Assessing the impact of training and development on employee performance in the tertiary education sector of Ghana. (A case study of the University of Energy and Natural Resources, Sunyani)

D. T. Ankrah*

Abstract
Tertiary institutions in Ghana have been established to play specific roles in the socio- economic development of the country. There are various opinions as to whether these institutions have lived up to the expectation of a developing country like Ghana. In order to improve on the performance of these tertiary institutions, various training and capacity building programs are organized for the employees concerned. The studies revealed that, majority of the employees were not aware of the training policy of the institution. This was confirmed by the fact that 60% of respondents affirmed that they were not aware of the training policy of the university. Again, the study gathered that majority of the respondents (47.5%) did not have any schedule upon which training programs could be organized. The findings reported in this study suggest that training and development have an impact on the performance of employees with regard to their jobs. This result is broadly consistent with prior management literature on training and development. The results from the questions on employee participation in training indicate that university has good and perhaps clear policies regarding training and development as most of the respondents indicated that they have participated in training and that most of them were provided with opportunities to train under the compulsory practice of the university for all employees and/or on joining the institution Employees who were sampled believed that training programs have had a positive impact on employee performance and job skills. In examining the question relating to the training on organizational goals, the researcher gathered the training modules and skills were very relevant to achieve the goals and vision of the University. However, some respondents complained of the inadequate staff/personnel which burdened the work load of employees. Respondents recommended more hands to assist them to deliver their job effectively.

Keywords
Training – employee – performance – Tertiary

* School of postgraduate Studies, University of Energy and Natural Resources, Sunyani. Email: david.ankrah@uenr.edu.gh
Corresponding author: D. T. Ankrah Email: david.ankrah@uenr.edu.gh

Contents

1. Introduction

1.1 Background to the study

Tertiary institutions provide a developing country like Ghana, its manpower needs. Students who are trained in these institutions are employed by the public and private sectors. The quality of the aptitudes and skills of the learners from these tertiary institutions are paramount to any employer. It is the wishes of any employer to obtain staff members that are competent enough to enable the employer achieve the vision and mission for which the organization was established. The University of Energy and Natural Resources (UENR) is a public tertiary institution established in 2011 by an Act of parliament, Act 830. The vision of the University is to become a world class institu-

tion for generating, advancing and applying knowledge in energy and natural resource sciences, with the mission to promote the development of human resource challenges of society and undertake interdisciplinary academic, research, and outreach programmes in engineering, science, economics and environmental policy.

The University of Energy and Natural Resources (UENR) intends to become an institution that is well resourced, staffed with professionally trained and highly motivated staff that are dedicated to teaching and learning. To achieve the mission statement of UENR, a piece of its budgetary distribution has been reserved singularly to train of its staff to upgrade their ability to perform their obligations proficiently and viably keeping in mind the end goal to accomplish the Vision and Mission statements of the establishment. The University of Energy and Natural Resources recognizes the importance of training of its staff as a means of improving their efficiency and promoting productivity within the institution. Training and development have been critical issues in the management and operations of both private and public universities. Training and development refer to any activity by the organization gone for bettering the execution of people and gatherings in the authoritative setting. Some call them human asset advancement; others call them learning and improvement or representative improvement.

The Management Administrations Commission of the United Kingdom characterizes preparing as an "arranged procedure to alter state of mind, information or aptitude conduct through learning background to accomplish successful execution in an action or scope of exercises". The motivation behind preparing in work circumstance is to build up the learning, aptitudes, capacities and essential capabilities for the occupation that the foundation will require as of now and later on. Training as an activity, changes the behaviour of people. Ivancevich (1998) states that preparation is "the precise procedure of adjusting the conduct of representatives in a heading to build association objectives". The representative's preparation must be identified with the present employment aptitudes and capacities. Worker preparing is the association's obligation. It is a common obligation of administration and the individual worker. The obligation of administration is to give the right assets and the environment that backings development and improvement needs of the individual representative. Today, preparing is an enrolling device. Numerous youthful and vivacious specialists need more than a paycheque. They are equipped towards looking for job that permits them to learn new aptitudes. Bosses are liable to pull in and keep great representatives in the event that they can offer them improvement opportunities. Development on the other hand, is a process whereby, over time, learning brings about significant changes in the individual. Development refers to long-term growth

and learning, opportunities which include on-the-job experience involving committees, conference and forums, field trips, job rotation, job shadowing, coaching, mentoring, off- the job learning, seminars, workshops and critical incident notes. While preparing spotlights on present place of employment obligations or obligations, improvement underlines future occupation obligations. Many tertiary institutions worldwide always endeavour to remain competitive as they have not failed to appreciate the rapid changing trends. New developments pose a number of challenges to tertiary educational institutions thereby preventing them from realizing their vision and mission. Such tertiary institutions are unable to live up to expectation; the services they deliver are sub-standard and thus become weak competitors in the tertiary education sector. Public and private universities are not insulated from the above-mentioned phenomena, if their administrative and operational strategies are not fine-tuned to synchronize with contemporary trends of running tertiary institutions. Most tertiary institutions in developing countries are found wanting when it comes to aligning their administrative and operational strategies to contemporary trends. For example some public tertiary institutions in Ghana seem to struggle in their quest to provide quality education to its clients. There is the need for these tertiary institutions to deliver quality services to Ghanaians to justify funding from either the government or the financiers of these institutions.

