortunately there can be no development. Jones, George and Hill, (2000) argue that training ensure that organisations employees acquire the knowledge and skills they need to perform their jobs effectively, take on new responsibilities, and adapt to changing conditions. Noe (2008) arguing states that “human Resource professionals also believe that an organisation is only as good as its employees, and this understanding suggests that training should be more specifically responsive to employees’ training needs”.

Types of Training

Kibibi (2011) have divided training and development in two main categories; On-the-job and off-the-job training methods. Olaniyan and Ojoh (2008) stressed that generally there are two basic types of training namely on-the job and off the job training. However, Lisk (1996) identifies training and development in terms of macro and micro practices. According to Amoah-Mensah and Darkwa (2016), both on-the job training and off-the-job training are genre terminologies for classifications of training and development and not training and development methods per se. Amoah-Mensah and Darkwa argue that an organisation may decide to train its employees whilst on the job, or off the job; on-the-job training is done inside (internally) the organization whilst off the job training, the employees’ training is done outside (externally) the organization.

Agreeing with earlier commentators, training and development varies depending on the type of organisation offering the training. Organisation need would determine the type of training and development approaches to be used

in order to meet the organisation and employees need. Dessler (2000) supports the earlier assertion that trainings can be held at the job site and off the job site. Tahir and Sajjad (2013) indicated that in the banking industry, training programs may be conducted not only to meet skill deficits or to bring about systemic change, they can also be used as an effective tool by the organisation to implement new policies issued by higher authorities or by the central bank.

On- the-Job Training (Informal Training)

On the job training is organised in the organisation and is held by department, monitor, team leader and trainers, experienced workers who are in charge of different trainings. According to Kibibi (2011), On-the-Job methods refer to the methods that are applied in the work place while the staff is actually working so as to acquire specific skill. This method is required to improve the knowledge of staff that had inadequate academic qualification for the job performance. It is also regarded as training within the organisation policy. There are four common techniques that are used by the organisation to train employees these are: orientation, job instruction, job rotation and coaching (Ali, 2014; Laing, 2009).

According to Olaniyan and Ojo (2008) these two types of training occurs where the supervisor or the superior officer takes time off his schedule to coach or instruct his subordinate. It could be in the form of job rotation where the staff is allowed to move from one unit or department to another working on a series of job thereby learning a variety of skills. Job rotation is particularly employed in the service industries such as banks, insurance houses, etc. On-the-job training could also be the in form of internship where

job training is combined with related classroom instructions or apprenticeship where the employee is trained under the guidance of a supervisor or a highly skilled co-worker.

One major advantage of on-the-job training is that no special facilities are needed and trainees can immediately be engaged in reproductive work. However, expenses of damaged equipment, wasted materials and dissatisfied customers or clients might be very high (Olaniyan & Ojo, 2008). According to Ofobruku and Nwakoby (2015), one of the usefulness of training on the job technique is that it minimizes the problem of transfer of learning associated with other methods of training. On the job training could be an on-going process that does not excessively disrupt normal company operation.

Off-the-Job Training (Formal Training)

According to Olaniyan and Ojo (2008), this type of training takes place outside the work place, but in some cases attempts are made to stimulate actual working condition, off-the-job training may focus on the classroom with training seminars, lectures and films. It may include vestibule training where an employee works on the actual equipment and materials and in a realistic job setting, but in a different room from the one in which he will be working. Reasons for this are to avoid on the job pressure that might inhibit the learning. Formal training may also include day-release form of classroom training whereby employees are allowed one or two days off weekly or monthly to attend formal lectures (Ali, 2014).

Kibibi (2011) further state that Off-the-Job training is used away from work places. Some skills and knowledge are difficult to teach at the worksite so off-site training will be necessary. Staff receives training away from their

posts or work station. The method also permits the use of a greater variety of training techniques and these includes: lectures, apprenticeships, internships and assistantships, special study, films, television, conferences or discussions, case studies, role playing, simulation, programmed instruction and laboratory training.

The method allows for the use of greater difference of training processes, which involves: apprenticeships, lectures, assistantships, internships, specially study, films, television conferences or discussions, case studies, role playing, simulation programmed instruction and laboratory training (Cole, 2002). According to Ofobruku and Nwakoby (2015), off the job training may be provided by members of the training department, external education and training establishment or training providers, training consultants or guest speakers. Many organisations are increasingly turning to external training providers rather than maintaining their own establishments of training staffers.

Organisational Performance

Performance refers to the degree of achievement of the mission at work place that builds up an employee job (Cascio, 2006). Olaniyan and Lukas (2008) performance means how the staff is able to effectively manage and present their tasks to reflect their quality and good service preferred by their organisations. According to Opoku (2012), organisational performance is an important construct in leadership that determines how to manage organisations. Previous literature reviews revealed that organisational performance is a multidimensional concept that reflects the heterogeneous nature, circumstances and objectives of organisations at a given period.

Organisational performance was defined as the extent to which organisations, viewed as a social system fulfilled their objectives (Georgopoulos & Tannenbaum, 1957). Organisational performance is the ability to exploit its environment for accessing and using the limited resources (Yuchtman & Seashore, 1967). Organisational performance is a set of financial and nonfinancial indicators which offer information on the degree of achievement of objectives and results (Lebans & Euske, 2006; Kaplan & Norton, 1992).

Daft (2000) and Richardo (2001) indicate that achieving organisational goals and objectives is known as organisational performance. Organisational performance is described as the extent to which the organisation is able to meet the needs of its stakeholders and its own needs for survival (Griffin, 2003). Organisational performance is the results of the operations performed by the members of the organisations (Ruey-Gwo & Chieh-Ling, 2007). It is essential to have performance measurement system in every organisation because such a system plays an important role in developing strategic plans and evaluating the success of the organisational objectives (Ittner & Larcker, 1998). Performance measures that are not directly connected to improving performance are measures are not means to achieving ultimate purpose. When measuring organisational performance, a number of measures are taken into consideration and include using productivity, efficiency, effectiveness, quality and profitability measures (Ahuja, 1992).

