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**Relationship Between Training and Development and Employee Performance of University Staff: A Study of Koforidua Technical University**

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**Abstract**

The study was conducted to access the relationship between training and development and job satisfaction on employee performance at Koforidua technical university. The study adopted the descriptive research design which incorporated quantitative method approach. The target population for the study was 423 which consisted of senior staff and senior members in the institution. Yamane method of calculating the sample size was used to determine the sample size of 206 staff. In all 206 questionnaires were sent out of which 191 were retrieved representing a response rate of 92.7%. Statistical Package for Social Sciences (SPSS) version 23.0 and Microsoft excel version 2010 were used for analysis of data. Frequencies and percentages were used to present and discuss the biographic data of study subjects. Mean and standard deviation were then used to illustrate opinions of respondents, Pearson's correlation was also used to test the relationship between the training and development and employee performance. The study revealed that respondents accepted the importance of training and development and scored high rating for coaching, job rotation and workshops. The study further revealed that there was significant positive relation between Training and Development and Employee performance in the institution. Based on the findings, the study recommended that Koforidua Technical University should continue to provide training programmes for its staff to improve their skills as well as their capabilities.

**Keywords:** training and development, employee performance, job satisfaction, compensation, staff

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## INTRODUCTION

In the arena of human resource management (HRM), training and development (T&D) and employee performance (EP) are linked with organisational plans aimed at improving the performance of the individual to achieve organisational goals. Human resources are considered by scholarly and professional authorities as the principal components to the continued success and development of industries, which is why organisations work strenuously to attract and keep highly proficient to guarantee that staff are maintained at their work place (Amadi 2014, Ilagan & Javier, 2014). This means that for corporations or institutions to survive in the continuously changing and challenging world of global business environment, they have to make stringent efforts to critically examine and provide solutions to training and development (T& D) requirements of workers, in order to improve the capacities, knowledge, skills, abilities (SKAs).

The important goal of retaining a company's workforce is the very instrument of necessity that compels employers to pay ardent attention to employee development to make sure their workers are motivated to perform. (Adesola, 2017). Recently, training and development has come to occupy a very significant role in organisational practice across the world, because it is quintessential for elevating the efficacies of not only workers, but their organisations as well. This is largely because it entails a comprehensive and holistic adjustment of attitudes, dispositions, and skills vis-à-vis learning, coaching, education, instruction and well-structured job practices. Training and Development is deliberately designed to raise the value of human capital by stimulating appropriate behaviour from workers requisite for accelerating desired organisational outcomes, with the end-goal of meeting strategic targets of competitive advantage and profitability (Adesola, 2017, Raja, Furgan & Muhammad, 2011).

Job performance refers to the outcomes of the observable and measurable dispositions and or actions carried out by workers in terms of the proficiencies and abilities. Indeed, it is true that the extent or magnitude to which workers accomplished prescribed job roles and tasks in accordance with pre-existing standards of precision, output rate, completeness, and cost efficiency can lead to increase in staff performance. Indeed, workers' performance is measured as productivity which falls along the lines of volume of output, quality of completed work, timeliness, morale, job attendance and effectiveness and efficiency of completed job tasks (Abdulkhaliq & Mohammadali, 2019).

It is equally important to understand that when factors accounting for employees' satiation are managed properly and sufficiently, employees tend to benefit from optimal levels of mental wellbeing which translates to better efforts, work intension, job commitment, high morale and willingness to perform, high performance, job commitment and job output (Laosebikan, Odepidan, Ndulue & Ekechukwu, 2016). Kanuri (2015) established that training and development directly impact performance and leads to high job efficiency among workers This

