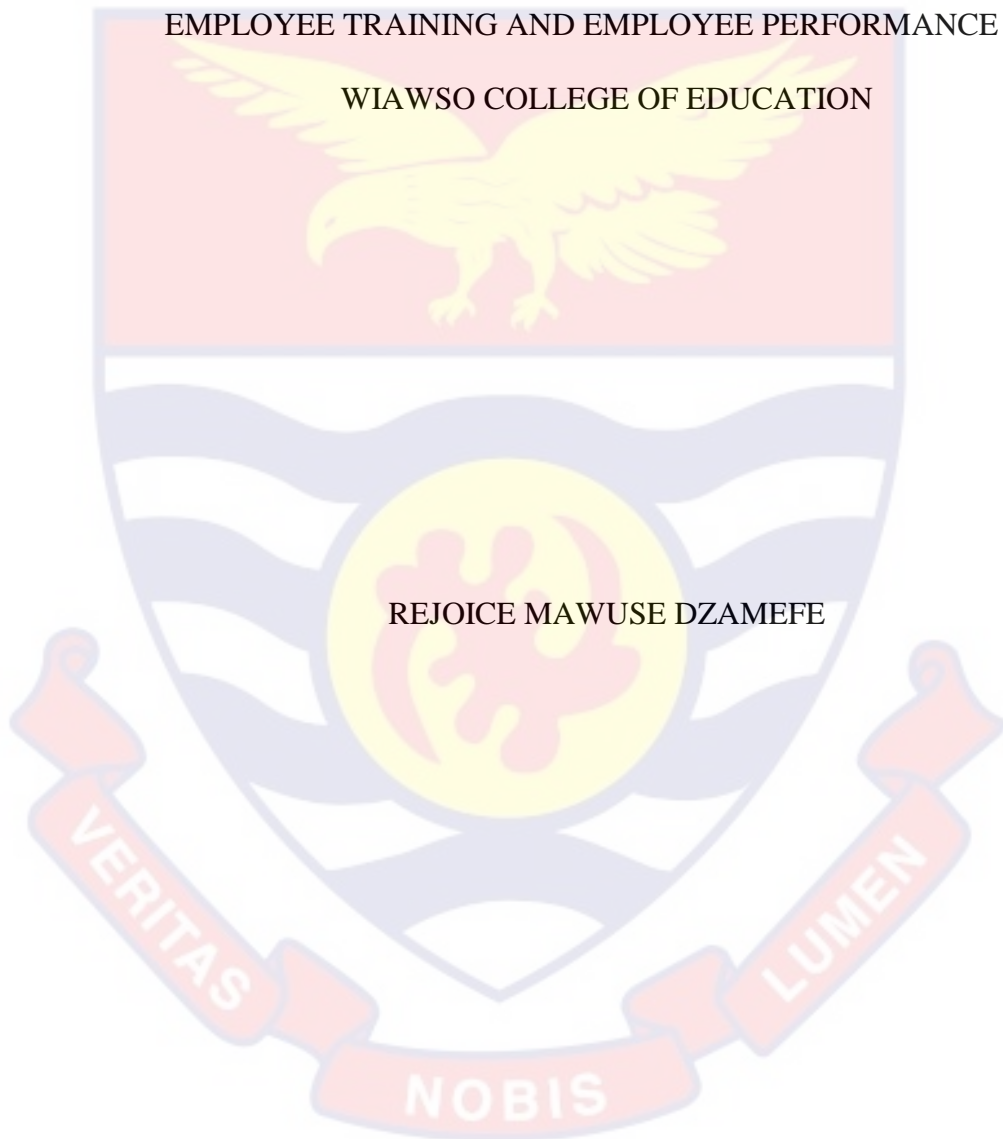


UNIVERSITY OF CAPE COAST

EMPLOYEE TRAINING AND EMPLOYEE PERFORMANCE AT

WIAWSO COLLEGE OF EDUCATION

REJOICE MAWUSE DZAMEFE



2024

UNIVERSITY OF CAPE COAST

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WIAWSO COLLEGE OF EDUCATION

BY

REJOICE MAWUSE DZAMEFE

Dissertation submitted to the Department of Human Resource Management of the School of Business, College of the Humanities and Legal Studies, University of Cape Coast in partial fulfilment of the requirements for the award of Master of Business Administration degree in Human Resource Management

FEBRUARY 2024

DECLARATION

Candidate's Declaration

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

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

Name: Rejoice Mawuse Dzamefe

Supervisor's Declaration

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

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

Name: Prof. Nana Yaw Oppong

ABSTRACT

The study analysed the influence of effective training on employee performance at Wiawso College of Education. Three objectives were stated in achieving the objectives of the study. The objectives were; to discuss the types of training used at the Wiawso College of Education to develop the capacity of employees; to analyse the perceived level of employee performance of Wiawso College of Education; to analyse the effect of training on performance of employees at the Wiawso College of Education. The study was centered on resource-based theory and human 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 employee performance. The data collection instruments were questionnaire. The simple random sampling technique was used in selecting a respondent of 159. Descriptive and multiple regression were also used to analyse the objectives of the study. The study found that, the company relies more on-the-job training method in their training process than off the job training. Other training methods were the least training method used. The study also found that, on the job training had a positive and significant effect on employee performance. However, off the job training had a low performance of employees of Wiawson College of Education. Also, the performance of the firm had a positive improvement throughout the time period. The study recommended that the organisation should identify the knowledge and skills required to meet its goals and also take steps to hire qualified trainers with requisite skills to take employees through the training programmes for better understanding.

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DEDICATION

To my family



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CHAPTER ONE

INTRODUCTION

There are five chapters and this is the first chapter. It covers the background to the study, statement of problem, purpose of the study, research objectives, research questions, significance of the study and the limitations of the study. This study aims to analyze the effect of employee training on employee performance at Wiawso College of Education, highlighting its implications for both staff development and institutional success.

Background to the Study

The significance of employee performance in achieving organisational goals has long been acknowledged by both public administration and human resource experts (Yahya & Tan, 2015). Increasing focus has been placed on enhancing employee performance, particularly within the public sector, which is often associated with low and inadequate performance levels (Dan & Pollitt, 2015). However, optimising employee performance does not happen by chance; it is strategically driven, with training playing a central role (Kimani, 2017). Employee performance is a crucial element of organisational success, and organisations must analyze the factors that lead to high performance. Since progress cannot be achieved through the efforts of a few individuals alone, the combined contributions of all members of the organisation are essential. Performance, being a complex and multi-dimensional construct, is strongly tied to an organisation's strategic goals (Mathis & Jackson, 2010).

Employee training is an inevitable challenge faced by all organisations, though the amount, quality, and type of training vary significantly between organisations. As Bratton and Gold (2017) explain, several factors influence

the quality and quantity of training and development initiatives, including the level of external environmental change, internal organisational shifts, the availability of relevant skills within the existing workforce, and management's view of training as a tool for motivation.

Many organisations have made significant investments in their human capital to ensure their continued survival and growth (Kuruppu, Kavirathne & Karunarathna, 2021; Paul & Audu, 2019). Recent studies suggest that training is a vital element in the development of human capital within organisations (Karim, 2019; Afeke, 2020). As a result, training is considered one of the key ways to enhance the intellectual resources of an organisation (Nauman, Bhatti, Jalil, Bint, & Raiz, 2021). Scholars widely recognize the importance of employee training for both individual and organisational performance (Obi-Anike & Ekwe, 2014). However, to truly improve employee performance, the knowledge and skills acquired through training must be applied in the workplace, sustained over time, and adapted across various contexts (Yagub & Singh, 2021). Therefore, job-specific training is a complex issue and has become a central focus in much of the training literature (Orwa & Njoroge, 2021).

Organisations must ensure they have a skilled, committed, and motivated workforce to achieve their goals. Training is one of the key factors that determine organisational survival. The level of human capital within an institution directly impacts its ability to meet its goals. Human capital is widely regarded as a critical resource for success, and to improve or sustain organisational performance, it is essential to maximize the contributions of

employees towards achieving institutional objectives (Obi-Anike & Ekwe, 2014).

According to Thevanes and Dirojan (2018), every training program has three main objectives: (1) to develop employees' competencies and improve their performance, (2) to support employees' growth within the organisation, ensuring that future human resource needs can be met internally, and (3) to reduce the time required for new employees or those undergoing promotion or transfer to become fully competent, ensuring they reach proficiency as quickly and cost-effectively as possible.

Training equips employees with the necessary knowledge, skills, and attitudes to handle their job responsibilities effectively. It is a critical component in improving institutional effectiveness, as it enhances individual competency levels. Moreover, training bridges the gap between the ideal and actual performance. Despite the clear benefits that training brings to both employees and organisations, particularly in the public sector, it has not received the attention it deserves. Therefore, it is essential to investigate the impact of training on employee performance at Wiawso College of Education.