Job Orientation

It deals with a situation whereby new employees are given training to enable them to get acquainted with the work and the organisation as a whole in respect of values, rules and regulation (Olaniyan & Ojo, 2008). According to

Ali (2014) job orientation is given to recently selected employees directly after being employed. Orientation method is also imperative for the newly employed employees to empower them gain self-confidence and perform better to meet the preferred expectancy. The periods may differ from few days to few weeks subject to the situation. Appiah (2010) explains that this is given to newly hired employees to induct them into the organisation and also train them on the job they will hold. The employees are taught the culture, value, mission and processes and activities followed in the organisation

Milkovich and Boudreau (2004) see orientation as a continuous process and takes time for its purpose to be achieved. Organisations give orientation to their new employees based on three reasons. First, the orientation will afford the new employee the opportunity to acquaint himself/herself with job procedures. The new employee is also oriented on how to relate with other employees and finally it makes the new employee feel that he or she is part of the organisation and that his/her job is important (Milkovich & Boudreau, 2004). Job orientation keeps new employee from making expensive errors; it assists to understand the overall purposes, assignment, choice, programs, problems and policy, structure and key members of the organisation (Ali, 2014).

Kumar and Siddika (2017) explained that this is yet another training and development method. This involves getting new employees familiarized and trained on the new job within an organisation. During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organisation. An employee

orientation can be defined as a process of introducing a new staff to the institution and providing him with a broad idea of how it works. An effective orientation serves to acclimate the worker and accelerate the time it takes for her/him to become a productive member of the institution (Joseph, 2017). According to Richards (2017), employee orientation is the process of introducing new workers to their new jobs and workplace. It provides an occasion for new workers to become familiarized to their new institution, department, co-workers and work expectations.

A well-done orientation provides various benefits for workers and as an entire institution (Richards, 2017). It can also enhance the worker's comfort level concerning her decision to join the institution (Joseph, 2017). Orientation is the main factor in dropping turnover and, thus, minimizing expenses to run your company (Hacker, 2004). It enables new workers start to figure bonds during orientation with others who split the same start date (Mayhew, 2017). Richards (2017) mentioned that employee orientation benefits the company by providing a chance to introduce workers to the basics of the company and their jobs from an administrative point of view.

Job Rotation

This method refers to the process whereby the trainee learns different types of jobs or functions at different times/periods in an organisation. That is, the trainee moves from one function to another as the planned timetable or schedule will dictate (Adeleye et al., 2014). According to Jorgensen, Davis, Kotowski, Aedla and Dunning (2005), job rotation refers to the placing of an employee in different positions or situations within a specific period according to the employees' knowledge, skills and capabilities. According to Ali (2014),

this method comprises moving employees to several departments in the organisation so as to develop their knowledge and capabilities. Twei and Saina (2015) advance that job rotation is when the trainee moves from one task lateral to another which affords the employee the opportunity to acquire skills. They found that job rotation enables the trainee to become a multi-skilled employee and improves output. The method is tremendous for widening an individual's experience to the organisational processes and for revolving a professional into generalist, growing the individual know-how, allows the employees to grip new information and motivate new ideas (Ali, 2014).

Workshop/conferences

According to Saakshi (2005), the conferences system was used to assist employees improve problem-solving skills. It is a sequence of informative and work terms. Small groups of people meet together over a short period of time to deliberate on a distinct area of concern. These workshops comprise skills that can be useful directly in the workstation. In this method, the trainer delivers a lecture on the particular subject, which is followed by queries and discussions. The conference leader must have the necessary skills to lead the discussion in a meaningful way without losing sight of topic or theme (Kibibi, 2011). This type of training is mostly done outside the job environment within a week or two which enable employees learn from experts, professional and consultants.

Kumar and Siddika (2017) explained training and development as a method which involves presentations by more than one person to a wide audience. It is more cost effective as a group of employees are trained on a particular topic all at the same time in large audiences. This method is

however disadvantageous because it is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees follow at the same pace during the training sessions; focus may go to particular trainees who may seem to understand faster than others and thus leading to under training other individuals (Kumar & Siddika, 2017).

Group Training and Seminars

According to Khanka (2007), lectures/seminars the most universally used direct technique of training. This method includes both practical and hypothetical teaching procedure, which could be done within or outside an organisation. Ali (2014) criticized that it is outdated system of training employees. Employees attend formal lecture courses and seminars to obtain the precise knowledge and improve their theoretical and systematic capabilities. Lecture courses and seminars benefit from today's knowledge and are frequently accessible to distance-learning plan.

Criticism and contribution can be developed when discussion is acceptable along with lecture procedure. It is virtual economic technique. Liang (2009) explains that group training method includes group discussions, seminar and sensitivity training. Here, trainees having different or similar backgrounds and experiences meet to share ideas on specific topics decided by the trainer. If organised properly, it offers trainees from different backgrounds an opportunity to share valuable information and learn from each other's experience. It has shown that not much has been done on this theme.

Classroom Lecture

This method is usually designed for the purpose of passing on knowledge in an off-the-job location such as training centres, schools,

professional institutions. The emphasis is on developing an understanding of general principles, background knowledge and general awareness of comparative ideas (Adamu, 2008). Sutherland (1976) mentioned that a lecture refers to the process whereby a trainer teaches or disseminates information or ideas orally to the trainees with little or no participation by the trainees. The information could emanate from reading, research and experiences. According to Ahammad (2013), this method is used when many people are taught with a high volume of information or when the content of the training is voluminous. This method can be supported with other training methods like case studies and role playing. The approach is used to cut down cost and it saves time when the trainees are many and when the volume of information is huge (Noe, 2010).