One of the proven ways to remain competitive in this volatile environment is to remain focused to ensure effective Human Resource Management (HRM) practices. Human Resource Management essentially involves the effective selection and utilization of employees, Warner & DeSimone (2009). Although HRM encompasses a wide range of issues affecting employees such as enrollment, choice, preparing and advancement, remuneration and advantages, execution examination, wellbeing and security, training and development is one of the methods by which an organization can deal effectively with the challenges that are encountered in its operations. Improvement in the performance of staff could only be achieved through training and development. The University of Energy and Natural Resources (UNER) is one of the recently established Universities in Ghana. Consequently, as characteristic of every new institution, aside attending to the urgent need to be highly effective in delivering on its mandate, it has to survive competition from the well-established universities in the country. It must be stated that according to the Ministry of Education (2011) there are over 25 Universities in Ghana including 9 Public ones. Indeed, the rising numbers of universities and university colleges in Ghana persistently makes the tertiary education environment highly competitive. Certainly, staying afloat in terms of relevance in the education sector requires the implementation of workable strategies. This

in this manner calls for college administrators to guarantee a satisfactory supply of staff that is in fact able and equipped for vocation advancement into authority offices or administration positions (Afshan et al 2012). Several Human Resource studies (Harvey (2002) Harvey, Matt & Milord (2002), Kamoche (2002), Kamoche, et al (2004) and Kraak (2005) have highlighted such managerial strategies as periodic performance appraisal, better conditions of service and effective supervision as potent enough to guarantee efficiency and consequently maximize job performance thus attaching negligible relevance to employee training and development. The UNER has over the years placed much premium on the aforementioned human resources tools to the neglect of employee training and empowerment. It has only recently begun implementing employee-centred training programs. The attention and significance attached to these training programs by management is far below commendation. Indeed, even with the augmentation in the consumption on preparing and advancement in the most recent two years, the University only commits less than 30% of its revenue yearly to this course (UAD, 2015).

It is therefore not surprising that there have been issues with non-satisfactory performance and delivery of standard services by the staff of the University. The challenge therefore has not only got to do with pumping more funds into the operations or the procurement of state of the art equipment rather an admonition of the centrality of the roles played by employees and how that affect the institution's success. Therefore, equipping the institution through effective training becomes imperative in order to maximize effective and efficient job performance. This study consequently tries to figure out the impact that Training and Development projects have on the execution of staff of the tertiary instruction part by utilizing the University of Energy as a contextual investigation.

2. Materials and Methods

2.1 Vision and Mission of the University
The vision of the University is to become a world class institution for generating, advancing and applying knowledge in energy and natural resource sciences. The mission is to promote the development of human resources challenges of society and undertake interdisciplinary academic, research, and outreach programmes in engineering, science, economics and environmental policy.

2.2 Research Design
Research design gives a point by point layout of how an examination is directed. An examination configuration will regularly incorporate how information is to be gathered, what instruments will be utilized, how the instruments will be utilized and the expected means for dissecting information gathered. The design considered for this research is a survey. The case study approach was adopted

for this survey. The case study method is chosen because case study is suitable for solving practical problems which have bearing on sociological, psychological and attitudinal concepts of human life and behaviour. Kumekpor, (2002), asserts that, this gives a broad, generalized set of findings presented succinctly and parsimoniously. The point of this examination is to distinguish the degree to which University of Energy and Natural Resources has been using planned and systematic training and development processes and procedures to improve the performance of its employees. This idea sparked off this study. The relevance of this method is that it is possible to measure the reactions of many people to a limited set of questions, thus facilitating comparison and statistical aggregation of the data collected.

2.3 Population
In statistical sense, is any finished gathering with, no less than, one trademark in common. It is vital to plainly distinguish the populace being concentrated on or alluded to, so you can comprehend who or what are incorporated in the information. The case study focused on management members, senior members and senior staff of UENR of academic and non-academic groups. This is based on the assumption that, these groups of employees within the administrative set up are the fulcrum around which all administrative and academic activities in the University revolve. The academic and non-academic staff strength in the University administrationat the time of this research is Two Hundred and Twenty Three (223), distributed as follows:Senior members, academics (68), senior members, non-academic (19), senior staff members (61) junior staff members (75). Therefore, the sampling technique would eliminate from the population those, who for the purposes of this research work would not matter. This category of staff members will include all those in the junior staff category which is 75, leaving the other categories (senior members both academic and non-academic and senior staff at 148.

2.4 Sample Size and Sampling Technique
Committed to achieving the desired result, the study employed both purposive and simple random sampling techniques. Purposive sampling intentionally selects respondents because of their characteristics or their in-depth knowledge in a particular field (Kumekpor, 2002). In this study, purposive sampling was used to select, especially, respondents from the staff members of UENR including academic and non-academic staff members. The study also employed simple random sampling. This is an arrangement of test respondents browsed a bigger set where every individual is picked haphazardly and altogether by chance, such that every individual has the same likelihood of being picked at any stage amid the examining procedure (Yates et al, 2008). For instance in the case of the study area, each member in the selected groups,

management, senior members and senior staff had equal opportunity. The rest of the population were randomly selected and interviewed because of their unique characteristics. To allow for greater participation and reliable data, the study sampled 30% of the target population which is 148. This 30% was to give a fair representation of the category of staff members of the case study.