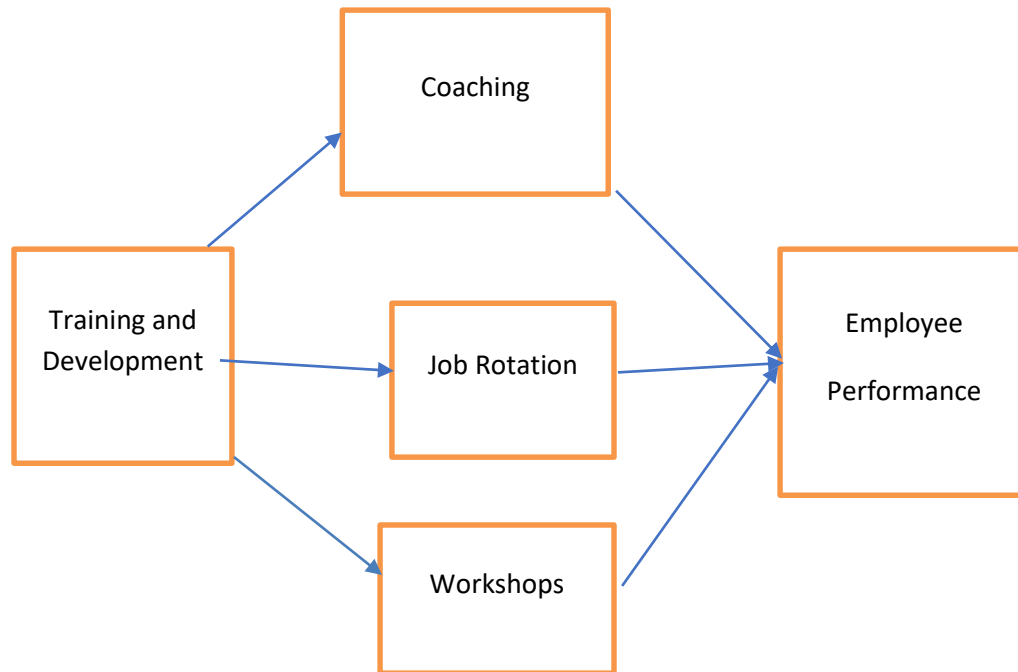
study has been designed to investigate the role of T&D in the job performance of workers in the tertiary education sub-sector in Ghana.

When organisations provide training and development to employees, their performance tend to naturally improve. Several studies have demonstrated the veracity of this notion, although they were conducted in mostly non-academic industries Fejoh & Faniran, (2016), stated that regardless of the increase in empirical survey on the subject matter under consideration, the effect of training and development on the output of workers in tertiary institution remained particularly scant. For example, training and development was found to significantly and directly elevate output levels of staff in the hotel (Adesola, 2017), telecommunication (Amadi, 2014; Nassazi, 2013), banking (Imran & Tanveer, 2015) and transportation (Salah, 2016) industries, while Khan and Abdullah (2019), did find a positive association between staff training and developing the skills, expertise, job knowledge, technological proficiency, performance of teaching and administrative workers in Kurdistan.

The lack of research in the context of academic institutions in developing countries, which include Ghana, creates a research gap. In addition to this, Ankrah (2017) revealed that in Ghana, employers and academic authorities tend to prioritise human resource management schemes like performance appraisal, salary, and general supervision to improve workers' output while neglecting staff training and development which often leads to substandard performance and subpar service delivery.

In light of all the above, it becomes all the more necessary to make an attempt towards understanding the exact extent to which training and development affects the performance of employees in tertiary institutions in Ghana, with Koforidua Technical University (KTU) serving as case study. In the light of the problem, the objectives of this study are:

- i. To examine the perceptions of employees of Koforidua Technical University on training and development in terms of coaching, job rotation, and workshops/conferences.
- ii. To establish the relationship between training and development and performance of employees of Koforidua Technical University.



**Figure 1.** Research Model

## LITERATURE REVIEW

### *Training and Development (T&D)*

Adesola (2017) dichotomised between training and development noting that the former encompasses learning programmes that implemented by companies or institutions with the main goal of allowing participants, in this case employee, obtain and apply the knowledge, skills and abilities (SKAs) and attitudes that are requisite for specific job functions, while the latter encompasses the larger spectrum of multifarious array of continuous schemes, activities and programmes that are not intended only for improving performance capabilities of workers, but also their personal development, aimed at realising maturity and actualising potentials. Adesola (2017) further intimated that training can be considered as the methodical development of behaviours and proficiencies that are necessary for workers to perform sufficiently in terms of specific job functions, vis-à-vis and systematic programmes that are primarily designed to enhance skills and commitment to job duties and the organisation, which altogether effectively accentuates job performance.

To that effect, it can be inferred that training activities portend to enabling workers attain requisite SKAs to effectively make inputs and elevate their capacities to maximum levels in the context of the specific areas of interest to their organisation, which is why many researchers contend that

for training and development to be effective, there has to be observable outcomes in the form of measurable changes in the rate and volume of performance of employees (Adesola, 2017; Nassazi, 2013; Amadi, 2014).

