

**ASSESSING THE IMPACT OF HUMAN CAPITAL DEVELOPMENT ON
EFFECTIVE WORK PERFORMANCE AT SELECTED DEPARTMENTS IN
THE COLLEGE OF ARTS AND SOCIAL SCIENCES (KNUST).**

By

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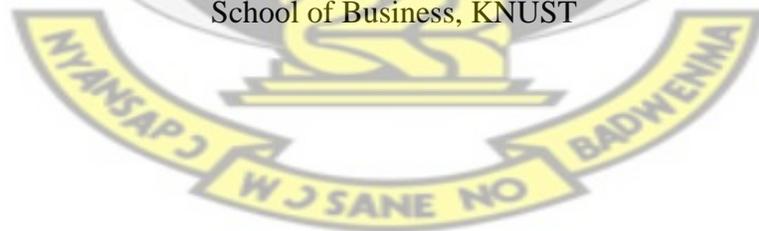
KNUST

Department of Managerial Science

A Thesis submitted to the Department of Managerial Science of the Kwame Nkrumah
University of Science and Technology in Partial fulfillment of the requirements for the
degree of

**MASTER OF BUSINESS ADMINISTRATION (HUMAN RESOURCE
MANAGEMENT)**

School of Business, KNUST



College of Art and Social Sciences

August, (2014)

DEDICATION

I would like to dedicate this research work to the Lord Almighty who has protected, guided and sustained my life in making it possible for me to reach this height on the educational ladder. Secondly my children, Kwaku, Adwoa and Afua are not left out.

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ACKNOWLEDGEMENT

I would like to thank the almighty God, who gave me the commitment, the strength and patience to pass through every thick and thin, to accomplish this thesis. I would also like to express my appreciation to my supervisor, Ms Hannah Vivian Osei for her supervision and the entire role she played towards the improvement of this dissertation. I would also like to express my appreciation to my husband Dr. Kwasi Preko of the Physics Department KNUST for his immense support and encouragement and all individuals who contributed directly or indirectly to this dissertation and provided the required materials and support for the realization of this thesis.



ABSTRACT

There has been considerable interest in the effect of human capital development on employee and organizational performance. Specifically the study sought to identify the impact of Human Capital Development (HCD) on employee engagement and work performance using the College of Arts and Social Sciences as a case study. The study was descriptive and involved a sample size of 120 staff selected across the various departments of the College of Arts and Social Sciences. Data was basically primary, and was gathered with the aid of questionnaires. Data was analysed using the Statistical Package for the Social Sciences (SPSS). The study found that the various departments under the college have effective systems for communicating training and development programmes. Key measures for human capital development in the college included training, mentoring, and shadowing. Specific findings under these measures included the observation that staff are generally aided by supervisors in their goal setting and consequently have been able to develop skills for solving problems through facilitating trainings delivered through coaching. Again there is effective use of mentoring and as a result most staff have been able to develop their potentials by following expert advice from their supervisors. Consequently, staff have generally been able to develop skills and experience through continuous training. Most staff however felt that training programmes are not regular, and as a result have not seen noticeable improvement in employee engagement as a result of regular reinforced training. Findings suggested that most staff believe their skill at work has improved as a result of employing new learning methods. A linear regression run on the effect of HCD on work performance shows that there is a considerable effect. In delivery of HCD it was recommended that there is the need for the various departments

under the College of Arts and Social Sciences to work towards improving the timing of human capital development programmes. Again, it was recommended that there is the need for improvement in the methods of human capital development delivery. This will require adequate investment in technology for delivery of training, including e-learning platforms to facilitate the training process.

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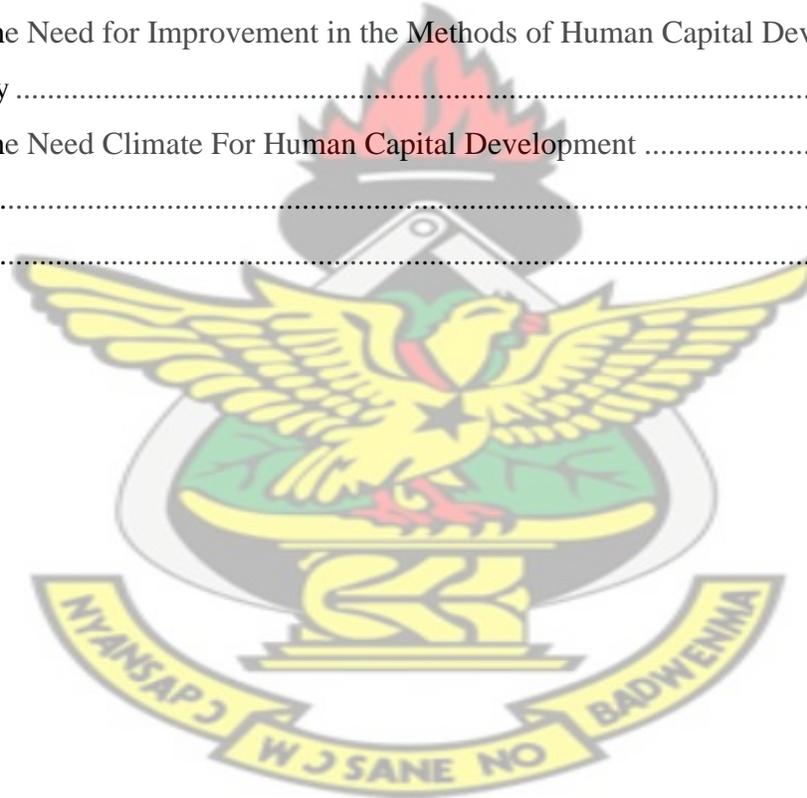
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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Human Capital development, as pointed out by Okereke et al., (2011), describes the process of “job enrichment that has an intrinsic mechanism to motivate an employee to accept and play challenging organizational tasks”. Others have generally referred to it as involving activities that aids an employee in performing his/her tasks with ease and expediently. On the other hand, performance tends to reflect “how well a group performs its required tasks to satisfy its customers inside and outside the organization, which suggests effectiveness and efficiency of the employees” (Cohen et al., 1995).

A lot of researchers (e.g. Huber, 1991; Cohen et al., 1995; Hirsch and Carter 2002; Lopez-Cabrales et al., 2009; Macgregor et al., 2010 and Ployhart et al., 2013 among many others) have shown considerable interest in the effect of Human Capital Development on employee and organizational performance. The wider literature on human resource management shows enormous debate on the relationship between Human Capital Development and employee productivity (Kuvaas and Dysvik, (2009)). The increasing attention on the subject is a result of its relevance to organizational development. Consequently, Human Capital Development has been considered as essential to job productivity and organisational development. One of the strong justifications is that “formal educational system does not adequately provide specific job skills for a position in a particular organization”.

A study by Robinson and Robinson (1995) saw that manpower development's most significant benefits include "clarity in job duties and responsibility as well as increases in employee's competence among others". Malaolu et al., (2013) have for example argued that "while, few individuals may have the requisite skills, knowledge, abilities and competencies needed to fit into a specific job function, some others may require extensive training to acquire the necessary skills to be able to fit in a specific job function and also make significant contribution to the organization's performance"

Evidence provided by the human capital theory suggests that "training and education raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings" (Malaolu et al., 2013). Human Capital Development is also seen to be playing the unique role of incorporating the interests of organization and the workforce. This subsequently enhances the achievement of organizational goals (Stone, 2002).

It is imperative therefore that to be able to achieve organizational goals, there is the need for effective, proficient and adept human in every outfit. According to Resis (1983) the level of productivity that pertains in any organization depends on the employees who are the backbone of the organization. He further states that these employees or persons in an organization determine all activities and argues that except for the human effort and direction, equipment and machines cannot put to a productive use.

In an institution like KNUST, one is bound to come across a myriad of human capital development programmes across all departments (Eshun, 2011). The focus of this study is to examine the impact of human capital development on effective work performance using College of Arts and Social Sciences as a case study.

1.2 Problem Statement

Adeniyi (1995) had stated that human capital development contributes significantly to the total effectiveness and profitability of an organization. In his estimation, Fajana (2002) had given the indication that an organisation's success and the effectiveness is intrinsically linked to employees contributing the workforce of an organisation.

Most organisations are armed with this knowledge and make conscious effort to institute development programmes for its workers.

In KNUST, management at every level have instituted Human Capital Development programmes with clear guidelines for participation. Most of these HCD programmes have been in existence for years for both teaching and non-teaching staff. (Eshun, 2011). Importantly, these programmes are supposed to lead to a certain change in the performance of beneficiaries. Whilst there may be justification for continuous implementation of such programmes, the researcher is not privy to enough study on the real effect of these HCD programmes on performance.

Again, studies by researchers such as Harel (1999) in Israel and Itami (1987) in Korea on the effect of Human Capital Development on performance revealed contradictory results.

Whilst Harel (1999) found a positive relationship, Itami (1987) found no association. The researcher therefore believes that the relationship between the two variables may be country specific. The purpose of the study is therefore to undertake a similar study using one of the colleges of KNUST (College of Arts and Social Sciences) as a case study.

1.3 Objectives of the Study

The general objective of the study is to examine the impact of Human Capital Development on effective work performance at the College of Arts and Social Sciences (CASS) of the Kwame Nkrumah University of Science and Technology, Kumasi (KNUST). Specifically, the study:

1. Identifies information on human capital development measures at CASS of KNUST
2. Assesses staff perception of human capital delivery at CASS of KNUST
3. Identifies the impact of human capital on work engagement at CASS of KNUST
4. Examines the effect of human capital development on staff performance at CASS of KNUST

1.4 Research Questions

To find answers to the above research objectives, the following constituted the research questions:

1. What are the information on human capital development measures at CASS of KNUST?
2. How does staff perceive of human capital delivery at CASS of KNUST?
3. What is the impact of human capital on work engagement at CASS of KNUST?
4. What is the effect of human capital development on staff performance at CASS of KNUST?

1.5 Significance of the Study

The study is significant for several groups of people. For management of colleges and departments in the university, it will help them appreciate the real effect of their Human Capital Development programmes. Subsequently, they can modify by adding or subtracting. Staff perception can also help strengthen these programmes and enhance their effectiveness. Other organisations will be informed on how to identify and address the challenges of implementing Human Capital Development programmes. Staff will also appreciate the challenges in implementing human capital development programmes in order to ease pressure on management. Finally, the study will contribute to literature on the subject matter and serve as reference material for other researchers engaged in similar studies.

1.6 Scope of the Study

The study is limited to only one college of the university, the College of Arts and Social Sciences. Thus, all respondents are captured from the college. The general focus of the study is on establishing the relationship between Human Capital Development and employee performance.

1.7 Overview of Research Methodology

The methodology of the study comprises the research design, population of the study, sampling procedures and data collection and analysis procedures. Data for the study is mainly from primary and secondary sources. The primary data was obtained from responses elicited through the use of questionnaire from respondents which included the administrative staff of the case institution. Data from questionnaires administered was analysed to satisfy the various research objectives.

1.8 Organization of the Study

The study comprises five chapters. Chapter one discusses the background, problem statement, scope, significance, and objectives for undertaking this research project. Chapter Two looks at existing literature related to the study to gain an understanding of the research topic. Chapter Three presents the research methodology that the researcher used to undertake the study. Chapter Four comprises the findings and discussions of the findings to the study. Chapter five summarizes the findings of the study and also makes recommendations that would contribute to solving the problem raised, as well as a recommendation for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature that is relevant to this study. The review serves as a framework that guides the analysis of the findings. The review looks at the concept of human capital development and provides an overview of the measures of human capital development as well as the perception of human capital development.

2.2 Definitions and Concepts of Human Capital Development

The term human capital came from **human capital theory** which refers to the knowledge, skills and attitudes that are developed and valued primarily for their economically productive potential (Baptiste, 2001). Human Capital is described as the knowledge, skills, abilities and other characteristics that an individual possesses and which can be put to a productive use (Ployhart, 2004).

Human capital forms an organization's critical resource base (Pfeffer, 1994) which is most vital to a firm and reflects on the individual's knowledge, experiences, capabilities, know-how, skills, ideas, creativity as well as innovation (Edvinson and Malone 1997). This adds value to an organization's ability to solve problems and make vital decisions under complex and innovative circumstances (Becker, 1964; Bohlander and Snell, 2007 and Aryee et al., 2012).