2.5 Methods of Data Collection

The instrument for data collection used by the researcher was personal interviews and questionnaires. With the personal interview, this is where the interviewer reads or asks questions and records the answers himself. This emanated due to the busy nature of some staff of UENR especially management members at the time of doing the work. Also, it averts the circumstance where respondents would hoard questionnaire and not have enough attention for it, the researcher himself asked the questions and recorded the answers himself. This method provided the researcher with rich information since it helped him to build rapport, creates a relaxed and healthy atmosphere in which the respondents can cooperate, answer questions and clear misapprehensions about any specific aspect of the investigation. The study utilized both closed and open ended questions to assemble information. After the recovery of surveys from respondents, satisfactory time was spent to peruse through every one of them to check for consistency and accuracy in the reactions gave by respondents. It is contended that, a closed ended question is an inquiry organize that cut-off points respondents with a rundown of answer decisions from which they must decide to answer the inquiry. Normally, these sorts of inquiries are as different decisions, either with one answer or with registration that-apply, additionally can be in scale position, where respondents choose to rate the circumstance along the scale continuum questions. (Dillman et al, 2009). Its application in the work was very advantageous since the respondents had very limited time. It must also be emphasised that, the researcher, knowing very well the nature of work of its respondents used most of the open ended questions to facilitate the work. Similarly, open-ended question as a design to energize a full, important answer utilizing the subject's own particular learning and/or sentiments was likewise utilized as a part of not very many cases to clear up issues.

2.6 Sources of Data Collection

Both primary and auxiliary data were utilized. Data that has been gathered from direct experience is known as primary data. Primary data has not been distributed yet but rather is more solid, real and target. Primary data is that sort of data which has not been changed or adjusted by people (Kumekpor, 2002). Primary data is a greater amount of objectivity as opposed to subjectivity since it is extricated from the field and has no individual predispositions or misdirecting data. This legitimizes the way that it is anything but difficult to quantify legitimacy and dependability of the data gathered by utilizing primary data accumulation strategies as a part of the conclusion process. Primary data is additionally truer if the technique decided to dissect and translate data is substantial and sensibly suitable for the data sort. Therefore the methods employed in the acquisition of primary data facilitate full participation of respondents and it is always easy to understand the respondents' feelings, attitudes, experience and opinions about the matter. The primary data in this study were sourced through interviews, informal talks, questionnaire and discussions. Informal talks were such that the researcher could have discussions with superiors and colleagues not in accordance with any prescribed regulations or forms. Secondary data also constituted a wealth of information to this study. This is the sort of data that has as of now been gathered by and promptly accessible from different sources, for example, related diaries and articles. This is fundamental as it assists enhance with understanding of the issue and gives a premise to examination for the data that is gathered by the specialist (ibid). The researcher relied on existing documented information from UENR, books, Journal articles and the internet as a source of collecting secondary data.

2.7 Data Analysis

Data gathered from the field was coded and edited using the SPSS Software. Findings which are the results from the data that is processed were presented in tables and charts to give good impression and pictorial representation of the data gathered from the field. Useful sub-conclusions and sub-deductions were generated to support the objectives of the study.

2.8 Ethical Considerations

One fundamental issue of ethical concern is plagiarism which has to do with using other people's work without acknowledging their contribution (Stuart, 2002). The researcher has tried to eschew any such scientific academic dishonesty by appropriately acknowledging all documents sourced through both in-text (reference contains creator surname/s, and the production date of the source in sections), and referencing (incorporate point by point data on all sources counselled, both inside of your content toward the end of your work).In this connection, the data gathered would be safely kept for the purposes of future replication. Stuart (2000) discusses that encroaching on respondents' privacy should be avoided at all times in empirical researches. This study tried as much as possible to hold in esteem all ethical issues by eschewing lack of respondent consent and invasion of respondents' privacy. The researcher upheld all anonymity of respondent's principles as well as confidentiality. In Pursuant, prior consent of all the respondents were sought before the questionnaires are administered. This was necessary to

ensure cooperation and a good rapport which is essential for works as this. In order not to unnecessarily invade the privacy of participants, the researcher has started building good relationship with the Staff of UENR through periodic visits and frequent phone calls. The visits and phone calls are to address this relationship before the actual study.

The nature of this work perceived victimization in Public Institutions in Ghana and makes cooperation by staff in studies most challenging. In order to get the interest of the staff of UENR to answer the questionnaire without any feeling of insecurity, this work did not inquire into names or any identifiable information from respondents. This is to guarantee confidentiality and security. This is necessary to avoid victimization; the identities of respondents were not inquired into. Before questionnaires are distributed, the researcher verbally informed all respondents who consented to answer the questionnaire that their participation is voluntary and so they could opt out at any stage of the research process. The respondents could also skip questions they could not answer or did not want to answer; otherwise any guess they made would be taken as a correct answer for analysis of the data which may not give a correct representation of the study.