#### *Employee Performance (EP)*

Employees' job performance simply refers to the completion of employees' job duties or the effectiveness with which they execute job functions. In contemporary management practice and literature, effectiveness, efficiency and timeliness are expected at all levels and facets of organisational processes and operations (Onuka & Ajayi, 2012; Obiageli, Uzochukwu & Ngozi, 2015). Obiageli et al. (2015), described employees' performance as the accomplishment of well-defined duties assigned to workers within a specified period of time. In stressing on the time factor of performance, Dahkoul (2018), noted that timeliness refers to executing laid-out targets on or ahead of time. Amadi (2014), postulated that the subject of work performance cannot be examined without measurement, which helps with the provision of feedback. Through measurement, areas in the performance process that are appropriate can be identified and built upon. In the same way when weaknesses are identified, corrections can be made to improve performance. It is therefore important to measure productivity in terms of realised outcomes in contrast to expected outcomes.

#### *Relationship between Training and Development (T&D) and Employee Performance*

Khan and Abdullah (2019), studied the impact of training and development on educator's overall productivity, which was measured in terms of teaching and administrative work. Through quantitative survey methods, the study issued primary research instruments in the form of close-ended questionnaires to collate responses from 58 fulltime university staffs of Iraq's Kurdistan region, using simple random sampling technique. SPSS version 16.0 was used for data analysis. The study found that T & D exercise like interactive, hands-on and instructor-based training, did not only enhance the skills, proficiencies, morale and expertise of workers, but was strongly, positively and significantly correlated with performance of academic staffs. The study concluded that T&D has a very profound impact on performances of academic employees, thus they need to be frequently motivated through training to facilitate unmitigated output.

Ankrah (2017), examined the outcomes of training and development on job performance in the tertiary academic industry of Ghana, using the University of Energy and Natural Resources, Sunyani, as case study. The study population was 223 teaching and non-teaching workers consisting of management and academic employees. A sample of 148 respondents were selected using mixed methods of simple random and purposive sampling strategies, and were surveyed using interviews and both close and open-ended questionnaires. SPSS was used for data analysis. The study found that discussions, presentations, seminars and lectures helped train and develop workers, and overwhelmingly improved the performance compared to previous instances when

they worked without any training. Thus, concluded that due to the direct link between training and development and performance, properly developed training policies and programs should be initiated that can easily identify skills discrepancies, e.g., technological and knowledge gaps, so they can resolve or improved upon for workers.

Fejoh and Faniran (2016), assessed the relationship between in-house training and employees' development on performance and aggregate productivity public schools' workers in Nigeria's Osun State. The survey was carried out using ex-post-facto descriptive study design. The population was made of 244 academic and non-academic employees from ten secondary institutions. The sample for the study was 152, which was selected using simple random sampling and were surveyed using close ended questionnaires. Data analysis was completed using SPSS. The study found that on-the-job training did not have a statistically significant impact on performance although the relationship was strong positive; employees' development had a direct but statistically inconsequential impact performance; and the combination of training and development did not have a significant effect on job performance, although the association was positive. The study concluded that the absence of effective, frequent and progressive training and development programs accounted for indeterminable effects on output, thus recommended appropriate and comprehensive training schemes should be designed for the benefit to augment their capacities and capabilities and accelerate performance.

Salah (2016), attempted to investigate the effect of training and development on the performance of workers of Jordan's private sector. The study used quantitative methods. The research population were 420 employees from transportation corporations, out of which a sample of 254 subjects were selected and surveyed using structured questionnaires. Data collected from respondents was analysed using Statistical Package for Social Sciences (SPSS) version 16.0. The study found that training and development has a direct and statistically significant relationship with output outcomes, stressing that both on and off the job training programs considerably elevated the work quality, accuracy, speed, effectiveness, service quality, led to reduced mistakes, and strengthened competitive advantages of employees and their organisations as a whole. The study therefore recommended that robust and rigorous training and development programmes should be made available to workers to upgrade their SKAs to keep performance at high levels.

