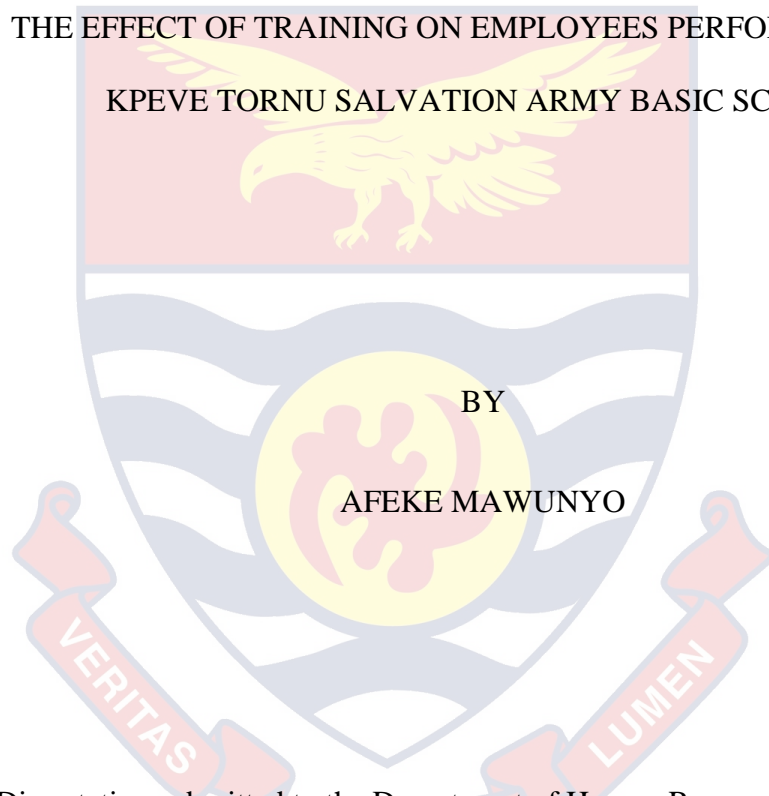


UNIVERSITY OF CAPE COAST

THE EFFECT OF TRAINING ON EMPLOYEES PERFORMANCE AT
KPEVE TORNU SALVATION ARMY BASIC SCHOOL



BY

AFEKE MAWUNYO

Dissertation submitted to the Department of Human Resource Management,
School of Business, University of Cape Coast, in partial fulfillment of the
requirements for the award of Master of Business Administration Degree in
Human Resource Management

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DECLARATION

Candidate's Declaration

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

Candidate's Signature: Date:

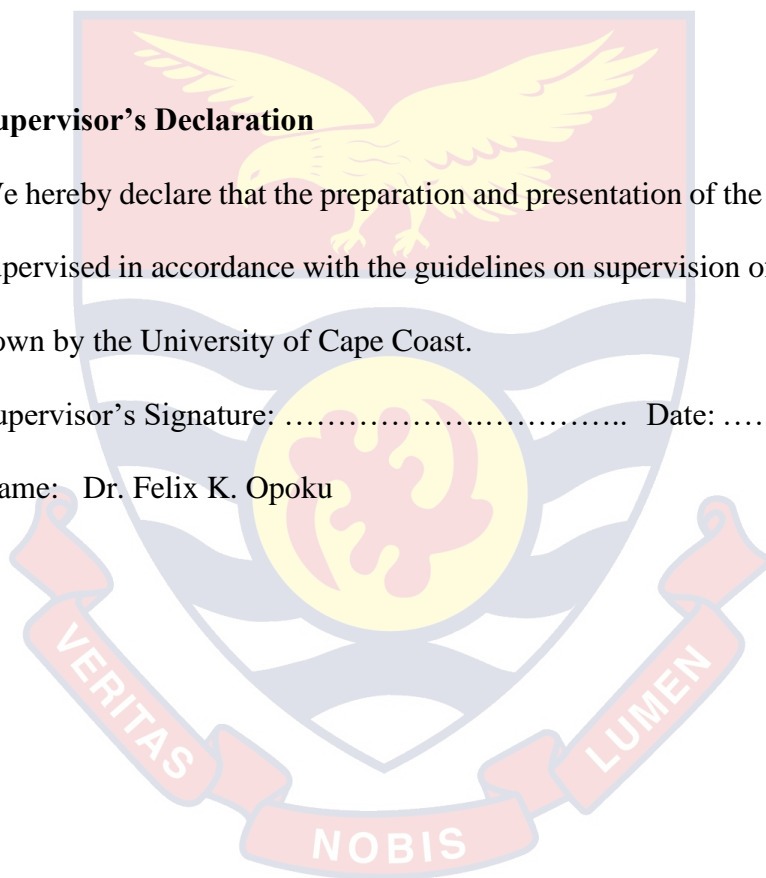
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Supervisor's Declaration

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

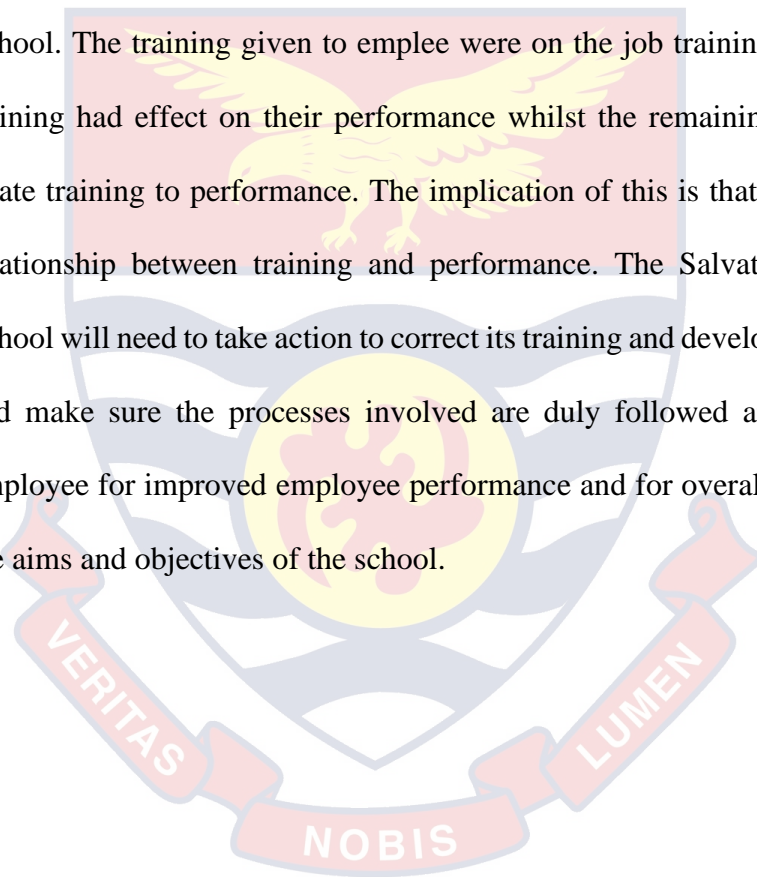
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ABSTRACT

The purpose of the study was to examine the effect of training and employee performance of the Kpeve Tornu Salvation Army Basic School. The study determined the nature of employee training, assessed the relevance of training to employees and examined the effect of training and development on employee performance at the Kpeve Tornu Salvation Army Basic School. The sample size was 50 employees of the Kpeve Tornu Salvation Army Basic School. The training given to employee were on the job training and off the job training had effect on their performance whilst the remaining (38%) did not relate training to performance. The implication of this is that, there is a direct relationship between training and performance. The Salvation Army Basic School will need to take action to correct its training and development activities, and make sure the processes involved are duly followed and benefit every employee for improved employee performance and for overall achievement of the aims and objectives of the school.



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DEDICATION
To my wife and siblings



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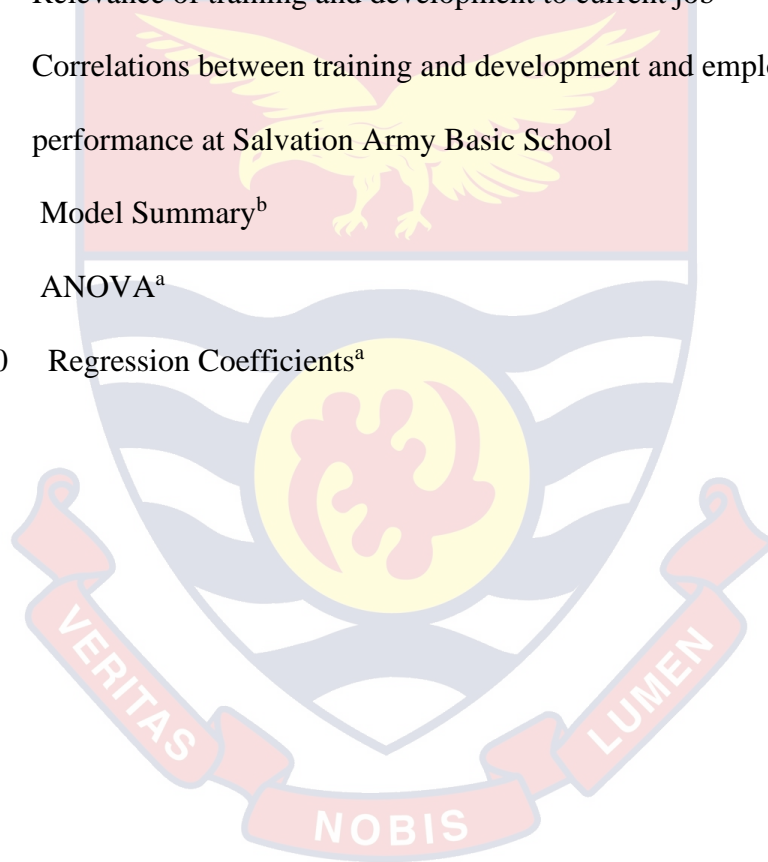
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CHAPTER ONE

INTRODUCTION

Training and development are very important as organisation compete in a highly competitive business environment. training and development are an essential component for the success of the organisation. Employees performance better in an organisation when they participate in training demonstrate competent as compared to those who had not gone through any training and development programmes. To assist employee strengthen or increase their skills the organisation should organise the effective training development programmes for their employees and staff to increase their capabilities by making new products, create new ideas and give quality services in the organisation.