Olaniyan and Ojo (2008) explained that this is the traditional method of teaching which gives the trainer the greatest degree of control over the training situation. It is economical to develop and flexible in application with regards to time required and group size, its effectiveness can be assessed by the objectives test or knowledge. A lecture is however unlikely to change fixed attitude and is of little help in developing skills. Some lectures could be boring while others may be entertaining without being instructive.

Empirical Review

Ndayisba (2017) studied the effect of orientation programs on employee performance, a case of USIU-Africa. The study based on qualitative and quantitative methods, population and sample size of 270, interview and focus group, descriptive statistics, frequencies, percentages, mean and standard deviation. The findings showed that all methodologies used for

orientation program except mentorship have influenced their performance, it was also concluded that mentors were not there or they were not doing their duties.

Worlu, Mugri and Akpakip (2017) in their study the effect of employee orientation in creating satisfaction with work in United bank for Africa (UBA). In their findings based on a total of 74 questionnaires, census method, correlation matrix, simple and multiple regressions for analysis, the result revealed that there is a significant effect of employee orientation on employee satisfaction with work. Sarpong-Nyavor (2012) conducted a study on the effect of employee orientation on performance in the Ghana Education Service, a case of the Greater Accra Region. Based on case study approach, questionnaire, a total sample of 101, purposive sampling and computation of percentages through frequency distributions. It was concluded that the organisation needs quality orientation programmes for its employees. It was also pointed out that an orientation practice in the institution is facing many problems.

Khana, Raslia, Yusoff, Tariq, Abid-ur-Rahmane and Khan (2014) researched on job rotation, job performance, and organisational performance commitment: an empirical study on bank employees. Relying on cross-sectional approach, convenient sampling technique, questionnaires, and a total of 463 respondents it was revealed that there was a positive relationship between job rotation, job performance and organisational commitment among the employees, whereas negative relationship was found between job performance and organisational commitment. Jocom, Lambey and Pandowo (2017) studied on the effect of job rotation and training on employee

performance in PT. Pegadaian (Persero) Manado. The study based on quantitative method, questionnaire, purposive sampling, and a total population of 100 and multiple regression analysis. The study revealed that job rotation and training significantly have positively influence and affect employee performance. It was further indicated that there was no significant influence of job rotation on employee performance, and also there is significant influence of training and that had positive effect on employee performance.

Zahra, Hasanqasemi and Mazidi (2014) studied job rotation and staff performance in customs organisation of Golstan and Mazandaran Province. They used descriptive design, simple random sampling, questionnaire, descriptive, inferential statistics, correlation and linear multi-variable regression. It was concluded that there were significant relationships between importance of job rotation and staff performance, management style in the organisation, organisation goals of job rotation and staff performance and also satisfaction with job rotation and staff performance in Customs organisation of Golestan and Mazandaran Provinces. Tarus (2014) researched on the effects of job rotation strategy on high performance workplace, in Lake Victoria North Water Services Board, Kenya. Having used explanatory survey design, a total population of 997, sample size of 276, stratified sampling and simple random sampling technique, principal component factor analysis. The study concluded that job rotation significantly predicted high performance workplace ($\beta=0.38$, $CR=5.938$, $p<0.001$). It was further shown that, that organisation can improve performance by enhancing job rotation strategy.

Monyatsi (2006) investigated the effectiveness of the school based workshops approach to staff development in secondary schools in Botswana.

They used quantitative approach, questionnaire and semi-structured interview, purposive sampling, and sampled 400 respondents. The study concludes that the school-based workshops approach to staff development is a very effective way. However, there is need to sustain it providing more resources for their management. Habiyaremye, Ayebale and Wayama (2016) studied Job-Rotation, utilisation of workshops and performance of entrepreneurial firms in Rwanda: an empirical study of SMEs in Gasabo District. Having used survey method, 113 out of 228 SMEs, structured interview, and multiple regressions showed support for a positive direct link between job-rotation and SME performance. However, did not find a similar result regarding workshops and SME performance.

Conceptual Framework

The conceptual framework for this study is based on human capital theory. According to the theory education or training imparts useful knowledge and skills to workers which in turn increase their productivity and incomes. The human capital concerns the transmission of training and development to the wellbeing of an organization. The theory explains that training and development influences organisations' performance. As pointed out in figure 1, the training and development (on-the-job training i.e., job orientation and job rotation) and (off-the-job training i.e. workshop/conference, group training/seminar and classroom lecture) is expected to enhance organisational performance (output, quality work delivery and employee commitment) in the Bolgatanga Municipal Assembly. The impact of Training and Development on organisational performance as demonstrated in Figure 1.

