THE EFFECTS OF TRAINING AND DEVELOPMENT ON THE

PERFORMANCE OF ADMINISTRATORS IN THE REGISTRAR'S OFFICES,

KNUST

By

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A thesis submitted to the Department of Managerial Science,

Kwame Nkrumah University of Science and Technology in partial

Fulfillment of the requirements for the degree of

MASTER OF BUSINESS ADMINISTRATION (HRM OPTION)

School of Business

College of Art and Social Sciences

June 2012

DECLARATION

This dissertation was conducted by the undersigned candidate while enrolled in the Department of Managerial Science, Business School, at the Kwame Nkrumah University of Science and Technology.

I hereby declare that this submission is my own work towards the award of the Masters in Busienss Administration (MBA) and that, to the best of my knowledge, it contains no material previously published by another for the award of any other degree of the Univesity, except where due acknowledgement has been made in the text.

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ACKNOWLEDGEMENT

My biggest and foremost thanks go to the Lord Almighty for his love, peace, blessing, protection and abundant grace throughout the period of this challenging pursuit.

My gratitude goes to my mother, Madam Comfort Antwiwaah for her support during the period. Thanks also go to my brothers, Thomas Asante Forson and Isaac Boakye Yiadom and to my sister Angela Agyei-Manu, whose support and encouragement helped me to attain the MBA degree. Not forgetting my uncles for their advice.

To my supervisor, Mr. J.K. Turkson, I say a big thank you for your comments, suggestions and open criticisms. I wish to express my profound gratitude to Mr. Matthew Amoako for his restless effort and assistance provided in this research.

I also wish to convey my heartfelt gratitude to Messrs. George Asefuah and Charles Owusu-Antwi for typing out the script. My deep appreciation goes to Messrs George Appiah-Nkyi, and Kwaku Appiah-Badu, KNUST Human Resources Department for making information available to me. Staff at KNUST are also not forgotten for answering my questions.

Finally to all my friends whose special support and love saw me through this course, I say God richly bless you.

DEDICATION

This work is dedicated to my mother Madam Comfort Antwiwaah

for her love, support and encouragement while I was in School

to make this dream possible.

ABSTRACT

Many organizations in Ghana and indeed the public sector engaged in training and development of staff have departments, units and sections in charge of training and development. KNUST is one of such organizations that has been practising training and development since its establishment. It however appears training in KNUST is haphazard, unplanned and unsystematic, and several of its employees such as junior and senior staff workers have not qualified for any form of training, because the criteria for selecting workers for training has not been spelled out to the workers. The main objective of the study was to find out how training and development have influenced the performance of administrative staff in the offices of the Registrar at KNUST. The methodology employed in the study included the use of questionnaires and interviews. A stratified random sampling technique was used to obtain the needed sample. The data collected was analysed using Statistical Package for Social Scientists (SPSS) software. The results were explained with the help of well-defined illustrations in tabular and figure forms for easy understanding. The study revealed that administrators at the KNUST were privileged to the knowledge of the existence of training and development programmes. Again it was discovered that the training needs of the administrative workers of KNUST were determined with very little consultation with workers. Also, the study established that the performance of workers after training was improved even though it was found out that the evaluation of their performances were not carried out both before and after training. The research recommends that management of the KNUST should consult workers in identifying their training needs, assess the performance of

staff before and after training to determine the effect of the training on the staff, initiate

mentoring as well as internal training programmes.

KNUST

TABLE OF CONTENTS

CHAPTER FIVE – SUMMARY OF FINDINGS, CONCLUSION
AND RECOMMENDATIONS 67

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

T & D	-	Training and Development
KSA	-	Knowledge, skills and attitude
ASTD	-	American Society for Training and Development
OJT	-	On the Job Training
KNUST	-	Kwame Nkrumah University of Science and Technology
IDP	-	Individual Development Plan
HRD	-	Human Resources Development
SPSS	-	Statistical Package for Social Scientists
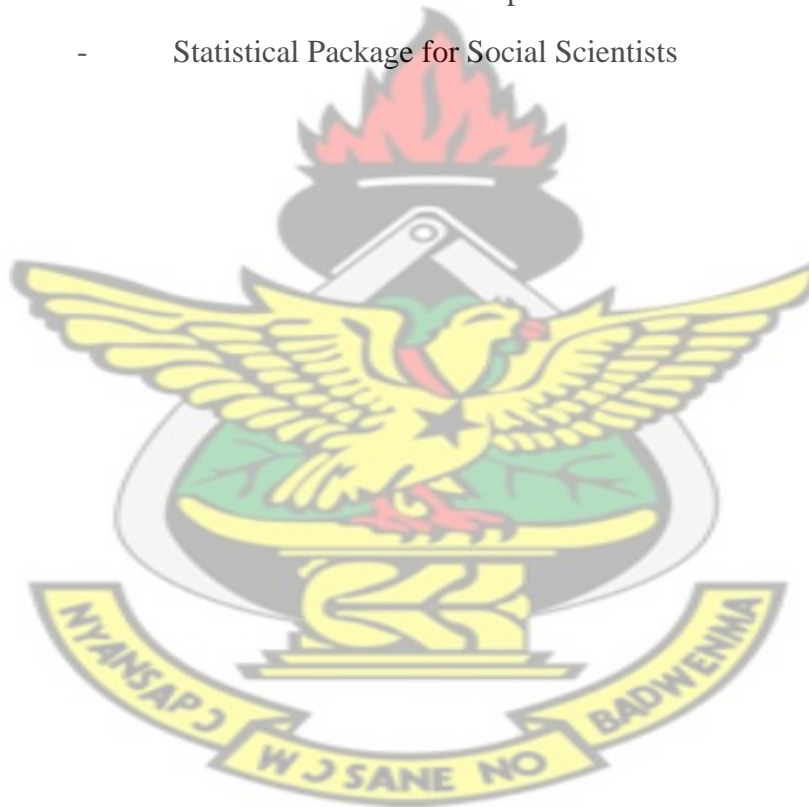
CHAPTER ONE

INTRODUCTION

1.0   Background

Human Resources have played a significant role in the economic development in most developed countries such as United States of America, Britain and Japan among others. It can, therefore, be concluded that a developing country like Ghana, with its rich natural resources and the necessary financial support can also experience such economic success if the appropriate attention is given to the development and training of her human resources.

Within the context of present day higher education in the global world, it is becoming evident that every Institution of higher learning worth its sort needs to break new grounds in order to achieve greater development objectives. A major factor that gives leverage to development in this modern context is high quality human resources. Economic development is now increasingly centered on innovative human resources management and training. Modern trends in socio-economic development are indeed to shift from the paradigm of exploiting natural resources to that of concentrating on human skill development through education, as well as qualitative training and development which should be on-going.

Employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analyzed by the organization. Since every organization cannot progress by one or two individual effort, the collective efforts of all the members of the organization become essential. Performance is a major multidimensional

construct aimed at achieving results and has a strong link to strategic goals of an organization (Mwita, 2000).

Managers at all the levels have to input their efforts and make maximum use of their abilities which sometimes are produced under supervision or without it. However, there are many expectations from Managers working for organizations. These expectations are sometimes fulfilled but in some situations these Managers may be running to their boss for guidance. Therefore, Managers must be developed so that they can think and work on their own and fulfill their responsibilities innovatively, while understanding and foreseeing the market and business situation. Consequently, questions arise on how an employee can work more efficiently and effectively to increase the productivity and growth of an organization. An effective leadership programme can be of an immense assistance to help identify and build leadership qualities among individuals within the organization.

The relationship between leadership and performance was indirect as well as direct (Gadot, 2007), which proves the importance of developing leaders through leadership development programmes. Latest studies provide that organizations heavily invest in Human Resources Development interventions to update the employees in order to attain job performance, job satisfaction and job involvement. These skills can be imparted by providing the necessary technical and non-technical training and coaching (Rowold, 2008). Currently leadership is widely recognized and verified through research. Leadership development can be imparted through experimental learning, vicarious learning and transformational learning and it is imparted as leaders can influence the people and motivate them (Popped, 2005).

If employees are to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills and if they are to believe that they are valued by the organization they work for, then they need to see visible signs of management commitment to their training and career needs. Training and development are the process of investing in people so that they are equipped to perform. These processes are part of an overall human resources management approach that hopefully will result in people being motivated to perform (Barron and Hagerty 2001)

It goes without saying, therefore, that the training and development of employee is an issue that has to be faced by every organization. However, the amount, quality and quantity of training, carried out vary enormously from organization to organization. According to Cole (2002), factors influencing the quality and quantity of training and development activities include; the degree of change in the external environment, the degree of internal change, the availability of suitable skills within the existing workforce and the extent to which management see training as a motivating factor in work.

Many organizations meet their needs for training in an adhoc and haphazard way. Training in these organizations is more or less unplanned and unsystematic. Other organizations however set about identifying their training needs, then design and implement training activities in a rational manner, and finally assess results of training. It is worth noting that Ghana has a huge public sector, employing the highest number of human resources with varied skills. One such organization in the public sector is the Kwame Nkrumah University of Science and Technology (KNUST).

The study intends to investigate the effect of training and development on performance of Administrators in the offices of the Registrar, KNUST.

1.1   Statement of the problem

Like many public organization in Ghana, KNUST considers training and development of its employees as organization's important activities.   It is a well known fact that training and development enhance skills, knowledge, attitudes and competencies and ultimately worker performance and productivity in organizations (Cole, 2002). Many organizations in Ghana and indeed the public sector engaged in training and development of staff have departments, units and sections in charge of training and development.   KNUST is one of such organizations that has been practising training and development since of it's establishment and particularly for the past ten (10) years.

However, for some years now it appears training in KNUST is haphazard, unplanned and unsystematic, and several of its employees such as junior and senior staff workers have not qualified for any form of training, because the criteria for selecting workers for training has not been spelled out to the workers.   In the absence of training and development of employees by the Management of KNUST, the employees sponsored themselves in furtherance of their education to obtain professional or higher level certificates. Employees who expressed the desire to pursue university education were not given assistance, like study leave with pay on time, because they need to serve a minimum of six years. Those who

pursued part-time programmes without approval by the Management have their certificates not being recognized by the University.

Staff training and development tends to bring knowledge, skills and expertise to the co-workers in order to improve the effectiveness and efficiency of the workers delivery. Very importantly, the level of workers' performance contributes in no small measure to the overall gains of an institution. Even though some literature asserts that training has a positive impact on performance, Mullins (2005), notes that most employers feel reluctant to train their employees despite the fact that they are aware of the full benefits of such training to their organizations. Training and development therefore produce skills, competencies and knowledge which lead to improved performance and productivity. This research seeks to reveal the effects of training and development on the performance of administrators in the offices of the Registrar at KNUST.

1.2   Objectives of the Study

The objectives of the study are grouped into two. These are general and specific.

1.2.1 *Main Objective*

The research is generally to find out how training and development have influenced the performance of administrative staff in the offices of the Registrar at KNUST.

1.2.2 *Specific Objectives*

The study intends:

i)   To find out the type and method of training and development programmes in place for administrators in the Registrar's Offices.

ii)   To ascertain the criteria for selecting employees for training and development in the Registrar's Offices.

iii)   To identify the method used to measure the performance of staff in the Registrar's Offices.

iv)   To find out whether training and development schemes have positive effect on the performance of workers and productivity in the Registrar's Offices.

v)   To make appropriate recommendations on how the organization can effectively use training and development to improve employees' performance in the Registrar's Offices.

1.3 Research Questions

The study would find answers to the following questions:

a) What type of training is given to the administrators in the Registrar's Offices?

b) How are the employees selected for such training programmes in the Registrar's Offices?

c) Is there any method used to measure performance after training in the Registrar's Offices?

d) Does training and development have any effect on workers' performance and productivity in the Registrar's Offices?

e) How can the Registrar's offices use training and development to improve employees' performance.

1.4   Significance of the Study

Every organisation spends significant proportion of its resources on training and development of its employees with the aim of enhancing employees' performance, since successful training programme would have a direct bearing on organization performance. The significance of this research is to enable the researcher to determine the extent to which training and development influence performance and productivity and why some organizations are not prepared to train their staff. It will also serve as future reference for researchers on the study of human resources and corporate organizations. Finally, the research will help managers of the case study institution to make prudent decisions on public funds in the area of training and development of employees for the socio-economic development of the nation.

1.5   Brief Methodology

The case study institution is KNUST which is one of the recognized universities in Africa and ranked number one science and technology institution in Ghana. The researcher used both qualitative and quantitative methods as well as data from primary and secondary sources of the entire population. Again, the researcher used purposive and stratified random sampling techniques. Questionnaire and some interviews were also used to collect information. The quantitative data provided by the questionnaire was analyzed with Statistical Package for Social Sciences (SPSS) Microsoft Excel.

1.6   Scope of the Study

There are many Colleges, Faculties and Departments which the researcher could use to study on the effects of training and development on the employees' performance in KNUST. However, for this study, the research was limited to the administrators in the offices of the Registrar that is Assistant Registrars, Chief, Principal, Senior and Administrative Assistants.