3. Results and Discussion

3.1 Background of respondents

Gender is inalienable in the determination of people's conceptions. Consequently, the researcher discerned that one's gender may have an influence on his/her thoughts on the relationship between employee training and performance, hence, the inquisition into the Gender of the respondents. A total number of fifty (50) employees were selected to provide answers to the structured questionnaire. The 50 employees were chosen because out of the 160 employees, not all of them were significant to the research. Also, at the time of the research a significant portion of the employees had taken their annual leave and could not be used for the work. Fairly, the 50 that were selected was very strategic and meaningful to the work. In table 4.1, 35 of the respondents representing 70% were males and the remaining minorities which is 15 representing 30% were females. This analysis is an indication of a slightly high male composition of the members of staff of UENR. This also gives an indication of the male domination in our education working force as well as other institutions of which UENR is no exception.

Respondents were randomly selected from almost all the key departments in the institution including both the academic and non-academic staff. The academic staff members are those mostly referred to as Faculty members with various ranks as professors, senior lecturers and or researchers. The non-academic staff members are professional who provides administrative support to the

Table 1. Sex of Respondents

Sex	Frequency	Percentage (%)
Male	35	70
Female	15	30
Total	50	100

Source: Author's Field Survey, June 2015

Faculty in the areas of custodial, secretarial inter alia. The selection included employees from faculty, finance, Human Resource, Technicians and the Information and Communication department of the case study (Table 1). The selection of the above mentioned departments were specific. Cognizance to the fact that the focus of the academic institution is teaching, research and learning, premium was given to the academic staff. Also, because of the key financial administrative responsibility played by the finance department of the university, this department could not be left out of the research. The Human Resource department which is also to steer the affairs of the human resource development as a key factor to the institution and any other firm was also paramount to the work. Considering the academic nature of the institution, research and monitoring department could also not be left out. The findings indicated that male staff at the University of Energy and Natural Resources outnumbers their female counterparts. Again the inclusion of 30

Table 2. Type of Department

Department	Frequency	Percentage (%)
Finance	15	30
Human Resource	11	22
Research & Monitoring	5	10
Academic Departments	19	38
Total	50	100

Source: Author's Field Survey, June 2015

Employees fell into different categories of ranks including management members, lecturers, senior members and senior officers. Since most of the respondents (see table 2) were in the academic department, lecturers were more than the other ranking members. This development of lecturers outnumbering other staff members confirms the fact that academic institutions main business is for teaching, learning and research. Therefore, academic staff becomes the pivot on which the other staff moves around. The selection of respondents from different Departments in the University is essential in giving this study a generalization potential. It realised from Table 4.2 that the respondents constitute staff from diverse backgrounds in the University. This enriches the study with diverse thoughts.

Table 3. Ranks of Respondents

Department	Frequency	Percentage (%)
Lecturers	20	40
Management Members	15	30
Senior Officers	5	10
Technical Men	10	20
Total	50	100

Source: Author's Field Survey, June 2015

In table 3 above, 20 of the respondents (40%) sampled were lecturers from the various departments. They are referred to as the Academic staff. It is again evidenced in table 3 that the focus of employment in academic institution like UENR is mainly on the academic staff. Another significant proportion that is, (30%) of the respondents were management members which include the Vice-Chancellor, Pro Vice-Chancellor, Registrar, Deans and Directors of the day to day running of the university. This is significant in the sense that although the main business of the academic institution is teaching, learning and research, there is the need for other managerial and administrative support to complement the work of the academic staff. There were five (5) senior officers (who are in the rank of Senior Administrative Assistants that support administrative work) and ten (10) technical men representing 10 percent and 20 percent respectively. The ranks of respondents also indicate their in-depth knowledge in the administration of the school.

Table 4. Duration of Service

Duration	Frequency	Percentage (%)
Less than 1 year	5	10
1 -2 years	15	30
Above 2 years	30	60
Total	50	100

Source: Author's Field Survey, June 2015

Again, on the duration of service, the study gathered that majority of the respondents have served in the university for more than two (2) years. Considering the range given by the researcher in the duration of service gives an idea of the establishment of the University (2011 by an Act of Parliament, Act 830). Respondents who have been with the University for over two year can be classified as the pioneer employees. Although some of these pioneer employees had come from different institution, for instance from Kwame Nkrumah University of Science and Technology (KNUST) and University of Ghana, a significant number of the staff members were also first time employees. In table 4, five (5) of the respondents representing 10% had served in the institution for less than a year; thirty (30) of the respondents representing 60% had served in the school for more than twenty four

months. Again, the study gathered that fifteen (15) of the respondents representing 30% had served in the university for over twelve (12) months but less than twenty four (24). Experience on the job is a pointer to the in-depth knowledge one has relative to the job terrain. The indication by 60% as having worked with the University of Energy and Natural Resources for more than two (2) years underscores the fact the majority of the respondents have been with the UENR for an appreciable number of years to better contribute to this study. It also came to light that 10% have worked with the UENR for less than 1 year whilst 30% have been around for 1-2 years. This indicates that the UENR has a blend of new and experienced staff. This makes them competently placed to respond to the questions asked in this study. Another significant meaning to this analysis is that, apart from the pioneer employees, the University continuously engages the services of new staff to perform certain roles and responsibilities. To this end,one would suggest for a well-structured training and development for staff members for both the experienced and inexperienced to blend.
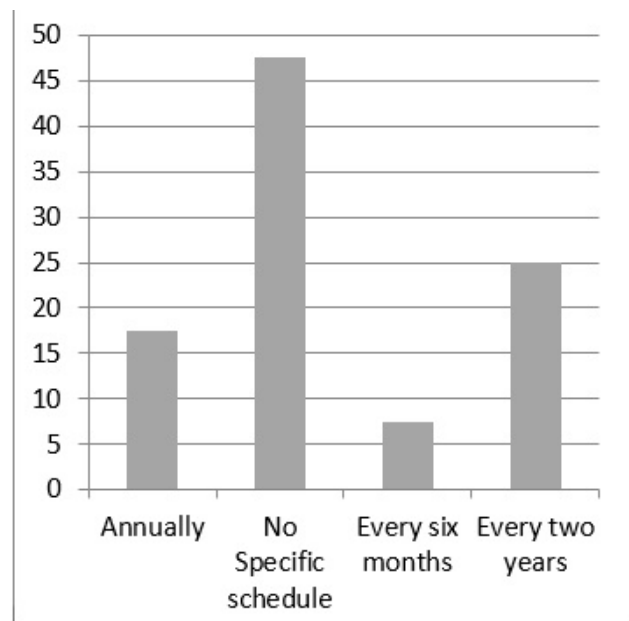