Background to the Study

The role of human resource to the development of countries, institutions and organisations throughout the world cannot be underestimated. According to Appiah (2010), several studies have shown that, the economic development of most developed countries including Britain, China, United States of America and Japan can be credited to the important role that its human resources have played. So, in view of the rich natural endowment and the sufficient financial support, Ghana can also attain its economic success if the needed attention is given to the training and development of human resource (Obi-Anike & Ekwe, 2014; Appiah, 2010). In the works of Niazi (2011) and Khan (2010), the economic growth does not only come about by improvements in technology nor a combination of factors of production, but more importantly, on the increased efforts made towards training and development of their human resources.

Most organisations have significantly invested in their human capital to ensure their survival and growth (Niazi, 2011; Khan, 2010). Current studies have shown that training is an essential element for developing human capital in the organisation (Zeami & Oladele, 2013; Hamidun, 2009). Training is, therefore, one the major ways of developing the intellectual property of the organisation (Abbasi, Waseem, Ayaz & Ijaz, 2016). Training of employees has been identified by many scholars to be very crucial for employee performance and organisational productivity (Obi-Anike & Ekwe, 2014). In order to enhance job performance however, employee skills and knowledge have to be transferred to the workplace, maintained over time and generalized across contexts (Holton & Baldwin, 2000). As a result, specific job training is a complicated matter and has been the focus of much of the training literature (Chiaburu & Teklab, 2005).

Institutions or organisations should ensure that it obtains and retains skilled, committed and well-motivated workforce it needs. Training constitutes one of the pivot on which organizational survival is determined. The stock of human capital of an institution influences the ability of that institution to achieve her desired goals. Human capital is recognised as a critical resource for success. Hence, to improve and or sustain institutional productivity, it is important to optimize the contributions of employees towards achievement of the objectives and goals of an organization (Obi-Anike & Ekwe, 2014).

Armstrong (2001), has set out three specific objectives of every training programme: (1) to develop the competencies of employees in order to improve their performance, (2) to help people grow within the organisation in order that, as far as possible, it future needs for human resources can be met from within

the organisation and (3) to reduce the learning duration of employees starting new jobs on appointment, promotion or transfer, and ensure that they become fully competent as quickly and economically as possible.

Training is the process of equipping the workforce with the necessary knowledge, skills and attitude to tackle the job responsibilities. Staff development on the other hand is improvement of the employees 'competences for future environmental demands and adaptability. Training, from the aforementioned, is a key element for improved institutional effectiveness as it improves the level of individual and competence. Furthermore, training helps to reconcile the gap between what should happen and what is happening. Nonetheless, the contribution of training to the employees and the organization or institution, especially those of the public sector, have not been given the needed attention. Hence the need to investigate the impact of training on employee performance at the Kpeve Tornu Salvation Army Basic School.

Statement of the Problem

Kum, Cowden and Karodia (2014) argued that the ineffectiveness of training and development of employees in the organisation reduces the organisation's productivity, as organisations depend on having people with the right skills, attitudes and capabilities in order to reach goals effectively. It is indicated by Barron et al. (2001), that few employees have the requisite skills, knowledge, abilities and competencies needed to work immediately after school. Also, there has been concerns from some employers about the disconnect between what is taught in schools and what it takes to work. Furthermore, many employees require extensive training to acquire the necessary skills to be able to meet the constantly changing job requirements

even where in-service training and Training, regrettably, has not been given the necessary attention in the Kpeve Tornu Salvation Army Basic School. Many public sector institutions, including the Kpeve Tornu Salvation Army Basic School tend to meet their needs for training in an ad hoc and haphazard way (Appiah, 2010). There are, however, some form of training for the employees, but in spite of that, the school is still challenged with employee performance issues.

Several studies have been conducted on training and development globally. For instance, Khan, Abbasi, Waseem, Ayaz and Ijaz (2016) examined the impact of training and development of employees on employee performance through job satisfaction. The finding of our study showed there positive impact of training and development and job satisfaction with employee performance. Similarly, Kinisa (2019) conducted a study on impact of employees' training and development on organizational performance: A Case of the National Bank of Commerce (NBC) Mwanza City. The findings revealed that training practices and methods were reasonably planned and systematic in nature and followed although some employees were not satisfied with some of the training methods used such as lecture type and role play techniques. Mtulo, (2014) investigating the Contribution of Off Job Training to the Performance of Public Servants. The results of this study provide some knowledge to the fact that trainings is essential to engage in capacity building to the public servants and private sector in general as a component of development. Further studies on training and development focused on its impact on organisation performance (Athar & Shah, 2015; Oghomhe, 2016; Afroz, 2018).

Furthermore, those studies that link T&D to organizational performance were in public sector organizations (Laing, 2009; Ng'ang'a, 2013; Maina & Waithaka, 2017). Furthermore, almost all of the studies mentioned looked at training and development and its impact on organisation in organizational performance were conducted in different contexts and were done on organisation performance not on employee. Therefore this study fills in this knowledge gap by examining the impact of employees' training and development Kpeve Tornu Salvation Army Basic School. Hence, the study to examine the effect of training on employee performance at the basic school.

Objectives of the Study

The overall objective of the study is to assess the impact of training on employee performance at the Kpeve Tornu Salvation Army Basic School. The following specific objectives have been formulated to achieve the general objectives:

1. To determine the nature of employee training at the Kpeve Tornu Salvation Army Basic School.
2. To assess the relevance of training to employees of the Kpeve Tornu Salvation Army Basic School.
3. To examine the effect of training and development on employee performance at the Kpeve Tornu Salvation Army Basic School.

Research Questions

In the light of the stated objectives, the following research questions were addressed:

1. What type of training practices are carried out at the Kpeve Tornu Salvation Army Basic School?

- 2 What is the relevance of training to employees of the Kpeve Tornu Salvation Army Basic School?
- 3 What is the relationship between training and employee performance at the Kpeve Tornu Salvation Army Basic School?

Significance of the Study

The study is significant as it might contribute to knowledge, policy making and human resource management practices. This study is the first comprehensive study of the relationship between training and employee performance at the Kpeve Tornu Salvation Army Basic School. Also the study, in terms of theoretical significance, advances knowledge and understanding of how the integration of training influences employee performance in the public sector in Ghana. As a result, other public and private institutions in Ghana and other developing countries can apply the results for developing and redesigning programmes and courses in ensuring the proper function of their Human Resource management practices.

The study, in addition to the possible theoretical contributions, has significant practical consequences. The results of the study may disclose the role and position of training in the institution. In this way, the findings of the study are expected to benefit Human Resource professionals in designing realistic and far-reaching policies for revamping the school. Also, the findings of this study might enrich the competencies that Human Resource professionals require to identify, utilise, and combine the skills, knowledge and experiences of subordinates for improving and sustaining human capital of the organisation. Moreover, the study may also provide employers with critical knowledge that helps them to assess the performance of their HR professionals.

A sound model, as a final point, may ground future research and practices, and provide useful information for design of policy and implementation as well as provide policy makers with current training models and directions for use, largely, in Ghana.

Scope of the Study

The study seeks to examine the impact of training on employee performance in the Kperve Tornu Salvation Army Basic School. Even though various dimensions of Human Resource management are extensive, this study considered human resource management in terms of employee training and performance. Finally, only employees in the Kperve Tornu Salvation Army Basic School were eligible to answer questions relating to the study. Views expressed by all other persons were, however, noted and used where it was deemed necessary.

Delimitations of the Study

The study was limited to the staff of the Kperve Tornu Salvation Army Basic School, including teaching and administration staff. Also considered was proximity for the source of information and the study setting. The study covered variables such as benefits of training, effect of training on performance, employee performance and challenges of training.

Limitations of the Study

This research was conducted to examine the effect of training on employee performance in the Kpeve Tornu Salvation Army Basic School. The study did not consider in detail, the other functions of human resource management. Furthermore, while the concepts of training and employee performance are very

broad and general in scope, only some selected aspects of these concepts, as specified in the scope of the study, were considered relevant to the study. Also as characterized by any such research, inadequate funding and limited time on the part of the researcher was one of the challenges faced. The study was, however, supposed to cover the entire basic schools of the district. However, that was a huge challenge since the funding of the study was solely from the resources of the researcher. This, therefore, limited the scope of then coverage.

Organization of the Study

The thesis is organised into five chapters. Chapter One focused on the Introduction, the background and statement of the problem, the objectives of the study, and a set of research questions. It also comprised the significance of the study and the organisation of the dissertation. Chapter Two presents the literature review, concepts and theories underlying training and employee performance, and the main topics include the definitions, components, major and related theories underlying the variables in the study. Chapter Three also featured he methodology and presents the methodological framework adopted for the study. It includes the research design, a description of the study area, characteristics of the target population, sampling procedures, data collection instruments as well as data processing and analysis. The fourth Chapter contains the study results and analysis whiles the fifth Chapter provides the summary, conclusions, and recommendations. At the end of the report are the appendices that contains the references and questionnaires.

Chapter Summary

This chapter has discussed the background to the study as well as the problem statement. The general objectives and specific objectives to achieve the general objectives has also been considered. The chapter also considered the significance, the scope, the delimitation and limitation of the study. At the end of the chapter features the organization of the study.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter introduces the review of the related literature to the study. It provides a theoretical grounding for the study, concepts of training and development, trainings programmes, relevance of the training and development, relationship between training and development and employee performance, empirical review and conceptual framework of the study.