1.7   Research Limitations

The study was not without limitations. The following limitations affected the full achievement of the research objectives. Due to the fact that the dynamics of the study area, Kumasi was different from other areas, the results from this study may be difficult to replicate in other places. Also the study was limited to only the Registrar's Offices of the University and it is possible that if other sections of the University had been selected many views would have been obtained.

In addition, the time and material resources constraints were also major barriers to the study. There were also the possibilities that some of the responses from some of the respondents may not have been very accurate because of fear of divulging vital information about the operations of the Registrar's Offices. In spite of the potential limitations listed, these are not likely to significantly affect the validity of the findings of the study. The methodology employed should make it possible for other researchers to replicate the study which could serve as a guide to policy makers.

1.8   Organization of the study

The study is organized into five Chapters. Chapter One which is on Introduction introduces the research by giving the background of the study, statement of the problem, objectives, scope, significance, limitations, and the organization of the study. Chapter Two deals with the relevant literature of the research. This includes the definition of some keywords, and other relevant issues on training and development. Chapter Three explains the methodology used to gather data for the research, while Chapter Four deals with the discussions and analysis of data collected. Chapter Five which is also the last chapter covers the summary of findings, conclusions and recommendations for the study.
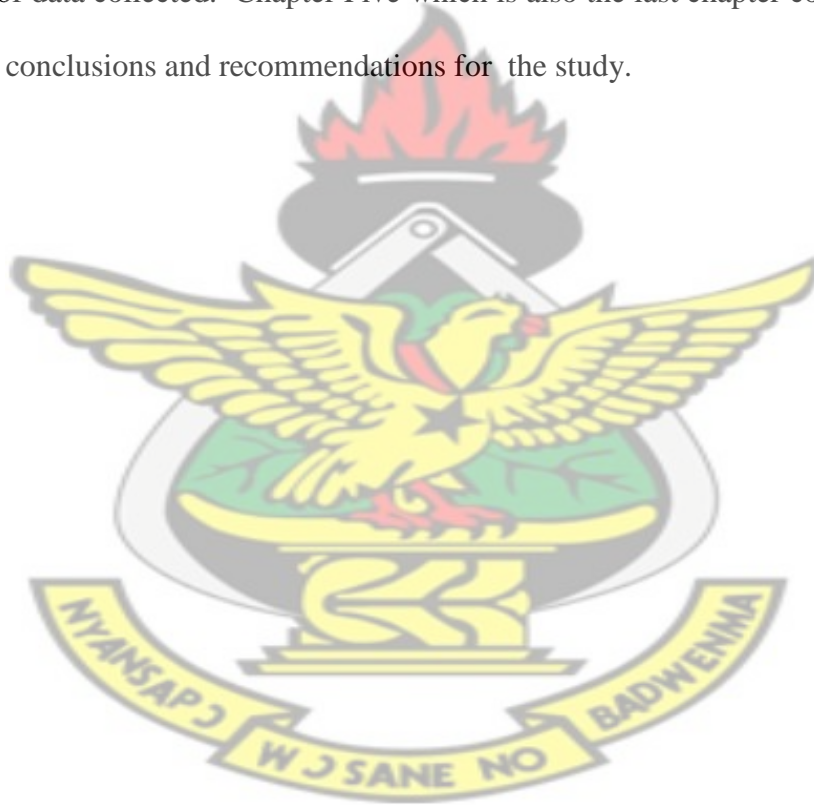
CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

According to Landauer (1999), Training is something a person hopes to integrate into every manager's way of thinking. In the same vein, Brown (2000) asserted that nothing is more significant than growing your 'A' players and promptly dealing with your 'C' players. The researcher intended to use this chapter to review how Training and Development (T & D) affects employee output. It also looked at how effective is training and development in our work places. Some of the methods used in training and development would be looked at in detail and relate them to performance. Thus all employers want employees who perform their jobs well; however, most employers feel reluctant to either train or develop their employees to help them perform well.

2.1   History of training and development

The origin of Human Resources Development can be traced back to apprenticeship training programmes in the 18th Century. During that time small shops operated by skilled artisans produced virtually all household goods, such as furniture, clothing and shoes, etc. To meet the growing demand for their products, the owners had to employ additional non-skilled workers, whom the shopkeepers themselves had to train. For little or no wages, the trainees or apprentices learned the craft by working for years in the shops until they become proficient in their trade. The apprenticeship training was not limited to the skilled workers only but it also covered the training of physicians, educators and attorneys. Even as late as

1920s, a person apprenticing in the law office could practice law after passing a state supervised examination (Mintzberg, 1971),

2.2   Definition of Training

In an attempt to define training, different writers have come out with different meanings. According to Cole (2002: p. 330) in his book *Personnel and Human Resources Management* "Training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task." To Mathias and Jackson (2004), training is the process whereby people acquire capabilities to aid in the attainment of organizational goal. Likewise, Dessler (2005) stated that training is the method of teaching new workers the basic skills they need to carry out their jobs. Turkson (2007: p. 292) also defines training as "adopting or moulding a person who has acquired some academic knowledge through education to increase his suitability for a certain job."

From the above definitions, it can be said that training is a learning experience which seeks a relatively permanent change in the individuals that will improve their ability to perform their job well. Thus, training is the process one goes through to acquire knowledge about his/her work to enable him/her perform satisfactorily.

As organizations compete and change, training becomes even more critical than before. Employees who must adopt to the myriad of changes facing organizations must be trained continually in order to maintain and update their capabilities. Mathias and Jackson (2004) stated that managers must have training and development to enhance their leadership skills

11

and abilities. Apart from education, training gives employees the confidence to take up higher responsibilities.

Training has traditionally been defined as the process by which individuals change their skills, knowledge, attitudes and or behaviour (Robbins and De Cenzo 1998). In this context training involves designing and supporting learning activities that result in a desired level of performance. Thus, Gutteridge and Hutcheson maintained that "Training provides, maintains and enhances skills to perform the job" as cited by Nadler (1984: p. 23).

Every organization needs to have well trained and experience employees to perform their duties efficiently. Thus organization poaches staff with vast experience for their companies to work with them. Training, one can said is the changing of skills, knowledge, attitudes or behaviour for the better. It may mean changing what employees know, how they work, their attitudes towards their work or their interaction with their co-workers or supervisors.

Decenzo et al (2002) define training as learning experience in that it seeks a relatively permanent change in an individual that will improve his or her ability to perform on the job. Thus, training can involve the changing of skills, knowledge, attitudes or social behaviour. He indicates further that training equips the jobholder with knowledge and skills to effectively undertake his or job and organizations recognize the importance of focusing on human factor to improve productivity. This can be explained that human resource training and development programmes help bring change in the employees work-related behaviour.

According to Noe et al (2004), training is a planned effort to enable employees learn job-related skills, knowledge and behaviour. For example, many organizations offer safety training to teach employees safe work habit. Training is the planned and systematic modification of behaviour through learning events, programmes and instructions which enable individual to achieve the level of knowledge, skills and competence needed to carry out their work effectively (Armstrong 2006).

Beach (1991) also defines training as the organized procedure by which people learn knowledge and skills for a definite purpose. The objective of training is to achieve a change in the behaviour of those trained. In the industrial situation, this means that the trainees should acquire new manipulation skills, technical knowledge, problem-solving ability or attitudes. It is expected that the employees apply their newly acquired knowledge and skills on the job in such a way to aid in the achievement of organizational goals.

Reid and Barrington (2001) define training as a planned process to modify knowledge, skill, behaviour or attitudes (KSA) through learning experience to achieve effective performance in any activity or a range of activities. Its purpose in the work situation is to develop the abilities of the individual and to satisfy the current and future needs of the organization.

2.3 Definition of Development

Buckley and Caple (2004), defined development as the general improvement and growth of an individual's skills and abilities by means of conscious and unconscious learning. But one

can easily conclude that human resources development in an organization extend beyond these activities. In the same year, Mathias and Jackson (2004) in their Tenth Edition of their book *Human Resources Management* define development as efforts to improve employees' ability to handle a variety of assignments. To Turkson (2007), development is more concerned with enabling individuals to grow in skills and experience in order to be of greater use to an organization at a later time. His definition somehow agrees with that of Stephen (1998) who saw development to be future-oriented training that focuses on personal growth of employees. For example, if an employee is promoted supervisor, his new job would require him to ensure his subordinates do their duties well. This will require his grooming in advance. This is known as employee development and every organization must plan or carry out employee development in other to keep the organization functioning. Development can therefore be seen as combinations of training and education that ensure the continued improvement and growth of both the individual and the organization. Smith (2000) cited by Kelly (2001: p. 94) was right to state that "the capacities of individuals depended on their access to education".

Development is thus seen as the medium that drives the process between training and learning. Developing an organization's human resource is not a defined object, rather a series of organized processes with specific learning objectives (Nadle, 1984). Human resource development becomes the structure that allows for individual development, potentially satisfying the organization's goals. In a nutshell, one can conclude that development will benefit both the individual and the organization. Elwood, et al (1996) stated that the primary focus of human resources development was on growth and employee

development which emphasized on developing the individual potential and skills. This assertion is tangential to those who think human resources development framework views employees as asset to the enterprise whose value will be enhanced through development. Development therefore occurs to enhance organization's value and not solely for individual improvement as declared by Holton and Troff Jr. (1996) that, individual education and development is a tool and means to an end, not the end goal in itself. One may quickly ask the rationale behind this statement and Armstrong, (2005) agrees that Human Resource Development is to increase the capabilities and potential of people by providing learning and continuous development opportunities. This is achieved by ensuring as far as possible that everyone in the organization has the knowledge and skills that will help him/her to reach the level of competence required to carry out their work effectively. This means that, the performance of individuals and teams is subject to continuous improvement and that people are developed in a way which maximizes their potential for growth and promotion.

2.4 Difference between training and development

Not all writers agree regarding the overall aim or the potential differences between training and development. Antonaacopolou (2001) cited by European Industrial Training (2003) conceptualizes training as an organizational activity, which also comprises development, contrasting this with learning as an individual activity thereby making a distinction between organizational and individual learning.

Training and development are in format and purpose distinct activities. For instance, Warr (2002) argues that job-specific training seeks to improve effectiveness in a current job role,

whereas development activities take a longer-term perspective and may extend into a career planning and reviews of personal progress. Such distinctions are also apparent in the North American Literature.

Laired (1985) writes that, training allows an employee to perform to a standard whilst development on the other hand refers to ongoing long-term intervention to prepare people and groups for future.

Maurer et al (2002) distinguish development activity by locating the onus for development firmly with the employees themselves, but considering different beneficiaries. Thus, within literature, training and development appear different. Practical differences emphasise how training is a focused and time-framed activity with clear organizational focus whilst development is open-ended and long-term, the role of managerial support being important for each activity.

If we want to maximize training and development results by linking them to performance management we need to understand the difference between training activities and development activities. It is important that we choose the right mechanism for addressing any need we have. Training usually refers to some kind of organized events, a seminar, workshops that have a specific beginning and end date. Employee development is a much bigger inclusive 'thing'. For example, if a manager pairs up a relatively new employee with a more experienced employee to help the new employee learn about the job that is really employee development. If a manager coaches an employee in an ongoing way, that is, employee development or employee may rotate job responsibility to learn about the job of

their colleagues and given experience so they might eventually have more promotion opportunities. That is employee development. In other words, employee development is a broader than training as one, and only one of its methods of encouraging employee learning.

Development typically refers to long-term growth and learning direct attention more on what an individual may need to know or do at some future time. In contrast, training focuses more on current job duties or responsibilities. Development points to future job responsibilities. However, sometimes those terms have been used interchangeably or have been denoted by the single term performance consulting with emphasizes on either the products or training and development or how individual perform as a result of what they have learned (Robinson as Robinson, 1995)

2.5   Cost benefit analysis of training and development

The field of training and development (T & D) has changed significantly during the past several years, reflecting both its role and importance in achieving higher employee performance and meeting organizational goals.   Today, this field has become more important because employees need to learn new skills, advance their knowledge and meet the challenges of technologies in achieving high performance.

Barney (1991) believes that training can be a great investment and also can be waste of money cited by (Rosner 1999). Thus, training is indeed a waste of money when the desired behaviour does not occur. Gupta (1999) acknowledged that not all performance problems can be addressed by training, because non-training interventions are necessary. Many

organizations include training and development as an important and effective part of their organization strategy. It has been estimated that training and development programmes accounted for as much as percent 26% of the increase in US production capacity between 1929 and 1987. In a number of situations, employers have documented that effective training produces productivity gains that more than offset the cost of the training.

2.5.1 Challenges of training

Providing training to staff has many costs: the cost of resources involved in preparing and giving the training, the cost to participating organization in travel and lodging, and the cost of staff being away from the workplace (Kaufman and Hotchkiss, 2006). To justify these costs, managers need to feel confident that the training they are providing or asking their staff to attend will make a different in staff performance. They need to know that staff members have not only acquired new knowledge, attitudes and skills from the training but can and do put them into practice back on the job.