Figure 1. Training Schedule at the University. Source: Author's Field Survey, June 2015)

The schedule of employee training at the case study institution as reported in the results above (figure 1) indicates that the majority of respondents represented by 47.5% were under no specific training schedule. This means that they had no particular training schedule whereby they would be required to participate in training anytime as planned by the HRM team of the institution. To a certain extreme, it also means that the University in

its infantile stage is still going through evolutionary stages amidst lot of proposal coming from different sources on the way forward for the University in this regard. The other 25% of the respondents were seen to participate in training every two years, 17.5% participated once a year, 7.5% every six months and the rest of the respondents indicated that they were scheduled for training on a quarterly basis. These trainings took the form of workshops, retreats and seminars in some cases as organised by departments, faculties and the University at large. The researcher sought to know if employees were aware of the training policies by the Human Resource Unit of the University. From the data gathered, it is evident that majority of the respondents were unaware of the existence of Employee Training Policy at the UENR. This shows that much attention is not attached to training. This finding is at variance with Armstrong's (2010) understanding of training and how relevant it is to be taken if an organisation is to experience growth. He is convinced that training as a set of activities react to present needs of an organization and focuses on developing individual and organizational potential and building capabilities for the future. He stresses how essential it is to increase productivity and reduce cost of production for meeting competition in the market. Thus one critical and effective tool that has the capability to increase productivity is by imparting the requisite skills into employees through formal training. Per Armstrong's (2010) argument, the non-existence of a clear policy on Training means that, the UENR cannot stay competitive and consequently struggle with growth.
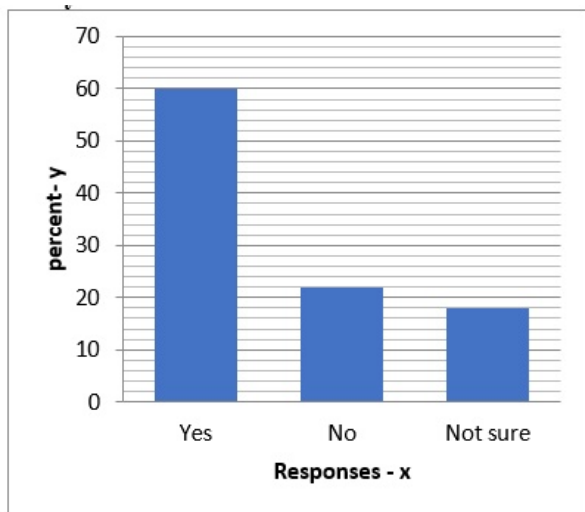

Figure 2. Knowledge of UENR Training Policy. Source: Author's Field Survey, June 2015)

Figure 2 shows that 60% of respondents at UENR indicated that they were not aware of any training and development policy, 22% said they were aware of the existence of a training and development policy whilst 18% indicated that they were not sure of the existence of training and development policy. The analysis implies that training and development policy at institutions are not mostly known to employees which sometimes hinder any proposed training and development programme (Armstrong, 2006).

3.2 Types of training methods and their Relevance

A number of methods of facilitation that are commonly employed during training are presented in Table 5. These are important in understanding the different ways trainees receive training under both the on-the-job and off-the-job training methods of classifications

Table 5. Training Methods

Training Methods	Frequency	Percent
Discussions	15	30
Presentations	15	30
Seminars	10	20
Lectures	5	10
Mixed	5	10
Total	**50**	**100**

Source: Author's Field Survey, June 2015

As revealed above, the most common methods of facilitation identified by the respondents as prevailing during their trainings are discussions (representing 30%) and presentations (representing 30%). The other methods are seminars, lectures and mixed methods represent the remaining 20%, 10% and 10% respectively. These results indicate that the case study university strongly emphasises discussions and presentations. This could be partly explained by the nature of the work which emphasizes on effective ways of delivering to consumers. The findings show that UENR employs different methods in training its employees. This finding is in consonance with the study by Monappa and Saiyadain, (2008). They see training as using the most appropriate methods of teaching or learning for the primary purpose of helping members of an organization to acquire and apply the knowledge, skills, abilities and attitudes needed by that organization. They are of the opinion that training can manifest in several ways depending on its comfortability and practicability. From the data gathered, it is evident that the UENR has diversified methods of training including Presentations, Seminars, Discussions and Lectures. The use of different methods for training its staff is therefore essential to ensure efficiency.