Various terminologies have traditionally been used to describe human capital development in times past. It includes such terminologies as training, development and education. Mondy and Noe (1990) have defined human capital development as “planned and continuous process of helping employees to become better at their tasks, knowledge and experiences through training, education and development programs.”

It can be deduced from the definition by Mondy and Noe (1990) that HCD is planned and continuous effort of organizations to enhance employees’ task performance, knowledge and experiences. Bohlander and Snell, (2007) consider HCD as “primarily designed to benefit both organizations and employees through: improving employees’ task performance and supporting employees’ knowledge and experience development”. Armstrong (2006) on the other hand considers HCD as “processes that direct and guides individuals and teams so that they are equipped with the requisite skills knowledge, competence needed to undertake organizational tasks”.

As elaborated in Armstrong’s (2006) definition, “HCD requires an effective leadership for introducing, directing and guiding individuals and teams”. This makes the role of employees’ immediate supervisors is indispensable. The indication is that HCD is a process which encompasses all individuals and teams for improving the skills, knowledge and competences. Armstrong also make the point that, “the definition implicated that HCD is primarily designed to satisfy current and future tasks requirement of an organization”.

Harris (2008) also describes HCD as organizational learning activities aimed at improving performance and personal development in order improve individual, his job and the organization.

In the argument of Harris (2008), explained that HCD encompasses three main issues: “the areas of training and development, promotion and professional growth and organization development; improving employees’ job performance and personal growth; and improving personal growth within the organization”. According to Harris (2008), this makes the assumption that employees cannot be treated as commodities to be hired and discarded depending on short-range whims of the organization the driving force of HCD.

Gupta (2001), recognized HCD in the organization context as a process by which the employees of an organization are helped, in a continuous and planned way to: “acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles; Develop their general capabilities as individuals and discover and exploit their own inner potentials for their own and/or organizational development purposes; and Develop an organizational culture in which supervisor-subordinate relationships, teamwork and collaboration among sub-units are strong and contribute to the professional well-being, motivation and pride of employees”.

2.3 Purposes of Human capital development System

Armstrong, 2006 defines an HCD system to comprise of four focal branches (Individuals, Dyades (employee-boss), Team, and Organization) and four agents of HCD (Employee, Immediate boss, HR department, and Organizations). According to him, the fundamental purpose of the HCD system is to enhance resource capability as the human capital of an organization is seen as a major source of competitive advantage.

It is therefore about ensuring that the right quality people are available to meet present and future needs. This is achieved by producing a coherent and comprehensive framework for developing people. Furthermore, Carter et al., (2002) have mentioned specific purpose of HCD as: to develop intellectual capital and promote organizational, team and individual learning *by creating a learning culture* – an environment in which employees are encouraged to learn and develop and in which knowledge is managed systematically (Carter et al., 2002).

The general purpose of HCD as explained by other theorists is to provide training and development activities, which aims at developing the capacity of an employee and to a largest extent enhance his development through processes that leads to organizational effectiveness. However, development and change have to be embedded within an individual before progressing into teams and organizations. Armstrong (2006) stressed that change in an organization always involves changing the individual and is first focused on individual development (Haslinda, 2009).

In addition to the view of Armstrong (2006), Gupta (2001) has mentioned the following as the main purpose of HCD systems: developing the capabilities of individuals and employees in their respective roles in the present as well as in the future and to develop relationship, team spirit and collaboration in every unit of the organization together with the total self-renewal and enabling capabilities of everyone in the organization.

Evidence from Gupta (2001) shows that in order to achieve the above mentioned objectives of HCD system, human resource management functions need to work in coordinated and integrated manner.

2.4 Components of Human Capital Development

The components of HCD have been discussed thoroughly in the literature. Generally, human capital development takes the form of self-directed learning, coaching and mentoring techniques. This section presents and discusses the various components of human capital development.

2.4.1 Self-Directed Learning

Harris, 2008 asserts that on the records of the individuals' achievement that reviews what they learn achieve their goals as well as new learning requirements should be reviewed.

The self-paced learning programs encourage them to decide the rate at which they are to measure their own progress.

He further asserts that "it can be based on a process of recording achievement and action planning that involves individuals reviewing what they have learnt, what they have

achieved, what their goals are, how they are going to achieve those goals and what new learning they need to acquire”. The learning program can be ‘self-paced’ in the sense that learners can decide for themselves up to a point the rate at which they work and are encouraged to measure their own progress and adjust the program accordingly (Harris, 2008).

Harris (2008) links his explanation for Self-directed learning to the principle that “people learn and retain more if they find things out for themselves; but they still need to be given guidance on what to look for and help in finding it”. His argument therefore is that “in self-directed learning, learners have to be encouraged to define; with whatever help they may require, and what they need to know to perform their job effectively”.

His general position is that, “learners need to be provided with guidance on where they can get the material or information that needed to help them to learn and how to make good use of it; whilst being provided support from their manager and the organization with the provision of coaching, mentoring and learning facilities, including e-learning” (Harris, 2008).

Workplace Learning

One of the ways that employees can learn within an organization is the learning around the workplace. Learning can take place in the workplace, as explained by Harris (2008), this takes three forms:

- *The workshop as a site for learning.* In this case, learning and working are spatially separated with some form of structured learning activity occurring off or near the job. This may be in a company training centre or a ‘training island’ on the shop floor where the production process is reproduced for trainees.
- *The workplace as a learning environment.* In this approach, the workplace itself becomes an environment for learning. Various on-the-job training activities take place, which are structured to different degrees.
- *Learning and working are inextricably mixed.* In this case, learning is informal. It becomes an everyday part of the job and is built into routine tasks. Workers develop skills, knowledge and understanding through dealing with the challenges posed by the work. This can be described as continuous learning. As Harris puts it: ‘Learning is not something that requires time out from being engaged in productive activity; learning is the heart of productive activity.’

2.4.2 Coaching

Haslinda and Abdullah (2009) define coaching as “the art of facilitating the enhanced performance, learning and development of others.’ It takes the form of a personal (usually one-to-one) on-the-job approach to helping people develop their skills and levels of competence”. According to Hirsh and Carter (2002), “coaching is aimed at the rapid improvement of skills, behavior and performance, usually for the present job”. This puts a structured and purposeful dialogue at the heart of coaching. The coach uses feedback and brings an objective perspective.

Armstrong (2006) posits that “the need for coaching may arise from formal or informal performance reviews but opportunities for coaching emerge during normal day-to-day activities”. Coaching as part of managerial process is made of evaluating a person’s performance through questioning to find out their thought about their performance; making sure that the individual is aware and understands what is expected of them and have insight into how to complete a task successfully; when this is done it enables the manager to give initial guidance as guidance given later may be considered as an interference; to use ensuing situations in the promotion of learning; to find solutions to difficult problems (Armstrong, 2006).

Coaching becomes most effective when the coach understands that his or her role is to help people to learn and individuals are motivated to learn. Employees should be aware that their present level of knowledge or skill or their behaviour needs to be improved if they are going to perform their work satisfactorily. Individuals should be guided as to what to learn and also be given feedback on their performance Haslinda and Abdullah (2009).

Furthermore, since learning is not a passive but active process their coach who should be proactive in building on their strengths and experience should actively involve them.

2.4.3 Mentoring

Mentoring is the process of making use of unique and trained personnel to guide, advise and give continuing support to assist individuals who are made to learn and develop their expertise. Clutterbuck (2002) defines mentoring as a help form one person to another through the sharing of knowledge, work or ideas. Hirsh and Carter (2002) see mentors as individuals who prepare others for optimum future performance and groom them to advance in their carriers.

From the above considerations, mentoring differs from coaching as the former is a method aimed at helping people to learn while the latter increases a person's competence.

Harris (2008) sees mentors as advisors in the creation of self-development and learning programmes, who guide others in the acquisition of knowledge and skills on a new job; giving administrative and technical advice as well as solutions initial problems in career advancement; projecting corporate culture and shaping values and behavior in the organization.

Mentors assist others to tackle projects in the right direction and by helping others to help themselves mentors are seen as parental figures who lend sympathetic ears to the concerns and aspirations of individuals.

Although mentoring needs no standard procedures it is necessary to select, brief and train mentors who adopt supportive roles rather than directive one in the process of helping and dealing with others.

2.4.4 Training

Training is the use of systematic and planned instruction activities to promote learning. The approach can be summarized in the phrase 'learner-based training'. It involves the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. It is described as one of several responses an organization can undertake to promote learning.

As Reynolds (2004) points out, training has a complementary role to play in accelerating learning: 'It should be reserved for situations that justify a more directed, expert-led approach rather than viewing it as a comprehensive and all-pervasive people development solution.' He also commented that the conventional training model has a tendency to 'emphasize subject specific knowledge, rather than trying to build core learning abilities'.

Training can bring tangible benefits to both the organization and the employees. As elaborated by Chatterjee (1995), the major purposes of training are:

- It establishes a sound relationship between the worker and his/her job.
- It upgrades skills and prevents obsolescence.
- To keep pace with changing technology training.
- It develops healthy, constructive attitudes.

- Influencing employee attitudes to achieve support for organizational activities and to obtain better cooperation and greater loyalty.
- It prepares employees for future assignments.
- It increases productivity.
- To promote efficient and cost-effective ways of performing jobs
- It minimizes operational errors.
- Unnecessary repetition, wastage and spoilage of materials are brought down.
- With better knowledge and skills, the employee approaches his/her job with greater confidence and sureness. It also improves the morale of the employees.
- It improves employee's satisfaction with their job.
- Training is a powerful tool that breeds in the employee a sense of pride as well as of belonging.
- Moreover, training can improve the relationship between the employees and their immediate supervisor.

2.5 Measures of Human Capital Development

According to Marimuthu et al., (2009), organizations must focus on strategies for improving workforce productivity by leveraging on work force through an optimized Human capital development programmes; these programmes in addition to the achievement of business goals, also enables the organization to survive and be sustainable in the long term.

Most organizations are aiming to enhance their level of competitiveness. A human capital system, therefore, that focuses on the use of HR practices not only enhances employee

motivation but also provides the enabling environment that that helps the employee to contribute to the organization's ability to create a sustained competitive advantage (Aryee et al., 2012). A lot of existing literature puts it that for an organization to be successful it needs to recruit and maintain talents.

However, this assertion depends on the individual's inborn knowledge, skills, expertise and the awareness of his/her responsibility of creating and utilizing knowledge to learn and improve situations (Argyris and Schon, 1978). These are in line with the general human capital arguments that organizations benefit from executives who pool individual resources such as knowledge or experience which can help the organization.

When the individual practises and acquires knowledge successfully it in turn promotes the process of organizational learning. For this the company must apply well designed policies including specific training, involving employees in decision making and delegation of responsibilities to develop its personnel. . These practices have the effect of demonstrating the level of commitment of managers and how open the company is to experimentation (Garvin, 1993).

The practice whereby the individual employee is involved in decision making helps in organizational learning because this aids the flow of knowledge and information within the organization Minbaeva (2005). Organisation's survival depends on continuous investment and development of employee's skills and knowledge leading to organizational productivity.

Continuous learning and growth help to make knowledge innovative and service-oriented. Hans et al., 2008 projects human capital as knowledge, skills, experience, competence, attitude and individual commitment which is vital tool for transforming tangible assets into productivity and gains for the organization.

According to Marimuthu et al., (2009), organizations must focus on strategies for improving workforce productivity by leveraging on work force through an optimized Human capital development programmes; these programmes in addition to the achievement of business goals, also enables the organization to survive and be sustainable in the long term.

To achieve this, organizations need to invest in its Human resources which will ensure the acquisition of skills, knowledge and competence needed environment that is becoming more complex. Thus, the idea of HCD has been embraced by most organizations for competitive advantage; and when development is seen as overall effort in achieving a system which is more cost effective.

2.6 Perception of Human Capital Development

Human capital deals with moral hazards, (Ellingson, Sackett and Connelly 2007) since the amount of effort an individual may invest in a firm could be controlled by the individual.. As a result of this individual preferences and intentions may become obscured leading to a misrepresentation of a person's human capital benefits (Ellingson, Sackett and Connelly, 2007). A lot of emphasis has been put on human capital. The reason for this is that it lays a firm's macro to achieve a competitive advantage (Barney and Wright, 1998; Coff and Kaczynski, 2011).

The mission and vision of an organization defines the system's perspective (Senge, 1990). This in many cases is able to drive the way an individual behaves in the organization with regard to openness to new ideas and suggestions from within and outside the organization, creating possible avenues for updating and expanding individual knowledge (Senge, 1990).