Jocom, Lambey and Pandowo (2017), investigated the impact of training on job performance in Indonesia. The study focused on staffs of non-banking financial corporations focusing on PT. Pegadaian (Persero) Manado. The study used quantitative methods to analyse data collected from close ended questionnaires issued to 100 employees, who were selected using purposive sampling technique. SPSS was used for data analysis. The study found although training has a statistically strong and direct impact on workers' performance (quality and effectiveness), the job rotation factor in itself did not have any significant bearing on output. The researchers

recommended that the organisation should focus more on improving job rotation schemes to reduce boredom, and enhance training strategies to foster performance.

Akbari and Maniei (2017) also conducted a case study survey into the impact of training on performance at Dana Insurance, Terhan. They employed descriptive quantitative research methods to analyse responses gathered from a sample of 70 employees from a population of 100. SPSS was used for data analysis. The study found training developed the employees' skills and competencies, eradicated monotony or boredom, and increased motivation, and all these together significantly elevated performances. They concluded that businesses across all industries can accelerate performance through training, and should pay particular attention towards using job rotation to enable employees gain experience of all aspects of the organisation, since it will foster a higher sense of enthusiasms, expand competencies, and keep performance at high levels.

This refers to a set of rational and logical thoughts arranged or organised in way that can be easily communicated (Schwartz, 2016). It reflects the researcher's impression of the hypothesised linkages existing between two or more indices that are composite to a scientific problem (Schwartz, 2016). The proposed research paradigm presents the core foundation of study and snapshots the expected associations between the universal variables, sub-constructs and their respective dimensions. The concept diagram was inspired by studies conducted Laosebikan et al. (2018), Hapompwe et al. (2020), Naz (2017), Bakan et al. (2014), Akbari and Maniei (2017), Jocom et al. (2017), Fadlallah (2015), Imran and Tanveer (2015), Salah (2016). T&D, and job satisfaction were the independent variables, which are expected to impact employee performance, the dependent variable; also gender of workers is expected to cause differences in the level of productivity.

## **METHODOLOGY**

The study adopted a descriptive research design incorporating quantitative methods (White and Mitchell, 2016). The research focused on examining the issues of training and development and performance of only senior staff and senior members of Koforidua Technical University (KTU). The senior members were workers who had either Masters or Doctorate degrees qualification. Senior members were made up of 295 employees in total and the senior staff were workers holding First degrees or Higher National Diplomas (HND), and they totalled 128 employees.

**Table 1: Population of the Study**

Category	Total Number
Academic	295
Administrative	128
<b>Total</b>	<b>423</b>

The study employed stratified sampling technique to select the sample. As a probability, it simply involves dividing the target population into homogenous groups or strata, after which members are randomly chosen (Ndulue & Ekechukwu, 2016; Hayes & Westfall, 2020).

The researchers divided the target population into two main groups based on their identical qualities. Respondents were then selected mutually exclusively from both groups at random. The researchers accessed the roster of both categories of senior staff and senior members from the Human Resources Directorate of Koforidua Technical University. The list of the employees from the two groups (the senior members and senior staff) were then re-arranged in alphabetical order using first names, to form the sampling frame. The researchers then assigned the numerals of "1" and "2" to the names of the employees in a recurring order. All the names that were designated with the numeral "2" were taken as the sample of the study. Since the target population was 423 workers therefore, the researchers rearranged the remaining names with the "1" assignments, then re-numbered them as "1" and "2", and selected the names that fell under the numeral "2" to complete the sample.

The sample was calculated using the widely accepted Yamane (1967), method of sample determination. This method for sample size determination has been used and confirmed to be acceptable by authors such as Ezeanyim Ufoaroh, & Ajakpo (2019), Ndulue & Ekechukwa (2016) and Fejoh & Faniran (2016)). The formula is given as:

$$S = \frac{N}{1 + N(a)^2}$$

Where S = sample size, N = population size, and a = margin of error. Since population is 423, and margin of error is 5%, sample size can be computed as follows:

$$S = \frac{423}{1 + 423 (0.05)^2}$$

$$S = \frac{423}{2.0575}$$

$$S = 205.59$$



Therefore, the sample of the study was approximate 206 to the nearest whole. This also means that the sample is 66.9% of the total population, which is larger than the recommended 10% (Mugenda and Mugenda, 2003).

**Table 2: Summary of Questionnaire Distribution**

Questionnaire Distributed	206
Number Retrieved	191
Response Rate	92.7%

Statistical Package for Social Sciences (SPSS) version 23.0 and Microsoft Excel version 2010 were used for analysis of data. Frequencies and percentages were used to present and discuss the biographic data of study subjects. Elements of descriptive statistics namely, means and standard deviations were used to illustrate and discuss the general findings of the opinions of respondents. Pearson's Correlation helped unearth the relationship between the research variables.