In analyzing the responses obtained from the respondents on the impact of training methods on their skills, the findings showed that the majority of the respondents, 86%, believed that the training methods used during

Table 6. Impact of Training Method on Skills

Responses	Frequency	Percent
Strongly agree	43	86
Not sure	7	14
Total	**50**	**100**

Source: Author's Field Survey, June 2015

training had an impact on their skills. However, a small percentage (14%) believed otherwise. This result indicates that the training methods used during training university clearly focus on particular skills and, thus, skill development is emphasized. This means that there is a strong relationship the method of training used by an organization and skill development. This is confirmed by Asare- Bediako (2008) who argued that the mode of training delivery directly impinges on the efficiency of the organization. Therefore for an organization to grow and survive in today's globally competitive and fast changing environment especially in the area of technology there is the need for organizations to come up with methods of training that pay attention to the enhancement of creativity and general innovations in the individual employee and as groups or team. It must be noted again that the indication of 14% that their skills have not developed in spite of the various training activities is a cause for worry. It goes not only into the individuals' incapacity to grasp the stuff delivered at the training sessions but more importantly the quality of the training programme itself.

3.3 Training and Performance

Is there any relationship between employees' delivery and the skills imparted to them as a result of Staff Training? This theme was empirically explored in Table 7 below.

Table 7. Impact of skills development on Job Performance

Responses	Frequency	Percent
Excellent	30	60
Better than Before	6	12
Very Good	14	28
Total	**50**	**100**

Source: Author's Field Survey, June 2015

Data analysis from table 7 indicates that a maximum of 60% of sampled respondents agreed that the impact of training on their work performance was excellent. Fourteen (14) respondents representing 28% mentioned that the impact of training on their work performance was very good whilst 12% said the impact of training on their work performance was better than before. The implication of the results confirms that training adversely impacts on work performance (Arvey and Faley 1988). The findings

also agree with the position held by Gordon (1992). He opines that training is a type of activity which is planned, systematic and enhances the skill, knowledge and competence that are necessary to perform work effectively. This position was confirmed by this study.
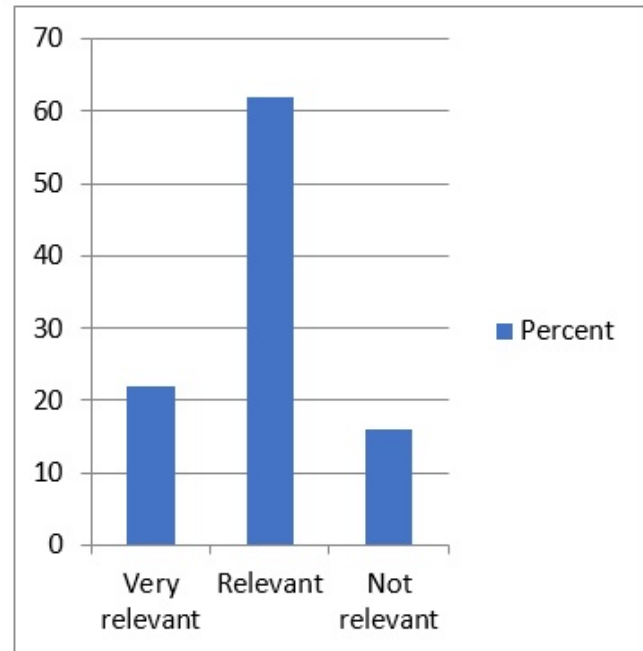

Figure 3. Relevance of Training to Skills Development. Source: Author's Field Survey, June 2015)

With regards to the question of whether training content was relevant to achieving personal needs, goals and self-development, thirty-one respondents (31) representing 62% indicated that the training content was relevant to achieving their personal needs, goals and self-development as shown in figure 3. Twenty percent (20%) said content was very relevant, 18% indicated content was not relevant. The analysis explains Asare-Bediako (2008) report that training content must seek to achieve individual personal needs, goals and self-development.

3.4 Effectiveness of Training towards UENR Goals

The study gathered data on the effectiveness of all the above mentioned on the achievement of organizational goals.

Table 8. Training on Organizational Goals

Responses	Frequency	Percent
Yes	50	100
No	0	0
Total	**50**	**100**

Source: Author's Field Survey, June 2015

Table 8 shows analysis on whether training and development at UENR would contribute to achieving effectiveness and efficiency of UENR goals which is given as follows: Promote innovation, creativity, freedom of thought and creative expression; Operate with integrity, commitment and transparency; Promote conservation of energy and the environment; Establish partnership with stakeholders in skills and knowledge generation and application; Respond to the needs of our students and partner communities; Promote and incorporate sustainability concepts across all University courses/programmes as well as exemplifying the sustainability culture of staff, students and alumni. Total respondents representing 100% all indicated that training and development would contribute to achieving effectiveness and efficiency of UENR goals. Ivancevich (2010) confirms the analysis which says "training contributes to improving efficiency and effectiveness of current or future performance of employees in any institution".