Most human capital scholars have focused on human capital from the perspective of individuals (e.g. Becker, 1964). In contrast, recent work has begun to examine human capital as a unit resource. A few authors are of the opinion that across studies, researchers differed widely with respect to how they conceptualized the level (firm, group, and individual), content (skills, education, and health), theoretical framework (resource, knowledge, skills, attitudes and others) and relationship without comes (e.g. value creating) of human capital resources. HCR is conceptual in terms of level content and theoretical framework. However, there are differences in terms of the level (firm, group, individual), contents (skills, education, and health).

Each conceptualization may be reasonable within a study, but the inconsistency across studies thwart attempt to build a broader and more holistic science around human capital resources. Different ideas or concepts are available in various disciplines which suggest inaccuracy from other studies, hence, have thus been calling for enhancing the construct clarity of human capital as a resource (e.g. Coff and Kruscynski, 2011, Wright and McMahan, 2011).

Coff and Kryscynsk, (2011) have suggested that a classic motivation and dilemma exists related to the question of how investments in human capital are made. Accessibility for the unit purposes, especially to the extent that they can be accessed for improving performance, is the most important criterion for determining who should invest in human capital. Firms may be willing to make investments in generic human capital to the extent that it benefits performance outcomes (Ployhart et al., 2013).

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The theory of human capital is rooted from the field of macroeconomic theory. Becker, 1993 argues on the different kinds of capital including schooling, computer training courses, lectures on the virtues of punctuality and honesty, medical care etc. Consequently expenditures on education, training, medical care etc. are investment in capital which are not simply costs, but valuable returns that can be calculated.

In the classical theory perspective labour is a commodity which focuses on exploitation of labour by capital, however, Becker (1993) emphasises on the social and economic importance of human capital theory noting that the most valuable of all capital is investment in human beings. He notes firms' specific human capital includes expertise obtained through education and training in management information systems, accounting procedures or other expertise specific to a particular organisation and considers education and training to be the most important investment in human capital.

2.7 Work Engagement

Research has shown that human capital is vital to financial performances of product and service innovation. Afiouni (2009) sees creativity, innovation, quality of service, flexibility and innovation as pivotal to the evaluation of a company's performance (Subramniani and Youndt, 2005). This makes the human capital employee the major contributor to a firm's competitive advantage (Barney and Wright, 1998). In order to create an atmosphere of competitive advantage an intangible resource like human capital is needed in contemporary knowledge which is based on a service-focused economy (Hitt Bierman, Shimizn and Kochhar, 2001).

Human capital, especially that developed from a higher level of formal education or by experience at top management level can be very valuable because it may indicate more direct experience and higher intelligence (Dalziel et al., 2011) Individuals possessing more human capital may be in a better position to create and pick certain principles from specific situations. This means that a director who possesses greater human capital, is always in a better position to be more intelligent, skillful and be able to develop abstract principles from specific situations (Dalziel et al., 2011).

Greater levels of general human capital indicate various types of learning and knowledge of structures. These are very valuable because they help directors to understand and imbibe large amounts of complex information swiftly and consequently execute their jobs more effectively. (Carpenter and Westphal, 2001). Furthermore directors who make time and

invest in human capital activities are expected to do better in interpreting and grouping the information which are presented to them (Dalziel et al., 2011).

Individuals should always be encouraged to enhance their knowledge through experiment. Experimentation comprises of searching for new and innovative ways to solve existing and future problems using different methodologies and procedures. Employees must have the capacity of transferring their acquired knowledge to the various routines and procedures that constitute the organizational memory (Huber, 1991).

Knowledge transfers are the act of spreading the individual's acquiring knowledge within the organization mainly through oral conversation and individual to individual interactions (Brown and Duguid, 1991). This method helps to promote the learning and understanding of any knowledge which has been newly acquired (Walsh and Ungson, 1991).

Some authors are of the view that in order to promote organizational learning an organization should include only individuals in continuously changing work activities who have the potential of acquiring new skills and knowledge, can endure periods of high uncertainty and conform to changes in the organizational setting (Dyer and Shafer, 1999).

Underpinning the development of human capital is the requirement for fast learning and the need to acknowledge that learning cannot stop. Employees' ability to work independently as a result of being empowered to do their job can impact positively on the productivity of the organization.

Developing talent is business' most important task as Drucker (2002) puts it "if by off-loading employee relations, organizations also lose their capacity to develop people, they will have made a devil's bargain indeed" (Drucker, 2002, pp. 71). However, if it is instead accepted that significantly different individual competencies are needed by workers, then this does not spell death to people development, it simply makes the job different.

Employees who are efficient are empowered and inspired to do their job with little supervision. Executives in organisations have to strategise in the attraction and retention of employees through staff development; this should not be enclosed in budgetary data and merely named as training but rather executives should understand employees' quest for self-development opportunities and actualisations geared towards improving the organization.

Moreover, the practices of empowerment and the involvement in decision making help in creating organizational learning, because these practices favour the flow of information and knowledge within the firm, Minbaeva (2005). Workers in the 21st Century require related sets of knowledge, skills, and personal attributes to be marketable and competitive (Lau et al., 1998).

To emphasize short term involvement by temporary workers, self-employed shareholders or workers will first of all need to possess knowledge that is specialized, differentiated and relevant to industry. No knowledge worker can afford the trap of technological obsolescence. It is imperative to sustain technological literacy (MacGregor et al., 2010).

Workers will need specialized knowledge which of importance and relevant to the organization. This presupposes that the organization has to invest in technological literacy.

Transferable skills that are up to date, technologically relevant and portable are also vital to the worker in the 21st century. They also require personal attributes such as self-confidence, resilience and ability to be flexible and adaptable.

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2.8 Employee Performance

Human capital differences for example, in experience, skill and education, are signs that are visible to the employer and when made use of could result in higher productivity and performance in an organization (Bantel and Jackson 1989, Finkelstein and Hambrick, 1996). An employee who possesses such qualities usually has a higher wage and job mobility (Poonam et al., 2013). Explanations of human capital could help predict the future of an organization both at top management and upper levels (Carpenter and Westphal, 2001). At the upper levels of human capital an organization can gain a lot of advantages such as better performance and higher success in entrepreneurial ventures (Hitt et al., 2001).

Poonam et al., (2008) proposes that higher echelons of human capital enable executives to offer quality monitoring and advice. These in turn enable managers to make better decisions leading to higher performance in the organization. Research indicates that experience making the right decisions often leads to better decision-making performance for similar situations in the future (Taylor, 1975).

According to Ployhart et al., (2013), a human capital resource is seen as individual or unit level capacity which is sourced from the knowledge skill, attitude and others (KSAOs) that can be obtained for purposes relevant to units in the organization. Ployhart et al., (2013) define knowledge as “a specific procedural information needed in the performance of a task and on whose foundation skills are developed”. In addition the individual’s level of proficiency and capabilities in performing specific tasks are his skills which may improve with experience. Ability is also the individual’s capability can be applied to a variety of job-related tasks.

The personality traits and other attributes which affect an individual’s performance of task is linked to “other characteristics”. Therefore, an individual’s knowledge, skills and attitudes relevant for achieving economic outcomes is referred to as human capital which according to well-established literature should be incorporated in human capital researches.

The much attention given to human capital is as a result of the firm foundation it lays for an organization to achieve competitive advantage (Coff and Kryscynks, 2011; Ployhart and Moliterno, 2011). Human capital can also not be sidelined in terms of an organization’s financial performance (Reed et al., 2006) as well as product and service innovation (Subramaniam and Youndt, 2005).

2.9 Perceived Investment in Employee Development

Human resources management practices can have a positive impact on the capacity to learn (Lei et al., 1999). This is because it is often the individual who acquires a new knowledge and being a valuable human capital specific to the organization it can induce organizational learning (Kang et al., 2007). However, human capital loses its value if it is ill-managed (Boxall, 1996). It is thus recommended certain actions like team work and participative policies that enhance organizational learning should be encouraged (Lopez-Cabrales et al., 2009).

Managerial commitment means that top managers realizes the value of learning in an organization and do the best possible to support it by creating the enabling atmosphere that helps to acquire, create and transfer the knowledge (Mcgill et al., 1992). It has been postulated human capital leads to higher performance in an organization and this can be seen under the perspectives of financial and non- financial performance.

Financial performance incorporates productivity, market share and profitability while non-financial performance comprises of customer satisfaction, innovation, workflow improvement and skill development (Marimuthu et al., 2009). Thus, the performance of an organization as related to human capital should be regarded beyond profit making in an organization; it should also be seen as a tool for transforming the whole workforce of the organization and helping it attain greater heights of achievements through innovation and creativity.

2.10 Conceptual Framework

Figure 2.1 below is a conceptual framework summing up the review of the effect of Human Capital Development (HCD) measures on effective work performance.

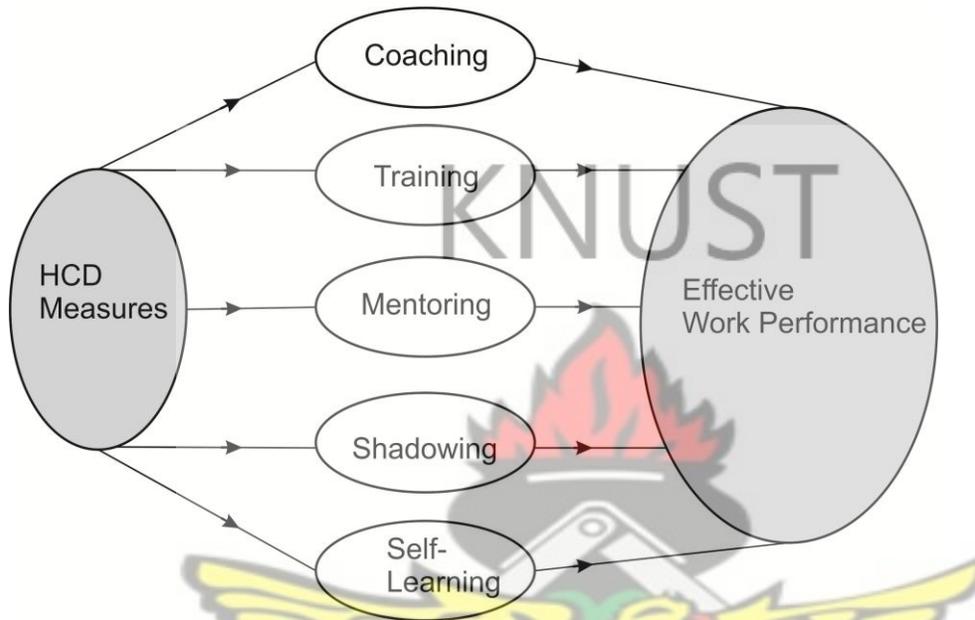


Fig. 2.1 Conceptual framework for effective work performance.

Human capital development is considered as processes that give guidance and direction to the individuals in an organization in order to equip them with the necessary skills, knowledge and the competence needed to undertake effective organisational task (Armstrong, 2006)

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology of research. The areas discussed are the research design, source of data, population of the study, the sample size used for the study, the sample techniques used in selecting the respondents, the data collection tools and the data analysis techniques.

3.2 Research Design

The researcher used the descriptive approach. According to Bryman, (2008) “A descriptive study is one in which information is collected without changing the environment (i.e., nothing is manipulated)”. Sometimes these are referred to as “correlational” or “observational” studies. In simple terms, it is the basic plan for conducting the data collection and analysis phase.

The justification for using the descriptive research design is that although the descriptive research does not fit neatly into the definition of either quantitative or qualitative research methodologies, it however has the ability to utilize elements of both within the same study. Again, the descriptive research design is appropriate for answering the ‘what’ and ‘why’ kind of research questions posed in the chapter one.

3.3 Sources of Data

The researcher collected data from both primary and secondary sources. The primary data was collected through the use of questionnaires which the researcher personally administered to the various respondents. The secondary data on the other hand was collected from already existing data on staff training in the various departments involved.

3.4 Population of the Study

Bryman and Bell (2003), describe a study population as "the whole group that the research focuses on". The population for this study comprises the administrative staff of the various departments in the College of Art and Social Sciences, KNUST.

