Effect of Training and Development on Employee Performance in the University of Education, Winneba, Ghana

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Abstract
Training and development are crucial aspects of human resource management, enhancing an organisation's effectiveness by building employees' skills, knowledge, and abilities. In academic institutions, these processes are vital since the performance of both teaching and non-teaching staff directly impacts the achievement of the educational vision and mission. Consequently, organisations should implement training programs that optimise employee potential and boost productivity. This paper investigated how training and development influence employee performance at the University of Education, Winneba, in Ghana's Central region. Using a quantitative approach and descriptive survey design, the study sampled 200 administrative staff, including senior and junior members, through purposive, stratified, and simple random sampling. Data collected via structured questionnaires were analysed with descriptive and inferential statistics in SPSS. Findings indicated that UEW largely addressed employees' training needs through need-based training. Additionally, training needs were positively linked to employee performance and significantly influenced achievements. The study recommended regular, structured, need-specific training sessions for staff and ensuring sustainable funding from management to support ongoing training efforts.

Keywords: Training, Development, Employee, Performance, University of Education, Winneba

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Introduction

Training and development are fundamental to human resource management and must be undertaken either proactively or reactively to meet changes that arise over time (Landale, 2000; Okoye & Ezejiofor, 2013). Training is a learning experience that aims to bring about a relatively permanent change in the individual, improving their ability to perform their job well (Landale, 2000; Elnaga & Imran, 2013). It plays a distinct role in achieving organisational goals by aligning the interests of the organisation and the workforce (Stone, 2002; Obi-Anike & Ekwe, 2014). In an increasingly competitive world, where organisations compete with one another in goods and services, there should be a link between the organisation's business strategy and the training and development it undertakes (Wilson, 1999; Talwar & Thakur, 2016). The University of Education, Winneba (UEW), like any other organisation, strives to achieve the best from its employees. Here, training and development are particularly advantageous, as they equip staff with the requisite knowledge and skills to perform their job schedules (Nda & Yazdani Fard, 2013). A preliminary observation at UEW indicates that some employees complain about irregular training and development programmes for staff. Also, proper needs assessments of staff are not conducted before training is organised for employees, although studies emphasise systematic needs assessment as a basis for effective training in educational settings (Amin, Saeed, & Iqbal, 2013; Abba & Dawha, 2009). Moreover, training and development programmes are sometimes organised for all staff without reference to individual needs assessments. This suggests that training and development in academia are, therefore, more or less unplanned and unsystematic (Degraft-Otoo, 2012).

The formal educational system does not sufficiently teach the specific job skills needed for roles within particular organisations. Many employees lack the necessary skills, knowledge, and abilities (SKAs) to perform well. Consequently, they often require extensive training to develop these SKAs and contribute meaningfully to the organization's growth (Barron & Hagerty, 2001; Tabassi & Bakar, 2009). For employees to be flexible and effective at work, they must acquire and enhance their knowledge and skills. Additionally, to feel valued by their employer, employees need to see clear evidence of management's commitment to their training and career development (Barron & Hagerty, 2001; Albrecht, Bakker, Gruman, & Saks, 2015).

Organisations are increasingly prioritising productivity improvements through optimal human resource utilisation, investing in training and development to boost human productivity at both macro and micro levels (Okoye & Ezejiofor, 2013; Obi-Anike & Ekwe, 2014). Consequently, employee training has become essential for every organisation, as it helps employees perform their roles more efficiently and enhances overall productivity (Nda & Yazdani Fard, 2013; Raza, 2014). Additionally, training enables employees to acquire new skills and prepares them to handle higher responsibilities competently in the future. The extent and quality of training vary significantly across organisations, influenced by factors such as external changes, including new markets or processes (Donald, 2009; Hanaysha, 2016).