4. Conclusion and Recommendations

4.1 Conclusion

Staff training and development has been identified by various scholars as very imperative to an organisation/institutions development. It is without doubt that when employees recognize their organization's interest in them through training and development programs, they in turn apply their best efforts to achieve organizational goals, and show high performance on job. The issue of training is paramount to the success of any organization and this function of training has been examined for decades now. However, in today's business climate of continuous changes and uncertainty, the importance of training to employee and organizational performance as a whole, needs to be seen from a new perspective. The need for organizations to respond to the needs of its human capital and the effect of training on performance of the organization has become a crucial subject for tertiary academic and business activity. Not only does training enhance employee motivation and satisfaction; it increases productivity, reduces the problems associated with the supervision of employees and also creates a reservoir of qualified employees as well as reduces work related activities as a result of increased knowledge, skills, abilities and competences. In Tertiary Education institutions in Ghana, training is a necessity due to the continuous mushrooming of University Colleges thus stiffening local competition and the need for the traditional universities to keep at pace with global standards. Without training, employees would not have a firm grasp of their responsibilities or duties and to effectively deliver on them. It is against this backdrop that institutions and organizations Training of the HR is an investment by the organization to get improvement in the service quality and by which the organization can get competitive advantage in the market. Although training is expensive by any means, I think that as a long term investment by which organisations can get increase in the efficiency of business. With the help of training the employees of the organization can improve their skills and the gap of missing skills which are new to them. The performance of the employees has a strong link with the HR training and therefore it is an important study for the business world and other state institutions to learn about the relationship between the training and the employee performance.

4.2 Recommendations

Employee perception towards the organization work and the performance is clearly affected by HR training practices in which one of the most significant factor is training which affects the actual employee performance in positive way. Previous researches also prove that the performance of the employee has a direct impact on the performance of the employee. Employee performance and HR training have a very close and positive relation with each other. Thus, the researcher recommends clear cut policies on training and development. The HR team should identify the technological gaps and missing links of employees. Training schedules should be made available to employees at the beginning of the academic year or semester. This will allow the employees to be adequately prepared for such interventions. It is also highly recommended that; the University in its quest to stay buoyant in the academic sphere amidst tight competition must have a clear-cut policy on training and development. Finally, the researcher agreed with some employees (respondents) in the university that there should be strategic and purposive recruitment to strengthen the staff strength of the University. Though, training is enhancing performance, the researcher believes that the University will be better off by recruiting extra hands to assist the current batch of employees.

References

[1] AFSHAN, S., ET AL (2012). Impact of training on employee performance: a study of telecommunication sector in Pakistan. Interdisciplinary Journal of Contemporary Research in Business 4, 6.

[2] AHMAD AND BAKAR (2003). The Association Between Training and Organizational Commitment Among White Colour Worker in Malaysia. Journal of Training and Development, Vol 7 pp.166.

[3] ALLEN, N. J., AND MEYER, J. P. (1990).The Measurement and Antecedents of Affective, Continuance and Normative Commitment to the Organization. Journal of Occupational and Organizational Psychology.

[4] ARGYRIS (1971). Management and Leadership in Nursing and Health Care: An Experiential Approach.

[5] Argyris, C, (1971). The Management of Learning. Maidenhead: McGraw-Hill.

[6] Asare-Bediako, K. (2008). Professional Skills in Human Resource Management 2nd ed. Asare-Bediako 7 Associate Limited, 277 Windy Hills.

[7] Armstrong, M. (1995). A handbook of personnel Management Practices. Kogan Page Limited London.

[8] Baldwin, K. (2008). Managing Employee Performance in Seven Steps. Baldwin Kieran.

[9] Baruch, Y. (2006). Career development in organizations and beyond: balancing traditional and contemporary viewpoints, Human Resource Management Review.

[10] Beardwell, I., et al (2004). Human Resource Management a Contemporary Approach. 4th Ed. Harlow. Prentice Hall Becker.

[11] Becker, G. S. (1975), "Human Capital", New York: Columbia University Press.

[12] Benedicta and Appiah (2010). The Impact of Training on Employee Performance (A Case Study of HFC Bank (Ghana) Limited.

[13] Boxall and Purcell (2008) Strategy and Human Resource Management: Management, Work and Organization, Palgrave Macmillan.

[14] Brody, M. (1987), June 8. Helping workers to work to smart. Fortune, pp 86-88.

[15] Cascio, W. F. (1992). Managing Human Resources: Productivity, Quality of Work life, Profits. McGraw-Hill Inc.

[16] Champathes M. R., Development and Learning in Organizations: An International Journal 20(2) (2006) 17-18.

[17] Cheramie, R.A., et al (2007), "Executive career management: switching organizations and the boundary less career", Journal of Vocational Behaviour.

[18] Cole, G. (2004). Management Theory and Practice. 6th Ed. South-Western Cengage Learning; London.

[19] Dawson P (1987).Computer Technology and the Job of the First-line Supervisor New Technology. Work Empl., 2(1): 47-59.

[20] DeCenzo, A. D, & Robbins, P. S. (2000). Personnel / Human Resource Management 4th ed. Prentice-Hall, New Delhi, India

[21] Dessler, G. (2008). Human Resource Management 11th ed. Pearson International Edition

[22] Debrah, Y. A. & Ofori, G 2006. Human Resource Development of Professionals in an Emerging Economy: the Case of the Tanzanian Construction Industry. International Journal of Human Resource Management 17,3, 440 – 463.

[23] Denzin, N. K. & Lincoln, Y. S. (2005).The SAGE handbook of qualitative research. Sage Publications Inc, UK.