Theoretical Foundation of the Study

This research is based on the Resources Based theory, Human Capital theory and Reinforcement theory

Resource Based Theory

This theory was developed by Penrose (1959) provided the bases for the training and development. The Resource-Based theory was as contended by Barney (1991), states that supported competitive advantage comes from the assets and abilities a firm control that are significant, uncommon, completely imitable and not substitutable. These assets and capacities can be seen organisational resources, including a company's administration aptitudes, its hierarchical procedures and schedules, and the data and information it controls. An asset based way to deal with vital human asset administration concentrates on fulfilling the human capital prerequisites of the association. Competitive advantage is acquired if an association can get and create HR that empowers it to learn speedier and apply its adapting more viably than its opponents.

The human resource of an organisation constitute a critical non-imitable resource which is accomplished by guaranteeing that the firm has higher quality individuals than its rivals, the novel scholarly capital controlled by the business is produced and sustained, organizational learning is supported, organization particular qualities and a culture are maintained (Barney, 1991). The point of a resource-based approach is to enhance resource capacity in this manner accomplishing vital fit amongst resources and openings and acquiring included esteem from the compelling arrangement of resources. Resource-based theory stresses that interest in individuals increases the value of the firm. Resource-based procedure, as Barney (1991) demonstrates, can create key ability and deliver human resource advantage (Armstrong, 2009).

Human Capital Theory

It was developed by Becker (1993) provided the basis for the perspective that training and development is a worthwhile investment. The emphasis of human capital theory is how training and development influences on efficiency and productivity of workers through growing level of cognitive inventory of economically productive human functionality (Olaniyan & Okemakinde, 2008) Human capital theory shows that individuals and the whole society gain economic benefits from investment in people (Sweetland, 2007). 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. Backer (1993) recognized that education and training are the most important components of human capital investment and that the income of a better

educated and trained person is normally higher than the average wage rate. Human capital is substitutable, however not transferable like land, work, or altered capital (Becker, 1996). The term human capital is characterized by all human capacities intrinsic or gained. Human capital is characterized as the consolidated insight, abilities and skill that give the organization its particular character.

The human components of the organisation are those that are fit for learning, changing, enhancing and giving the inventive push, which if legitimately roused, can guarantee the long-term survival of the organization. The concept of human capital is most helpfully seen as a spanning concept and gives a connection between Human Resource practices and business execution as far as resources as opposed to business forms. It is for sure the learning, aptitudes and capacities of people that make esteem, which is the reason the center must be on method for drawing in, holding, creating and keeping up the human capital they speak to. The role of human capital as a potential wellspring of feasible upper hand has as of late been the center of considerable enthusiasm for the scholarly and mainstream press.

Reinforcement Theory

It was developed by Skinner (1938) and emphasized that human beings are stimulated to perform or keep away from position or negative behavior because of consequences that have resulted from the behaviors. It emphasizes that human beings are inspired to perform or avoid certain behaviors due to the sort of reinforcement which have resulted from one's behaviors. From a training angle, reinforcement concept indicates that for new comers to gather know-how trade conduct, or alter capabilities, the instructor desires to perceive what effects

the learner finds good and bad. Trainers then need to link these results to inexperienced persons obtaining know-how. capabilities.

Reinforcement concept permits gaining knowledge to grow or greater to perform activity. Skinner (2013), states that people are motivated to perform or avoid certain behaviors due to past experiences that arise from these behaviors. Positive reinforcement results from pleasurable behavior outcome. Positive reinforcement theory suggests that for trainees to acquire knowledge, competency, and modify skills, the trainer needs to identify what outcomes the learners finds most positive and negative, then link the outcomes to the training practices. Reinforcement theory suggests that trainees are likely to adopt a desired behavior, through training, if the changed behavior will be of benefit to them (Matofari, 2015).

However, Negative reinforcement is the removal of pleasurable behavior outcome. When both the pleasurable and un-pleasurable behaviors are withdrawn the resultant behavior is extinction. Punishment is unpleasant outcome resulting from some behavior that may culminate in the decrease in that behavior. For instance, if a supervisor shouts at employees due to lateness, they will avoid the embarrassing shouting by cheating they are unwell or make telephone calls that they will come late or device some mechanism to avoid the boss' shouting and to ensure the boss does not discover the trick (Noe, 2010). From a training perspective, reinforcement theory suggests that for learners to acquire knowledge, change behavior or modify skills, the trainer needs to conduct a training needs assessment to identify what outcomes the learner finds most appealing and which he or she finds negating.

Upon conducting the training needs assessment, trainers should therefore connect these outcomes to learners acquiring knowledge or skills or changing behaviour. There are very many advantages that learners will encounter when they participate in training programs. The advantages include: acquiring knowledge to do work in much easier and interesting ways, and encountering other employees who can serve as resources when problems occur, thus increasing opportunities for promotion. Reinforcement theory maintains that trainers can withhold or provide these benefits to learners who get good understanding of program content. The effectiveness of learning depends on the pattern or schedule for providing these reinforcers or benefits (Mullins, 2010).

Modifying behaviour is a mode of training that is primarily based on reinforcement theory such as, showing employees safe and unsafe work practices in action. This will make employees appreciate practicing safe behaviours at work. This actually promotes the employee's wellbeing and positive feedback given to them. Reinforcement theory argues that behaviour is strengthened and controlled by external events, for example Classical Conditioning proposed by Pavlov (2014), and Operant conditioning proposed by Skinner (2013). It is very important for trainers to employ positive reinforcement and feedback, to enable pleasant learning experiences during the trainings.

Studies by Ololube (2004), employed reinforcement theory in assessment of teachers' job effectiveness, in which he reveals two variables that promote reinforcement that is environment and observable laws that can be changed or predicted according to the situation available. Armstrong (2009) and

Noe (2010), revealed the following variables which a learner must acquire; knowledge, change of behaviour, modification of skills, positive feedback and progress achieved in steps leading to desired results.

Methods of Training and Development

On-the-Job- training

On-the-job training according to Baum and Devine (2007), is useful method of transfer of knowledge from one person to another. Employees are able to practice this method as they learn. On-the-job training is very useful when it comes to task-oriented activity such as handling machinery, according to Blanchard & Thacker (1998). Alipour et al (2009) highlighted the same point, informing that hands-on training would allow employees to have a clearer picture in fulfilling the duty. Deming (1982) also argues that employees tend to better understand on-the-job training compared to reading books or manuals. According to Salau et al (2014), on-the-job training could lead to organizational success and increase the performance of employees as they learn and carry out the task one way. This is because, when undergoing on-the-job training, employees are able to relate directly from their daily operations (Tukunimulongo, 2016). according to Taylor and Davies (2004), it actually saves time and cost when employees perform their tasks while learning. However, it is not without limitation as Torrington et al. (2005) argues that conflict may arise if the trainer and the trainee have different ways of doing things that could lead to a production error or accident possibility (Reddy, 2016). On the job training or behavioral methods allow trainees to practice behavior in real or simulated fashion. They stimulate learning through behavior

which is best for skill development and attitude change (Alipour, Salehi, & Shahnava, 2009).

On-the-job training is actually done when an employee gets the training while performing his or her assigned task (Ameeq & Hanif, 2013). The purpose of the on-the-job training session is to provide employees with task-specific knowledge and skills in the work area (Alipour, Salehi & Shahnava, 2009). The knowledge and skills presented during on-the-job are directly related to job requirements. Job instruction technique, job rotation, coaching and apprenticeship training are the common forms of on-the job training methods (Alipour, Salehi & Shahnava, 2009). Barber (2004) found that on-the-job training led to greater innovation and tacit skills. Tacit skills are behaviors acquired through informal learning that are useful for effective performance.

Off-the-Job- training

According to Shafini et al. (2016), employees are able to pay more attention when they attend training outside their work environment as the likelihood of being disturbed by work operations is much lower when compared to the work environment training. Off-the-job training, according to Mtulo (2014), allows employees to participate in the training program without being disrupted by external factors as the training site is usually set up in a way that allows full concentration of the employee. Every tools or equipment needed to facilitate the training program would have been made readily available. Off-the-job training is generally more structured with a proper agenda, according to Ramya (2016), which optimized the learning duration and provides systematic learning experience. Meanwhile Wright & Geroy (2001) argues that off-the-job training is important for specialized or technical skills in particular. This is also

supported by Lynch (1992), who claims that off-the-job training is usually carried out by a field expert. Methods such as simulation lecturing and role-playing stimulate employees to learn in a controlled environment in a practical way (Smith, 2002; Hamilton, 1990).

Nonetheless, one of the concerns raised by Riley (2018) is that off-the-job training could lead to more work when training is completed, as it requires time-off from actual work. This could indirectly decrease the quality of the work, simply because they want the work to be done in the shortest possible time. The off-the-job training is usually designed to meet the shared learning needs of a group rather than a particular individual's needs. Lectures, computer-based training, games and simulations are the common forms of off-the-job training methods (Alipour, Salehi & Shahnava, 2009).

Relevance of Employee Training and Development Programmes

Training in any organization is essential to ensure that the skills of employees are always in line with the market standard, particularly in today's age of rapidly changing environment and technology, and that the quality of work is constantly maintained (Imran et al, 2014; Zahra et al, 2014; Otuko et al, 2013). With training, employees would be able to adapt to the constantly changing situation and manage daily work while maintaining or even improving their job performance, since training prepared employees to be ready for any huddles and also reduces employee resistance to change (Khan et al., 2016; Shafini et al., 2016). Training not only promotes new knowledge, skills, and abilities, according to Aragón et al (2003), but also cultivates a learning behavior and prepares employees for any uncertainty that might occur.

Training thus becomes inevitable and indispensable in order to have a capable and well-prepared workforce attaining high work quality and maintaining an optimum level of performance towards achieving organizational goals and objectives (Falola et al, 2014).