No matter how enormous the benefits of training and development are, it should be emphasized that employee training can cause financial strain for some companies. Outsourcing training or tuition reimbursement programs are generally the most expensive. Taking time for training also takes an employee away from job tasks, which can cause a short-term drop in productivity. Highly trained employees may also be recruited by competitor companies, who will benefit from your training efforts and costs should the employee choose to switch companies.

Training can have a considerable influence on company finances as there are several potential training costs that companies may incur. One type of training related cost is direct cost. This may include instructor salary, materials, and follow-up supervision. A second type of training related cost is indirect cost. These costs are related to worker output and productivity during and upon completion of the training. Along these lines, once a training program is completed, worker productivity is expected to increase. The benefits will be to the company, due to an increase in worker output and productivity, and to the worker, as the increase in output should translate into higher wages and opportunities for career advancement. In general, a company will weigh the costs and returns to training to determine the amount of investment it will incur (Kaufman and Hotchkiss, 2006).

In addition to the direct and indirect costs described above, Kaufman and Hotchkiss (2006) further explained that turnover plays a significant role in the amount of training investment companies will assume. The greater the chance of employee turnover, the less likely a company will invest in it. A company loses all of its investment should an employee terminate the relationship upon completion of training. As a result, employers have very important decisions to make with regards to the level of investment they are willing to make in training. Training duration, specificity, relevance, payment options, and training location are all things that employers must consider while developing a training program.

2.5.2 Benefits of training

Employees training allow organizations to achieve management objectives, resolve issues and align its cultures to their mission and values. Training and development initiatives can

transform organizations and lead to job satisfaction which improves performance (Pilbeam and Corbridge, 2006). Thus, proper planned training and development can lead to:

(a) Increased job satisfaction and morale among employees

(b) Increase in employee motivation

(c) Increase in efficiencies in processes, resulting in financial gain

(d) Increased in innovation in strategies and product

(e) Increase in capacity to adopt new technologies and methods

(f) Reduced employee turnover

(g) Enhanced company image which increase demand for its products

(h) Decrease in need for supervision

Along with supporting the organization, employees might recognize that most types of employee development provide them with benefits. Employee development programme that ranges from certification to education reimbursement, so even basic job skills training have certain cost to the organization that can easily be considered benefit to the employee. Such awareness on the part of the employee can also lead to greater loyalty to the organization as well as enhanced job satisfaction. Training and education that can be added to the employee resume are big ticket items of compensation plans and should be treated as such.

Training and development seek to create a pool of readily available and adequate replacements for personnel who may leave or move up in the organization. It enhances the company's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff thereby building a more efficient, effective and highly motivated team.

According to Pilbeam and Corbridge (2006), employees who are well-trained often have higher motivation and morale because they feel that the company has invested in their ability and development. Thus most trained employees often work better either as a team or individual since they become aware of the amount and time invested on them and need to reciprocate. Most trained employees become more confident in the discharge of their duties, and decision making. They usually accept changes and bring innovations in their work thereby creating a lovely work environment which may lead to low turnover.

For an organization to be effective, its training and development must meet a number of goals. It must focus on individual training needs but should reflect also on the organizational goals in terms of desired or expected performance. Training and development must reflect learning goals or outcomes to outline what will be accomplished in the process. Training and development must be based on sound learning principles and be perceived as important by trainees and be conducted in a manner that will maximize learning. Training and development must be evaluated to determine effectiveness and to help guide change and improvement. Amisano (2010) stated that training and development provide increase in knowledge which help employees to feel more comfortable doing their job and thus perform at a high level. Job satisfaction which comes from feeling comfortable within the organization as these help employees to perform at exceptional levels.

Employees who know they have a future with the organization are more likely to be high performers. The hope is employees who receive training in line with their individual or organization goals will become more efficient in what they do. Organizations should look at

the positive effects of training on employees' performance and development as a targeted investment into making the front line worker strong (Maurer et al, 2002). More importantly, development plans that include "train-the-trainer" can provide exponential benefits to the organization. Thus training can be anything from how employees can do their own jobs better to these employees being groomed to replace their supervisor. In addition, employees who are trained might be encouraged to stay with the organization and possibly reduce employee turnover.

Beach (1991) states that training is a vital and necessary activity in all organizations. It plays a large part in determining the effectiveness and efficiency of the establishment. According to him, the following are some of the major benefits that training can make:

1. **Reduced learning time to reach acceptable performance:** By having qualified instructors and carefully controlled learning situations, management has been able to obtain shortened learning periods and high productivity from new employees.

2. **Improved performance on present job:** Training applies not only to new employees but to experienced people as well. It can help employees increase their level of performance on their present job assignments.

3. **Attitude formation:** A common objective of company training programmes is the moulding of employee's attitude to support company activities and to obtain better cooperation and greater loyalty.

4. **Aid in solving operational problems:** Training of both supervisory and hourly paid employees can help reduce turnover, absenteeism, accidents and grievance rates.

5.   *Fill manpower needs:*   One manufacturing company found it impossible to recruit sufficient skilled mechanists and toolmakers.   Hence, the best way to solve its manpower problem, in the long run, was to establish its own apprentice-training programme.

6. *Benefits to employees themselves:*   As employees acquire new knowledge and job skills, they increase their market value and earning power. The possession of useful skills enhances their value to their employer and thereby increases their job security.   Training may also qualify them for promotion to more responsible jobs.

According to a report composed by the American Society for Training and Development (ASTD) quoted by Benjamin, (2008) an organization's investment in learning technologies pays-off through cost saving and efficiency gains. A study by ASTD of 540 US companies concluded that those who invested more in training realized a 37% higher gross profit per employee. Training is therefore, an essential means by which employers can attract and retain quality employees, as well as increase the efficiency, output and production of a company.

2.6   Current Training and Development

A greater emphasis on customized training reflects the need of training, both in terms of the skills and knowledge they currently have and those that they need. Training can better match each individual's learning goals and needs and thus be perceived as more relevant and appropriate by the trainee. Training is more present day oriented and focus on individuals; existing job and enhancement of abilities to perform well. Training should not focus on new employees only, but old employees should also be put through periodical training in order to

23

keep their knowledge updated. Mathias and Jackson (2004), concluded that competitive pressure facing organizations today requires employees whose knowledge and ideas are current and whose skills and abilities can deliver results.

2.7   Methods of Training

According to Beach (1991) those who administer training programmes have a great choice of methods for imparting learning in trainees. The particular method selected is determined by considerations of the cost, time available, number of persons to be trained, depths of knowledge required, background of the trainees and many other factors. Beach identifies the following training methods:

2.7.1. On-the-job training (OJT)

The vast majority of all training carried on is of the on-the-job training. Beach (1991) explains that on-the-job-training is most appropriate for teaching knowledge and skills that can be learned in a relatively short time. One-the-job training is useful for learning unskilled and semi-skilled manual jobs, clerical jobs, and sales work. It can be useful for training newly hired employees, upgrading the skills of experienced employees when new technology is introduced, cross training employees within a department or work unit, and orienting transformed or promoted employees to their new jobs. The basic philosophy of OJT is that employees learn through observing peers or managers performing the job and trying to imitate their behaviour. Thus, OJT means training a person to learn a job while working on it. Every employee gets on-the-job training when he/she joins a firm. In many firms on-the-

job training is the only training available. This method of training is simple and less costly to operate.

2.7.2 Vestibule training

He also defined this as the term used to designate training in a classroom or semi-skilled production and clerical jobs. It is particularly appropriate when a large number of employees must be trained at the same time for the same kind of work. Where it is used, there is a great likelihood that management will have well-qualified instructors in charge.It has been used to train clerks, bank tellers, inspectors, machine operators, testers, typist, and the like. In vestibule training an attempt is made to duplicate, as early as possible, the actual material, equipment, and conditions found in a real work place. Theory can more easily be presented in a vestibule school than on-the-job. The learning conditions are carefully controlled.

2.7.3 Lecture

Again, he explained lecture as the standard instructional method in colleges and universities. The lecture is a formal, organized talk by the instructor to a group of students. The instructor is presumed to possess a considerable depth of knowledge of the subject at hand. He/she seeks to communicate thoughts in such a manner as to interest the class and cause them to retain what has been said. Quite often the students will take notes as aid to learning. The principal virtue of the lecture method is that it can be used for large groups, and thus cost per trainee is low.The limitations are that the learners are passive. It violates the principles of learning by doing. It constitutes one-way communication. There is no feedback from the

25

audience. It tends to emphasis the accumulation of facts and figures, however, this does not mean that the learners will be able to apply their knowledge.

2.7.4 Conference

Beach further explained conference as a small group meeting conducted according to an organized plan, in which the leader seeks to develop the knowledge and understanding by obtaining a considerable amount of oral participation from the trainees. It overcomes the disadvantages of lecture because students play very active roles. They are not passive. Learning is facilitated through building upon the ideas contributed by the conferee. The people to an extend learn from one another.

2.7.5 Case Study

He also defined case study as cases that can be used in either of two ways. First, they can be used subsequent to the exposition of formal theory. In this way, students must apply their theory and knowledge to specific situations. Second, they may be assigned to students for written analysis and/or oral class discussion without any prior explanation of pertinent concept and theory. The students are expected to derive useful generalization and principles themselves. The case study method of instruction provides for learning by doing. It presents a trainee with a written description of organizational problems. The person then analyses the case, diagnoses the problems and present his/her findings and solutions in a discussions with other trainees.

2.7.6 Role Playing

To him, role playing is a method is used to give trainees an opportunity to learn human relations and skills through practice and to develop insight into their own behaviour and its effects upon others. In role playing, two or more trainees are assigned parts to play before the rest of the class.   There are no lines to memorize and no rehearsals. The role players are provided with either written or oral descriptions of a situation and the role they are to play. Its advantage is that, it provides an opportunity for students actually to put into practice the knowledge they have absorbed from textbooks, lectures and discussions. It is learning by doing and students become sensitive to the way their behaviour affect others.

2.7.7 Mentoring

To Beach, this is a relationship in which experienced manager aids individuals in the earlier stages of their career. Such relationship provides an environment for conveying technical, interpersonal and organizational skills from the more experienced person. Not only does the inexperienced employee benefit, but the mentor may enjoy the challenge of sharing his or her wisdom.

2.7.8 Coaching/Understudy Approach

He again explained this as a method in which the trainee works directly with a senior manager or with a person he or she is to replace. It is therefore, a training and feedback given to employees by immediate supervisors. The supervisor is responsible for the trainee's coaching.   Coaching involves a continual process of learning by doing.   Normally, the

understudy relieves the executive of certain responsibilities, giving the trainee a chance to learn to job.

2.7.9   Behaviour Modeling

Also he defined this as a training technique in which trainees are first shown good management techniques in a film and asked to play roles in a simulated situation and are then given feedback and praise by their supervisors. It is one of the most effective techniques for teaching interpersonal skills. The use of behaviour modeling is appropriate for skill training in which the trainee must use both knowledge and practice.

2.7.10   Simulation and Games

He further explained this as a training for employees on specified off-the-job equipment as in airplane pilot training, so training cost and hazards can be reduced. It is a development technique that require participants to analyse a situation and decide the best course of action based on the data given. It is also a training method that represents a real-life situation, with trainees, decisions resulting in outcomes that mirror what would happen if the trainee were on the job.

2.7.11   Apprenticeship

To him apprenticeship is a method of training that is meant to give the trainee sufficient knowledge and skill in those trades and crafts in which a long period of training is required for gaining complete proficiency. Generally, the trainees work as apprentices under the direct supervision of experts for long periods of say, two to seven years. This programme

consists of providing actual work experience in the actual job as well as imparting theoretical knowledge through classroom lectures which may be arranged either in the plant or in the institution attached to the concern. This method of training enables the trainee to become all-round craftsmen. This method is very expensive and also there is no guarantee that a trained worker will continue to work or in the same concern after the training is completed.

2.8 Evaluating training programmes

According to Noe et al (1996) examining the outcomes of a programme helps evaluate its effectiveness. These outcomes should be related to the programme objectives, which help trainees understand the purpose of the programme. Training outcomes can be categorized into four broad categories; cognitive, skilled-based, affective and results.

(a)   Cognitive outcomes are used to determine the degree to which trainees are familiar with principles, facts, techniques, procedures or processes emphasized in the training programme.

(b)   Skilled-based outcomes are used to assess the level of technical or motor skills and behaviours. Skill development can be evaluated by observing trainees' performance in role playing in actual job behaviours.

(c)   Affective outcomes include attributes and motivation. One type of affective outcome is trainees' reaction toward training programmes. Trainees are asked to report their perceptions of the programme including the facilities, trainers and content. This information is typically collected at the conclusion of the programme. Other effective outcomes that might be the focus of training include tolerance for diversity, motivation to learn, safety attitude and customer service orientation.

(d)   Results outcomes are used to determine the payoff the training programme has had

for the company.   Example of results outcomes include reduced costs related to

employees turnover and accidents, increased production and improvement in the

product quality or customer service.

Upon checking the effectiveness of training, Kenney et al (1992) stated that the training

programme is reviewed during and after its completion by the training officer, the line

manager,

and if necessary, by the trainees themselves. Evaluation differs from validation in that it

attempts to measure the overall cost benefit to the training programme and not just the

achievement of its laid down objectives. Hamlin (1974) advocated that until control measure

are taken to correct any deficiencies after the training, evaluation has not been completed and

thereby ineffective. Evaluation is an integral feature of training, but it could be difficult

because

it is often hard to set measurable objectives.