This study is based on foundational learning theories crucial for effective training and development. These include: behavioural theories, which see learning as acquiring new behaviours through conditioning (Barron & Hogerty, 2001); constructivism, which highlights learners actively constructing knowledge and forming new ideas based on their existing knowledge and experience (Taylor & Essuman, 1999); and social learning theory, especially through modelling and role-

playing, where individuals learn by observing others, imitating behaviours, and receiving reinforcement (Gordon, 1992; De-graft-Otoo, 2012; McKenna & Beech, 2002). Collectively, these theories offer a framework for understanding how training programs promote learning and behavioural change, shaping contemporary training approaches that focus on motivation, engagement, and knowledge transfer (Khan, 2012; Ibrahim, Boerhannoeddin, & Bakare, 2017).

A systems approach to training and development is advised to help organisations optimise their and their employees' potential (McNamara, 2008). This method includes analysing organisational needs, establishing training goals, designing a comprehensive training framework, developing the training materials, and implementing as well as evaluating the training at each phase before, during, and after (McNamara, 2008; Topno, 2012). Continuous assessment of training initiatives is vital to understanding their impact on employee behaviour and overall organisational performance (Topno, 2012).

Numerous studies indicate that training and development are vital components of every business to unlock and nurture the potential and value of its employees (Elnaga & Imran, 2013; Talwar & Thakur, 2016). Training plays a crucial role in employee growth by helping them acquire self-fulfilling skills and abilities, lowering operational costs, and minimising organisational liabilities (Donald, 2009; Obi-Anike & Ekwe, 2014). Additionally, well-trained employees tend to be more motivated, feel a stronger sense of responsibility, and require less supervision, which boosts the organisation’s capacity to achieve its mission (Nassazi, 2013; Khan, 2012). Research also shows that employee performance is influenced by factors like job satisfaction, knowledge, and management, and there is a clear link between training and improved performance (Ngugi, 2014; Bhat, 2011; Hafeez & Akbar, 2015).

According to Cole (2002), training improves skills, knowledge, abilities, and competencies, leading to better employee performance within organisations. This finding has been supported by subsequent research across various sectors, including education and telecommunications (Amin et al., 2013; Khan, Abbasi, Waseem, Ayaz, & Ijaz, 2016). Human resources aim to develop talent that aligns with organisational needs and role-specific knowledge. Achieving the right personnel in the right roles is feasible through effective training and development. But how exactly do training and development influence employee performance? Research in higher education and public organisations indicates that well-designed training enhances performance, effectiveness, and productivity (Hanaysha, 2016; Asfaw, Argaw, & Bayissa, 2015; Kum, Cowden, & Karodia, 2014). Therefore, this study investigates the impact of training and development on employee performance at the University of Education, Winneba, focusing on the following research questions:

1. To what extent does UEW meet the training and development needs of employees?
2. What is the relationship between training and development needs and employee performance?

Methodology

Research design and approach

This study utilised a descriptive survey design. A survey entails the researcher deliberately gathering data from the population to assess the current status of one or more variables (Mugenda & Mugenda, 2003). Consequently, a descriptive survey was chosen for this research. Data was collected via questionnaires distributed to junior staff, senior staff, and senior non-academic personnel at the University of Education, Winneba Campus. The research employed a quantitative methodology to examine the relationships between variables based on this data.

Target population

The target population for the study was the staff of UEW who had undergone a training programme at least once. The total staff population of the University of Education, Winneba, at the time of the research was one thousand nine hundred and thirty-one (1,931) (UEW 21st Congregations Basic Statistics of November 26th, 2016). The study focused on the University of Education, Winneba, because it is a recognised tertiary institution with all functional areas and a training policy. The researcher, however, focused on the administrative staff (Junior, senior staff, and Senior Members) of the University since they had undergone the training programme.

Sample technique

This study utilised three sampling methods simultaneously: purposive, simple random, and stratified sampling. Purposive sampling was employed to select administrators who served as respondents, based on the researcher's judgment that these individuals could provide relevant information about the research topic. This technique, also called judgmental sampling, involves the researcher intentionally choosing respondents believed to offer necessary insights. Specifically, the researcher selected administrators whose schedules included managing applications for training and development and who organised these programmes at the University, ensuring they could provide pertinent information. Simple random sampling was used to give every member of the population an equal chance to be selected. According to Ofori and Dampson (2011), stratified sampling involves dividing the population into groups (strata) sharing common characteristics. They noted that simple random sampling involves randomly choosing from a list of the entire population, known as the sampling frame. To ensure proportional representation of senior members, senior staff, and junior staff, stratified random sampling was employed.