3.5 Sample Size and Sampling Procedure

A total of 150 respondents were selected for the study. These were selected from the various departments under the CASS. The study employed the purposive sampling technique in sampling these respondents. Purposive sampling represents a group of different non-probability sampling techniques. Also known as judgmental, selective or subjective sampling, purposive sampling relies on the judgement of the researcher when it comes to selecting the units (e.g., people, cases/organisations, events, pieces of data) that are to be studied. Usually, the sample size here is quite small as compared with that of probability sampling techniques.

The justification for employing this sampling technique is that unlike the various sampling techniques that can be used under probability sampling (e.g., simple random sampling,

stratified random sampling, etc.), the goal of purposive sampling is not to randomly select units from a population but to create a sample with the intention of making generalisations (i.e., statistical inferences) from the population of interest.

3.6 Data Collection Instruments

The researcher used questionnaires as the tools for obtaining the necessary information for the research. The questionnaire was made up of open-ended and closed-ended items. It was self-constructed. Questionnaire was chosen to allow the respondents the opportunity to answer the questions at their convenience. The questionnaires were because they were relatively easy to analyse. Again, a large sample of the given population could be contacted at relatively low cost; whilst being simple to administer.

Furthermore, the format is familiar to most respondents; they are usually simple and quick for the respondent to complete, information is collected in a standardised way, they are usually straightforward to analyse, they can be used for sensitive topics which users may feel uncomfortable speaking to an interviewer about, respondents have time to think about their answers; they are not usually required to reply immediately, among other reasons.

3.7 Data Collection Procedure

Questionnaires were prepared and distributed to the selected respondents to be filled. The respondents were given some days to provide the answers because they were usually busy at work at that time and/or could not provide certain information instantly. The questionnaire was validated by giving some copies to colleague students and the researcher's supervisor to read and correct ambiguous statements, wrong spellings and constructions.

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3.8 Analysis Method

The study used several techniques in analysing the findings relative to the research objectives. In addition, the study used mean and standard deviations derived from the various responses to interpret the results. This was facilitated by the Statistical Package for the Social Sciences (SPSS.). Basically, primary data generated by the study was edited and tested for consistency and reliability.

The data was examined, categorized, tabulated and coded to address the research objectives and the research questions. It was then edited and tallied in frequency table. The values corresponding to frequencies were converted into percentages to facilitate analysis. To test the relationship between training and performance, a quantitative technique was used.

3.9 Organisational Profile

The Kwame Nkrumah University of Science and Technology, Kumasi opened officially on 22nd January 1952, with 200 Teacher Training students transferred from the Achimota

College to form the nucleus of the new college. The University campus is situated about eight kilometres away from the centre of Kumasi, the Ashanti Regional capital, and covers an area of about eighteen square kilometres of undulating land. The University started awarding its degrees in June 1964.

The University Council, as a governing body, constitutes the apex of a hierarchical structure of a system of committees for the management of the University Statutes. The Principal Officers of the University are the Chancellor, the Chairman of the University Council and the Vice-Chancellor. The Vice-Chancellor is the academic and administrative head of the University and the chief disciplinary officer. The University has, within the short period of its existence, become an important centre for the training of scientists and technologists not only for Ghana but also for African countries and other countries especially of the European Union and North America (KNUST, 2014).

The College of Art and Social Sciences is an amalgamation of four Faculties, twenty two (22) Departments and a Research Centre. The amalgamation was in line with the University's objective to achieve good governance and academic excellence through restructuring of academic and administrative units into Colleges. The College, like all five others came into being on the 4th of January 2005, following the promulgation of the new statutes. The College which is the largest in the University, comprises five academic Faculties: Fine Art, Law, Industrial art, School of Business and Social Sciences, and a Research Centre, which is the Centre for Cultural and African Studies (www.cass.knust.edu.gh/about/history).

CHAPTER FOUR

PRESENTATION OF FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings of the study. Findings are presented under each of the objectives set. Further, the findings are discussed in the context of previous empirical findings captured under the literature review.

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4.2 Socio-Demographic Characteristics of Respondents

The study analysed the demographic characteristics of respondents involved in the study. Areas investigated included respondents' gender, age, educational level and number of years spent in current employment. Analysing these variables was meant to provide any evidence of association between these variables and the various responses. The various findings are presented under the respective headings.

4.2.1 Gender of Respondents

The gender distribution of the respondents involved in the research work is presented in this section. The table below presents the results in the study with respect to gender. It can be observed from the table that, 71 representing 59.2% of the respondents were males while 49 respondents representing 40.5% were females. The results show that, the likelihood of a staff at college of arts and social sciences being male is higher than the probability of a staff being a female. The 40.5% female respondent is however significant given the fact that females in our traditional context were previously confined to our homes and not even considered for higher education.

Table 4.1: Distribution by Gender

Category	Respondents	Percentage
Male	71	59.2
Female	49	40.8
Total	120	100.0

Source: Field work, 2014

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4.2.2 Age of respondents

The age of respondents on the other hand is also presented in this section. The table 4.2 below shows the results on the distribution of respondents with respect to age. The results indicates that, 36 respondents representing 30% of the total number of respondents were within the age group 20-30 years and 37 respondents representing 30.8% were in the age group 31-40 years.

The results further indicate that another 42 respondents also representing 35.0% were within the age 41-50 years whilst the remaining 5 respondents also representing 4.2% of the total population of respondents were within the 51-60 years. None of the respondents involved in the study was above 61 years.

Tables 4.2: Distribution by Age

Age group	Frequency	Percentage
20-30	36	30.0
31 – 40	37	30.8
41 – 50	42	35.0
51-60	5	4.2
61+	0	0.0
Total	120	100

Source: Field work, 2014

4.2.3 Respondents' Marital Status

Respondents were also asked to indicate their marital status as staff at the college of arts and social sciences. The table below therefore illustrates the distribution of respondents with respect to their marital status.

Table 4.3 Respondents' marital status

Marital Status	Frequency	Percentage
Single	48	40.0
Married	63	52.5
Divorced	9	7.5
Total	120	100.0

Source: Field Data (2014)

Table 4.3 above indicates that, out of the 120 respondents captured in the research work, 48 respondents representing 40.0% of the total population were not married in other words they were single, sixty-three (63) respondents representing more than half of the respondents, that is 52.5%, on the other hand indicated they were married whilst the remaining nine (9) respondents representing only 7.5% of the total population were divorced. It can therefore be deduced from the statistics in the table above that most of the staff at the various departments of the college of art and social sciences were married.

4.2.4 Respondents' Level of Education

Respondents' level of education were also assessed. The table 4.4 below indicates the distribution of findings with respect to respondent's education level.

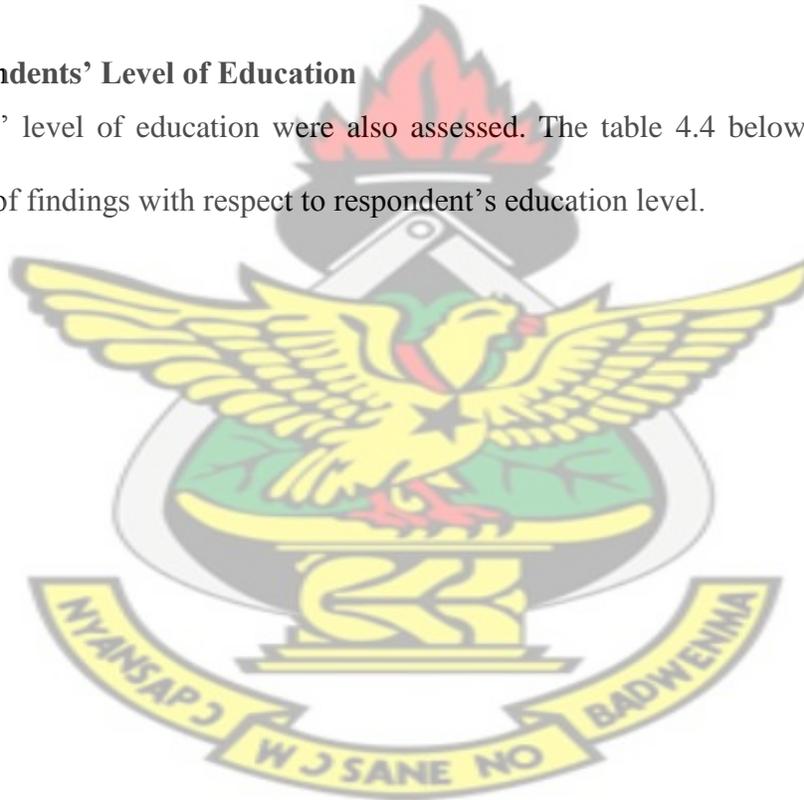


Table 4.4 Respondents' Educational Level

Level of education	Frequency	Percentage
PhD	9	7.5
Master's degree	49	40.8
First degree	49	40.8
HND	4	3.3
SSCE/WASSCE	6	5.0
OTHER	9	2.5
Total	120	100.0

Source: Field Data (2014)

From the Table 4.4 above, 9 respondents representing 7.5% had obtained their PhD, forty-nine (49) respondents representing 40.8% of the respondents were found to be master's degree holders. Those with their first degree constituted 40.8% representing 49 out of the 120 respondents involved in the study. Four (4) respondents on the other hand representing 3.3% had obtained their HND whilst the remaining six (6) respondents representing 5.0% of the total respondents responded to SSCE/WASSCE as their highest level of education and 9 respondents constituting 2.5% responded to other forms of education.

4.2.5 Respondents' years spent department at the College of Arts and Social Sciences

Respondents were also asked to indicate the number of years they have spent with their department as staff of the College of Arts and Social sciences. Table 4.5 below shows the various number of years respondents have spent with department respectively.

Table 4.5: Respondents' years spent with KNUST

Years	Frequency	Percentage
0-5 years	39	32.5
5-10 years	55	45.8
11-20 years	25	20.8
20-30 years	1	0.8
More than 30 years	0	0
Total	120	100.0

Source: Field Data (2014)

The Table 4.5 reveals that, out of the 120 respondents captured in the research work, thirty-nine (39) representing 32.5% responded they have been with their departments as staff of College of Arts and Social sciences for less than 5 years, fifty-five (55) of the respondents also representing 45.3% responded had been working with their departments under the college for about 5-10 years now. Twenty-five (25) of the 120 respondents representing 20.8% said that they have been with the department for about 11-20 years now whilst only

(1) respondent representing only 0.88% of the 120 respondents chose 20-30 years as the years spent with the department. None of the respondents has spent more than 30 years as staff of the College of Arts and Social Sciences.

4.2.6 Average Hours Respondents spend at work within a day

The average number of hours respondents spend at work within a day was also assessed based on the responses obtained in respect of the question “how many hours on the average do you spend at work a day?” Table 4.6 below therefore presents a distribution of findings with respect to the number of hours on the average a respondent spends at work within a day.

Table 4.6 Frequency table on the number of hours on the average a respondent spends at work within a day.

Hours	Frequency	Percentage
Less than 4 hours	22	18.3
4-8 hours	80	66.7
More than 8 hours	18	15.0
Total	120	100.0

Source: Field Data (2014)

From Table 4.6 above it can be observed that a larger portion of the respondents involved in the studies (80 respondents) representing 66.7% spend averagely 4-8 working hours during the day, twenty-two (22) respondents representing 18.3% on the other hand spend less than 4 hours as their average working hours during the day whilst the remaining 18 respondents representing 15.0% said they averagely work more than 8 hours during the day.

4.2.7 Type of employment contract

The study further sought to identify the type of employment contract the respondent has with the department. As depicted in the Table 4.7 below, respondents involved in the study cited the type of employment contract they have with the department.

Table 4.7 Frequency table on type of employment contract

Type of employment contract	Frequency	Percentage
Full time	89	74.2
Part-time	8	6.7
Contract	14	11.6
Casual	9	7.5
Total	120	100.0

Source: Field Data (2014)

It can be observed from Table 4.7 that out of the 120 respondents involved in the study, 89 respondents representing 74.2% said they were employed as full-time staff in the department whilst eight (8) respondents representing 6.7% noted that they are in the department as part-time employees. Fourteen (14) respondents representing 11.6% also on the other hand said they are working at the department on contract basis and the remaining nine (9) representing only 7.5% were recorded as casual workers within the various departments.

4.3 Human Capital Development Measures

This section presents findings on the human capital development measures analysed. Findings are presented under each specific measure used in this study. The measures included training, coaching, mentoring and shadowing>

The one sample t-test was used to ascertain the relative significance of variables. For a single sample test, the hypothesis was set as; $H_0: U = U_0$ and $H_a: U \neq U_0$. With H_0 representing the null hypothesis, H_a representing the alternative hypothesis and U_0 representing the hypothesized mean value. A statistical test of the mean was performed to determine whether the population considered a particular variable to be important or not.