2.8.1   Reason for evaluating training

Many companies are beginning to invest millions of dollars in training programmes to help

gain competitive advantage. Firms with high-leverage training practices not only invest large

sum of money into developing and administering training programmes but also evaluate

training programmes.   Noe et al, identified the following as some reasons why training

programmes should be evaluated:

(i) To determine whether the programme is meeting the objectives, enhancing learning and resulting in transfer of training to the job;

(ii) To determine whether trainees believe that the content and administration of the programme (e.g., schedule, trainers, accommodation and materials) were satisfactory;

(iii) To determine the financial benefits and the costs of the programme, and

(iv) To compare the costs and benefits of different progammes to choose the best programme.

2.9 Performance

Armstrong and Baron (2004) explained performance as the process which contributes to the effective management of individuals and teams in order to achieve high levels of organizational performance. As such it establishes shared understanding about what is to be achieved and an approach to leading land developing people which will ensure that it is achieved.

Hendry et al, (1997), said is a systematic approach to improving individual and team performance in order to achieve organizational goals. The approach you take should depend on your organization, its culture, its relationship with employees and the types of job that they do. Bones (1996), on the other hand remarks that "performance does not need to be managed rather needs to be encouraged, developed, supported and sustained." Implying that performance need to be designed and implemented within the context of the organizational structure and culture while acknowledging the important role of development and motivation in seeking to gain employee commitment which is central to the achievement of positive

organizational outcomes such as high quality goods and services which are at the heart of organizational performance (Guest, 2000) as cited in Pilbeam and Corbridge (2006).

Cushway (2002), in his book, *The Employer's Handbook,* remarked that it is vital to the longer-term success of your business that your employees carry out their jobs well. This statement is very true and holds especially in our modern day business where the environment is characterized by competition. Thus, performance leads to quality delivery which ensures organizational success. So Bob Cardy, was right when he said that "Maximizing performance is a priority for most organizations today." (cited in Mathias and Jackson). To stay in business every organization has to take all steps to produce or deliver at high level. Employees who are employed to deliver the company's produce are expected to perform this at a very high level otherwise the system will find you a misfit and will be kicked out.

Performance measurement is the process whereby an organization establishes the parameters within which programmes, investments, and acquisitions are reaching the desired results. According to Armstrong (2006), performance should provide evidence of whether or not the intended result has been achieved and the extent to the jobholder has produced that result. This will be the basis for generating feedback information for use not only by managers but also by individual to monitor their own performance.

Employers today are increasingly considering switching from a time-based pay system to a performance-based pay system. The purpose is to relate employees pay directly to their

performance. By this employees are likely to be more highly motivated and thus increase their productivity if they perceive that there is a direct relationship between their level of performance and the rewards received. Effective people resourcing includes not only the acquisition of the appropriate quantity and quality of people but also the management of employees to ensure that skills and competencies are developed and that performance levels are consistent with the achievement of organizational objectives (Pilbeam and Corbridge, 2006). For this to work employees then have to know what is expected of them and not just telling them their duties and responsibilities. That is why training and development which is a continuous process has become integral part in performance. Thus performance management is a process not an event and operates in continuous cycle. To be successful therefore, performance management needs to focus on both continuous improvement and the development of people.

2.9.1 Impact of training and development on performance

The most significant direct and indirect benefits of training and development can be seen from the fact that it clarifies job duties and responsibility which increases individual job competencies, thereby providing foundation for further development and assist in conducting accurate performance appraisal to produce higher level of performance. For the indirect one can talk about enhancing team work or building or producing a strong sense of commitment to the organization to achieve higher levels of employee motivation to assist in cross training.

2.10 Performance Management

Performance Management is the process through which managers ensure those employees' activities and outputs contribute to the organizational goals. The process requires knowing what activities and outputs are desired, observing whether they occur and providing feedback to help employees meet expectations. In the course of providing feedback, managers and employees may identify performance problems and establish ways to resolve those problems (Noe et al 2004). Performance Management includes activities that ensure that goals are consistently being met in an effective and efficient manner. Performance Management can focus on the performance of organization, a department, employee or even the processes to build a product or services, as well as many other areas.

According to Dessler (2005), performance management means taking an integrated goal-oriented approach to assigning, training, assessing and rewarding employees' performance. Taking a performance management approach to training means that the training effort must make sense in terms of what the company wants each employee to contribute to achieving the company's goals.

These emphases on strategic performance management-oriented training help explaining why training is booming. Training has a fairly impressive record of influencing organizational effectiveness, scoring higher than appraisal and feedback and just below goals setting in its effect on productivity.

Performance management is a process that unites goals setting, performance appraisal and development into a single, common system whose aim is to ensure that the employee's

performance is supporting the company's strategic aims (Dessler 2005). The distinguishing feature of performance management is that, it explicitly measures the employee's training, standard-setting, appraisal, and feedback relative to how his/her performance should be and is contributing to achieving the company's goals.Performance management therefore never just means meeting with a subordinate once or twice a year to review the performance. It means setting goals that make sense in continuous improvement in the employee's capacity and performance. It ensures that employee has the training he or she needs to perform the job.

Armstrong (2006) defines performance management as a continuous process which reflects normal good management practices of setting direction, monitoring and measuring performance, and taking action accordingly. Performance management should be imposed on managers as something "special" that they have to do. It should be treated as a natural process that all good managers follow. This can form the basis for training newly appointed or would-be managers in this key area of responsibilities. It can also help in improving the performance of managers who are not up to standard in this respect. According to Aguinis (2005), Performance Management is a continuous process of identifying, measuring and developing the performance of individuals and teams and aligning performance with strategic goals of the organization.

2.11 Model for Performance Testing After Training and Development

Training and development programmes often rely on the principles and theories of various behavioural sciences such as psychology and sociology. The behavioural sciences provide

useful theories on individual behaviour, motivations, organizational dynamics, and interpersonal relationships, which the developers of training programme can draw on when creating their programmme. Similarly, the development of a distinctive adult educational model has influenced the development of training giving them an exclusive focus on adults (Encyclopedia of business, 2011). According to this model, adults learn best through goal-oriented instruction, unlike children, who learn best through instruction based on the subject matter itself. Hence, given the goal-oriented needs of adult education, the design and development of training materials have taken on a much higher level of structure and methodology than traditional methods for instructional development.

Table 2.1: Model for Performance Testing After Training and Development

A Typical Instructional System Design Model or Framework (checking influence of training and development on performance)	
Step	**Description**
Needs analysis	Measuring the disparity between current and desired skill level
Task assessment	Collection of data on job tasks and the subsequent identification of seaming requirements and possible difficulties
Stating objectives	Creation of concise statement of objectives and purpose as a bench mark
Assessment and testing	Development of testing materials designed to measure the performance of the objectives
Development of materials	Selection of effective instructional strategies followed by the development of materials based on the chosen strategies
Pilot programme	Piloting the programme to gauge the effectiveness of the materials as well as identify potential weaknesses through subsequent evaluation
Evaluation	Evaluation of the efficiency of the methods and materials

Source: Encyclopedia of Business, Second Edition

2.12   Conclusion

Employee training and development is seen as a key factor in meeting the employer strategic business and operational goals.   In the light of the opinions of various writers and the researcher reading on theories in management and other research findings on training and development on performance, there appears to be relationship between training and development. It also appears that some organizations do not encourage staff training and development because of insufficient resources or the fear that the trained staff may leave the organization after receiving their training to become skilled and competent employees.

Training and development provides an employee with skills, abilities and knowledge to perform on the job effectively and efficiently. This therefore enhances the productivity of the organization which enables it to achieve its planned objective. It is in line with this that the researcher wishes to assess the effects of training and development on the performance in the case study organization and to look out for how training and development has influenced performance and productivity and why some organizations are not prepared to train their staff.
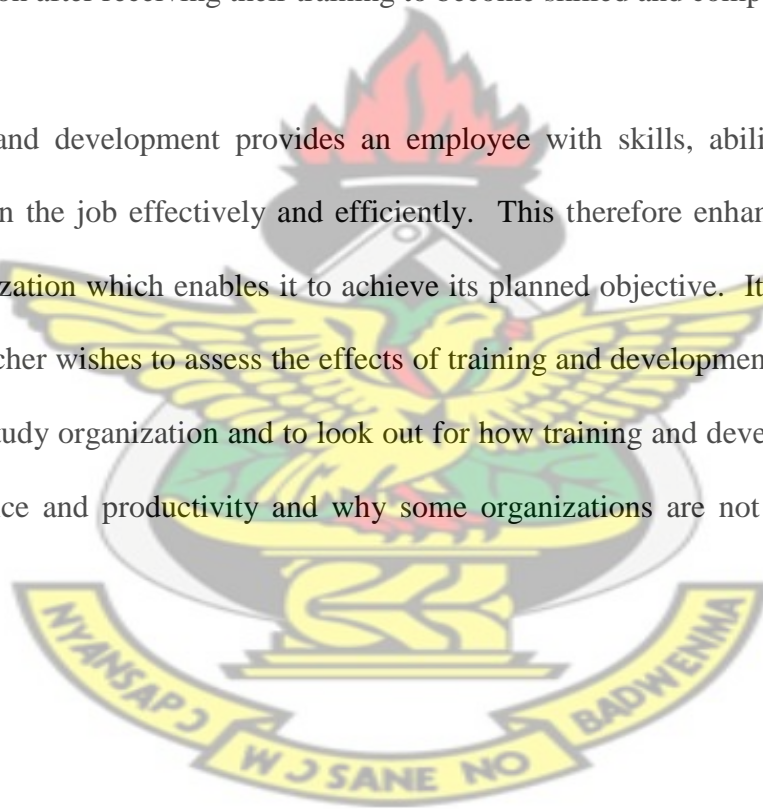
CHAPTER THREE

METHODOLOGY

3.0   Introduction

The chapter is concerned with the methodology used to gather relevant data for the research work. The chapter therefore consists of the sources of data population, sample size, sample techniques, data collection instruments and data analysis tools used.

3.1   Sources of Data

To assess the effect of training and development of the administrators of the case study organisation, data were collected from both primary and secondary sources. Structured questionnaire and personal interview were used to solicit information from respondents. This method was adopted to enable respondents answer the questions on their free will. The questions were given to respondents chosen at random from all the six colleges as well as the central administration. The structured interview was carried out with the management at the Human Resources Department (HRD).

The secondary data were collected from the internet, textbooks on training and some academic journals. Also relevant published and unpublished literature and books by renowned writers in the field of human resources management were consulted.

3.2   Population

The population of workers in Kwame Nkrumah University of Science and Technology (KNUST) was 3,309, *(Source KNUST 2010 Facts and Figures).* Employees of KNUST comprising engineers, lecturers, office clerks, accounts clerks, drivers, cleaners, administrators, porters, doctors and nurses, accountants, security officers, messengers and

many others constituted the target population. However, the researcher undertook a purposive study on only the administrators with a population of 232 made up of 178 senior staff administrators and 54 senior member administrators.

3.3   Sample Technique

KNUST consists of six Colleges in addition to the Central Administration in which the administrators have been organised. The central administration in this context comprising Administration block 1 and 2, Estate Office, Transport, Maintenance, Library, Finance Office and others. In order to ensure fair representation of the population, respondents from all the seven sections were selected. The researcher used the stratified sampling method to put the senior staff administrators into levels before simple randomly, selecting the respondents and this gave a fair representation of the total population. However, on the senior member administrators, the researcher simple randomly selected the respondents from the total population.

3.4   Sample Size

Due to financial handicap and time constraints, the researcher chose a sample size of 116 as a fair representation. The figure comprised 89 senior staff administrators and 27 senior member administrators represented by 50% of the total population who responded to the questionnaire through close-ended questions.

3.5   Data Collection Instruments

The main data collection instruments were questionnaire and interviews. The researcher used structured questionnaire and personal interview to solicit information from respondents (both qualitative and quantitative data) for the study. The questionnaire was categorized into three sections; demographic data of the respondents; job data; and training and development data. The questionnaires were given to the respondents selected randomly from all the seven sections of the institution.   The use of questionnaire enabled the researcher to have a wide scope of areas to select respondents.   Additional interview sessions were held between the researcher and the management.   The structured interviews were the best option and necessary for the Management of Human Resources Department (HRD) who hardly got time to fill the questionnaire because of their busy schedule. During the interviews and the observations, major attention was paid to how training and development was of important to the employees and the institution as a whole.

3.6   Data Analysis

In order to ensure logical completeness and consistency of responses, before any analysis was done, the researcher edited the responses to ensure that all the questionnaire had been properly answered.   The researcher selected the Statistical Package for Social Scientists (SPSS) to analyse the data gathered because of its simplicity in use. Appropriate tables, graphs and charts were used to present the results. The qualitative data from interviews and secondary documents were analysed using content and logical analysis techniques.

3.7   Organizational profile

The organizational profile of KNUST has been grouped into historical background, staffing, strategic mandate, vision, mission and the core values.