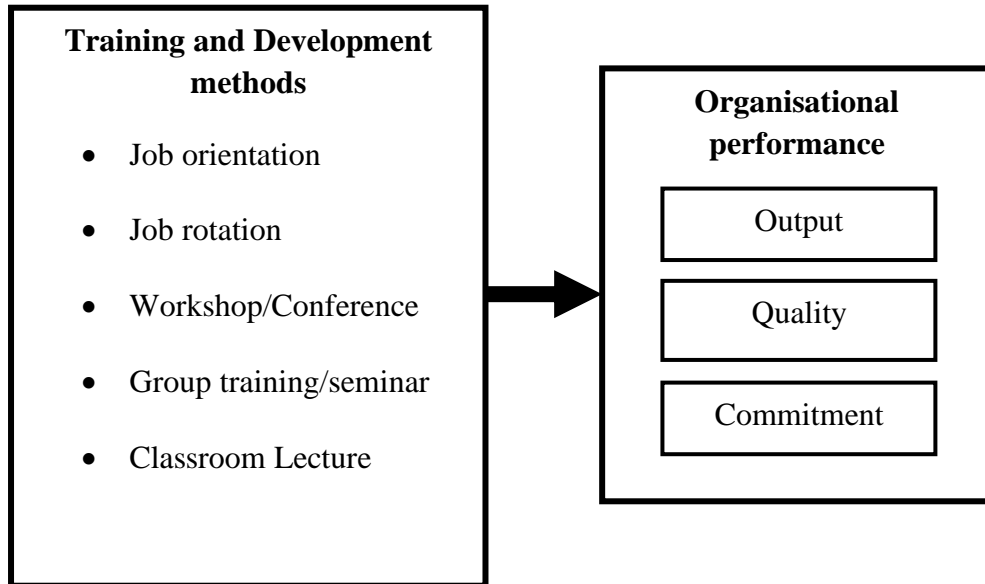


Figure 1: Conceptual framework.

Source: Author's construct, 2017.

Chapter Summary

This chapter built a theoretical background for the study. Human capital theory was established as the foundation upon which this study was based. The chapter focused on five training and development methods as indicated in the conceptual framework linking it to the theory which states that training and development imparts useful knowledge and skills to workers which in turn increase their productivity and incomes. The conceptual framework also outlines the interplay of the independent variables (training and development methods) and dependent variables (organisational performance).

The chapter was concluded by discussing each training and development method and its relevant literature and hypothesis formulated. From the review of literature on the extent to which training and development methods influences organisational performance, it came to light that the training and development had enormous impact on employees' and

organisational performance that can explain the significant influence training and development had on individual and organisational level. Most studies have employed or adopted quantitative approach, descriptive study design, use of questionnaire in data collection, probability sampling and some of these study findings are inconsistent.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter details the methodology for this study. The research methods are described in terms of research design, study Area, study population, sample and sampling techniques, data collection procedures and instruments, reliability and viability, data analysis and ethical consideration.

Research Design

Quantitative correlation study design was employed in this because Creswell (2008) and Lappe (2000) states that quantitative correlation gives an opportunity to foretell results and explain the relationship among variables. Correlation research aims to systematically investigate and explain the nature of the relationship between variables (Porter & Carter, 2000; Mugenda & Mugenda, 2003). To enable the researcher, arrive at objective and reasonable inferences quantitative research approach was used for this study.

Creswell (2009) emphasized that a quantitative approach enables researchers to use mathematical approaches to arrive at objective and logical deductions. The choice of this approach is based on the fact that the study is concerned with gaining understanding of the relationship between variables under study. Creswell (2014) adds that quantitative research approach is an approach used for testing objective theories by examining the relationship among variables. These variables in turn can be measured, typically on instruments so that numbered data can be analysed using statistical procedures. According to Olusoji, Adetokun and Akai ghe (2017), using

quantitative approach enables the researcher to gain an understanding of the relationship between the phenomena under investigation.

Study Area

The Bolgatanga Municipal Assembly is in the Upper East Regional capital. The Municipality oversees thirteen (13) Districts and Municipal Assemblies in the Region. It is the largest urban center in the Region with a population of over 95,000. The town of Bolgatanga, however, has a cosmopolitan character. They are mixed not only different peoples of the north, but also members of the major ethnic groups including the Grune, Sisala, Kanjegah, Hausa and Moshi people. They are predominantly farmers and also depends handicrafts as a vocation.

The Municipality was established by the Local Government Act of 1993; Act 462. The main functional area within the Bolgatanga Municipal Assembly are; District Chief Executive (DCE), The Presiding Member (PM), The Members of Parliament (MP), The District Coordinating Director (DCD), Assembly Members, both elected and appointed by Unit Committee Members and Technical or Professional and Supporting Staff of the Assembly. The Bolgatanga Municipal Assembly has six (6) departments and they are community development, social welfare, accounts, engineering, planning and registry.

Study Population

The population of this study includes all employees of Bolgatanga Municipal Assembly. The population was made up of 153 (One hundred and fifty-three) employees and the whole population was used for the study. The purpose is to try and limit the probability of errors occurring, maximize the

accuracy of the population estimates and enhance the generalization of the results obtained and there is no need of inference from a sample (Osborne & Costello, 2004; MacDonald & Headlam, 1986). Etikan, Musa and Alkassim, (2015) assert that using the entire population is purposeful when the population is relatively small.

Sampling Procedure

Census sampling method was used in sampling. Because when census method is used, data are collected from each and every item of the population, results are more accurate and reliable, and data collected may be used for various survey analyses (Varalakshmi, Sundaram, Indrani, Suseela, & Ezhilarasi, 2004). According to Pandey and Pandey (2015), census helps deals and investigates the entire population; data are collected for each and every unit of the universe (population). This also provides more accurate and exact information as no unit is left out and the population is known.

Data Collection Instruments

Questionnaires were utilized as the research instrument since it is a reasonable approach to accumulate data from a possibly sizeable number of respondents. Questionnaires are likewise very adaptable in that it can be utilized by an individual, in various situations, at various circumstances, focusing on an assortment of subjects for examination (Saunders, 2009). According to Nyamekye (2012), questionnaire gives direction and coherence; it delimits boundaries and keeps the researcher focused. It can address a large number of issues and questions of concern in a relatively efficient way, high response rate, designed so that answers to questions are scored and scores summed to obtain an overall measure of the attitudes and opinions of the

respondent and lastly anonymity which increases the likelihood that responses reflect genuinely held opinions (Saunders, 2009). The questionnaire was divided into three sections A, B and C. The first section (A) focused on the personal information (Demographics) of the employees like sex, age, education, department, and experience.

