

UNIVERSITY OF CAPE COAST

TRAINING AND DEVELOPMENT AND TURNOVER INTENTIONS
AMONG STAFF OF COLLEGES OF EDUCATION IN BONO AND
AHAFO REGIONS OF GHANA

BY

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DECLARATION

Candidate's Declaration

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

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Supervisors' Declaration

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

Supervisor's Signature: Date:

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ABSTRACT

The main purpose of the study was to examine the effect of employee training and development on employee turnover intentions among staff of Colleges of Education in Bono and Ahafo Regions of Ghana. In order to achieve the purpose of the study, three specific objectives were stated. They were; to analyse the effect of on-the-job training on employee turnover intention among staff of the College of Education in Bono and Ahafo Regions of Ghana; to examine the effect of off-the-job training on employee turnover intention among staff of the Colleges of Education in Bono and Ahafo Regions of Ghana.; to analyse the effect of employee development on employee turnover intention among staff of the Colleges of Education in Bono and Ahafo Regions of Ghana. The study was centered on resource-based view theory and social capital theory. With respect to the study's methodology, the quantitative approach was used. The explanatory research design was employed since the research studied on the causal relationship between training and development and employee turnover intentions. The data collection instrument was questionnaire. The simple random sampling technique was used in selecting respondents of 385. Descriptive and structural equation model were also used to analyse the objectives of the study. The study found that, on-the-job training, off-the-job training and employee development had a significant effect on employees. The study recommended that management must provide regular opportunities for staff to engage in professional development and training.

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DEDICATION

To my family



TABLE OF CONTENTS

Content	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of Problem	9
Purpose of the Study	13
Research Objectives	13
Research Questions	13
Significance of the Study	14
Delimitation	14
Limitations of the Study	15
Organisation of the Study	16
CHAPTER TWO: LITERATURE REVIEW	
Introduction	17
Theoretical Review	17
Resource-Based Theory (RBT)	17
Social Capital Theory	20
Conceptual Review	23

Overview of Training	23
Methods of Training	26
On-the-Job Training	26
Off-the-Job training	27
Relevance of Employee Training and Development Programmes	29
Employee Development	37
Concept of Employee's Turnover Intentions	38
Empirical Review	40
Conceptual Framework	51
Chapter Summary	54
CHAPTER THREE: RESEACH METHODS	
Introduction	55
Research Approach	55
Research Design	57
Study Population	57
Sample and Sampling Procedure	57
Sources of Data collection	58
Data Collection Instrument	59
Validity and Reliability	60
Data Collection Procedure	60
Data Analysis	61
Ethical Consideration	62
Chapter summary	62
CHAPTER FOUR: RESULTS AND DISCUSSION	
Introduction	64

Demographic Characteristics	64
Assessment of measurement models for the study	67
Assessing indicator loadings	67
Assessing internal consistency reliability	68
Assessing convergent validity	69
Assessing discriminant validity	70
Assessing coefficient of determination and predictive relevance	72
On the job training and employee turnover intentions among staff of Colleges of Education in Bono and Ahafo Region	74
Off the job training and employee turnover intentions among staff of Colleges of Education in Bono and Ahafo Region	78
Employee development and employee turnover intentions among staff of Colleges of Education in Bono and Ahafo Region	82
Chapter Summary	86
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
Introduction	87
Summary of the Findings	87
Conclusions	92
Recommendations	96
Suggestion for Future Studies	97
REFERENCES	99
APPENDIX	114

LIST OF TABLES

Table		Page
1	Demographic Characteristics of Respondents	64
2	Indicator Loadings	68
3	Validity and Reliability	69
4	Fornell-Lacker Criterion	71
5	Heterotrait-Monotrait Ratio (HTMT)	72
6	Employee Training and Employee Performance	74



LIST OF FIGURES

Figure		Page
1	Conceptual Framework	54
2	PLS Structural Equation Model	73



CHAPTER ONE

INTRODUCTION

In recent years, the field of education has undergone significant transformations globally, with a growing recognition of the crucial role played by educators in shaping the future of societies. In the context of Ghana, the Bono and Ahafo regions are pivotal hubs for educational institutions, particularly Colleges of Education, which serve as training grounds for future educators. Amidst the evolving landscape of education, the issue of staff turnover has emerged as a critical concern, impacting the stability and effectiveness of these institutions.

Background to the Study

Sometimes, the human resources of an organisation are referred to as the organisation's internal bloodline (Cafferkey et al., 2020). This description is not entirely accurate. Every organisation has at its disposal human resources. It is possible for the operations that are typically carried out by human resources to either have a positive impact on the overall performance of the company or to have a negative impact on it. This is a possibility for both of these events (Rasheed et al., 2024). It is vital to maximise the contribution of human resources to the fulfilment of the organisation's goals and objectives through training and development in order to sustain the economic and effective performance of this resource (Urbancova, Vrabcova, Hudakova, & Petru, 2021). This can be accomplished by investing in additional training and development opportunities. Specifically, this is due to the fact that human resources are not only an indispensable resource, but also an expensive resource. It is imperative that this be done in order to accomplish the goal of

ensuring that this resource continues to function in a manner that is both efficient and cost-effective throughout the entire organisation.

Furthermore, Chiat and Panatik (2019) found that the cost of maintaining human resources is higher than the cost of recruiting new people to work for the organisation. This was determined by Chiat and Panatik. It was demonstrated that this is the case. More specifically, Chiat and Panatik arrived at this point of recognition. Consequently, as a consequence of this, organisations develop procedures that have the ability to reduce the likelihood of persons constantly transferring jobs throughout the course of their employment. Given the fact that a high personnel turnover rate may have a big impact on businesses, both directly and indirectly, it is of the utmost importance to take action in order to find a solution to this problem. This is because the problem can have a substantial influence on businesses. A high staff turnover rate can result in greater costs connected with the recruitment and training of new personnel, decreased profitability, lost production, and an overall decline in employee morale, as stated by Hayward et al. (2016). Additionally, a high rates of employee turnover can lead to a decrease in production. Additionally, a rise in the turnover rate of staff may be the cause of a drop in the level of production the company achieves. When taking into consideration the fact that the public sector employs more than 12 million people, which is similar to about forty percent of the total population of Ghana, it is vital to perform study on employee turnover in the public sector. This is especially true when one takes into consideration the percent of employees who leave their jobs.

The Resource-Based View (RBV) theory, propounded by Jay Barney in 1991, offers a valuable framework for analyzing the relationship between training and development and turnover intentions among staff of colleges of education in the Bono and Ahafo regions of Ghana. According to the RBV, organizations can achieve a sustainable competitive advantage by leveraging internal resources that are valuable, rare, inimitable, and non-substitutable. In this context, training and development programs are crucial internal resources that can enhance employees' skills, knowledge, and job satisfaction, ultimately reducing their intentions to leave the organization (Lin, 2023). By investing in continuous professional development, the colleges of education can increase the retention of staff by fostering a sense of value and belonging.

This approach aligns with the RBV's emphasis on human capital as a key strategic asset that organizations can use to reduce turnover rates, thereby maintaining a stable and productive workforce. Empirical studies have supported this view, showing that well-structured training and development initiatives contribute significantly to lowering employees' turnover intentions, particularly in educational institutions.

In the educational sector, where the government is responsible for employing 19 percent of the industry's labour, there is a significant component of the workforce that is hired by the government. Additionally, the government is responsible for hiring a significant number of the workforce. A ripple effect that is caused by staff turnover has the potential to eventually result in a slowdown of the global economy, which also has the potential to have an influence on all elements of society, as stated by Vasquez (2014). This particular ripple effect has the power to have an effect on all aspects of

society. Workers are becoming more valuable assets to the organisation as a direct result of the increasingly competitive nature of the business environment to which they are exposed. It is the amount of devotion that employees demonstrate that is the single most essential factor in determining whether or not a company will be successful and even continue to exist. Furthermore, Arokiasamy et al. (2010) state that it is expected of employees that they will fulfil the criteria and goals of the organisation. This is something that is expected of them. As a direct result of this, a great number of businesses are placing unreasonably high expectations on their employees, even though they frequently lack the capacity to fulfil such requirements.

The Resource-Based View (RBV) theory, propounded by Jay Barney in 1991, offers a valuable framework for analyzing the relationship between training and development and turnover intentions among staff of colleges of education in the Bono and Ahafo regions of Ghana. The RBV posits that organizations can achieve a sustainable competitive advantage by leveraging internal resources that are valuable, rare, inimitable, and non-substitutable (Barney, 1991).

In this context, training and development programs represent critical internal resources that can enhance employees' skills, knowledge, and job satisfaction, thereby reducing their intentions to leave the organization. In Ghana's education sector, especially in the Bono and Ahafo regions, staff turnover has been a growing concern, with many employees seeking better opportunities due to perceived lack of growth and professional development (Owusu & Asare, 2022). By investing in continuous professional development, the colleges of education can increase the retention of staff,

fostering a sense of value and belonging. This aligns with the RBV's emphasis on human capital as a key strategic asset to reduce turnover rates, maintaining a stable and productive workforce (Adu-Gyamfi, 2021). Empirical studies have shown that well-structured training and development initiatives contribute significantly to lowering employees' turnover intentions, particularly in educational institutions, where job satisfaction and career progression are key retention factors (Nyarko & Mensah, 2020). In the specific context of colleges of education in Bono and Ahafo, implementing robust training and development programs could address the high turnover intentions, thus improving institutional performance and continuity.

According to Skelton, Nattress, and Dwyer (2020) and Kurmiawaty, Ramly, and Ramlawati (2019), it is equally important for a company to be aware of the most recent technological advancements and to be able to recruit and keep the most brilliant persons in the workforce. According to Kuean et al. (2019), it is a well-known truth that firms are fighting with one another in the labour market to recruit individuals who are efficient, innovative, and imaginative in order to preserve their competitive edge. This is done in order to ensure that they continue to have an advantage over their competitors. This action is being taken by businesses in order to preserve their position as market leaders. This action is taken in order to ensure that they will continue to have a competitive advantage over their competitors in the market.

Employee turnover continues to be a problem in the vast majority of companies, if not all of them, despite the fact that businesses have taken measures to guarantee that they maintain their skilled staff within the company. This is the way that the vast majority of corporations conduct their

business, as is actually the case. A high personnel turnover rate may have a substantial impact on the quality, consistency, and stability of the services that a company offers to its customers, which can eventually result in dissatisfaction on the part of those customers, according to Trevor and Nyberg (2008), who are in agreement with this statement. This is occurring as a consequence of the fact that a high turnover rate may cause a company to experience a consistent loss of staff members. The findings of the research that was carried out by Lin and Huang (2021) have led to the conclusion that an excessive turnover rate may be damaging to enterprises. This conclusion was reached as a consequence of the findings of the research. This is due to the fact that there is a shortage of knowledge in the labour market, and businesses are also put in the situation of having to cope with the financially burdensome expenditure of training new workers. This is a result of both of these factors. Therefore, training is necessary in order to ensure that there is an adequate supply of workers who are both technically and socially competent for positions in management as well as those in departments. This is the reason why training is required. Exactly for this reason, training is really necessary.

According to the findings of the research that was carried out by Ramlawati, Trisnawati, Yasin, and Kurniawaty (2021), it has been discovered that when employees are provided with the appropriate training, development, and education at the appropriate time, it results in significant benefits for the organisation. This was discovered by the researchers. One of the numerous advantages is a decrease in the desire to leave the company, which is certainly one of the many positives. However, this is just one of the many advantages. few other benefits include enhanced productivity, knowledge, loyalty, and

contribution. These are only few of the positives. Marketing, finance, production, purchasing, management information systems, and administration are some of the other functional areas of a corporate organisation that are considered to be strategic partners of human resource management today, as stated by Rasheed, Okumus, Weng, Hameed, and Nawaz (2020) and Xiong and Wen (2020). These functional areas are considered to be among the most important in the field of human resource management. Just a few of the domains that are regarded to be strategic partners are listed here. The following is a list of just a few of the domains that are considered to be strategic partners.

It is generally agreed that the management of human resources is a vital component because it serves as a strategic partner to the other components that were mentioned earlier. There is a widespread belief that the human resource of any company will be the factor that most significantly differentiates it from its competitors. This is because the quality of this resource, in addition to its direction, is a significant factor in determining whether or not an organisation will be successful for that company. This is because the orientation of the organisation has a direct influence on the amount of quality that this resource possesses. This is the reason why this is the case. This is built on the idea that human resources are the source of a business organization's competitive edge. This is the foundation upon which this building is constructed. In order to construct this, this is the foundation that is necessary.

According to Huang et al. (2021), this is due to the fact that, as was mentioned earlier, other competitive organisations might be able to replicate

the equipment, infrastructure, methods of production, packaging, and distribution strategies. On the other hand, the inherent quality, innovativeness, knowledge, abilities, and skills of the human resource cannot be easily replicated. One of the reasons why this is the case is because of this reason. This is the reason why things are the way they are in the current situation.

The provision of chances for training is considered to be one of the most essential parts of the human resource development (HRD) activity. This is because it is a component of the practice of human resource management. It is essential for employees to possess the necessary skills, knowledge, values, attitudes, and competencies, as well as a solid understanding of the culture of their particular company, in order for them to be able to fulfil their responsibilities in a manner that is not only successful but also efficient. This involves the employees being able to perform their duties in a manner that is not only successful but also efficient.

According to Ju and Li (2019), individuals who have recently been recruited typically do not possess all of the abilities that are typically required for good or exceptional performance once they begin working in their respective professions. The frequency of this is quite typical. To restate, it is of the utmost importance for workers to maintain their skills by actively participating in chances for training and development while they are on the job. The purpose of this is to provide them with the opportunity to acquire skills that they did not possess at the time that they submitted their application for employment. Because of this, a corporation would be need to establish a department that specialised in training and development one of the reasons why it would be necessary to have such a department.

According to the resource-based worldview hypothesis, the resources that are scarce, limited, difficult to replicate, and non-substitutable are the ones that are in the best position for a company to achieve success over the course of a lengthy period of time. There is no other resource that can be used in their place. The utilisation of these strategic resources has the potential to serve as the basis for the development of company capabilities, which, in turn, have the potential to result in improved performance over the course of time. It is possible that the human resource of the corporation might be made scarce enough to guarantee the success of the organisation via the use of training and development. This is a possibility that might be realised. In the event that employees continued to get opportunities for professional growth and training of a high standard, the company would benefit from increased employee value.

To put it another way, this would lead to an increase in their commitment to the organisation, which would, in turn, lessen the likelihood that they would consider quitting the company itself. The purpose of the study is to investigate the impact that training and development have on the likelihood that workers will leave their current jobs. The employees from educational institutions will serve as the case study for this investigation. Research will be carried out to assess the impact of training and development, with this background information being taken into consideration.

Statement of Problem

It has been demonstrated that the turnover rate in the college of education sector is excessively high (Addae & Boso, 20221), with an average of up to 12 to 25 percent per year (Atitsogbui & Amponsah-Tawiah, 2019;

Islam et al., 2020). This is a phenomenon that has been deemed unacceptable (Adu-Gyamfi, 2021). Research has demonstrated that this is the case (Nyarko & Mensah, 2020). There is no way that the turnover rate can be sustained because it is that high. As stated by Masood (2021), educational institutions have a tendency to experience significant levels of worker turnover and rely on the external labour markets to replace vacancies in their workforce. Specifically, he contends that this is a pattern that has been observed in the past. On the other hand, the high personnel turnover rate is not something that can be ignored as a characteristic that is inherent to the college education industry.

According to the theory of social capital theory that was presented by Coudounaris, Akuffo, and Nkulenu (2020), a corporation has the potential to influence employee turnover through the use of a variety of various intervention strategies. The following are some of the procedures that are included in this category: placement and orientation, training and development, opportunities for advancement, employment stability, and management style.