Historical Background

The University of Science and Technology succeeded the Kumasi College of Technology which was established by a Government Ordinance on 6th October, 1961. It began formal operation on 22nd January, 1952 with 200 Teacher Training students transferred from Achimota, to form the nucleus of the new College.   In October, 1952, the School of Engineering and the Department of Commerce were established and the first students were admitted. From 1952 to 1955, the School of Engineering prepared students for professional qualifications only. In 1955, the School embarked on courses leading to the University of London Bachelor of Engineering External Degree Examinations.   A Pharmacy Department was established in January, 1953, with the transfer of the former School of Pharmacy from Korle-Bu Hospital, Accra, to the College. The Department ran a two-year comprehensive course in Pharmacy leading to the award of the Pharmacy Board Certificate *(Source: KNUST 2010 Facts and Figures)*.

A Department of Agriculture was opened in the same year to provide a number of ad hoc courses of varying duration, from a few terms to three years, for the Ministry of Agriculture. A Department of General Studies was also instituted to prepare students for the Higher School Certificate Examinations in both Science and Arts subjects and to give instruction in such subjects as were requested by the other departments.   Once established, the College

began to grow and in 1957, the School of Architecture, Town Planning and Building was inaugurated and its first students were admitted in January, 1958, for professional courses in Architecture, Town Planning and Building.

As the College expanded, it was decided to make the Kumasi College of Technology a purely science and technology institution. In pursuit of this policy, the Teacher Training College, with the exception of the Art School, was transferred in January, 1958, to the Winneba Training College, and in 1959 the Commerce Department was transferred to Achimota to form the nucleus of the present School of Administration of the University of Ghana, Legon. In December, 1960, the Government of Ghana appointed a University Commission to advise it on the future development of University Education Ghana, in connection with the proposal to transform the University College of Ghana and the Kumasi College of Technology into an independent University of Ghana *(Source: KNUST 2010 Facts and Figures).*

Following the report of the commission which came out early 1961, Government decided to establish two independent Universities in Kumasi and Legon near Accra. The Kumasi College of Technology was thus transformed into a full-fledged University and was named Kwame Nkrumah University of Science and Technology by an Act of Parliament on 22nd August, 1961. The University name was changed to University of Science and Technology after the Revolution of 24th February, 1966. The University of Science and Technology was officially inaugurated on Wednesday, 20th November, 1961. However, by another act of Parliament, Act 559 of 1998, the University has been renamed Kwame Nkrumah University of Science and Technology, Kumasi.

Faculty and staff

KNUST Faculty teach undergraduate and graduate students, and engage in research. There are 748 academic staff members and 134 senior members (Administrative and Professionals). The majority of the Faculty are highly qualified Ghanaians. The University total teaching staff includes:

Table 3.1 Staffing situation at KNUST

STAFF	No.
Full Professors	21
Associate Professors	56
Senior Lecturers	158
Senior Research Fellows	7
Visiting Senior Lecturers	1
Lecturers	444
Assistant Lecturers	1
Research Fellows	21
Technical Instructors	20
Visiting Lecturers	1
Library	18
Sub-Total	748
Senior Members Administrative and Professionals	134
Senior Staff	834
Junior Staff	1,593
Sub-Total	2,561
GRAND TOTAL	**3,309**

Source: *KNUST 2010 Facts and Figures*

These numbers include part-time Faculty of various ranks and alumni professors from worldwide universities. KNUST therefore, employs 3,309 individuals on campus (KNUST 2010 Facts and Figures).

Strategic Mandate

The Act establishing the University defines its mandate, which essentially is to provide higher education, undertake research, disseminate knowledge and foster relationships with the outside persons and bodies. The strategic mandate of the University is derived from Science and Technology in its name. (***teaching, research and community engagement or service to** the community*)

Vision

To be globally recognised as the Premier Centre of excellence in Africa for teaching in Science and Technology for development; producing high calibre graduates with knowledge and expertise to support the industrial and socio-economic development of Ghana and Africa. In summary, the vision can be stated as "Advancing knowledge in Science and Technology for sustainable development in Africa" *(Source KNUST 2010 Facts and Figures)*.

Mission

To provide an environment for teaching, research and entrepreneurship training in Science and Technology for the industrial and socio-economic development of Ghana, Africa and other nations. KNUST also offers service to community, is opened to all the people of Ghana and positioned to attract scholars, industrialists and entrepreneurs from Africa and other international communities *(Source KNUST 2010 Facts and Figures)*.

Core Values

1. Leadership in Innovation and Technology

2.   Culture of Excellence

3.   Diversity and Equal Opportunity for All

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.0 Introduction

This chapter deals with the results of the analysis of data gathered from the field survey. Hence, the chapter highlights the situation from the view of employees working at the KNUST administration, Registrar's offices. Data collected have been analyzed and discussed vis-à-vis the objectives of the study with the view of assessing the effects of training and development programmes on the performance of staff in the registrar's offices of the KNUST.

Both quantitative and qualitative techniques were used to ascertain the extent of how training and development has influenced the performance of administrative staff in the Registrar's offices of the KNUST. There was great participation from the 116 employees selected for the study.

4.1 Demographic Characteristics of the Respondents

Demographic data gathered from staff were age range, gender and educational background, position, division/section, length of service among others. The above data was necessary since it assisted the researcher to determine whether these affected the training needs and its effect on the worker.

4.1.1 Age Distribution of the Respondents

Table 4.1: Age Distribution of Respondents

Age Range	Frequency	Valid Percent
20-30 Years	19	16.38
31-40 Years	28	24.14
41-50Years	44	37.93
51-60 Years	25	21.55
Total	**116**	**100**

Source: Field survey, 2011.

The age structure of the population in a country serves as a determinant for measuring the economic activity of the population. The age distribution was found to be highly varied among respondents, as indicated in Table 4.1 above. The age category of 41-50 years formed the predominance of the sample data, thus constituting 44 (37.93%) of the respondents. This was followed by the age group of 31-40 years forming 28(24.14%) of respondents. This outcome indicates that KNUST has more youth on its employment list. The other age bracket includes 51-60 years, and 20-30 years representing 21.55% and 16.38% respectively.

4.1.2 Gender and Educational Background of the Respondents

Gender and educational background is the sex classification of the sample data for the study, as well as the highest educational background of the respondents respectively. Due to the fact that, the setting for the study is academic, emphasis is put on one's educational background which informs his/her position in the administrative ladder of the university.

Table 4.2 Gender and Educational Background

Education Background/Gender	Male	Female	Total
Senior High School	1 (25%)	3 (75%)	4 (3.45%)
Ordinary Level	3 (27.27%)	8 (72.73%)	11 (9.48%)
Advance Level	5 (38.46%)	8 (61.54%)	13 (11.21%)
HND	6 (31.58%)	13 (68.42%)	19 (16.38%)
First Degree	16 (61.54%)	10 (38.46%)	26 (22.41%)
Masters Degree	26 (81.25%)	6 (18.75%)	32 (27.59%)
Others	4 (36.36%)	7 (63.64%)	11 (9.48%)
Total	**61 (52.59%)**	**55 (47.41%)**	**116**

Sources: Field survey, 2011

As indicated in Table 4.2 above, the male sample size was slightly higher than the female. This was due to the sampling technique adopted for the study, which gives equal chance to all respondents to be selected. Due to its assurance of possible inclusion of a member of the population, the percentage of the male and female was not in any way influenced by the researcher, but was fairly drawn by the sampling procedure. As shown in Table 4.2, 61(52.59%) males and 55 (47.41%) females responded. However, this analysis indicates a fair representation of both sexes in the analysis of the sample data.

Again, Table 4.2 indicates that 32 administrative staff representing 27.59% held Masters Degree and they were the majority. This was followed by 26 of the respondents representing 22.41% who were holders of First Degree. Nineteen respondents constituting 16.38% were also holders of HND. Advance Level, Ordinary Level/Others and SSCE constituted 13(11.21%), 11(9.48%) and 4 (3.45%) respondents, respectively. It has been shown that majority of the respondents hold high level educational certificate. This may be attributed to

the fact that, the study units being a university, is a higher learning institution and therefore required individuals with higher certificates to work to achieve international status. However, some respondents, who chose others as their highest form of education, were found to possess one of these certificates;

a) Management and Office Training
b) Private Secretary
c) Government Secretariat School
d) Middle School Leaving Certificate and
e) Quality English Certificate

4.1.3 Occupational Data of Respondents

KNUST as an institution involved in providing higher education, undertakes research, disseminates knowledge and fosters relationships with outside persons and bodies has over the years developed its own organizational structure that flows onto various job positions that require various kinds of consistent, planned and systematic training to enhance employee skills, attitudes, knowledge and competencies for improved employee performance. There are two major categories of the administrative staff considered for this study. These are Senior staff and Senior Member.

Table 4.3: Positions of Respondents

Education Background/Gender	Frequency	Percentage
Deputy Registrars	3	2.59
Senior Assistant Registrars	9	7.76
Assistant Registrars	15	12.93
Chief Administrative Assistants	27	23.27
Principal Administrative Assistants	22	18.97
Senior Administrative Assistants	21	18.10
Administrative Assistants	19	16.38
Total	**116**	**100**

Sources: Researcher's survey, June, 2011

In order to achieve the objectives of the study, job information of the respondents were sought to ascertain certain information needed to obtain the objectives. From Table 4.3, it was found that, 27 (23.27%) respondents held position of Chief Administrative Assistants, this was followed by Principal Administrative Assistants which also constitute 22(18.97%) respondents. Senior Administrative Assistants follow with 21(18.10%) respondents, Administrative Assistants constitute 19(16.38%) respondents, and Assistant Registrars constitute 15(12.93%), Senior Assistant Registrars formed 9(7.76%) and 3(2.59%) for Deputy Registrars.

It is obvious from the above table that the administrative position of the University is dominated by Chief Administrative Assistants. This could be because it serves as the last point of progression for the Senior Staff, therefore staff who have served for longer periods are likely to be promoted until they reach the Chief status. One would need a higher degree to be able to enter the Senior Member status starting from Assistant Registrar.

Table 4.4: Division/Section of Respondents

Division	Frequency	Percentage
Central Administration	24	20.69
College of Engineering	14	12.07
College of Science	11	9.48
College of Health Sciences	12	10.34
College of Art and Soc. Sci.	13	11.21
College of Agric and Nat. Res.	9	7.76
College of Arch. and Planning	12	10.34
Others	21	18.10
Total	**116**	**100**

Source: Researcher's survey, June, 2011

The various positions discussed were drawn from all the colleges of the University. Due to this, the researcher was interested in the various administrative offices within the University community to be well represented to solicit information from the respondents. Therefore the need to find the information involving the divisions or section of respondents was vital for the study.

Table 4.4 above provides the divisions of the respondents. Clearly the larger share was found to be from the Central Administration of the university, of which 24(20.69%) respondents were sampled from the unit. This is no surprise since the center of the University's administration was at the Central Administration. College of Engineering constituted 14(12.07%), College of Science 11(9.48%), College of Health Sciences and College of Architecture and Planning followed both constituting 12(10.34%), College of Art and Social Sciences with a percentage of 13(11.21%) whereas College of Agriculture and Natural Resources constitute 9(7.76%). Others trailed the Central Administration with 21(18.10%)

respondents. The number of the respondents in each division correlate the numerical strength of administrative staff in the division.

This analysis demonstrates an inclusion of all administrative departments of the University. The other divisions which formed the second highest were the following:

a) Estate department

b) Maintenance department

c) Graduate School

d) Main Library

e) Audit department

f) Institute of Distance Learning

g) Quality Assurance and Planning Unit
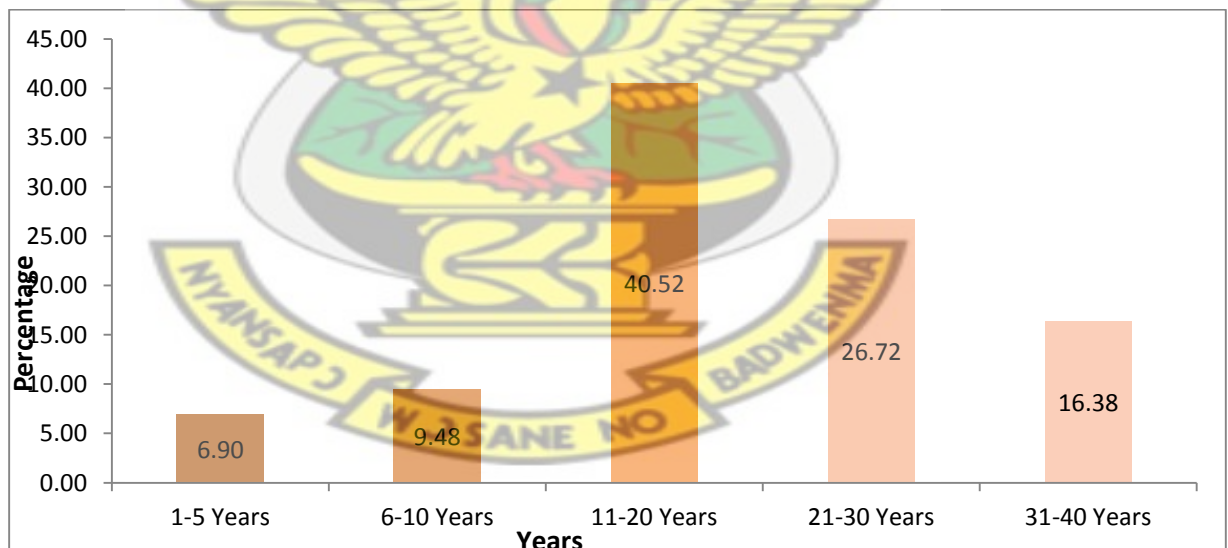
Figure 4.1: Period of Working in KNUST.