The mean ranking of each criterion was compiled in order to analyse the significance of the decisions that the respondents expressed. For each variable, the null hypothesis was that, the variable at the hand at a particular point in time is not significant which statistically indicated as $H_0: U = U_0$. The U_0 is the critical rating above which the variable is considered significant or important.

The Likert scale was, 1=Strongly agree, 2=Agree, 3=Neutral, 4=Disagree and 5=Strongly disagree. Under this section, the lower ratings of 1 and 2 were chosen for the rating scale as strongly agree and agree respectively while the U_0 was set at 2.5, with 95% as the significance level.

4.3.1 Training

Findings with respect to training as a human capital development measure in the case college (College of arts and Social Sciences) are presented in below. Table 4.8 below presents results obtained in respect of the variable training under human capital development.

Table 4.8 Human Capital Development Measures (Training)

Training	Test Value = 2.5			
	Mean	t	Sig. (2-tailed)	Mean Difference
I am provided with information for training and development	1.7444	-8.254	.000	-.75556
The objectives for training and development are communicated	1.9780	-5.350	.000	-.52198
I receive the regular training needed to do my job	2.0444	-3.891	.000	-.45556
I am provided the sufficient opportunities for training and development	2.1429	-3.633	.065	-.35714
I receive the training I need to do my job	2.1461	-2.656	.014	-.35393

Source: Field Data (2014)

Table 4.8 reveals that with the exception of the last two items or variables from the table above (i.e. I am provided the sufficient opportunities for training and development, I receive the training I need to do my job), all the others were statistically significant at 0.05. However, all the statements had a t-value (strength of the test) being negative, with the variables “I am provided with information for training and development”, “The objectives for training and development are communicated” being the most significant.

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It shows that in terms of training, staff of the College of Arts and Social Sciences are provided with information for training and development with objectives that are well communicated. Trainings are also done regularly with adequate opportunity for staff to develop themselves. This corroborates with the view of Chatterjee (1995) that among other things, training helps upgrade skills, prevents obsolescence and enables employees develop healthy, constructive attitudes that increase productivity.

4.3.2 Coaching

Coaching as a human capital development measure was also analysed. Table 4.9 below also provides findings relative to coaching as a human capital development measure.

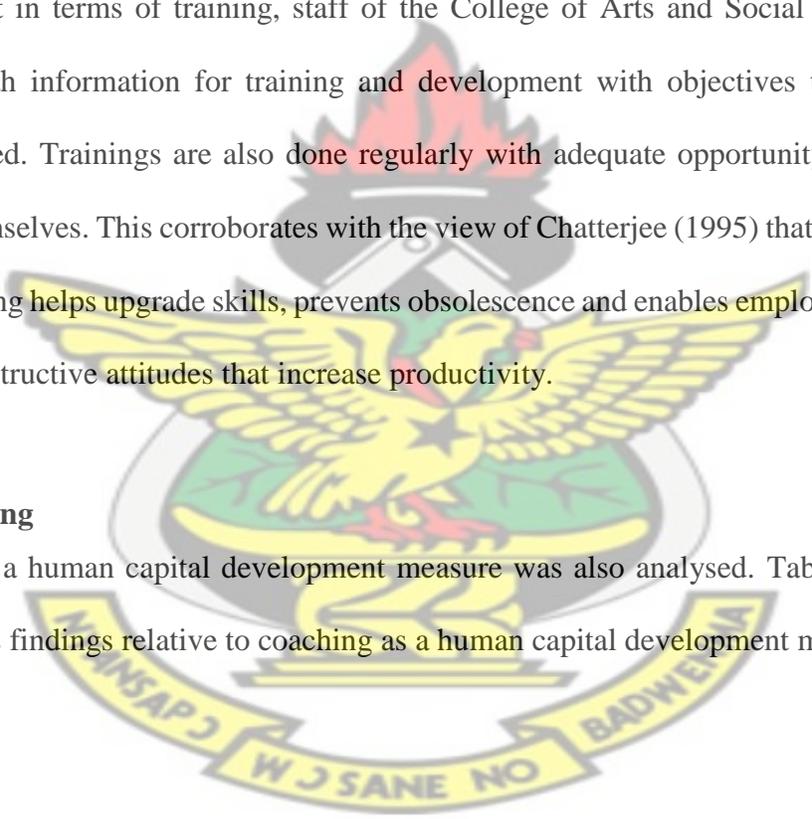


Table 4.9 Human Capital Development Measures (Coaching)

Coaching	Test Value = 2.5			
	Mean	t	Sig. (2-tailed)	Mean Difference
My supervisor aids with my goal setting	2.2022	-2.657	.009	-.29775
My supervisor intervenes to help me solve problems	2.2366	-2.294	.004	-.26344
I have developed skills for solving problems through facilitated trainings	2.2386	-2.181	.032	-.26136
My supervisor assists me to find solutions to problems	2.2418	-2.906	.005	-.25824
I have developed a positive attitude for performing tasks through my supervisor's support	2.2747	-2.037	.045	-.22527
My supervisor assists me in formulating work values	2.2796	-2.141	.035	-.22043

Source: Field Data (2014)

Statements on human capital development measures with respect to coaching were also assessed using a one sample t-test. Human capital development measures with respect to coaching was high at the college of arts and social sciences since all the mean values were below 2.5 (accepted level) which as a result makes all the t-test values negative. The one sample t-test from the above table reveals that only one variable among the six variables used as coaching in terms of human capital development measures at the department was insignificant.

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This therefore indicates that, the respondents agree that their supervisors aid them with their goal setting in the department. The study also showed that supervisors intervenes to help staff solve problems. Staff agreed that they have developed skills for solving problems through facilitating trainings when it comes to coaching. Respondents involved in the study agreed that supervisors within the department assist them to find solutions to problems and also assists them in formulating work values.

According to Armstrong, 2006 coaching gives an opportunity for learning and encourages s people to look higher-learning problems and how they could tackle these. This result also confirms Hirsh and Carter (2002) that coaching improves skills, behaviour and performance on the job.

4.3.3 Mentoring

Again, the study investigated the measure mentoring as a human capital development measure in the college. Findings obtained are presented in the Table 4.10 below depicting a one-sample T test.

Table 4.10 Human Capital Development Measures (Mentoring)

Mentoring	Test Value = 2.5			
	Mean	t	Sig. (2-tailed)	Mean Difference
I received advice on my job from my superiors	2.2967	-2.020	.000	-.20330
My supervisor shares experiences on job performance	2.3187	-1.643	.000	-.18132
I receive expert advice on knowledge acquisition	2.3187	-1.463	.147	-.18132
I have developed my potentials by following expert advice from my supervisor	2.3626	-1.566	.021	-.13736

Source: Field Data (2014)

Out of the four (4) items that were used in assessing mentoring as a human capital development measure at the college of arts and social sciences, all had a mean within the range (2.5). However three items out of the four variables used in assessing mentoring as a human capital development measure were significant.

It generally shows that staff at the college of arts and social sciences agreed that they receive advice on their assigned jobs when it comes mentoring with respect to human capital development measures. They also agreed that their supervisors share experiences

on job performance. The result from the one sample t-test again reveals that the staff agreed that they have developed their potentials by following expert advice from their supervisors.

The finding pre-supposes that the employees will have to be helped to perform better and be groomed for higher and greater things in career advancement as suggested by Hirsch and Carter (2002).

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4.3.4 Shadowing

Table 4.11 below also presents findings in respect of the responses obtained with respect to shadowing as a measure of human capital development in the case college (College of arts and Social Sciences).

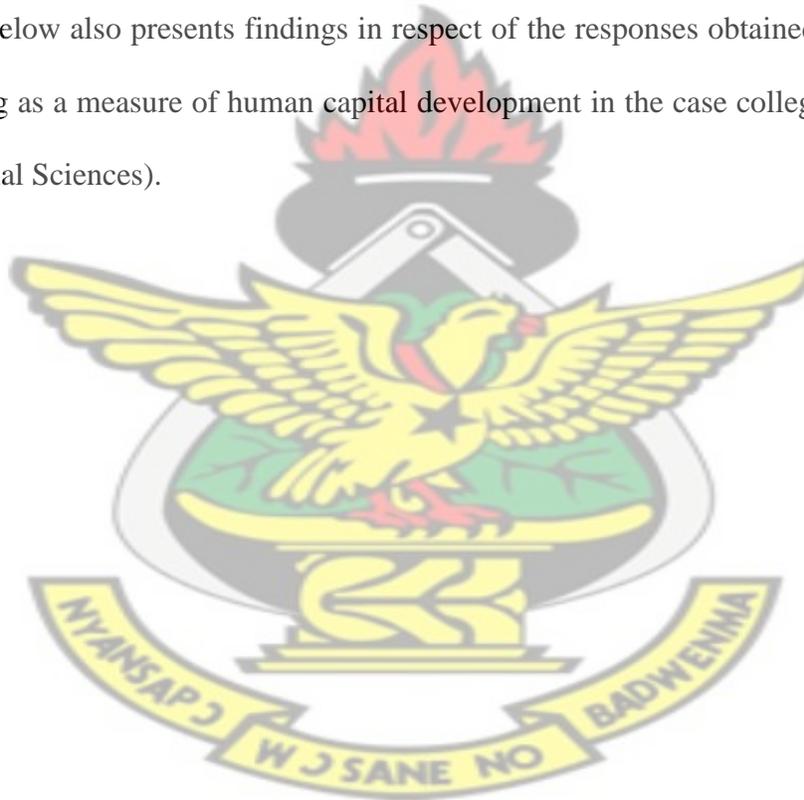


Table 4.11 Human Capital Development Measures (Shadowing)

Shadowing	Test Value = 2.5			
	Mean	t	Sig. (2-tailed)	Mean Difference
I spend a period of time observing experienced colleagues at work	2.3736	-1.210	.000	-.12637
I get taste of the other aspects of my career by understudying other people	2.3871	-1.100	.000	-.11290
When necessary I get to work with people to gain insight into methods that allow efficient handling of the job	2.4070	-.835	.006	-.09302
I gain insight into procedures and methods in the job performance through observation of other colleagues for a period of time	2.4086	-.843	.001	-.09140
I am allowed to learn from other colleagues through observation	2.4176	-.717	.475	-.08242
I get to partner with experienced colleagues in my career filed to learn from them	2.4176	-.777	.439	-.08242

Source: Field Data (2014)

Analysis of the human capital development with respect to shadowing showed that all the six (6) variables or items used recorded a mean within the acceptable range (less than 2.5) but four (4) out of these 6 variables were significant.

It shows that there are significant elements of shadowing as a human capital development measure at the College of Arts and Social Sciences. Specifically, staff are provided the opportunity to spend a period of time observing experienced colleagues at work, staff also get taste of the other aspects of their career by understudying other people, when necessary staff at the college get to work with people to gain insight into methods that allow efficient handling of the job and finally staff acknowledged they gain insight into procedures and methods in the job performance through observation of other colleagues for a period of time

4.4 Perception of Human Capital Delivery

The study also investigated into staff perception of human capital delivery in the College of Arts and Social Sciences. The purpose was to ascertain the extent to which staff perceive efficiency in human capital development in the College of Arts and Social Sciences. Areas assessed under this objective included the delivery, timing, and methods. Findings are depicted in the Table 4.12 below.

4.4.1 Delivery

Respondents' perception of the nature of delivery of development programmes are were analysed. This was meant to inform the researcher on the nature of delivery of HCD

programmes in the college and how staff perceive it. Findings in respect of this objective are depicted on the table below.

Table 4.12 Perception of human capital delivery (Delivery)

Delivery	Test Value = 2.5			
	Mean	t	Sig. (2-tailed)	Mean Difference
My department is well-resourced in training delivery	2.4286	-.652	.006	-.07143
Training is systematic and well planned	2.4607	-.404	.000	-.03933
My department receives regular training from well-resourced facilitators	2.4839	-.141	.888	-.01613
I have developed skills and experience through continuous training	2.3169	.135	.000	.01685

Source: Field Data (2014)

From the one sample t-test table above, it can be observed that three of the four items (statements) with respect to staff perception of human capital development delivery were significant with the variables “Training is systematic and well planned”, “I have developed skills and experience through continuous training” being the most significant. Again all the four (4) variables or items used recorded a mean within the acceptable range (less than 2.5)

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This findings shows that staff believe that the college of art and Social Science is well-resourced in training delivery, again, at the college, Training is systematic and well planned whilst staff have generally been able to have developed skills and experience through continuous training

4.4.2 Timing

Another key area assessed was the timing of the delivery of human capital development. Findings relative to staff perception with respect to timing of delivery are presented below on table 4.13.