Devins, Johnson and Sutherland (2012) found that trained employees often work better as teams because everyone is aware of the expectations and can achieve them together smoothly. Trained employees are more confident in their performance and decision-making skills. In addition, the employees who receive regular training are more likely to accept change and come up with new ideas. The employees who learn new skills through training make good candidates for promotions because they have shown their ability to learn, retain, and use information (Yamoah, 2013).

Training helps the employee to get job security and job satisfaction. A well-trained employee will be well acquainted with the job and will need less supervision. According to Onyango and Wanyoike (2014), employees acquire skills and efficiency during training become more eligible for promotion. They become an asset for the organization. Training improves efficiency and productivity of employees. Well trained employees show both quantity and quality performance. There is less wastage of time, money and resources if employees are properly trained (Onyango & Wanyoike, 2014).

According to Zahiruddin et al. (2012), a well-trained employee has performed their task skilfully and intentionally. Organizations are always looking forward to improving their performance, and this is hardly attainable if the workforce is not qualified. According to Tan and Khatijah (2017), training is essential regarding new employees who have just joined the organization or

a seasoned employee, as training allows employees to remain ahead of their competitors and to be well informed with emerging technology in order to enable them to manage any problem that may emerge assiduously (Elnaga & Imran, 2013). In addition, training increases employee knowledge and skills which lead to an organization's employed performance (Nischithaa & Rao, 2014). Consequently, employee training results become more skilled and inspired to increase higher productivity, more willing to work, committed and sustain quality performance (Mohan & Gomathi, 2015; Khyzer et al., 2012). One of any organization's key success factors comes down on its employees. Training and development are seen as a powerful investment-value tool for increasing employee performance and leading to better organisational performance and success (Khan et al., 2011).

Training and development allows an organisation to respond to different that meet the tastes and preferences of customers, according to Cowden and Karodia (2014) it enhances the skills of employees and enhances their morale, thus making them efficient, reducing waste and operations and increasing productivity. Moreover, training and development result in reduced employee turnover and result in minimal supervision. It nonetheless shortens the time for new employees to learn, reduces learning costs and motivates employees to be loyal to the organization (Armstrong, 2003).

In Glaveli and Karassavidou's (2011) words, it is the human resource that acts as a multiplicative factor in putting the organization on the victory track. Although each of the HR practices is vital in supporting the advancement of its workforce in its place, training plays the most vital role of all in developing the leveraging factor for progress of an organization i.e. its human asset. The

positive outlook of the job gained through training and development creates loyalty sentiments in the employees who then perform well in terms of better serving the customers. Training thus fosters loyalty, which in turn stimulates performance up to the mark.

An organization's training and development is an educational process through which employees can learn new information as well as relearn and strengthen existing knowledge and skills (Long, Kowang, Chin & Hee, 2016). The most important thing for an organization's contemporary management is to think about the new training and skills options and methods that can enhance employee effectiveness and efficiency which, in turn, could be an added advantage of the organization concerned. Training and development facilitate enterprise adaptation of new technology by increasing employee efficiency (Kennedy, 2009).

Training and development aims to enhance human resource utilization which further helps to achieve the organizational goals as well as their individual goals. Training and development tends to help provide the company with an opportunity and broad structure, or the development of the technical and behavioral skills of human resources. It helps employees accomplish personal development, too. Training and development helps to boost employee employment knowledge and skills at each level. Training and development as a unified concept helps broaden the horizons of the human intellect and the employees' overall personality.

Training and development is the framework to help employees develop their personal and organizational abilities, knowledge, and skills. The focus of all aspects of human resource development is on developing the highest level of

workforce to enable the organization and individual employees to achieve their work objectives in service to the general public (Nel, Gerber, van Dyk, Haasbroek, Schultz, Sono & Werner, 2004). Investing in training and development is imperative for any organization that is sure to realize a return on investment in training and the development of its workers.

In addition, Saleem et al. (2011) proposed continuous training to provide for the motivation, trust, general behavior and self-esteem of employees. Similarly, they believe that it is T&D that increases the satisfaction of employees with their job, improves their work efficiency and provides return on investment ROI in terms of making employees more knowledgeable, skilled and productive. It also makes them more loyal, committed and organisationally contributing. Batool and Batool (2012) also support this view that, through training, job satisfaction, self-confidence and self-worth are given a boost among employees. Zenger (Batool & Batool, 2012) points out that the provision of expert skills makes the workers take an energetic part in the quality improvement process.

Employee Performance

Job performance of an employee at place of work is also called as employee performance and it deals with the accomplishment of tasks which are given to workers by the top management (Khan & Imtiaz). The idea of employee performance as dependent variable is broadly used in Organizational and industrial psychology (Kahya, 2009). Organizations should focus on the factors which improve the performance of employee as an employee performance is significant component of organization (Abbas & Yaqoob, 2009).

Firm's crucial component is employee and their success and failure depend on performance of employee (Hameed & Waheed, 2011).

Performance can be defined as the fulfillment of particular task calculated against already known standards like that of accuracy, speed and cost and how accurately employees perform the task determines the good performance and also organisations have some expectations regarding performance of employees, when that level of expectation is met by the employees they are called as good performers (Sultana et al., 2012). Practices of human resource management have been positively associated with development areas of an employee and employee performance and this fact is supported by previous studies (Hafeez & Akbar, 2015). Employee performance is composed by the behavior of the employee and outcomes which come when the tasks of job are completed by using specific abilities and these results are measured by various scales (Imran & Tanveer, 2015). Similarly, Scholars such as Saleem et al (2012), Graig (1976); Akintayo (1996); Obisi (1996); Oribabor (2000) and Oguntimehin (2001) put forward the benefits of T&D as an improvement in human, theoretical, & managerial skills, enhanced skills, work efficiency and knowledge.

Effect of Training of Employee Performance

Kum, Cowden and Karodia (2014) argued that the ineffectiveness of training and development of employees in the organisation reduces the organisation's productivity, as organisations depend on having people with the right skills, attitudes and capabilities in order to reach goals effectively. A random sampling method was used to select participants for this study, which adopted a quantitative approach. Accordingly, data was collected using a

questionnaire. The study was limited to employees of ESCON. Subsequently, 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 organisation

A study by Khan, Abbasi, Waseem, Ayaz and Ijaz (2016) showed training has positive impact of training and development and job satisfaction with employee performance. Training and development will lead to higher job satisfaction level in employees and they will fulfill their duties with a great deal of responsibility with best performance. Kinisa (2019) studied the impact of employees' training and development on Organizational Performance and found that training and training methods were reasonably planned and systematic in nature and followed although some employees were not satisfied with some of the training methods used such as lecture type and role play techniques. The study also found that although employees are trained on-job training with different methods, they prefer mentoring and coaching as well as job rotation because these methods help them in acquiring skills and knowledge to effectively and efficiently perform their specific daily tasks. Employees indicated that T & D programs have improved their skills and capabilities. Mtulo (2014) investigating the Contribution of Off Job Training to the Performance of Public Servants. The results of this study provide some knowledge to the fact that trainings are therefore essential to engage in capacity building to the public servants and private sector in general as a component of development.

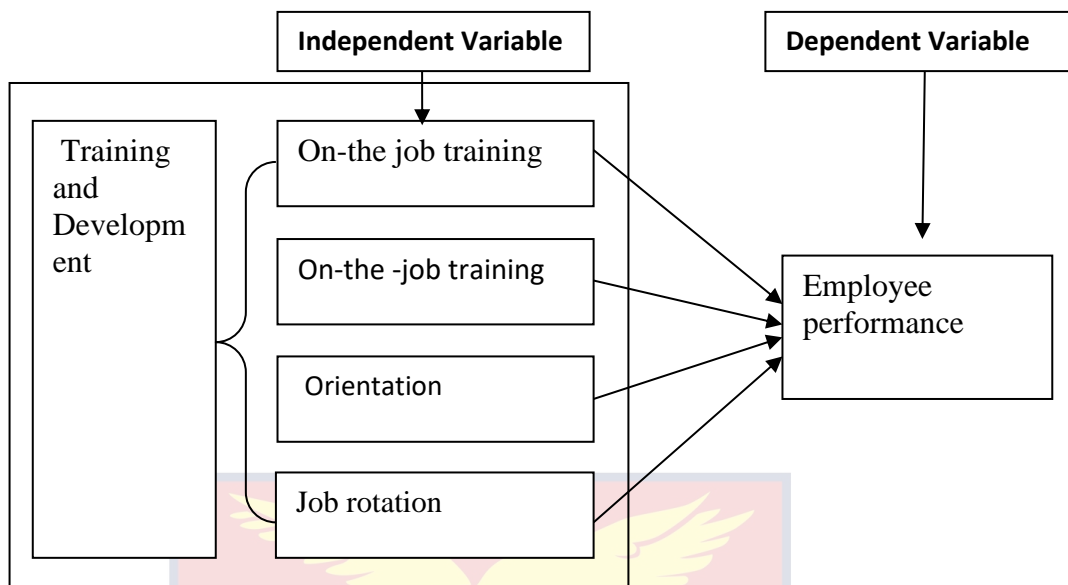


Figure 1: Conceptual Framework

Source: Field Survey, (2020)

Empirical Review

Mahadevan and Yap (2019) examined the impact of on-the-job and off-the-job training on employee performance. The researcher adopted positivism research philosophy and collected quantitative primary data through survey questionnaire. The questionnaire was designed based upon various types of on-the-job and off-the-job training methods. Census method is adopted to collect data as the researcher distributed the questionnaire to all 162 employees in the target population providing an equal chance for all to participate in the study. 136 responses were returned however only 124 are accepted as the remaining was found to be incomplete. The collected data were analyzed using SPSS software in order to get the regression values. The result shows both on-the-job and off-the-job training achieve a standardized coefficients beta value of 0.370 and 0.546 respectively with significant value of 0.000 which concludes the

outcome of the research that on-the-job and off-the-job training have a positive significant impact on employee performance.