Source: Researcher's survey, June, 2011.

The researcher found out that, respondents have rendered varied years of service to the University. Majority of the staff interviewed 47 (40.52%) have worked for between 11-20 years, 21-30 years forms the second highest with a percentage of 31 (26.72 %), 19 (16.38 %) have worked for 31-40 years, 11 (9.48%) worked for 6-10 years with the least being 8 (6.90%) worked for 1-5 years. This also gives evidence that, sample were drawn from all the people with different working experience in the administrative section of the University. This is clearly shown in figure 4.1 above.

4.2   Types and Methods of Training and Development programme in place for administrators in the Registrar's Offices

The quality of administrators and their development through training and education are major factors in determining long-term profitability of small and large businesses and organizations. Training is often considered for new administrators only. However, ongoing training for current administrators helps mould them to increase their suitability for certain jobs in today's rapidly changing job environment. Turkson (2007) in defining training supports the latter. Employees frequently develop a greater sense of self-worth, dignity and well-being as they become more valuable to the firm and to society. Generally they receive a greater share of the material gains that result from their increased productivity. These factors give them a sense of satisfaction through the achievement of personal and company goals.

Beach (1991) stated that those who administer training programmes have a great choice of methods for imparting learning in trainees. By this he implies that there are a number of

methods and types of training programmes available to a trainer and hence the choice of a particular method or type is determined by many factors.

From the survey, respondents were asked if they were aware of any training programme available or put in place for administrators. Out of 116 respondents considered for the study, 102 representing 87.93% responded 'yes' and only 14 representing 12.07% claimed there was no training programme available or put in place for administrators as illustrated in Table 4.5 below.

Table 4.5: Awareness of any training programme put in place for Administrators in KNUST

Responses	Frequency	Valid Percent
Yes	102	87.93
No	14	12.07
Total	**116**	**100**

Source: Researcher's survey, June, 2011

Training may broadly be categorized into two types: pre-service training and in-service training. According to Russell (2012), pre-service training is more academic in nature and is offered by formal institutions following definite curricula and syllabuses for a certain duration to offer a formal degree or diploma. In-service training, on the other hand, is offered by the organization from time to time for the development of skills and knowledge of the present office personnel.

In the same vein, the survey probed further by asking respondents about the type of training programmes they have had.

Table 4.6: Types of Training Programmes put in place for Administrators

Types of training	Frequency	Valid Percent
On the job training	0	0.00
In service training	87	75.00
Off the job training	0	0.00
Others	29	25.00
Total	**116**	**100**

Source: Researcher's survey, June, 2011.

Out of the 116 respondents, 87 constituting 75% indicated that they have had in-service-training, those who have had other forms of training were 29 representing 25% and no one responded to have had on-the-job training and off-the-job training as shown in Table 4.6.

Many organizations use different methods to organize training and orientation for their administrators. No matter what method was used, it is important that the newcomer understands his or her new place of employment. Some of the training and orientation strategies include: lectures; role playing and simulation; audiovisual methods such as television; videotapes and films; job rotation; apprenticeships; internships and assistantships; programmed learning and laboratory training.

The research brought to light the various methods of training that KNUST uses in training its administrators to get the best out of them. From the survey, 88 staff representing 75.86% indicated that seminars were used when asked about the method of training used in

facilitating administrators. Sixteen respondents, representing 13.79%, claimed they were trained through formal lectures, 9 (7.76%) stated understudying as the method used to train them and 3 representing 2.59 % stated that they were trained through role playing as shown in figure 4.2 below.

Figure 4.2: Methods of Training Administrators

Source: Field survey, June 2011.

The survey investigated the opinion of the respondents on whether they thought the training strategies for administrators in KNUST was planned and systematic or not. Seventy three respondents representing 71.57% supported the fact that it was planned and systematic while 12 forming 11.76% thought otherwise that it was not planned and systematic. Those who could not take a firm stand on the issue and indicated that they were not sure whether the training was planned and systematic were 17 (16.67%).

The study tried to know from the respondents whether it was appropriate for employees to be trained regularly and the survey revealed that, out of 116 staff interviewed 99 representing 75% strongly agreed that employees should be trained on regular basis whilst 17 (25%) respondents agreed. None of the respondent was uncertain, neither disagreed nor strongly disagreed as could be noted from Table 4.7 below.

Table 4.7: Regular training of employees

Responses	Frequency	Valid Percent
Strongly Agree	99	75
Agree	17	25
Uncertain	0	0
Disagree	0	0
Strongly Disagree	0	0
Total	**116**	**100**

Source: Field survey, 2011.

4.3 Criteria for Selecting Employees for Training and Development

According to the survey, respondents who have been working in KNUST for at least two years were contacted to find out the number of times they have had any form of training and whether they have had any training at all. With respect to this, 48 respondents representing 41.38% stated that they had been trained twice, 45 (38.79%) respondents claimed they have had only once and 23 (19.83%) indicated that they had never had any form of training. This was an indication that the KNUST was conscious of the training of its staff. Altogether 93 (80.17%) of the respondents indicated that they have had some form of training since their employment. This is a commendable revelation on the part of the KNUST.
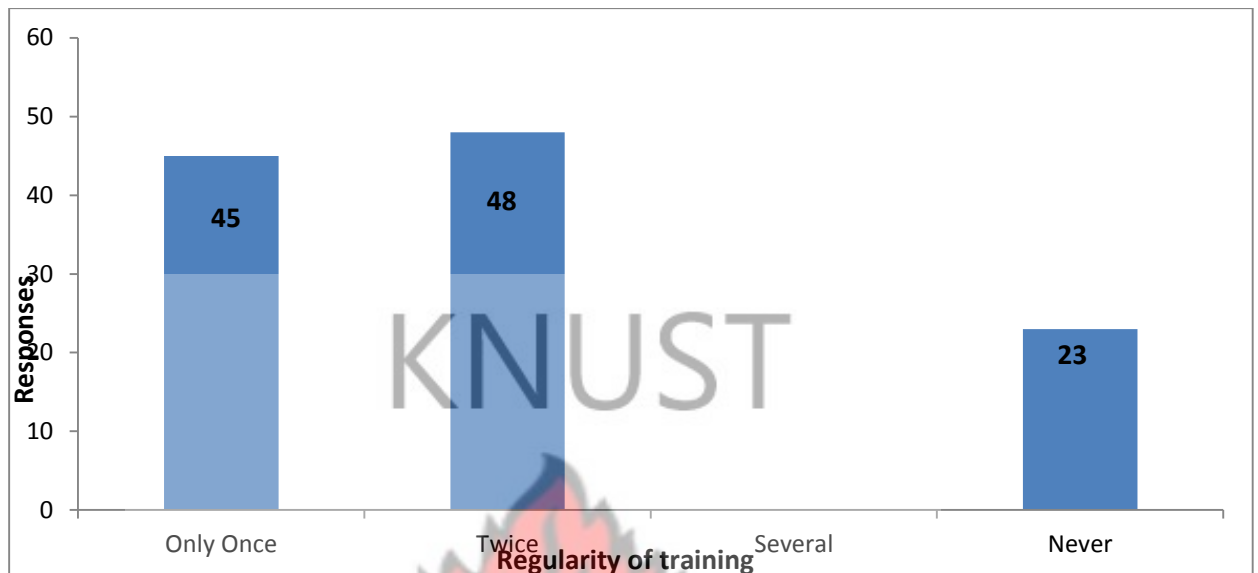
Figure 4.3: Number of times Workers have had any form of Training

Source: Field survey, 2011

A further investigation was conducted to ascertain whether training needs were identified in consultation and formal interviews with workers. Fifty six forming 48.28% of 116 respondents were uncertain about whether they were consulted by management in identifying training needs for them and 34 (29.31%) respondents strongly disagreed. Thirteen respondents representing 11.2 1% and 9 representing 7.76% respectively agreed and strongly agreed as portrayed in Table 4.8 below.

Table 4.8: Training Needs in the Organization Determined through Consultation and Formal interviews with Workers

Responses	Frequency	Valid Percent
Strongly Agree	9	7.76
Agree	13	11.21
Uncertain	56	48.28
Disagree	4	3.45
Strongly Disagree	34	29.31
Total	**116**	**100**

Source: Field survey, 2011

The findings above indicate that the KNUST did not consult its staff in the identification of training needs for its workers. It was surprising though to note that only 22 (18.97%) respondents could agree to the assertion that the management consulted staff in the identification of their training needs. An interview with some heads of department revealed that, some training programmes relevant to the jobs of KNUST administrative staff were already in place; hence staff were not consulted each time they were going to be trained. Also, in some instances, staff were allowed to find appropriate programmes necessary to improve their performance and discuss same with management. The management subsequently approved and sponsored staff on these training programmes based on its relevance to their job.

4.4 Methods Used to Measure the Performance of KNUST administration Staff

Every employer may desire to increase productivity and hence train employees in the organization to increase their delivery abilities in order to achieve this. Samanta (1993) emphasize the purpose of training and development of employees as creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization, build a more efficient, effective and highly motivated team to enhance the company's competitive position and to raise the performance of its staff. He further stated that it was therefore necessary for the performance of employees to be measured after training programmes vis-à-vis their performance before training. The latter was however not different from what the study revealed. On whether employee performance should be measured after training programme, a greater percentage of respondents agreed that it should be done.

Table 4.9: Whether Employee Performance should be measured after Training Programme

Responses	Frequency	Valid Percent
Strongly Agree	19	16.38
Agree	97	83.62
Uncertain	0	0.00
Disagree	0	0.00
Strongly Disagree	0	0.00
Total	116	100

Source: Field survey, 2011.

From table 4.9 above, 19 respondents representing 16.38% strongly agreed whiles the remaining 97 (83.63%) respondents agreed to the fact that employee performance should be measured after training. None of the respondents were uncertain, disagreed or strongly disagreed. The common agreement of staff performance being measured after training is in total agreement of Samanta's assertion.

Performance reviews can appear to be a waste of time for both employees and managers. Managers struggle to use the process as an effective means of holding poor performers accountable as well as give proper credit to the finest achievers. Those who measure performance well have the advantage of encouraging non-performing staff by helping them understand how their contributions matter to the success of their organization. Several strategies and methods are available to managers of organizations who mentored employees.
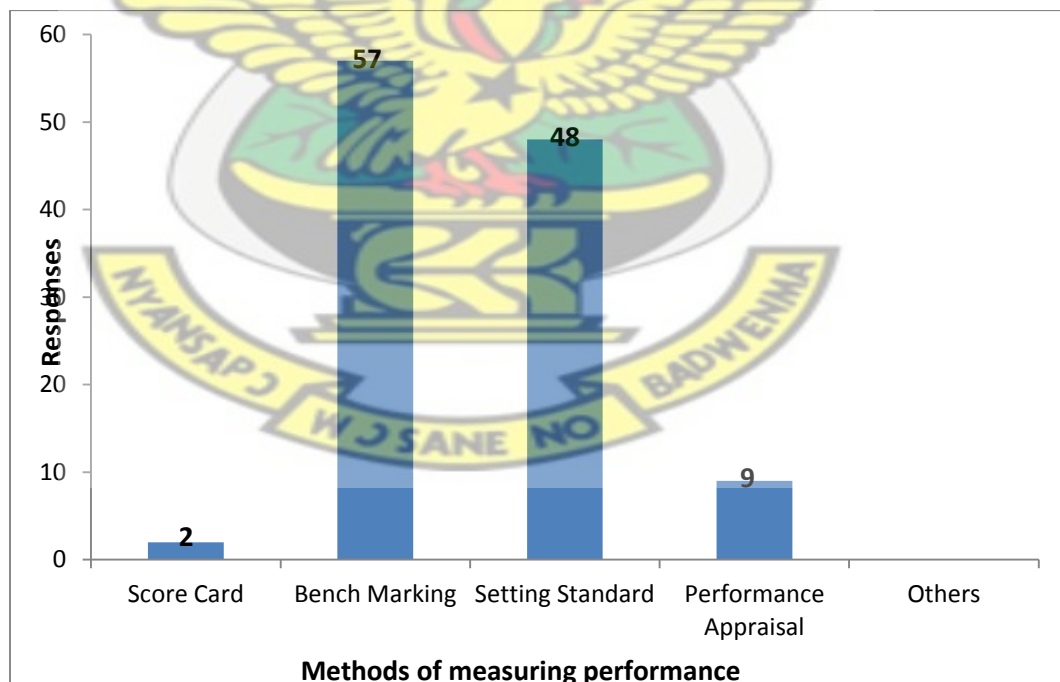
Figure 4.4: Methods Used to Measure Performance

Source: Field survey, 2011.