Statement of the Problem

Kum, Cowden, and Karodia (2014) argued that ineffective employee training within organisations diminishes overall performance, as organisations rely on having individuals with the right skills, attitudes, and capabilities to achieve their goals efficiently. According to Mahadevan and Yap (2019), many employees lack the necessary skills, knowledge, abilities, and competencies to begin working immediately after completing school. Moreover, employers have expressed concerns about the gap between

academic training and the practical skills needed in the workplace (Mazzon, Puliatti, Amato, Bunting, Rocco, Montorsi & Gallagher, 2021).

At present, Wiawso College of Education is experiencing a significant decline in employee performance. Over the past decade, staff performance has dropped by 25 percent (CoE-W Annual Report, 2020). This decline has been attributed to inadequate training programs that employees undergo (Lawrence, 2020). Many employees require extensive training to acquire the skills necessary to meet the ever-evolving demands of their jobs. Unfortunately, training has not received the attention it deserves at Wiawso College of Education. Like many public sector institutions, the college tends to address its training needs in an ad hoc and disorganized manner (Ayikue, 2021). While some training is provided to employees, performance issues persist within the institution.

Several global studies have explored the topic of employee training. For instance, Khan, Abbasi, Waseem, Ayaz, and Ijaz (2016) examined the impact of employee training and development on job satisfaction and performance. Their findings showed that training and development positively affect job satisfaction and employee performance. Similarly, Kinisa (2019) studied the impact of employee training and development on organisational performance using the National Bank of Commerce (NBC) in Mwanza City as a case study. The results revealed that training practices were generally well-planned and systematic, although some employees were dissatisfied with specific methods, such as lecture-based and role-play training techniques.

Mtulo (2014) emphasized that training is essential for capacity building in both the public and private sectors as part of organisational development.

Other studies, such as those by Athar and Shah (2015) and Afroz (2018), focused on the impact of training on organisational performance. Athar and Shah (2015) investigated how training affects employee performance in Karachi's banking sector, where employees had shown inefficiency. They found that factors such as employee knowledge, skills, abilities, motivation, and satisfaction were positively influenced by training, which, in turn, improved employee performance. However, their study did not specify which types of training would be most effective in improving these factors.

Afroz (2018) conducted a study on the effect of training on employee performance in Tangail, Bangladesh's banking sector. This study linked training to employee engagement, motivation, and job satisfaction, concluding that increased training leads to higher employee performance. These studies, however, were conducted within the banking sector, where activities are specialized in financial markets, and few studies have explored training in the public sector.

Limited research exists on employee training within the public sector, particularly in education. One example is a study by Hervie (2018) on enhancing teacher performance through training and development within the Ghana Education Service. The study found that poor teacher performance was due to a lack of regular in-service training, insufficient teaching materials, lack of incentives, and poor supervision. Hervie employed non-parametric tests to achieve these findings.

The limited studies within the public sector have typically treated training as a single construct. This highlights the need for further research, particularly at Wiawso College of Education, where employee performance

has declined over the past decade. This study will therefore examine how different components of employee training, such as on-the-job and off-the-job training, influence employee performance. Additionally, the study will explore factors that enhance performance in this context.

Purpose of the Study

The main purpose of the study is to examine the effect of training on employee performance using the Wiawso College of Education as a case study.

Research Objectives

Specifically, the study sought:

1. To discuss the types of training used at the Wiawso College of Education to develop the capacity of employees.
2. Analyse the perceived level of employee performance of Wiawso College of Education.
3. to analyse the effect of training on performance of employees at the Wiawso College of Education.

Research Questions

The overarching research question of the study is how has employee training influenced the performance of employees at the Wiawso College of Education.

The study is guided by the following three-fold specific research questions:

1. What are the types of employee training approaches adopted at the Wiawso College of Education?
2. What is the perceived level of employee performance of Wiawso College of Education?

3. What is the effect of employee training approaches on the performance of employees at the Wiawso College of Education?

Significance of the Study

This study holds significant potential for contributing to knowledge, policymaking, and human resource management practices. It represents the first comprehensive examination of the relationship between training and employee performance at Wiawso College of Education.

From a theoretical perspective, the study expands the understanding of how training integration affects employee performance in Ghana's public sector. The results may be applicable to other public and private institutions in Ghana and similar developing countries, aiding in the development and redesign of programs and courses that ensure the effective operation of human resource management systems.

In addition to its theoretical contributions, the study has important practical implications. It may reveal the role and importance of training within the institution, providing valuable insights for human resource professionals in creating practical and far-reaching policies aimed at revitalising government organisations. The study's findings could also enhance the competencies of human resource professionals, enabling them to better identify, utilize, and integrate employees' skills, knowledge, and experiences to improve and sustain an organisation's human capital. Furthermore, the study may offer employers critical insights to evaluate the productivity of their HR departments.

Finally, the research may establish a solid framework for future studies and practical applications. It could offer valuable guidance for policy design

and implementation, providing policymakers with up-to-date training models and directions to be widely adopted in Ghana.

Delimitation

The study aims to explore the effect of training on employee performance at Wiawso College of Education. While human resource management covers a wide range of areas, this research specifically focuses on employee training and performance. Additionally, only staff members from Wiawso College of Education were eligible to participate in the study. However, insights from other individuals were considered and incorporated when relevant.

Limitations of the Study

Firstly, the research is confined to a single institution, Wiawso College of Education, which limits the ability to generalize the results to other educational institutions or sectors. The unique organisational culture, policies, and practices at the college may differ from those of other institutions, thus the findings may not be broadly applicable to other public or private sector organisations in Ghana or beyond.

Additionally, the study's reliance on employee responses from Wiawso College of Education might introduce bias due to self-reporting. Employees may provide responses that align with perceived expectations or may underreport challenges they face related to training and performance. This could lead to a discrepancy between actual employee performance and their reported experiences with training initiatives. Moreover, factors such as job satisfaction, motivation, and institutional support that also influence performance may not have been fully captured, limiting the scope of

understanding of how training alone impacts performance.

Time constraints and limited resources further restricted the study's scope, as data collection was conducted within a specific time frame, which may not fully capture the long-term effects of training on employee performance. The study also focused solely on employee training, neglecting other human resource practices such as performance appraisals, rewards, and employee engagement, which may play a significant role in shaping employee performance. Consequently, the study provides a narrow view of the overall impact of human resource development on employee performance.

Finally, the research was conducted in a specific geographical and educational context, which may not reflect the diversity of experiences and challenges faced by employees in other regions or sectors. This limits the ability to apply the findings to a broader context, as differences in educational systems, socio-economic factors, and institutional priorities may result in different outcomes. Despite these limitations, the study provides valuable insights into the role of employee training in enhancing performance at Wiawso College of Education. However, future research should aim to address these limitations by including a broader sample and considering additional variables that may influence employee performance.

Definition of Terms

Employee Training refers to the process of providing employees with the necessary knowledge, skills, and competencies to perform their tasks effectively. In the context of Wiawso College of Education, employee training involves both formal and informal programs designed to enhance the capabilities of faculty and administrative staff. This may include workshops,

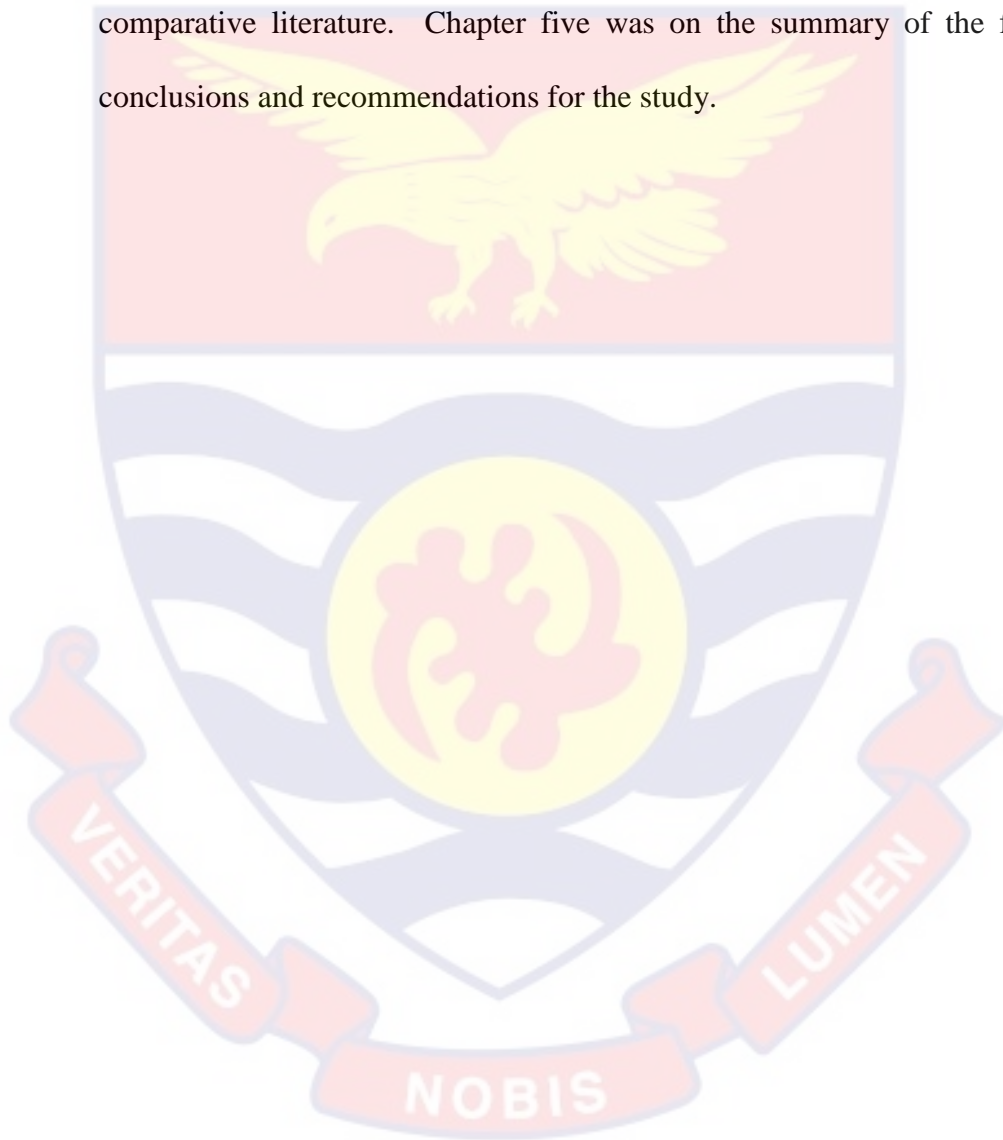
seminars, on-the-job training, and off-the-job training methods that aim to improve teaching techniques, administrative skills, and overall job performance. Training not only equips employees to handle their current roles but also prepares them for future responsibilities, contributing to their personal and professional growth.