According to the calculations that were provided by Mulyawan et al. (2021), it is conceivable for the percentage of the entire staff population that is comprised of operational and skilled workers to reach up to 64 percent. This is the maximum percentage that can be achieved. There are very few options for advancement and promotion for workers working at lower levels, and this could be an indication that there are very few opportunities for advancement and promotion. As a consequence of this, it is possible that individuals will

leave that company in order to seek employment with another organisation that offers more favourable career opportunities with that organisation.

Although there are a few important exceptions, training is not considered to be an issue, as stated by Zondi (2021). In fact, there are none. One of the observations that Zondi made was this one. There are a number of surveys that have been conducted, and the findings of these surveys suggest that the training that is provided at institutions is limited to methods that are simple and may be employed while working. According to Hassana (2019), who warns against doing so, there are two challenges that should not be neglected: retraining an older workforce that has been displaced from other industries and protecting the development of people who are currently working. Both of these challenges should not be ignored. Neither of these concerns should be disregarded in any way.

It is difficult for management to implement procedures that would ensure personnel continue to remain with the institution for an extended period of time since the college of education has not completed a large quantity of documentation regarding the factors that lead to employee turnover. This is because the college has not yet completed the documentation. A significant quantity of documentation has not been finished by the college of education, which is the reason for this problem. According to Abujudeh (2020), a number of research that have been conducted on the topic of the impact of training on the intentions of workers to quit their employment have produced results that are inconclusive. These studies have been carried out on the subject of the effect of training on the behaviour of workers. According to Williams and Owusu-Acheampong (2016), a number of recent studies that have been carried

out in Ghana on employee turnover intentions have concentrated on the ways in which perceived organisational support, incentives, and working environment effect employee retention. These studies have been done in regard to employee turnover intentions. Ghana is the location where these studies were carried out.

According to the findings of a study that was carried out by Yeswa and Ombui (2019), the implementation of strategies that aim to reduce the amount of employees who leave an organisation contributes to the retention of staff members and serves as a competitive advantage. It was demonstrated that this is the case. In addition, the findings of the research led to the conclusion that in order for the company to achieve success, it is necessary for the company to determine the circumstances under which programmes designed to reduce employee turnover would be most effective. In order for the company to continue to be successful, this is a need.

Another study that was carried out in Australia by Masood et al., (2020) found that training workers has a beneficial impact on the rate of employee turnover and increased levels of employee engagement. The findings of this study were presented in the form of a report. It was discovered that this was the case. At first look, it would appear that a significant amount of research has not been conducted on the topic of the influence that training has on the intentions of workers to quit their employment within the College of Education. Although this may appear to be the case, it is important to note that this is not the case. An analysis of the influence of training on employee turnover intentions among staff members working in the Colleges of

Education in the Bono and Ahafo Regions of Ghana is the purpose of this research, which aims to fill a gap in the existing literature.

Purpose of the Study

The purpose of the study is to examine the effect of employee training and development on employee turnover of staff of the College of Education in Bono and Ahafo Regions of Ghana.

Research Objectives

Specifically, the study sought to;

1. Analyse the effect of on-the-job training on employee turnover intention among staff of the Colleges of Education in Bono and Ahafo Regions of Ghana.
2. Examine the effect of off-the-job training on employee turnover intentions among staff of the Colleges of Education in Bono and Ahafo Regions of Ghana.
3. Analyse the effect of employee development on employee turnover intention among staff of the College of Education in Bono and Ahafo Regions of Ghana.

Research Hypothesis

1. There is significant relationship between on-the-job training and employee turnover intention among staff of the Colleges of Education in Bono and Ahafo Regions of Ghana?
2. There is significant relationship between off-the-job training and employee turnover intentions among staff of the Colleges of Education in Bono and Ahafo Regions of Ghana?

3. There is significant relationship between employee development and employee turnover intentions among staff of the Colleges of Education in Bono and Ahafo Regions of Ghana?

Significance of the Study

The significance of this research lies in the fact that it provides employers of schools of education in the Bono and Ahafo Regions with empirical information about the effect of training on the intentions of workers to quit their positions. The purpose of this information is to offer information on the goals of staff turnover. Furthermore, the results would be of aid to management in acquiring an understanding of how training may be improved to reduce the possibility of personnel quitting their roles. This would be a significant benefit. The results of the research indicate that other colleges of education located in other areas would be able to enhance their training and raise the proportion of workers who continue to work for the institution if they were to implement these improvements.

As an additional benefit, the results of the research would be of use to educational institutions all across the country in their attempts to improve training programs that would help in the process of retaining personnel. Lastly, but certainly not least, the findings of the study would be used as a source of literature for the purpose of doing more research.

Delimitation

The purpose of the research was confined to analysing the influence of training on the intention of workforce turnover among the employees working in the Colleges of Education located in the Bono and Ahafo Regions of Ghana. The research was conducted in Ghana. In particular, the study concentrated on

the possibility of having employees leave their positions. It is not unusual for universities to experience turnover rates that are greater than those of other industries. This is due to the fact that universities engage in labour-intensive enterprises and provide services. This is due to the fact that universities offer various services.

Limitations of the Study

Due to the fact that the study was intended to cover all of Ghana's educational colleges, it is possible that the researcher would have required to devote a significant amount of time and financial resources in order to cover all of the higher education institutions that are located in the country. As a result of the constraints imposed by time and financial resources, the researcher arrived at the decision that the scope of the study ought to be limited to a specific number of educational institutions that are situated in the Bono and Ahafo regions. After taking into consideration the information that was available before, this decision was made. There were some respondents who did not provide any responses to any of the questions that were included on the questionnaire, while there were others who did not provide any responses at all to any of the questions. Such responses are referred to as selective reactions, which is the phrase that is used to characterise them.

Definition of Terms

Training: Training refers to a systematic process through which organizations provide employees with the specific skills, knowledge, and competencies required to perform their jobs effectively.

Development: Development is a broader and more long-term process aimed at enhancing an employee's overall growth and career progression.

Turnover Intentions: Turnover intentions refer to the conscious and deliberate inclination of an employee to leave an organization.

Organisation of the Study

The study is organised into five main chapters, with each chapter focusing on certain aspect of the study. Chapter one looked at the general background of the study, problem statement, objectives of study, research questions and research hypothesis. Other issues under chapter one includes significance of the study, delimitations of the study and organisation of the study. The second chapter reviews both theoretical and empirical literature related to the study. Chapter three took a look at the study design, population, sample and sampling techniques, research instrument, data collection procedures, data analysis and ethical considerations. Chapter four deals with the analysis and discussions of the results obtained from the field. The last chapter concluded by summarizing the findings of the study, drawing conclusions based on the key findings and giving appropriate policy recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In the next part, information on the relevant literatures that have been used to inform and direct the conducts of this study has been explained. In particular, the chapter is broken up into three sections: theoretical perspectives, which are primarily used for describing the most important concepts of the study and reviewing the supporting theory that underpins the study; empirical review; which is used to guide comparisons and discussions in chapters four and five; and conceptual framework; which is used to clearly articulate the rationale behind the study based on empirical inferences and the logic that underpins this study.

Theoretical Review

This section provides information about the various supporting theories that underpin the study. The theories would first of all be explained as to their stance and afterwards, they are linked to the context of this study. These theories were selected because other empirical studies have endorsed their application in studies of this nature. The theories include Resource Based View Theory and Social Capital Theory.

Resource-Based Theory (RBT)

The Resource-Based View (RBV) theory was propounded by Jay Barney in 1991. The theory emphasizes that an organization's sustainable competitive advantage is largely determined by its internal resources, particularly those that are valuable, rare, inimitable, and non-substitutable (Barney, 1991). According to the RBV, organizations can outperform

competitors if they effectively develop and deploy unique resources such as human capital, which includes employee skills, knowledge, and capabilities. The theory's relevance to human resource management, particularly in the context of training and development, stems from its focus on the strategic role of employees as essential resources for gaining and sustaining competitive advantage. Training and development programs are essential in enhancing the skills and competencies of employees, making them more valuable to the organization and reducing turnover intentions.

The key assumptions underpinning the RBV theory include the belief that resources controlled by a firm can be heterogeneously distributed across competing firms and that these resources are not perfectly mobile. As a result, organizations that possess and develop superior resources, like a well-trained workforce, can create conditions that are difficult for competitors to replicate, thus securing a sustained advantage in the market (Wernerfelt, 1984). Furthermore, the theory assumes that such resources must be effectively managed and developed over time to maintain their uniqueness and strategic value.

Despite its strengths, the RBV theory faces some limitations. One significant limitation is its lack of attention to the external environment, including market and industry conditions, which can also significantly impact organizational performance and employee turnover. Additionally, the theory assumes that all resources are developed internally, ignoring the role of external factors such as partnerships or acquisitions in resource development. Another critique of the RBV is that it tends to focus more on static resources, such as physical and financial assets, rather than dynamic capabilities like

adaptability and innovation, which are critical in fast-changing environments (Priem & Butler, 2001).

In linking RBV to the study variables of training, development, and turnover intentions among staff of colleges of education in the Bono and Ahafo regions of Ghana, the theory highlights how training and development initiatives can be seen as investments in human capital. These initiatives improve the skills and knowledge of employees, making them valuable resources to the organization. By equipping employees with these capabilities, colleges can reduce turnover intentions, as well-trained employees are more likely to feel valued and committed to the organization. This approach aligns with the RBV's focus on maintaining competitive advantage through resource development. Empirical studies have demonstrated that training and development programs significantly influence employee retention. For example, a study by Afriyie and Boakye (2021) in Ghana's educational sector found that effective development programs resulted in lower turnover intentions among staff, as employees viewed these initiatives as pathways to career growth and satisfaction.

Similarly, a study conducted by Nyarko and Mensah (2020) on turnover intentions in Ghanaian colleges of education demonstrated that staff who had access to continuous training and development opportunities reported higher job satisfaction and lower intentions to leave their positions. This study underscores the RBV assumption that human capital is a key resource that must be cultivated to maintain competitive advantage. Staff in the Bono and Ahafo regions who receive relevant training and development will be better

positioned to contribute to institutional success, thereby reducing turnover rates.

RBV theory provides a strong theoretical foundation for understanding how training and development can impact turnover intentions in educational institutions. By treating employees as valuable and strategic resources, colleges of education in the Bono and Ahafo regions can develop targeted programs that not only enhance staff capabilities but also foster a deeper sense of commitment and loyalty, reducing turnover intentions and improving institutional stability.

Social Capital Theory

The Social Capital Theory was initially developed by Pierre Bourdieu in the 1980s and later expanded by scholars such as James Coleman and Robert Putnam. Bourdieu (1986) conceptualized social capital as the networks of relationships, social ties, and shared norms that provide individuals with access to resources and support. Social capital is viewed as an asset that can be accumulated through relationships and interactions, enabling individuals and organizations to achieve collective goals. The theory suggests that organizations with higher levels of social capital benefit from increased trust, cooperation, and mutual support, which can significantly improve overall performance and employee retention.

Several assumptions underpin Social Capital Theory. First, it assumes that relationships and networks within an organization serve as valuable resources that can enhance both individual and collective outcomes (Coleman, 1988). Second, the theory assumes that social capital is built and strengthened through interaction, shared experiences, and collaboration. Employees who

develop strong social networks within their organizations are more likely to receive support, information, and assistance, which can enhance job satisfaction and reduce turnover intentions. Lastly, social capital is seen as cumulative—once established, it builds over time, creating a culture of trust and reciprocity that further benefits the organization (Putnam, 2000).

Despite its strengths, Social Capital Theory has several limitations. One major critique is that it tends to overlook the power dynamics within relationships, assuming that all social ties are equally beneficial. In reality, some networks may exclude or disadvantage certain individuals, leading to unequal access to resources (Portes, 1998). Additionally, the theory focuses on the internal social networks within an organization, often neglecting external relationships that can also influence employee behavior. Another limitation is that social capital may erode over time, especially if relationships and trust are not actively maintained.

In linking Social Capital Theory to the study variables—training, development, and turnover intentions among staff of colleges of education in the Bono and Ahafo regions of Ghana—the theory underscores the importance of social networks and relationships in employee retention. Training and development programs not only improve the skills and competencies of employees but also facilitate the creation of social capital by fostering interaction and collaboration among staff members. Through these programs, employees build relationships, trust, and a sense of belonging within the organization. As a result, the social capital accumulated from these interactions can reduce turnover intentions, as employees feel more connected to their colleagues and institution. Studies have shown that employees who

experience strong social bonds within their workplace are less likely to consider leaving their jobs (Nahapiet & Ghoshal, 1998).

Empirical studies support this linkage. A study by Boateng and Baffoe (2021) on turnover intentions in Ghanaian educational institutions found that staff members who participated in training and development programs experienced stronger social ties and lower turnover intentions. These programs encouraged teamwork and collaboration, creating a supportive environment that improved job satisfaction and reduced the likelihood of employees leaving their positions. Similarly, research conducted by Amponsah and Ofori (2020) demonstrated that employees with higher levels of social capital—through strong relationships and trust with colleagues—were more likely to stay with their organizations. These findings align with Social Capital Theory's premise that relationships and networks serve as critical resources that promote employee retention.

In conclusion, Social Capital Theory provides a valuable framework for understanding how training and development programs can influence turnover intentions. By fostering social networks and relationships within the workplace, these programs help build social capital, which enhances employee satisfaction and reduces the desire to leave. Colleges of education in the Bono and Ahafo regions of Ghana can leverage this understanding to design development initiatives that not only improve staff competencies but also strengthen the social fabric of the institution, leading to greater employee retention and overall organizational success.

Conceptual Review

This section explains the concepts underpinning the study. The concept of training, the types of training, employee development and employee turnover intentions were explained under this section.

Overview of Training

According to Kombo and Kakuba (2020), training is a learning process in which individuals acquire the knowledge, abilities, experiences, and attitudes that they require in order to carry out their various professions in a more effective manner for the purpose of fulfilling the objectives of their firm. This is done in order to ensure that the company works towards achieving its goals. A different way of putting it is that training is a method that is used to put a planned approach into action. One of the actions that is referred to as training is one that is carried out in accordance with a manner that has been determined in advance. The most essential goal of training is to influence the behaviour of workers through the utilisation of instructional events, programmes, and instructions that help individuals gain specific levels of knowledge, skill, and vital competences. This is accomplished through the utilisation of training. This is the most essential goal that training should be aimed at.

Leung, Csipke, Yates, Birt, and Orrell (2021) define training as an effort that is both deliberate and methodical in character, with the goal of gaining successful performance in a variety of tasks. Training is defined as an effort that is both purposeful and methodical. The purpose of training is to accomplish the goal of altering or developing one's knowledge, abilities, or attitude through the process of learning. It is feasible to argue that employee

training is essentially an instructional and educational tuition that is delivered to newly hired staff members of a company before they begin giving service to the firm or to staff members who are already employed by the company. This is the case whether the training is provided to newly hired staff members or to previously employed staff members.

It is conceivable to make this assumption when one takes into mind the definitions that have been discussed in the previous paragraphs. The primary objective of employee training is to educate workers on policies, contemporary methods, tools, strategies, and materials that are pertinent to their employment in an effort to meet the objectives and goals of the business. This is done in an effort to achieve the goals and objectives of the organisation. This action is taken in an effort to accomplish the aims and objectives that have been set for the organisation.

According to the findings that were presented by Omoregie, Ukpebor, and Ajgbe (2018), the employees who have been given the most comprehensive training would be in a better position to meet the standards that have been established by both their employers and their clients. This is evidenced by the fact that they would be able to better fulfil the requirements that have been established. When an employee has a higher degree of job knowledge, they will feel more at ease while performing their duties, they will perform at a high level, and they will be satisfied with their position. The outcomes of their research reveal that training programmes have the potential to enhance an employee's comprehension of their field. Furthermore, an improvement in job knowledge is indicative of an individual's level of contentment with their current employment.