61

According to the survey, employees working in KNUST stated some of the methods used to measure their performance. Majority of the respondents 57 (49.14%) mentioned bench marking, 48 (41.37%) indicated setting standards and 9 (7.76%) claimed performance appraisal was used. Only two respondents representing 1.72% stated score card was what was used as illustrated in Figure 4.4 above. An interview with the heads of department revealed that, appraisal was mostly used whenever staff sought for promotion. The head of department of a particular staff would appraise the staff and present a written confidential report to the Appointments and Promotions Committee. This report forms the basis upon which a staff is either promoted or not.

The study tried to find out if training courses are evaluated in terms of improved work performance of employees in the KNUST administration. According to the respondents, 86 (74.14%) agreed that courses are evaluated in terms of improved work performance, 16 (13.79%) strongly agreed to this, 14 (12.07%) were uncertain and none of them disagreed/strongly disagreed.

Table 4.10: Whether training courses were evaluated by improved work performance

Responses	Frequency	Valid Percent
Strongly Agree	16	13.79
Agree	86	74.14
Uncertain	14	12.07
Disagree	0	0.00
Strongly Disagree	0	0.00
Total	**116**	**100**

Source: Field survey, 2011.

Most organizations do not conduct evaluation checks on the employees to determine their work performance before and after training programmes had been organized. The survey recognized this need and inquired from the respondents whether their employers evaluated their work performance before and after training. Out of 116 respondents, 1 (0.86) strongly agreed, 58 representing 50% were not certain, 31 (18.67%) agreed and 26 (22.41%) disagreed. This indicates that Management of KNUST did not evaluate work performance before and after training as shown in Table 4.11 below.

Table 4.11: Supervisors Evaluation of work Performance before and after Training

Responses	Frequency	Valid Percent
Strongly Agree	1	0.86
Agree	31	18.67
Uncertain	58	50.00
Disagree	26	22.41
Strongly Disagree	0	0.00
Total	**116**	**100**

Source: Field survey, 2011.

These outcomes should be related to the programme objectives, which help trainees understand the purpose of the programme. It is also at variance with Kenney et al (1992) position that training programme is reviewed during and after its completion by the training officer, the line manager, and if necessary, by the trainees themselves to check its effectiveness.

When respondents were asked if their performances were evaluated before and after training, they generally responded in the negative. As indicated in figure 4.5 below, 102 representing 87.93% claimed 'no' whiles the remaining 14(12.07%) responded 'yes'.
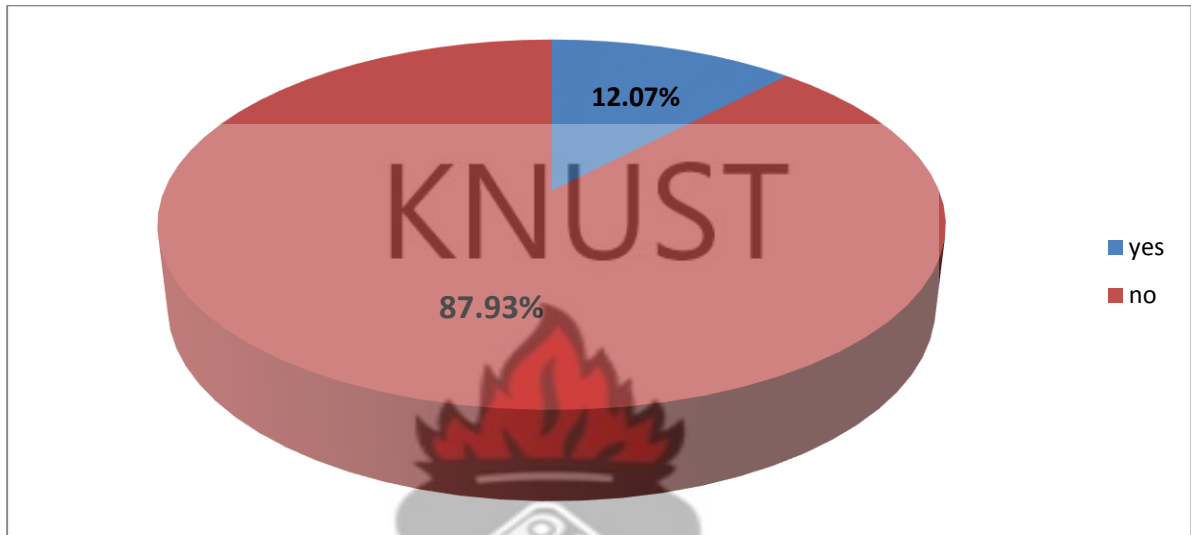
Figure 4.5: Whether staff performance was evaluated before and after training

Source: Field survey, 2011

Considering fair evaluation of employee performance, respondents were asked according to the survey if they believe their performance evaluation was fair, 102 respondents representing 87.93% said 'yes', 11(9.48%) responded 'no' and 3 (2.59%) stated that they were not sure.
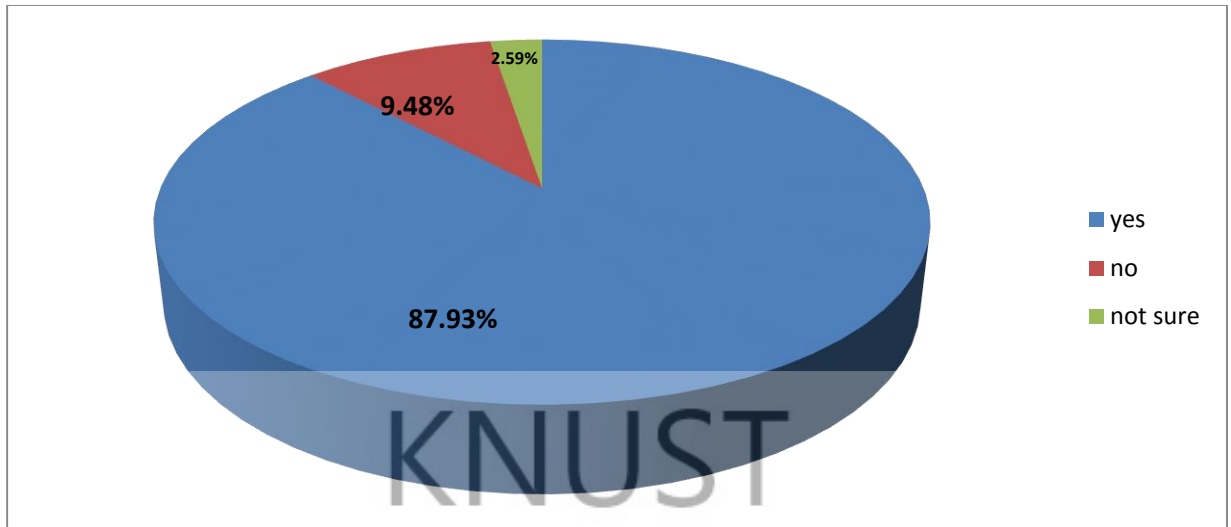
Figure 4.6: Fair evaluation of employee Performance

Source: Field survey, 2011

4.5 Training and Development Schemes and its effect on Performance of Workers and Productivity

The purpose of training and development is all-encompassing and is realized simultaneously. Training and development builds a team to be highly effective and efficient. Employees who are trained regularly are well motivated, well mannered and have enhanced confidence and self-esteem. Training and development prepares and broadens employees' knowledge and skills to enable them adapt to new technology and the changes that have happened in and out of the organization and the working environment.

The study asked respondents whether the training programme has helped to improve their performance since they joined KNUST administration. Majority of the respondents indicated that training programmes were good and should be encouraged. This was evident when 66

respondents representing 64.71% stated 'yes' and 36 representing 35.29% stated that there had been no improvement in their performance.

Respondents were asked to rate their performance before training programme, 93 forming 80.17% claimed it was good and 23 constituting 19.83% claimed it was very good. This implies that, respondents did not see their performance to be the best without undergoing any training as none of the respondents rated it excellent. Furthermore, 84 (72.41%) respondents rated performance after training to be very good and 32 (27.59%) responded that it was good after training. This means there was performance improvement after the training intervention as shown in Table 4.12.

Table 4.12: Performance Rating Before and After Training

	Frequency		Valid Percent	
Responses	**Before**	**After**	**Before**	**After**
Excellent	0	0	0	0
Very good	23	84	19.83	72.41
Good	93	32	80.17	27.59
Fair	0	0	0	0
Bad/Poor	0	0	0	0
Total	**116**	**116**	**100**	**100**

Source: Field survey, 2011.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter aims to highlight findings of the analysis done in chapter four (4) and recommend pragmatic policies and strategies to address the poor employee performances within the KNUST administration and also the institution of effective and efficient training and development programmes.

5.1. Summary of Findings

KNUST has in recent years taken serious look at the training and development needs of its employees. A programme has been put in place to help train all categories of staff to help them improve as well as acquire new skills to enable the University compete both in and outside the country. Thus KNUST recognizes its staff as its main asset to help it train high caliber of people to meet the technological needs of the country. Based on empirical data collected to assess the effects of training and development on employee performance at KNUST, several significant findings were revealed. These findings include the following:

5.1.1. The Administrative Body

The majority of the administrative body of KNUST belong to the central administration of the University. This is followed by other administrative bodies treated by the study as a single unit. These other administrative bodies include Estate Department, Maintenance

Department, Graduate School, Main Library, Audit Department, Institute of Distance

Learning and the Quality Assurance and Planning Unit.

5.1.2. Working Experience

Majority of the administrative staff of KNUST have worked with the University between 11

and 20 years. This is a clear evidence of both great loyalty and high level of administrative

experience.

5.1.3. KNUST Staff Training programmes

The entire administrative staff of KNUST was privileged to the knowledge of the existence

of training and development programmes. Some of these training programmes include

workshop for executive secretaries, training of administrative members in ICT, an initiative

programme with GIMPA, regular organization of seminar, conference and workshops, study

leave with pay for staff to enable them further their education.

The majority of the administrative workers of KNUST have had some type of training since

joining the institution, in the area of service training, followed closely by seminars and

conferences. These training programmes together with others are systematic and well

planned.

These training programmes were reviewed to be relevant to the job of the administrative

body which enables them to perform efficiently in their duties and also transfer the new skills

unto their jobs.

5.1.4. Consultation with Administrators on Training Needs

The study revealed that the training needs of the administrative workers of KNUST were

determined with very little consultation and formal interview with workers.

5.1.5. Relationship between Training and Performance

The study revealed that the training programmes organized for administrators at the KNUST improved their performances. This was evident when majority of the respondents agreed to their performances being good before training and very good after training. This was a clear indication of an improvement in performance.

5.1.6. Performance appraisal

It was found out from the study that the KNUST did very little performance appraisal of its staff. Performance appraisal was basically conducted at the time of staff seeking promotion. Performance appraisal, therefore, played little or no role in selecting staff for training.

5.1.7 Evaluation of work performance before and after training

The study revealed that the performances of staff were not evaluated before and after training to determine the effects of the training on the staff. Staff were therefore reluctant in putting into practice fresh knowledge acquired from training.

5.1.8 Regularity of training

The KNUST regularly trained its staff as revealed by the study. This was an indication that the KNUST was conscious of the training of its staff.

5.2. Conclusions

Training touches the lives of employees from the first day of a new job through retirement. Knowledge is transferred in settings that range from a formal classroom to the workplace, using organized lesson plans, survival of the fittest or an orderly transition to a well-prepared replacement. The type of training must be matched to the participant and task in order to achieve maximum results. Employees are more likely to enjoy their work and produce desired results when they know what is expected of them and have the tools and knowledge to perform the task. Job satisfaction is enhanced by pride in results that meet and exceed expectations.

The hope is that employees who receive training in line with their individual or organizational goals will become more efficient in what they do. Organizations should look at the positive effects of training on employee performance, and consider employee development as a targeted investment into making the front line worker stronger. More importantly, development plans that include "train-the-trainer" (training that trains employees to become trainers of a skill) can provide exponential benefits to the organization. This training can be anything from how employees can do their own jobs better to these employees being groomed to replace their supervisor. In addition, employees who are invested as a trainer might be further inclined to stay with the organization, and possibly reduce employee turnover. To further elaborate, employees who are well-trained often have higher motivation and morale because they feel that the company has invested in their ability and development. This also results in lower turnover rates. Trained employees often work better as teams because everyone is aware of the expectations and can achieve them together smoothly. Trained employees are also more confident in their performance and decision-

making skills. In addition, employees who receive regular training are more likely to accept change and come up with new ideas. Employees who learn new skills through training make good candidates for promotions because they have shown their ability to learn, retain and use information. Reliably, skilled employees can also be empowered to train other employees, which can reduce pressure for the management team.

Along with supporting the organization, employees might recognize that most types of employee development provide them benefits. Employee development programmes that range from certifications to education reimbursement, to even basic job skills training, have a certain cost to the organization that can easily be considered a benefit to the employee. Such awareness on the part of the employee can also lead to greater loyalty to the organization as well as enhanced job satisfaction. Training and education that can be added to the employees resume are big ticket items in terms of compensation plans, and should be treated as such.