[24] Dillman et al (2009). Internet, mail and mixed-mode surveys: The Tailored Method. Hoboken, NJ Willey.

[25] Eisenberger R., et al (1986), "Perceived organisational support", Journal of Applied Psychology, Vol. 71, pp. 500-7.

[26] Evans, P., et al (2002). The Global Challenge: Framework for International Human Resource Management. Boston: McGraw-Hill.

[27] Frye MB (2004). Equity-based compensation for employees. Firm performance and determinants. J. Finan. Res. 27(1): 31-54.

[28] Guest, D. (1997), "Human resource management and performance: a review and research agenda", International Journal of Human Resource Management, Vol. 8 No. 3, pp. 263-76.

[29] Harvey, M. (2002). Human Resource Management in Africa: Alice's Adventures in Wonderland. International Journal of Human Resource Management. 13,7, 1119 – 1145.

[30] Harvey, M., et al (2002).The Role of MNCs in Balancing the Human Capital "Books" between African and Developed Countries. International Journal of Human Resource Management. 13,7, 1060 – 1076.

[31] Ivancevich, J. M. (2010). Human Resource Management 8th ed. Boston: Irwin McGraw-Hill. Jia-Fang (2010). Team Training in China: Testing and Applying the Theory of Cooperation and Competetion. Journal of Applied Social Psychology.

[32] Kamoche, K., Yaw. D., Frank, H. & Gerry, N. M. 2004. Managing Human Resources in Africa. London: Routledge.

[33] Kumekpor, T.B.K, (2002). Research Methods and Techniques of Social Research SonLife Printing Press and Services, Adenta Accra.

[34] Kinicki, A. & Kreitner, R. (2007). Organizational Behaviour, New York. McGraw-Hill.

[35] Mamoria C.B. (1995). Personnel Management: Himalaya Publishing, New Delhi. McKinsey Quarterly, Canadian Journal of Administrative Sciences 17(4) (2005)319-331.

[36] Moorhead, G. & Griffin, W. R. (1998). Organizational Behavior: Managing People and Organizations 5th ed. Boston New York.

[37] Monappa, A & Saiyadain, M. (2008). Personnel Management 2nd ed. Tata McGraw-Hill, New Delhi.

[38] MUMFORD, A. (1987). Using reality in management development: Education and Development 3rd ed. Short Rum Press Ltd. Obisi (2001)

[39] NGUYEN A, TAYLOR J, BRADLEY S (2003). Relative Pay and Job Satisfaction. Some New Evidence, MPRA Paper No 1382.

[40] OBISI C. (2001), Employee development, Issues and dimensions, Unical Journal of public Administrator.

[41] OHABUNWA S (1999). Nigeria Business Environment in the New Millennium: A paper presented for HRDB UNILAG on renovating our Corporate Management Practices for the new Millennium.

[42] OPKARA J.O. (2002). The Impact of Salary Differential on Managerial Job Satisfaction. A Study of the Gender Gap and Its Implications for Management Education and Practice in a Developing Economy: J. Bus. Dev. Nation, 65-92.

[43] REYNOLDS J. (2004). Helping people Learn: Strategies for Moving from Training to Learning. Research Report, London. CIPP. P1.

[44] ROBBINS, S. P. & JUDGE, T. A. (2007).Organizational Behaviour 12th ed. Pearson, Prentice Hall. Scott. Clotheir and Spriegel (1977) Personnel Management: Principles, practices and point of View. Tata McGraw-Hill Publishing Company Ltd. New Delhi, Sixth Edition. Steinmetz, Lawrence (1969) Unrecognized Enigna of Executive Development, "Management of Personnel, New York Vol. (8) 5".

[45] SOKOYA S.K. (2000). Personal Predictors of Job Satisfaction for the Public Sector Manager. Implications for Management Practice and Development in a Developing Economy: J. Business in Developing Nations, available at www.rh.edu/Ismt/jbdnv40.htm.

[46] STUART G. (2002). Plagiarism, norms and the limits of theft law; some observations on the use of criminal sanctions in enforcing intellectual property right, Hasting law Journal, SSRN 315562.

[47] TAYLOR, S. (1998) Employee Resourcing, London: CIPD

[48] THOMSON, A. (2002). Managing People and training and Development 3rd ed. Butterworth-Heinemann.

[49] SWART, J., MANN, C., BROWN, S. AND PRICE, A. (2005), Human Resource Development: Strategy and Tactics, Elsevier Butterworth-Heinemann Publications, Oxford

[50] UAD (2015) University Accounts Department, The amount of monetary commitment to Staff training.

[51] UENR (2015). Brief History of the University, http://uenr.edu.gh/our-history/

[52] WARNER, J. AND DESIMONE, R.L. (2009). Human Resource Development: Stock-Western Cengate Learning, USA.

[53] WRIGHT, P. & GEROY, D. G. (2001).Changing the mindset: the training myth and the need for word-class performance. International Journal of Human Resource Management 12,4, 586–600.

[54] YATES, D., MOORE, S., & STARNES, D. (2008).The practice of Statistics, 3rd Ed: Freeman ISBN 978-0-7167-7309-2.

[55] YATES ET AL (2010). Sedentary Behaviour and Physical Activities: University of Leicester, UK

[56] YIN, R. K. (1994). Case Study research: Design and Methods 2nd ed: Sage Publication Inc