It is possible to discover that employees who participate in training that is tailored to their individual goals as well as the goals of the company as a whole become more productive. This is something that can be discovered when the concept of training is taken into consideration. When it comes to the performance of employees, the benefits of training can frequently promote development not just inside the individual but also across the organisation as a whole. This growth has the potential to have a positive impact on performance.

According to Ajayi and Okhankhuele (2019), employees who become trainers may have a greater possibility of continuing with the company, which may contribute to a drop in the number of employees who leave the company. This conclusion was reached after the authors conducted research. Training may include a wide range of topics, including how employees can improve their own performance at work, how employees can get ready to take over for their supervisors, and how employees can build their own talents in their own professions. These are just some of the topics that may be covered. Those members of the staff who have undergone training are also more able to adapt to changes in surroundings that are both domestic and international.

This research includes both on-the-job training and off-the-job training as examples of training methods that are included for the goal of producing the study. The research was conducted for the purpose of producing the study. The research that was conducted includes both of these different kinds of training. For the purpose of providing a more detailed explanation, the purpose of this research is to investigate the impact that different training approaches have on the productivity of individuals who are currently employed.

Methods of Training

There are two main methods of training. On-the-Job Training and off-the-job training.

On-the-Job Training

On-the-job training is a way that can be utilised to complete the transfer of information from one individual to another, as stated by Shereni (2020). This method can be utilised to complete the transaction. If workers continue to learn new information, they will have the opportunity to put this strategy into action as they continue to acquire new knowledge. In the study conducted by Birca and Matveiciuc (2021), it was discovered that on-the-job training is quite beneficial when it comes to tasks that are task-oriented, such as the manual operation of machinery. It would be to the advantage of employees to receive training that is more hands-on because it would assist them in better comprehending how to carry out their responsibilities. It is possible that on-the-job training might lead to the success of a company, and it could also lead to an improvement in the performance of workers as they learn and carry out the activity in a certain way. Both of these outcomes are possible. People who are participating in on-the-job training are able to create connections between things that are directly relevant to their day-to-day operations and the training that they are receiving. This is the reason why this is the case.

Orlando (2019) asserts that when employees are able to accomplish their tasks while simultaneously gaining knowledge, it results in a true savings of both time and money for the organisation. This is the case when employees are able to learn new things. However, it is not without its limitations, as

Hackett, Davies, Orr, Kuang, and Halaki (2018) point out that a disagreement may occur if the trainer and the student have different ways of doing things. This also has the potential to result in a production mistake or the possibility of an accident (Reddy, 2016). In addition, it may also result in a disagreement.

Off-the-Job training

According to the findings of Shafini et al. (2016), employees are able to pay more attention to the information that is being shown to them when they participate in training that takes place in a setting that is different from their typical working environment. This is because the likelihood of being disrupted by work operations is significantly smaller as compared to the training that takes place in the environment of the workplace. This is the reason why this is the case. According to Mtulo (2014), when employees receive training that is carried out away from their place of employment, they are able to participate in the training programme without being distracted by elements that are external to the organisation. This is as a result of the fact that the training location is frequently structured in a manner that enables the employee to concentrate their full attention on the particular training being provided.

Every single piece of apparatus or instrument that was required in order to make the training programme more accessible would have been made readily available to the individuals who were participating in the training. Generally speaking, training that takes place outside of the workplace is more regimented and has a specific goal in mind, as stated by Ramya (2016). Not only does this help to maximise the amount of time spent studying, but it also offers a more organised and organised learning experience. In the meantime,

Mahmood, Hee, Yin, and Hamil (2018) assert that training that is not directly related to the job is of utmost significance, particularly for skills that are specialised or technical in nature. They believe this because training that is received outside from the workplace has a greater chance of being successful.

Additional evidence in favour of this assertion is provided by Ilelah and Ali (2019), who state that off-the-job training is frequently conducted by a specialist in the specific industry. In addition, the statement that was presented before offers further evidence in favour of this reality. Both the study by Collier et al. in 2020 and the study by Kumar et al. in 2019 Using techniques such as simulation lectures and role-playing, employees are encouraged to study in a controlled environment for the purpose of practical application. This is done in order to achieve the goal of practical application. In this context, the processes in issue are referred to as "learning in a controlled environment."

Riley (2018) highlights a number of concerns, one of which being the fact that off-the-job training necessitates actual employment time away from the individual. A number of problems are raised by Riley (2018), and this is one of them. For the purpose of participating in off-the-job training, it is important to take time away from actual employment. The fact that they want the assignment to be completed in the smallest amount of time that is practically achievable increases the likelihood that this will result in a decline in the quality of the work that is produced from the assignment. Instead of being tailored to fulfil the needs of a single individual, the goal of off-the-job training is frequently to meet the educational goals of a group as a whole by catering to their collective educational objectives.

This is in contrast to the goal of on-the-job training, which is to educate a single individual. Lectures, computer-based training, games, and simulations were determined to be the most popular types of off-the-job training tactics, according to the research that was carried out by Orlando (2019). Furthermore, simulations are included in this category.

Relevance of Employee Training and Development Programmes

A number of researchers, including Imran et al. (2014), Zahra et al. (2014), and Otuko et al. (2013), have arrived at the opinion that training is an instrument that is necessary for each and every business. It is vital because it ensures that the skills and capabilities of workers are always in line with the standard that is set by the market. It is of utmost importance in our day and age, specifically in light of the rapid rate at which both the environment and technology are undergoing persistent transformations. Additionally, it ensures that the quality of the work will be maintained in a consistent manner, which is a guarantee. If workers were provided with training, they would be able to be able to adjust to the ever-changing circumstances, manage their daily work, and keep or even improve their performance on the job.

Employees are less likely to be resistant to change as a result of training (Khan et al., 2016; Shafini et al., 2016). Training has the dual effect of preparing employees to be ready for any huddles that may occur. This is something that may be done, taking into consideration that training provides employees with the skills they need to be ready for any huddles that may occur. According to Aragón et al. (2003), training not only stimulates the formation of new knowledge, skills, and capacities, but it also encourages the

development of a habit of learning and prepares workers for any uncertainty that may come in the future. In other words, training is a win-win situation.

Training becomes unavoidable and essential in order to have a workforce that is competent and well-prepared, producing high work quality, and sustaining an optimal level of performance in the direction of achieving organisational goals and objectives (Falola et al, 2014). As a result, training is essential. Specifically, this is due to the fact that training is the only method that can guarantee that the workforce is capable of producing high-quality work.

Devins, Johnson, and Sutherland (2012) made the discovery that trained individuals have a tendency to function more efficiently in teams when they are working together. This was discovered by the researchers. As a consequence of the fact that everyone is aware of the expectations and is able to accomplish them jointly in a seamless manner at the same time, this is the result. When workers are provided with training, it helps them feel more confident in their skills to perform and make decisions. This is one of the benefits of giving workers with training. Providing workers with ongoing training increases the likelihood that they will be able to adjust to new circumstances and think of innovative ways to solve problems.

The acquisition of instruction comes with a number of benefits, one of which is as follows. Personnel that demonstrate the ability to learn, remember, and apply the information that they have gained are considered to be great prospects for promotions, as stated by Yamoah (2013). Because they have demonstrated that they are capable of obtaining new abilities through

experience and instruction, this is the reason why they have been given this opportunity.

Employees who participate in training programmes have a better probability of advancing their careers and maintaining their jobs for the duration of their employment experience. When an individual has received adequate training, they will feel at ease with the duties that come with the role, and they will require less supervision throughout the course of their employment. It has been found by Onyango and Wanyoike (2014) that employees who participate in training and make improvements to their efficiency as well as acquire new abilities are more likely to be considered for promotion by their company. After joining the organisation, individuals immediately become an asset to the organisation due to their participation.

Employees are able to improve their efficiency and productivity in their work when they are provided with training opportunities. Those individuals who have obtained an adequate amount of instruction demonstrate both quantity and quality in the work that they perform with self-assurance. According to Onyango and Wanyoike (2014), the provision of adequate training to staff members may directly be related to a reduction in the amount of time, money, and resources that are wasted. This statement is supported by the findings of the aforementioned researchers.

According to Zahiruddin et al. (2012), a worker who has received adequate training is able to carry out their obligations in a manner that is both competent and purposeful. This is the case since the person has completed the necessary training. Firms always look forward to improving their performance, but if their workforce is not qualified, it is extremely challenging to achieve

this goal. Increasing their performance is something that firms continuously look forward to. These organisations are enthusiastically anticipating this event on a consistent basis. Training gives employees the opportunity to stay one step ahead of their competitors and to get a comprehensive understanding of the ever-evolving technological landscape, which enables them to tackle any problem that may come with caution (Elnaga & Imran, 2013). A further benefit of training is that it enables staff to become well-versed in developing technologies.

According to Tan and Khatijah (2017), training is essential for both new employees who have recently joined the organisation and employees who have been working for the company for a longer period of time. Their argument is that training is vital for both groups. By utilising training, employees are able to keep a competitive advantage over their competitors and sustain that advantage over time. According to Nischithaa and Rao (2018), training not only results in an improvement in the knowledge and capabilities of workers, but it also results in an increase in the performance of the workforce of the business. This suggests that training is beneficial to both the business and its workforce.

According to Mohan and Gomathi (2015) and Khyzer et al. (2012), the results of employee training include workers who are more skilled and motivated to raise bigger levels of productivity, as well as employees who are more ready to work, devoted, and able to maintain quality performance. In addition, employees who are more skilled and driven to raise larger levels of productivity are outcomes of employee training. Furthermore, employees who are more prepared to work are more likely to be able to maintain great

performance during the course of their employment. Personnel is one of the most important components that contribute to the success of any firm, and it is also one of the factors that contributes to the success of any organisation.

Lin and Lu (2022) state that training and development are seen as a powerful investment-value method that has the potential to result in higher organisational performance and success, as well as an improvement in the performance of individuals. This is because training and development may help individuals enhance their performance.

According to Cowden and Karodia (2018), training provides a company with the ability to respond to a diverse variety of client requirements, which in turn meets the preferences and tastes of customers. Additionally, training assists workers in developing their capabilities and boosts their morale, which ultimately results in the staff becoming more efficient, reducing waste and operations, and enhancing overall productivity throughout the organisation. Additionally, training and development makes a contribution to a reduction in the amount of mandatory monitoring that is required, as well as a reduction in the amount of staff turnover that takes place. According to the findings of the research that Vu and Nwachukwu carried out in the year 2020, it serves to motivate employees to remain loyal to the firm, it decreases the amount of time that is required for new employees to learn, and it minimises the costs that are associated with learning those new employees do.

According to Glaveli and Karassavidou (2021), the human resource of an organisation is the element that serves as a multiplicative factor in placing the firm on the route to success. Training is the most important function of all the duties that are carried out within an organisation. This is because training

is the most important factor in expanding the human asset of a company, which is the most important factor for success in an organisation. The reality that this is the case is not altered by the fact that each of the HR practices plays an important role in facilitating the advancement of its personnel in its own location. Employees acquire feelings of loyalty to the organisation as a result of the positive attitude on the work that they have gained through training and development opportunities. This can be attributed to the optimistic outlook that they have established for themselves.

An improvement in performance, namely in terms of providing improved service to the clients, is the final outcome of this endeavour. Due to the fact that this is the case, training plays a role in the development of loyalty, which in turn plays a role in the promotion of performance that is up to grade.

It is described as an educational process that serves to offer workers with the opportunity to receive new information, as well as to relearn and reinforce their existing knowledge and abilities, according to Long, Kowang, Chin, and Hee (2016). Training and development is a process that serves to provide workers with the opportunity to gain new information. In this context, the process that is being explained is referred to as "training and development." When it comes to the management of a modern firm, the most essential thing to do is to take into consideration the most recent training and skills alternatives and approaches that have the ability to boost the effectiveness and efficiency of workers. This is the most important thing to do. This, in turn, may be an extra advantage for the organisation that is being reviewed for more consideration. According to Kennedy (2019), an organisation's ability to adopt new technologies is facilitated by training and

development programmes. Increasing the productivity of workers is the means by which this objective is achieved.

The purpose of training is to improve the utilisation of human resources in order to increase the use of human resources, which in turn helps to achieve both the corporate objectives and the individual goals of the participants. This means that training is intended to help participants achieve their goals. The development of the technical and behavioural capabilities of human resources is one of the many reasons why training is often beneficial to the organisation.

Training helps to give the firm with an opportunity and a broad framework, in addition to the development of the capabilities of human resources. The success of the organisation as a whole is indirectly influenced by training. In addition to this, it assists workers in achieving their own personal growth, which is a considerable advantage. Through the provision of training, employees at every level of the organisation have the opportunity to improve their knowledge and skills related to their employment. When we refer to "training and development," we are referring to the concept of training and development as an all-encompassing holistic approach that contributes to the development of the human brain as well as the whole personality of the employees.

Training, which serves as the mechanism by which this development might take place, can be used to build a framework for the expansion of an employee's personal and organisational capacities, knowledge, and skills. This kind of growth can be accomplished through training. The formation of individuals of the best possible quality is the primary goal of all parts of

human resource development, as stated by Nel, Gerber, van Dyk, Haasbroek, Schultz, Sono, and Werner (2019). This is the case regardless of the type of human resource development being discussed. Because of this, it will be possible for the organisation as a whole as well as individual employees to accomplish their professional goals while simultaneously providing assistance to the general public. This is the purpose of this. It is essential for any company to make investments in training and development in order to guarantee that it will receive a return on investment in the training and development of its employees. In this way, the corporation ensures that it will receive a return on the investment that it has made.

Additionally, Salum et al. (2020) suggested that workers should receive ongoing training in order to improve their self-esteem, general behaviour, interactions with others, and motivation. This would be done in order to improve performance. All parts of their lives would benefit from this in a positive way overall. They believe that training and development (T&D) is responsible for increasing the level of job satisfaction that workers experience, improving the efficiency with which they perform their work, and providing a return on investment (ROI) in terms of making people more knowledgeable, skilled, and productive. These are all things that they believe T&D is responsible for. These are beliefs that are comparable to what they already hold. As a consequence of their participation in this activity, they develop a stronger sense of commitment and loyalty to the organisation, as well as the ability to make contributions to it.

The idea that employees may experience an increase in job satisfaction, self-confidence, and self-worth as a result of receiving training is

supported by Batool and Batool (2018), who believe that this perspective is supported by their findings. Batool and Batool (2018) hold the notion that this perspective is supported by training. Zenger (Batool & Batool, 2018) asserts that the availability of expert skills is a motivating factor for workers to actively participate in the process of quality enhancement whenever those skills are available. Additionally, Zenger has brought this to our attention as a matter of interest.

Employee Development

According to Cherono (2012), development is a constant progression that has an effect on the objectives and objectives of the firm. This is because development is related with developing in the same manner that individuals also grow. In addition, the author says that corporations use human resource practices as essential tactical weapons for the purpose of fostering positive behavior among workforces and providing workers with the skills, information, and abilities that should increase their performance throughout their employment. Additionally, the author says that money that is invested in development is money that is effectively invested. This perspective is backed by Gubbins, Garavan, Hogan, and Woodlock (2006), who argue that the reason why HR Development has been regarded as the most first activity of the human resource system is because of this justification. This viewpoint is reinforced by the fact that this explanation is provided.

According to Kirigia (2020), this perspective maintains that human resources are an intellectual property of the business and that they are a source of competitive advantage for the organisation. In addition, HRM is a source of competitive advantage for the company. It is possible that this advantage

might be expanded even further by improving the competence of the personnel. Additionally, the author makes the remark that the employee needs to learn the necessary skills in order to develop their capabilities and commit themselves to their profession. This is as an extra observation.

According to the findings of another research that was carried out by Asfaw, Argaw, and Bayissa (2015), the impact of employee development on the performance and effectiveness of workers was the focus of the investigation. In the city of Addis Ababa, Ethiopia, the administrative office of District five was the location where this research was carried out. The data was collected via the use of a methodical technique, and the percentage of people who responded was ninety-four percent. Based on the findings, it was determined that there was a link and a significant relationship between the development of workers and the performance of employees.