**Table 3: Scoring System**

Numeric Scale	Numerical Likert Scale average weight	Degree of Intensity	Verbal Interpretation
5	4.50 – 5.00	Always	Very Good
4	3.50 – 4.49	Often	Good
3	2.50 – 3.49	Sometimes	Fair
2	1.50 – 2.49	Rarely	Poor
1	1.00 – 1.49	Never	Very Poor

## RESULTS

### *Demographic Characteristics*

The general information consists of respondent's gender, educational level of respondents, the respondent's length/duration of employment in the organization, the respondent's department/directorate of employment in the organization and category of employee in the organization.

**Table 4: Gender of Respondents**

Gender	Frequency	Percentage
Male	122	63.9
Female	69	36.1
Total	191	100

**Source:** Field Survey, 2021

From Table 4 gender show cases two items that are male and female. Out of the total 191 respondents, it is seen that 122 (63.9%) are males and the remaining 69 (36.1%) are females. The explanation for this is that the partakers of this study in terms of the answering of the questionnaires are male dominants.

**Table 5: Educational level of Respondents**

<b>Educational level</b>	<b>Frequency</b>	<b>Percentage</b>
HND	37	19.4
First Degree	46	24.1
Masters	66	34.6
Doctorate	42	22.0
Total	191	100

**Source:** Field Survey, 2021

From the data collected, it showed that 37 (19.4%) of respondents were HND holders, 46 (24.1%) were Degree holders, 66 (34.6%) were Master's degree holders and 42 (22.0%) were PhD holders. The educational level of respondents depicts that majority of the respondents were Master's degree holders.

**Table 6: Number of years in service**

<b>Number of years in service</b>	<b>Frequency</b>	<b>Percentage</b>
Below 1 year	19	9.9
1 – 3 years	54	28.3
4 – 7 years	47	24.6
Over 7years	71	37.2
Total	191	100

**Source:** Field Survey, 2021

Also, the study captured the respondent's length/duration of employment in the organization. From Table 6, it was revealed that 19 (9.9%) were below 1 year, 54 (28.3%) were within 1 – 3 years with the organization, 47 (24.6%) were 4 – 7 years, and the remaining 71 (37.2%) were over 7 years with the organization. The results therefore indicate that majority of the respondents were over 7 years with the organization.

**Table 7: Departments of Respondents**

Departments	Frequency	Percentage
Quality and Planning	21	11.0
Human Resource	28	14.7
Procurement	29	15.2
Student Service	17	8.9
General Admission	18	9.4
Faculty Members	78	40.8
Total	191	100

**Source:** Field Survey, 2021

Moreover, the study also captured the respondent's department/directorate of employment in the organization. The result revealed that 21 (11.0%) of respondents were in Quality and Planning department, 28 (14.7%) were respondents in Human Resources department, 29 (15.2%) were respondents in Procurement department, 17 (8.9%) were respondents in Student Services department, 18 (9.4%) were those in General Admission department while the remaining 78 (40.8%) were respondents in faculty. The result indicate that majority of respondents were in faculties.

**Table 8: Status of Respondents**

Status		
Senior staff	62	32.5
Senior member	129	67.5
Total	<b>191</b>	<b>100</b>

**Source:** Field Survey, 2021

Last on the list is the category of employee of the respondents. From Table 8, 62 (32.5%) of the respondents were senior staff and the remaining 129 (67.5%) were senior members. This clearly shows that majority of the respondents from the organization were senior members.

#### *Perception of Training and Development in Koforidua Technical University*

This section presents a descriptive analysis of the perceptions of employees of Koforidua Technical University on training and development. The section measured respondents' views on Coaching, Job Rotation and Workshop. The result of the analysis regarding perceptions of employees of Koforidua Technical University on training and development is presented in Table 9-11.

*Coaching*

The researchers used four (4) items measuring Coaching of respondents in the organization. The researchers used the likert-scale to rate these items under the construct. Respondents were asked to tick from the alternative as to whether they strongly agreed or strongly disagreed.