Kinisa (2019) investigated the impact of employees' training and development (T&D) practices on organizational performance in Tanzania banking industry, a case of NBC bank in Mwanza city. It was further guided by four specific research objectives: (i) To identify how training needs analysis is conducted at NBC bank in Mwanza city, (ii) To determine the T&D practices and procedures at NBC bank in Mwanza city, (iii) To determine the T&D methods used on employees at NBC bank in Mwanza city, and (iv) To determine the effect of T&D programs towards employees' and organizational performance at NBC bank in Mwanza city. The research surveyed 75 employees from three NBC bank branches in Mwanza city using a self-administered structured questionnaire. Personal interviews were also held with some management and ordinary staff of the bank. The results from the study indicate that NBC bank conduct TNA before running T&D programs. Most of the training facilitations for non-managerial employees were on job-training, while management mostly off job training. The findings reveal that training practices and methods were reasonably planned and systematic in nature and followed although some employees were not satisfied with some of the training methods used such as lecture type and role play techniques. Nevertheless, most of the employees were of the view that T&D programs are effective tools at individual and organizational level. The study also found that although employees are trained on-job training with different methods, they prefer mentoring and coaching as well as job rotation because these methods help them in acquiring skills and knowledge to effectively and efficiently perform their specific daily

tasks. Employees indicated that T & D programs have improved their skills and capabilities. Overall, the training and development programs resulted in to improved employees' job performance as well as overall organizational performance. The study recommends among other things, that a more systematic process in training be followed, NBC bank incorporate outcomes of yearly performance appraisal into employees training programs and initiate a motivation policy attached to training.

Khan, Abbasi, Waseem, Ayaz and Ijaz (2016) examined the influence of training and development on employee performance through job satisfaction is studied. 115 questionnaires were distributed among employees i.e. executives and managers of Telecom companies in Abbottabad, Haripur and Mansehra of which 105 were returned. Convenience sampling technique was used for data collection. The response rate was 91%. The finding of our study showed positive impact of training and development and job satisfaction with employee performance. Training and development will lead to higher job satisfaction level in employees and they will fulfill their duties with a great deal of responsibility with best performance.

Falola, Osibanjo and Ojo (2014) examined the effectiveness of training and development on employees' performance and organisation competitive advantage in the Nigerian banking industry. Descriptive research method was adopted for this study using two hundred and twenty three valid questionnaires which were completed by selected banks in Lagos State, South-West Nigeria using simple random sampling technique. The data collected were carefully analyzed using descriptive statistics to represent the raw data in a meaningful manner. The results show that strong relationship exists between training and

development, employees' performance and competitive advantage. Summary of the findings indicates that there is strong relationship between the tested dependent variable and independent construct. However, bank management should not relent in their quest to train their staff to develop new ideas that will keep improving and retaining employee performance

Mtulo (2014) investigated the different types of training and training methods employed by health department in Ilala Municipal; Secondly, to know the perceptions of trainees relative to their ideals in terms of implementation; and Lastly to measure the attitude of trainees towards specific attributes of the training program as it was carried out in the health department. Thirdly, to know the population, sample size, sampling technique and methods of data collection. A case study design approach was used on the Assessment of Contribution of Off Job Training to the Performance of Public Servants at IMC. Case study research design was chosen because this method is a very popular form of qualitative analysis and involves a careful and competence observation of a social unit. The results of this study provide some knowledge to the fact that trainings are therefore essential to engage in capacity building to the public servants and private sector in general as a component of development. This suggests the importance of training and development. Given this importance, there is a need to initiate training employees in public sector organizations by different stakeholders including the donor community and the government itself

Waithira (2014) concentrated on the apparent relationship between training and improvement practices and employee performance at Kenya Commercial Bank, Kenya. The discoveries of the study uncovered that the employees at Kenya Commercial bank saw training improvement as key in their

performance. The projects arranged the bank employees to cooperate in groups, having given them precision in preparing their work and information in parts of value. Training additionally edified them on what is anticipated from them in their different divisions and this has not just aided in the end of employment errors yet has minimized dangers and in addition to guarantee congruity and consistency over the whole group. Training given after taking off of new items and administrations and other mechanical changes, for example, reception of new frameworks has likewise assisted the bank employees with dealing with the progressions better. The trainings additionally helped the employees to tie their own endeavors toward achievement of the whole association's central goal and vision and buckle down towards accomplishing this.

Scholars have studied the relationship between training and employee performance and established that there is a positive relationship between training and employee performance thus training impacts positively on employee performance by generating benefits to both the employees and the organization through the development of skills, knowledge, abilities, competencies and behavior. Philips, Jack and Stone (2002) established that training plays a significant role in the development of 28 organizations, enhancing performance as well as increasing productivity and ultimately putting organizations in the best position to face competition and stay on top.

Jagero, Komba and Mlingi (2012) concentrated on the relationship between at work training and employee performance in Courier organizations in Dar es Salaam, Tanzania. The targets of the exploration were to inspect the current at work training programs in the messenger organizations in Dar es Salaam and to survey employee performance in dispatch organizations in Dar

es Salaam. Field discoveries demonstrated that diverse projects of at work training are directed in DHL and FedEx. Those training projects are fundamentally led by general need of the organization or because of the ordinary changes that do occur in the organization. The level of performance is measured against well-set standards and for the most part the Key Performance Indicators are utilized. In the meantime, it was discovered that performance to a major degree relies on upon the training employees got. It might be, with assurance, expressed that there is a major relationship between at work training and employee performance in DHL and FedEx. At work training programs truly decidedly impact on employee performance.

Ngugi (2014) concentrated on the apparent relationship amongst training and improvement and employee performance in Geothermal Development Company. The target of the study was to discover the relationship amongst training and advancement and employee performance in Geothermal Development Company. This study embraced an elucidating overview outline in the examination of the targets. The key discoveries of the study were that Geothermal Development Company Employees know about the presence of a training and advancement arrangement in the association and were of the view that upon the culmination of their training, they impart what they have figured out how to different employees. In any case, the staff did not concur with the training assessment as the outcome shows that the respondents differ that training assessment is agreed high need in the association. The ramification of the study was that training and improvement is essential in affecting employee performance.

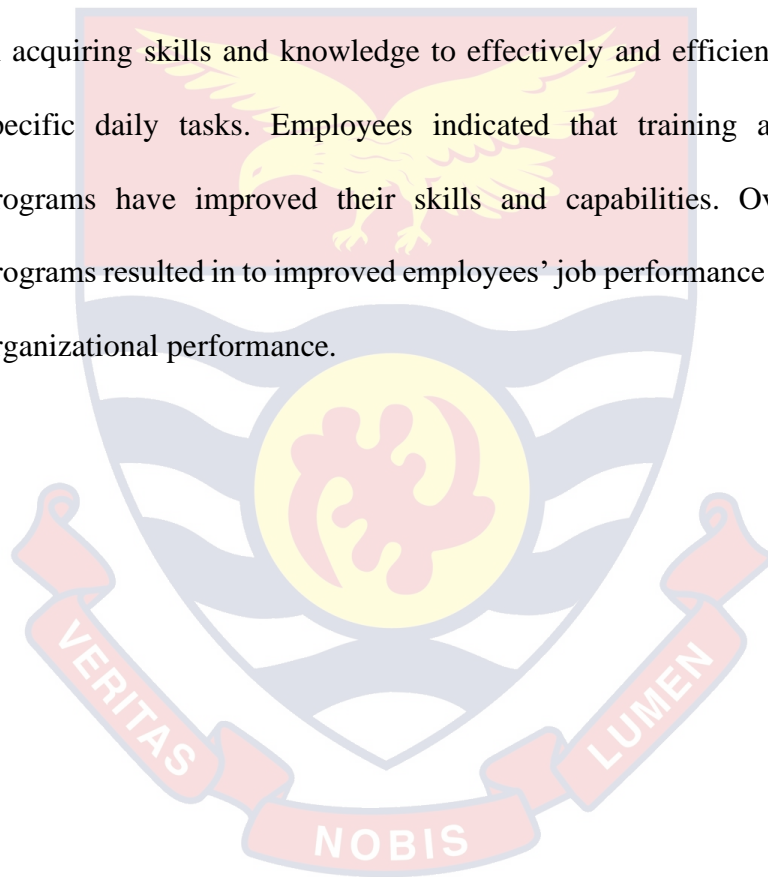
Kasau (2017) focused on the relationship between training and performance at Kenya Women Finance Trust Eastern Nyanza. The study found out that the three variables of training investigated were key in determining employee performance especially in-service firms under which MFIs fall. The research confirmed that training has a big influence on performance with attitude, job satisfaction and service delivery equally getting the same weight. Training to develop positive attitudes at work place, to increase efficiency and effectiveness in service delivery and improve job satisfaction of the employees.

Gap in the Literature

The studies reviewed in literature and revealed that most of the researches on training and development (T&D) in the banking industry focused on its impact on employees' performance (Athar & Shah, 2015; Oghomhe, 2016; Afroz, 2018) except that by Enga (2017) in Cameroon. Furthermore, those studies that link T&D to organizational performance were in public sector organizations (Laing, 2009; Ng'ang'a, 2013; Maina & Waithaka, 2017). The two Tanzanian studies of Kibibi (2011) and Mwaibako (2013) that looked at the relationship between T&D and organizational performance were in public sector organizations, which operate differently from private sector organization. Furthermore, almost all of the studies mentioned looked at training and development and its impact on employees' organizational performance. They did not look at training methods as their independent variables as is this research. Therefore, this study fills in this knowledge gap and examined the impact of training on employee performance at the Kpeve Tornu Salvation Army Basic School.

Chapter Summary

The chapter discussed the both the theoretical review, on the nature of employee training at the assessed the relevance of training to employees, examined the effect of training and development on employee performance, conceptual framework and empirical review. The study also found that although employees are trained on-job training with different methods, they prefer mentoring and coaching as well as job rotation because these methods help them in acquiring skills and knowledge to effectively and efficiently perform their specific daily tasks. Employees indicated that training and development programs have improved their skills and capabilities. Overall, the T&D programs resulted in to improved employees' job performance as well as overall organizational performance.



CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter presents the research designs adopted, the population, size determination and sampling techniques, data collection instruments, data collection procedures, validity and reliability, ethical consideration, data processing processing and analysis.

Research Design

Lavrakas and Stec (2017) argue research design is a general plan or strategy for conducting a research study to examine specific testable research questions of interest. Machuki (2014); Kothari (2011) also argued that a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure and the study is a quantitative approach. Quantitative research quantifies the problem being investigated by generating data in numerical form or data that can be transformed into forms viable to be subjected to statistical analysis. This research quantifies attitudes, behaviors, and opinions (Creswell, 2014). Quantitative research makes use of numeric data hence reducing chances of misinterpretation. However, carrying out a quantitative research requires good statistical knowledge as well as a large sample size to reduce estimation errors and make a generalization of results more sensible (Taylor, Bogdan & DeVault, 2015). It is worth noting that mixed research design integrates both qualitative and quantitative approaches.

In this study, descriptive research design is preferred. According to Saunders, Lewis, and Thornhill (2009), the use of descriptive research design provides the researcher with more control over the process and through sampling; it eases the generation of findings representing the whole population cheaply than collecting statistics for a whole population. The use of descriptive research was further supported by the proposition by Sipe (2004), which maintains that this approach permits use of both qualitative and quantitative techniques in addition to necessitating in-depth inquiry into the subject matter. Some of the data collection techniques applied in this approach includes questionnaires or scales as pointed out by Quinlan (2011). According to Sekaran and Bougie (2013), a descriptive research design helps the researcher to understand the characteristics of a group in a given situation, think systematically about aspects in a given situation, offer ideas for further probe and research and finally help make certain simple decisions. This method was selected because it provides numeric descriptions of some part of the population and describes and explains events as they are, they were and will be (Oso & Onen, 2011).

Population

Schutt (2015) also defined population as the entire set of individuals or other entities to which study findings are to be generalized. Machoki (2014) contended that a target population refers to the total number of subjects, or the total environment of interest to the researcher or the entire set of units for which the survey data is to be used to make inferences. Babbie (2007), posits that population is the group that the researcher is interested about for the purpose of collecting data, analyzing the data and generalization of findings. The target

population for this study was fifty-nine (59). This consists of staff and Management of the Ghana Revenue Authority at Takoradi in the Western Region.

Sample and Sampling Procedures

According to Kothari (2004) a sampling procedure is a technique that the researcher adopts in selecting items for a sample. It was not possible to study all members of the population since it would have involved tremendous amounts of time and resources (Mugenda & Mugenda, 1999; Kothari, 2004). As a result, a sample was selected and studied to represent the entire population. An optimum sample of 50 employees and management, which fulfils the requirements of efficiency, representativeness (Kothari, 2004; Mugenda & Mugenda, 1999), reliability and flexibility, was selected based on cost, accepted confidence level and size of the population. This enabled the researcher to gain information about the population. The Yamane (1967) formula for calculating sample sizes was used to calculate the sample size at 95% confidence level and $P = 0.5$.

Where n is the sample size, N is the population size, and e is the level of precision.

Where n is the sample size, N is the population size, and e is the level of precision.

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

$$n = \frac{59}{1 + 59(0.05)^2}$$

$$n = \frac{59}{1 + 59(0.0025)}$$

$$n = \frac{59}{1.235} = 50$$

Data Collection Instrument

The data collection instrument used structured questionnaire because questionnaires are extremely flexible and could be used to gather information concerning any topic, from a large or small number of people (Olatokun & Gbinedion, 2009). The questionnaire will be specifically designed to accomplish the objectives of the study. The questionnaire was divided into four sections. Section A collected data on basic demographic information of the respondents such as gender, age, qualifications of the respondents and working experience. Section B of the questionnaire the nature of employee training at the Kpeve Tornu Salvation Army Basic School.assess the. The section C of the questionnaire relevance of training to employees of the Kpeve Tornu Salvation Army Basic School, Section D the effect of training and development on employee performance at the Kpeve Tornu Salvation Army Basic School and Section E captures questions on employee employees performance

The structured questionnaire were closed-ended questions and a customized five-points likert scale was used to collect data. Respondents asked to indicate their level of agreement with each item. Each item had a five-point scale ranging from 1=strongly disagree, 2=disagree, 3=not sure, 4=agree, and 5=strongly agree. The researcher used Questionnaires as the main tools for collecting the primary data. The researcher used questionnaire because questionnaires provide a high degree of data standardisation and adoption of generalised information amongst any population (Schutt, 2015). The responses are easy to code and the they less expensive.

Validity and Reliability of the Research Instruments

In this study, so as to ensure that there is validity, the questionnaire were prepared in line with the set objectives and making sure that it contains all the information that can enable answer these objectives (Saunders, 2009). The researcher used content validity through expert and supervisor's opinion. The researcher used the Cronbach's Alpha that is widely used to assess internal consistency reliability and is used for three, four, or five-point Likert scale items with 0.7 being the cut-off point (Malhotra, 2015).

Warrens (2014) posits that Cronbach's alpha is the most commonly used coefficient for approximation of reliability of test scores for structured questionnaires and for calculating internal consistency. According to Saunders et al. (2016), internal consistency involves correlating the responses to each question to other questions in the questionnaire and measuring the consistency of responses. Cronbach's alpha values range between 0 and 1 where a value of 0 indicates no reliability, while 1 indicates high reliability (Warrens, 2014). However, the threshold for interpretation of reliability of the research instrument is Cronbach's alpha value of 0.7. According Tavakol and Dennick (2011), Cronbach's alpha values of less than 0.7 indicate that the research instrument is unreliable while Cronbach's alpha values equal to or greater than 0.7 indicate that the research instrument is reliable. For this study, the research instrument was tested for reliability using Cronbach's Coefficient Alpha estimate. The results indicated that all variable constructs had Cronbach's alpha values greater than 0.7 and thus the instrument was found reliable.

Data Collection Procedure

The researcher used a self-administered questionnaire made up of closed-ended questions. The researcher administered the questionnaire individually to the respondents. According to Bryman and Bell (2011), with a self-administered questionnaire (SAQ), respondents answer questions by completing the questionnaire themselves. As there is no interviewer in the administration of the self-completion questionnaire, the research instrument has to be especially easy to follow and its questions have to be particularly easy to answer (Saunders et al., 2016). Bryman and Bell (2011) describe several advantages to using self-administered questionnaires over structured interviews: They are quicker to administer; there is absence of interviewer effects; no interviewer variability; and convenience for respondents. However, self-administered questionnaires have some shortcomings as well and these include: no one present to prompt if needed; cannot probe; have to ensure questions are salient to respondents; difficulties of asking questions in a different way; respondents can read all the questions before they start answering and this means they are not independent of each other; cannot ask a lot of questions; there is a risk of missing data and also poor response rates (Bryman & Bell, 2011; Cooper & Schindler, 2014). The researcher ensured that all questionnaires issued to the respondents are received. To achieve this, the researcher maintained a register of questionnaires, which were sent. The questionnaire were administered using a drop and pick later method to the sampled respondents. The drop and pick method are preferred for questionnaire administration so as to give respondents enough time to give well thought out responses.

Ethical Considerations

To ensure that ethical principles were upheld, the researcher obtained an introductory letter from the University of Cape Coast Department of Business. This letter was forwarded to the study organisation. This letter served as identification for the researcher. The study upheld the highest ethical standards with regard to issues such as informed consent, confidentiality, privacy and anonymity. Participants were given the needed information to make an independent decision as to whether to participate or not.

Data Processing and Analyses

After the field work, the collected data were coded and analyzed. Data analysis was done quantitatively data analysis was done with the help of SPSS version 22.0. The researcher conducted a test for the dependent variable to establish the normality of the data. The descriptive statistics such as frequencies and percentages, mean and standard deviation were used for the analyses. Multiple regression analyses were used to establish the effect of motivation on employee performance.

Regression Analysis Assumption Tests

Regression analysis tests make some assumptions about data and violation of these alters the conclusion of the study and interpretation of the findings. The assumptions for the linear regression model were tested in three ways: linearity, multicollinearity, and normality.

Testing for Linearity

Linearity can be tested by through residual plots which are usually drawn by the statistical analysis software. Linearity may be violated by either the outliers or the values for one or more variables. A curve indicates that a

linear model may not be the best fit and thus a complex model may be necessary (Casson & Farmer, 2014; Saunders et al., 2016). There is significant nonlinearity if the F statistic value for the nonlinear component is below the critical value (Garson, 2012).

Testing for Multicollinearity

The most straightforward way to test for multicollinearity is through the correlation coefficients whereby extreme multicollinearity is represented by a correlation coefficient of 1 (Saunders et al., 2016). Multicollinearity can also be tested by examining the correlation matrix whereby large correlation coefficients, that is, values greater or equal to 0.8, in the correlation matrix of predictor variables indicate severe multicollinearity (Joshi, Kulkarni, & Deshpande, 2012). Multicollinearity were tested using variance inflation factor VIF. The test for autocorrelation were performed to establish whether residuals are correlated across time (autocorrelation).

Testing for Normality

Normal distribution is shaped like a symmetric bell-shaped curve with a standard normal distribution of 1 with a mean of 0 and a standard deviation of 1. Normality can be tested using Shapiro-Wilk's W test which is recommended for smaller samples of up to 2000. The Kolmogorov-Smirnov test is recommended for larger samples and it can examine goodness-of-fit against any theoretical distribution and not only the normal distribution. There are also graphical methods of assessing normality such as a histogram, a P-P plot, a Q-Q plot and a graph of empirical by theoretical cumulative distribution functions (Garson, 2012).