On the basis of the features of employee growth that were presented by Tiedeman and Ohara (1963), this research provides its findings. Mentorship, training, involvement, and the delegation of responsibility to workers are all components that, according to their proposition, are essential components of an effective development program. Workers, as a consequence of their engagement in these development activities, lead to the performance of the employees (Bohlmann, van den Bosch, and Zacher, 2018; Salas et al., 2012; Theocharis & Van Deth, 2017). This is necessary in order to accomplish this objective.

Concept of Employee's Turnover Intentions

There are a number of nations that have been shown to have significant rates of employee turnover (Horowitz, Heng, & Quazi, 2003). These countries

include the United States of America, Europe, Africa, and South East Asia. The expense of this turnover, which is not required, is one of the expenses that an organisation is required to bear financially. According to Lambert and Hogan (2008), high turnover rates are detrimental to not just the safety of the persons who are employed by the organisation but also to the safety of the business as a whole. High turnover rates are a contributing factor to employee turnover, which is why this is the case.

According to Sunder et al. (2017), the incidence of higher expenditures associated with the replacement of brilliant persons through recruitment and training leads to a subsequent loss in production. This loss of production in turn leads to a loss of productivity. The reason for this is because a rise in expenses results in a decrease in output. As a result of the fact that employee turnover costs businesses significant sums of money in terms of recruiting and training, as well as the image of the organisation, managers of various businesses are now becoming aware of the importance of retaining professional and essential personnel (Hassan, Razi, Qamar, Jaffir, & Suhail, 2013). This is because employee turnover costs businesses a lot of money. The significance of this cannot be overstated because of the huge financial burden that turnover places on businesses.

The phrase "employee turnover intention" was first used in the business sector during the 1970s and early 1980s, as stated by Chen (2014). This information comes from Chen's research. The word was used for the very first time in this instance's context. According to Chaminade and Catasús (2007), the term "voluntary action" is employed to denote the actions taken by an organisation to create an atmosphere that is not capable of retaining

individuals for an extended period of time. These actions are done on the organisation's own volition.

According to Bogdanowicz and Bailey (2002), the term "retention" refers to the complete collection of all acts that are aimed at increasing the level of commitment that employees have to their organisation. These activities make it possible for workers to have an overall ambitious and endless number of opportunities to progress and surpass their colleagues. This is a significant aspect of the work environment. As it pertains to this study, the term "retention" refers to the process of implementing human resource policies and strategic initiatives with the intention of retaining skilled workers in an organisation until they retire or for an extended period of time. This is the goal of the retention process. This is something that is being done with the purpose of retaining those who possess a high level of expertise.

Empirical Review

It is a widely held view that the amount of money that is spent on employee training is a significant influence in deciding whether or not workers are interested in quitting their professions (Khan, 2020). This belief is supported by a number of studies. An organisation has an incentive to make investments in the form of training and development, especially on those employees from whom the company anticipates gaining a return and for whom the organisation will receive output on its investment. This is because the organisation is going to receive output on its investment. The reason for this is that the employees are the ones who will be receiving the return on their investment once it is realised. They provide the impression that both individuals and businesses have made investments in human capital in the

form of individual training. In the past, they have made reference to this particular subject.

Wambas, Kirui, and Sang (2022) said that every worker has the desire to be valued and to maintain their competitiveness in the labour market at all times. They stated that this desire is present in every worker. In addition to this, they added that this desire is felt by each and every worker. The provision of opportunities for professional development and training for members of the workforce is the sole means by which this purpose may be accomplished. There would always be a desire among workers to acquire skills that would benefit their careers, which would always result in greater employee engagement and retention. This desire will always be present. It is certain that this need will persist.

A member of the workforce who has been properly educated and developed will, without a shadow of a doubt, be an extraordinarily valuable addition to the company. This will result in an increase in the likelihood that the staff person in question will be successful in carrying out the responsibilities that have been assigned to them. Training and development are measures that are used to safeguard and increase the abilities and skills of individuals in response to changes that occur both within and outside of the organisation. Activities such as training and development are examples of the kinds of activities that fall under this category. These activities are frequently referred to as "the training and development process."

Colleagues have the idea that they are able to gain new information and abilities, which they then put to use in their profession and also share with other colleagues, according to the findings of Noe et al. (2004). This

perception is supported by the fact that colleagues share this perception with one another. Corporations often delay employee training programmes in order to establish whether or not the personal values of workers are a good match with the culture of the organisation, according to research studies that have been conducted on the subject.

This is done in order to ascertain whether or not the employees are a good fit for the culture of the organisation at which they are employed. This is done in order to make it abundantly clear that the employees are leaving the organisation for a particular cause behind their departure. A training programme that has been carefully planned should result in a reduction in the amount of waste and spoilage, an improvement in the methods of work, a reduction in the amount of time spent learning, a reduction in the burden placed on supervisors, an improvement in the quality of products, an improvement in production rate, an improvement in morale and a reduction in complaints, as well as an improvement in efficiency and productivity. In accordance with Armstrong (2009), training, just like any other activity that a firm engages in, has the potential to be extremely inefficient if it is not effectively managed and controlled. Sales and marketing are two other examples of activities that are typical of businesses.

It is possible that some training will be provided that is not required, and vice versa, if there is not a rational and methodical approach to the situation. This is because there is a relationship between the two. To add insult to injury, the scope of the instruction may be inadequate or excessive, depending on the particulars of the circumstance. It is necessary for businesses to both provide and receive feedback from their employees in order to remain

competitive in the current market by virtue of the competitive climate. Adding salt to injury, the more information an employee knows, the better they will perform, and the better they will be able to deal with the global difficulties that are currently being confronted in the market. This is a situation that is becoming increasingly prevalent.

As a result of this, there will be a reduction in the intention to depart, which is a consequence of this. According to Armstrong (2009), training not only equips workers with specific methods and capabilities, but it also helps in addressing inadequacies in employee performance (also known as "performance gaps"). Development, on the other hand, refers to the process of equipping employees with the skills and information that they will require from the organisation in the years to come. A person has the potential to improve their reading abilities, their ability to engage with other people, their grasp of technological systems, their ability to discover solutions to problems, and their ability to find solutions to problems through the acquisition of skills.

According to Ugaddan and Park (2017), established industrial organisations that are larger and unionised have a tendency to give their employees with options for training. This includes both training and education possibilities. In addition, businesses that have been operating for a considerable amount of time and possess either an adaptable production plan or exceptional performance have a tendency to operate in the same manner for the same reason. There is a correlation between organisations that considerably increase their investments in their physical resources and a higher possibility of retaining their talented workers.

This correlation has been seen. Therefore, the provision of training is a sign that an organisation is committed to the individuals that it employs, and this dedication is reflected in the organisation's actions. Additionally, it is a reflection of the business strategy, which is centred on the creation of value rather than the reduction of expenses, and the training programme is a reflection of that approach to business. It is the availability of a broad range of training, skill development, and career progression opportunities that is the most important aspect in the process of recruiting and retaining workers who are highly trained and technologically smart. This is something that is well known to businesses that are at the forefront of their respective industries. One of the strategies that companies implement in order to achieve success in the digital economy is the one described below.

Organisations that have higher levels of output are more likely to boost the remuneration of their employees beyond what they anticipate, which ultimately helps in the process of retaining workers. This is because these organisations are more likely to increase the amount of money that their employees receive. Training is often considered to be an essential component in the process of retaining workers because it helps to reduce the amount of employees who leave their positions throughout the course of their employment. According to Bloisi (2007), training is a process that aims to provide an employee with information, skills, and an awareness of the organisation and the goals it wants to achieve.

Training is a method that is referred to as "training." Training is also intended to provide help to an individual so that they can continue to produce great contributions in the form of excellent performance. This is the objective

of training. Immediately following the conclusion of an orientation, an employee is given the opportunity to obtain information about the fundamental concepts that guide the business as well as the nature of the task that is required of them prior to beginning training. This information is delivered to the employee before they begin training. Employees who have recently been employed are provided with the chance to become acquainted with their new duties, supervisors, and work groups as part of the processes that comprise the orientation process.

According to Omoikhodu (2017), a study was carried out. The purpose of the study was to determine the impact that training and development have on the retention of workers in the retail industry. In order to determine the extent of the impact that these elements have, the study was carried out. A significant retail institution known as Mark & Spencer, which is based in Dublin, which is located in the Republic of Ireland, was the focus of the research, and the purpose of the research was to analyse the impact that coaching plays at the company. The researcher employed a quantitative approach in conjunction with a cross-sectional study design in order to accomplish the goal of acquiring the necessary information.

The quantitative approach includes the utilisation of a structured questionnaire as a component that is incorporated into the methodology. In the course of selecting samples, the researcher utilised both probability and non-probability sampling methods. This was done in order to ensure that the outcomes of the study were accurate. For the purpose of the nonprobability sampling component, the technique of purposive sampling was utilised, whilst the method of simple random sampling was utilised for the purpose of the

research of the probability sampling component. For the purpose of making the results that were obtained more easily understandable, the Statistical Package for the Social Sciences (SPSS) was utilised during the process of data analysis. This was done in order to facilitate the comprehension of the results that were obtained. One hundred and fifty (150) was determined to be the ideal number of samples to collect after a great deal of deliberation and consideration.

Coaching has been found to have a beneficial influence on the successful retention of workers, which has been demonstrated to have a favourable association with the successful retention of workers. Additionally, there was a positive association that was statistically significant between coaching and the success of staff retention. This correlation was shown to be favourable. According to the findings, this connection is advantageous. Previously, it was asserted that there was a strong connection between the provision of training and development opportunities and the retention of qualified workers. In addition, there was a correlation that was statistically significant between the process of providing opportunities for training and development and the retention of personnel. In spite of the fact that they were involved in a romantic relationship with one another, the connection that existed between them was not particularly strong.

The research also found that there was a substantial relationship between coaching and employee retention for males, but the association between coaching and employee retention for females was demonstrated to be fairly minimal. This was one of the findings of the research. Nkosi (2015) conducted yet another study that, among other things,

investigated the impact that training had on the dedication, retention, and performance of employees. Following this examination, it was discovered that it was quite exhaustive. Additional research was done out in this project. For the purpose of carrying out this kind of research, the location of the project was a local municipality that was situated in the province of Mpumalanga in South Africa. When it came to the procedure of data gathering that was carried out by the inquiry, both a descriptive approach and a quantitative strategy were utilised simultaneously.

As a component of its methodology, the quantitative approach is distinguished by the utilisation of structured questionnaires throughout the research process. For the purpose of selecting the persons who would take part in the study or survey, the researcher utilised a method of research that is commonly referred to as convenience sampling. One hundred thirty people participated in the survey, and these individuals were chosen to represent the three separate levels of management that are present in the local municipality. The survey was conducted in order to better understand the local government. All of the management levels that are included in these tiers of the administrative structure are the upper-level management, the middle-level management, and the lower-level management.

The goal of this research was to conduct an analysis of the data that was obtained from the research. In order to accomplish this, many statistical methods, such as descriptive statistics and the correlational approach, were utilised. This was accomplished by utilising the software application known as Social Science Statistical Package (SPSS) version 22.0 to carry out the process of data analysis. This was done in order to accomplish the aforementioned

goal. As a result of the findings of the study, it has been determined that there is a statistically significant positive association between training and the retention of staff members. Performance was the most significant of the three dependent variables (perceived commitment, retention, and performance), and the training that had a positive effect on performance was the most significant of the three. It was found that training that had a favourable impact on staff retention was the second most important of the three, while training that had a positive effect on organisational commitment was the least significant of the three.

Once more, Ldama and Bazza (2015) carried out a study with the purpose of determining the impact that training and development training has on the rate of employee retention in a number of different commercial banks. Presented in the form of a report were the findings that were obtained from this research. The state of Adamawa, which is located in the geographical region of Nigeria, was the location where the investigation was carried out in the year 2015. The researcher decided to use a non-probability sample approach in order to select four different local government regions. These regions are Yola North, Yola South, Mubi, North, and Numan. The researcher employed an exploratory research strategy as the methodology for this investigation, which was carried out by the researcher. In the process of conducting the non-probability sampling, the method that was utilised involved the utilisation of deliberate sampling.

A total population of 403 individuals was used for the purpose of selecting the five commercial banks (Diamond bank, First bank, Keystone bank, Union bank, and Unity bank) that were to be chosen. The method of

systematic random selection was utilised for this purpose. There were 201 in all, which was the length of the sample. Within the group of 201 individuals who took part in the survey, questionnaires were distributed for the purpose of employing the simple sampling method. SPSS, which stands for the Social Sciences Statistical Statistical Tool, was utilised in order to carry out the analysis of the data. Research has demonstrated that training has a favourable influence on the length of time that employees remain with the organisation. This was discovered after the research was conducted.

Furthermore, Ahmad carried out a study in the year 2014 that investigated the influence that training had on the average length of time that employees stayed employed by the organisation. After doing the investigation, the investigator arrived at the conclusion that the method of sampling that did not use probability was the most favourable choice. During the entire process of data collecting, a strategy that was quantitative in nature was utilised in conjunction with an approach that was descriptive in nature. When using the quantitative method, one of the instruments that is utilised is a questionnaire that is produced in a format that is structured. In order to collect information from respondents for the purpose of the study, a technique known as convenience sampling was carried out. Participants in this survey were employees of Schlumberger, the National Investment Board, the National Rural Support Programme, and the Pakistan Broadcasting Corporation.

All of these organisations made up the participants. These individuals were from the public sector as well as the private sector during the survey. It was estimated that there were one hundred of them in total. When carrying out the process of data analysis, a wide variety of statistical methods were utilised.

These methods included descriptive statistics, correlation and regression analysis, the Excel analysis tool pack, and other statistical approaches. According to the conclusions of the study, there is a favourable association between training and employee retention. This was proved by the demonstration of the relationship.

Terera and Ngirande (2014) carried out a study with the intention of determining the influence that training has on the level of job satisfaction and retention that administrative staff members at a particular tertiary institution experience after receiving training. During the course of a year, the research was carried out. An investigation was carried out in the province of Eastern Cape, which is located in the nation of South Africa. the eastern part of the country. Furthermore, in order to obtain the information that was required for the investigation, the research utilised a quantitative strategy in addition to a descriptive and cross-sectional study approach. As one of the components that made up the quantitative method, the utilisation of a structured questionnaire was taken into consideration.

In order to pick the samples that were going to be gathered, the researcher utilised procedures that included probability sampling as a component of the selection process. A method known as simple random sampling was utilised in order to carry out the task of carrying out the probability sampling. For the purpose of making the data analysis process more manageable, the Statistical Package for Social Sciences (SPSS) version 20.0 was utilised. This action was taken in order to guarantee that the findings and their interpretation could be understood without any trouble at all. A period of one month was required in order to obtain the information that was

required. After doing the research, it was found that the population was comprised of a total of one hundred and ninety (190) individuals, and the sample size from that population was one hundred and twenty (120).

During the course of the inquiry, it became abundantly evident that training on its own is not sufficient to accurately estimate the retention of staff members. It was found that the respondents had little interest in continuing their work with the organisation after the survey was carried out. This was the case regardless of the educational and training possibilities that were made accessible to the respondents. A conclusion was reached that training did not have a good impact on the retention of workers. This conclusion was reached as a result of the fact that one hundred and two (102) of the respondents indicated that they were willing to leave the organisation.

According to the results of the survey, seventy-five percent (75%) of the individuals who participated in the survey stated that they would be willing to leave their current company because they possessed the requisite skills that would make them valuable. Regarding this particular matter, it is important to take it into mind. Those workers, on the other hand, who were content with their jobs in general had a low possibility of being considering leaving the company. This was because they were satisfied with their overall employment situation. An additional factor that is worthy of mention is the fact that the majority of the individuals who answered to the poll were female members of the organisation.