**Table 9: Descriptive Statistics of Coaching**

Items	N	Mean	Std. Deviation
Coaching from my supervisors has helped me gain better understanding of work processes and job functions	191	3.455	1.2678
I have senior and more experienced staff I learn from to know what to do on the job	191	3.293	1.2723
My organisation provides adequate on the job coaching and supervision to employees during the course of work	191	3.288	1.2632
On the job coaching from my supervisors has helped improve my knowledge, skills and abilities	191	3.251	1.3017

The results as presented in Table 9 indicates that the average respondents agreed that coaching from supervisors has helped gain better understanding of work processes and job functions was (Mean=3.455; Std=1.2678) indicating they agreed coaching from supervisors has helped gain better understanding of work processes and job functions. They have senior and more experienced staff they learn from to know what to do on the job scored (Mean=3.293; Std=1.2723) indicating respondents agree they have senior and more experienced staff they learn from to know what to do on the job. The organization provides adequate on the job coaching and supervision to employees during the course of work scored (Mean=3.288; Std=1.2632) indicating respondents agreed that their organization provides adequate on the job coaching and supervision to employees during the course of work. On the job coaching from supervisors has helped improve knowledge, skills and abilities scored (Mean=3.251; Std=1.3017) indicating respondents agreed that on the job coaching from supervisors has helped improve knowledge, skills and abilities and the grand mean score was 3.322 indicating respondents agreed to the items measuring Coaching in the organization. Generally, the results showed that coaching from their

supervisors has helped them gain better understanding of work processes and job functions, they have senior and more experienced staff which they learn from, they agreed that their organization provides adequate on the job coaching and supervision to employees during the course of work and also agreed that the job coaching from their supervisors has helped improve their knowledge, skills and abilities.

#### *Job Rotation*

The researchers considered five (5) items under Job Rotation. The researchers used the likert-scale to rate these items under the construct. Respondents were asked to tick from the alternative as to whether they strongly agreed or strongly disagreed.

**Table 10: Descriptive Statistics of Job Rotation**

Items	N	Mean	Std. Deviation
Organisation has a system rotating worker from one job duty/function to another to improve employees' competences	191	3.298	1.3611
Organisation rotates workers from one department to another to expose staff to other aspects and processes of the organisation	191	3.272	1.3453
Job rotation has helped me build upon my professional and technical abilities	191	3.267	1.2341
I have attained new insights and expertise on the various operations of my organisation through job rotation	191	3.188	1.3518
Job rotation has helped me develop a stronger sense of cooperation and team spirit with other staff from different units of the organisation	191	3.147	1.3137

The results as presented in Table 10 indicates that the average score for whether the organisation has a system rotating worker from one job duty/function to another to improve employees' competences was (Mean=3.298; Std=1.3611) indicating respondents agreed that the organisation

has a system rotating worker from one job duty/function to another to improve employees' competences. The organisation rotates workers from one department to another to expose staff to other aspects and processes of the organisation scored (Mean=3.272; Std=1.3453) indicating respondents agree their organisation rotates workers from one department to another to expose staff to other aspects and processes of the organisation. Job rotation has helped to build professional and technical abilities scored (Mean=3.267; Std=1.2341) indicating respondents agreed that Job rotation has helped to build professional and technical abilities. They attained new insights and expertise on the various operations of organisation through job rotation scored (Mean=3.251; Std=1.3017) indicating respondents agreed that they have attained new insights and expertise on the various operations of the organisation through job rotation. Job rotation has helped to develop a stronger sense of cooperation and team spirit with other staff from different units of the organisation scored (Mean=3.147; Std=1.3137) indicating respondents agreed that Job rotation has helped them develop a stronger sense of cooperation and team spirit with other staff from different units of the organisation and the grand mean score was 3.2344 indicating respondents agreed to the items measuring Job Rotation in their organization.

#### *Workshops*

The researchers considered five (5) items in measuring of Workshop in the organization. The researchers used the likert-scale to rate these items under the construct. Respondents were asked to tick from the alternative as to whether they strongly agreed or strongly disagreed.