Employee Performance refers to the efficiency and effectiveness with which employees carry out their responsibilities and contribute to the goals of the organisation. At Wiawso College of Education, employee performance encompasses various factors such as the quality of teaching, administrative efficiency, adherence to institutional policies, and contribution to the academic success of students. High employee performance is characterized by meeting or exceeding expectations, demonstrating innovation in educational practices, and supporting the college's mission of developing future educators. Performance is typically measured through evaluations, feedback from supervisors, and the overall impact on institutional success.

Organisation of the Study

The study was organized into five chapters. Chapter one consists of the background of the study, the statement of the problem, objectives of the study, research questions, significance of the study and scope of the study and the organisation of the study. Chapter two was on a review of related literature. This chapter provides the fundamentals of the study and therefore help to shape the nature and direction of the study. Literature was reviewed under the following thematic areas: studies on employee training, employee performance and the nexus between employee training and performance. Chapter three was on the research methods of the study. It covers the research design, the

population and sampling technique deployed procedures and size, sources of data, collection procedure and instrument, as well as method of data processing and analysis. Chapter four was on results and discussion of the study. The data analysis and discussion are based on the research objectives and questions. The discussion is based on the theoretical, empirical and comparative literature. Chapter five was on the summary of the findings, conclusions and recommendations for the study.



CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter presents a review of related studies on the topic “employee training and employee performance at Wiawso College of Education”. The chapter is organized into four sections. First section presents the theoretical review, the second section analysed concepts underpinning the study. The third section was on the empirical review. Based on the reviews, the conceptual framework was developed in the fourth section.

Theoretical Review

This research is based on the Resources Based Theory, Human Capital Theory and Reinforcement Theory. This section analyses these theories and how they are related to the study’s variables.

Resource Based Theory

The Resource-Based Theory (RBT) was initially developed by Penrose (1959) and later advanced by Barney (1991), who used it as a foundation for understanding training and development. According to Barney, competitive advantage is derived from the assets and capabilities that a firm controls, which are valuable, rare, difficult to imitate, and non-substitutable. RBT posits that such strategic resources provide a firm with the potential for sustained success. These resources form the basis for developing capabilities that can lead to superior performance over time. Proponents of RBT argue that innovation can lead to sustained competitive advantage when organisations accumulate and leverage their resources to serve customer needs in ways that are difficult to replicate or substitute. The theory emphasizes that successful

innovation is not solely dependent on the innovation itself but also on other factors, such as the firm's assets and capacities, including its management, skills, organisational processes, routines, and the information and knowledge it possesses.

RBT underscores the idea that innovation grants organisations a competitive edge over their rivals. A firm can achieve competitive advantage if its resources are valuable, difficult to imitate, and not easily substitutable. Every organisation's goal is to gain such an advantage, and implementing effective training is one way to ensure the efficient use of organisational resources to achieve this. However, one limitation of RBT is its difficulty in empirically measuring profitability due to the heterogeneity of firms, making it challenging to compile a homogeneous sample. Moreover, the theory does not take into account the demand side of the market. RBT argues that the long-term success of any business innovation is determined by the firm's internal resources, its ability to utilize these resources to create competitive advantage, and the innovation's contribution to the firm's financial performance in the market.

The human resource of an organisation is a critical non-imitable asset, as having higher-quality individuals than competitors can provide a firm with a unique advantage. Non-imitable resources also include the intellectual capital generated and sustained by the organisation, support for organisational learning, and distinctive values and culture maintained within the firm (Barney, 1991). The purpose of a resource-based approach is to enhance the capacity of an organisation's resources. RBT emphasizes that investing in people adds value to the organisation, and this investment can be achieved

through training. As Barney (1991) suggests, a resource-based strategy can develop key competencies and provide a human resource advantage (Armstrong, 2009).

In relation to the study, RBT suggests that when organisations create an environment conducive to effective training, human resources become more valuable over time. Proper training of human resources would make them non-substitutable, enhancing the organisation's competitive advantage. Additionally, effective training fosters employee innovation and creativity, which ultimately leads to improved performance in the long run.

Human Capital Theory

Human capital is one of the earliest and most prominent examples of applying fundamental economic principles to broader topics in human and social behavior. The human capital theory suggests that individuals can enhance their productive potential through increased education and skills training. Originally conceived by Adam Smith (as cited in Schuller & Field, 1998), the theory was further expanded by Schultz in 1961 (Schulz, 1981). This theory emphasizes that investing in education and skill development plays a crucial role in economic growth, alongside investments in physical infrastructure like plants and equipment (Schuller & Field, 1998). Selase (2018) defines human capital as "the knowledge, skills, and capabilities of individuals that hold economic value to an organisation."

Key aspects of human capital include factors such as education, training, intelligence, skills, health, and other attributes that employers find valuable, such as loyalty and punctuality. The theory underscores the importance of investing in human capital, viewing it as one of the most critical

components of business success. Businesses can assess human capital in different ways to ensure that their investments are yielding returns and adding value. One significant advantage of human capital theory is its potential to fuel economic growth (Dakhli & Clercg, 2004). Increases in human capital in areas such as science, education, and management lead to innovations, social well-being, equality, enhanced performance, and improved participation rates, all of which contribute to economic progress. However, one limitation of the theory is its oversimplified view, imposing a linear relationship between education and work performance, which fails to account for the complex ways in which education impacts productivity.

This theory is highly relevant to the study because achieving organisational goals heavily relies on human capital, which drives activities within the organisation. To achieve high performance, human capital must be consistently trained and developed. In public institutions like Wiawso College of Education, employee training is essential for the institution's success and effectiveness as a tool for policy development by the government and its agencies. The human capital within such institutions requires regular enhancement through various forms of training, such as on-the-job training, education, seminars, and conferences.

Conceptual Review

This section examines the concepts underpinning the study. The concepts include training and employee performance.

Concept of Training

Kombo & Kakuba (2020) explained that training is a learning process in which employees acquire knowledge, skills, experience and attitudes they

need in order to perform their jobs better for the achievements of organisational goals. That is, training is a systematic approach. Training is an activity that follows a systematic process. The main objective of training is to modify the behaviour of employees through teaching events, programmes and instructions that enable individuals achieve levels of knowledge, skill and competences necessary for attaining organisational goals.

Leung, Csipke, Yates, Birt and Orrell (2021) defined training as a planned and systematic effort to modify or develop knowledge, skills or attitude through learning experience, to achieve effective performance in an activity or range of activities. From the above definitions, it can be asserted that employee training basically is an instructive and educational tuition given to staff of a business to equip them in contributing towards organisational goals.

Omoregie, Ukpebor and Ajgbe (2018) in their study argued that the most thoroughly trained employees will better satisfy the needs of their customers and employees. Their study found that training programmes increases an employee's job knowledge and increase in job knowledge means that the employee will feel more comfortable doing the job and will perform at a high level and be happy.