Conceptual Framework

It is essential to provide workers with training as it is one of the most significant components of the process of having workers retained. In the

workplace, it is possible to create a sense of self-assurance by learning knowledge and skills that are relevant to one's job. This can be accomplished by acquiring relevant knowledge and skills. As a consequence, the levels of stress that are experienced are reduced as a consequent outcome. Through participation in training, an individual may be able to enhance their capacity to properly manage their time and lower the amount of time that they devote to learning. This results in a reduction in the amount of work that needs to be done for monitoring, which is an additional advantage. Because of this, there is an increase in both the amount of motivation and the quality of performance. This is a consequence of the situation. As a consequence of this, there has been a reduction in the number of disagreements that take place in the workplace.

According to Benson, Vandenberg, Vandenberghe, and Stinglhamber (2004), the human capital theory and the ease-of-movement framework developed by March and Simon (1958) propose that training may strengthen the knowledge, skills, and capacities of individuals who are joining and working within an organisation. This is stated in the article. March and Simon are the ones that came up with both of these frameworks and theories on human capital to begin with. As a consequence of this, there would be an increase in the number of workers who opt to continue remaining with the company. When it comes to retaining individuals within the organisation, it is absolutely necessary to have the assistance of management. Workers have a sense of belonging to the company because they believe that their insights are valued by management and that some of the suggestions they provide are taken into consideration. This gives them a sense of belonging to the

organisation. A sense of belonging among the workers has been fostered as a result of this.

Among the elements that inspire workers, one of the factors that is significant to a significant number of workers is the possibility of advancing their careers. This is one of the factors that stimulates workers. By providing employees with opportunities to advance their careers or participate in additional training, it is possible to reduce absenteeism and attrition rates. As a result, this may contribute to a reduction in staff turnover. This not only makes workers feel valued, but it also leads to increased involvement in the workplace, which in turn leads to a considerable reduction in employee turnover. In other words, this helps workers feel appreciated.

According to the needs theory, employees of a firm have a need for self-actualisation, which is the process by which they achieve personal satisfaction in order to promote growth and development. Self-actualisation is related to the concept of self-actualisation. Employees go through this procedure in order to fulfil their obligations, which is the process that they go through.

To achieve one's full potential and to become everything that one is capable of being is the goal that we are referring to when we talk about the aspiration of an individual. The meaning of what we mean when we talk about this is as follows. There is a connection between the theory and the variables of the research in the sense that if the lecturers are paid, they will be able to fulfil their requirements from the lowest level to the highest level, which will result in a large number of employees intending to leave the College of Education. This is the explanation for the connection between the theory and

the variables of the research. Here is the rationale behind the relationship that exists between the theory and the variables that were investigated in the research.

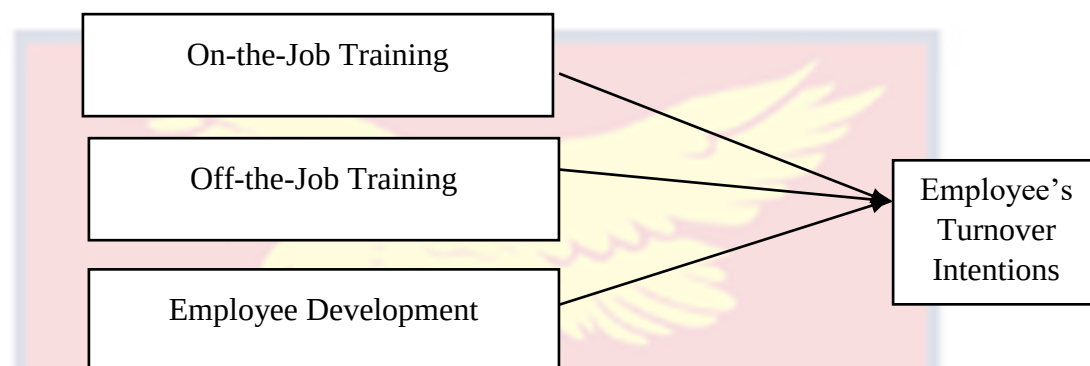


Figure 1: Conceptual Framework

Source: Author's Construct (2023)

Chapter Summary

This chapter provided an analysis of the theoretical framework that would serve as the basis for this investigation. Explanations of the topics included within the study were provided from the point of view of other researchers. It was also necessary to conduct an analysis of the empirical review conducted by other researchers in order to determine the findings of previous research conducted on the subject matter.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter presents the methodology used to carry out this study. Research methodology articulates how the researcher went about the study and the logic behind each method used. The rationale is to help the researcher to solve the research problem systematically. The chapter is structured as follows: research paradigm, research approach, research design, study population, sample and sampling population, measurement of variables, data collection instrument, validity and reliability, data collection procedure, and data analysis technique.

Research Approach

According to O'Reilly and Parker (2013), a research strategy may be broken down into three (3) primary approaches: the quantitative approach, the qualitative approach, and the mixed approach. An overall research approach is formed of these three approaches. As stated by Creswell and Clark (2017), the selection of a research methodology is primarily driven by the research objectives of the study being conducted. In light of the fact that the objective of the study was to evaluate the relationship between employee training and retention, the quantitative technique was selected as the method of investigation. According to Tashakkori and Teddlie (2003), the quantitative research methodology often begins with the collection of data based on a hypothesis or theory, and then it is followed by the use of descriptive or inferential statistics. In other words, the data collection process precedes the application of statistical methods. The nature of quantitative techniques is

frequently referred to as being of a deductive nature. This is because the deductions that are formed from the testing of statistical hypotheses lead to general judgements about the characteristics of a population. According to Lincoln and Guba (1985), quantitative techniques are commonly characterised as the belief that there is a singular "truth" that exists, regardless of the experiences of humans. This is yet another technique that is frequently used to describe quantitative procedures. According to Williams (2007), it was also found that the findings of quantitative research can be utilised for a variety of objectives, including for the goals of confirming, explaining, and predicting. According to Creswell (2014), quantitative research is the process of collecting, analysing, interpreting, and writing the results of a study. Creswell also said that this process must be carried out. One category of research is known as quantitative research.

According to Lichtman (2010), a quantitative approach lays a substantial emphasis on the conduct of statistical analysis in order to uncover links through the use of statistical methods. In addition to this, it enables the incorporation of the procedures and criteria of the natural scientific model, which is necessary in order to provide results that are objective. Therefore, in order to achieve this objective, the quantitative method would be chosen in order to collect data concerning the relationship between employee turnover intentions and training and development opportunities among workers at the Colleges of Education located in the Bono and Ahafo Regions of Ghana. This would be done in order to accomplish the goal.

Research Design

This study was designed utilising a correlational technique, which was selected in accordance with the purpose of the study since it sought to analyse the relationship between training and development on turnover intentions of employees. The utilisation of the cross-sectional survey time horizon technique was taken into consideration for the purpose of fulfilling the objectives of this study. Additionally, Neuman (2014) and Saunders et al. (2016) said that a cross-sectional survey is distinguished by the collecting of data on a large number of units throughout the same time period. This is the defining characteristic of a cross-sectional survey method. After the data have been analysed, the purpose of this survey is to collect qualitative or quantitative data connected to variables, with the ultimate goal of finding relationships between the variables. This survey's purpose is to collect data related to variables.

Study Population

According to Leedy and Ormrod, (2010) the population of a study can be seen as the target group about which the researcher is interested in gaining information and drawing conclusions. The population for this study consists of the staff of Colleges of Education in the Bono and Ahafo Region. The College of Education Report (CoE) (2021) indicated a total staff of 1,366 in the colleges of education in Ahafo and Bono Region. This figure covered both the academic staff and the non-academic staffs.

Sample and Sampling Procedure

In order to conduct this investigation, the method of probability sampling known as simple random sampling was chosen. In accordance with

the opinion expressed by Ofori and Dampson (2011), probability sampling necessitates the selection of a sample that is representative of the population that is being studied, as well as the drawing of statistical conclusions based on the data. According to Saunders et al. (2016), this is the most appropriate method for conducting quantitative research. This method was chosen because it allows for the selection of any of the study units to be done in an objective manner. The random number generating function in Microsoft Excel was used to produce a specific set of numbers for the purpose of selecting responders in a random fashion. This was done to verify that the random sampling process was free of any biases.

Kariuki, Wanjau, and Gakure (2011) suggested that researchers should make use of the process of determining the optimal sample size for their respective investigations. In many cases, the optimal sample size is found either through direct calculation with the help of proper statistical methods or through the use of tables that provide recommendations for sample sizes for a particular population (Sekaran & Bougie, 2016). The number of staff members who participated in the study was three hundred eighty-five (385) in total. The Krejcie and Morgan (1970) sample determination table was utilized in order to arrive at this conclusion. Three hundred and eighty-five (385) were selected.

Sources of Data collection

In terms of data, there are two primary sources. In accordance with Rabinovski (2003), these are the primary source of data as well as the secondary source of data. A primary data source is an original data source, which means that the data are collected directly by the researcher for a particular research objective or project. This type of data source is referred to

as a primary data collector. According to Idzerda et al. (2011), a secondary data source is a source that contains data that has already been gathered through primary sources and is made available to the researcher for the purpose of the study. It was determined that the primary source was suitable for the investigation once the variables were operationalized. For the purpose of gathering information, the primary data source was utilized.

Data Collection Instrument

For the purpose of this study, the primary instrument for data collection was a validated questionnaire. In order to collect data from a broad population that is literate and for information that could be easily described in writing, the questionnaire was utilized (Saunders, et al., 2016). This choice was made because the questionnaire was acceptable for collecting data. The bulk of the staff members were not just literate but also able to read and write. The staff population was relatively substantial. Additionally, the study was interested in training and development as well as the intents of employees to leave their jobs, all of which could be easily articulated in writing formats. The selection of the data collection technique was also in line with the findings of other researchers who had done studies that were comparable to this one in other areas (Plonsky, 2017).

Pitney, Mazerolle, and Pagnotta (2011) produced a multidimensional 14-item scale that reflected each of the two types of employee training: on-the-job training and off-the-job training. The instrument consisted of a multidimensional scale that contained 14 items. In this exercise, things are scored on a scale that ranges from 1 (strongly disagree) to 5 (strongly agree). Bhatti and Qureshi (2007) developed a scale that consisted of five components

to measure the intention of employees to leave their workplace. Additionally, the instrument included five (5) items that were designed to measure the demographic features of the individuals who responded to the survey.

Validity and Reliability

For the purpose of ensuring that the instrument's content was genuine, the research made certain that the measuring items were properly defined, that the scale was examined by specialists, and that the scale was pre-tested. With regard to the ideas that McDaniel and Gates (1996) outlined, these were consistent. Two of the most important aspects that should be taken into consideration while evaluating a certain instrument are its reliability and validity. In order to guarantee the study's validity and reliability, the instrument that was utilized for the purpose of data collection was examined by highly qualified individuals as well as the supervisor. Furthermore, it was recommended to the respondents that they answer the questions that they felt most at ease with and that they fill out the questionnaires by themselves. The questions that were included in the questionnaires were taken from previously published works of literature. In conclusion, the Cronbach alpha was utilized to evaluate the dependability of the items on the constructs. Items that loaded with a value lower than 0.7 were eliminated for the purpose of undertaking additional research.

Data Collection Procedure

The authors Sekaran and Bougie (2016) state that there are a variety of methods that can be utilized in order to collect data. This can be accomplished through the use of a questionnaire, an in-person interview, a focus discussion, and other methods. The method of hand administration and collection of the

questionnaire was utilized because it was appropriate for this investigation. Due to the fact that it was difficult to obtain the majority of respondents to answer to a questionnaire that was sent through the mail or the internet for this kind of research in the country, this method was utilized. Using the approach that was selected, the researcher was able to visit the locations of all of the institutions that were located in the designated region and hand deliver the questionnaire to the individuals who participated in the study. Additionally, the researcher was able to inquire from the respondents about the amount of time they will spend to complete the questionnaire and the most convenient time for the researcher to collect the questionnaire. This was made possible by the hand delivery and collection technique of data collecting.

The management of each campus was provided with introductory letters, and once the letters were approved, the questionnaires were sent to the staff members based on the permission of the heads of the various departments and units. In spite of the fact that self-administered surveys have a few drawbacks, these drawbacks were minimized to the greatest extent feasible and did not outweigh the advantages that were brought about by high response rates in a short amount of time.

Data Analysis

The Statistical Package for Services Solution (SPSS) version 24 and Smart PLS version 4 were the statistical instruments that were used for the purpose of this statistical investigation. Based on the goals of this study, the SPSS was used for descriptive analysis, and the Smart PLS was used for structural equation modeling. Both of these methods were utilized. For the purpose of determining the characteristics of the respondents, descriptive

statistics, which include data such as frequencies and percentages, were utilized. The Structural Equation Model was utilized in order to conduct an analysis of the objectives of the study.

Ethical Consideration

In accordance with the findings of Saunders, Lewis, and Thornhill (2007), it is imperative for every social researcher to obtain consent from the individuals who intend to participate in the study, while also adhering to the principles of research ethics. Therefore, the respondents were notified that their responses would be kept anonymous and confidential. The researcher gave the responders the assurance that their names would not be divulged to any third parties. As a result, any and all information obtained from them (respondents) would be handled with the utmost discretion and confidentiality. In addition to this, the researcher informed the respondents that they were free to stop providing any response at any time of their choosing if they so desired. In conclusion, the researcher did not intentionally mislead the people who participated in the study about the potential hazards, discomfort, or benefits of the study, nor did they withhold any information regarding these aspects of the study.

Chapter summary

This chapter discussed in details and in a systematic manner the methodology used for the study, and this includes the research setting, research design, the study population, sampling and sampling procedures adopted for the study, the instruments used, and procedures followed in the collection and analysis of data. The discussion has provided basis for the choice of the study's population and the sample of the study. In line with the

purpose of the study, the chapter has described in details the instrument to be used for this study and the analysis to be conducted on each objective. The chapter provided data on the reliability of the instrument of measurement used in this study and provided for ethical consideration of the researcher. It enshrines that the anonymity of the respondents is protected and the results will be used for purely academic purposes.



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The study analysed the effect of training and development on turnover intentions among Staff of Colleges of Education in Bono and Ahafo Regions of Ghana. This chapter presented the demographic characteristics of the respondents. The subsequent sections of this chapter were centered on the analysis and discussion of the study's objectives. The study specifically analysed the effect of on-the-job training, off-the-job-training and employee development on employee turnover intentions among staff of Colleges of Education in Bono and Ahafo Regions of Ghana.

Demographic Characteristics

This section analyse the demographic characteristics of respondents. The gender, age, management position, educational level of respondents and the number of years they have worked were explained under this section. Table 1 shows the demographic characteristics of respondents.

Table 1: Demographic Characteristics of Respondents

Variable	Frequency	Percentage
Gender		
Male	209	54.3
Female	176	45.7
Age		
Less than 25	54	14.0
26-30	98	25.5
31-35	75	19.5
36-40	26	6.8
41-45	66	17.1
46-50	51	13.2
51-55	10	2.6
56 and above	5	1.3
Highest Educational Level		
Primary/JHS	30	7.8

Secondary/Technical	71	18.4
Tertiary	186	48.3
Others	98	25.5

Department

Finance Department	73	19.0
Administration	168	43.6
Human Resource Management	124	32.2
Other	20	5.2

Number of years worked

Less than 1 year	81	21.0
1 to 5 years	85	22.1
6 to 10 years	97	25.2
more than 10 years	119	30.9

Total	385	100.0
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Source: Field Survey (2023)

From Table 1, out of 385 respondents, 209 of the respondents were males. This represented 54.3 percent of the respondents. One hundred and seventy-six (176) of the respondents were females. This also represented 45.7 percent of the respondents.