**Table 11: Descriptive Statistics of Workshop**

Items	N	Mean	Std. Deviation
Workshops have helped broaden and enhance my skills and knowledge base thereby making me a better employee	191	3.304	1.3227
My organisation regularly enrolls staff in workshops to train and develop employees	191	3.293	1.2388
I have participated and benefited from workshops at the behest of my organisation	191	3.251	1.1963

The workshops I have participated in have helped improve my problem-solving capacities	191	3.110	1.2327
I have become more informed and confident in meeting the demands of my work as a result of participating in workshops	191	3.026	1.3355

The results as presented in Table 11 indicates that the average score for “Workshops have helped broaden and enhance skills and knowledge base thereby making a better employee” was (Mean=3.304; Std=1.3227) indicating they agreed that Workshops have helped broaden and enhance skills and knowledge base thereby making a better employee. The organisation regularly enrolls staff in workshops to train and develop employees scored (Mean=3.293; Std=1.2388) indicating respondents agreed their organisation regularly enrolls staff in workshops to train and develop employees. Respondents participated and benefited from workshops at the behest of the organisation scored (Mean=3.251; Std=1.1963) indicating respondents agreed that their participation benefited them from the workshops at the behest of their organisation. The workshops they participated have helped improve problem-solving capacities scored (Mean=3.110; Std=1.2327) indicating respondents agreed that the workshops they have participated have helped improve their problem-solving capacities. Respondents have become more informed and confident in meeting the demands of their work as a result of participating in workshops scored (Mean=3.026; Std=1.3355) indicating respondents agreed that they have become more informed and confident in meeting the demands of their work as a result of participating in workshops and the grand mean score was 3.1968 indicating respondents agreed to the items measuring workshop in the organization.

#### *Relationship between Training and Development and Performance of Employees*

In order to establish the relationship between training and development and employee performance. Individual and composite constructs developed were tested in terms of their correlational relationships. The correlational analysis of the study is shown in Table 12. Considering the transformation of latent constructs from observed variables, the Spearman’s correlation method was deemed more appropriate for non-numerical or discrete variables. Table 12 shows that the correlation analysis showed a significant positive association between Training and Development (TD), and Employee Performance (EP) ( $r=0.982$ ) respectively. This suggest that a higher Employee Performance (EP) is associated with higher Training and Development (TD). Thus, all the variables are positively correlated with each other.

**Table 12: Correlation Analysis**

		TD	EP
TD	Pearson Correlation	1	.982**
EP	Sig.(2-tailed)		.000
	N	191	191

Source: Field Survey, 2021

## DISCUSSIONS

### *The perception of Koforidua Technical University Staff on Training and Development*

The objective of the study was to examine the perceptions of employees of Koforidua Technical University on training and development in terms of coaching, job rotation, and workshops/conferences. The result showed that respondents scored high rankings for Coaching, Job Rotation and Workshop. Additionally, the result showed high level of agreement toward Job Rotation. Nassazi (2013), indicated that job rotation is technique for developing workers' SKAs within the organization, by transferring staff members from a specific job duty to another official job function", e.g., taking a higher position or assigning workers new roles in another branch of the same corporation. This approach to training aids workers to obtain new insights and skills of the various operations of their organization, which altogether consolidates their competitive advantages. The result confirms earlier assertion that job rotation is a popular management technique that is employed to rotate incumbents from job to job, or department to department, or from workstation to workstation, or even from an entire office to another in different locations. It is considered as very effective for training workers to take up senior level position, by giving them an all-round exposure of working in all the units of the organization. Interestingly, the practice of rotating workers gained widespread attention in 1970s, where it was used to eliminate the boredom shop floor workers experienced from doing the same work repetitively. The outcome of the transferring staff to different stations increased enthusiasm and morale of workers and led better productivity (Adesola, 2017).

The next used technique is coaching, as the results showed that coaching from their supervisors has helped them gain better understanding of work processes and job functions, they have senior and more experienced staff which they learn from, they agreed that their organization provides adequate on the job coaching and supervision to employees during the course of work and also agreed that the job coaching from their supervisors has helped improve their knowledge, skills



and abilities. The result is consistent with previous studies of Ali (2014), which explained that supervisors provide on-the-job coaching to employees in order to build upon SKAs of beneficiaries. They achieve this by drawing from their expertise to sharpen inexperienced or less-expert workers, who are oftentimes their subordinates. This is done to develop targeted or specific areas of trainees over a period of time, for example leadership, diversity, safety, and teamwork training. Sangurde (2019), also opined that on-the-job coaching is a crucial and very effective method especially when trainers or supervisors are adequately informed and thoroughly oriented with the job practices. The author explained the technique as the situation in which some select personnel educate and coach other workers through extensive demonstrations, nonstop critical evaluation and correction. It is helpful in boosting the morale and enhancing motivation levels of trained workers, and eliminates the challenges that may hinder or reduce successful learning transfer from theory to implementation. Abdulkhaliq and Mohammda (2019), viewed it as one-on-one training, where the weak areas identified among workers is directly addressed the most expert and experienced staff. The authors further argues that the strategy in most cases was the most effective pathway to ensuring knowledge acquired through learning by trainees is transferred or applied onto the job by means of direct practice.