From the study, the assessment of the administrative body indicates that majority of them have stayed with the institution for many years clearly indicating their level of loyalty and experience in their field of work. The low level of turnover could be attributed to the various training and development programmes organized. These programmes are envisaged to be systematic and well planned. The training and development programmes organized are relevant to the skills of the jobs of the administrative body. The performance of the administrative body after receiving the training and development saw good improvement. It can therefore be concluded that there is positive correlation between training and development programmes and performance of the administrative body. This finding actually is consistent with existing literature.

5.3. Recommendations

5.3.1. Training of Administrative Personnel

The study revealed that KNUST has training programme in place for its staff, yet the number of times workers have engaged in training were not sufficient, as shown in figure 4.3 in Chapter 4.

It is recommended that KNUST should strengthen its position in the organization of training and development to further enhance the performance of employees. The training programme should include those geared towards aiding workers to acquire knowledge and skills in different areas to help in efficient delivery. In furtherance of this, much emphasis should be given to the training of the administrators at the Central Administration where bulk of the administrative work takes place.

5.3.2. Motivational Tools to Enhance Performance

The research found out that the performances of administrators were positively related to training and development programmes for workers of KNUST.

To actually realise the full potential and benefits of the various training and development programmes, it is recommended that other motivational tools like yearly performance rewards and many others must be instituted. It is believed that this will help to increase the productivity of the employees in the organization. In addition, these tools could also help to maintain or even enhance the loyalty and experience of the administrators.

5.3.3. Internal training programmes

Majority of the workers have worked with the University for longer years as discovered by the study. This indicated great loyalty and administrative experience of workers. It is therefore recommended that internal training programmes should be organized whereby the most experienced in the University would be given the opportunity to train the less experienced. This will ensure that admirable qualities in the highly experienced staff remain in the University.

5.3.4 Initiating mentoring programmes

It was established in the study that among the methods of training, mentoring was not practised in the University, though it has many advantages as far as training is concerned. It is recommended that management of the University should make a conscious effort to inculcate this all important training method in their training programmes.

5.3.5. Need for consultation and formal interview

The study has shown that workers of KNUST were not consulted to determine their training needs before training programmes were organized for them. There is the need for management to consult the workers and also conduct interviews to determine the training needs of the organisation. According to Mullins (2005), training should be viewed as an investment in people. Training benefits both Management and the staff, and thus, for any effective training there should be training assessment and workers consultation to find out what exactly the trainee needs. Staff may have the tendency to own a particular training

programme if consulted on the identification of same. This may cause them to participate with much enthusiasm which will eventually result in maximum output.

5.3.6. Performance Evaluation

From the survey, it was revealed that employees' performance of KNUST was not evaluated before and after their training programmes. It is, therefore, recommended that the management of KNUST should evaluate its employees' performance before and after each training programme, to enable Management decide and determine the impact of training on the employees. It will also enable Management to determine the type of training to be organized for the employees so as to be able to manage its cost and benefit effects.

5.3.7. Performance Appraisal

The researcher found out that there was little performance appraisal of staff at KNUST and hence recommends that, management should try as much as possible to conduct performance appraisal of staff at regular intervals, to be able to assess staff to determine their training and developmental needs. This will also make it easier to select staff for training programmes such as seminars, workshops and conferences.

5.3.8. Recommended Areas for Further Studies

For further related studies, it is recommended that researchers should research into the evaluation of the factors that influence training and development and its impact on employee turnover. Also, the impact of training and development on employee commitment and turnover is recommended.

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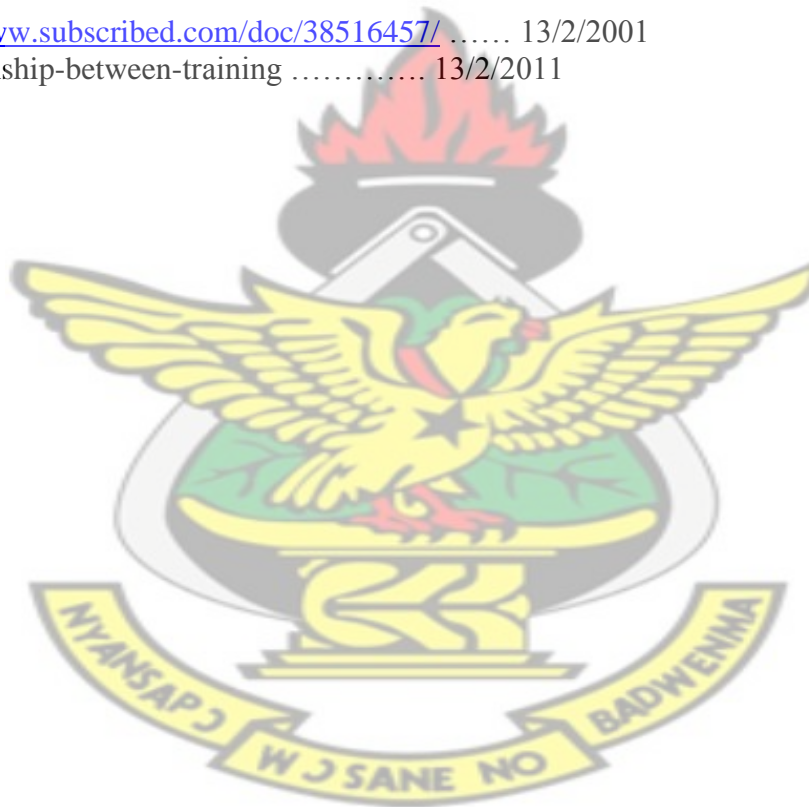
APPENDIX I

QUESTIONNAIRE FOR STAFF OF KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY (KUNUST)

Introduction

This is a study being conducted to assess the effect of training and development on employees' performance at KNUST. This is in partial fulfillment for the award of MBA degree. I would therefore appreciate if you could take some of your busy schedule to answer the following questions as candidly as possible. Please, not that the responses you provide are for academic purposes and are completely anonymous and confidential. Thank you in advance for your cooperation.

SECTION A

Demographic Data (please tick the most appropriate)

1.   Age: (a) 20 – 30 [ ]   (b) 31 – 40 [ ]   (c) 41 – 50 [ ]   (d) 51 – 60

[ ]

2.   Gender: (a) Male [ ]   (b) Female [ ]

3.   Educational background:
     (a) Senior High School [ ]   (b) Ordinary Level [ ]   (c) Advanced Level [ ]
     (d) HND   [ ]   (e) First Degree   [ ]   (f) Masters Degree   [ ]
     (g) Others *(Please specify)*………………………………………………………………..

SECTION B

Job Information (Please tick the most appropriate)

4.   What is your position?

     (a) Deputy Registrar   [ ]
     (b) Senior Assistant Registrar   [ ]
     (c) Assistant Registrar   [ ]
     (d) Chief Administrative Assistant   [ ]
     (e) Principal Administrative Assistant   [ ]
     (f) Senior Administrative Assistant   [ ]
     (g) Administrative Assistant   [ ]

5.   Division/Section:
     (a) Central Administration   [ ]
     (b) College of Engineering   [ ]
     (c) College of Science   [ ]
     (d) College of Health Sciences   [ ]
     (e) College of Art & Social Sciences   [ ]
     (f) College of Agric. & Nat. Res.   [ ]

(g) College of Arch. & Planning   [ ]
(h) Others *(Please specify)*…………………………………………………………
6.   How long have you been working with KNUST?
(a) 1 – 5 years   [ ]
(b) 6 – 10 years   [ ]
(c) 11 – 20 years   [ ]
(d) 21 – 30 years   [ ]
(e) 31 – 40 years   [ ]

SECTION C
Training and Development information (please tick the most appropriate)

7.   Are you aware of any training programme in KNUST? (a) YES [   ] (b) NO [   ]

If your answer is YES state
them…………………………………………………………………

8.   Employees are to be trained regularly?
(a) Strongly Agree   [ ]   (d) Disagree   [ ]
(b) Agree   [ ]   (e) Strongly Disagree   [ ]
(c) Uncertain   [ ]

9.   Have you had any type of training since you joined KNUST?
(a) YES   [ ]   (b) NO   [ ]

10.   If your answer to question 9 is yes, what type of training programme?
(a) On-the-job training   [ ]   (c) Off-the-job training   [ ]
(b) In-Service training   [ ]   (d) Others (Please
specify)…………………...

11.   Which method of training was used for the facilitation?
(a) Seminar   [ ]   (d) Mentoring   [ ]
(b) Understudying   [ ]   (e) Role playing   [ ]
(c) Formal lectures   [ ]   (f)   Others   (Please
specify)…………………...

12.   If you have been with KNUST for at least two years, how many times have you had
any form of training?
(a) Only once   [ ]   (c) Several   [ ]
(b) Twice   [ ]   (d) Never   [ ]

13.   In your opinion do you think training at KNUST is planned and systematic?
(a) YES   [ ]   (b) NO   [ ]   (c) Not sure   [ ]

14.   Did you learn any skill that was relevant to your job?
(a) YES   [ ]   (b) NO   [ ]

15. Were your new skills transferred unto your job?
(a) YES   [   ]   (b) NO   [   ]

16. Are training needs in the organization determined through consultation and formal interviews with workers?
(a) Strongly Agree   [   ]   (d) Disagree   [   ]
(b) Agree   [   ]   (e) Strongly Disagree[   ]
(c) Uncertain   [   ]

17. Employees performance should be measured after training programme?
(a) Strongly Agree   [   ]   (d) Disagree   [   ]
(b) Agree   [   ]   (e) Strongly Disagree[   ]
(c) Uncertain   [   ]

18. Which of the following methods should be used to measure performance?
(a) Score card   [   ]   (d) Performance appraisal [   ]
(b) Bench marking   [   ]   (e)   Others   (Please specify)……………………
(c) Setting standard   [   ]

19. In your opinion has the training programme helped improve your performance since you joined KNUST? (a) YES   [   ]   (b) NO   [   ]

20. How would you rate your performance before training?
(a) Excellent [   ]   (b) Very good [   ]   (c.) Good [   ]   (d) Fair [   ]   (e) Bad/Poor [   ]

21. How would you rate your performance after training?
(a) Excellent [   ]   (b) Very good [   ]   (c.) Good [   ]   (d) Fair [   ]   (e) Bad/Poor [   ]

22. Training courses are evaluated in terms of improved work performance?
(a) Strongly Agree   [   ]   (d) Disagree   [   ]
(b) Agree   [   ]   (e) Strongly Disagree[   ]
(c) Uncertain   [   ]

23. Do you think supervisors evaluate work performance before and after training?
(a) Strongly Agree   [   ]   (d) Disagree   [   ]
(b) Agree   [   ]   (e) Strongly Disagree[   ]
(c) Uncertain   [   ]

24. Do you consider your performance evaluation fair?
(a) YES   [   ]   (b) NO   [   ]

25. Is your performance evaluated before and after training?
(a) YES   [   ]   (b) NO   [   ]

APPENDIX II

INTERVIEW QUESTIONS FOR MANAGEMENT OF KNUST

1. (a) Division/Section…………………………………………………………………...

    (b) Rank/Status…………………………………………………………………...

2. Does KNUST have training policy in place?...

    …………………………………………………………………………………………

3. Do you consider the policy to be fair……………………………………………………

    …………………………………………………………………………………………

4. Are the employees aware of the existence of such policy?......................................

    …………………………………………………………………………………………

5. Have you been organizing training and development programmes for your

    workers?…………………………………………………………………………………

6. How long has KNUST been involved in training and development?.......................

    …………………………………………………………………………………………

7. How often do you organize such a training……………………………………………...

    …………………………………………………………………………………………………

    …………………………………………………………………………………………

8. How do you select or choose an employee for training?...

    …………………………………………………………………………………………..

9. Who make decision for an employee to go on training?...

    …………………………………………………………………………………………

10. Is the employee consulted in making this decision?..

    …………………………………………………………………………………………

11. Do employees have sense of favourtism when they are being selected for training

    programmes?..

12. What methods of training are used and why?...

    …………………………………………………………………………………………

13. Do you consider the training method used as appropriate?......................................

    …………………………………………………………………………………………

14.   What is your view on training and development with respect to cost and benefit involved in the organization?..

…………………………………………………………………………………………

…………………………………………………………………………………………

15.   How do you evaluate the effectiveness of this training programme?........................

…………………………………………………………………………………………

…………………………………………………………………………………………

16.   Does training have an effect on workers performance and productivity?.................

…………………………………………………………………………………………

………………………………………………………………………………………..

17.   Do you have records on past training with dates on each worker?...........................

…………………………………………………………………………………………

…………………………………………………………………………………………18.

Has training impacted on staff motivation and performance? ……………………

……………………………………………………………………………………………

……………………………………………………………………………………

19.   Does the organization have performance problems?...

……………………………………………………………………………………………

……………………………………………………………………………………

20.   How do you describe the performance problems of the organization?....................

……………………………………………………………………………………………

……………………………………………………………………………………