The second section (B) dealt with questions on training and development involving job orientation, job rotation, workshop/conferences, Group training/Seminar and classroom lectures. The third section (C) also focused on questions on organisational performance. The independent variables (job orientation, job rotation, workshop/conferences, Group training/Seminar and Classroom lectures) was measured on a five point Likert scale ranging from 1= least important, 2= less important, 3= important, 4= much important, 5= most important. More so the dependent variable organizational performance (output, quality work deliver yand employee commitment) was measured on a five point Likert scale ranging from 1= Little impact, 2= Less impact, 3= Impact, 4= Much impact and 5= Most impact.

According to Rob (2010), likert scale is universally applicable, versatile and simplicity, responses were comparable and same numerical codes may be assigned. Hasson and Arnetz (2005) add a Likert scale makes it possible for a researcher to measure variables, both pollster and respondents understand and are more responsive, makes coding and interpretations easier. When using Likert-type scales, it is essential and enables the researcher to calculate and reports Cronbach's alpha coefficient for internal consistency reliability (Gay, Mills, & Airasian, 2006).

Pre-testing

This study's instrument was pre-tested in February, 2018 to enable the researcher check the following: (i) that instructions and questions were clear, and (ii) that potential respondents would understand questions and respond appropriately. The review was undertaken in the Bawku Municipal Assembly. The Bawku Municipal Assembly was deemed appropriate because it shared similarities such as having staff categories similar to that of the study area. Following the responses from the review, several questions were re-worded and the number of items on the questionnaire was reduced to ensure high response rate.

Data Collection Procedure

The instrument was introduced with information about the researcher, the research topic, reason for the research and assurance of confidentiality and anonymity. It took the researcher and five trained field officers two months to collect the necessary information from the participants. The questions on the instrument were designed by the researcher and have been examined by the supervisor and other persons who have the expertise in the area. They streamline the questions and recommended field officers make sure in administering questionnaires should explain further the question when the respondents seem not to understand any part of the question.

Data Processing and Analysis

This study used both descriptive and inferential statistics to analyse data collected from the field. First, the data collected was sorted and organised. The data was then coded to enable the researcher to identify codes that pertained to possible responses for each item on the questionnaire. The

coded data was analysed by using SPSS version 20.0 to perform data entry and data transformation, forms of output and analysis. This software was used because it is the most appropriate package for analysing data. In addition, the advantages of the software include (a) it is user-friendly, (b) it can easily be used to analyse multi-response questions, cross section and time series analysis and cross tabulation; (that is, relating two sets of variables) and (c) it can also be used alongside Microsoft Excel and Word (Gravetter & Wallnau, 2004). The analyses were done in line with the specific objectives of this study.

With the aid of the SPSS, analyses of the background data as well as objectives one and two were done using descriptive statistical tools including frequency distributions, percentages and tables. These tools particularly, percentages were considered appropriate because they tend to be more understandable and easy to interpret (Taylor-Powell, 1996). Multiple linear regression test was used to test the hypotheses. Because it is considered as the best approach for estimation of a continuous variable (Saukkola & Jaakkola, 1983; Oza, Srivastava, Pariswad & Setty, 1989). It also allows researchers to answer questions that consider the role(s) that multiple independent variables play in accounting for variance in a single dependent variable. Researchers tend to rely heavily on beta weights when interpreting results (Nimon, Gavrilova, & Roberts, 2010; Zientek, Carpraro, & Capraro, 2008).

Reliability and Validity

According to Kothari (2003), validity aims at establishing the results which are linked with the condition. To establish the reliability of the questionnaire, the Cronbach co-efficient alpha, a measure of internal

consistency was used in the determination of the reliability of the questionnaire. The cronbach co-efficient alpha was deemed appropriate since the items in the questionnaire was formulated using a likert scale. According to Fraenkel and Wallen (2009), a reliability figure should be 0.70 and preferably higher above.

In determining the content of the instrument, the researcher gave the questionnaire to some experts in the field to critique the instrument for necessary corrections. The experts considered the research instrument on the basis of whether the instrument is valid in terms of its content. They analyze the content validity by determining whether the measure fall in line with the theory. The experts gave approval of the content of the questionnaire before it was administered. The Cronbach’s Alpha coefficients obtained for each of the five constructs were 0.7 indicating very good internal consistency and reliability. The reliability coefficients obtained are summarised in Table 1.

Table 1: Reliability of the instrument

Variable	Number of items	Cronbach's Alpha
Training	5	0.749
Organisational Performance	3	0.700

Source; Field survey, Piilug (2018)

Ethical Consideration

To hold fast to ethical consideration in conducting the study, at the planning phase of the study, the researcher was worried about the nobility, rights, wellbeing and benefit of the individuals who will partake in the study. The researcher was guaranteed that this rule was vital to the distinctive components in the study. Secondly, the participants must give their consent to

partake in the study. The participants were given a consent form to fill. After information was gathered, members were likewise furnished with data about the study. Thirdly, participant's confidentiality and obscurity were maintained. Anonymity was secured by concealing the member's character and not connected with their own reactions. The researcher guaranteed the privacy and secrecy of the members. Secrecy was guaranteed by keeping away any personal data out of the final report. The researcher additionally utilized a unique code at the start of the data collection so that no names or other distinguishing data exist even in the researcher's documents. The researcher presented the results of the study while securing the participants identity.

Fourthly, the research participants were made to comprehend the nature of the study, what they are relied upon to do, who is supporting the study, the level of privacy offered their entitlement to decline to take part, and their entitlement to pull back from the study anytime. Lastly the researcher stayed away from deception. The researcher did not shroud potential irreconcilable circumstances, or deceive participants to the nature of the study.