Ninety-eight (98) of the respondents were between the ages of 26 to 30 years. This represented 25.5 percent of the respondents. Seventy-five (75) of the respondents were between the ages of 31 to 35 years. This represented 19.5 percent of the respondents. Sixty-six (66) of the respondents were between the ages of 41-45 respondents. This represented 17.1 percent of the respondents. Fifty-four (54) of the respondents were less than 25 years. This represented 14.0 percent of the respondents. Fifty-one (51) of the respondents were between the ages of 46 to 50 years. This represented 13.2 percent of the respondents. Twenty-six (26) of the respondents were between the ages of 36 to 40 years. This represented 6.8 percent of the respondents. Ten (10) of the respondents were between the ages of 51-55 years. This represented 2.6

percent of the respondents. Five (5) of the respondents were 56 and above. This represented 1.3 percent of the respondents.

One hundred and eighty-six (186) of the respondents were holding tertiary certificate. This represented 48.3 percent of the respondents. Ninety-eight (98) of the respondents were holding other certificates. This represented 25.5 percent of the respondents. Seventy-one (71) of the respondents were holding secondary or technical certificate. This represented 18.4 percent of the respondents. Thirty (30) of the respondents were holding primary/JHS certificate. This represented 7.8 percent of respondents.

One hundred and sixty-eight (168) of the respondents were working in the administration department. This represented 43.6 percent of the respondents. One hundred and twenty-four (124) of the respondents were in the human resource management. This represented 32.2 percent of the respondents. Seventy-three (73) of the respondents were in the finance department. This represented 19 percent of the respondents. Twenty (20) of the respondents were holding other certificates. This represented 5.2 percent of the respondents.

Regarding to number of years worked, one hundred and nineteen (119) of the respondents were more than 10 years. This represented 30.9 percent of respondents. Ninety-seven (97) of the respondents had 6 to 10 years working experience. This represented 25.2 percent of respondents. Eighty-five (85) of the respondents had 1 to 5 years working experience. This represented 22.1 percent of the respondent. Eighty-one (81) of the respondents had less than 1 year working experience. This represented 21.0 percent of the respondents.

Assessment of measurement models for the study

In this part, the analysis of the study's measurement models is the primary emphasis. The evaluation of the indicator loadings is the first thing that is covered in this section. Indicator loadings, internal consistency reliability (composite reliability), convergent validity (AVE-Average variance extracted), and discriminant validity (Fornell-Lacker and HTMT) are some of the aspects that are evaluated in the measurement model. For the purpose of generating indicators for the evaluation of the measurement model, a consistent PLS algorithm was executed. A presentation of the findings may be found in the tables that follow.

Assessing indicator loadings

Comparing the indications shown in figure 2 to those shown in Table 2, it is clear that some of the indicators were eliminated. In order to enhance the overall model's dependability, all of the indicators that loaded below the threshold of 0.7, as suggested by Hair et al. (2016), were eliminated from consideration. There were a total of 24 indicators that were used to measure the different latent variables; however, five of those indications were eliminated because they did not satisfy the criterion for indicator reliability. Six out of seven (7) signs of on-the-job training were kept by the employee. Six out of seven (7) of the metrics that were used to quantify training that was received away from the workplace were preserved. The five indicators that were used to assess the progress of employees were kept, but only two of them. Last but not least, each of the six signs that were used to evaluate intentions about turnover was preserved. Table 2 displays the individual indicator loadings for each of the items that were kept.

Table 2: Indicator Loadings

	Development	Off_training	On_training	Turnover
EmplDeve1	0.894	0.672	0.561	-0.144
EmplDeve2	0.893	0.677	0.492	-0.214
EmplDeve3	0.905	0.687	0.587	-0.163
EmplDeve4	0.91	0.73	0.561	-0.216
EmplDeve5	0.897	0.767	0.595	-0.174
EmplTurnInt3	-0.224	-0.291	-0.11	0.946
EmplTurnInt4	-0.126	-0.149	-0.011	0.835
offTrain1	0.695	0.872	0.527	-0.179
offTrain2	0.703	0.833	0.465	-0.2
offTrain3	0.719	0.86	0.607	-0.147
offTrain4	0.673	0.926	0.495	-0.372
offTrain5	0.689	0.845	0.584	-0.116
offTrain6	0.693	0.884	0.559	-0.174
onTrain2	0.581	0.531	0.837	-0.05
onTrain3	0.552	0.48	0.919	-0.098
onTrain4	0.555	0.495	0.817	0.013
onTrain5	0.496	0.572	0.874	-0.056
onTrain6	0.571	0.57	0.884	-0.066
onTrain7	0.531	0.529	0.881	-0.024

Source: Field survey (2023)

From Table 2, the indicators maintained loaded above the threshold.

The minimum indicator was 0.817 and the maximum value was 0.846.

Assessing internal consistency reliability

In the context of this inquiry, the composite reliability was used to evaluate the internal consistency dependability of the constructs through the utilisation of observation. To determine the degree of internal consistency, Rossiter (2002) suggests that the composite reliability is a more appropriate way than Cronbach's alpha. This is because the composite reliability takes into account a greater number of factors. From the findings that are presented in Table 3, it is possible to draw the conclusion that all of the latent variables that were incorporated into this inquiry are reliable. This is because all of the latent variables loaded close to the threshold of 0.7 that was established by Bagozzi and Yi (1988). With regard to the composite dependability, the group that did

not participate in training had the highest score (0.979). This was then followed by on-training, which had a composite reliability of 0.971; this was the subsequent step in the process. The development process reached the third highest recording in terms of the reliability of composite resources. It was reported that this measurement has a composite dependability of 0.957. 0.912 was the value of the construct that had the lowest value in terms of the composite dependability measurement. It is possible to draw the conclusion that the model meets the criteria for internal consistency dependability in light of the data. The outcomes of the investigation of convergence validity are also presented in Table 3, which may be found here.

Table 3: Validity and Reliability

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Development	0.942	0.957	0.955	0.81
Off_training	0.938	0.979	0.949	0.757
On_training	0.942	0.971	0.949	0.755
Turnover	0.759	0.912	0.886	0.796

Source: Field survey (2023)

Assessing convergent validity

A method that was utilised in the process of determining convergent validity was the utilisation of the extracted average variance. As stated by Hair et al. (2017), the term "convergent validity" describes the extent to which a specific measure possesses a positive connection with other measures that are utilised for the purpose of evaluating the same idea. A value of 0.50 or above on the AVE scale indicates that the construct appropriately explains the variance. This is because it indicates that the idea explains more than half of the variation that is associated with its indicators. On the other side, if the

AVE is less than 0.50, it indicates that there is a wider discrepancy, on average, between the variation that is explained by the concept and the variance that is assigned to the errors of the items. This is because the concept explains a greater subset of the variance than the errors of the items. In accordance with the findings that are shown in Table 3, each and every construct possesses an AVE that is higher than 0.5. When compared to employee performance, employee training is one of the most critical elements, while employee performance is the least essential factor. Taking this into consideration, we are able to draw the conclusion that the constructs that are incorporated into this model are able to account for more than fifty percent of the variation in their respective indicators. The discriminant validity of the measurement model was also analysed as part of the evaluation process that was carried out before the model was evaluated.

Assessing discriminant validity

The establishment of discriminant validity necessitates, as stated by MacKinnon (2008), that a concept be distinct and possess the capability to capture events that are not represented by other constructs within the mathematical model. In this investigation, the Fornell-Lacker criterion and the HTMT were utilised in order to ascertain whether or not the system possessed the ability to discriminate between individuals. A comparison is made between the square root of the AVE values and the correlations that are detected between the latent variables, as stated by Fornell and Larcker (1981). This comparison is part of the Fornell-Larcker criterion. An illustration of this would be the fact that, as stated by Hair et al. (2013), the square root of the average variance extracted (AVE) of any construct ought to be greater than the

greatest correlation that it has with any other construct. The data that are presented in Table 4 indicate that the square root of each variable has a correlation that is much larger than the correlations that it has with the other constructs that were explored in this research. As a result, this proves that every creation is one of a kind and that no two structures are able to capture the same reality.

Table 4: Fornell-Lacker Criterion

	Development	Off_training	On_training	Turnover
Development	0.9			
Off_training	0.786	0.87		
On_training	0.618	0.599	0.869	
Turnover	-0.207	-0.264	-0.081	0.892

Bold values are the square root of each construct's AVE which is higher than their correlation with other constructs.

Source: Field survey (2023)

When the indicator loadings of the constructs that are being considered differ from one another by a very little amount (for instance, when all of the indicator loadings fall within the range of 0.70 to 0.80), as is the case with development, the Fornell-Larcker criteria performs exceedingly poorly. In circumstances pertaining to progress, this is especially an accurate statement. However, the Fornell-Larcker criterion is still quite weak when it comes to evaluating overall discriminant validity (Voorhees, Brady, Calantone, & Ramirez, 2016). This is despite the fact that its effectiveness in spotting discriminant validity concerns increases when indicator loadings fluctuate more considerably. According to the information that was provided by Voorhees, Brady, Calantone, and Ramirez, this is not the case. Regarding the potential solution, Henseler, Ringle, and Sarstedt (2015) recommend taking into consideration the Heterotrait Monotrait ratio (HTMT) of the correlations.

This is something that they advocate taking into mind. When the HTMT ratio of a latent idea is less than 0.850, it is regarded to have discriminant validity, as indicated by Henseler et al. (ibid). A latent concept is deemed to have discriminant validity. The findings are presented in Table 5, which clearly demonstrates that the HTMT values are significantly lower than 0.850 units.

Table 5: Heterotrait-Monotrait Ratio (HTMT)

	Development	Off_training	On_training	Turnover
Development				
Off_training	0.845			
On_training	0.665	0.663		
Turnover	0.224	0.247	0.067	

Source: Field survey (2023)

Assessing coefficient of determination and predictive relevance

The R² value is a metric that is used to define the degree to which the model is accurate in its predictions. An additional way to look at R² is to consider it as a representation of the combined influence of the exogenous variable on the endogenous variable (or variables). This is an other way of looking at R². According to the findings of Hair et al. (2014), a coefficient of determination (R²) of 0.25, 0.5, and 0.75 are considered to be weak, moderate, and considerable, respectively, for structural models. These values are based on the calculation of the coefficient of determination. The author also stated that a predictive relevance (Q²) of "0.02, 0.15, and 0.35" and an effect size (f²) of "0.02, 0.15, and 0.35" are deemed to be "small, medium, and large" respectively for structural models. This was the second assertion that the author made. It is feasible to draw the conclusion that the strategies of development, off training, and on training have a weak coefficient of

determination on turnover, which is 0.10, and that these approaches account for 10% of the variance in employee turnover according to the information that is presented in Table 5. This result can be reached based on the information that is presented in Table 5.

Furthermore, the data indicate that the predictive significance of the model with regard to the endogenous variable is of a medium level (0.5319). This suggests that the model has a predictive significance that is somewhere in the middle. This demonstrates that the exogenous variables are able to effectively predict the endogenous variable. This is demonstrated by the above sentence.

The findings of the effect size analysis allow for the conclusion that each variable has a very small impact on the endogenous variable. This conclusion may be reached because of the findings.

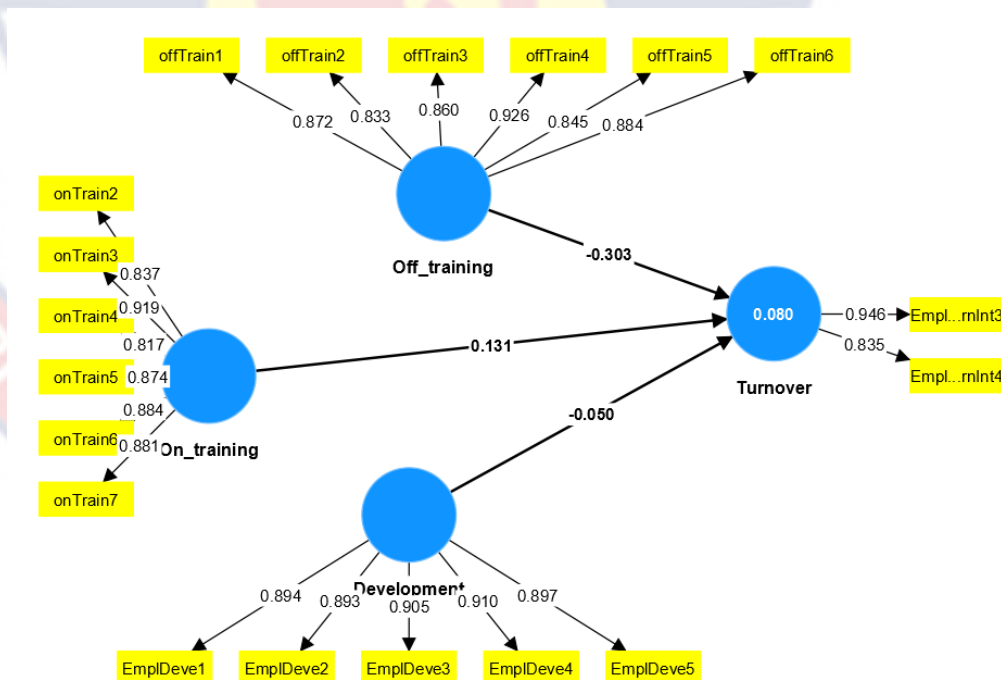


Figure 2: PLS Structural Equation Model
Source: Field survey (2023)

On the Job Training and Employee Turnover Intentions Among Staff of Colleges of Education in Bono and Ahafo Regions

The first objective of the study was to analyse the effect of on-the-job training on employee turnover intentions among staff of Colleges of Education in Bono and Ahafo Regions. The result has been presented on Table 6.

Table 6: Employee Training and Employee Performance

	Original sample (O)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Development -> Turnover	-0.405	0.0163	-24.85	0.00
Off_training -> Turnover	0.303	0.0182	16.65	0.00
On_training -> Turnover	-0.131	0.018	-7.28	0.00

Source: Field survey (2023)

There was a statistically significant and negative link between on-the-job training and employee turnover intentions, as shown by Table 6 [$B = -0.131$; $t(385) = -7.28$; $p < 0.05$]. An increase of one unit in on-the-job training would result in a drop of 0.131 in the desire of employees to leave their current positions. When it comes to the intents of employees to leave their jobs, on-the-job training may have both positive and bad consequences on the staff at colleges of education or any other company. The effect of on-the-job training on employees' intentions to leave their jobs is impacted by a number of different circumstances. Staff members may experience feelings of irritation and discontent if the on-the-job training they get is poorly planned, insufficient, or unrelated to the duties and responsibilities they perform in their jobs. If an employee believes that the training they are receiving does not provide them with the essential skills and knowledge, they may become

disengaged from their work and even more inclined to look for employment elsewhere.

Individuals who get on-the-job training that does not provide possibilities for career development or promotion inside the company may be led to feel that there are limited options for progress within the business. Because of this, they may be more likely to investigate alternative employment options that are available outside of the business. It is possible for employees to have perceptions of partiality and unfairness if chances for on-the-job training are not dispersed in a fair manner across the personnel. This may lead to a poor climate at work, which in turn may increase the likelihood that individuals will contemplate quitting the firm. It is possible to experience burnout and overwork if you get an excessive amount of on-the-job training, particularly if it is put on top of your usual job obligations. It is possible that workers may begin searching for employment elsewhere that are less demanding if they experience feelings of being overwhelmed by the demands of their job and training at the same time. It is possible for workers to have feelings of undervaluation when they put in time and effort to participate in on-the-job training but get little to no acknowledgment or benefits for their increased skills and knowledge acquisition. It is possible that this may lead to a greater turnover rate since workers would go elsewhere for recognition and appreciation.