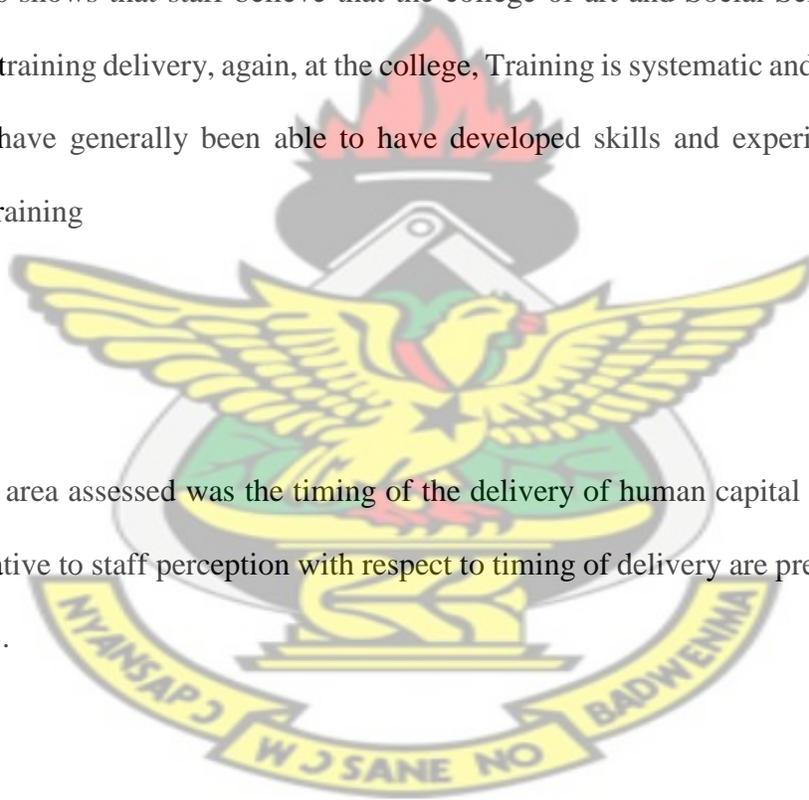


Table 4.13 Perception of human capital delivery (Timing)

Timing	Test Value = 2.5			
	Mean	t	Sig. (2-tailed)	Mean Difference
Training programmes are regular in my department	2.5275	.075	.940	.02747
I am readily equipped with the appropriate tools needed to perform my job	2.3591	.524	.001	.05914
There is noticeable increase in employee engagement as a result of regular reinforced training	2.5604	.472	.638	.06044

Source: Field Data (2014)

From the one sample t-test table above, it can be observed that only one item (statement) with respect to the timing of human capital development at the college was significant. This was in respect of the variable “I am readily equipped with the appropriate tools needed to perform my job”. Again only one variable (i.e., I am readily equipped with the appropriate tools needed to perform my job) used recorded a mean within the acceptable range (less than 2.5). The remaining two variables “Training programmes are regular in

my department” and “There is noticeable increase in employee engagement as a result of regular reinforced training” all fell outside the acceptable range of 2.5 (see table above).

This results shows that staff at the various departments in the College of Arts see training programmes as not being regular, and that majority of them have not seen noticeable increase in employee engagement as a result of regular reinforced training.

This finding is at slight variance with the explanation by Drucker (2002) that HCD is the requirement for fast learning and the need to acknowledge that it cannot stop.

4.4.3 Methods of Delivery

The study also assessed staff perception of the method of delivery of human capital development. This was to establish whether staff consider the methods adequate to facilitate the attainment of the desired objectives. Findings are presented on the table below.

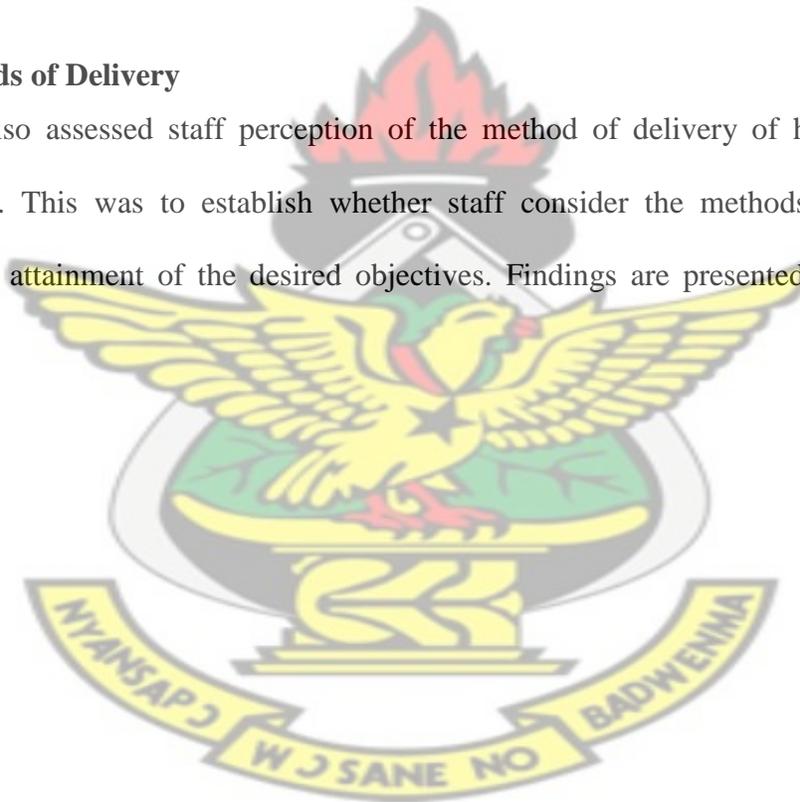


Table 4.14 Perception of human capital delivery (Methods)

Methods	Test Value = 2.5			
	Mean	t	Sig. (2-tailed)	Mean Difference
My department has invested in technology for delivery of training	1.9032	-7.797	.000	-.59677
I receive training from virtual classroom and e-learning	1.9247	-8.165	.000	-.57527
Training programmes are structured in courses	1.9247	-7.346	.000	-.57527
I receive classroom based courses managed by facilitators	1.9451	-5.273	.000	-.55495
My department engages facilitators to train	2.3226	-2.046	.044	-.17742
I receive self-paced e-learning training	2.3333	-1.507	.135	-.16667
Employee contributions in my department add value to the organization	2.3441	-1.464	.146	-.15591

Source: Field Data (2014)

From the one sample t-test table above, it can be observed that four items (statements) out of the seven (7) items analysed with respect to staff perception of human capital development measures were significant. These included the statements: My department has invested in technology for delivery of training, I receive training from virtual classroom and e-learning, Training programmes are structured in courses, and I receive classroom based courses managed by facilitators. However, all the statements recorded an acceptable mean less than 2.5, as indicated in the table above.

The finding shows that majority of the staff in the various departments of the College of Arts believe that their department has invested in technology for delivery of training. Again, there has been some e-learning training provided to some staff at the college whilst majority also indicated that receive classroom based courses managed by facilitators. Here, the findings identify the suggestion of Coff and Kryscynks, (2011) that the extent to which HCD can be accessed is a criterion for improving performance.

4.5 Work Engagement

The study further attempted to ascertain the state of work engagement in relationship with the state of human capital development at the college. Findings are presented in table 4.15 below.

Table 4.15 Work Engagement

Statement	Test Value = 2.5			
	Mean	t	Sig. (2-tailed)	Mean Difference
I feel energized and empowered at work	1.9341	-6.323	.000	-.56593
I am inspired by my job	2.0674	-5.549	.000	-.43258
I am allowed to decide on how to go about doing my job	3.0789	3.245	.002	.57895
The job allows me to plan on how to do my work	1.9080	-6.542	.000	-.59195
There are colleagues I can turn to for support and guidance	1.9655	-5.570	.000	-.53448
My work impacts positively on students in my department	2.1685	-3.119	.002	-.33146
My supervisor really cares about my work and well being	2.3793	-1.280	.204	-.12069

Source: Field Data (2014)

From the one sample t-test table above, it can be observed that six of the seven items (statements) with respect to work the situation of work engagement in the various departments under the college of Arts and Social Sciences were significant with only falling outside the acceptable mean range of less than 2.5

The level of significance shows that in terms of work engagement in the various departments, majority of the staff feel energized and empowered at work. Again majority are inspired by their jobs whilst majority also have the freedom to decide on how to go about doing their jobs. Also significant is the finding that majority have jobs that allows them to plan how to do their work whilst majority of the staff again have colleagues they can turn to for support and guidance. It also shows that majority of staff also find their work impacting positively on students in their various department

4.6 Employee Performance

The study also analysed the level of employee performance in relation to the state of human capital development. This was to establish whether the state of human capital development had reflected in the level of employee performance. Findings are presented in the table 4.16 below.

Table 4.16 Employee Performance

Statements	Test Value = 2.5			
	Mean	t	Sig. (2-tailed)	Mean Difference
I have increased knowledge on my job content	2.2529	-2.133	.036	-.24713
My skill at work has improved as a result of employing new learning methods	2.3448	-1.179	.002	-.15517
I do my work with little supervision	2.4483	-.366	.715	-.05172
I am committed to do my work as a result of improved skills acquisition through human capital development at work	2.4483	-.363	.717	-.05172
My performance on the job has changed positively as a result of innovations acquired from facilitators	2.4828	-.142	.007	-.01724
Productivity in my department is high and qualitative	2.5402	.329	.743	.04023

Source: Field Data (2014)

From the one sample t-test table above, it can be observed that only two out of the five statements were significant. It included the statements: My skill at work has improved as a result of employing new learning methods and my performance on the job has changed positively as a result of innovations acquired from facilitators. This was established on the

basis of their level of significance. However, all the statements recorded means ta an acceptable level of less than 2.5 as indicated in the table.

The level of response recorded suggests that most staff believe their skill at work has improved as a result of employing new learning methods, and that majority also believe that their performance on the job has changed positively as a result of innovations acquired from facilitators

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4.7 Perceived Investment in Employee Development Climate

Further, the study analysed respondents' perception of the level of investment in employee development climate in the college. The various findings obtained are depicted on table 4.17 below.



Table 4.17 Perceived Investment In Employee Development Climate

Statements	Test Value = 2.5			
	Mean	t	Sig. (2-tailed)	Mean Difference
By investing time and money in employee development, my organization demonstrates that it actually invests in its employees	1.8851	-6.319	.000	-.61494
My organization invests heavily in employee development (for instance, by training, programs and career development	1.9885	-5.488	.000	-.51149
My organization stands out as an organization that is very focused on continuous development of the skills and abilities of its employees	2.0000	-4.835	.000	-.50000
I definitely think my organization invests more heavily in employee development than comparable organizations	2.0690	-4.128	.000	-.43103
By way of practices such as developmental performance appraisal, counselling systems, competence development programs, and leadership development programs, my	2.0805	-4.324	.000	-.41954

organization clearly demonstrates that it values development of the skills and abilities of its employees.				
I'm confident that my organization will provide for the necessary training and development to solve any new tasks I may be given the future	2.0920	-4.438	.000	-.40805
My organization is effective in meeting employees' requests for internal job transfers	2.1059	-4.037	.000	-.39412
My work supervisor really cares about my well being	2.2874	-2.267	.026	-.21264
My supervisor cares about my opinions	2.3908	-.951	.344	-.10920
My supervisor strongly considers my goals and values	2.4483	-.453	.652	-.05172
My supervisor shows very little concern for me	2.4713	-.269	.789	-.02874

Source: Field Data (2014)

From the one sample t-test table above, it can be observed that seven out of the eleven variables were significant. Among the significant variables were the following: “By investing time and money in employee development, my organization demonstrates that it actually invests in its employees”, “My organization invests heavily in employee development (for instance, by training, programs and career development”, “My

organization stands out as an organization that is very focused on continuous development of the skills and abilities of its employees”,

It also included the factors “I definitely think my organization invests more heavily in employee development than comparable organizations”, “By way of practices such as developmental performance appraisal, counselling systems, competence development programs, and leadership development programs”, “my organization clearly demonstrates that it values development of the skills and abilities of its employees”, “I’m confident that my organization will provide for the necessary training and development to solve any new tasks I may be given the future”, and “My organization is effective in meeting employees’ requests for internal job transfers”

The table also reveals that all eleven items had an acceptable mean of less than 2.5. These responses indicate positive perception from staff of the level of investment by the various departments under the College of Arts and Social Sciences.