Sampling size determination and sampling procedures

The study population consists of the administrative staff at the University of Education, Winneba (UEW). The total staff was 1,931, according to the UEW 21st Congregation's Basic Statistics from November 26th, 2016. The focus was on the central administration staff, numbering 1,227, which included 110 senior members, 399 senior staff, and 718 junior staff. To ensure the sample truly represented the population, stratified and simple random sampling methods were used. Of the 1,227 central administration staff, 744 (60.64%) were based at the Winneba campus. The Winneba campus's administrative staff, comprising 384 senior members, senior staff, and junior staff, adequately reflects the overall administrative population of the university. This data is shown in Table 1.

Table 1: Staff Strength of Administrative staff as of November 26, 2017

Category	Number	Percent (%)
Senior Member	60	16.5
Senior Staff	215	52.7
Junior Staff	109	30.8
Total	**384**	**100**

A combination of stratified and simple random sampling was used to select a representative sample (Ofori & Dampson, 2011). The population was divided into three groups outlined in Table 1: senior members, senior staff, and junior staff. Using the Krejcie and Morgan (1970) table, a sample size of 214 was determined for the target administrative staff at Winneba campus (N=384). Due to research and time constraints, a sample of 200 was ultimately chosen. The proportions of staff from each group reflected their presence in the population: 16.5% senior members, 52.7% senior staff, and 30.8% junior staff. Final respondents from each stratum were selected through simple random sampling, giving everyone an equal chance of being chosen (Ofori & Dampson, 2011). The sample was purposively drawn from the administrative staff at Winneba campus.

Data collection instruments

A questionnaire is a tool for collecting and recording information about a particular issue of interest (Sushil & Verma, 2010). Therefore, a structured questionnaire was used as the data collection instrument in the research, as the research adopted a quantitative research approach. The questionnaire was used because the respondents involved in the study were literate and could read and write. A Cronbach's alpha value of .763 was obtained after conducting a test of reliability, indicating that the items in the instrument are reliable for analysis.

Data processing and analysis

The raw data collected was edited to detect and correct probable errors and omissions, misconceptions and misunderstandings, and to ensure the consistency, validity, and credibility of the research. The data were then exported and analysed using both descriptive and inferential statistics (correlation analysis) in the Statistical Package for Social Sciences (SPSS version 27.0).

Ethical considerations

The researchers visited the selected departments of UEW and first explained the purpose of the study to the heads of the departments and their staff. Before collecting the data, the researcher obtained free, informed consent and ensured confidentiality, privacy, and anonymity for respondents. Ethical research practices protect human and non-human subjects, ensure the appropriate use of methodology, and lead to conclusions and recommendations based on actual findings, resulting in complete and accurate research that upholds the principles of ethical reporting (Ofori & Dampson, 2011).

Results and Discussion

This section of the paper presents the results and discussion of the data collected from the field. Meaningful analogies were drawn from the data for inferences. The discussions were done based on the research questions that guided the study.

Table 2: Demographic Characteristics of Sampled Administrative Staff.

Variable	Subscale	No.	%
Gender	Male	104	52.0
	Female	96	48.0
Age	21-29 years	20	10.0
	30-39 years	90	45.0
	40-49 years	66	33.0
	50-59 years	22	11.0
	60 and above	2	1.0
Highest level of education	M.Phil./MSc. /MBA/M.Ed./MA	82	41.0
	First Degree	68	34.0
	HND	8	4.0
	Diploma	30	15.0
	SSSCE/WASSCE	10	5.0
	PhD	2	1.0
Staff category	Senior member	64	32.0
	Senior staff	108	54.0
	Junior staff	28	14.0
Years worked at the University	1-5 years	36	18.0
	6-10 years	60	30.0
	11-15 years	58	29.0
	16-20 years	36	18.0
	Above 20 years	10	5.0