From the definitions of training, it can be found that employees who undergo training according to individual and organisational goals become more efficient. The effects of training on employee performance can often encourage growth within the worker and the organisation itself. Training can be anything from how employees can do their own jobs better to employees being groomed to replace their supervisors and also employees who become

trainers might be further inclined to stay with the organisation and possibly reduce employee turnover (Ajayi & Okhankhuele, 2019). Training also enables employees to adapt to domestic and global change. For the purpose of this study, methods of training for the study includes on-the-job training, and off-the job training. This study seeks to analyse the effect of these methods of training on employees' performance using the Wiawso College of Education as a case study.

Types of Training

Shereni (2020) explained on-the-job training as a method of transferring knowledge from a one individual to another. In relation to this training, knowledge is transferred to the employee whilst working on the job. This kind of training usually saves time and cost when employees perform their tasks while learning. This is because, inasmuch as the employee would be equipped with the knowledge of the task, the organisation's performance would also improve since output would be generated whilst working. On-the-job training also reduces the wastes that would have been caused when trainees begin to start actual productions. According to Shaffini et al (2016), one disadvantage of the on-the-job training is that it is unlikely to bring new ideas and skills into the business.

Off the job training on the other hand refers to the kind of training which is undertaken away from their place of work, through day release, online or distance learning, as well as block release courses (Mtulo, 2014). Off the job training allows employees to participate in the training programme without being disrupted by external factors as the training site is usually set up in a location outside the organisation to allow s full concentration of the

employee. Mahmood, Hee Yin and Hamil (2018) argues off the job training could lead to more work when training is completed, as it requires time off from actual work. The off the job training is usually designed to meet the share learning needs of a group rather than a particular individual's need (Orlando, 2019).

Employee Performance

Job performance of an employee is also called employee performance and it deals with the accomplishment of tasks which are given to workers by the top management (Khan, Thekkekara, Waqar, Choudhry & John, 2021). The idea of employee performance as dependent variable is broadly used in organisational and industrial psychology (Araz & Kahya, 2018). Organisations should focus on the factors which improve the performance of employees as an employee performance is a significant component of every organisation (Albloush, Taha, Nassoura, Al-Utaiabi, Masound, Vij & Bohra, 2020). Firm's crucial component is employee and their success and failure depend on performance of employees (Hameed & Waheed, 2018).

Performance can be defined as the fulfillment of particular task calculated against already known standards (Sultana et al., 2021). Practices of human resource management have been positively associated with development areas of an employee and employee performance and this fact has been confirmed by previous studies (Hafeez & Akbar, 2015). Employee performance is determined by the behavior of the employee and outcomes which come when the tasks are completed by using specific abilities and these results are measured by various scales (Imran & Tanveer, 2015). It is instructive to note that employee performance is a function of factors such as

ability, motivation and the environment. However, for the purpose of this study, all other factors except ability (training) are constant.

Empirical Review

Relationship between training and performance

Kum, Cowden and Karodia (2018) argued that the ineffectiveness of training of employees in the organisation reduces the organisation's performance, as organisations depend on having people with the right skills, attitudes and capabilities in order to reach goals effectively. Their findings revealed that working conditions and a lack of resources affect the training of employees with its associated impact on employee performance.

A study by Khan, Abbasi, Waseem, Ayaz and Ijaz (2016) was on the effect of training and development on job satisfaction. The study revealed that training has positive impact on job satisfaction and employee performance. According to the researchers, improved performance from employee training can reduce staff turnover, lower maintenance costs by reducing equipment breakdowns and result in fewer customer complaints. Better performance from employees typically creates less need for supervision and brings increased worker output.

Kinisa (2019) studied the impact of employees' training and development on organisational performance and found that training and training methods were reasonably planned and systematic in nature and followed although some employees were not satisfied with some of the training methods used such as lecture type and role play techniques. The study also found that although employees were trained using on- the job training with different methods, they preferred mentoring and coaching as well as job

rotation because these methods helped them in acquiring skills and knowledge to effectively and efficiently perform their specific daily tasks. Employees indicated that T & D programmes improved their skills and capabilities.

Mtulo (2018) investigated the contribution of off job training to the performance of public servants. The results of this study provided some knowledge to the fact that trainings are essential to engage in capacity building to the public servants and private sector in general as a component of development.

Mahadevan and Yap (2019) examined the impact of on-the-job and off-the-job training on employee performance and found that both on-the-job and off-the-job training achieve a standardized coefficients beta value of 0.370 and 0.546 respectively with significant value of 0.000 which concludes the outcome of the research that on-the-job and off-the-job training have a positive significant impact on employee performance.

Falola, Osibanjo and Ojo (2014) examined the effectiveness of training and development on employees' performance and organisation competitive advantage in the Nigerian banking industry. The results show that strong relationship exists between training and development, employees' performance and competitive advantage.

Jagero, Komba and Mlingi (2020) concentrated on the relationship between employee training and employee performance in Courier organisations in Dar es Salaam, Tanzania. The study found that performance to a major degree, relied on the training employees got. According to the study, it might be, with assurance, expressed that there is a major relationship

between at work training and employee performance in DHL and FedEx. Work training programmes truly decidedly affected employee's performance.

Kasau (2017) focused on the relationship between training and performance at Kenya Women Finance Trust Eastern Nyanza. The study found that the three variables of training investigated were key in determining employee performance especially in-service firms under which Microfinance Institutions fall. The research confirmed that training has a big influence on performance with attitude, job satisfaction and service delivery equally getting the same weight.

In Ghana, Ampadu and Varga (2020) studied on the effects of training on employees' performance in the Parliament of Ghana. The study found that training did not only increase employees' performance but also positively affected employees' motivation and job satisfaction among parliamentary staff in Ghana. According to the study, well trained employees show both quantity and quality performance. There is less wastage of time, money and resources if employees were properly trained.

Ampomah (2016) studied on the effect of training and development on employee performance in a private tertiary institution in Ghana using the Pentecost University College as a case study and found that employees were aware of the purpose of training in the organisation, the training objectives were clear to them before the training as well as the selection criteria. The study also highlighted that employees were motivated through training; and training and development resulted in to higher performance.

In contributing to the discourse on employee training and performance, Ackah (2014) studied the effects of training and development on employee

performance in the Public Sector of Ghana. It emerged that training practices, methods and activities at Ghana Ports and Harbour Authority (GPHA) were not in line with the best practices regarding the planned and systematic nature of the training process as is generally known. However, there was a significant positive relationship between training and employee performance.

Imran and Tanveer (2015) studied on the effect of training programmes on organisational performance. The study found that the immense training encounters resulted in improved employees' passion for the job and pride in their jobs, which translated into measurable improvements in performance.

Ayentimi and Burgess (2019) who studied on effective training and employee performance found that many new employees can be equipped with most of the knowledge, skills and attitudes needed to start work, but others may require extensive training to ensure their effective contribution to the organisation. They add that most of them will need some type of training at one point or the other to sustain an efficient level of job performance.

According to Cohen (2017) training increases employees' confidence, recognition, enhanced responsibility with a possibility of increased pay which leads to motivation of the employee. It also lowers cost of production because a well-trained staff is able to make better economic use of materials and equipment thereby reducing waste if not eliminating it entirely. Training brings a sense of security at the workplace which reduces labour turnover and finally it also helps in the management of change through the provision of skills and abilities needed to adjust to the changes.

Conceptual Framework

This section analyses how the variables underpinning the study are linked to each other. Training is linked to performance of employees. Training was divided into two components. These are off-the-job training and on-the-job training. The relationship between the variables is presented in figure 1.

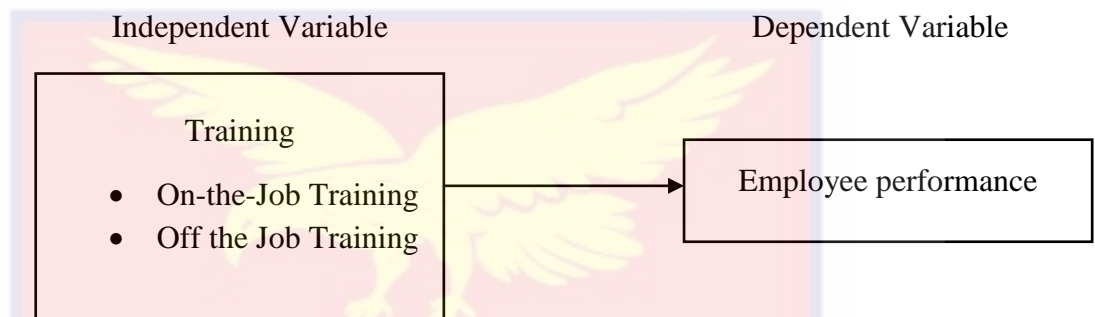


Figure 1: Conceptual Framework
Source: Author's Construct (2023)

Chapter Summary

The chapter discussed the theoretical review. The resource-based theory and human capital theory was employed to link the relationship between training and employee performance. The study also analysed the concepts underpinning the study. That is, the concept of training and employee performance were reviewed. The findings from previous studies on the effect of training on employee performance were also examined and it came to light that, even though there are legion of studies on employee training and performance, non was explicitly conducted on the Wiawso College of Education hence this dissertation fills this lacuna in the literature.