It is possible for workers to feel disillusioned when they are not satisfied with the results of on-the-job training if they have unreasonable expectations about the outcomes of the training experience. As a result of this mismatch between expectations and reality, there is a possibility that turnover

intentions could grow. The entire culture of the business, as well as the leadership and management methods, may have a substantial effect on the impact that training has on employees' intents to leave the company. The advantages of training might be overshadowed by a culture that is poisonous or unsupportive, which can also contribute to increased employee turnover.

Researcher Na (2021) investigated the impact that on-the-job training had on the level of education of workers, as well as how it affected innovation and performance. On-the-job training was shown to have a substantial and favorable influence on employee performance, according to the findings of the research. On-the-job training was shown to have a good and substantial impact on employee performance, according to Nguyen et al. (2021), who confirmed this finding. This implies that the findings of the studies are consistent to Nguyen (2021) and Na (2021) studies.

A study by Agyeman and Ponniah (2014) in the Ghanaian educational sector found that effective OJT programs enhanced employees' job satisfaction, leading to reduced turnover intentions. They observed that employees who perceived their training as relevant to their career progression were more likely to remain committed to their organizations. Similarly, this aligns with the present findings where poor training planning negatively affects turnover, as $[B = -0.131; t(385) = -7.28; p < 0.05]$.

Additionally, a study conducted by Kyndt et al. (2009) demonstrated that when employees perceive that their employers invest in their skill development, they develop stronger attachment to the organization and are less likely to seek employment elsewhere. Their research, conducted in Belgian organizations, concluded that turnover intentions were significantly

lower among employees who received meaningful and continuous OJT. Similarly, according to a study by Jehanzeb and Bashir (2013), effective training and development programs significantly decreased employee turnover intentions in the banking sector in the Middle East, as these programs contributed to employees feeling valued and appreciated.

Conversely, as highlighted, poorly designed or irrelevant training can lead to dissatisfaction and increased turnover intentions. A study by Shuck et al. (2011) revealed that employees who participated in poorly structured training programs or received training that did not align with their roles or career aspirations showed increased levels of disengagement, frustration, and eventual turnover. In such instances, employees may feel that their professional growth is being stunted, thus encouraging them to seek opportunities elsewhere.

In their research on the effects of OJT in the telecommunications sector, Nawaz and Gomes (2020) found that employees who perceived training opportunities as scarce or unevenly distributed were more likely to experience turnover intentions. Their findings highlighted the importance of fairness in providing training opportunities. When employees feel excluded from these opportunities, they are more likely to perceive the work environment as biased, thereby increasing their intention to leave the organization.

Finally, a study by Newman, Thanacoody, and Hui (2011) conducted in the Chinese hospitality industry found that OJT, when combined with a supportive organizational culture, significantly reduced turnover intentions. They emphasized that leadership and management practices, as well as the

overall work environment, play critical roles in amplifying the positive effects of training on employee retention. In a toxic or unsupportive culture, the benefits of OJT may be overshadowed, as the present analysis suggests.

Off-the-job training and employee turnover intentions among staff of Colleges of Education in Bono and Ahafo Regions

The second purpose of the research was to investigate the impact that off-the-job training has on the intentions of employees to leave their current positions at colleges of education in the Bono and Ahafo regions where they are employed. Based on the data presented in Table 6, it was observed that there existed a statistically significant and negative correlation between off-training techniques and employee turnover intentions [$B = 0.303$; $t(385) = 16.65$; $p < 0.05$]. It is estimated that a 0.303 percentage point rise in employee turnover intentions will result from a unit increase in the off-training strategy. Many times, workers are required to take a significant amount of time away from their usual work obligations in order to participate in off-the-job training. As a result of this absence, the remaining personnel may be put under more stress and pressure, which might lead to greater workloads. When this load becomes severe, it may lead to burnout and discontent among employees, which may, in turn, raise the likelihood that they will leave their current position. It is possible for an employee to experience pain and a drop in job satisfaction as a result of off-the-job training since it breaks their typical work routine. It is possible that employees may have feelings of disorientation or demotivation upon returning to their place of employment, which may lead to an increase in their desire to leave their current position, particularly if they believe that the training did not deliver major advantages.

Employees may have the impression that their time and effort are being squandered if they do not see a clear relationship between the off-the-job training they get and the obligations they are expected to fulfill in their jobs. A sense of irrelevance may result in feelings of irritation and a drop in work satisfaction, which in turn increases the possibility of employees intending to leave their current position. In addition to being costly and difficult to manage logistically, off-the-job training may be stressful for both personnel and the business. An further factor that may contribute to discontent is the expenses that are associated with travel, lodging, and the training program itself. It is possible for employees to have the perception that the organisation's efforts in off-the-job training are not justified. This is particularly true if they believe that growth chances or training opportunities that occur on the job are more important.

There are various instances in which workers may have the perception that training received outside from the workplace is inadequate for professional progression inside the College of Education. It is possible that they may look for work elsewhere if they have the perception that there are few prospects for professional advancement inside the business. This will lead to an increase in the desire to leave the organisation. It is possible for workers to feel dissatisfied with their off-the-job training if they were to have differing expectations about the results of the training. In the event that an employee comes to the training with the assumption that they would get a substantial career boost, and this expectation is not satisfied, the person may contemplate quitting the business.

Pastore and Pompili (2020) found consistent studies since they found that off the job training also had a positive and significant effect on employee performance. Juita (2023) found there was a positive and significant effect of off-the-job training on employee performance. These findings are consistent with the findings generated from the study.

A study by Dysvik and Kuvaas (2008) in the Norwegian public sector indicated that off-the-job training can lead to increased turnover intentions when employees perceive the training to be irrelevant or misaligned with their current roles and responsibilities. They observed that employees who felt disengaged from the training process were more likely to search for alternative employment opportunities. This aligns with the current study's findings that poor alignment between off-the-job training and employees' job roles can contribute to dissatisfaction and increased turnover intentions.

Similarly, Lee and Bruvold (2003) found that employees who participated in off-the-job training that did not result in clear career advancement or tangible benefits were more likely to consider leaving the organization. Their research, conducted in the healthcare industry, highlighted that when employees did not perceive the training as beneficial for their long-term career goals, it increased their intentions to seek better opportunities elsewhere. This reflects the sentiment that if employees return from training without significant benefits or if their expectations about career progression are unmet, their turnover intentions may rise.

In another study, Cheng and Ho (2001) found that while off-the-job training can lead to enhanced employee skills, it can also result in increased turnover when employees feel their enhanced qualifications are underutilized

or unappreciated within the organization. They concluded that if employees perceive a mismatch between their new skills and the opportunities for growth or promotion within the company, they are more likely to leave. This supports the present study's argument that employees may feel dissatisfied with off-the-job training if it does not lead to meaningful professional development or career advancement.

However, it is important to note that off-the-job training can also have positive effects on employee performance and retention under certain conditions. For instance, a study by Konings and Vanormelingen (2015) in the manufacturing sector found that off-the-job training positively affected employee performance and job satisfaction, leading to reduced turnover intentions. They observed that when employees felt supported by the organization and saw the training as a valuable investment in their professional growth, they were less likely to consider leaving. This suggests that the quality and perceived relevance of the training play critical roles in determining whether it increases or decreases turnover intentions.

Additionally, Juita (2023) found that off-the-job training had a positive and significant impact on employee performance in the Indonesian banking sector, aligning with Pastore and Pompili's (2020) research, which also showed that off-the-job training can positively influence employee performance. Both studies indicate that while off-the-job training may present logistical challenges and potential dissatisfaction if poorly executed, it can lead to enhanced performance and retention when employees see the value in the training.

To further validate these findings, a study by Bartlett (2001) highlighted the importance of connecting training outcomes to job relevance and career growth. His research in the retail sector showed that employees who participated in off-the-job training programs designed to enhance job-related skills were less likely to leave their positions compared to those who felt the training was irrelevant. Therefore, ensuring that training programs are well-targeted and aligned with employees' career paths can mitigate the negative effects on turnover intentions.

Employee development and employee turnover intentions among staff of Colleges of Education in Bono and Ahafo Regions

On the staff of colleges of Education in the Bono and Ahafo Regions, there was a negative and significant link between employee development and employee turnover intentions. The statistical analysis revealed that the B-value was -0.405, the t-value was -24.85, and the p-value was less than 0.05. Each additional unit of development will result in a 0.405 percentage point decline in the intents of the employees. If employees believe that the College of Education does not offer clear pathways for career advancement or that their efforts to develop themselves do not result in promotions or increased responsibilities, they may become dissatisfied with their position and consider leaving for other institutions where they believe they will have better opportunities. If workers engage in development programs with high expectations but do not perceive a real increase in their abilities, knowledge, or career prospects, they may feel disillusioned and more inclined to look for possibilities elsewhere. Disillusionment may lead to individuals leaving their current position.

It is possible for workers to have sentiments of injustice and dissatisfaction if they do not have equal access to potential possibilities for professional advancement. The professors and staff of academic institutions may be in competition with one another for limited resources and possibilities for advancement. This is particularly true at academic institutions. There are times when an individual's professional or personal aspirations do not fit with the employee development efforts that are being made. It is possible that an employee may contemplate leaving the College in order to pursue their objectives elsewhere if the training or development opportunities that are provided by the College do not connect with the employee's intentions.

The burnout of employees may be caused by development initiatives that are either excessive or poorly managed. Employees may get irritated and fatigued if they are overburdened with development tasks and obligations in addition to their usual work. This might lead to an increase in the likelihood that they will choose to leave their current position. This may lead to unhappiness among employees when the chances for professional development are not flexible enough to take into account the employee's schedule or their specific learning methods. It is possible that employees will have the impression that they have little influence over their own growth, which may have a detrimental effect on their devotion to the workplace.

It is essential that the institution provide support for employee development activities, which should include providing enough resources, mentoring, and an atmosphere that is supportive. If these characteristics are absent, it is possible that workers may not profit from the development activities, and as a result, they may have a less favorable impression of the

organisation. It is possible for workers to get demoralized and more likely to investigate alternative career options if they believe that the time and effort they engage in development activities does not deliver an acceptable return in terms of better skills, higher job satisfaction, or increased salary.

In their research, Kyndt et al. (2009) emphasized that employees are more likely to remain with an organization that offers clear career advancement opportunities and supports their professional growth. Their study revealed that when employees perceive that their development efforts are leading to tangible benefits—such as promotions or enhanced job responsibilities—they exhibit lower turnover intentions. Conversely, when development efforts are perceived as ineffective or disconnected from actual career advancement, dissatisfaction can increase, leading to higher turnover rates.

Additionally, the work of Joo and Park (2010) further corroborates these findings, as they found that employee perceptions of professional development opportunities significantly impact job satisfaction and commitment to the organization. Their research suggests that employees who feel their development efforts are fruitful are more likely to stay with their organization, while those who perceive a lack of support or clear pathways to advancement are more inclined to seek opportunities elsewhere.

Moreover, a study by Chen et al. (2014) examined the relationship between employee development practices and turnover intentions in the healthcare sector. They found that a lack of support for professional development could lead to feelings of inequity and resentment among employees, which subsequently increased turnover intentions. This aligns with

the notion that competition for limited advancement opportunities in academic institutions can lead to discontent among staff, particularly when development resources are perceived as being distributed unequally.

The psychological aspect of employee development also plays a crucial role, as highlighted by a study conducted by Hennessey and Amabile (2010). Their research found that when employees engage in development programs without seeing a real increase in skills or career prospects, they experience disillusionment, which can fuel turnover intentions. Employees who enter development programs with high expectations are particularly vulnerable to feeling dissatisfied if those expectations are not met.

Furthermore, a meta-analysis by Saks and Gruman (2014) underscores the importance of perceived organizational support for employee development in reducing turnover intentions. Their findings indicate that when organizations provide sufficient resources, mentorship, and a supportive environment for development, employees are more likely to feel engaged and committed, resulting in lower turnover rates. This supports the argument that if colleges of education in the Bono and Ahafo Regions fail to provide adequate support for development activities, they risk demoralizing employees and increasing the likelihood of turnover.

Additionally, the concept of role overload, as discussed by Kahn et al. (1964), highlights how excessive or poorly managed development initiatives can lead to burnout among employees. This notion is echoed in a study by Bagger and Li (2014), which found that employees overloaded with development tasks alongside their regular duties experience increased frustration and fatigue, contributing to turnover intentions. Thus, balancing

development opportunities with the existing workload is crucial to maintain employee satisfaction and retention.

In conclusion, the empirical literature reinforces the findings of this study, indicating that the lack of perceived benefits from employee development, inequitable access to opportunities, and poor management of development initiatives can significantly increase turnover intentions among staff in educational institutions. Organizations that prioritize effective development strategies and provide adequate support are more likely to foster employee loyalty and reduce turnover.

Chapter Summary

This chapter analysed the study's objectives. Structural equation model was employed in the study's analysis. The chapter begun with the analysis of the demographic characteristics of the respondents. Analysis of the validity of the items used to measure the constructs were also undertaken. The use of cross loadings, convergent validity, discriminant validity and analysis of the model fitness were also undertaken. Assessment of the model structure was then undertaken. The relationship between the variables were examined and explained.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The summary, conclusions and recommendations of the study are presented in this chapter. The study was conducted to examine the effect of employee training and development on employee turnover intentions. The chapter started with the summary of the findings. The conclusion and the recommendations were in the next section. The chapter ended with suggestions for future studies.

Summary of the Findings

During the course of the research that was conducted, the primary objective was to investigate the impact that different kinds of employee training and development have on the expectations that workers have about the rate of employee turnover in their individual institutions. To achieve this overriding objective of the research study that was being carried out, Ghana's Bono and Ahafo Regions were the locations of the educational institutions that provided employment opportunities for the individuals who took part in this study. This study's objective was to evaluate the influence that employee training and development programs have on the staff members who are working at these institutions.

Specifically, the staff members were the focus of this investigation. This research was carried out with the purpose of attempting to ascertain the degree to which the activities that were being carried out had an impact on the members of the workforce. The investigation was carried out with the intention of determining the results of the investigation, which included

carrying out the inquiry in order to determine the conclusions of the investigation with the objective of determining the findings of the investigation. The members of staff were the primary focus of the inquiry that was conducted as a component of the research. This inquiry was carried out with the objective of getting a more in-depth understanding of the staff members. The purpose of the study was to acquire a deeper comprehension of them, and it was carried out using that aim.

On the basis of the results of the investigation, the purpose of the study that was carried out was to explore the many consequences that may be brought about by the turnover of individuals that takes place inside an organisation. An explanation was provided with the intention of offering a more thorough explanation that should be understood by a broader number of people. This action was made with the objective of providing an explanation. A total of three distinct goals were presented as possible courses of action to address the issue that was being investigated over the duration of the research. These goals were presented as prospective solutions to the problem. It was suggested that these objectives be pursued as potential lines of action. In various instances over the course of time, these objectives were proposed as possible goals.

In order to accomplish the aims of the research, this presentation of these objectives was carried out with the intention of performing accordingly. This was done in order to effectively complete the research for the study and accomplish the goals that were set for the study. The objectives of the study were to investigate the impact of on-the-job training on employee turnover intention among staff members of the Colleges of Education in Bono and

Ahafo Regions of Ghana; to investigate the impact of off-the-job training on employee turnover intention among staff members of the Colleges of Education in Bono and Ahafo Regions of Ghana; and to investigate the impact of employee development on employee turnover intention among staff members of the Colleges of Education in Bono and Ahafo Regions of Ghana.

The resource-based perspective theory and the social capital theory were the primary areas of concentration that were used in the study that was carried out in order to achieve the goals that were intended to be accomplished by the inquiry. For the purpose of accomplishing the objectives that were outlined for the investigation, this was carried out. These hypotheses were used with the intention of preparing for the inquiry that was going to take place in the near future. As a means of providing further explanation via the inquiry, the investigation was something that was carried out with the intention of bringing better clarification. The reason for this was to offer further explanation, thus this was done.