Finkelstein and Hambrick, (1996) affirms the fact that when the employer commits making use of visible signs of skills, education and experience they result in higher productivity in an organization.

4.8 Work Self-Efficacy

Finally, the study analyzed the state of work-self efficacy. This was to ascertain the level of respondents’ personal realization of development goals. The objective thus included

ascertaining whether staff are able to achieve goals assigned them, whether staff learn new working methods, whether staff are able to collaborate with other colleagues, whether staff are able to work in teams, have good relationship with their direct superiors and are able to work with people of diverse backgrounds and whether staff are able to concentrate or focus on their work. Findings obtained are presented in table 4.18 below.

Table 4.18 Work Self-Efficacy Scale

Thinking of your work, how well do you	Test Value = 2.5			
	Mean	t	Sig. (2-tailed)	Mean Difference
Achieve goals assigned to you	1.9355	-6.763	.000	-.56452
Respect schedules and deadlines	2.0323	-6.605	.000	-.46774
Learn new working methods	2.0430	-6.385	.000	-.45699
Concentrate all energy on work	2.0549	-5.547	.000	-.44505
Collaborate with other colleagues	2.2778	-2.376	.020	-.22222
Work with people of diverse backgrounds	2.2796	-2.298	.024	-.22043
Have good relations with direct superiors	2.3656	-1.299	.197	-.13441
Work in a team	2.3763	-1.389	.168	-.12366

Source: Field Data (2014)

The one sample t-test table above finally describes the situation of the work self-efficacy scale. The table reveals 4 items out of the lot being significant. The entire list of variables in the table however all had an acceptable mean value less than 2.5 (see figure 4.18 above).

The findings show that staff are generally able to achieve goals assigned to them, respect schedules and deadlines and are able to learn new working methods. The findings also provide evidence that staff at the various departments under the College of Arts and Social Sciences are able to concentrate all energy on their works. The study thus generally identified positive work-self efficacy.

This finding is in agreement with Drucker (2002) who asserts that worker aspirations underpins the modern labour market and that to make employees efficient they need to be empowered as well as inspired to do their job with little supervision.

4.9 Impact of Human Capital Development Measures on Work Engagement

A linear regression analysis helps to estimate the coefficients of an equation relating one or more independent variables that best predicts the value of the dependent variable. A regression analysis was performed to find out how human capital development affects work engagement and employee performance.

4.9.1 Effect of Training on Work Engagement

Table 4.19 gives information on the quantity of variance explained by my predictor variables. R, represents the regression coefficient between all of the predictor variables and the dependent variable. In this model the value of R is 0.174 which indicates a little

variance between the independent and the dependent variable. R-square is simply the squared value of R. This indicates the goodness-of-fit for the given set of predictor variables. In table 4.19 the value of 0.030 means that the independent variables in the model explains only 3% of the variance in the dependent variable. The adjusted R-square value helps to correct the R-square value to give a better estimate.

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Table 4.19 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Model
1	0.174 ^a	0.030	0.022	0.37339	1

a. Predictors: (Constant), HCD-TRAINING

Table 4.2 is an ANOVA table which indicates the overall variance accounted for in the model. The F statistics indicates a test of the null hypothesis that the expected value of the regression coefficients are equal to each other and that they equal zero. If we assume null hypothesis to be true, then that would mean that there is no regression relationship between the dependent variable and the predictor variables.

Table 4.20 ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	0.514	1	0.514	3.686	0.057 ^a
Residual	16.452	118	0.139		
Total	16.966	119			

a. Predictors: (Constant), HCD-TRAINING

b. Dependent Variable: WORK-ENGAGEMENT

Table 4.21 shows the coefficients table. This helps to determine the dependent variables which have been significantly impacted by the independent variables.

Table 4.21 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	4.332	0.189		22.896	0.000
HCD-TRAINING	-0.120	0.063	-0.174	-1.920	0.057

a. Dependent Variable: WORK ENGAGEMENT

4.9.2 Effect of Coaching on Work Engagement

Table 4.22 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Model
1	0.102 ^a	0.010	0.002	0.37719	1

a. Predictors: (Constant), HCD-COACHING

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Table 4.23 ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	0.178	1	0.178	1.248	0.266 ^a
Residual	16.788	118	9.142		
Total	16.966	119			

a. Predictors: (Constant), HCD-COACHING,

b. Dependent Variable: WORK ENGAGEMENT

Table 4.24 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	3.636	.305			11.914	.000
HCD-COACHING	.096	.086	.102		1.117	.266

a. Dependent Variable: WORK ENGAGEMENT

4.9.3 Effect of Mentoring on Work Engagement

Table 4.25 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Model
1	.529 ^a	.280	.274	.32173	.529 ^a

a. Predictors: (Constant), HCD-MENTORING

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Table 4.26 ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	4.752	1	4.752	45.907	.000 ^a
Residual	12.214	118	.104		
Total	16.966	119			

a. Predictors: (Constant), HCD-MENTORING

b. Dependent Variable: WORK ENGAGEMENT

Table 4.27 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	2.634	.200			13.159	.000
HCD-MENTORING	.323	.048	.529		6.775	.000

a. Dependent Variable: WORK ENGAGEMENT

4.9.4 Effect of Shadowing on Work Engagement

Table 4.28 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Model
1	.098 ^a	.010	.001	.37737	.098 ^a

a. Predictors: (Constant), HCD-SHADOWING

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Table 4.29 ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	.162	1	.162	1.136	.289 ^a
Residual	16.804	118	.142		
Total	16.966	119			

a. Predictors: (Constant), HCD-SHAOWING

b. Dependent Variable: WORK ENGAGEMENT

Table 4.30 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	3.544	.406			8.735	.000
HCD-MENTORING	.116	.109	.098		1.066	.289

a. Dependent Variable: WORK ENGAGEMENT

From the linear regression analyses, HCD is seen to have an impact on work engagement through a particular measure; mentoring than other measures such as training, coaching and shadowing.

Mentoring had 28% impact on work engagement, followed by training with 3% and 1 % each for coaching and shadowing.

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4.10 Impact of Human Capital Development Measures on Employee Performance

4.10.1 Effect of Training on Employee Performance

Table 4.31 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Model
1	.467 ^a	.218	.211	.48829	.467 ^a

a. Predictors: (Constant), HCD-TRAINING

Table 4.32 ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	7.842	1	7.842	32.890	.000 ^a
Residual	28.135	118	.238		
Total	35.977	119			

a. Predictors: (Constant), HCD-TRAINING

b. Dependent Variable: EMPLOYEE PERFORMANCE

Table 4.33 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	5.715	.247			23.097	.000
HCD-TRAINING	-.471	.082	-.467		-5.735	.000

a. Dependent Variable: EMPLOYEE PERFORMANCE

4.10.2 Effect of Coaching on Employee Performance

Table 4.34 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Model
1	.001a	.000	-.008	.55217	.001a

a. Predictors: (Constant), HCD-COACHING

Table 4.35 ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	.000	1	.000	.000	.994 ^a
Residual	35.977	118	.305		
Total	35.977	119			

a. Predictors: (Constant), HCD-COACHING

b. Dependent Variable: EMPLOYEE PERFORMANCE

Table 4.36 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.323	.447		9.675	.000
HCD-COACHING	.000	.125	.000	-.008	.994

a. Dependent Variable: EMPLOYEE PERFORMANCE

4.10.3 Effect of Mentoring on Employee Performance

Table 4.37 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Model
1	.573 ^a	.328	.323	.45257	.573 ^a

a. Predictors: (Constant), HCD-MENTORING

Table 4.38 ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	11.808	1	11.808	57.653	.000 ^a
Residual	24.169	118	.205		
Total	35.977	119			

a. Predictors: (Constant), HCD-MENTORING

b. Dependent Variable: EMPLOYEE PERFORMANCE

Table 4.39 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.205	.282		7.832	.000
HCD- MENTORING	.510	.067	.573	7.593	.000

a. Dependent Variable: EMPLOYEE PERFORMANCE

4.10.4 Effect of Shadowing on Employee Performance

Table 4.40 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Model
1	.070 ^a	.005	-.004	.55083	.070 ^a

a. Predictors: (Constant), HCD-SHADOWING

Table 4.41 ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	.174	1	.174	.574	.450 ^a
Residual	35.803	118	.303		
Total	35.977	119			

a. Predictors: (Constant), HCD-SHADOWING

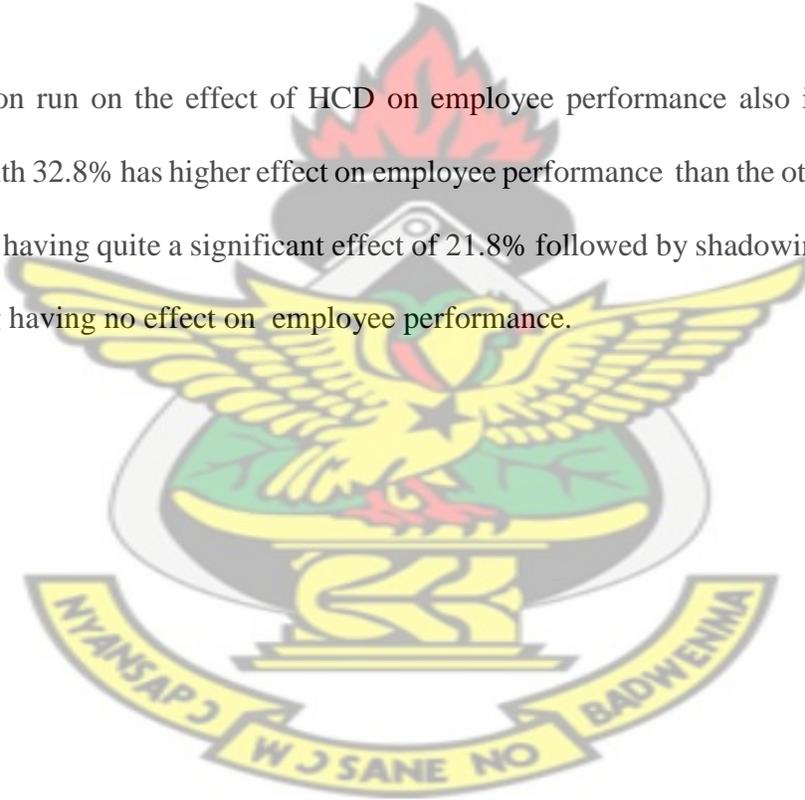
b. Dependent Variable: EMPLOYEE PERFORMANCE

Table 4.42 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	3.872	.592			6.539	.000
HCD-SHADOWING	.120	.159	.070		.758	.450

a. Dependent Variable: EMPLOYEE PERFORMANCE

The regression run on the effect of HCD on employee performance also indicated that mentoring with 32.8% has higher effect on employee performance than the other measures, with training having quite a significant effect of 21.8% followed by shadowing with 0.5 % and coaching having no effect on employee performance.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings to the study. The chapter also draws a general conclusion to the study and makes recommendations to address weaknesses identified.

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5.2 Summary of Findings

5.2.1 Socio-Demographic Characteristics of Respondents

The gender distribution of the respondents involved in the research work revealed that 71 representing 59.2% of the respondents were males while 49 respondents representing 40.5% were females. It was concluded therefore the college probably has more male staff. With respect to the age of respondents, it was found that majority fell in the age bracket 31-40 years.

Again, over 88.5% had obtained either their first degree or higher. Further, it was observed that about 67.5% had been working at the college for a minimum of 5 years. Analysis of their average working hours in the day also revealed that about 66.7% work between 4-8 hours.

5.2.2 Type of employment contract

The study revealed that about 74.2% were full-time staff in the college whilst about 12.5% were there as part-time workers.

5.3 Findings under Human Capital Development Measures

5.3.1 Training

The study found that that in terms of training, staff of the College of Arts and Social Sciences are provided with information for training and development with objectives that are well communicated. Trainings are also done regularly with adequate opportunity for staff to develop themselves.