CHAPTER THREE

RESEARCH METHODS

Introduction

The study analysed the effect of employee training on employee performance at Wiawso College of Education. This chapter analyses the approach and the design that was employed in achieving the study's objectives. The study area, population, sample size and sampling approach has also been explained under this chapter. The data collection approach and instrument were also explained under this chapter. Finally, the data processing and analysis and the ethical consideration underpinning the study was also explained.

Research Paradigm

According to Saunders et al. (2016), post positivism is a philosophical approach that deals with issues that can be scientifically verified and form the foundation for generalisation. This suggests that the generation of facts is objective and not influenced by human interpretation. In this paradigm, hypotheses are developed based on existing theories and are then tested and either confirmed, partially confirmed, or refuted. This process contributes to the further development of theories, which can then be tested in future research (Creswell, 2009; Saunders et al., 2016). For this study, it was fitting to adopt post-positivism since the research objectives were grounded in the resource-based view theory and human capital theory, which were used to analyze the study's objectives and relationships.

Research Approach

This research employed a quantitative approach to analyze the impact of training on employee performance. The quantitative research method involves collecting and analysing data in numerical form to achieve the study's objectives. This approach is well-suited for exploring relationships between variables, assessing their strength and magnitude, and determining the effect or impact one variable has on another. Additionally, quantitative research provides objective results, which facilitate generalisation of the study's findings (Creswell & Creswell, 2017). For these reasons, the researcher deemed quantitative analysis to be the most appropriate method for this study.

Quantitative research allows for the rapid and efficient collection of large volumes of data (Ho, 2015). This method offers a comprehensive view of the target population compared to a limited number of survey participants (Saunders et al., 2016). By analysing a complete set of quantitative survey results, researchers can generalize their conclusions to the broader population. Furthermore, Creswell and Creswell (2017) note that quantitative questionnaires can be anonymous, enabling respondents to discuss sensitive issues with complete honesty. The quantitative research approach was chosen for its ability to efficiently gather large volumes of data, enabling a comprehensive analysis of the target population. This method allows researchers to generalize findings to a broader population, offering more reliable conclusions compared to smaller, qualitative samples (Saunders et al., 2016). Additionally, the use of quantitative tools, such as anonymous questionnaires, fosters honest responses, particularly on sensitive topics, thereby enhancing the validity of the data collected (Creswell & Creswell,

2017). These advantages make quantitative research ideal for studies requiring large-scale data collection and objective analysis (Ho, 2015).

Research Design

Saunders, Lewis, and Thornhill (2003) outlined three main types of research designs: explanatory, exploratory, and descriptive. Exploratory research is typically undertaken when a researcher is at the initial stages of investigation and seeks a broad understanding of the topic. This type of research often explores the feelings and emotions of respondents. Descriptive research focuses on detailing or defining the subject matter. Explanatory research, on the other hand, aims to clarify why certain phenomena occur as they do, analysing the causal relationships between underlying variables.

For this study, which aims to examine the impact of effective training on employee performance, the explanatory research design was considered the most suitable. This design is appropriate for exploring the causal relationships and understanding how effective training influences employee performance.

The explanatory research design was chosen for this study because it is ideal for investigating causal relationships between variables, specifically how effective training impacts employee performance. This design allows researchers to go beyond mere description and explore the underlying reasons or mechanisms that link training to performance outcomes. By employing this approach, the study can identify not only whether a relationship exists but also how and why effective training practices influence employee performance. This makes it the most suitable design for understanding the cause-and-effect dynamics central to the study's objectives.

Study Area

The study area for this research focuses on Wiawso College of Education, a tertiary institution located in Ghana, which plays a crucial role in training teachers for the nation's educational system. The college provides a structured work environment where various employee training programs are implemented to enhance staff performance. This study will explore how training initiatives at Wiawso College of Education influence the performance of its administrative and academic staff. Key areas of focus include the types of training offered, the frequency of these programs, and their perceived effectiveness in improving employees' skills, productivity, and overall job performance. By examining the training practices within this institution, the study aims to provide insights into how professional development initiatives can contribute to the performance of employees in an educational setting.

Population

According to Saunders et al. (2003), the term "population" refers to the entire group from which a researcher aims to draw conclusions. In this study, the population comprises all employees of Wiawso College of Education. Specifically, the target population includes all 268 staff members across the various departments within the institution.

Sample Size and Sampling Procedure

This study employed a simple random sampling technique to select respondents for inclusion in the study. According to Crotty (1998), simple random sampling is a method that gives every individual in the population an equal chance of being selected. Wiawso College of Education consists of various departments performing different functions, with training programs

organized across departments. The use of a simple random sampling technique ensured that every employee, regardless of department, had an equal probability of being chosen, thus eliminating potential bias in the selection process.

This method helped ensure a diverse and representative sample by randomly selecting individuals from the entire population without stratifying by department. Although training programs differ between departments, the researcher aimed to capture a broad perspective on the impact of training on employee performance across the college. Based on the population size, the appropriate sample size was determined using the Krejcie and Morgan (1970) table. For a population size of 268, the corresponding sample size is 159, so the study utilized a sample of 159 participants. This ensured a valid representation of the entire employee population, allowing for more generalized conclusions.

Sources of Data

According to Harris et al. (2019) explained that there are two main sources of data for every study. These sources can either be the primary source or the secondary source. Primary source is the firsthand source of data for the study. Secondary data refers to data that is collected by someone other than the primary user. Training and performance level can be explained by the individuals going through the training or organising the training. This makes primary data source appropriate for the study. Firsthand information was retrieved from the study's sample.

Data Collection Instrument

This study used a questionnaire as the main tool for data collection. The questionnaire was used because it was suitable for collecting data from a large population, which is literate and for information which could easily be described in writing (Saunders, et. al., 2016). The population of employees from the Wiawso College of Education was relatively large, with the majority of them being able to read and write. The study was also interested in training and performance related issues, which could easily be described in writing. The choice of the data collection tool was also consistent with similar studies conducted by other researchers in other locations (Plonsky, 2017).

The instrument consisted of a multidimensional 14-item scale developed by (Pitney, Mazerolle, & Pagnotta 2011), which reflected each of the two types of employees training (on-the-job training and off-the-job training). On a scale from 1 (strongly disagree) to 5 objects are ranked (strongly agree). The scale of employee performance comprised of 8 elements designed by Bhatti and Qureshi (2007) to measure employee performance. 11 items on a scale of 1 to 5 was also used to analyse the other factors influencing employee performance aside training. The instrument contained another six (6) items which measured the demographic characteristics of the respondents.

Data Collection Procedure

A letter from the University of Cape Coast's Department of Human Resource was sent to the departments of Wiawso College of Education in order to seek permission for the data collection exercise from the institution's authority. The authorities then informed its workforce about the intended study. The purpose of the study was explained to all participants. Date for

questionnaire distribution to the participants were set on an agreed term. The questionnaire was to be self-administered to the respondents. In all, 159 questionnaires were issued to the respondents and the respondents provided the information needed accurately.

Data Processing and Analysis

According to Adèr and Mellenbergh (2008) analysis of data obtained for research is a method of editing, cleaning, transforming, and modeling data to take out useful information, suggestions, conclusions, and supporting decision making. The questionnaires were coded before keying the data into Statistical Package for Social sciences SSPS (version 25.0) for analysis. Data collected for this study were analyzed using Statistical Package for Social Sciences (SPSS) in performing descriptive statistics and inferential analysis (correlation and multiple regression). The descriptive statistics computed included frequency, percentages, mean, and standard deviation. These were used to analyse the objective one and objective two. The multiple regression was used to analyse the research objective three, thus, analysing the effect of training on performance of employees. All data were analyzed at a confidence level of 95% or $\alpha = .05$, as the minimum requirement in all business researches.

Validity

Validity is the degree to which a research result for the whole population may be generalized. Zikmund (2000) defines the validity of analysis as the degree to which analysis tools assess what they are meant to test. To ensure validity of questionnaires, the researcher reviewed other relevant literature and those literatures supported the construct of the

instrument. Some of the items in the scales were scientifically validated items. Further, the designed questionnaire was submitted to the project supervisor for vetting, correction, and approval before distributed it to the respondents.

Reliability

The reliability of the constructs that made up the scale were measured with the internal consistency approach (Cronbach's Alpha). A Cronbach's Alpha showed internal consistency. Pallant (2005) stated that if the constructs have a Cronbach Alpha of 0.7 and above, the scale is considered as being reliable.

In order to achieve this, seven (7) items were used in measuring the construct on the job training. Factor analysis was performed on the all the seven items after the assumptions on Kaiser-Meyer-Olkin Measure of Sampling Adequacy (.766), determinant (.128) and Bartlett's Test of Sphericity ($X^2(21) = 317.961$; $p < 0.005$) were satisfied. All the seven items loaded strongly (> 0.5). Reliability measure was performed on the seven items using the Cronbach Alpha. Cronbach's Alpha of .794 was recorded. This indicates that the seven items were reliable in measuring the construct on-the-job training. The naïve approach was used to compute the construct on-the-job training.