Table 3 shows the characteristics of the administrative staff (Junior, senior staff, and Senior Members) of the University of Education, Winneba, who served as respondents for the study. A total of 200 respondents (N=200) took part in the study. The demographic profile showed that most were male (52.0%, n=104), with females making up 48.0% (n=96). The largest age group was 30-39 years (45.0%, n=90), followed by 40-49 years (33.0%, n=66), 21-29 years (10.0%, n=20), 50-59 years (11.0%, n=22), and 60+ years (1.0%, n=2). This indicates that most administrative staff were aged 30-39. In terms of education, the majority held an M.Phil./MSc. /MBA/M.Ed./MA (41.0%, n=82), while others had a First Degree (34.0%, n=68), Diploma (15.0%, n=30), HND (4.0%, n=8), SSSCE/WASSCE (5.0%, n=10), or PhD (1.0%, n=2). Having most respondents with second degrees is positive, as it suggests they likely have substantial knowledge about training needs given their education levels. Staff categories were primarily Senior Staff (54.0%, n=108), followed by Senior Members (32.0%, n=64), and Junior Staff (14.0%, n=28). Regarding years of service at the university, most respondents reported working for 6-10 years (30.0%, n=60), then 11-15 years (29.0%, n=58), 1-5 years (18.0%, n=36), 16-20 years (18.0%, n=36), and over 20 years (5.0%, n=10).

The Extent to which UEW meets the Training and Development Needs of Employees

The insights shared by our administrative team can be found in Table 4, showcasing their valuable contributions to the extent of training and development needs as espoused by UEW management

Table 4: The Views of Administrative Staff Concerning the Extent to Which UEW Meets the Training and Development Needs of Employees

Statement	M	SD
The University staff training is organised based on the identification of needs assessment.	1.47	.85
Employees undergo training and development programs based on identified needs.	1.35	.87
Employees' level of participation in training programs is high.	1.26	.78
The mode of selection for training and development programs in the University is fair.	1.30	.80
Training and development programs contribute to achieving effectiveness and efficiency among administrators.	1.26	.50
Training and development programs ensure people are updated on their job schedules.	1.37	.68
Training and development issues are of the highest priority to the University management.	1.39	.86
The University approves all applications for training and development programs.	2.18	.70
There are enough funds for training and development programs.	2.26	.79
To a large extent, the employees' training and development needs are met.	2.13	.76
Adequate funds are provided to meet the Training needs of staff.	2.27	.72
Scholarships and bursaries are provided for staff.	1.34	.87
Study leave with pay is offered to staff	1.44	.80
Part-time study leaves are offered to staff.	1.37	.94

Scale: (1=Agree, 2=Disagree, 3=Uncertain), Mean of means = 1.60, Mean of Standard Deviation = .78

Table 4 above presents 14 items, with their means and standard deviations, as well as the overall mean and standard deviation at the bottom of the table. Regarding the statement "The University staff training is organised based on the identification of needs assessment," a mean of 1.47 was recorded, with a standard deviation of 0.85, indicating agreement with moderate response variability. This suggests that training at UEW is guided by a prior needs assessment, in line with work emphasising that systematic training needs analysis enhances the relevance and effectiveness of training (Brown, 2002; Aguinis & Kraiger, 2009).

Similarly, "Employees undergo training and development programmes based on identified needs" recorded a mean of 1.35 and a standard deviation of 0.87, again reflecting agreement and slightly higher dispersion. Compared with the overall mean of means (1.60), this lower mean indicates

stronger agreement that training is needs-based, supporting findings that needs-based training design improves job-relevant skills and performance (Aguinis & Kraiger, 2009; Chahal, 2013).

The item "Employees' level of participation in training programmes is high" had a mean of 1.26 (SD = 0.78), while "The mode of selection for training and development programmes in the University is fair" had a mean of 1.30 (SD = 0.80). Both means fall clearly within the "agree" range, suggesting that staff perceive high participation and fair selection. This aligns with evidence that transparent participation and selection processes support training transfer and job performance (Kirkpatrick & Kirkpatrick, 2010; Tharenou, Saks, & Moore, 2007).