The last technique used was workshop as the results showed that respondents accepted that the institution always organise workshops for staff. This is in line with (Milhem et al, 204) who support that workshop is an external training mechanism in which participants are brought together in small groups for regular meeting, where training focuses on specific subject with the expectation that trainees will be actively involved. Workshops can take the form of conferences or seminars to help workers gain more familiarity with work function so that they can handle job demands and challenges more easily and consistently. The respondents also indicated that workshops have helped them broaden and enhance skills and knowledge thereby making them a better employee. Again, the respondents revealed that their participation in workshops have helped them improve problem-solving capacities. Furthermore, respondents indicated that participating in workshops have helped them to become more informed and confident in meeting the demands of their work.

The results are consistent with the studies of (Sangurde, 2019) who explained that workshops are organised to train workers through guided-interactive discussions where participants pool their ideas and experiences to form better solutions to dealing with problems and demands of their jobs. The author further explained that it helps staff appreciate broader view points when tackling problems. The results are further supported by Ali (2014) who opined that workshop is used to develop the proficiencies of workers in order to improve their problem-solving capacities, Kapur, (2019) did not mince words in aggregating to the above authors on the benefits of participating in workshops. The author explained that workshops involve using verbal communication to instil

principles, theories, strategies and problem-solving skills into employee. Again, Kapur (2019) opined that workshop help trainees have direct interaction with uncertainties and answers to any questions.

#### *Relationship between Training and Development and Performance of Employees*

The result indicated that the correlation analysis showed a significant positive association between Training and Development (T& D) and Employee Performance respectively. The implication is that the higher Training and Development (T&D), the higher Employee Performance (EP). Thus, all the variables are positively correlated with each other. The result is in line with Ankrah (2017), which concluded that due to the direct link between training and development and performance, properly developed training policies and programs should be initiated that can easily identify skills discrepancies, e.g., technological and knowledge gaps, so they can resolve or improved upon for workers. Fejoh and Faniran (2016), assessed the relationship between in-house training and employees' development on performance and aggregate productivity public schools' workers in Nigeria's Osun State and concluded that the absence of effective, frequent and progressive training and development programs accounted for indeterminable effects on output, thus recommended appropriate and comprehensive training schemes should be designed for the benefit to augment their capacities and capabilities and accelerate performance.

### **CONCLUSION**

The study indicates that training and development leads to improved performance. Since the motive of most organizations for investing in the development of their workforce is to enhance performance. Training and Development is of great importance to the institutions and as a result of this, the training should be evaluated regularly and several times during the process as well. Effective and efficient training goals and objectives set by the organization for the training programme should be duly followed and the institutions should be able to evaluate it employees by comparing the skills acquired from their training to their performance on the job.

### **RECOMMENDATIONS**

On the basis of the findings, the following recommendations are proposed.

1. It is recommended that Koforidua Technical University continues to provide the training programmes to its workers require to improve their skills as well as their capabilities and the employees should also be more committed to the training and give off their best after the training.
2. Therefore, identification of training needs should be done more professionally and the modalities for the selection made known to staff as most of the respondents were not aware of how selection for training is done. From the research findings, most of the respondents were not clear about the training process and objectives. The training process

should hover around three most important areas: determining training need, designing training programmes and implementation and evaluation of the training programmes.

This should be in conjunction with the sectional heads, head of departments as well as the human resource manager. This will help determine the skill gap that has to be filled and who really needs to be trained.

3. Management of Koforidua Technical University should increase the budgetary allocations for staff development and training. This will enable responsible departments to organize in-service training for staff so that they can always be abreast with the changing times.
4. The result of the correlation analysis revealed that Training and Development and Employee Performance explains 98% of variation. This implies that there are other factors that could influence employee performance apart from training and development activities. It is therefore recommended that further studies explore other factors such as employee motivation, organizational culture, etc and how they affect employee performance.

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