For the second construct, off-the-job training, seven (7) items were used to measure the constructs. The factor analysis was also performed on all the seven items. The assumptions on Kaiser-Meyer-Olkin Measure of Sampling Adequacy (0.884), determinant (0.049) and Bartlett's Test of Sphericity ($X^2(21) = 466.614$; $p < 0.005$) were satisfied. All the seven items loaded strongly (> 0.50). Reliability measure was also performed on the seven

items using the Cronbach Alpha. Cronbach's Alpha of 0.869 was also recorded. This indicates that the seven items were reliable in measuring the construct off-the-job training. The naïve approach was used to compute the construct off-the-job training.

The final construct, the dependent variable, was also measured using eight (8) items. Factor analysis was used to analyse items used to measure the construct. The assumptions of Kaiser-Meyer-Olkin Measure of Sampling Adequacy (0.754), determinant (0.031) and Bartlett's test of Sphericity ($X^2(28) = 538.088$; $p < 0.005$). Five out of eight items used to measure the construct loaded strongly. That is, their component matrix loaded more than 0.5. Reliability measure was also performed on the five items using Cronbach Alpha. Cronbach's Alpha of 0.822. This indicated that the five items were reliable in measuring the construct employee performance. The naïve approach was used to compute the construct employee performance.

Ethical Considerations

A researcher needs to put human dignity first in an attempt to acquire knowledge (William, 2011). The researcher, therefore, wishes to put in place measures that ensured respect for human dignity and ethical principles. The privacy of respondents and the confidentiality of the answers given were of significant ethical concerns to emerge in this report. As a remedy, items on the research instrument were designed to provide only information related to this research. Respondents were also allowed to ignore items they were uncomfortable with. Finally, respondents were advised not to provide their names or any inscription that may identify them on the research instrument.

Chapter Summary

This chapter analysed the research method employed under the study. The study used the explanatory research design by employing the quantitative approach. Also, out of a population of 268, a sample size of 159 were extracted. The stratified sampling technique was employed in the data collection. The study's objectives were achieved by using the descriptive statistics and the multiple regression. The Social Package of Social Science was employed in the data analysis.



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This section analysed the objectives of the study. The analysis and interpretation were in line with the study's objectives. The main purpose of the study was to analyse the effect of training on employee performance. Specifically, the study's objective was to discuss the types of training used at the Wiawso College of Education to develop the capacity of employees; to analyse the effect of training on performance of employees at the Wiawso College of Education and to examine the other factors aside training that influences employee performance at the Wiawso College of Education. The chapter started with the demographic characteristics of the respondents. This was followed by the analysis of the specific objectives.

Demographic Characteristics

This section analysed the demographic characteristics of respondents. The section was based on the gender composition of the respondents, age levels, educational level, department they work and the level of working experience they have acquired. The demographic characteristics of the respondents is presented on Table 1

Table 1: Demographic Characteristics

Variable	Frequency	Percent
Gender		
Male	87	54.7
Female	72	45.3
Age		
Less 25	18	11.3
26-30	17	10.7
31-35	22	13.8
36-40	25	15.7
41-45	23	14.5
46-50	25	15.7
51-55	9	5.7
56 and above	20	12.6
Educational Level		
Primary/JHS	15	9.4
Secondary/Technical	46	28.9
Tertiary	98	61.6
Department		
Finance Department	45	28.3
Administration/Human Resource Department	12	7.5
Estate Development/Estate Management	71	44.7
Business development Department	31	19.5
Work experience		
Less the 1 year	57	35.8
1-5 years	55	34.6
6-10 years	29	18.2
More than 10 years	18	11.3
Total	159	100

Source: Field Survey (2022)

From table 2, the males recorded the highest frequency. Males recorded a frequency of 87 with a corresponding percentage of 54.7 percent. Females were 72 which also represented 45.3 percent of the respondents.

Also, respondents who were less than 25 years were 18. This represented 11.3 percent of the whole respondents. Respondents between the age of 26 to 30 years were 17. This also represented 10.7 percent of the respondents. Respondents between the age of 31-35 years were 22. This represented 13.8 percent of the respondents. Respondents between the age of

36 to 40 years were 25. This represented 15.7 percent of the respondents. Respondents between the age of 41-45 were 23, which represented 14.5 percent of the respondents. Respondents between the age of 46 to 50 years were 25. This recorded a percentage of 15.7 percent. Respondents who were between the ages of 51 to 55 years were 9. This represented 5.7 percent of the respondents. Twenty (20) of the respondents were 56 years and above.

With respect to educational level, most of were holding Tertiary certificate. This recorded a frequency of 98 with a corresponding percentage of 61.6. Respondents with secondary or technical certificate were 46. This also represented 28.9 percent of the respondents. Staffs with primary/JHS certificate were 15 which also represented 9.4 percent of the respondents.

Seventy – one (71) of the respondents were Estate Development/Estate management. This represented 44.7 percent of the respondents. Respondents from the finance department were 45 which also represented 28.3 percent of the respondents. 31 of the respondents were at the business development department. This also represented 19.5 percent of the respondents. 12 of the respondents were from administration or the human resource department. This also represented 7.5 percent of the respondents.

Fifty-seven (57) respondents had work for less than 1 year. This represented a 35.8 percent of the respondents. Fifty-five (55) respondents had between 1 to 5 years working experience. This also represented 34.6 percent of the respondents. Twenty-nine respondents had worked for 6 to 10 years. This also represented 18.2 percent of the respondents. Eighteen (18) respondents had more than 10 years working experience. This represented 11.3 percent of the respondents.

Types of training used at the Wiawso College of Education to develop the capacity of employees

The first objective of the study was to analyse the types of training used at the Wiawso College of Education. The descriptive statistics was used to analyse the objective. Mean and standard deviation was used to rank the form of training that is mostly used by the organisation. The result is presented on Table 2.

Table 2: Descriptive Statistics

	N	Mean	Std. Deviation
On the Job Training	159	3.18	.833
Off the Job Training	159	2.85	1.080
Others	159	2.76	.887

Source: Field Survey (2022)

Table 3 shows the type training utilized by Wiawso College of Education. From Table 3, on the job training is the main type of training that the Wiawso College of Education uses in training its employees. This recorded the highest average of 3.18 with a corresponding standard deviation of 0.833. On-the-job training allows employees to gain experience working in situations very similar to those they usually encounter on a daily basis. Employees will use the same tools and equipment they need for their job while being guided by an experienced trainer. Also, training on the job is a cost-effective form of onboarding that encourages employee confidence. By helping new employees adapt faster to their job, Wiawso College of Education develops their skills and encouraging career progression. Wiawso College of Education contributes to a more effective, productive, and satisfied workforce when using the on-the job training. Effective on the job training enhances the technical practical

skills of the employees and the off the job training makes the employees to learn theoretical knowledge. Motivation and attitudes of the employees are been enhanced by attending on the job training. This is consistent with Lyons' (2020) study who also found that most firms in the France uses on the job training method.

Off the job training was the second form of training that Wiawso College of Education uses. This recorded an average of 2.85 with a corresponding standard deviation of 1.080. The study found that, off-the-job training optimizes employee performance and provide clarity on their role in the organisation. It gives employees an opportunity to self-evaluate and study their development in a systematic manner over a period of time. Using off-the-job training enables the trainer to provide high quality training, as they would be skilled expert in a specific area. Few departments within the organisation uses this training approach. This confirms with the study by Na (2021). The study found that, firms whose trainers are not permanent workers usually use off-the-job training method.

Other training types such as video-based training, coaching, case studies, instructor-led training, interactive training and e-learning was the least type of training methods used by the organisation. This recorded an average of 2.76 with a corresponding standard deviation of 0.887. Wiawso College of Education usually use other training approaches or method when on-the-job and off-the-job training is considered to be inappropriate. Other training methods are therefore the last option that Wiawso College of Education uses. These training methods also influences employee's performance.

Perceived level of employee performance of Wiawso College of Education

The second objective of the study was to analyse the perceived level of employee performance of Wiawso College of Education. The descriptive statistics was used to analyse the study’s objectives. The mean and standard deviation was used. The result has been presented on Table 3.