Chapter Summary

This chapter was introduced by discussing the study organisation. The chapter further detailed the research methodology/approach that was used in the study. It recognised quantitative research approach and quantitative correlation study design. The population of the study was made up of all employees of Bolgatanga Municipal Assembly. The census sampling method was used to sample the entire population. Questionnaire was used in data collection. The chapter ended by showing the divisions of the questionnaire using Likert scale, and data analysis using SPSS as a tool, organisational

performance measure, validity and reliability ethical consideration were all discussed.

CHAPTER FOUR

ANALYSIS OF RESULTS AND DISCUSSION

Introduction

This chapter presents and discusses the results of the study in line with the objectives. The main purpose of the study is to examine the relationship between training and development and organisational performance. The study employed quantitative approach, correlational study design, and census sampling technique, questionnaires for data collection, descriptive and inferential statistics for reporting and regression for testing hypotheses. One hundred fifty-three (153) respondents were sampled through census technique. It begins with the discussion of the background characteristics of respondents including their sex, age, level of education, department and tenure of service. The chapter ends with the discussion of the influence of training and development (job orientation, job rotation, workshop/conferences, Group training/Seminar and Classroom lectures) on organisational performance (output, quality work delivery and employees' commitment). The discussion of this is based on the hypotheses.

Table 2: Frequency distribution of respondents' demographic characteristics

Variable		Frequency	Percentage
Sex	Male	78	51.0
	Female	75	49.0
Department	Human Resource	12	7.8
	Community Development	31	20.3
	Social Welfare	29	19.0
	Accounts/Finance	20	13.1
	Engineering	18	11.8
	Planning	19	12.4
	Registry	24	15.7
Age	18-30 years	88	57.5
	31-40 years	57	37.2
	41-50 years	7	4.6
	51 years and above	1	0.7
Number of years worked	Less than a year	1	0.7
	1-5 years	145	94.8
	6-10 years	6	3.9
	11 years and above	1	0.7
	Education	Primary/JHS	2
	Secondary/Technical	19	12.4
	Tertiary	132	86.3

Source; Field data, Piilug (2018)

The results in Table 2 displays that out of the total 153 respondents, 78 were males representing 51 % and 75 were female representing 49 %. 12 respondents representing 7.8 % worked in Human resource management department, 31 respondents representing 20.3 % worked in the community development department, 29 respondents representing 19.0 % were found working in the social welfare department, 20 respondents representing 13.1

% worked in the Account/finance department, 18 respondents representing 11.8 % were located in the engineering department, 19 respondents representing 12.4 % worked in the planning department and 24 respondents representing 15.7% were also found in the registry department. It was revealed 57.5% of the respondents were between the ages of 18 and 30 years, 37.2 % were between the age brackets of 30 and 40 years, respondents representing 29.4 % were in the age bracket of 41 and 50 years, and respondents above 51 represented 0.7%. The result also revealed that 1 respondent representing 0.7 % had worked less than a year, 145 respondents representing 94.8% had worked for 1 to 5 years, and 6 respondents representing 3.9 % worked between 6 to 10 years and 1 respondent representing 0.7 % has worked between 11 and above years. The result revealed further that 2 respondents representing 1.9% level education in Primary/JHS, 19 had secondary/technical education representing 12.4%, and considering in the use of percentage 132 respondents representing 86.3 % had attended tertiary education. This implies that male respondents dominates, departments such community development, social welfare and registry were the highest respondents respectively, ages between 18 – 30 and 31 – 40 were the highest number of respondents who worked in the organisation, respondents who worked between 1 – 5 years had the highest response and most respondents acquired tertiary education.

Influence of Training and Development on Organisational Performance

This part of the chapter presents and discusses the multiple linear regression results as summarised in Tables 3 to 6. The focus of the discussion is on how training and development (job orientation, job rotation, workshop/conferences, Group training/Seminar and Classroom lectures)

influence organisational performance (output, quality of work delivery and employees’ commitment). An analysis for evaluation of assumptions was performed to reduce the number of outliers and improve the normality, linearity, and homoscedasticity of residuals. With the use of $p < .005$ criterion, no multivariate outliers were found in the sample ($N = 153$). No cases had missing data and no suppressor variables were found. A residual analysis was conducted to check assumptions, this were also met. The results are displayed in the following tables.

Table 3: Training and developments that influences organisational performance

Predictor	Beta (β)	t-stats	p-value
(Constant)		4.527	.000
Training and development:			
Job Orientation	.260	4.002	.000
Job Rotation	.153	2.532	.012
Workshop/Conference	.210	2.937	.004
Group training/Seminar	.138	1.942	.054
Classroom lecture	.286	3.824	.000
$R^2 = .581$; Adjusted $R^2 = .566$		P - value = 0.05	

Source; Field Survey, Piilug (2018)

The results in Table 3 revealed that job orientation ($\beta = .260$; p-value =.000), job rotation ($\beta = .153$; p-value =.012), workshop/conference ($\beta = .210$; p = .004), classroom lecture ($\beta = .286$; p=.000), training/seminar with ($\beta = .138$, p=.054) influences organisational performance. As a result, hypotheses 1 (H1) which reads ‘Training and Development influences organisational

performance’ was supported since the p-values were less than or equal the alpha value (α) 0.05. Also, group training/seminar has influence on organisational performance. This implies that an enhancement in job orientation, job rotation, workshop/conference, classroom lecture and group training/seminar will enhance organisational performance.

This finding was consistent with Ndayisba (2017) Worlu, Mugri and Akpakip (2017) that job orientation influences organisational or employees’ performance, however it was inconsistent with Sarpong-Nyavor (2012). Also, the findings were consistent with Tarus, (2014), Zahra, Hasanqasemi and Mazidi (2014) and Khana, Raslia, Yusoff, Tariq, Abid-ur-Rahmane and Khan(2014) that job rotation influence organizational performance. The findings in this study also concur with Monyatsi, (2006), Habiyaemye, Ayebale and Wayama (2016). The finding of this study adds to current literature by indicating that training and development did influence performance of organisation. In regards to degree of influence, classroom lecture has the highest degree of influence with Beta value ($\beta=.286$).