Regarding "Training and development programmes contribute to achieving effectiveness and efficiency among administrators," the mean was 1.26, with a relatively low standard deviation of 0.50, indicating strong agreement that training improves effectiveness and efficiency. This aligns with studies reporting a positive relationship between training and development and employee performance and productivity (Aguinis & Kraiger, 2009; Zakir & Rehman, 2016).

The statement "Training and development programmes ensure people are updated on their job schedules" recorded a mean of 1.37 (SD = 0.68), again indicating agreement with relatively low dispersion. This supports earlier findings that training aligned with current job requirements helps keep employees' knowledge and skills up to date (Khan & Khan, 2011; Salas et al., 2012).

For "Training and development issues are of the highest priority to the University management," the mean was 1.39 and the standard deviation 0.86, indicating general agreement, though with somewhat more variability. Research on human resource development in organisational contexts similarly notes that when management visibly prioritises training, employees report more positive perceptions of development opportunities (Tharenou et al., 2007; Garavan, Carbery, & Rock, 2012).

The statement "The University approves all applications for training and development programmes" had a mean of 2.18 (SD = 0.70). "There are enough funds for training and development programmes" had a mean of 2.26 (SD = 0.79), and "Adequate funds are provided to meet the training needs of staff" had a mean of 2.27 (SD = 0.72). These means, closer to the "disagree" category, indicate that staff perceive challenges with approval and funding. Similar funding and coverage gaps are documented in HRD research, particularly in the public and education sectors, where resource limitations can restrict training despite its recognised benefits (Chahal, 2013; D'Netto, Bakas, & Bordia, 2008).

The overall perception item "To a large extent, the employees' training and development needs are met" recorded a mean of 2.13 and a standard deviation of 0.76. Although slightly above 2, the item wording and overall pattern of results suggest that many employees feel their needs are largely met, but not entirely, indicating that other considerations are needed. This mixed perception is comparable to findings in other service and education settings, where employees appreciate existing training yet perceive room for broader coverage and support (D'Netto et al., 2008).

Moreso, issues with supporting scheme items such as "Scholarships and bursaries are provided for staff" had a mean of 1.34 (SD = 0.87), "Study leave with pay is offered to staff" had a mean of 1.44 (SD = 0.80), and "Part-time study leave is offered to staff" had a mean of 1.37 (SD = 0.94). These low means indicate that respondents generally agree that scholarships and study leave (both full-time and part-time) are available, which is in line with evidence that scholarships, educational

assistance, and supportive study-leave policies promote participation in development and continuous professional growth (Jahanzeb & Bashir, 2013; Adegoke, 2011).

The average of the means, 1.60, combined with most item means clustering near 1 and relatively low standard deviations around 0.78, suggests broad agreement that UEW offers needs-based training, encourages high participation, and supports improvements in effectiveness, efficiency, and development policies. Conversely, higher means of 2.1–2.3 on items related to funding and approval highlight perceived constraints in financial and administrative support, aligning with broader evidence that effective training can occur despite resource limitations (Zakir & Rehman, 2016). Overall, the descriptive statistics indicate that UEW largely fulfils employees' training and development needs; however, there is room for improvement, as reflected in the high mean of 2.13 and standard deviation of 0.76 for the statement, "To a large extent, the employees' training and development needs are met," as well as in progress made in funding and approval processes.

Pearson's Correlation Coefficient

The correlation coefficient portrays the strength and direction of the relationship, whilst the p-value shows the probability of a significant relationship. As a result, Pearson's Product-Moment Correlation Coefficient was used to assess the relationship between training and development and employee performance. Thus, correlation is used to depict the strength of the association between the variables involved. The value of the coefficient in the relationship between the variables is as follows: (0.70 - 1.00) indicates "strong association", (0.50 - 0.69) indicates "substantial association", (0.30 - 0.49) indicates "moderate association", (0.10 - 0.29) indicates "low association", and (0.01 – 0.09) indicates "negligible association" (Alwadaei, 2010).