Table 3: Level of Employee Performance

	Mean	Std. Deviation
I actively seek feedback to enhance my performance and skills.	4.14	.779
I take initiative to solve problems and make improvements in my work area.	4.14	.954
I effectively collaborate with my colleagues to achieve common goals.	4.14	.853
I am adaptable and flexible in handling changes and challenges.	4.11	.909
I effectively utilize the resources and tools provided to perform my job.	4.08	.861
I continuously strive to enhance my knowledge and skills relevant to my role.	4.08	.884
I demonstrate a high level of accuracy and attention to detail in my work.	4.07	.977
I demonstrate a strong work ethic and commitment to achieving results.	4.04	.751
I effectively prioritize my tasks and manage my time to meet deadlines.	3.97	.904
I consistently meet the expectations and goals set for my role.	3.88	.956

Source: Field Survey (2023)

The Table 3 presents the mean scores and standard deviations for various aspects of employee performance of Wiawso College of Education. From the table, “I actively seek feedback to enhance my performance and skills” was the indicator with the highest average. This recorded an average of 4.14 with a corresponding standard deviation of 0.779. The high mean score suggests that, on average, employees actively seek feedback to improve their

performance and skills. They are proactive in seeking input from others to enhance their abilities. The low standard deviation indicates a relatively narrow range of responses, indicating that there is a consistent level of feedback-seeking behavior among employees. This means that employees actively ask for advice and comments from others to help them improve their work and develop their skills. Employees are open to receiving feedback and using it to become better at what I do.

“I take initiative to solve problems and make improvements in my work area” was the next item with the highest average. This recorded an average of 4.14 with a corresponding standard deviation of 0.954. The mean score indicates that employees, on average, demonstrate a proactive approach to problem-solving and making improvements in their work areas. They take the initiative to address challenges and find ways to enhance their work. The higher standard deviation suggests some variability in employee responses, indicating that some employees may take more or less initiative than others. This means that employees do not wait for someone else to tell them what to do. They take the lead in finding solutions to problems and making things better in their work area. Employees are proactive and resourceful.

“I effectively collaborate with my colleagues to achieve common goals” was the next item with a higher average. This recorded an average of 4.14 with a corresponding standard deviation of 0.853. The mean score suggests that employees, on average, are effective collaborators who work well with their colleagues to achieve shared goals. They actively engage in teamwork and cooperation. The standard deviation indicates a moderate level of variability in employee responses, suggesting that some employees may

have better or weaker collaboration skills. This means that employees work well with their coworkers. They cooperate and work together as a team to achieve our shared objectives. They communicate, support each other, and contribute to the overall success of the team.

“I am adaptable and flexible in handling changes and challenges” recorded the next higher average. This recorded an average of 4.11 with a corresponding standard deviation of 0.909. The mean score suggests that employees, on average, demonstrate adaptability and flexibility in dealing with changes and challenges. They can adjust their approach and tackle new situations effectively. The standard deviation indicates a moderate level of variability in employee responses, implying that some employees may exhibit higher or lower levels of adaptability. This means that employees can easily adjust to changes and deal with difficult situations. Employees are flexible in their approach and can handle unexpected or new circumstances without much difficulty.

“I effectively utilize the resources and tools provided to perform my job” was the next performance item with the highest average. This item recorded an average of 4.08 with a corresponding standard deviation of 0.861. The mean score indicates that employees, on average, effectively utilize the resources and tools provided to perform their job tasks. They make efficient use of the available resources. The standard deviation suggests a moderate level of variability in employee responses, implying that some employees may utilize resources more effectively than others. This means that employees make good use of the resources and tools that are available to them for doing

their job. Employees know how to use them efficiently and effectively to accomplish their tasks.

“I continuously strive to enhance my knowledge and skills relevant to my role” recorded the next higher average. This indicator recorded an average of 4.08 with a corresponding standard deviation of 0.884. The mean score suggests that employees, on average, have a continuous desire to improve their knowledge and skills relevant to their roles. They are motivated to learn and grow professionally. The standard deviation indicates a moderate level of variability in employee responses, suggesting that some employees may prioritize self-development more than others. This means that employees are always looking for ways to improve themselves and learn more about the things that are important for their job. Employees are motivated to develop new skills and expand their knowledge to be better at what they do.

“I demonstrate a high level of accuracy and attention to detail in my work” recorded the next higher average. This indicator recorded an average of 4.07 with a corresponding standard deviation of 0.977. The mean score indicates that employees, on average, demonstrate a high level of accuracy and attention to detail in their work. They pay close attention to ensure precision and quality. The higher standard deviation suggests some variability in employee responses, indicating that some employees may exhibit higher or lower levels of accuracy and attention to detail. This means that employees pay close attention to the small details and make sure that their work is accurate and precise. Employees take care to avoid mistakes and deliver high-quality results.

“I demonstrate a strong work ethic and commitment to achieving results” was the next item with a higher average. This indicator recorded an average of 4.04 with a corresponding standard deviation of 0.751. The mean score suggests that employees, on average, demonstrate a strong work ethic and commitment to achieving results. They are dedicated and driven to perform well in their roles. The low standard deviation indicates a relatively narrow range of responses, indicating that there is a consistent level of work ethic and commitment among employees. This means that employees are dedicated and committed to doing their job well. Employees have a strong sense of responsibility and put in the effort needed to achieve the desired outcomes. Employees take pride in their work and strive for success.

“I effectively prioritize my tasks and manage my time to meet deadlines” was the next item with a higher average. This indicator recorded an average of 3.97 with a corresponding standard deviation of 0.904. The mean score suggests that employees, on average, effectively prioritize their tasks and manage their time to meet deadlines. They can organize their workload efficiently. The standard deviation indicates a moderate level of variability in employee responses, suggesting that some employees may have better or weaker time management skills. This means that the employees can organize their work and prioritize the tasks based on their importance and deadlines. Employees can manage their time efficiently to ensure that they complete their work on time and meet the required deadlines.

“I consistently meet the expectations and goals set for my role” was the indicator with the least average. This item recorded an average of 3.88 with a corresponding standard deviation of 0.956. The mean score indicates that

employees, on average, feel they consistently meet the expectations and goals set for their roles. They perform to the standards and objectives set for them. The higher standard deviation suggests some variability in employee responses, implying that some employees may feel more or less successful in meeting expectations and goals. This means that employees regularly meet the requirements and objectives that are set for their job. They also fulfill the expectations and achieve the goals that are expected from them in their role.

These items reflect different behaviors and attitudes that contribute to employee performance. By demonstrating these qualities, employees can be more effective, productive, and successful in their work within a small and medium enterprise (SME) setting. The results and finding confirms with the study by Paais and Pattiruhu (2020) and Ridwan, Mulyani and Ali (2020) who found similar factors as the level of performance of employees. Their studies done in the hospital and the banking sector respectively. They all found that employees seek for feedback to enhance their performance and skills as well as taking initiatives to solve problems and make improvements in the work area.

Effect of training on performance of employees at the Wiawso College of Education

The third objective of the study was to analyse the effect of training on performance of employees. Regression was used to analyse the objective of the study. The two main forms of training (off the job training and on the job training) was regressed on the dependent variable, employee performance. This is because the study sought to access the relationship between training methods and employee performance. The assumption on normality and

homogeneity of variance were tested before the regression was run. Table 4 and 5 shows the output from the regression output.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.392 ^a	.154	.143	.93351	1.665

a. Predictors: (Constant), Off_The_Job_Training, On_The_Job_Training

b. Dependent Variable: Performance

Table 4 shows the model summary from the regression on the impact of methods of training on employee performance. From the table, the Adjusted r square showed a 0.143 percentage. This indicates that, independent variable, training methods explains 14.3 percentage of the variations in performance. The Durbin Watson (DW) which measures the level of autocorrelation was appropriate since it was between the range of 1.5 and 2.5 (1.665). There was no autocorrelation in the model. Table 5 shows the significance of the coefficient of the independent variable.

Table 5: Coefficients

Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Beta			Tolerance	VIF
1	(Constant)	1.836		3.719	.000		
	On_The_Job_Training	.580	.353	4.682	.000	.957	1.045
	Off_The_Job_Training	-.148	-.113	-1.496	.137	.957	1.045

a. Dependent Variable: Performance

Source: Field Survey (2023)

The intercept of the model was positive and significant at 5 percent significant level. This indicates that irrespective of the method of training employed, performance of employees would 1.836.

From the Table 5, there was a positive and significant relationship between on-the-job training and employee performance [$B=0.580$; $t(159) = 4.682$; $p<0.05$]. A unit increase in on-the job training would lead to a 0.580 increase in employee performance. Firms that use on-the-job training as a method of training their employees are likely to improve their performance positively. This method of training is often used to learn how to use particular tools or equipment in a live-work practice, simulated, or training environment. Rather than showing employees presentations or giving them worksheets, they learn about the job by doing it. This training happens at the workplace, with guidance from a supervisor, manager, or another knowledgeable employee. The on-the-job training allows employees to learn and practice their job while still in training. Other training methods only give employees basic information rather than actual experience.

The finding of the study is consistent with the study by Obaid, Farooq and Abid (2020). They found that on-the-job training was one of the key training methods that influences employee performance. However, the findings contradict Vasanthi and Basariya (2019) who indicated that on-the-job training do not influence the performance of employees.