Table 4: Influence of training and developments methods on output

Predictor	Beta(β)	t-stats	p-value
(Constant)		4.943	.000
Training and development:			
Job orientation	.389	5.140	.000
Job rotation	.010	.142	.887
Workshop/conference	.192	2.287	.024
Group training/seminar	.015	.180	.858
Classroom lecture	.236	2.671	.008
$R^2 = .431$; Adjusted $R^2 = .410$		P - value = 0.05	

Source; Field survey, Piilug (2018)

The result in Table 4 illustrated that job orientation ($\beta = .389$; $P = .000$), workshop/conference ($\beta = .192$, $p = .024$), classroom lecture ($\beta = .236$; $p = .008$) influences output. Based on that, hypotheses 2 (H2) which reads, ‘Training and Development influences output’ was supported. Since the p-values were less than the alpha (α) value 0.05. This suggests that an enhancement in job orientation, workshop/conference and classroom lecture will enhance organisations’ output except job rotation and group training/seminar. Because the result also demonstrates that job rotation with ($\beta = .010$; $p = .887$), group training/seminar ($\beta = .015$, $p = .858$) did not influence output. This was not supported, since the p-values were greater than the alpha (α) value 0.05. This means that an increase in T & D (job rotation and group training/seminar) will not increase organisations’ output’. This finding adds to existing training and development literature by demonstrating that training and development (job orientation, workshop/seminars, and classroom lecture) has influence on an organisations’ output. Also the finding demonstrates that job rotation and group training/seminar has no effect on organisations’ output. The degree of influence was captured by job orientation with Beta value of ($\beta = .389$); followed by classroom lecture ($\beta = .236$) and workshop/conference ($\beta = .192$).

Table 5: Training and developments methods that influence quality of work delivery

Predictors	Beta (β)	t-stats	p-value
(Constant)		2.448	.016
Training and development:			
Job orientation	.108	1.418	.158
Job rotation	.361	5.092	.000
Workshop/conference	.089	1.057	.292
Group training/ seminar	.194	2.320	.022
Classroom lecture	.251	2.856	.005
$R^2 = .424$; Adjusted $R^2 = .404$		P - value = 0.05	

Source; Field survey, Piilug (2018)

The result in Table 5 revealed that job rotation ($\beta=.361$, $p=.000$), group training/seminar with ($\beta=.194$, $p=.022$), classroom lecture ($\beta=.251$, $p=.005$) influence quality work delivery. Because, hypotheses 3 (H3) which states, ‘Training and Development influences quality work delivery’ was supported. Since the p-values were less than the alpha (α) value 0.05. However, result in table 5 again shows that job orientation with ($\beta=.108$, $p=.158$), workshop/conference ($\beta=.089$, $p=.292$) did not influence quality work delivery because the p-values were more than the alpha (α) value 0.05. This implies that improvement in job rotation; group training/seminar and classroom lecture will enhance quality work delivery but job orientation, workshop/conference will not enhance quality work delivery. The finding of this study adds to existing literature. As to degree of influence, job rotation has the highest degree of influence with Beta value ($\beta=.361$); followed by classroom lecture ($\beta=.251$) and group training/seminar with ($\beta=.194$).

Table 6: Influence of training and developments methods on employees’ commitment

Predictor	Beta(β)	t-stats	p-value
(Constant)		3.247	.001
Training and development:			
Job orientation	.081	.931	.353
Job rotation	.200	2.455	.015
Workshop/conference	.269	2.789	.006
Group training/seminar	.114	1.193	.235
Classroom lecture	.103	1.026	.307
$R^2 = .240$; Adjusted $R^2 = .214$		P - value = 0.05	

Source; Field survey, Piilug (2018)

The result in the (table 6) revealed that job rotation ($\beta=.200$, $p=.015$), workshop/conference influence ($\beta=.269$, $p=.006$) influence employees’ commitment. Based on that, H1c which reads, ‘Training and Development influences employees’ commitment’ was supported because the p-values were less than the alpha (α) value 0.05. Table 6 also demonstrates that job orientation with ($\beta=.081$, $p=.353$), group training/seminar with ($\beta=.114$, $p=.235$), classroom lecture ($\beta=.103$, $p=.307$) did not influence employees’ commitment. This implies that improvement of job rotation and workshop/conference will improve employee commitment. Also, job orientation, group training/seminar, classroom lecture, job rotation; workshop/conference will not improve employees’ commitment. The finding of this study adds to existing training and development literature by demonstrating that some training and development methods improve

employees' commitment. Considering the degree of influence, workshop/conference had the highest influence with Beta value ($\beta = .269$).

Chapter Summary

This chapter has presented and discussed data on background characteristics of the respondents. It has also discussed multiple regression analysis results of how training and development (job orientation, job rotation, workshop/conference, group training/seminar and classroom lecture) influenced organisational performance (output, community outreach and employee stewardship). This chapter is essential because from these analysis findings, conclusions and recommendations of the study are drawn. Chapter five follows this.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Introduction

The main purpose of the study was to investigate the relationship between training and development and performance at the Bolgatanga Municipal Assembly. Specifically, it sought to examine the relationship between training and development methods on the organisational performance, output, quality work delivery and employees' commitment. To achieve these aims, it was essential to develop some hypotheses. The following four hypotheses were formulated, which guided the study: H1: Training and Development methods influence organisational performance. H2: Training and Development influences output. H3: Training and Development influences quality of work delivery. H4: Training and Development influences employees' commitment. The study was directed by quantitative research approach and quantitative correlation study design. The study population was made up of 153 employees of Bolgatanga Municipal Assembly. Census sampling technique was employed in sampling the population. The data collection instrument was a questionnaire. Validity and reliability was considered as the instrument designed was properly scrutinized by the supervisor before it was administered and internal consistency was also analyzed. Multiple linear regression was used to test the hypotheses. Statistical Package for Social Science (SPSS) version 20 was used to perform data entering and transformation. Summary of the key findings of the study were as follows:

Summary of Results

A summary of the key findings of the study are as follows: Hypotheses 1, 2, 3 and 4 (thus H1, H2, H3 and H4) sought to examine the relationship between training and development and performance of Bolgatanga Municipal Assembly (output, commitment and quality of work delivery) using multiple linear regression. Specific objectives of the study were: (1). to examine how training and development influence performance of Bolgatanga Municipal Assembly. (2). to examine how training and development influence the output of workers of Bolgatanga Municipal Assembly. (3). to investigate how training and development enhance quality work delivery by workers of Bolgatanga Municipal Assembly and (4). To examine how training and development affect the commitment of workers of Bolgatanga Municipal Assembly. The following were key findings based on each research objectives and hypotheses respectively:

1. Training and developments: Job orientation ($\beta = .260$; p-value =.000), job rotation ($\beta = .153$; p-value =.012), workshop/conference ($\beta = .210$; p = .004), classroom lecture ($\beta=.286$; p=.000), training/seminar with ($\beta=.138$, p=.054) influences organisational performance.
2. Training and Development: Job orientation ($\beta= .389$; P=.000), workshop/conference ($\beta=.192$, p=.024), classroom lecture ($\beta=.236$; p=.008) influences output. Similarly, job rotation with ($\beta=.010$; p=.887), group training/seminar ($\beta=.015$, p=.858) did not influence output.

3. Training and Development: Job rotation ($\beta=.361$, $p=.000$), group training/seminar with ($\beta=.194$, $p=.022$), classroom lecture ($\beta=.251$, $p=.005$) influences quality of work delivery. Also, Job orientation ($\beta=.108$, $p=.158$), workshop/conference ($\beta=.089$, $p=.292$) did not influence quality of work delivery.
4. Training and Development: Job rotation ($\beta=.200$, $p=.015$), workshop/conference influence ($\beta=.269$, $p=.006$) influence employees' commitment. In addition, job orientation with ($\beta=.081$, $p=.353$), group training/seminar with ($\beta=.114$, $p=.235$), classroom lecture ($\beta=.103$, $p=.307$) did not influence employees' commitment.

Conclusion

The following conclusions were pinched based on the findings of this study. It can be concluded that some training and development methods had strong influence on organisational performance as composite. It can also be concluded that training and development methods had strong effect on output, quality of work delivery and employee commitment.

Recommendation

The study recommends that to drive high performance of Bolgatanga Municipal Assembly, emphasis should be placed on job orientation, job rotation, workshop/conference and classroom lectures and group training/seminar. It is also recommended that to also achieve maximum output of workers of Bolgatanga Municipal Assembly, more attention should be given job orientation, workshop/conference and classroom lectures. Regarding quality work delivery by workers of Bolgatanga Municipal Assembly, critical emphasis should be placed on job rotation, group training/seminar and classroom lectures. Finally, for employees of Bolgatanga Municipal Assembly to adhere to organisational goals, job rotation and workshop/conference should be given serious attention in order to enhance their commitment.

Suggestion for further Study

This study looked at the relationships between training and development and performance of the Bolgatanga Municipal Assembly. Further studies should be done in other private companies around the country to determine how training and development influence organisational performance. A study should be conducted to look at the effect of training and development on organisational performance from a qualitative research approach.

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APPENDIX A

UNIVERSITY OF CAPE COAST

SCHOOL OF BUSINESS/HUMANITIES AND LEGAL STUDIES

HUMAN RESOURCE DEPARTMENT

**SURVEY INSTRUMENT ON THE TOPIC TRAINING AND
DEVELOPMENT AND ORGANISATIONAL PERFORMANCE**

I will like to invite you to participate in a study with the topic impact of training and development on organisational performance, which will add to the knowledge related to training and development and enhance performance. My name is Piilug Stella Sommahmi and the data collected will help fulfill the requirements of a Masters of Business Administration in Human Resource Management at University of Cape Coast. I am under the supervision of Dr. Aborampah Amoah-Mensah of Department of Management Studies, University of Cape Coast. Your participation in this study and your responses will be kept confidential. Any reference to you will be by pseudonym, including any direct quotes from your responses. This document and any notes that might personally identify you as a participant in this study will be kept in safe place.

Personal Information (Demographics)

Please tick the box that is applicable to you.

1. Sex: Male Female

2. Age:

3. Education: Primary/JHS

Secondary/Technical

Tertiary

4. Please tick your department:

Human resource department

Community development

Social welfare

Accounts/finance

Engineering

Department of Planning

Department of Registry

5. Please indicate the number of years you have been with the municipal assembly.....

Training and development

Please tick from 1 to 5 the extent to which you perceive current type of training and development within the organisation?

1= least important

2= less important

3= important

4= much important

5=most important

Statement	Least important 1	Less important 2	important 3	Much important 4	Most important 5
How do you perceive Job orientation as training and development method of the organisation?					
How much importance do you attach to Job rotation in your organisation?					
Do workshop/conferences appeal to you in terms of its importance?					
To what extent do you perceive Group training/ a seminar as organisation's training and development method?					
How much importance do you attach to Classroom lecture offered as training and development methods?					

Organisational performance

Please tick from 1 to 5 the extent to which these types' of training and development proffered has impact on your performance.

1=Little impact

2= Less impact

3= Impact

4= Much impact

5= Most impact

Statement	Little Impact 1	Less Impact 2	Impact 3	Much Impact 4	Most Impact 5
Output					
Quality of work delivery					
Commitment					