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5.3.2 Coaching

Analysis of findings under coaching revealed that staff are generally aided by supervisors in their goal setting in the various department. Again, it was found that supervisors sometimes intervene to help staff solve problems. It was also found that staff have been able to develop skills for solving problems through facilitating trainings delivered through coaching. There was also the observation that supervisors within the department assist them to find solutions to problems and also assists them in formulating work values.

According to Armstrong, 2006 coaching gives an opportunity for learning and encourages people to look higher-learning problems and how they could tackle these. This result also confirms Hirsh and Carter (2002) that coaching improves skills, behaviour and performance on the job.

5.3.3 Mentoring

Findings under mentoring as a measure revealed that that staff at the college of arts and social sciences generally receive advice on their assigned jobs when it comes as part of the process of mentoring whilst majority indicated that their supervisors share experiences on their job performance. It was also found that most staff have been able to develop their potentials by following expert advice from their supervisors.

The finding pre-supposes that the employees will have to be helped to perform better and be groomed for higher and greater things in career advancement as suggested by Hirsch and carter (2002).

5.3.4 Shadowing

The study found that there are significant elements of shadowing as a human capital development measure at the College of Arts and Social Sciences. Specifically, staff are provided the opportunity to spend a period of time observing experienced colleagues at work, staff also get taste of the other aspects of their career by understudying other people, when necessary staff at the college get to work with people to gain insight into methods that allow efficient handling of the job and finally staff acknowledged they gain insight into procedures and methods in the job performance through observation of other colleagues for a period of time

5.4 Regression Analyses

A linear regression analyses run on the impact of HCD on work engagement shows that HCD has an impact particularly through mentoring. However, HCD has less impact 33 % On work engagement.

The linear regression analyses on the effect of HCD on employee performance also gave mentoring as the HCD measure as having the highest effect on employee performance. Mentoring and training collectively have 64.6% impact on employee performance. This shows that HCD has an effect on employee performance.

5.5 Perception of Human Capital Delivery

5.5.1 Delivery

The study found that staff believe that the college of art and social science is well-resourced in training delivery, again, at the college, training is systematic and well planned whilst staff have generally been able to have developed skills and experience through continuous training.

This finding may confirm the assertion of McGill et al., 1992 that creating the enabling environment that helps to acquire, create and transfer knowledge shows managerial commitment.

5.5.2 Timing

The respondents perception relative to timing of human capital development showed the following: staff at the various departments in the College of Arts see training programmes as not being regular, and that majority of them have not seen noticeable improvement in employee engagement as a result of regular reinforced training.

5.5.3 Methods

Analysis of the responses in respect of the method of human capital development showed that that majority of the staff in the various departments of the College of Arts believe that their departments have invested in technology for delivery of training. Again, there has been some e-learning training provided to some staff at the college whilst majority also indicated that receive classroom based courses managed by facilitators.

5.5.4 Work Engagement

Analysis of findings under work engagement revealed that majority of the staff feel energized and empowered at work, whilst majority are inspired by their jobs with yet a significant majority also having the freedom to decide on how to go about doing their jobs. Also significant was the finding that majority have jobs that allows them to plan how to do their work whilst majority of the staff again have colleagues they can turn to for support and guidance. It also shows that majority of staff also find their work impacting positively on students in their various department

5.5.5 Employee Performance

Findings suggested that most staff believe their skill at work has improved as a result of employing new learning methods, and that majority also feel that their performance on the job has changed positively as a result of innovations acquired from facilitators

5.6 Perceived Investment in Employee Development Climate

Findings under this objective revealed that all variables analysed recorded acceptable mean levels of less than 2.5. This suggested a generally positive perception from staff of the level of investment by the various departments under the College of Arts and Social Sciences.

5.6.1 Work Self-Efficacy Scale

Findings under this objective revealed that staff are generally able to achieve goals assigned to them, respect schedules and deadlines and are able to learn new working methods. The findings also provide evidence that staff at the various departments under the College of Arts and Social Sciences are able to concentrate all energy on their works. The study thus generally identified positive work-self efficacy.

5.7 Conclusion

The study investigated human capital development at the College of Arts and Social Sciences and how it impact on work performance. Various findings were made and adequately discussed. Significant among these findings were that staff believe that the college of art and social science is well-resourced in training delivery, again, at the college, training is systematic and well planned whilst staff have generally been able to have developed skills and experience through continuous training.

Also noted were observations that most staff believe their skill at work has improved as a result of employing new learning methods, and that majority also feel that their performance on the job has changed positively as a result of innovations acquired from facilitators

Human capital development has been acknowledged and valued primarily for its economically productive potential. Again, Human capital forms an organization's critical resource base and is most vital to every institution; and reflects on the individual's knowledge, experiences, capabilities, know-how, skills, ideas, creativity as well as innovation. It is important that for an institution to be able to add value to its ability to solve problems and make vital decisions under complex and innovative circumstances there will be need for adequate investment in human capital development.

As noted by Armstrong (2006), the fundamental purpose of human capital development system is to enhance resource capability in accordance with the belief that the human capital of an organization is a major source of competitive advantage. It generally underscores the importance that human capital development assumes in any institution. In conclusion, the College of Arts and Social Sciences and its various departments should make the necessary investment to guarantee effective performance of staff and consequently aid the attainment of the core mandate of the college as one of the colleges of the university.

5.8 Recommendations

Based on the various findings and discussions, the following are recommended:

5.8.1 The Need for Improvement in the Timing of Human Capital development

There is the need for the various departments under the College of Arts and Social Sciences to work towards improving the timing of human capital development programmes. This is in respect of the findings that staff at the various departments in the College of Arts see training programmes as not being regular.

5.8.2 The Need for Improvement in the Methods of Human Capital Development

Delivery

Again, there is the need for improvement in the methods of human capital development delivery. This will require adequate investment in technology for delivery of training, including e-learning platforms to facilitate the training process.

5.8.3 The Need Climate For Human Capital Development

Further, the general climate for human capital development should be improved. This will facilitate needs assessment and adequate design of training needs.

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9. What type of employment contract do you have?

Full Time Part Time Contract Casual

From the statements below indicate your level of agreement or disagreement. There are no correct or wrong answers. Please use the scale indicated below:

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

HUMAN CAPITAL DEVELOPMENT MEASURES

S/N	TRAINING	1	2	3	4	5
1.	I am provided with information for training and development					
2.	The objectives for training and development are communicated					
3.	I receive the regular training needed to do my job					
4.	Training programmes are evaluated using laid down methods					
5.	I am provided with sufficient opportunities for training and development					
	I receive the training I need to do my job.					
	COACHING					
6.	My supervisor aids with my goal setting					
7	My supervisor intervenes to help me solve problems					
8	I have developed skills for solving problems through facilitated trainings					
9	My supervisor assists me to find solutions to problems					
10	I have developed a positive attitude for performing tasks through my supervisor's support					
11	My supervisor assists me in formulating work values					

MENTORING						
12	I received advice on my job from my superiors					
13	My supervisor shares experiences on job performances					
14	I receive expert advice on knowledge acquisition					
15	I have developed my potentials by following expert advice from my supervisor					
SHADOWING						
16	I spend a period of time observing experienced colleagues at work					
17	I get a taste of other aspects of my career by understudying other people.					
18	When necessary, I get to work with other people to gain insight into methods that allow efficient handling of the job					
19	I gain insight into procedures and methods in job performance through observation of other colleagues for a period of time					
20	I am allowed to learn from other colleagues through observation					
21	I get to partner with experienced colleagues in my career field to learn from them					

PERCEPTION OF HUMAN CAPITAL DELIVERY

S/N	DELIVERY	1	2	3	4	5
1	My department is well-resourced in training delivery					
2	Training is systematic and well-planned					
3	My department receives regular training from well-resourced facilitators					
4.	I have developed skills and experience through continuous training					

TIMING						
5	Training programmes are regular in my department					
6	I am readily equipped with the appropriate tools needed to perform my job					
7	There is noticeable increase in employee engagement as a result of regular reinforced training					
METHODS						
8	My department has invested in technology for delivery of training					
9	I receive training from virtual classroom and e-learning					
10	Training programmes are structured in courses					
11	I receive classroom-based courses managed by facilitators					
12	My department engages facilitators to train					
13	I receive self-paced e-learning training					
14	Employee contributions in my department add value to the organization					

WORK ENGAGEMENT

S/N		1	2	3	4	5
1	I feel energized and empowered at work					
2	I am inspired by my job					
3	I am allowed to decide on how to go about doing my job					
4.	The job allows me to plan on how to do my work					
5	There are colleagues I can turn to for support and guidance					
6	My work impacts positively on students in my department					
7	My supervisor really cares about my work and well-being					

EMPLOYEE PERFORMANCE

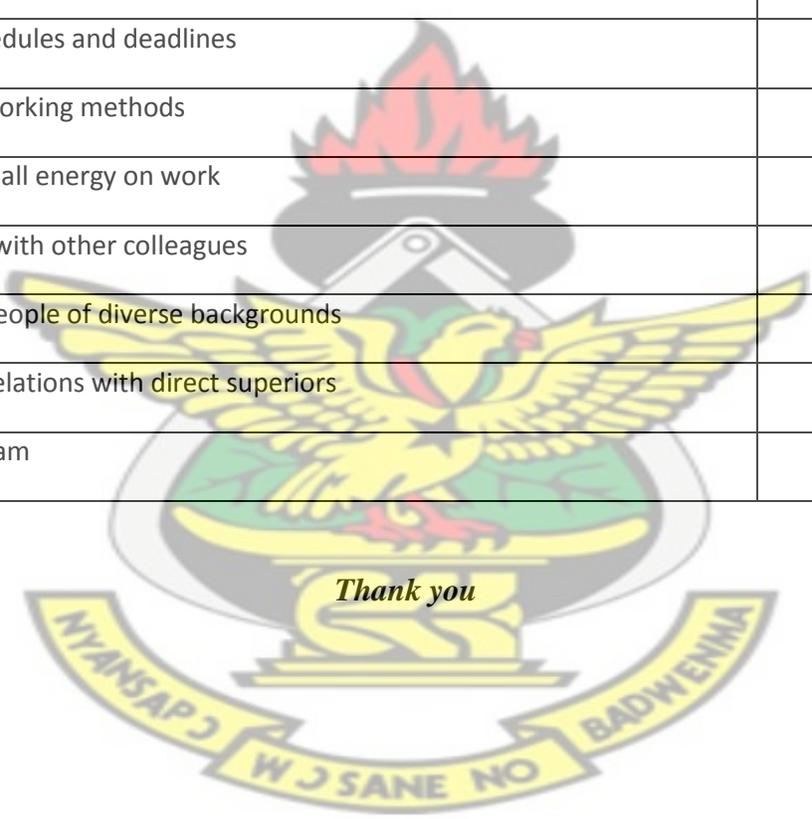
S/N		1	2	3	4	5		
1	I have increased knowledge on my job content							
2	My skill at work has improved as a result of employing new learning methods							
3	I do my work with little supervision							
4.	I am committed to do my work as a result of improved skills acquisition through human capital development at work							
5	My performance on the job has changed positively as a result of innovations acquired from facilitators							
6	Productivity in my department is high and qualitative							
Perceived investment in employee development climate				1	2	3	4	5
By investing time and money in employee development, my organization demonstrates that it actually invests in its employees.								
My organization invests heavily in employee development (for instance, by way of training, programs, and career development).								
My organization stands out as an organization that is very focused on continuous development of the skills and abilities of its employees.								
I definitely think that my organization invests more heavily in employee development than comparable organizations.								
By way of practices such as developmental performance appraisal, counseling systems, competence development programs, and leadership development programs, my organization clearly demonstrates that it values development of the skills and abilities of its employees.								
I'm confident that my organization will provide for the necessary training and development to solve any new tasks I may be given in the future.								
My organization is effective in meeting employees' requests for internal job transfers.								
My work supervisor really cares about my well-being.								
My supervisor cares about my opinions.								

My supervisor strongly considers my goals and values.					
My supervisor shows very little concern for me (reversed).					

Work Self – Efficacy Scale. Please use the scale below to answer the following questions.

1= Not well at all 2= very little 3= fairly well 4= quite well 5= very well

Preamble: <i>Thinking of your work, how well do you...</i>	1	2	3	4	5
Achieve goals assigned to you					
Respect schedules and deadlines					
Learn new working methods					
Concentrate all energy on work					
Collaborate with other colleagues					
Work with people of diverse backgrounds					
Have good relations with direct superiors					
Work in a team					



Thank you