Multiple Linear Regression Analysis

The study conducted diagnostic tests to choose between multiple linear regression and multivariate regression. The diagnostic tests showed that the error terms were not multivariate normal hence necessitating the use of multiple linear regression model. The use of multiple linear regression enables the researcher estimate the effect of motivation on employee performance. Thus, the magnitude of the effect was given by the β while the sign of the coefficients gave the direction of the effect (Greene, 2011). The results from the multiple linear regression model will be presented in tables and the interpretation evaluated at 0.05 significance level. The study estimated the following four models based on Ordinary Least Squares (OLS) technique. The regression model that was used is;

$$\text{Equation } Y = b_0 + b_1x_1 + b_2x_2 + \varepsilon$$

Where:

Y = Employee performance

X1 = On the job training

X2 = Off the job training

β_1 = Coefficient of the variable

ε = Error term

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

This chapter presents data collected from the field analysis, presentations and interpretations of the findings of the study. The chapter is divided into three sections. The first chapter contains data collected on the respondents using questionnaire which includes their biological data of the respondents and the second section presents their responses to the questionnaire pertaining to the research under study and the final sections deals with the discussions of the results. The main objective of the study is to examine the nature of employee training at the Kpeve Tornu Salvation Army Basic School, assess the relevance of training to employees of the Kpeve Tornu Salvation Army Basic School and examine the effect of training and development on employee performance at the Kpeve Tornu Salvation Army Basic School.

Background Information of the Respondents

The demographic characteristics considered relevant for this study are age, gender, academic and professional qualification, length of service and work experience as discussed in the following section.

Table 1: Demographic characteristics of the Respondents

Distribution of Respondents by Age Groups	Age groups	Frequency	Percentage (%)
	20 – 24	11	22.0
	25 – 29	11	22.0
	30 – 34	13	26.0
	35 – 39	3	6.0
	40 – 44	5	10.0
	45 – 49	5	10.0
	50 Above	2	4.0
	Total	50	100.0
Gender Distribution of the Respondents	Gender	Frequency	Percentage (%)
	Male	21	42
	Female	29	58
	Total	50	100
Educational Level of Respondents	Level of Education	Frequency	Percentage (%)
	Diploma	21	42.0
	Degree	17	34.0
	Master's Degree	9	18.0
	Ph.D.	0	0
	Other	3	6.0
	Total	50	100.0
Professional Background of Respondents	Professional background	Frequency	Percentage (%)
	Teaching Staff	38	76.0
	Administration/Finance staff	12	24.0
	Total	50	100.0
Respondents' Length of Service	Length of Service	Frequency	Percentage (%)
	1 – 10	21	42.0
	11 – 20	11	22.0
	21 – 30	12	24.0
	Above 30	6	12.0
	Total	50	100.0

Source: Field Survey (2020)

Table 1 shows that majority of the respondents that is 26.0% of respondents were in the age group of 30-34 years. This is followed by the age group of 20-24 years and 25-29 years which constituted 22.0% and 22.0% of respondents respectively. The age groups 35-39, 40-44 and 45-49 and then 50 above, also, constituted 6.0%, 10.0% and 10.0% respectively. The age group within the bracket above 50 years accounted for the least (4.0%) of respondents among the various age groups. The analysis further revealed that 86.0% of the respondents fall within a youthful age of 20-44 years. This implies that there is the need for management to put in place a good training programmes to maintain the staff since it will take over 15 years for most of the employees to embark on pension.

The results further showed that 29 of the respondents representing 58.0% were females while 21 respondents representing 42.0% were males. The results implied most of the respondents were females and this reflects the gender distribution of the workforce in most Ghanaian organisation.

The study further showed that Academic qualification of respondents as shown in Table 2. The results showed that a total of 21 of the respondents, representing 42.0% of the respondents hold Diploma certificates, Degree holders represent 34.0% while Master's Degree represent 18.0% of the respondents. However, none of the respondents hold PhD. The remaining 3 of the respondents indicated that they held other certificates.

The study showed the professional backgrounds of the respondents. Majority of the respondents, representing 76.0% were teaching staff whilst the rest, mainly finance/administration staff, represented 24.0% of the respondents.

The length of service of respondents is presented on Table 2. The results of the study showed that 42.0% of the respondents had 1-10 years working experience, 22.0% of the respondents had 11-20 years working experience and 24.0% of the respondents had worked for 21-30 respectively. The remaining 6.0% had been in the service for 30 years and above. The results showed that the respondents had a considerable working experience and had received training to assist them to perform their duties. The nature of employee training at the Kpeve Tornu Salvation Army Basic School.

The nature of employee training at the Kpeve Tornu Salvation Army Basic School.

The first research objective sought to examine the nature of employee training at the Kpeve Tornu Salvation Army Basic School and the results are shown in the Table 2-6

Table 2: Have you receive since joined the organisation

Responses	Frequency	Percent
Yes	47	94.0
No	3	6.0
Total	50	100.0

Source: Field Survey (2020)

The result in Table 3 established that majority of the respondents 94.0% had gone through training programmes to improve their performance after joining the institution while 6.0% said No meaning they had not received any training. The results could mean that those teachers were newly training teachers who just join the institution. The results means that respondents 94.0%

had gone through training programmes to improve their performance after joining the institution

The study sought to find out the types of training employee have gone through and the results are shown in Table 3.

Table 3: The types of training employee have gone through

Responses	Frequency	Percent
On-the-job-training	33	66.0
Off-the-job-training	17	34.0
Total	50	100.0

Source: Field Survey (2020)

The result in Table 3 established that majority of the respondents 66.0% had gone through on the job training programmes to improve their performance after joining the institution while 34.0% said had gone through on the job training programmes to improve their performance after joining the institution. The results means that respondents had gone through both on the job training and off the job training programmes to improve their performance.

The study further sought to examine the nature of training received by employees and the results are shown in Table 4.

Table 4: The nature of training received by employees

Responses	Frequency	Percent
Orientation training	14	28.0
Seminars	21	42.0
Workshops	6	12.0
Refresher courses	9	18.0
Total	50	100.0

Source: Field Survey (2020)

The results established that most of the respondents 42.% indicated that they had gone through training such as Seminars, 28% of the respondents indicated that they were given orientation, 18% of the respondents said they had gone through refresher courses and 12% of the respondents indicated workshops. The results implied that respondents had received training such seminars, orientation, workshops and other refresher courses to improve their performance.

The second research question sought to examine the nature of employee training at the Kpeve Tornu Salvation Army Basic School and the responses are illustrated in Table . The second research objective sought to examine the relevance of the training and development programme at Salvation Army Basic School and the results are displayed in Table 5.

Table 5: Descriptive Statistics of relevance of the training programmes

	N	Mean	Std. Deviation
Training increases the employees commitment to improves employee performance in my organisation	50	3.00	1.525
Training and development boost the organisation and morale of the employees	50	3.76	1.255
increases the job knowledge of the employees in the organisation	50	3.30	1.275
Training and development teach the technique of performing a job to employees	50	3.52	1.238
Training and development enhance the skills of job of employees	50	3.38	1.354
Training improve the quality of the work of employee and leads to increased productivity in the organisation	50	3.44	1.387

Source: Field Survey, (2020)

The study sought respondents view on the relevance of the training and development programmes. The results shown that majority of the respondents agreed with the statement that Training increases the employees commitment to improves employee performance in the organisation as indicated by mean and standard deviation (M=3.00; SD=1.525). It was observed that the majority agreed that training and development boost the organisation and employees morale to perform better in the organisation as shown with mean and standard deviation score of (M=3.76; SD=1.255). It was found that majority of the respondents agreed with the statement that increases the job knowledge of the

employees in the organisation with the mean and standard deviation score of (M=3.30; SD=1.275)

As evident that the majority of the respondents agreed that Training and development teach the technique of performing a job to employees with mean and standard deviation score of (M=3.52; SD=1.238). Moreover, majority of the respondents indicated that Training and development enhance the skills of job of employees with mean and standard deviation score of (M=3.44; SD=1.387). The results further established that Training improve the quality of the work of employee and leads to increased productivity in the organisation with mean and standard deviation score of (M=4.456; SD=1.387).

The respondents were further asked to rate the relevant to their current job or work in the organization. The results are presented in Table below.

Table 6: Relevance of training and development to current job

Grading	Frequency	Percentage (%)
Excellent	7	14.0
Very good	9	18.0
Good	18	36.0
Average	7	14.0
Poor	9	18.0
Total	50	100.0

Source: Field data (2019)

The results showed that (36.0%) of the respondents indicated that the training they had received was good for the work they do, 18% of the respondents indicated that the training was very good to the job they do. However, 18.0% rated it as being poor whilst 14% rated it as excellent, and another 14% of the respondents rated it as average. This implies that about one-

third (68%) of the respondents are happy that the training is relevant to their job which will improve their performance. These findings showed that training programme is relevant to the current job performed by employees,

Table 7: Correlations between training and development and employee performance at Salvation Army Basic School

		On-the-job-training	Off-thejob-training	Employee_performance
On-the-job-training	Pearson Correlation	1	.683**	.688**
	Sig. (2-tailed)		.000	.000
	N	.688	50	50
		.000		
Off-thejob-training	Pearson Correlation	.683**	1	.625**
	Sig. (2-tailed)	.000		.000
	N	50	50	50
Employee_performance	Pearson Correlation	.688**	.625**	1
	Sig. (2-tailed)	.000	.000	
	N	50	50	50

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field Survey, (2020)

The Pearson-product correlation was used to assess the relationships between the types of training namely the (on-the-job-training and off-thejob-training) as the independent variable and the employee performance dependent variables. The results of the correlation analyses showed that of the correlation analysis that thereis statistically significant positive relationship between on the job training and employee performance (r=0.688; p= 0.000). The relationship is strong meaning that training positively effect employee performance at Salvation Army Basic school.Salvation. The results further showed that there was statistically strong positive relationship bwteen off the job training and employee performance (r=0.625; p= 0.000).