It is noteworthy that a Pearson correlation coefficient of +1 indicates a positive relationship between variables (such that when one variable increases, the other also increases), whilst a value of -1 indicates an inverse relationship (such that when one variable increases, the other decreases)

Relationship Between Training and Development Needs and Employee Performance

Table 3: Correlation Analysis between Training and Development Needs and Employee Performance

		Employee performance
Training and development needs	Pearson Correlation	.316**
	Sig. (2-tailed)	.001
	N	200

**. Correlation is significant at the 0.05 level (2-tailed).

The Pearson Product-moment Correlation Coefficient was used to assess the association between the two variables. From Table 3, it can be deduced that there was a weak positive correlation between the two variables, $r = .316$, $n = 200$, $p < .005$, with weak levels of training and development needs associated with weak levels of employee performance (Farooq & Aslam,

2011). The weak positive correlation coefficient implies that as the training and development needs of administrative staff increase, employees' performance will slightly or fairly increase. The results support the views expressed by Dwivedi et al. (2023) that the investment in training and development yielded a positive return on investment, highlighting the direct correlation between employee development and organisational success. The finding is also supported by the works of Fegade and Sharma (2023), who aver that employee training and development can have a significant impact on organisational efficiency and effectiveness, and that organisations should invest in these activities to improve their performance and competitive advantage. The findings are in consonance with Karim et al. (2019), who suggested that training and development and employees' performance are closely related and has substantial influence on achievement. This means that training and development needs alone cannot be a major driver in fuelling employees' performance because there might be other factors or intervening variables that would have a strong impact on employee performance (Saks & Burke, 2012).

Conclusions

The analysis of the data reveals that the University of Education, Winneba (UEW) largely addresses the training and development needs of its employees. However, the high mean values combined with substantial standard deviations for specific survey items such as "The employees' training and development needs are met to a large extent," "The University consistently approves applications for training and development programs," "Sufficient funding is available for training and development initiatives," and "Adequate financial resources are allocated to fulfil the training requirements of staff" suggest that there are still significant areas requiring enhancement.
Furthermore, a weak positive correlation was found between the fulfilment of training and development needs and overall employee performance. This portrays a situation where improvements in training and development may lead to a slight or fair improvement in employees' performance or productivity. Therefore, as training and development needs become more pronounced, we can anticipate somewhat corresponding improvements in productivity among employees, though there might be other factors that might increase productivity levels among employees. To maximise this relationship, it would be imperative for UEW to implement targeted strategies, mechanisms, as well as other alternatives aimed at further enhancing employees' productivity and engagement. This could include evaluating current training programs, exploring diverse funding options, and ensuring that all employees have access to the resources they need for professional growth.

Recommendation

Drawing from the insights and conclusions of the study, several poignant recommendations are put forth for the key stakeholders at the University of Education, Winneba (UEW). To begin with, Human Resource Management (HRM) and University Management must establish effective mechanisms that ensure the pressing issues identified in the needs assessment are thoroughly addressed within their training and development programmes. In this light, it is essential that University Management actively inform administrative staff about the institution's goals and needs, fostering a sense of unity and purpose among all members as they work towards a shared vision. Regularly scheduled training and development sessions should be implemented, alongside

performance evaluations that gauge not only the knowledge gained but also the practical application of that knowledge in everyday work scenarios.

The study emphasises that training and development are crucial for university management. UEW leaders need to focus on resolving issues or grievances related to these areas. Addressing concerns proactively can boost employee performance and satisfaction. Important factors like careful fund allocation and management review are necessary to ensure training programs meet employee needs before approval, fostering a growth-oriented environment.

Finally, to encourage more active participation and authentic enthusiasm for continuous professional growth, university management and HR should improve staff compensation. Offering rewards like promotions and pay raises based on excellent training performance can motivate employees to pursue development opportunities. This strategic move will enhance morale and promote a culture of excellence within the institution.

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