From there was negative but insignificant relationship between off-the-job training and employee performance [$B=-0.580$; $t(159) = 4.682$; $p<0.05$]. Although the relationship was negative, it has an insignificant effect on performance. That is, employee's performance would not change when off-

the-job training method is being implemented and used. Off-the-job training trains the employee off the job. The knowledge acquired might be different when they are applying it on the job. Also, the organisation might incur cost at the initial stage since employees would be working with a minimal experience. This explains why off the job training has no significant effect on employees' performance. The finding contradicts with study by Pastore and Pompili (2020). They found that off-the-job training has significant effect on employee performance.

Chapter Summary

This chapter analysed the objectives of the study. The descriptive statistics was used to analyse the first objective of the study. This objective was to discuss the training method employed by Wiawso College of Education. The study found that, most of the departments use on-the-job training method. The regression analysis was used to analyse the second objective of the study. The study found that, on-the-job training has positive and significant effect on employee performance. The final objective of the study was achieved by using the descriptive statistics, mean and standard deviation.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Introduction

The summary, conclusions and recommendations of the study are presented in this chapter. The study was conducted to examine the influence of effective training on employee performance at Wiawso College of Education. This chapter begun with the summary of the study. This was followed by the conclusion and the recommendation.

Summary of the Study

The study analysed the influence of effective training on employee performance at Wiawso College of Education. Three objectives were stated in achieving the objectives of the study. Specifically, the study's objective was to discuss the types of training used at the Wiawso College of Education to develop the capacity of employees; to analyse the perceived level of employee performance of WIawso College of Education; to analyse the effect of training on performance of employees at the Wiawso College of Education and to examine the other factors aside training that influences employee performance at the Wiawso College of Education.

The study was centered on resource-based theory and human 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 employee performance. The data collection instruments were questionnaire. The stratified sampling technique was used in selecting a respondent of 159. Descriptive and multiple regression were also used to analyse the objectives of the study.

Summary of the Findings

The study found that, the company relies more on the job training method in their training process than off the job training. Other training methods were the least training method used. The study also found that, on the job training had a positive and significant effect on employee performance.

However, off the job training had a low performance of employees of Wiawson College of Education. Also, the performance of the firm had a positive improvement throughout the time period (2015 to 2021).

Conclusion

The study concluded that the majority of respondents had participated in both on-the-job and off-the-job training programs to enhance their performance. The results indicated that these training programs were pertinent to their job roles and that employees were satisfied with how the training contributed to their performance. The findings demonstrated that the training programs were effectively aligned with the employees' current job responsibilities. Furthermore, the study revealed a significant positive relationship between training and employee performance at Wiawso College of Education, underscoring the beneficial impact of the training on overall job performance.

Recommendation

From the findings, the study made the following recommendations;

The organisation should identify the knowledge and skills required to meet its goals and also take steps to hire qualified trainers with requisite skills to take employees through the training programmes for better understanding.

Rigorous on the job training should be presented to members of staff on regular basis in order to achieve the objectives of the Wiawso College of Education since training has been proven to enhance performance and efficiency of employees at the workplace.

Training programmes should be associated with the employee's career development so that the performance and engagement level of employees could be enhanced along with achieving organisational goal.

Suggestions for further studies

This study investigated the impact of training on employee performance at Wiawso College of Education. Based on the findings and analysis, it is recommended that future research expand to include other public institutions across Ghana. Such broader investigations will enhance the understanding of how training influences employee performance in diverse organizational contexts. Including various institutions will not only offer a more comprehensive view of training's effects but also improve the generalizability and validity of the findings from this study. By examining different settings, researchers can identify commonalities and differences in training impacts, contributing to a more robust body of knowledge and potentially guiding policy and practice across the public sector.

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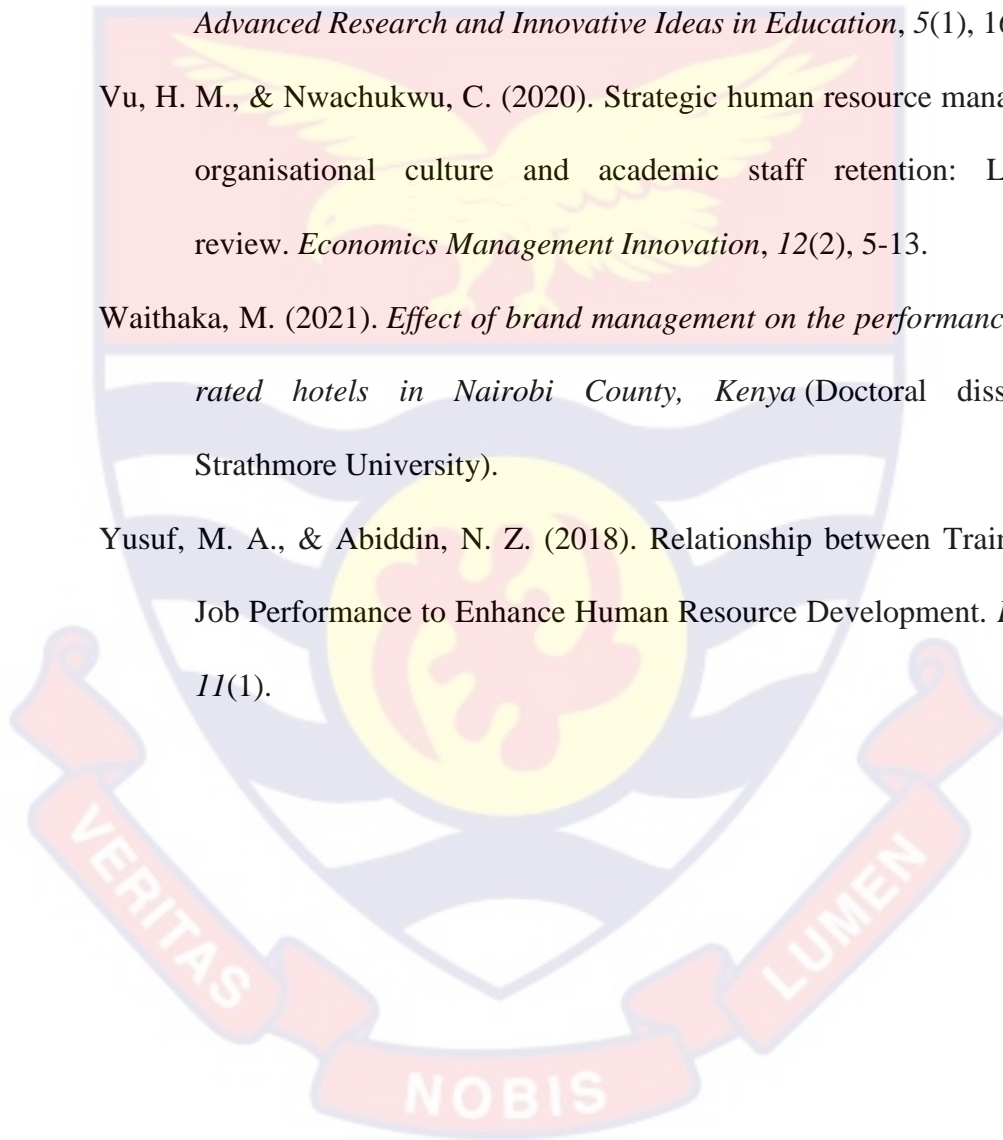
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APPENDIX
UNIVERSITY OF CAPE COAST
QUESTIONNAIRES

The researcher is conducting a study on the topic “EMPLOYEE TRAINING
AND EMPLOYEE PERFORMANCE AT WIAWSO COLLEGE OF
EDUCATION”

Please your response provided for this academic purpose will be treated with high confidentiality.

THANK YOU.

SECTION A

DEMOGRAPHIC CHARACTERISTICS

Please tick the box that is application to you.

1. Sex: 1. Male [] 2. Female []
2. Age 1. Less 25 [] 2. 26 – 30 [] 3. 31-35 []
4. 36-40 [] 5. 41 – 45 [] 6. 46-50 [] 7. 51-55 []
8. 56 and above []
3. Highest Educational Level
1. Primary/JHS [] 2. Secondary/Technical [] 3. Tertiary []
4. Please indicate the number of years you have worked with the organisation
1. Less than 1 year [] 2. 1-5 years [] 3. 6-10 years []
4. More than 10 years []

SECTION B: 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
1	On the Job Training					
2	Off the Job Training					
3	Other					

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 Performance

In this section, you are presented with employee performance. 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 Performance	1	2	3	4	5
1	I actively seek feedback to enhance my performance and skills.					
2	I take initiative to solve problems and make improvements in my work area.					
3	I effectively collaborate with my colleagues to achieve common goals.					
4	I am adaptable and flexible in handling changes and challenges.					
5	I effectively utilize the resources and tools provided to perform my job.					
6	I continuously strive to enhance my knowledge and skills relevant to my role.					
7	I demonstrate a high level of accuracy and attention to detail in my work.					
8	I demonstrate a strong work ethic and commitment to achieving results.					
9	I effectively prioritize my tasks and manage my time to meet deadlines.					
10	I consistently meet the expectations and goals set for my role.					