The study used the multiple regression analyses to examined the effect of training and employee performance at Salvation Army Basic School and the results are shown in Table 8.

Table 8: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.721 ^a	.519	.499	3.53589	1.332

a. Predictors: (Constant), Off-thejob-training, On-the-job-training

b. Dependent Variable: Employee_performance

Source: Field Survey, (2019)

The R-squared is the coefficient of determination which tells us the variation in the dependent variable due to changes in the independent variables. From the finding the value of R-squared was 0.519 which is an indication that on the job training and off the job training jointly explained 51.9% of the variable in employee performance at Salvation Army Basic school at 95% level of significance.

The analyse of variance is presented in Table 6 results

Table 9: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	634.403	2	317.201	25.371	.000 ^b
	Residual	587.617	47	12.502		
	Total	1222.020	49			

a. Dependent Variable: Employee_performance

b. Predictors: (Constant), Off-thejob-training, On-the-job-training

ANOVA Model

The results in Table 7 showed that the significance value is .000 which is less than the critical value 0.05 at 95% confidence level. This implies that the model is statistically significant in predicting the effect of raining on employee performance at Salvation Army Basic School. The model also shows that the F-statistics is (F=25.371, p=0.000) less than 0.05 thus showing that the model is statistically significant in predicting the effect of training on employee performance at at Salvation Army Basic School. This implies that there was goodness of fit of the model.

Table 10: Regression Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	1.173	2.273		.516	.608		
	On-the-job-training	.511	.144	.490	3.538	.001	.534	1.874
	Off-thejob-training	.269	.128	.291	2.100	.041	.534	1.874

a. Dependent Variable: Employee_performance

Source: Field Survey, (2020)

$$\text{Employee performance} = 1,173 + .511 + .269$$

Findings in Table 8, it was found that holding the on the job training and off the ob training to a constant at zero, employee performance at Salvation Army Basic School will be 1.684. The beta value (b=.511, t=3.538, p=0.001). A unit increase in on the the job training leads to will lead .511 unit increase in Salvation army's performance. The results showed that that therei sstatistically significant positive effects of on the job training programmes on employee

performance. The study further observed that the beta value ($b=.269$, $t=2.100$, $p=0.041$). A unit increase in off the the job training leads to will lead .269 unit increase in Salvation army's performance. The results showed that there was sstatistically significant positive effects of off-the-job-training programmes on employee performance.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

The summary, conclusions and recommendations of the study are presented in this chapter. The study was conducted to examine the effects training on employee performance of the Kpeve Tornu Salvation Army Basic School. The specific objective of the study were to determine the nature of employee training at the Kpeve Tornu Salvation Army Basic School, assess the relevance of training to employees examine the effect of training and development on employee performance at the Kpeve Tornu Salvation Army Basic School.

The study adopted a quantitative approach using descriptive design. This design was chosen because the study was mainly based on numerical analyses of data drawn from primary data and secondary data. The descriptive survey design was adopted and deemed appropriate because they allow the researcher to observe existing patterns of behaviour, why they occur, and what they imply. The population of the study consists of 25 senior staff and 40 junior staff. Thus, the targeted population for this study was 65 employees of the Kpeve Tornu Salvation Army Basic School. The sample size of 56 for the study. The study relied on primary data that was collected by use of structured questionnaires. The collected data was coded into SPSS Version 22.0 for analysis and presentation. Mean and standard deviation, regression analyse were used to analyse the data.

Summary of the Key Findings

The nature of employee training at the Kpeve Tornu Salvation Army Basic School.

The results established that majority respondents had gone through training programmes to improve their performance after joining the institution. The results established that majority respondents had gone through both on the job training and off the job training programmes to improve their performance. The results showed that respondents had received training such seminars, orientation, workshops and other resher courses to improve their performance

Relevance of the training and development programmes at the Kpeve Tornu Salvation Army Basic School.

The results established that the training and development programmes were relevant to the employee job and they were happy about the relevant of the training to their job performance. These findings showed that training programme is relevant to the current job performed by employees,

Effects ofv the training and development on employee performance

The study found that there was significant posive relationship between training and development on employee performance at Salvation Army Basic School. The results established that training and development explained 51.9% of the variation in employee performance at Salvation Army Basic school at 95% level of significance. The results further established there was statistically significant positive effect of training on employee performance at Salvation Army Basic school.

Conclusion

The study concluded that majority respondents had gone through both on the job training and off the job training programmes to improve their performance. The results showed that respondents had received training such as seminars, orientation, workshops and other refresher courses to improve their performance. The results established that the training and development programmes were relevant to the employee job and they were happy about the relevance of the training to their job performance. These findings showed that the training programme is relevant to the current job performed by employees. The study found that there was a significant positive relationship between training and development on employee performance at Salvation Army Basic School. The results further established that there was a statistically significant positive effect of training on employee performance at Salvation Army Basic School.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are drawn to address training practices in the Salvation Army Basic School:

1. Identification of training needs should be done more professionally. Every employee must be assessed in terms of present skills and knowledge and this must be compared with the total job requirements of the school. All participants in any training programme must agree on exactly what is to be learnt, when it should be learnt, where and how it will be delivered.
2. The Salvation Army Basic School in Kpeve Tornu must provide other forms of motivation for all the employees in order to give of their best

regarding performance since provision of training is not way to motivate staff.

Contribution to Knowledge and Practice

A review of the literature has shown that only a few of the studies that examined the relationship between training and employee performance at the basic school were carried out in Ghana. The main contribution of this study, therefore, is the collection of primary data for analysing the relationship between training and employee performance of the Kpeve Tornu Salvation Army Basic School. Although not questioning the significance of previous studies, the collection of primary data through both qualitative and quantitative processes, has helped the current researcher to empirically establish the kind of the relationship between these variables.

Suggestion for Further Research

Further research could be conducted, based on the findings, conclusions and limitations of the study, in the following areas: The assessment of training and employee performance in other institutions in Ghana

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APPENDIX A

QUESTIONNAIRE

University of Cape Coast

College of Distance Education

I am a student of the above-mentioned institution and pursuing a Master's Degree in Human Resource Management. As part of the requirement I am conducting a research on the topic: *The Effect of Training on Employees Performance at Kpeve Tornu Salvation Army Basic School*. The study is purely for academic work. All information given will be treated confidentially and the identity of respondents will not be disclosed. Please tick [] or write where applicable.

SECTION A: General Information

1. What is your position?
2. How old are you?
3. What is your gender?
(a) Female (b) Male
4. How long have you worked for the school?
(a) Less than 1 year (b) 1-5 years (c) 6- 10years (d) More than 10 years

SECTION B: types of training and development programmes

5. Have you undergone any training programme at the school?
(a) yes () (b) no ()

6. When was the last time you had a training programme?

7. Have you ever received any form of training since joining the school? Yes

() No (). If yes, mention the type of training / course attended (a) Orientation

() b Seminars () c Workshops () d. Refresher () (

What types of training did you received

a. On-the-job-training b. Off-the Job-training (e) Others

.....

Please indicate and tick the level of agreement to the answers provided

Where 1 = Strongly Disagree; 2 = Disagree; 3 = Not sure; 4 = Agree and 5 =

Strongly Agree

	On the Job Training	SD	D	UN	A	SA
8	Through on the job training the employee competencies are developed and enable them to implement the job-related work efficiently and achieve firm objectives in a competitive manner.					
9	On-the-job training is very useful when it comes to task-oriented activity such as handling machinery					
10	argues that employees tend to better understand on-the-job training compared to reading books or manuals					

11	On-the-job training could lead to the success of the organisation and increases employee performance success and increase the performance of employees					
12	It actually saves time and cost when employees perform their tasks while learning					
13	It increases learning through behaviour which is best for skill development and attitudinal change					
14	On-the-job training session is to provide employees with task-specific knowledge and skills in the work area					
	Off the Job Training and development methods used by the school					
15	employees are able to pay more attention when they attend training outside their work environment					
16	Off-the job training allows employees to participate in the training program without being disrupted by external factors.					
17	Off-the-job training is generally more structured with a proper agenda which optimized the learning duration and provides systematic learning experience					
18	off-the-job training is important for specialized or technical skills in particular					

SECTION C: relevance of the training and development programmes. Please indicate and tick the level of agreement to the answers provided

Where 1 = Strongly Disagree; 2 = Disagree; 3 = Not sure; 4 = Agree and 5 = Strongly Agree

	Statement	SD	D	UN	A	SA
19	Training increases the employees commitment to improves employee performance in my organisation					
20	Training and development boost the organisation and morale of the employees					
21	With training and development increases the job knowledgeof the employees in the organisation					
22	Training and development teach the technique of performing a job to employees					
23	Training and development enhance the skills of job of employees					
	Training improve the quality of the work of employee and leadsto increased productivity in the organisation					
	Training motivate employee and leads to increased productivity					
	Training boost the confidence of employee					

24. How would you rate the effectiveness of the training on your work performance?

- a. Excellent () b. Very good () c. Good () d. Better than before training () e. No change at all ().

25. Was the training content relevant to achieving your personal needs, goals and self-development? a. Totally relevant () b. Very relevant () c. Not relevant () d. cannot tell ().

SECTION D: Impacts of training and development on employee performance. Please indicate and tick the level of agreement to the answers provided

Where 1 = Strongly Disagree; 2 = Disagree; 3 = Not sure; 4 = Agree and 5 = Strongly Agree

	Performance indicators	5	4	3	2	1
27	Training and development have helped improved my skill to work					
28	I have gained new knowledge after training and development					
29	The training has helped me to improve my job performance.					
30	Training and development enable me to deliver quality services					
31	Training and development increase employee confidence when performing work related task					
36	The training program helped me to adapt to my job and working environment easily.					

28. Please specify any ways you think training and development in your organization can be improved

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