To accomplish the goal of the research effort that was being carried out at the time (which was to meet the purpose), it was determined that the quantitative approach would be employed. This choice was made in order to achieve the target of the research endeavor. Considerations pertaining to methodology were the driving force behind the selection of this strategy as the most suitable way to carry out. In light of the fact that the research endeavor was finished in its whole, it was effective in accomplishing the objective that it had intended to accomplish in the first place.

Taking into consideration the findings of the investigation into whether or not there is a causal connection between employee turnover intentions and

training and development, the type of inquiry that would be most appropriate for the investigation was chosen as the kind of inquiry that would be most appropriate for the investigation being conducted. In order to achieve the objective of evaluating whether or not there is a connection between the two, the study was carried out with the intention of identifying the answer in order to fulfill the aim. As a result of the discoveries that were discovered during the course of the study, it was decided that this particular alternative was the most appropriate course of action to go forward with.

The conclusion that was reached was reached as a consequence of the findings that were uncovered. Throughout the whole of the process of information gathering that was carried out, the questionnaire served as the tool that was employed as a component of the plan that was put into effect. This was done in order to achieve the objective of information collecting, which was the aim. An approach to surveying that is known as the simple random sample strategy was used in order to pick 385 individuals to take part in the survey. This was done via the utilisation of a particular kind of surveying. The use of the method was successful in achieving this goal. After careful consideration, it was concluded that the most efficient way to effectively achieve this aim was to carry out surveys. The strategy that was used in order to achieve this objective was effective, and the usage of the survey was the means by which this objective was achieved. This strategy was used as the means of carrying out the execution, which finally resulted in the successful completion of this aim in a way that was effective.

For the aim of performing an analysis of the goals of the research that was scheduled to be carried out, both a descriptive equation model and a

structural equation model were used. This was done in order to accomplish the same goal. This step was put into place with the intention of ensuring that the study would be carried out in a manner that was consistent with the plans. The undertaking of the analysis was carried out as a direct result of continuing with this particular course of action.

This specific course of action was chosen as a result of this particular event in order to accomplish the objectives that were discussed earlier in the presentation when it was presented. For the goal of guaranteeing that the conclusions that were derived from the data were correct, it was crucial to make use of this technique; consequently, it was the most important item that needed to be carried out.

According to the findings of the research, a number of factors, including employee development, on-the-job training, and off-the-job training, were shown to have a significant influence on the possibility that workers would choose to leave their present working environment. These factors were proved to have a significant effect. These included the chance that employees might quit their existing place of employment where they were employed. It was discovered that these traits, which were determined to have a substantial impact, had an influence on the likelihood that people would leave their current working environment. It has been shown that the different characteristics do, in fact, have a major influence on the possibility that individuals will give up on it. The purpose of employee development programs is to provide assistance to individuals in the process of enhancing their professional abilities.

The employee development program that is intended to assist people is created by each of these components, with each component functioning alone as well as in conjunction with the other components. For the objectives of this campaign, the main demographic that is targeted is persons from the general population. The revelation that was made was ultimately brought about as a direct consequence of the findings that were acquired as a consequence of the inquiry that was carried out. The discoveries have directly led to the discovery of this information, which has thus come to light. The revelation was brought about by the findings, which were the initial impulse that led to the sharing of this new piece of knowledge. They were also the spark that brought about the actual revelation.

Conclusions

It is possible to arrive at the conclusion that both on-the-job and off-the-job training have the potential to have a significant impact on the intentions of workers to quit their current employment; however, there is also the possibility that this conclusion may be arriving at some point in the future. Both of these findings are possible. There is a possibility of both of these discoveries. This is because there is a possibility that this conclusion will be reached at some point in the future. This is the reason why this is the state of affairs. This is due to the fact that there is a chance that this conclusion will be arrived at some time in the future. Due to this particular cause, the current condition of things is as it is. In the event that evidence is used in the appropriate manner, it is probable that it will be doable to show that this is the situation that is now taking place.

It is feasible to accomplish this objective by enrolling in a college or university that places a significant amount of focus on the educational programs that are provided by the institution. This is a viable option. It would be appropriate to proceed in this manner. It is possible that the work of finding a solution to this problem might be accomplished via the use of a wide range of different solutions. When considering this particular scenario, there are a few different approaches that might be taken into consideration and put into action. Some examples of these strategies include doing a substantial amount of research and paying special attention to the particulars. This is done in order to present an explanation. One of the possibilities that should not be overlooked is the possibility of combining both of these techniques into a single approach. This is an option that should not be abandoned. In the event that each of these facets is taken into consideration, it is possible to arrive at a conclusion, which is something that can be shown, and this conclusion may be validated.

This conclusion is something that may be given to the audience. It is possible to come at this conclusion after taking into account each and every one of these variables after taking everything into consideration. The efficiency of training programs is governed by a number of different elements, some of which include the quality of the training itself, the degree to which it is connected with the individual's professional objectives, the quantity of support that is supplied, and the general ambiance of the workplace generally. The degree to which each of these characteristics is present is directly proportional to the amount of success that training programs are able to accomplish. This is a connection that cannot be ignored. The degree to which

these two traits are present is directly proportional to the degree to which they are present. These two characteristics are related to one another and are connected to one another. Taking into consideration the fact that there is a relationship between the two is an extra aspect that must be taken into account.

For the purpose of deciding whether or not training programs are likely to be effective, the components that have been addressed up to this point in the discussion provide the primary foundation for making that determination. This foundation is made up of the components that have been considered up to this point in the conversations that have taken place. This is the predicament that has arisen as a result of the fact that the conversation has only just arrived and reached this level. To state it another way, there are a huge number of one-of-a-kind conditions that, in the majority of instances, have a negative influence on the intentions of workers to quit their professions, and these factors may be broken down into a large number of various categories at any one time. Some of the issues that have been brought to light as problematic aspects of the situation include a lack of support, heavy workloads, and a perceived lack of opportunities for professional development. These are just some of the concerns that have been brought forward.

Among the many problems that have been found, these are only a few examples. Among the various concerns that have been raised, the ones that have been described above are only a few examples. There is a scarcity of opportunities for professional progress, which is another issue that has been brought to people's notice as a reason for concern. These are only some of the components that have been discovered up to this point in time. There are many more. There is no denying the fact that there are more ones. Specifically with

relation to this specific facet of the event, the following are the problems that have been recognised as being present in the instance.

Following is a list that offers an overview of the problems that have been found. This list is the result of taking into account everything that has been handled up to this point. In spite of the fact that the challenges that have been brought to light may include, but are not limited to, those that have been discussed above, there are other problems as well. In spite of the fact that the problems that have been brought to light include, this is the case. Despite the fact that the facts that led up to the occurrence have been brought to light, this continues to be the scenario that exists.

The execution of training programs that are either poorly conceived or carried out in an inefficient way may cause a considerable number of individuals to feel stress. This stress can be caused by any of these two factors. This stress might be caused by any one of these variables; it is conceivable that all of them are involved. This is yet another usual source of stress that a considerable number of individuals experience, and the fact that they are faced with this is the most common cause of stress that they experience. There are a substantial number of people who have had the good fortune to see this occurring at some point in their own lives. This has occurred at some point in their life. In the case that a large number of individuals are placed in a situation in which they are needed to find a solution to this issue, it is not an uncommon occurrence for this to take place.

A sizeable section of the population is comprised of individuals who are often presented with the knowledge that this is a source of stress. The fact that they are exposed to it on several times is a truth that they encounter.

Things like this are the kinds of things that individuals come into contact with on a quite frequent basis. Because of this, there is a probability that a substantial number of people would experience anxiety as a result of this. This is a consequence of this.

Recommendations

Based on the findings, the following recommendation are given as follows;

1. Management must tailor training programs to meet the specific needs and career aspirations of employees. Customisation can enhance the relevance of the training, making employees feel that their development is a priority for the organisation.
2. Management must ensure that training programs align with potential career paths within the organisation. Clearly communicate how the skills acquired through training can lead to advancement and increased responsibilities, reducing the likelihood of turnover.
3. Management must implement a culture of continuous learning by offering ongoing training opportunities. This can create a sense of progression and challenge, making employees more likely to stay with the organisation for the long term.
4. Also, management must demonstrate a commitment to employee growth by investing in high-quality training initiatives. Employees are more likely to stay with organisations that actively support their professional development.
5. Management must establish feedback mechanisms to assess the effectiveness of training programs. Regularly solicit input from

employees to understand their perceptions of the training's value and relevance to their roles.

6. Management must recognize and reward employees who actively engage in training and demonstrate the application of new skills.

Acknowledging their efforts can increase job satisfaction and loyalty, reducing turnover intentions.

7. Management must provide career development counseling or mentorship to help employees understand how training fits into their overall career growth. This can create a roadmap for their development within the organisation.

8. Management must include training in soft skills, such as communication, teamwork, and leadership. These skills contribute not only to job performance but also to overall job satisfaction and the likelihood of employees staying with the organisation.

9. Management must assess the return on investment (ROI) of training programs by linking them to key performance indicators and employee outcomes. Demonstrating the tangible benefits of training can strengthen the case for continued investment.

10. Management must ensure that learning platforms are easily accessible and user-friendly. This includes both traditional classroom training and digital learning tools. Accessibility promotes employee engagement in training activities.

Suggestion for Future Studies

Due to the short amount of time that was available, this research was carried out utilizing a cross-sectional methodology. Additionally, it was

restricted to the institution of education that was situated in the Bono and Ahafo Regions. In order to analyze the influence that training and development have on the likelihood that workers may quit their positions in the future, it is suggested that longitudinal study be carried out in the future.

When it comes to making choices at any particular point in time, it is probable that this will be of aid to management.



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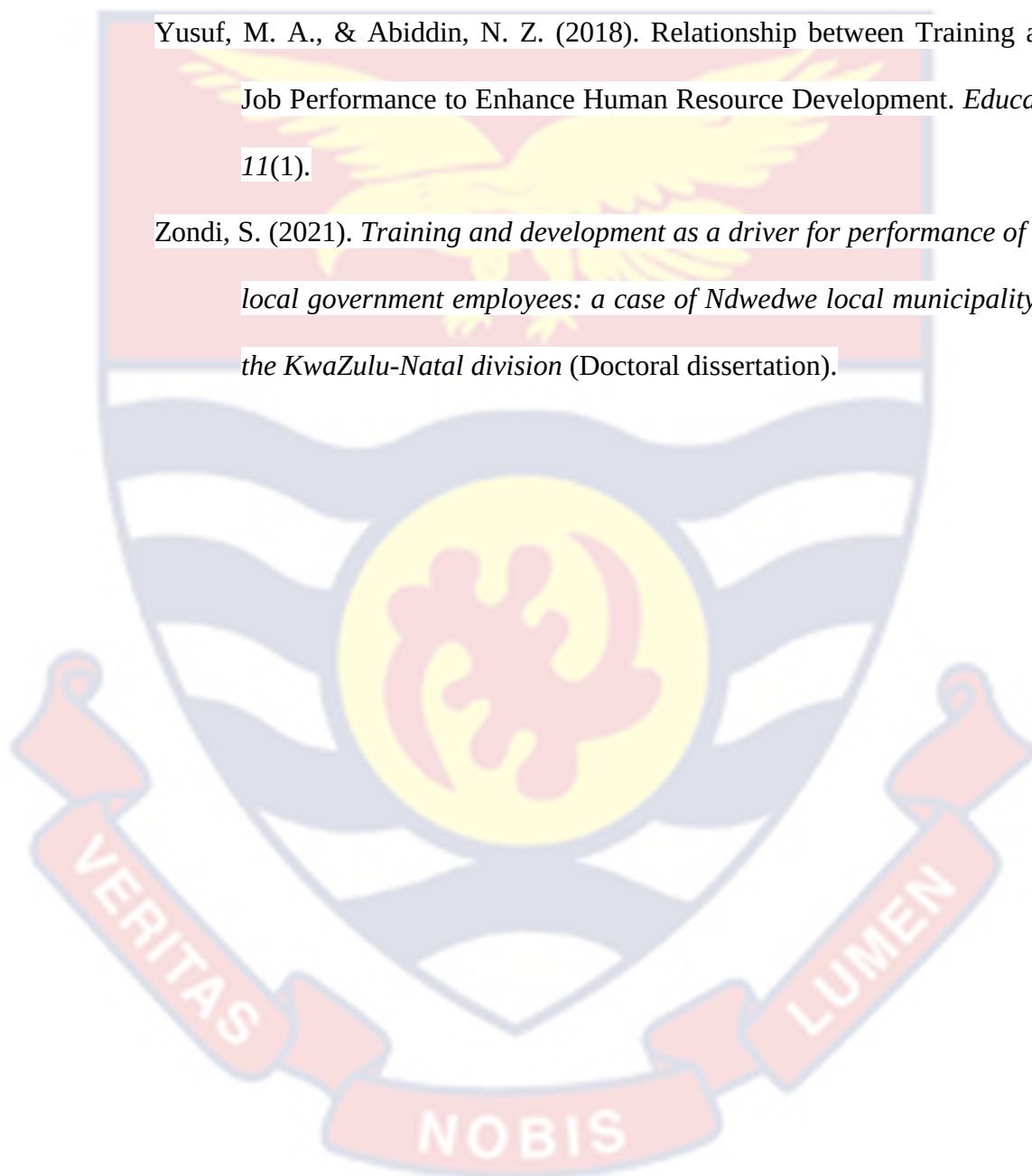
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SECTION C: FORMS OF TRAINING

In this section, you are presented with the forms of training. Kindly indicate your appropriate response (1-Strongly Agree, 2-Agree, 3-Not Sure, 4-Disagree or 5-Strongly Disagree) to the assertions by selecting (tick) one of the options provided.

	Training	1	2	3	4	5
	On the Job Training					
1	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.					
2	On-the-job training is very useful when it comes to task-oriented activity such as handling machinery.					
3	Argues that employees tend to better understand on-the job training compared to reading books or manuals.					
4	On-the-job training could lead to the success of the organisation and increases employee performance success and increase the performance of employees.					
5	It actually saves time and cost when employees perform their task while learning.					
6	It increases learning through behaviour which is best for skill development and attitudinal change					
7	On-the job training session is to provide employees with task-specific knowledge and skills in the work area.					
	Off the Job Training					
1	Employees are able to pay more attention when they attend training outside their work environment.					
2	Off-the job training allows employees to participate in the training program without being disrupted by external factors.					
3	Off the job training is generally more structured with a proper agenda which optimized the learning duration and provides systematic learning experience.					
4	Off the job training is important for specialized or technical skills in particular					
5	Off the job training increases employee confidence when performing work related tasks.					
6	Off the job training helped me to adapt to my work and environment					
7	Off the job training has given me new knowledge after the training					

SECTION D: EMPLOYEE DEVELOPMENT

In this section, you are presented with employee's development. Kindly indicate your appropriate response (1-Strongly Agree, 2-Agree, 3-Not Sure, 4-Disagree or 5-Strongly Disagree) to the assertions by selecting (tick) one of the options provided.

	Employee Productivity	1	2	3	4	5
1	I will soon leave the college					
2	I am considering finding a new job					
3	I am considering applying for a job at another Colleges in Ghana					
4	I would prefer working in a bigger city rather than Bono/Ahafo					
5	I will accept any type of job assignment elsewhere apart from working for this Colleges					

SECTION E: Employee's Turnover Intention

In this section, you are presented with employee's turnover intentions. Kindly indicate your appropriate response (1-Strongly Agree, 2-Agree, 3-Not Sure, 4-Disagree or 5-Strongly Disagree) to the assertions by selecting (tick) one of the options provided.

	Employee Turnover Intention	1	2	3	4	5
1	I will soon leave the college					
2	I am considering finding a new job					
3	I am considering applying for a job at another Colleges in Ghana					
4	I would prefer working in a bigger city rather than Bono/Ahafo					
5	I will accept any type of job assignment elsewhere apart from working for this Colleges					